

# Help for blind students



All this year, 35 Monash students have been spending an average of two hours a week in the Main Library dictating lecture notes and texts into tape recorders.

Not for their own benefit, but to help the University's five blind students with their studies.

Mrs. Jeni Fernando, a library assistant in the reader services department, has been supervising the operation.

At the beginning of the year, she located the blind students and interviewed them to find out the subjects each would be studying. The students were: Jim Finn (Law/Ecops II), Kerry Bounds (Ecops II), Maryanne Laidlaw (Science I), Robert Altamore (Law I), and Richard Berger (Arts I).

## Subject basis

With the help of the Faculty Secretaries, Jeni began to organise the program on a subject basis, covering anthropology and sociology, politics and economics, linguistics, psychology, philosophy, and (for the first semester only) mathematics.

Then she went to the first tutorials for the year to recruit the nucleus of her reading team. As details of the scheme became known, other students began to volunteer their services and by the time lectures were under way she had "floods" of students offering to read. Jeni finally settled for about five readers in each subject.

Jeni found, too, that she was

getting enthusiastic co-operation from lecturers and tutors who went to considerable lengths to select suitable extracts from recommended texts, journal articles, pamphlets and the like. One staff member even took a crash course in braille so that he might give further help to the blind students.

Jeni said this week: "We in the Library would like to express our gratitude to the volunteer readers. We realise that they are giving up a lot of their own valuable time in a most worthwhile cause."

The whole operation has been organised in collaboration with the Royal Victorian Institute for the Blind, which maintains an extensive library and supplies braille texts for the students.

(Jeni Fernando came to Australia from Sri Lanka 14 years ago. She is a Monash arts graduate and later this year will complete a postgraduate course in librarianship at RMIT).

Four of the five blind students met two of their readers in the library recently. Pictured below, from left, are: Bernice Jamieson (reader), Kerry Bounds, Peter Davis (reader), Robert Altamore, Jim Finn, Maryanne Laidlaw, and Mrs Jeni Fernando. The project uses six four-track recorders. The tapes, each of three hours duration, are lent without restriction to the students.—Photos: Herve Alleaume.



# MONASH REPORTER

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## NEWS AND DEBATE ON TWO CURRENT ISSUES

### Assessment:

A meeting of about 2000 students last Monday voted against re-occupation of the University Offices over the assessment issue.

The meeting followed a week long occupation by about 100 students, and their eviction by police in the early hours of Thursday, September 26.

Seventy-seven people, of whom 12 were non-students, were charged with "besetting a building" following the police action.

The MAS general meeting was asked to re-occupy the university Offices for at least three days, using the building as a resource centre.

After two votes by show of hands, the MAS chairperson, Ms. Mary Potter, announced both times that the occupation motion was clearly lost.

A division was called. The vote was 735 for and the tellers for those against stopped counting at 950, with a large number still to be counted.

(At the meeting, Ms. Potter read out a vote of 1800 against — this discrepancy resulted because at first the counts of the two tellers were by accident added together).

A foreshadowed motion calling for direct negotiation was carried. It said that this was the best way for the campaign to succeed in changing assessment. It added that providing all charges were dropped, occupation of administration be deferred.

In a letter from the acting Vice-Chancellor, Professor W. A. G. Scott, read out at the beginning of the meeting, it was stated that the charges would be withdrawn on Wednesday, October 9, unless there was an occupation of the University Offices in the meantime. There was no way in which the charges could be withdrawn before then, the letter said.

● On pages four and five of this issue, The Reporter publishes news and opinion on the assessment campaign, the occupation and the question of police on campus.

### Parking:

Substantial changes to the system of University parking have been proposed to the Professorial Board.

If implemented it would mean that all regular users of sealed car parks would pay an identical sum.

The proposals were recommended to the last Professorial Board meeting by the University parking committee.

The Board agreed in principle with the proposals subject to a more detailed review at its October meeting. The Pro-Vice-Chancellor, Professor Swan, has offered to discuss the changes at meetings of the two staff associations.

● On page 9 are more details on the recommendations, and a plea for the pooling of cars driven to the University.

## Wide survey this month on Monash radio

A questionnaire is to be circulated throughout the University asking what use departments, organisations and individuals can make of radio facilities on campus.

Monash is in the process of applying to the Federal Government for a broadcast licence.

The questionnaire will be sent out next week from the Centre for Continuing Education. The centre would like replies by the end of October.

An eight-member working party on university broadcasting, formed following two public meetings last August on radio at Monash, sees at least six uses for radio:

● Information — dissemination of news and events to the public and to the university community.

● Specialist entertainment — music and drama which would not normally be aired on the ABC or on commercial stations.

● Direct teaching — teaching by radio, with a "spin off" effect to other interested listeners.

● A university voice — the opportunity to raise political, educational, social and economic issues either in debate or in comment.

● Public access broadcasting — community groups whose interests relate to the purposes of the University could be given access.

● Contact with migrant groups to contribute to inter-cultural development in the community.

The Director of the Centre for Continuing Education, Dr. J. A. McDonnell, said the questionnaire would be sent to heads of departments and to other organisations likely to be interested — for example, the Monash Association of Students, 3MU, the Halls of Residence, Robert Blackwood Hall and the Alexander Theatre.

Dr. McDonnell said the questionnaire would ask such things as the kind of contribution departments would like to make to the station, their target audience, and whether the commitment should be on a regular or an ad hoc basis.

"We would like departmental heads to canvass these questions among their colleagues," Dr. McDonnell said.

# UNION ACTIVITIES OFFICE AND PIRG PLAN FOR THE SUMMER

## Summer Sources

By VICKI MOLLOY

The Monash Summer Group has just been formed in the Union.

It is a group of people concerned with opening up new opportunities for learning and creative activity in the Union, on campus, and in the local community, during the summer months and ultimately throughout the year.

The basis of the group's work is the now well-established Summer School. Once again, a wide range of courses has been organised for the summer months.

Plans have not yet been finalised, but some proposed new courses are:—

A season of Bunuel films organised by the Monash Film Group; a Jazz series featuring discussions and workshops by some of Melbourne's leading jazz musicians; "Peasant Furniture Making" — a woodwork course using the most basic of tools and techniques to make useful and attractive furniture; plus bee-keeping, puppetry, and a folk music workshop. Other courses are still evolving.

As in previous years there will be classes in such things as crafts, dance, drama, mime, painting, languages, computers, first aid, typing, motor maintenance, photography, and poetry.

### Outside projects

However, in our concern to facilitate learning outside an organised program, we have undertaken a variety of other projects.

A booklet giving details of the summer courses will be available mid-October. It will be called Summer Sources. Summer Sources will also serve as a guide to a variety of activities learning resources on campus and in the local community.

To stimulate co-operation and interaction among summer activities organised all over Melbourne, we held a get together on Sunday, September 22, at the Fitzroy Community Youth Centre. It was attended by about 50 representatives, and information obtained there, and through many phone contacts, will be distributed to all concerned. The information will also facilitate our referring enquiries on to activities other than our own, when appropriate.

We are building up files on people and organisations in the outside community who can help people to learn, particularly in the fields of the arts and practical skills, and would appreciate any new leads that Reporter readers could give us.

From the campus itself, we are anxious to seek out people who are interested in sharing information, helping others learn, setting up discussion groups, making equipment or facilities available and generally facilitating learning processes in a non-institutionalised way.

If readers are willing to help, or would like to learn, or obtain information they should contact us.

We are in the process of shopping for a bus which will act as a mobile venue for some of our summer activities.

Through the bus, classes will be able to take street theatre out on to the streets, music-lovers will spend afternoons in the local parks, students of native plants will drive to the bush, and craft teachers and students will be able to take their skills out and share them with participants of the local children's play centres.

Bus drivers will, of course, be needed. Already several have been found on campus, but we'd like to hear from any other people who have appropriate licences.

Needless to say, we also need funds to buy the vehicle — can anyone help?

In the past we have not been able to cater for school children. But during January 1975, some members of the Student-Parents' Association at Monash, will be conducting a workshop for 6 to 12 year-olds.

There will be crafts, music, drama, films, sporting activities, and the annual Monash pantomime, for up to 80 children a day.

Priority will be given to children of those enrolled in Summer School courses, and to members of the University staff working through January. Children from the local area may also be able to participate.

A number of ideas for festivals are currently being considered. They include a festival of music-makers, a women's festival, and a mammoth arts weekend. The aim will be primarily to involve local and campus people.

Planning is being done from the Clubs and Societies office, first floor in the Union. We are keen to hear from anyone with suggestions, ideas, and especially with an offer to help in some way. Call in, or write to The Monash Summer Group, c/o the Union, or ring Vicki Molloy or Mandy Smith, 544 0811, ext. 3180 or 3144.



● Pottery and modern dance at past Monash summer schools.

## The PUBLIC INTEREST RESEARCH GROUP will be active again this summer. The Apollo Bay harbour, at right, is just one of their interests.

Three major studies are being planned by the Public Interest Research Group over the summer vacation.

A team of about ten students will work full-time on each study. They will be employed for 12 weeks and paid \$50 a week.

The studies will be on the anti-social effects of advertising, the problems associated with the development of coastal areas, and Melbourne's transport system.

PIRG is a non-profit student research company concerned with environmental and consumer issues. It was started at Monash and based on the work done by "Nader's raiders" in the U.S. It now has members at all three Victorian universities.

PIRG's report on pyramid selling last year led to legislation in this field, and its recent report on the Dandenongs received wide-spread attention from government departments and the public.

The vacation studies will be financed by grants from the Federal Govern-



ment, private foundations, public donations and student funds.

Students who wish to work on the studies can apply to the Community Research Action Centre (CRAC), which is co-ordinating the studies. CRAC is hoping to be able to include people from economics, law, sociology, zoology and botany in each team.

Law student, Michael Head, is co-ordinating the advertising study with Wes Arnett from La Trobe.

Interested people have been meeting for some time on a weekly basis to discuss advertising, and are drawing up a submission to raise funds for the study. The group includes an economics student who has worked in the market research department of a big company, and a law-sociology student doing his Ph.D. thesis on advertising.

Michael said the subject was so large that the team would probably concentrate on food and supermarket advertising.

"At a simple level we want to show how much is spent on advertising and how this lifts prices, how tax deductions encourage companies to advertise, how ads can deceive people into buying shoddy products and so on.

"On a deeper level we want to lead people into thinking about the consuming nature of our society, the role that advertising plays in that, and the effect it has on our life-styles."

The coastal study will look closely at Anglesea, Apollo Bay and Inverloch. CRAC organiser, Bill Robinson, said all were being developed to the detriment of the environment.

He said Inverloch was being sub-divided, especially Venus Bay, and it was intended that 10,000 people would live there full-time in about five years, which would ruin the area.

He said Anglesea was well-developed and damage had already been done to the environment. Dunes had been destroyed and land was being sub-divided a long way out of the township. There was pressure to develop major road links through state forests, so that people could commute to Geelong.

Apollo Bay was just starting to be sub-divided, he said. The sewage outlet had been placed on the west side of town where it was quite likely that tidal action would sometimes take sewage back to the only swimmable beach.

Bill said Marengo Point at Apollo Bay was being sub-divided even though it had a magnificent 360 degree view of sea, forest and coast.

"The Crown should have bought it for a natural park, or at least bought the block on top for a lookout," he said.

The team will interview local residents to see what they want for their township, and public meetings will be arranged to explain the PIRG studies.

"We expect some hostility from shire councils, because they are basically developers for farmers who want development," Bill said.

The transport study is the biggest and is expected to take longer to organise. Money may not be available to start this vacation.

It will investigate the present transport system, and short-term improvements to it, the future development of existing forms of transport, and future modes of transport.

Anyone interested in working on these studies can apply to the CRAC office in the Union. Those interested in the advertising study can attend the weekly meetings in room 336 in the law faculty on Tuesdays at 1 p.m.

## Fund named after student



Graham John Beard, a fourth year electrical engineering student at Monash, died after being struck by a car in the University grounds on March 28, 1973.

Now his name is to be perpetuated through a memorial fund, established with a gift of \$10,000 from his parents, Mr and Mrs William Edward Beard, of Moorabbin.

Mr Beard is himself an engineer and Assistant Director-General, Broadcasting, in the Australian Post Office. At Mrs Beard's suggestion, he has asked that the money — which came from an insurance policy held by Graham — should be put to some useful and appropriate purpose.

After discussions between Mr and Mrs Beard and the professors of the department of electrical engineering, it was decided to establish the Graham John Beard Memorial Fund.

It was agreed that the fund should be applied for the purpose of "promoting high accomplishment in the study of electrical engineering by, among other things, encouraging excellence, balance and depth of understanding in student work, and stimulating appreciation of the history of electrical engineering art."

It is proposed that these aims will be achieved in two ways:

\* By the annual award of two prizes in the third and fourth years of electrical engineering.

\* By the establishment of a Graham Beard Memorial Collection of exhibits and equipment of historical or educational interest in the field of electrical engineering.

The prizes to be awarded are:

The Graham Beard Prize for overall proficiency in the electrical engineering course. This will be a \$250 prize, awarded on the recommendation of the Fund Committee to a student who has completed the fourth year of the electrical engineering course.

The Graham Beard Third Year Prize (of \$150) for proficiency in electronics, to be awarded to a student who has completed the third year of electrical engineering.

## Staff and students man the phones for emergency services

by IOLA MATHEWS

If Dr. Jean Youatt occasionally seems a bit vague in some of her early morning chemistry classes, her students should forgive her.

For Dr. Youatt, like several Monash people, is a volunteer telephone counsellor for "Lifeline", and sometimes this means being on call all night.

Lifeline is the emergency telephone service listed in the front of the telephone book, along with "Youthline", its junior partner.

Lifeline is available 24 hours a day, and Youthline is manned from 5 p.m. until about midnight.

They are not, as many people believe, just for suicide calls. They are available for any kind of problem, from simple requests for information, to complex emotional problems and crises.

Dr. Youatt, who is a senior lecturer in chemistry, has been a telephone worker with Lifeline for a year.

Some other staff members and professors' wives are telephone workers, and some students work for Youthline, which is manned mainly by people under 25.

Dr. Youatt does one telephone shift a week at the Lifeline office in Lonsdale St. This is usually a four-hour shift in the evening or weekend, and once a month she does the all-night shift from 11 p.m. to 7 a.m. In addition she goes all over Melbourne speaking to groups about Lifeline in order to publicise its work.

About 100 people phone Lifeline every day, to talk about depression, loneliness, family problems, romantic troubles, drugs, alcohol, medical, sexual, legal or other problems.

## After 10 years . . .

# NEW BODY FORMED TO LINK MIGRANT STUDIES

Monash has set up a Co-ordinating Committee for Migrant Studies which will bring together people inside and outside the university working in this field.

The committee is chaired by Dr. Michael Clyne, associate professor of German, and the deputy chairman is Mr. Brian Bullivant, senior lecturer in the Faculty of Education.

It has three representatives from the arts faculty and three from the education faculty. Representatives from other areas may be co-opted later.

Dr. Clyne said migrant studies were covered in courses offered in the faculty of education, the department of linguistics and the department of German, and were touched on in courses offered in history, geography and sociology. Departments like politics and social and preventive medicine are also interested in migrant studies.

He said a good deal of research on migrants and migration had been conducted at Monash in various departments for many years, but people had been working in isolation.

The committee will co-ordinate course work and research in the different departments.

This will make it possible for students to take units from other disciplines which they could not take before.

The committee will also hold regular seminars and invite people from outside the university and possibly from overseas.

The idea of such a committee has been talked about since 1964 at Monash, and has now been established following a submission to the faculties of arts and education.

Dr. Clyne said circulars had now been sent to departments asking for information on courses and research work connected with migrant studies. Several seminars are being planned before the end of the year.

"This is an area where Monash can make an important contribution," he said. "We will be able to bring together people from universities, other tertiary institutions, and places like the Australian Council for Educational Research and the Ecumenical Migration Centre."

Monash is the first university in Australia to establish such a co-ordinating body.

Youthline problems centre mainly on family, study, work or sex. Some people ring both Youthline and Lifeline to get two kinds of advice. For example, parents might ring Youthline to get advice about their teenagers, while young people might ring Lifeline to get advice from an older person.

Dr. Youatt is calm, gentle and sympathetic — the ideal counsellor. Volunteers are selected for their suitability and then put through an intense training course which is spread over several weeks.

They are trained not to give their own bias on a particular subject, but to try to present all the possible options and viewpoints, and help the caller make his own decisions. They are also trained to detect hoax calls, which are a great problem for the service since they take up valuable time when genuine callers may be trying to get through.

"Many of the calls we take can be dealt with fairly quickly," Dr. Youatt explained. "We can, for example, refer the caller to an organisation which deals specifically with his or her problem, such as organisations for alcoholics, gamblers, drug addicts, child-bashers, unmarried mothers, parents of retarded children, people who have been in mental hospitals, and so on.

## Volunteers needed for host scheme

The Contact service is looking for volunteers to help with its host scheme in Orientation Week next year.

Fifty people have volunteered already to be hosts, and about 200 are needed so that all first-year students can be involved in the scheme.

Hosts will be given about 10-20 students living in their area, and will meet them individually and together before and during Orientation.

Hosts will also be grouped under a district co-ordinator (e.g. one for Blackburn, one for Nunawading) so they can exchange information about courses and activities.

Hosts and their first-year students will be able to go on camps in the weekends before and after Orientation. These will probably be at Mount Buller and Shoreham.

## Great success

The student welfare officer, Rob McNamara, said the host scheme was a great success last year. He said a lot of groups organised parties, barbecues and excursions, and went on camps.

About 65% of first-year students took part in the scheme last year, and this year it is hoped that all 3000 first-year students will be able to take part.

The University Administration is co-operating by asking every student who enrolls at Monash to indicate whether he or she wants to take part in the scheme. Their names will then be given to Orientation director Liz Cotter, who will divide them into groups.

Students wishing to be hosts should give their names to the Contact office, ground floor, Union.

"Other callers may need longer counselling, and we invite them to come in to our office for an interview with one of our full-time staff. These are professionals with training in social work and pastoral care, and they see about 50 people a week between them".

## "Isolated and lonely"

Dr. Youatt said many callers rang because they were isolated and lonely, and these calls increased greatly on weekends and holidays.

She said the average call lasted about 10-15 minutes, but some lasted an hour or more.

"The aim is to get people to help themselves, not to do things for them. If, for example, someone rings to say they have taken an overdose and they decide to call an ambulance, then we don't do it for them.

"Nor do we provide money unless it is absolutely essential, e.g. for a taxi voucher, or money to stay somewhere overnight".

Dr. Youatt said the work was very rewarding, and people sometimes rang back to thank their helper or tell how things had worked out.

Lifeline is funded by a grant from the State Government, and from donations, but adequate finance is still a constant problem.

# ASSESSMENT OCCUPATION, POLICE AND RELATED ISSUES

Much of the recent agitation within the University has been based upon the assumption that either (a) the Council or (b) the Professorial Board is all-powerful in determining courses and assessment procedures.

As with all such arguments, there are elements of truth and justice in many of the arguments that have been advanced:

Council does "have the entire management and superintendence of the affairs concerns and property of the University." And in academic matters, particularly, it relies upon the advice of the Professorial Board.

But it is not all that simple . . .

The hierarchy of laws that govern the day-to-day running of the University — the Monash University Act, the Statutes and the Regulations — is carefully designed to ensure that the decision-making powers are much more widely spread.

In general terms, all changes in course content or structure and in assessment procedures begin at grass-roots level in the departments. Proposals arising in this way are first widely canvassed throughout a faculty, discussed and approved by the faculty board and submitted to the Professorial Board.

Professorial Board, after consultation with any or all other faculties that may be affected by the proposed changes, may then submit the recommendations to Council for final approval and the making of new statutes or regulations; a sometimes tortuous process, but one which, in the view of many properly restricts the powers of the major governing bodies and preserves the autonomy and freedom of faculties and departments to order their own affairs.

There are provisions, of course, for

The week-long occupation of the University offices took place after a five-month campaign by the Assessment Action group for changes in the way courses and assessment are decided at Monash.

The great majority of Monash students feel dissatisfied with their courses, as is shown in part by high drop-out rates and the incidence of mental illness.

It was continually pointed out by the anti-assessment activists that, not only was existing assessment inconsistent, arbitrary and authoritarian, but it was not being used for the benefit of students and the community as a whole.

It was clear that tertiary education was controlled and restricted in many areas for the benefit of employers, rather than society. This led to many graduates being ignorant of their social responsibility, precisely because their courses were devoid of any discussion of social relevance.

To be able to achieve these changes, we had to force the issue at the Professorial Board level — where real power lies.

According to the University Act: "the Professorial Board may discuss and submit to the Council an opinion on any matter whatsoever relating to the University and in particular may make to the Council such recommendations as it thinks proper with respect to studies and examinations, admission to

## An official view

The Vice-Chancellor's Department has prepared the following article on how decisions on assessment are made according to the regulations. It suggests that the faculties and departments have the power, not the Administration . . .

Professorial Board to refer specific recommendations downwards to the faculties, but in practice the Board is usually wary of impinging upon the rights and freedoms of the faculties.

Here is a brief run-down of the major provisions in the Act, the statutes and the regulations that bear upon courses and assessment procedures:

Section 26 (sub-section 2) of the Monash University Act 1958, as amended, provides that: "The Professorial Board . . . may discuss and submit to the Council an opinion on any matter whatsoever . . . and in particular may make to the Council such recommendations as it thinks proper with respect to studies and examinations, admission to degrees and discipline in the University" (p 142, University Calendar).

However, Section 30 (1) insists that before it makes, amends or revokes any Statute or regulation concerning a course of study, Council "shall submit the proposed Statute regulation revocation or amendment to the appropriate faculty or faculties or to the governing body or bodies thereof and to the Professorial Board for consideration and report."

degrees and discipline in the university."

Prior to the occupation, two approaches were made to the Professorial Board but each time we were told that it was a matter for faculties and departments.

The Professorial Board asked faculties and departments to discuss the matter and report back to them, but until the occupation began very few departments were prepared to discuss the matter with students. Dr Matheson confirmed our belief that our demands were being ignored when he publicly stated at a forum to discuss MAS policy that he had not even read our motions

IN the past few weeks many people through various student and staff meetings have become involved with the issue of how the University should assess its students and how course content should be decided.

This month The Reporter publishes news and opinion on these topics.

Below is an interpretation by the Vice-Chancellor's Department of the statutes and regulations which affect assessment.

Also on page four is a student view on why the assessment campaign was mounted and why an occupation was held.

advise the Council or Professorial Board on, all matters relating to studies within the faculty's academic fields of interest and responsibility, and in particular matters relating to . . . the teaching of courses in such fields, and . . . the conduct of examinations in such courses." (p 159, Calendar).

Statute 6.1.5. — Examinations (p 206, Calendar) deals in broad outline with the Council's (and Professorial Board's) powers in relation to examinations and assessment.

But it is the regulations "made pursuant to" that Statute (p 262, Calendar) that give substance to the discussion and spell out in detail the rights of departments and faculties to devise their own procedures.

Since these regulations provide a valuable indication to the direction that any agitation for change should take, it might be as well to reproduce in full some of the more relevant sub-regulations:

The Statutes of the University spell out the respective rights and responsibilities of the various governing bodies rather more explicitly:

Statute 2.3 — The Faculties provides (section 2 (a)) that: "Subject to the Act the faculty shall be responsible for its academic affairs."

In particular, Statute 2.3 provides that a faculty board shall:

" . . . manage and control, and

### SUBJECT ASSESSMENTS AND TERMINAL EXAMINATIONS

2.1 There shall be a subject assessment for each subject.  
2.2 Subject to sub-regulation 2.3, a terminal examination shall be held in each subject and shall be the subject assessment for that subject.

2.3 The subject faculty board may, after consulting all faculty boards of enrolment, determine that there shall be no terminal examination for a designated subject or that the terminal examination for that subject shall form part only of the subject assessment for that subject.

2.4 Where the subject faculty board makes a determination pursuant to sub-regulation 2.3, that board or the dean of the faculty shall, on the recommendation of the chairman of department, prescribe the subject assessment for the subject concerned.

2.5 A terminal examination shall be written, oral or practical or any combination thereof as is prescribed from time to time by the subject faculty board or the dean of the faculty on the recommendation of the chairman of department.

2.6 With the approval of the subject faculty board, formal tests in a subject may be held during the teaching period.

2.7 Where the examiners are empowered so to do by the regulations or the published outline of subjects, they may treat as part of the terminal examination the assessment of work done by candidates during the teaching period or their performance in any formal tests held during that period or both.

2.8 No determination or prescription pursuant to the preceding sub-regulations of this regulation shall be made after the beginning of the relevant teaching period unless the Professorial Board, after consulting the subject faculty board and all faculty boards of enrolment, approves the later making of the determination or prescription.

(Note: An ad hoc committee of Professorial Board has been reviewing the above assessment regulations for some months and is expected to submit its report to the Board at an early date.)

## A student view

THE REPORTER asked the chairperson of the Monash Association of Students, Ms. Mary Potter, to nominate a student to write an article on the reasons for the assessment campaign and the occupation of the University Offices. As a result Michael Grewcock, a first year law student, has prepared the following statement . . .

and that he didn't know what he was talking about!

The occupation itself proved that students do have the initiative and ability to organise themselves, if given the chance.

We envisage the university as a place where students become the subjects of their learning process, and staff assume a consultative and educative role, rather than a directive role.

This is why we expanded the occupied area into the Council Chamber and East Meeting Room — to set up a learning exchange and resource centre, and to enable the increasing number of open

tutorials that were being held in the building to take place in comfort.

The fact that at three successive MAS meetings, students voted (in increasing numbers) for occupation, proves that our ideas are shared by a large percentage of the Monash population.

The decision to occupy was made by the most democratic institution in the University — MAS.

Not only did Dr Matheson ignore this, but at no time has he attempted to defend the current assessment system. Instead, he attempted to divide students against each other by closing down sections of the administration which were not being affected by the occupation, e.g., Student Records.

Inaccurate press statements referring to the "ransacking of files" and extensive damage to the Council Chambers and East Meeting Room have diverted the campaign away from the central issue of assessment.

By holding the charges over the heads of arrested students, we feel that Dr. Matheson has used an illegitimate means of defending an unjust distribution of power. By bringing police on to the campus to arrest 75 of his students, he has demonstrated his disdain both for the University community and for the grievances many members of that community hold.

Recent events have sparked meetings by both academic and non-academic staff.

The academics moved for more discussion with students, especially on MAS proposals, and the non-academic staff listened to arguments put by the Vice-Chancellor and by one of the student occupiers.

Also on this page is an outline of two important documents which have emerged over the weeks — MAS motions on assessment and the Professorial Board response.

## ACADEMICS URGE STAFF AND STUDENT MEETINGS

A meeting of academic staff last Friday called on departments to initiate meetings of all students and staff to discuss course content and structure.

The meeting was arranged by ten staff members after the police were brought on to the campus in the early hours of Thursday, September 26, to remove about 80 students from the University Offices.

More than 250 staff and students attended the meeting in R1.

About 100 staff passed the following motion:

"This meeting of staff, recognising the importance of student grievances over course content and structure, urges that each department hold a full staff/student meeting to discuss course content and structure, and also to discuss the related issue of student responsibility in departmental decision-making and methods of teaching and learning, including assessment."

There were two dissenting votes recorded.

The meeting also agreed that the MAS resolutions of September 23 should be listed for discussion at any staff/student meeting. Ten dissents were recorded for this motion.

The meeting was chaired by Dr Ian Turner from history, who began the discussion.

Dr Turner claimed there was a widespread feeling of disquiet by students about work loads and the end of year examination strain.

The recent protests he said had raised the legitimate question of the nature of the university and whether it was a training institution or a learning institution.

"We are prisoners of our own structures," Dr Turner said. The structure involved Professorial Board, faculty boards, departments and then subjects; by the time issues filtered through the system it could be from 18 months to three years before a decision was reached.

"By then we have a new set of students and the ones originally concerned with issues have probably gone. It is time we broke through these kinds of structures.

"Because of the nature of the structure we look to students as though we are duck-shoving".

Dr Turner urged that individual staff in departments call immediate meetings with staff and students to discuss assessment and related issues.

The second speaker, Professor Guy Manton, Dean of Arts, disagreed with Dr Turner's timetable on decision-making. He said that faculties and departments were the main point of contact between staff and students; thus he opposed the occupation of the Administration Building.

"The occupation was not responsible dialogue and it is stretching credibility too far to believe it was".

Prof. Manton regretted that police had to be called but said that conditions for the workers in the Administration Building were getting beyond endurance. The vast majority of these people were not involved in the issues.

Two speakers from physics followed — Dr Alan Roberts and Dr Harry Perlman.

Dr Roberts referred to the occupation as "a liberating educational experience".

"The students showed how a different kind of education was possible. They had to sit in Administration to be freed from the structures stopping them from thinking that way before. "They proved I am not educating them properly".

Dr Perlman said he believed academic staff would oppose the underlying philosophy of the occupiers. He cited an MAS proposal passed on September 23 — "there should be monthly general (i.e. open to all) departmental and/or faculty meetings of staff and students (one person, one vote). These meetings would make decisions which concern general outline directions and policies of the course".

This motion meant, said Dr Perlman, that academic government of the university would be decided by students and staff with one vote per head; in effect course content would be decided by mass meetings of students.

"We would have conditions of employment and the nature of the institution changed by mass meetings of clients, that is, the students," Dr Perlman said.

"It would be like Tramways Board passengers making demands on the Tramways Board employees, and indeed the very nature of the Tramways Board."

Dr Perlman received support from Dr Paul Rossiter of materials engineering, who said that staff should take a close look at the implications of MAS proposals and not just accept them at face value.

For example, have students the ability or qualifications to judge courses which might not appear relevant at the time, but will become important later?

Dr Rossiter said there had been a pattern of events building up over the years which had been pushed harder and harder until finally the police were called in. Assessment as an issue did not justify the student means that were used and the Vice-Chancellor was quite justified in taking strong action in opposition.

Prof. Ian Polmear, also from materials engineering, said he believed staff in his department deplored police on campus as it polarised people, but they also deplored the action which caused it. He did not see why the students should be outside the law.

Several students spoke to the meeting. One student claimed that MAS proposals had been rejected by Professorial Board — the process was not dialogue; monologue would be a better description. And, as regards implementing change, he asked: "Where do we start?"

## Vice-Chancellor and student talk to the general staff

About 150 people attended a meeting in Robert Blackwood Hall last Tuesday called by the General Staff Association to discuss "the student occupation of University premises and police on campus". About 20 students were present as observers.

The meeting was addressed by the Vice-Chancellor, Dr Matheson, and Miss Tess Lee Ack, representing the Monash Association of Students.

Dr Matheson said that "come hell or high water" fighting between staff and students had to be prevented. The situation at Monash, if it had been allowed to continue, could have in the end led to the kind of fisticuffs that occurred between students and non-academic staff at Flinders University.

It became necessary to intervene when the East Meeting Room and the Council Chambers were invaded.

He said that for 15 years he had tried to develop the kind of university where the calling of police on campus was unthinkable. It was a heart-rending moment when the decision was made.

Dr Matheson said that the key question was whether or not the university was a sanctuary from the ordinary processes of the law.

In outlining the anti assessment history, Miss Lee Ack said that after three years of campaigning, students had become frustrated with individual professors and with the Professorial Board. It was added to by the open forum on September 4 when Dr Matheson said he had not read the MAS motions on assessment.

Miss Lee Ack claimed the Professorial Board resolution on September 25 showed complete contempt for the students. They decided to occupy the East Meeting Room and the Council Chambers to get more space for a learning centre.

"We did not do any damage and there was a firm decision that no files would be touched," she said.

Miss Lee Ack said that the students could have been evicted without being charged and the charges amounted to blackmail. In effect the Vice-Chancellor was saying "I will drop the charges if you do not come back".

In a discussion period Dr Matheson agreed that the legal position of the security officers should be clarified. The speaker, Graham McGregor from botany, had suggested that the security men could be charged with assault if they laid a hand on anybody.

## ASSESSMENT DOCUMENTS

The following motion was passed at an MAS meeting on September 18. It was considered at Professorial Board on September 25.

This motion is to be seen as a summary and clarification of present MAS policy on assessment and open admissions.

**A. Principle.**  
This SGM recognises that the function of assessment in the university should be diagnostic rather than competitive and punitive. In this way, assessment would be used by the student, as an aid to learning rather than by those who wish to maintain the system. Results should not be graded and there should be no failures. ("Unsatisfactory" work may be re-done in consultation). All students who submit an amount of work agreed to be sufficient by staff and students should be given a statement to that effect.

We also believe that secondary education generally and selection procedures such as HSC, TEEP tests and teacher assessment for tertiary entrance are class biased and educationally unsound, and thus believe that entrance to all tertiary institutions should be open to all who wish to attend.

**B. Action.**  
Further, until such time as the above is fully implemented, we demand the following:  
1. Students should be able individually to formulate their own methods of assessment. Final decisions rest with students, not depts. or faculties.  
2. Course content and structure should be decided by student/staff consensus. Individual students should have the right to determine their own course structure.  
3. Honours courses, where they exist and continue to exist, should be open to all who wish to participate in them.  
4. The results of assessment should be secret, unpublished and available to the student only for his/her own use. Every student should have free access to the records of his/her work, and the freedom to do with

all copies what he/she wishes.

5. We call on the Federal government to provide the necessary finance, space, staff, adequate student allowances and child care centres to make tertiary education a viable possibility for all sectors of the community.

This draft resolution was approved at Professorial Board on September 25. The Board deplored the student occupation and said no effective discussions could take place until it ended.

"Insofar as the resolutions of MAS concerning assessment and content of courses are concerned, the Board wishes to reaffirm the views previously expressed both by the Board and by the Vice-Chancellor, that the remedies for the grievances voiced by students at recent general meetings rest with faculties and departments, not in the first place with the Professorial Board. Moreover, at its meeting at the end of July, the Board referred previous MAS resolutions to faculties, and useful discussions on these resolutions have been in train since then; progress will be reported to the October meeting of the Professorial Board.

"Professorial Board reaffirms the following principles:

1. Departments, informed by consultations with students have primary control of course content.
2. Departments, again informed by consultation with students on methods shall continue to assess students.

"The Professorial Board does recognise that there may be in various parts of the University dissatisfaction with the effectiveness of consultation between students and staff on matter of course content, learning methods and methods of assessment. These matters have been under consideration for some time and discussion of them will continue. The occupation of the University Offices does not assist deliberation; nevertheless the Professorial Board will ask faculties

to take immediate steps to examine the existing machinery for consultation between students and teaching staff and to make improvements where they may be needed. The Board will also ask faculties to report back to the Professorial Board as soon as possible.

"In the meantime, the Board welcomes any initiative taken by students to collect and collate the views of individual students on course content, teaching methods and methods of assessment so that they may be presented to departments and faculties before the beginning of the 1975 academic year."

After further discussion, it was generally agreed that the Board "refer the students involved in the occupation to the chairmen of their departments and deans of their faculties with a view to discussing their grievances."

## The V-C says thank you

Many staff members have written to the Vice-Chancellor, Dr. Matheson, assuring him of their support following the events of the last few weeks.

Dr. Matheson has asked the Reporter to express his thanks.

He said he also valued the support and help of all his colleagues in the University Offices. They carried on with their work, as best they could, in difficult and unpleasant circumstances, Dr. Matheson said.

## Professorial Board has vacancies

Vacancies remain on Professorial Board for five academic staff members following the close of nominations last Wednesday.

The nominations were for the election of eleven new members to the Board — two undergraduate members, two post-graduate members and one staff member from each faculty.

Academic staff who were eligible were teaching staff, other than professors, who were members of a faculty.

Two students nominated and they have been declared elected — Bryce McNair and Michael Frankel.

Four nominations were received from post-graduate students — George Hatwell, Larry Jagan, Robert Lancashire and Alexander Kahn. An election will be held from October 14-16 to fill the two vacancies.

Arts and ECOPS nominated one staff member each. John Morgan (history) and Jaque Grindberg (politics) have been declared elected. No nominations were received from the other five faculties. Casual vacancies will be declared and elections held at a time to be notified.

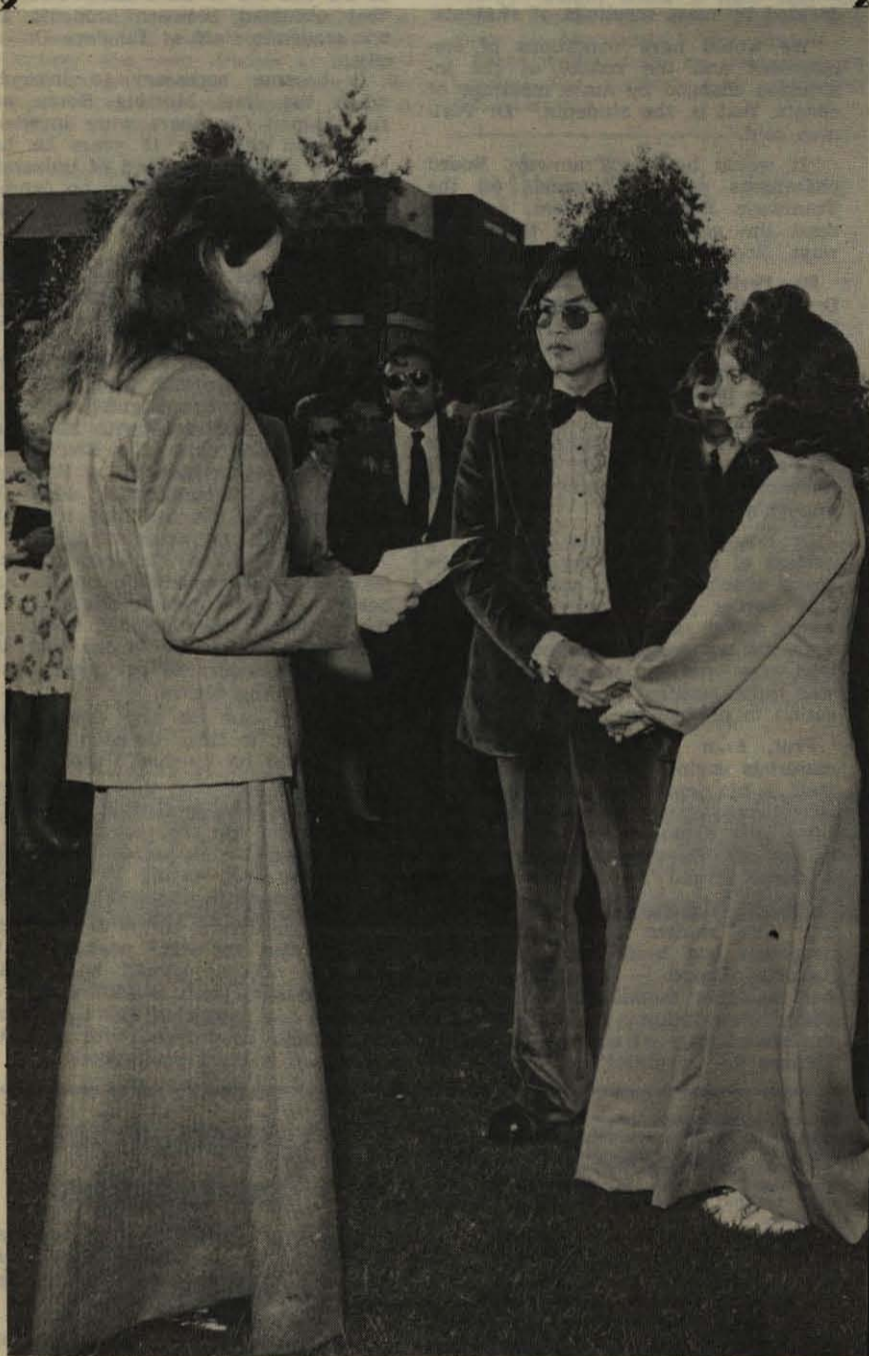
## Student couple is married in the Monash gardens

A simple ceremony, written by the participants, marked the marriage of Malaysian science student, Weng Hang Leong, to arts student, Leanne Jaensch, in the Monash grounds last month.

The couple, both aged 20, were married in the University Forum, near the Library, by Mrs. Belinda Lamb, adviser to students in the arts faculty.

Mrs. Lamb, wife of Labor M.H.R., Tony Lamb, is authorised to perform marriages under recent legislation concerning civil marriages.

Students or staff interested in civil marriage can contact Mrs. Lamb on ext. 2105 or after hours 729 2058. Mr. Bob Harle from staff branch is also a civil marriage celebrant. He is on ext. 2055 or after hours 277 3269.



## 1975 SPECIAL ENTRY APPLICATIONS CLOSE ON OCTOBER 18

Applications close on Friday, October 18, for next year's special entry scheme at Monash.

The scheme will apply to about 300 students, or about 10 per cent of the University's 1975 intake, who can show definite educational disadvantage.

Applicants will be considered in two categories:

- \* Those who have gained the necessary minimum qualifications for entry.
- \* "Early leavers" who have left school before 1970 and who have not gained the minimum entry qualifications.

In the first category, allowance will be made by the University for factors

of education disadvantage which can be shown to have influenced an applicant's results over a substantial period of his or her schooling. Applicants under this scheme must apply through the Victorian Universities Admissions Committee in the normal way.

The other category applies to "early leavers" who will have to sit a special test on reasoning ability, and, in the case of some faculties, mathematical ability.

In both cases the main grounds for educational disadvantage will include: shortened secondary education (five years or less) for family/financial reasons; mother tongue not English; aboriginal or part aboriginal descent; school deficiencies (staff/equipment shortages, etc.); two or more subjects taken by correspondence.

Application forms are available by writing to the Academic Registrar, Monash University, Clayton, 3168.

# STAFF MEMBERS ON IMPROVING Two papers on law course

The teaching of law has come under severe criticism from two papers recently published at Monash.

In its publication, "Careers Weekly", the Careers and Appointments Office says that "wide-ranging and educationally-sound changes" in the training of lawyers are being thwarted.

The Office says that too much emphasis in courses is given to the needs of the profession and not enough to the overall education of the student.

This is in spite of the fact that up to half the number of law students may not enter the profession, but instead will go into such things as administrative work in government and industry.

"Constant reference to and discussion of the professional aspects of law establishes and reinforces an attitude which makes the acceptance of the employment realities a difficult and painful process," the Office said.

This criticism is reflected in the paper presented by Dr. Yuri Grbich to the Australasian Universities Law Schools Association annual conference, held at Monash in August. Dr. Grbich, lecturer in law at Monash, spoke on "The systematic restructuring of law schools".

"Law teachers, in the main, go on socialising students into unquestioning attitudes on a number of fundamentally misconceived premises," Dr. Grbich told the conference.

"We condition them to conform to a series of role expectations, which, as a matter of course, exclude serious moral choices or personal political evaluation of what they are doing.

"We unconsciously imagine that only by converting students to think the way we do, by training them to 'think as lawyers', will they be fitted to solving the human problems in society."

Dr. Grbich called for a restructuring of law courses and the much wider introduction of multi-disciplinary courses, especially the social sciences.

"Time to revise strict nature of department structures", says Dr. Clyne



By Dr. Michael Clyne, associate professor, Department of German.

(\* This article is based on a paper by Dr. Clyne published in VESTES, the journal of the Federation of Australian University Staff Associations Vol. XVII No. 2, August, 1974).

The time has come for Monash and other Australian universities to look at and revise the strict nature of their departmental structures in humanities and social sciences.

The maintenance of the departmental system has almost become an end in itself.

# OFFER COMMENTS ARTS AND LAW

IN "CAREERS WEEKLY", the Careers and Appointments Office criticised both the Council of Legal Education and the articles system for graduate law students.

The Council makes and alters rules "relating to the courses of study and examination, service of articles and other qualifications of candidates to practise as barristers and solicitors and for the admission of such candidates to practice": The Monash Law School, for example, must have its course approved by the Council.

The Careers and Appointments Office said that given the Council's membership, it meant that the profession was regulated by the professional "old men of the tribe" who bore no elective responsibility to the rest of the profession.

"It is not surprising that suggestions for wide-ranging and educationally-sound changes in the training of lawyers or questions about the need for articles are treated with very little sympathy by the Council.

"The Council includes representatives of the Law Institute, the Bar Council, and the Victorian university law faculties, but was dominated by judges of the Supreme Court, with the Chief Justice as president and a safe working majority over the other representatives," the Office said.

## Cheap labor

The Office said that under the articles system, law graduates were being used as cheap labor, and often had to perform menial tasks like "waiting in queues at the Companies' Office and licking stamps".

The law profession had been loathe to replace the articles system because of the great potential supply of apprentices and because of the inherent con-

servatism of a profession which could not forget the iniquitous system of another era by which apprentices paid for the privilege of articles.

Following the recent State Wages Board decision of a minimum weekly wage of \$84.10 for articulated clerks, the Careers and Appointments Office believed that students finishing their law course this year would have great difficulty in securing articles — many of them would not.

"The Law Institute is inclined to put the blame for the present state of affairs on the articulated clerks who sought the Wages Board determination, and seem never to have considered the consequences for the future of the profession implicit in their clinging to the philosophy that the new entrant to the profession should make substantial sacrifices in the process," the Office said. "The Bar Council, representative of practising barristers, is in a similar situation."

The Office said that there was a need for legislative change so that control of legal education was more democratically vested in the profession and in those most vitally affected by it.

It also suggested that a "professional year" should be introduced instead of articles. This could be given by the Leo Cussen Institute of Continuing Legal Education which already ran a six month course for a limited number of graduates.

Employers would give time off for graduates to attend classes and tutorials. Such a course could be recognised as a tertiary course or as a postgraduate course under the Australian Tertiary Allowances Scheme.

While co-operation exists between departments and between individuals in departments, the organisational framework for staff appointments, courses, graduate supervision and research tends to presuppose insularised departments.

Traditionally some university departments teach a discipline, others are multidisciplinary.

For example, linguistics, literature and sociology teach a discipline — a set of principles or methods on a theoretical framework and their application.

Others are multidisciplinary (German, Asian studies, education, medieval studies, for example) where several disciplines (such as linguistics, literature, sociology, visual arts, philosophy, politics) are taught with application to a particular area, period or objective.

It is usually assumed — in university regulations, for instance — that each department represents one discipline. Course sequences are based on this assumption.

One university recently found it necessary to pass a special regulation deeming history and ancient history taught in different departments as one discipline — but for the purpose of that paragraph only!

There are some disciplines which are taught in as many as eight departments in one university, and some topics occur in the courses of several departments, but there is little recognition of this fact.

Being a linguist in a German department, I am very interested in more open departmental structures.

A training in linguistics or in literary theory and criticism is transferable from one language to another, and this should be obvious from the degree awarded.

My discipline is the same as linguistics in, say, the Japanese and Russian departments as well as the linguistics department. But the context, which is the objective of my courses and of my research, I share with my literary colleagues in the German department.

What can be done about ending the wasteful duplication and recognising instead that we have common areas of knowledge that are not mutually exclusive? (Ed. note: The following comments are based on study leave Dr. Clyne made last year).

European and American developments are worth considering.

Joint appointments operate in many U.S. universities.

Staff is appointed according to qualifications, teaching and research interests. That is, someone can work in a "discipline" and a "context" department (for example, German and general and comparative literature, French and linguistics, linguistics and African studies) or in two closely related disciplines (for example, psychology and linguistics, philosophy and literature).

Resources for graduate supervision are pooled, and appropriate courses at graduate and undergraduate levels are cross-listed by various departments. This also benefits staff and students in border fields (for example, socio-linguistics, media, urban studies).

In his paper to the law conference, Dr. Grbich saw three questions facing Australian law schools — What is wrong? Why is it wrong? How can it be improved?

In answer, Dr. Grbich maintained that law schools had not kept pace with change in society. Lawyers had seen themselves as basically only in the business of creating and updating a system of rules. They had not concerned themselves with the social issues which had emerged.

"Change is accelerating rapidly but legal education has imperceptibly fallen into the habit of conserving old values and attitudes," Dr. Grbich said.

"Much of the current intellectual thinking of lawyers in Australia is based on an unbroken tradition of ideas from the age of Plato.

"The whole of this tradition is warped by the dangerous assumption that each generation will substantially live amid the conditions governing the lives of its fathers and will transmit those conditions to mould with equal force the lives of its children.

"We are living in the first period of human history for which this assumption is false."

Lawyers, claimed Dr. Grbich, cringed from most of the real issues.

"They largely ignore the structural problems of our economic system, and the correlative collection of human problems, posing under the rather pat and misleading term "poverty", the constipated judicial system, unavailable to many because of cost or lack of access, the local bodies which run free of any effective democratic control, the widespread malpractice of stock exchanges, car sale yards, encyclopaedia salesmen and debt collectors.

"They have no tools to cope with the multinational companies exercising massive and largely unaccountable power over our cost of living, natural resources, and life style."

Lawyers had systematically attempted to dodge any personal responsibility although the vast majority of less affluent people had no access to a lawyer and the law of contract was based on a promise of equal bargaining and free competition left behind years ago.

In teaching, Dr. Grbich said, critical examination in the Socratic context developed the habit in a lawyer of examining minutiae within the existing framework, however misdirected the framework might be.

European examples of what can be done are the universities at Bremen and Bielefeld.

At Bremen, all students join a number of interdisciplinary projects in which they participate until graduation. These projects combine academic and vocational treatments of the topic. There are no subjects or units, only interdisciplinary groups working on particular projects.

## Some reservations

Good enthusiastic work is carried out, although I have some reservations. The scheme would be improved if the projects started later; at present students often lack basic background in the appropriate discipline. But it is a scheme worth investigation because it gives students and staff experience in interdisciplinary teamwork.

In languages and literature, Bielefeld has a discipline-based school with appointments in several constituent fields. It has a faculty of linguistics and literatures with provision for eight chairs of linguistics and eight of literature. Appointments are made according to areas of specialisation, for example, theoretical linguistics, semantics, syntax, text theory, literary theory, aesthetics, method of teaching literature and comparative literature.

In sum, American and European experience shows that departmental boundaries can be broken down — joint appointments, cross-listings and less "insulated" departments are reducing duplication in courses and putting facilities at the disposal of as many people as possible.

"If the goal is to provide a good education, law teachers measure success by how adept their students are in regurgitating facts or mirroring our own prejudices" he said.

"If the goal is to help create the best legal system, law schools still measure success by the number-of-publications-rule-of-thumb rather than by the relevance or quality or effectiveness of a teacher's work in achieving wider objectives.

"Too often, the publications are judged by their length, technicality and footnotes, rather than their depth or perspective or social impact.

"Bright young students soon get the message — only the narrow and technical, write the conservative stuff your teacher wants. You can rock the boat and survive, but avoid rocking the boat and you get on much faster.

"Small wonder lawyers are not equipped to handle the fast change in Australia and must cling like grim death to conveyancing and crash and bash."

Dr. Grbich urged "systematic and thoughtful" restructuring of law schools. Courses should break from the "narrow, self-justifying specialisation syndrome".

Law teachers must give their students opportunity for contacts with the wider perspectives of other social sciences and the skills to use them.

In practical terms, this would mean that law schools should move rapidly to a position where tax and commercial lawyers would do major sequences in economics and units in accounting; where family lawyers or criminologists would do majors in psychology or sociology; where administrative lawyers would do majors in public administration, and where law teachers would take training in teaching and in legal philosophy.

Reforms should also get to the core premise that law schools had an obligation to perpetuate the profession in its existing form. This would involve a complete revolution in attitudes.

"In significant areas of our legal system, and particularly in the placid, traditional 'black letter' areas (commercial law, property, trusts and taxation), a rundown into complexity, misdirection and doctrinal chaos has already reached a critical point."

A good deal more team teaching and research could take place between faculties, especially between purely academic and vocational faculties, since many disciplines are shared by these.

I am attracted to a concept which is becoming the general tertiary institution in West Germany. It comprises several tertiary bodies — a university, an institute of technology, a teachers' college — all within the one administrative unit, either integrated or co-operating, sometimes on the same campus.

The first step is to recognise the present situation and to institutionalise greater flexibility. If the changeover to a system making provision for departments with general and comparative interests and multidisciplinary context departments with certain objectives is gradual, there should be no administrative headaches.

In fact, they may help solve staffing problems. A relatively underworked staff member could offer an additional course in an understaffed department. Each staff member could still be based in one department but fractionally allocated to another.

It is gratifying to see that Australia's newest universities, Griffith and Murdoch, are planning along these lines, but existing institutions would benefit from a similar structure.

Though my remarks originate from languages and literature fields, I believe they apply to many other disciplines.

# MUSIC and THEATRE

## Ex-Monash music tutor to give piano recital

MISS KATHLEEN BRADY, a former music tutor at Monash, will return to the University this month for a piano recital after two successful years in England.

The concert will be in Robert Blackwood Hall at 8.15 p.m. next Wednesday, October 9.

Miss Brady has a great interest in the works and piano style of the 19th Century; she even dresses in Regency style in an attempt to blend her appearance with the music. This is evident in the picture at right.

Miss Brady said that a woman pianist must be ten times better than a man before the world at large recognised her. And she must work at least seven times harder to achieve that recognition.

"Also, a woman must remain attractive on stage, while a man may become excessively ugly without any harm to his career," she said.

Miss Brady will be returning to London for concert and recording commitments.



### Play set in Mexico

AFTER plays set in Ireland, Wales and Britain, the Alexander Theatre Company for its last play this year will turn to Mexico.

The play, "The Wonderful Ice Cream Suit," is a tender story about six Mexicans who are brought together by poverty.

It was written by Ray Bradbury, who is best known as a science fiction writer with works such as "Fahrenheit 451" and "The Illustrated Man." In his work Bradbury uses fantasy to explore fundamental human emotions and themes.

"The Pedestrian," a short science-fiction story by Bradbury, will be performed before "The Wonderful Ice Cream Suit."

The season opens on Thursday, October 10, and will run Wednesdays to Saturdays until November 2.

### Julie Felix here

JULIE FELIX will be returning to Monash this month for a concert in Robert Blackwood Hall at 1 p.m. on Friday, October 18.

It is to be hoped that this time Miss Felix cuts down on the amplification equipment; with her strong voice she does not need it, given the acoustics of the hall.

After her last concert on September 18, 1973, *The Reporter* commented: "She was on stage with enough paraphernalia to fill a city hi-fi shop... the first two songs were inaudible".

There will be three other rock concerts in Robert Blackwood Hall this month — Ariel at 7 p.m. on Tuesday, October 8, Bo Diddley at 7 p.m. on Wednesday, October 16, and Kush at 1.15 p.m. on Wednesday, October 23.

● Two concerts have been cancelled through lack of advance interest — Johnny O'Keefe last week and P. J. Proby on October 17.

## BOOKS Reviews and News

**Book:** Melbourne Studies in Education, 1974. Published by Melbourne University Press. Hardcover: \$7.50.

**Editor:** Stephen Murray-Smith.

**Review:** Professor Peter Musgrave, professor of sociology of education, Monash University.

Sociologists have recently given much attention to various aspects of the sociology of knowledge. In the field of education a major focus has come to be social influences upon the curriculum.

Such questions are now being asked as what governs the content of a subject or what influences the way subjects change. Seven of the eight papers in this year's Melbourne Studies in Education throw light either directly or indirectly upon these issues.

The first quarter of this book is given to a fine critical review of Kuhn's work on the nature of science and its mode of development.

This paper is not merely synoptic, but is creative in that as a result of the analysis of Kuhn's writing and much that has been written about him since the publication of *The Structure of Scientific Revolutions* in 1962, Smolicz advances a tentative solution to two of the major difficulties inherent in Kuhn's theory of scientific change, whereby he both allows for the influence of individuals and eliminates the element of unilinear progression implicit in the Kuhnian thesis.

Smolicz also begins to apply his analysis to some contemporary problems in science education, more particularly those concerned with fragmentation.

This problem, or rather its inverse, namely integration, forms the main issue in the three papers by Sureties, McLaren and Hughes, which formed the starting point for last year's Fink Memorial Seminar. These describe recent trends in teacher education as exemplified by the new courses that each author has recently initiated in the College of Advanced Education in Hobart, Toowoomba and Canberra.

In Kuhnian terms one contemporary "paradigm" sees education as a theory of practice related to educational problems and drawing on for example, philosophy, history, sociology and psychology. However, just as science courses apparently become fragmented in students' minds, so the creation of an integrated (whatever that overworked adjective may mean) approach to education seems to result in the minds of teachers in training in these C.A.E.'s as rarely as I in my more despairing moments feel it happens in our own faculty.

The former professor of classical studies at Monash, Professor Rankin, provides a case-study of how his subject is changing in Australia today.

It is only by gathering many such studies of curricular change at every level of the educational system that we shall learn more at a general level about why and how such changes occur.

Sue Nichterlein also considers a rather special case of change, namely the adoption by Indonesia of a national language. The politicians of such developing countries as Papua New Guinea may well need to take account of many of the issues raised in her discussion. Thus, although the hope was that the adoption of Bahasa Indonesia would bring unity, it could be that different strata in society use it for different functions.

In one part of the curriculum, particularly, but not entirely, as it relates to schools, we are woefully ignorant and this concerns not academic subjects, but moral education. Who decides what the goals of "character training" shall be?

In a sensitive, but rather loosely structured ethnographic-type study of sixth-formers in English public schools Hansen, pursuing further his interest in the independent system, gives us a little more data on the processes and content of personality development in schools.

### Major problem

One paper remains, that by Sullivan on the first fifty years of the history of the Grammar Schools in Queensland. This scholarly historical paper of the type so closely associated with Melbourne Studies raises once again the major problem of this annual collection.

Any unity in this volume that is apparent in my review comes from my personal point of view, not from the way the papers are presented.

Despite a new editor there is still no planned unity to this excellent collection of articles.

However, there is no doubt that papers as long as those by Sullivan, Hansen and Smolicz, respectively 41, 50 and 59 pages in length, would not see the light of day in professional journals and all ought to be published, especially that by Smolicz, which in my view is required reading for those interested in science education, the philosophical aspects of change or the sociology of knowledge.

### First annual research survey out this month

The first Monash University "Annual Research Report" will be published this month.

The 120-page report is a survey of academic research work being undertaken in all departments. The first report will cover work in 1973.

It is divided into three sections:

1. Details of departmental research interests.
2. A list of books and articles published by staff members.
3. A list of all theses accepted for higher degrees.

The Publications Officer, Mr Reuben Havin, said the main purpose of the report was to place on official record all the research work being carried out at the University. It was a Professorial Board decision that such a report should be produced.

He said that from next year the report would come out by mid-year.

Copies will be available on application to the Publications Section, first floor, University Offices.



# NEW THOUGHTS ON CAR PARKING

The Professorial Board is considering recommendations from the University parking committee on changes to the parking regulations.

The Board has agreed in principle to the proposals below, subject to a more detailed review at its October meeting.

The parking committee recommended:

- (1) That users of surfaced car-parks should pay a uniform parking fee of such a level as to meet the costs of maintaining and supervising car-parks, and that the present subsidy to car-parking from recurrent funds be phased out over the next five years;
- (2) That provision should be made within these surfaced car-parks for preferential car-parking for certain limited categories of staff and students such as handicapped persons and staff members who are required by their University duties to travel away from and back to the University within working hours;
- (3) That a free orange sticker system be continued for certain categories of regular visitors to the University;
- (4) That free white stickers continue to be required for vehicles parked in unsurfaced car-parks.



The committee said: "The effect of the above recommendations is to create a parking system in which all users would pay an identical sum, and there would be no reservation of parking areas except for those University members with special needs arising from their duties in the University. It is envisaged that eligibility for reserve parking would be determined by the Parking Committee."

In a separate proposal the committee has recommended to the Professorial Board that its membership be enlarged and that its composition be changed to reflect rather more closely the relative proportions of car park user groups.

## IS CAR POOLING AN ANSWER?

PETER BAILIE, secretary of the parking committee, believes Monash should organise car pools. He explains why . . .

Some years ago there was a story in circulation that Nikita Krushchev, meeting President Kennedy, had predicted that socialism would inevitably triumph over capitalism, not because of the irresistible development of Marxian contradictions in the West, but because mass private motoring was not allowed in the urban areas of the socialist countries.

These days there is little argument against the view that the ubiquity of the motor car has been a disaster for our environment and for our society.

Further, with the exception of such deviants as the petrol companies and car manufacturers, most of us agree that we would be better off if there were fewer cars polluting our air and killing and maiming our fellow citizens.

Some of the results for our university of the motor car epidemic are —

- Twenty-eight acres under asphalt;
- Hundreds of thousands of dollars spent on car parks;
- Peak hour congestion at entrances;
- Danger to pedestrians within the grounds.

Many overseas universities have responded to these problems by encouraging their staff and students to organise car pools.

Some of the more obvious benefits of such a program at Monash would be —

- Reduction of air pollution and road congestion in the community;
- Savings in personal transport costs;
- Savings of funds and land if future car park needs can be reduced, and the use of these savings for more worthwhile

purposes;

- Easing of congestion in present car parks.

In 1972 the Parking Committee agreed that it would collect the names and addresses of university commuters who wanted to join car pools if any person or group would sponsor the organising from there.

Despite wide publicity given to this offer, and direct approaches to the Union and conservationist societies, the reaction from staff and students was one of non-interest; no-one prepared to help run such a scheme came forward.

It is rumoured that petrol prices will soon be increased again, and we think the time is opportune for another look at car pooling.

The Vice-Chancellor has asked the Parking Committee to investigate possible incentives for car pool members, and the Computer Centre has offered to help in matching routes, times, and destinations if organised car pooling gets under way.

However, car pools can't be created by the University; they need the support and enthusiasm of individuals.

If you have any thoughts about ways to foster the organising of car pools, why not share them with the Parking Committee by ringing me on extension 3070, or writing to me at the University Offices.

The topics to be discussed at November's forum are:

Major issues confronting science and society in Australia. Speaker: Professor Roger W. Russell, Vice-Chancellor and Professor of Psycho-biology, Flinders University. Panel: Mr. J. G. Gorton, MHR; Professor Mollie E. Holman, Department of Physiology, Monash.

Medical science — are our priorities right? Speaker: Dr. Earle Hackett, Institute of Medical and Veterinary Science, South Australia. Panel: Professor G. J. V. Nossal, Walter and Eliza Hall Institute of Medical Research; Mr. Shaun McIlraith, medical correspondent, Sydney Morning Herald; Dr. Andrea Mant, sociologist.

The wired city — science and urban life. Speakers: "The Technology" — Dr. I. A. Newstead, National Telecommunications Planning; "Implications for planning" — Mr. George Clarke, Urban Systems Corporation Pty. Ltd., Sydney; "Social Considerations" — Mr. Colin Benjamin, Victorian Council for Civil Liberties.

Inquiries about the forum should be directed to Mr. G. R. Williams, Secretary, Science and Society Forum, P.O. Box 225, Dickson, A.C.T., 2602. Phone Canberra 48 4357.

## Association for past members of the Halls

An association has been formed for past members of the Monash Halls of Residence.

The Monash Halls of Residence Association at present is trying to contact as many ex-residents as possible to inform them of the new association.

The association's inaugural general meeting will be held in the Howitt Hall dining room at 8 p.m. on Friday, November 1. All past residents and those interested in the halls are welcome to attend.

Ex-residents will automatically gain membership of the association and for a small subscription they may receive regular mailings with details of coming events.

Inquiries should be directed to The Secretary, Monash Halls of Residence Association, North-East Halls, Monash University.

The idea of an association evolved from a dinner held at the halls last June and addressed by the Vice-Chancellor, Dr. Matheson, by former warden, Dr. J. A. McDonell, and by Sir Brian Hone, who all recounted stories of the development of the halls.

## Teaching examined

The University of Tasmania has appointed an educational psychologist to head a new unit designed to study the effectiveness of the university's teaching and examining methods.

The director will be Dr. H. E. Stanton, at present senior lecturer in educational psychology at Flinders University. He will advise the university, its teaching staff and students on the effectiveness of its various educational processes and strategies. The unit will also be responsible for the development of educational technology

## La Trobe introduces computer teaching to secondary schools

La Trobe University's new, one million dollar computer has been playing an experimental role in the chemistry course of final year secondary school students.

Nineteen students, from the neighboring suburban schools of Coburg and Thornbury High, have just completed a program of computer tuition run by the physical chemistry department of the university.

The students were selected at random from HSC chemistry pupils and received instructions in the 'principles of equilibrium' section of their course.

### TV and tele-type

While their fellow students were taught the subject in class, they received their information from banks of television screens and tele-type machines.

The computer gave them problems and asked them questions. If their answers were wrong it took them back over the problems and showed them where the mistakes were made.

Each student used a computer terminal connected to La Trobe University's computer centre. Terminals can be operated remotely from any section of the campus and at present, the system can handle up to 65 users at one time. The program was designed by B.Sc. honors chemistry student, Elaine Gould, 22, in conjunction with Professor J. D. Morrison of the physical chemistry department.

Miss Gould said the experiments took three hours a week for four weeks, roughly one hour less per week than normal class room teaching time. The students were then assessed on their knowledge of the subject by comparing them with a class room sample of 19 other students.

"This has so far pointed up various advantages," Miss Gould said. "One is speed of learning. The individualised attention from the computer has also allowed students to learn at their own pace so their final retention of the subject was better."

## Public science forum

Some of Australia's leading scientists will take part in a public forum on science and its relationship to society in Melbourne on Saturday, November 9.

The forum will be opened by the Minister for Science, Mr Morrison, and the chairman will be Sir McFarlane Burnet.

It will be held from 9.15 a.m. to 5.30 p.m. in the public lecture theatre, Old Arts Building, University of Melbourne.

The forum has been organised by the Science and Society Forum, a committee of the Australian Academy of Science.

# MONASH PhD STUDENT JOINS BATTLE TO SAVE BUSHLAND AREA

Monash zoology student Rhonda McWilliams is helping to save twenty acres of natural bushland in South Warrandyte from developers.

She is compiling a list of birds in the area to show the importance of the land as a natural sanctuary.

Rhonda was approached for help by Chris Tangey, a 15-year-old Ringwood boy who has been battling to save the land for about six months. He has lobbied Federal and State parliamentarians, local councillors and the public, and has collected over 4000 signatures in favour of preserving the area.

The 20 acres lie along Anderson's Creek, where gold was first discovered in Victoria in 1851. It contains echidnas, wallabies and many native birds.

Rhonda is a post-graduate student doing her Ph.D. thesis on honey-eaters living in Melbourne's suburbs. She has been a keen ornithologist for many years.

To compile her list, she is spending several days and nights in the area, doing "spot counts" of birds from different parts of the 20 acres. She sits for a certain time in each spot at a specific time of the day, so that the same count can be repeated in different months and different seasons.

"I am hoping to assess the birds in a quantitative way too," she said. "So that if the bushland is eaten into by developers, we can see whether the birds are disappearing."

"I also want to see aerial photos of this area and surrounding areas, to see how many other natural bush areas there are nearby and compare the species there."

Rhonda believes the land is worth preserving, especially for amateur naturalists.

## Honey-eaters

Her Ph.D. thesis is on five species of honey-eaters living in Melbourne's suburbs. (There are 70 different honey-eaters in Australia.)

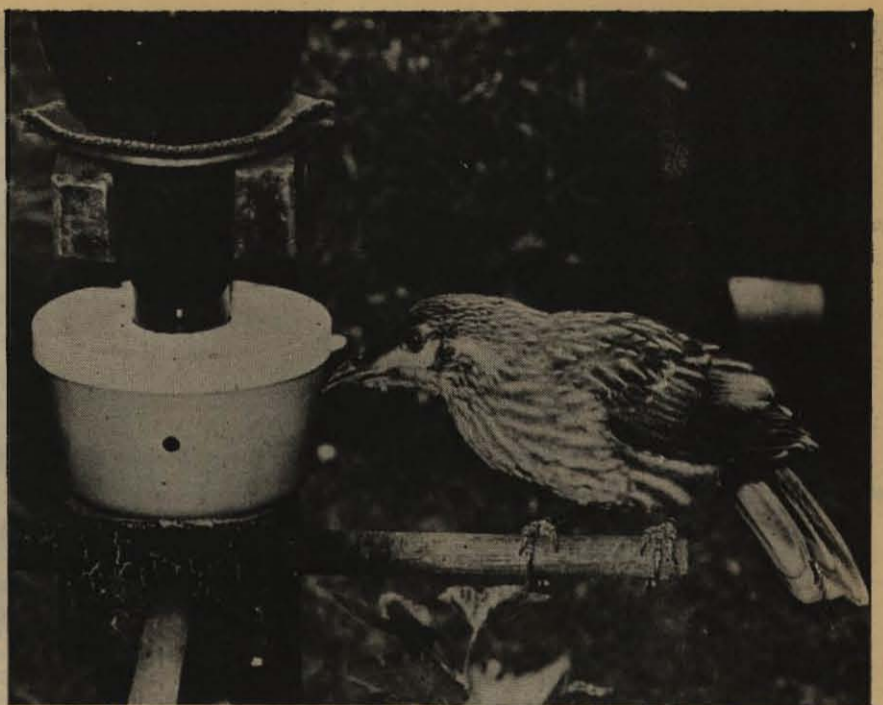
She is finding that certain types cluster in certain areas, for example the singing honeyeater is found mainly in the southern suburbs, while the little wattle bird is found in a line roughly from the Botanical Gardens up to Balwyn.

Some have adapted to eating other things than honey, such as mistletoe, while others still need some native vegetation and stay in outer suburbs like Ringwood and Warrandyte.

Rhonda is looking at the nesting and foraging habits of each bird and hopes that her study will show what is needed to attract them back into the suburbs they have left.

In general, she says, the way to attract native birds to your garden, is by planting native shrubs, especially grevilleas, banksias, bottle-brushes and eucalypts, and by providing nectar-feeders and bird porridge. (These are described in the book "Birds and Gardens" by Barbara Salter, which is available from newsagents.)

Rhonda says that overall appearance of a garden is also important in attracting birds. Many native species require a certain density of trees and undershrubs before they will enter or settle in an area.



Honey-eaters, the subject of Rhonda's PhD thesis, are a common sight in the area she is helping to save in Warrandyte. Nectar feeders, like the one above with a Red Wattle-bird, will attract the birds to home gardens.

## Can explosion is a warning for summer



A word of warning from the University Safety Office . . . this shattered metal was once an aerosol can of floor polish.

It was left on the shelf of an office in the University Offices and had been forgotten until it exploded recently.

The can was next to a hot water heating radiator. Fortunately no one was injured in the explosion.

The safety officer, Mr. W. Barker, said that printing on aerosol cans warned against the can being thrown on fires or placed near heat.

Mr. Barker suggested that with the approaching summer people should make sure they do not leave aerosol cans on window sills in direct sunlight.

## Scholarships

The Academic Registrar's department has been advised of the following scholarships. The Reporter presents a précis of the details. More information can be obtained from the Graduate Scholarship Office, ground floor, University offices, ext. 3055.

**Australian Government Postgraduate Awards at Colleges of Advanced Education**  
Tenable within Australia. Value: \$3050 p.a. plus allowances. Applications close October 31.

**University of Sydney: The Thomas Lawrence Pawlett Scholarship**  
Those eligible are suitably qualified graduates who propose to undertake postgraduate study and research in the Faculty of Agriculture. Value: \$3050 p.a. plus allowances. Applications close October 31.

**Australian Government and University of Newcastle Postgraduate Research Awards:**  
Normally available for full-time research leading to Masters or Ph.D. Value: \$3050 p.a. plus allowances. Applications close October 31.

**University of Tasmania: Postgraduate Course Awards for M. Env. Science**  
Value \$3050 p.a. plus allowances. Applications close October 15.

**Radio Research Board: Postdoctoral Fellowship in Telecommunications and Science**  
Open to young scientists and engineers with Ph.D. or equivalent, within Australia. Value: \$6500 p.a. plus allowances. Applications close October 31.

**University of Adelaide: Commonwealth Postgraduate Research Award**  
Value \$3050 p.a. plus allowances. Applications close October 31.

**University Postgraduate Scholarships:**  
Value: \$2350 plus allowances (currently under review). Those eligible include Australian and overseas students. Applications close October 31.

**Japanese Government Scholarships**  
Open to postgraduate students for research at Japanese universities. Value: fares, fees and living allowance. Applications close October 11.

**Japanese Government Scholarships**  
Open to undergraduates to study the Japanese language at Tokyo University. Value: fares, fees and living allowance. Applications close October 11.

**University of Sydney: Loxton Postgraduate Studentship or Scholarship in Agriculture**  
Open to male graduates. Value: \$3050 p.a. plus allowances. Applications close October 31.

**Commonwealth University Interchange Scheme**  
Travel grants are available to facilitate visits between universities in different parts of the Commonwealth. Those eligible include academic staff, or officers on recognised study leave and research workers, including research students, in receipt of a research grant.

**The Israeli Government Scholarships**  
Open to graduate students for a maximum of one year's study in Israel. Applications close January 15, 1975.

**Forestry and Timber Bureau: Postgraduate scholarships in forestry.**

Tenable within Australia. Value: \$3050 p.a. plus allowances. Additional assistance with field work. Applications close October 31.

**Senior Hulme (Overseas) Scholarship — 1975**  
Tenable in any field of study, for up to three years, at Brasenose College, Oxford. Available to junior members of staff and postgraduate students. The award includes university and college fees, and a stipend of £1250 p.a. Applications close with the Academic Registrar on October 31.

**Frank Knox Memorial Fellowships — 1975/76**  
Open to recent graduates or those about to graduate. Tenable at Harvard University, and renewable for two years, and available in most fields of study. The award includes tuition fees and a stipend of \$2800 p.a. Applications close with the Academic Registrar on October 31.

**Royal Society Commonwealth Bursaries**  
Available for academic staff anticipating study leave, in the natural and applied sciences. Tenable for six to twelve months in another Commonwealth country. Benefits include travel costs and an allowance averaging £100 sterling per month. No specific provisions are made for families. Applications close every March 15 and September 15, in London.

**Myer Foundation**  
Fellowships and grants-in-aid are available to graduates in the humanities and social sciences to undertake postgraduate research in Asia and the Pacific. Applications close February 7, 1975.

**American Association of University Women**  
(a) International fellowships: for one year's graduate study in the United States.

(b) AAUM — IFUW awards: for advanced research in any country other than Australia. Stipends vary according to financial need, and tuition fees in some U.S. graduate institutions will be paid. Travel allowances are not provided. Applications, on the prescribed form, will close in Washington on November 15.

**Australien — American Educational Foundation Travel Awards 1975.**

Available to Australian citizens to go to the U.S. for research, study or lecturing at U.S. universities and other institutions for projects commencing between July 1, 1975 and June 30, 1976.

Categories: 1. Senior scholars, applications close November 15. 2. Postdoctoral fellows, applications close November 22. 3. Postgraduate students, applications close December 31.

**Ramsay Memorial Fellowships**  
University College, London. Two offered, tenable for two years postdoctoral work in chemistry. Applications close December 3.

**World Health Organisation International Agency for Research on Cancer Research Training Fellowships 1975-76**

Available for research training in any aspect of laboratory and clinical cancer research: especially in epidemiology, biostatistics and environmental carcinogenesis—both chemical and viral. The awards are tenable for one year in a suitable institution abroad. In general, applicants should have some post-doctoral research experience related to cancer. Benefits include stipend and travel allowances. Applications close in France, on February 28, 1975.

# TWO CONFERENCES DISCUSS THE WORKER'S PLACE IN THE PRODUCTION PROCESS

THE theme of the place of the worker in the production process was aired at two recent conferences at Monash — one in economics and the other in engineering.

The Faculty of Economics and Politics organised a one-day conference on "Sources of Worker Dissatisfaction".

It was attended by representatives from industry, government departments and instrumentalities, employer organisations, unions, and social service agencies. The four principal speakers came from Monash — Professor A. K. Collins, Associate Professor W. A. Howard, Dr. Dianne Yerbury and Dr. Russell Lansbury.

The chairman was Dr. J. E. Isaac, a former professor in the faculty and now deputy president of the Arbitration and Conciliation Commission.

The work place could not be treated as though it existed in a vacuum, Dr. Lansbury, lecturer in administration, told the one-day conference on worker dissatisfaction.

"We must be aware of the inter-relationship between the work place — whether it be a local factory or a multi-national corporation — and society," he said.

Dr. Lansbury's paper raised three main issues — the plight of lower income groups, employer responsibility, and trade union attitudes to social issues.

A "vicious cycle" existed for lower income earners who were forced into the most physically exhausting and soul-destroying work provided by our industrial society.

"It is self evident that a person who lives on a subsistence wage, in sub-standard housing, in a generally deprived neighborhood which lacks basic medical and other social amenities, is unlikely to be a highly motivated and satisfied member of the work force," Dr. Lansbury said.

## Ample evidence

There was ample evidence from recent surveys to show that an increasing proportion of Australians — the "forgotten fifth" — were becoming caught in a cycle involving poor social environment, dissatisfaction at work, low quality of working life and bad working conditions.

Dr. Lansbury quoted a recent national study by Dr. Fred Emery and the Department of Labor. Emery characterised 54% of the Australian work force as apathetic and 19% as actively hostile to both their work and their employers.

"Not surprisingly this latter group tended to live in the most depressed areas of our cities, had low socio-economic status and were poorly educated," Dr. Lansbury said.

"To provide the preconditions for job satisfaction among this group of workers the vicious cycle must be broken by tackling the deep-rooted social and economic deprivation they suffer."

Dr. Lansbury said that social responsibility was becoming an increasingly important issue for corporations everywhere, although the notion that employers had a responsibility to the community or society in which they operated probably sounded foreign to some Australian executives.

He agreed with the chairman of the A.I.D.C., Sir Alan Westerman, who had said that society would no longer allow managerial responsibility to be based on the assumption that what was good for the corporation and its shareholders, was good for everybody.

Dr. Lansbury said trade unions were among the first to realise that the lines between the working environment and the wider social environment had become blurred. Trade unions in many countries were involved in consultation with governments not just over wages and conditions but also over such matters as prices and taxes.

"Although only a minority of unions have so far shown an interest or willingness to experiment in new roles, their numbers may grow in the future.

One contributing factor may be the failure of unions to attract members through solely pursuing their traditional functions."

Dr. Lansbury concluded that since the sources of worker dissatisfaction often extended beyond the work place into society at large, those organisations which were seriously concerned with improving the quality of life would inevitably find themselves involved with broader aspects of social reform.

## Workers' health

The ACTU research officer, Mr. Robert Jolly, told the conference that trade unions were concerned with environment and industrialisation because of pollution and its effect on workers' health.

He thought trade unions would move in and attack social problems directly instead of leaving it to governments.

Mr. R. Hirst, of the Vehicle Builders Employees Federation, said there was a lack of understanding of the human problems in industry.

Many migrants were employed in vehicle assembly work. Dissatisfaction arose from the mixture of languages on the shop floor and from the uncomfortable and monotonous type of work.

Mr. Hirst said that one solution could be to rotate the employees to do different tasks each day instead of the one monotonous job.

The need to relieve monotony in industry by modification of production techniques was echoed in a paper submitted to the production technology conference at Monash by Professor H. J. Warnecke from the University of Stuttgart, Germany, and Dr. Guenter Arndt, senior lecturer in mechanical engineering at Monash. (Dr. Arndt has been at Stuttgart for the last year as a visiting research fellow.)

## New procedure

The Warnecke and Arndt paper outlined the success of a new assembly procedure introduced by a leading European typewriter manufacturer.

Instead of a segmented assembly line, the workers were introduced to all aspects of the production process. The new method not only improved communication between workers, but each man saw the complete development of the product and estimated his own contribution.

Tasks such as quality control of the products, layout of the work places and the training of new operators were left to the whole group in order to facilitate participation and decision making.

Within two years the company reported a productivity increase of about 150 per cent and labor turnover fell from 30 per cent to seven per cent.

Warnecke and Arndt said that industrial robots were as yet no solution to assembly problems. Apart from their use in spot welding, such as in the automotive industry, industrial robots were too slow and too inaccurate in positioning.

More than 300 specialists from Australia and overseas attended an international conference on production technology held in the engineering faculty. The need to free the worker from monotony in industry formed one of the main discussion points during the three-day meeting.

Both conferences were held late in August.



TWO visitors to the International Production Technology Conference at Monash, Professor Gian Micheletti (left) and Mr. Francis Boulger (centre) talk with the conference organiser, Associate Professor Robert Brown. Professor Micheletti is from the Institute of Technical Mechanics in Turin, Italy, and Mr. Boulger is from the Battelle Laboratories in Columbus, USA.



## Visitors inspect engineering research and teaching

The Vice-Chancellor, Dr. Matheson, entertained interested visitors to the engineering faculty recently. From left, the Minister for Education, Mr. Lindsay Thompson, Sir James Forrest (Chairman of the H. L. Hecht Trust), Dr. Matheson, and Sir John Knott, former Director-General of Posts and Telegraphs, inspect model buildings in the wind tunnel.

## Savvas combines law and music



DURING his law degree at Monash, Savvas Christodoulou often turned his hand to composing music.

Among other things he wrote the musical score for an Alexander Theatre pantomime, "Pinnocchio", and for the Monash Players' production of Brecht's "Mother Courage".

Although he is doing his articles at the moment, Greek-Cypriot-born Savvas, 25, is still actively composing.

His latest effort is an LP of eight of his own compositions. Savvas says the music is an attempt to blend traditional middle eastern and Greek music with modern western elements such as jazz, rock, blues and electronic music.

And the record has been well received. "The Age" commented last week that the record was "surprisingly professional and attractive". It sold more than 300 copies in three weeks at Allans and now instead of the initial limited release of 600 copies an extra 1000 will be processed.

The record, "Savvas" (Klarion Enterprises, SF 271), is available from the Monash Bookshop and can be heard in the John Medley Library, first floor, Union.

Three members of the band playing on the album are studying at Monash — Celeste Rowden, George Walpole and Nick Aitken.

Savvas says that he had a great deal of trouble getting the record made; eventually a small company agreed. He still is having distribution and air play problems.

## Diary of events

### OCTOBER

2-5: Play — "The Daughter in Law", by D. H. Lawrence, pres. by The Alexander Theatre Company. 8.15 p.m. nightly. Admission: adults \$3.50, students \$2.

4: Film — "Day for Night". Public screening by Monash Film Group. 1.30 p.m. Alexander Theatre.

5: Concert — Victorian Junior Symphony Orchestra, with works by Schubert, Mozart, Handel, Dvorak, Cowell. 8 p.m., Robert Blackwood Hall. Admission: adults \$2, students and pensioners \$1.25.

7: Luncheon concert — Paul McDermott String Quartet, with works by Haydn, Debussy. 1.15 p.m., RBH.

8: Film — Sir Kenneth Clark's "Civilisation". 1.05 p.m., H2.

8: Concert — Ariel. 7 p.m., RBH. \$1.20.

8: Concert — Monash University Choral Society, 8 p.m. at Cairns Memorial Church, East Melbourne. Works by Britten, Haydn, Holst. Admission: adults \$2, students, children and pensioners \$1. Inquiries: 277 1262.

9: Lecture — "Feminism, socialism and homosexual liberation", Tess Lee Ack. Arr. by Centre for Continuing Education. 7.30 p.m., R5. Admission free. Inquiries: ext. 3719.

9: Recital — Kathleen Brady (piano) plays works by J. S. Bach, Franck, Liszt, Chopin. 8.15 p.m., RBH.

## PROMOTION FOR HOCKEY AND FOOTBALL TEAMS

Monash did well in two of the winter sports just completed — the men's football and the women's hockey.

In both cases the two teams competing will be promoted next year.

In amateur football the Monash Blues lost the B section grand final by ten points to Old Trinity Grammar (13-10—38 to 10-18—78). Both finalists will go up to A section.

In B reserve section Monash Blues won the grand final against Ivanhoe (8-5—53 to 5-15—45). The Monash team will be promoted to A reserve next year.

The women's hockey team this year had its most successful year to date.

Its B team will be promoted to A reserve and its D team will move into C grade.

In the grand finals this year the B team lost 2-1 to Moorabbin and D grade drew with Nunawading nil all. The E team came fourth in its competition after losing the first final.

And the club believes it could do better next year if it had some expert coaching.

This year — too late to be of much help — the club got some advice from a former Australian international player, Mrs. Florence Vasey, 62, who toured

with Australia to the U.S. in 1936.

Mrs. Vasey, captain of the Melbourne University women's hockey club in the early 1930s, attended a practice session at Monash and then the grand final at Royal Park.

The Sports and Recreation Association also reports the following successes in recent inter-varsity competitions — skiing, squash (men and women), volleyball, table tennis (men and women) and basketball (men and women).

Below: members of the Monash women's hockey team with their recently found coach, Florence Vasey (centre). Standing from left: Marg Ross, Cathy Tope, Kerry Renehan, Sue Wood, Chris Dunn, Jane Ezard, Jo Reilly, Ro Nixon, Jill Fithall, Gae Barnes, Angela Dawidowicz, Fran Miller, Barbara Turnbull and Ro Lima. Kneeling: Kathy Schinckel and Ros Buzza.



## Inner suburban areas

The problems and prospects of young people in inner suburban areas will be the subject of a seminar to be held at Monash on Saturday, October 12, by the Australian Crime Prevention Council.

The seminar will be in R5 from 9 a.m. to 3.45 p.m.

Full registration will be \$5. There is a special student rate of \$1 which does not include the catered lunch or papers.

Speakers will include Mr. D. Chalingier (Criminology, University of Melbourne); Mr. F. Little (Urban Economic Consultants Pty. Ltd. and research consultant for the Board of

Works); Mr. J. Finlayson (Fitzroy Community Youth Centre); Mr. Brian Dixon (Minister for Youth, Sport and Recreation).

Registration details and programs are available from Mr. G. E. Dye, 328-3881 ext. 28 (day) and Mrs. M. King 497-1672 (evenings).

## Welfare and the law

An interdisciplinary seminar on welfare and the law will be held at Monash from 9.30 a.m. to 4.30 p.m. on Saturday, October 26.

The seminar will be opened by the Dean of Law, Professor David Allan. The speakers will be Professor Peter Boss, professor of social work, Professor A.

Kenneth Pye, Dean of Law from Duke University, North Carolina, and a visiting Fulbright Scholar, and Mr. A. S. Colliver, first assistant director-general (social welfare) in the Department of Social Security.

Smaller group seminars will be held in the afternoon to discuss the morning papers.

Participation fee will be \$9.50 which will include papers and meals. Cheques are payable to Monash University and the address is "Welfare and Law" Seminar, Faculty of Law, Monash University, Clayton, 3168.

For further information contact Judd Epstein, ext. 3354, or Terry Carney, ext. 3395.

10: Play — "The Wonderful Ice Cream Suit", by Ray Bradbury, pres. by The Alexander Theatre Company. 8.15 p.m. nightly, Wednesday to Saturday, until November 2. Admission: adults \$3.50, students \$2.

12: Symposium — "Young people in inner urban areas — problems and prospects", pres. by Australian Crime Prevention Council. 9 a.m., R5. Registration fee \$3 (incl. refreshments, lunch, papers), students \$1 (lunch \$3 extra). Inquiries: Mr Dye, 328 3881, ext. 28.

12: Concert — Australian Boys' Choral Institute's 1974 celebrity concert, with The Pied Pipers. 8 p.m., RBH. Admission: adults \$2, students and pensioners 75c.

14: Luncheon concert — The Music and Dance of India, directed by Reis Flora. 1.15 p.m., RBH.

15: Film — Sir Kenneth Clark's "Civilisation". 1.05 p.m., H2.

15: Coffee morning and talk at Botanic Gardens — Monash Women's Society. Details — Mrs. Laurenson, 98 4237.

16: Lecture — "The homosexual movement in America", Dennis Altman. Arr. by Centre for Continuing Education. 7.30 p.m., R5. Admission free. Inquiries: ext. 3719.

16: Concert — Bo Diddley. 7 p.m., RBH.

17: Film — "Anna Karenina", Soviet version of film based on novel by Lev Tolstoy. Arr. by Monash department of Russian. 7.30 p.m., Union Theatre. Admission: adults 80c, students 60c. Inquiries: ext. 2263.

18: Concert — Julie Felix. 1 p.m., RBH.

18: Film — "Cardillac", pres. by Monash department of German. 8 p.m., H1. Admission free. Inquiries: ext. 2241.

19: Film — "The Boy who turned Yellow", Saturday Club Blue Series (8-13 year olds). Alexander Theatre. Admission: adults \$1.60, children \$1.20.

21: Lecture — "Kalendars, almanacks and prognostications — an essay in ephemera", by Professor Arthur Brown, chairman, Monash department of English. Arr. by the Friends of the Monash University Library. 8 p.m., Committee Room, Main Library.

23: Luncheon — Monash Parents' Group. Ticket secretary — Mrs. Hickford, 88 4527.

24: Concert — Music Players 75, NZ piano and percussion group playing works by Rimmer, Serocki, Stockhausen. 1.15 p.m. RBH.

25: Film — "Lebenszeichen" (Signs of Life). Pres. by Monash department of German. 8 p.m., H1. Inquiries: ext. 2241.

## Adult education teachers

The Council of Adult Education would be pleased to hear from anyone interested in daytime or evening part-time adult education teaching in 1975.

The council's aim is to provide a wide-ranging program of academic and practical classes designed to contribute to personal development, understanding of society and creative use of leisure.

Interested persons should get in touch with the Head of the Classes Department or the Head of the Creative Arts Department, Council of Adult Education, 256 Flinders Street, Melbourne, 3000, phone 63 4231.

## Women's Society meeting

This month the Monash Women's Society is moving away from the campus for its monthly coffee morning.

Normally the meetings are held in the Vice-Chancellor's house. On Tuesday, October 15, the society will meet at 10 a.m. in the Gardens' House at the Botanic Gardens.

A talk will be given in the Herbarium by Dr. David Churchill, director of the Botanic Gardens and a former member of the Monash botany department. This will be followed by a tour of the gardens.

All women members of staff and staff wives are welcome. For further details contact Mrs. Daphne Laurenson on 98 4237.

There will be no child minding facilities available.

Copy deadline for the next issue of Monash Reporter is Monday, October 14.

Letters and contributions from staff and students should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone 3087).