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"Teach-ins" on university aims

Two "teach-ins" to discuss the aims and purposes of the university will be held early in third term.

They are the first of a series of discussions arising from the recommendations of the Commission on University Affairs which met through 1969.

Topics for the first discussions - on September 1 and September 15 - are:

- The University - should it be politically neutral?
- Authority and responsibility within the university.

Professor R. R. Andrew, Dean of the Faculty of Medicine, was chairman of a committee appointed by Professorial Board to advise on the form the proposed discussions should take. Here, Professor Andrew fills in some of the background to the "teach-ins":

The University Commission, established by Council and comprising the Vice-Chancellor, professorial and non-professorial, postgraduate and undergraduate representatives, reported in October 1969 after 44 sessions spread over a year.

Some of the recommendations on governance and educational techniques had been instituted in various faculties before the commission met - others were effected during or after the commission's activities. There can be no certainty of any causal connection about these observations. The fact remains that the commission did stir up a lot of interest and consciousness of many problems which had been regarded as matters of concern rather than things to be tackled and solved where possible.

The commission unanimously recommended *inter alia* -

"8.4 That a commission be set up to examine the admissions policy of the university, paying particular attention to a proposal to establish special criteria of entrance for students from underprivileged areas and/or schools.

8.6 That a day be set aside in first term 1970 for a meeting of the whole university to discuss the aims of the university and the recommendations of the commission in relation to those aims."

Subsequently, the Professorial Board, at the request of Council, referred 8.4 to an ad hoc committee of the Board and still awaits its report.

Nothing had been done about 8.6 until two of the student members (E. Gingold and I.R. Carroll) addressed a submission to Council (November 9, 1970) which set up a sub-committee to consider a special plea for further consideration of a teach-in.

Ultimately Council and the Professorial Board agreed to this and a representative committee of staff and students has been actively engaged in making the arrangements. Time was too short to arrange more than two this year. But planning will continue in third term for several more early in first term 1972.

The arrangements so far are:-

I. Date: September 1, 1971
Time: 1.30 - 3.30 p.m. (maybe 4 p.m.)

Place: Alexander Theatre
Subject: "The University - Should it be Politically Neutral?"

Speakers: Professor B. Medlin (Flinders), Dr. S. Benn (A.N.U.) and Mr. J. L. Alford (Monash).

II. Date: September 15, 1971
Time: 1.30 - 3.30 p.m. (maybe 4 p.m.)

Place: Alexander Theatre
Subject: "Authority and Responsibility within the University"

Speakers: To be announced.

OPEN DAY RECORD



MONASH Modern Dance Group proved one of Open Day's biggest drawcards.

—(Photo: The Sun)

Open Day '71, held on July 10, attracted the largest number of visitors the university has ever had.

Estimates of the crowd varied from 13,000 to 17,000. The Open Day Director, Mr. R. R. Belshaw, said most observers agreed that, at the peak period during the afternoon, at least 12,000 people were on campus.

Such a number, he said, warranted the allocation of a larger budget for future Open Days. This would relieve the financial pressure on a number of departments which had absorbed Open Day costs into their separate budgets - as they had done on previous occasions.

This year, for the first time, visitors were invited to complete a questionnaire designed to gauge public reaction to the event and to help in formulating ideas for the conduct of future Open Days.

Here, Mr. Belshaw reports on the response to the questionnaire:

This was very much an experimental exercise and a large number of respondents was not expected. In fact about 200 people completed the questionnaire and most of these took their task seriously. Although the sample is too small to be considered as significant the results are interesting and are summarised below.

• The first question asked if visitors had previously visited Monash University. Approximately 68% of the respondents answered "yes".

• The second question sought to discover if visitors had a son or daughter attending Monash. The responses indicated that 27% had and 73% had not.

• Next we tried to ascertain how many families represented among the visitors had prospective university students. Of the answers given, 64% indicated that their families did have prospective students.

• Approximately 14% of the respondents were from country areas, and the remainder were very evenly divided in the two residential categories - those living within five miles of Monash and those from farther afield. Thus, for what the sample is worth, the replies show that of the non-country visitors there were only a few percent more visitors who came from outside the "five-mile-limit". This perhaps could be claimed as evidence of a very strong local interest in Monash.

• One aim of the questionnaire was to look for evidence of people coming to Open Day to seek specific information - for example, guidance concerning a particular course of study. Approximately one-third of the responses indicated that people came seeking specific information and most of these indicated that their visit was satisfactory.

• In question six, by use of an open-ended question, we sought information concerning a change of impression of the University as a result of the Open Day visit. Only 37 persons answered this question. Of these 29 had gained a more favorable impression.

• Finally we invited suggestions and comments. Some interesting and thoughtful answers were given. The most valuable suggestion, which seemed to have substantial support, was the need for more notices and signs to assist strangers to find their way around the buildings. There was criticism of congestion in areas near exhibits and the need for some control of traffic flow - for example, different entrance and exit doors.

(Melbourne Open Day report - page 2.)



THIS youthful Open Day visitor found the display in the Department of Electrical Engineering totally absorbing.

—(Photo: V. Kohout)

LIBRARY



CIVIL ENGINEERING



Melbourne Uni. report says:

A "most important" day

Open Day is the most important public project that the university is involved in, according to a report just issued at the University of Melbourne.

"We also believe that Open Day fosters an undesirable complacency. There is a tendency by staff to begin and end public relations with Open Day.

"This is a mistaken attitude," says the report.

"Open Day should be the focal point for public relations but it should not be the beginning and end of public relations."

The 14-page report analysing in detail the successes and failures of Melbourne's Open Day was the work of a three-member committee consisting of a student, Vicki Molloy, David Griffiths from the Press Liaison Office and Tom Hazell from the Registrar's Office.

The report estimated that 20,000 people attended Open Day.

More departments participated than ever before. There seemed to be an increased enthusiasm for Open Day, despite the fact that, in many cases, the lot of organisation fell to the same people.

Students organised a night-time dance, theatre, pop music, soap-box orations and the Australian Performing Group. Overall though student interest was "lamentable".

Sunday opening?

The possibility of a Sunday Open Day is discussed with the comment that it would allow more people to attend.

Perhaps the most interesting discussion is about the university's relationship with the community. Under the heading of public relations, the report says-

"It is very difficult to write about public relations because of the unfortunate connotations usually associated with the term, i.e. public relations tends to be an exercise in calculated dishonesty which attempts to promote virtues and suppress vices of an institution or organization. This traditional and typical pattern of public relations is really unacceptable in a University which exists for the pursuit of truth.

"Having said this, there is now a need to recognize the reciprocal relationship existing between the University and the Community. For its own part, the community has a responsibility to support and defend both the integrity and the independence of the University. For its part, the University has a

responsibility to be responsive to the authentic needs of the community. The trouble with all of this is that it is empty rhetoric unless it comes to terms with the social reality.

"The question now is:- How is this reciprocal relationship to be fostered? As far as the University is concerned, the answer lies in public relations which can vary from the formal issuing of press statements by the Vice-Chancellor to Street Theatre by the Melbourne University Student Theatre.

"We use the term "public relations" in the sense of an implicit and explicit consciousness by all members of the University of their relationship with the community. Public relations to us is the simple act of communication to the community of what is happening in the University, why these things happen, the problems of the University, and the needs of the University.

"Public relations to us is an attempt to create an awareness in the community of the relevance and importance of the University to that community.

"This is all very well, but, how can we relate this to actuality? How adequate is the University's present Public Relations programme? What are the difficulties in implementing this programme? What can be done to improve the present situation? Is "Open Day" a serious attempt at public relations?

"What can be done to persuade staff to accept a more comprehensive concept of public relations? The answer to this lies in two areas.

"First, there is a need for the members of the university to decide how important public relations is, what sort of public relations programme, if any, it wishes to embark upon, and what are the implications of such a programme.

"Secondly, University staff must become more aware of and responsive to the existing Press Liaison Office. It is the responsibility of the staff members to maintain a close relationship with the Office. This responsibility is as important as the responsibilities that staff members have towards their students and research work; indeed, these three aspects - teaching, research, and public relations are part of the same whole."

Look out girls ...

There's a physicist in OUR kitchen

A distinguished Oxford scientist will give a cooking lesson during a public lecture at Monash this month. On the menu: meringues, and probably souffles as well.

It will be a scientific experiment - physics, actually. And it will be taped by ABC television.

The scientist is Professor Nicholas Kurti, from the Clarendon Laboratory, University of Oxford, and he will be visiting the Monash Department of Physics from August 9 to 13.

In 1969 Prof. Kurti gave a Friday evening Discourse at the Royal Institution, London, called "A Physicist in the Kitchen", which was televised by the BBC.

In this he blended much of his scientific knowledge and practical experience in a discussion of the scientific aspects of cooking, having demonstrations, with samples of his own cooking, some under vacuum and some by microwave heating.

Prof. Kurti, who has always had an interest in cooking, is going to repeat this Discourse as a public lecture on Wednesday, August 11 at 8 p.m. in R.J.

This will be under the auspices of the

Victorian branch of the Australian Institute of Physics.

Prof. Kurti says that the main task of the physicist in the kitchen is to encourage the creation of new dishes by means of hitherto little used processes.

The main physical process used in the kitchen, namely the transmission and conduction of heat, is conceptually simple, but the details of the application and distribution of heat are so complex that an intuitive and artistic approach is more likely to produce the desired result than exact scientific analysis.

Computers will never rival chefs like Careme, or Escoffier or Dumaine.

Note: Prof. H. C. Bolton, professor of theoretical physics, is handling the arrangements on the lecture. He is on ext. 3631.

Prof. Kurti described his scientific "recipes" used in London in the following terms.

INVERTED "SOUFFLE SURPRISE"

In traditional cooking, heat is always applied on the outside and one relies entirely on the conduction of heat for the inside of the material to get cooked. In other words, there exists for a certain time a temperature gradient within the dish, and the subtle variations of texture, taste and colour in roasted, baked, grilled or fried food are the manifestations of this temperature gradient. The dish which has these qualities "a outrage" is the Souffle Surprise (Baked Alaska) in which the ice-cream is covered with a meringue mixture which is then cooked in a very hot oven.

The development of microwave cookers makes it possible to reverse this temperature gradient. Microwaves (electromagnetic radiation of the order of centimetre wave lengths) pass through most substances losing

a fraction of their energy, the amount depending on the chemical composition and physical state of the material. If the material is reasonably homogeneous, rapid, uniform heating is the result, so microwave cookers are invaluable for the quick warming up of pre-cooked food and for the quick cooking of certain traditional dishes.

However, the selective absorption of microwaves makes it possible to establish, in principle, temperature gradients of any sign and magnitude within the material. The demonstration shows the preparation of an inverted Souffle Surprise, in which the ice-cream on the outside remains cold while the filling becomes hot. It is possible that by a judicious choice and arrangement of the ingredients novel dishes could be created.

VACUUM MERINGUE

Meringues consist of sweetened, whipped, egg-whites which have been dried in a slow oven. There are other ways of removing water vapour, e.g. by simply pumping it away. In the demonstration, the meringue mixture is placed under a bell jar connected to a vacuum pump. Since the meringues cool as the water evaporates - this is the physical basis

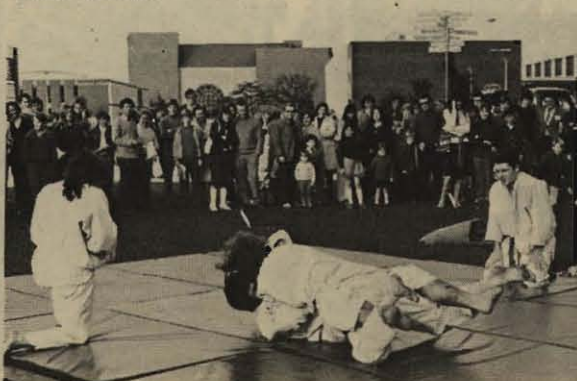
of the well-known process of freeze-drying - a moderate amount of heat has to be applied to counteract this.

Vacuum meringues differ from ordinary meringues in that they are much lighter - their bulk density is between 1/5 and 1/10 of an ordinary meringue - and they can be made much quicker, about 15 minutes instead of 1-2 hours.

ANATOMY



THE FORUM



PHYSIOLOGY



MAX TEICHMANN, senior lecturer in politics, wonders why true liberalism has never flourished in Australia—but still hopes he'll live to see the day when it will. Meanwhile, he's been examining the current state of student dissent and has concluded that the present philosophy is simply . . .

Better to destroy all than to admit defeat

Writing about universities and their problems, about students and theirs, has become such a thriving industry, and such a nine-day wonder, that there often seems little point in saying another word upon the subject.

If everyone else took vows of silence on this matter, so would I. *But they don't.*

In fact, in response to the very real socio-political crisis in which this brittle, inflexible society of ours is locked, due to the effects of drastic changes, a whole lot of new critics of the university is emerging from under stones and from behind the wallpaper. Some of them advocate whipping off student scholarships, others giving Vice-Chancellors and outspoken academics the boot; others suggest absorbing the universities under one or other of the government departments, such as the Chief Secretary's or Labour and Industry.

Many of the new critics, in fact, favour the kind of universities which have long been the norm in advanced societies such as Spain, Greece and Eastern Europe. Queensland used to operate one along these lines as well, and there are still a few old-timers around who remember these days with nostalgia. The intellectual output of such universities has always been miserable.

Nevertheless, with so many of our leaders and citizens in a state of deep shock and considerable chagrin at the way in which world society, and in the end, our society is changing, and is going to change - scapegoats, scandals and conspiracies must be discovered. If only to divert attention from their own abysmal foolishness.

Anti-intellectualism

Universities rank high on the list of whipping boys in this gathering pogrom, partly because they are seen as the bearers of bad tidings, rather like Roman messengers bringing news of defeats caused by Imperial stupidity. They can be safely attacked by the small town Neros and Caligulas in our midst - attacks which can be mounted on the solid, not to say permanent, base of widespread communal envy and anti-intellectualism, which has been such an important feature of Australian society, and an important reason why we have never developed a viable let alone a distinctive civilisation on these climes.

At the moment, universities are suffering because of the conduct of their students, because students combine in their persons a number of controversial qualities and not just one thing - the capacity for sustained ratiocination - which so many people abhor. They also happen to be at war with their parents, and appear to be enjoying freedoms to flout conventional norms which few older people have ever dared to flout.

Those of us in close contact with students know that, alas, a great many of them are not engaged in sustained ratiocination at all - if only they were! And that most don't flout the conventional norms at all. And that many of those who do now will soon desist, for a variety of good and bad reasons. But most outsiders don't want to know about this.

Consequently, free universities are in some danger for the time being, from people who usually know the true situation just as well as we do, but who have other fish to

fry. Our danger would not be great if Australian universities were united bodies, filled with people who realized the dangers. But they are not. Different groups have been mainly to blame for disunity, at different times, but at the moment I see a minority of myopic students as the principal culprits.

That there have been and still are, many things wrong with our universities, is clear enough. That universities should welcome student criticisms on university matters is clear - yet they often have not welcomed it. That students should play an organic role in their universities and not merely be consumers, is fairly obvious - yet many university staff didn't agree and many still don't.

Yet the most depressing feature of inter-university conflict over the last five or six years has been the basic disinterest of so many politically active students in playing any recognizable part in the life of the university, *qua* students - i.e., *qua* members of the university.

The university as a social organism has, for them, simply been a place where they conduct political activities, ostensibly linked with University issues but self-confessedly aimed at the outside world, where the great issues of imperialism, monopoly capitalism, colonialism and racism are to be found - where the revolutions will have to be made, if they are to be made at all.

It has been difficult indeed to see what connection U.S. Imperialism has had with free parking, or the military-industrial complex with the discipline statute. Nor, in truth, student say on the content of courses with the Revolution. In fact, I can imagine the latter actually deferring the Revolution, rather than advancing it.

But when one seeks vital information as to the missing links, one meets a blank wall. The people concerned to assert the connexions won't say what they are, because they can't. There are none.

Play-acting on the steps

Instead, one meets stereotyped abuse, and when that becomes a drug on the market, as it has at Monash, play acting on admin-steps, to the joyful whirr of Press cameras, the gleeful licking of right wing chops, and the thrill of maybe making it in the morning papers. Failing that, "Talk Back".

None of this nonsense has anything to do with politics, or Vietnam, or the University. Nor with the Revolution - only with the Counter-Revolution. Many activists realise this nowadays, but appear to be on a train which they can't get off. Looking back at the wasted years and faced with the horrific inevitability of eventually having to seek employment, a Hitlerian reflex can be observed: **Better to destroy everything rather than admit defeat.**

For it has been defeat.

In the first place, the majority of staffs, formerly sympathetic in varying degrees

towards the aspirations of student spokesmen, have turned away, almost to a man.

Perhaps more important, most students are now playing a more diminished social and political role in this University than they did a few years ago. They too have turned away, to the loss of everyone concerned.

So even the activist scenario - viz., using the University and University issues as training grounds for outside politics, as ways of activating many previously non-engaged people, has failed. There is a far larger proportion of non-political and anti-political students here now than at any time since I arrived at Monash seven years ago.

And does anyone believe that people outside the University have come to their opinions about Vietnam or apartheid because of what students have said or done at Monash? Or, for that matter, that those students who have views on these questions - and there are very few who haven't - are only interested in these questions because of antics in the parking lot, nonsense in Warren Mann's office, or the spiteful slanderous gibberish purveyed in political sheets?

To believe this, is to insult students and our citizens.

There has been a causal outcome of activist campaigns on these and other matters - but wholly counter-productive, and now visibly so.

And meanwhile the whole complex series of questions which include, "How should we run our University, what is a University for, are we getting the best results from our corporate efforts?" has gone by default.

Where places are offered to students to deliberate on these matters, the response has been lukewarm, and the new ideas can be numbered on the fingers of one hand.

Whatever political activists HAVE been concerned about, it has not been the health, the rights or the future of this University.

P.S. IS PAYING BETTER

A survey by the Careers and Appointments Office has shown that Government departments are paying higher salaries compared with private employers.

The average salary paid to all male graduates by government employers at the beginning of 1971 was \$4834, up 17.7% on the previous year, compared with \$4797 (up 11%) paid by private employers.

The figures for female graduates were - government \$4133 (up 18.2%) and private, \$4087 (up 8.6%).

"In recent years it has been noticeable that government departments and authorities have paid lower starting salaries than most private employers," the survey says.

"This gap has now narrowed, and indeed in some categories the reverse is now true.

"Although there was a general upward trend in graduate starting salaries in 1970, in line with awards and rates for other types of workers, the movement in salaries paid by government instrumentalities has been generally and significantly greater than in those from private employers."

The Careers and Appointments Office says that salary patterns in the future will show much closer parity between the two groups of employers than has been the case in the past.

What they are saying

"The time is certainly with us when we might well ask how relevant are the university graduates to the needs of Australian society. Even though we may well hold that the university is a community of scholars, an independent centre for the handing on and advancement of knowledge, there is an interaction between society and the university if only because our graduates should become the leaders of tomorrow. The university cannot be an island." Dr. R. B. Johns, Senior Lecturer, Department of Organic Chemistry, University of Melbourne, in the July Melbourne Graduate.

"More and more staff and students are becoming anxious not to have the year's work based on one final examination." Professor Donald Cochrane in a Press interview on semesters.

"If the students are willing to learn from me, I am very willing to try and learn from them. I am not on some pedestal, the man who knows all." Professor Peter Musgrave after the announcement of his appointment as Pro Vice-Chancellor.

"Though some students saw the vice-chancellor as a manipulator of puppet strings, he was a person with considerable responsibility and no power." Professor R. F. Whelan, Vice-Chancellor of the University of Western Australia, at a staff-student gathering.

In addition to other hazards encountered by the Apollo 15 astronauts, they "had a leak in their drinking water supply", according to Channel 9's moon mission commentator, Gordon Troup, of physics.

"Often we say "I think they should . . ." and that's as far as our suggestion goes. To give us, the students a voice, you have elected me as your representative. So far I have received only one letter in three months."

M. Prior,
Building and
Grounds Rep., M.A.S.

FRENCH THEATRE

Two plays by French playwright Eugene Ionesco will be presented in their original French version by the Theatre Billingue of Melbourne in August, at Melbourne University.

The plays are *Les Chaises* and *La Cantatrice Chauve*. These two plays are very good examples of Ionesco's work - expressing two very different types of Absurd Theatre.

The plays will be presented at The Union Theatre, Union House, on August 3, 4, 5, 6, and 7 at 8.00 p.m.

Tickets are also available from Alliance Francaise, North Melbourne. For further queries contact the Producer, Igor Persan: 94.6071, 329.8940.

The ultimate in hi-fi?



Pictured here is one of two electrostatic loudspeakers Greg Cambrell has installed in the living room of his Blackburn home. Each stands SIX FEET high.

Mr. Cambrell, a lecturer in electrical engineering at Monash, revealed details of the loudspeakers at the 13th National Radio and Electronics Engineering Convention at the University of Melbourne earlier this year.

He constructed the "monsters" to demonstrate the advantages which electrostatic loudspeakers have over conventional electromagnetic types, namely:

- The driving force is distributed uniformly over the entire surface area of the diaphragm.
- The diaphragm can be made virtually massless.
- The shape of the diaphragm can be chosen for the desired acoustic air loading.
- When operated in the push-pull configuration with constant polarizing charge, the inherent distortion vanishes.

Mr. Cambrell said that to achieve adequate low frequency response (at 30Hz., say) a cylindrical diaphragm of radius of the order of one metre would have been required. However, since the loudspeakers were to be placed in a typical rectangular room with rigid floor and walls, only one quadrant of the cylindrical diaphragm was constructed, so that when placed in a corner the sound images due to the rigid boundaries effectively create the full cylindrical radiator. A radius of 30in. and a height of 6ft. were chosen.

A cylindrical diaphragm is desirable to produce a sound source which is non-directional at all frequencies.

In Mr. Cambrell's speakers, the fixed electrodes are sheets of perforated metal bent at 3in. intervals to approximate the cylindrical surface. The diaphragm is 0.00025in. metallized mylar film which is held in position by 1/8in. plastic spacers and tensioned. The structure is housed in a wooden enclosure which also contains slabs of sound absorbent rockwool and a narrow

rear vent to modify the internal acoustic loading.

Mr. Cambrell said that acoustic power output for this version of electrostatic speaker was limited to domestic use only, but he believed there were distinct possibilities of developing it for use in laboratory standards.

Sterilisation more common

Three Monash medical men spoke at a July symposium on family planning, sterilisation and abortion organised by the Family Planning Association.

Professor H.A. Dudley, professor of surgery, told the symposium that male sterilisation was becoming more common in Australia and was taking its place as one of the techniques of family planning.

Minor psychological changes were the only real problems with male sterilisation, Prof. Dudley said. These were very minor and as long as the patient was warned against them there was no problem.

Professor Carl Wood, professor of obstetrics and gynaecology, said the recent Menhennitt ruling on abortions, if followed in good faith, would protect a doctor from the threat of criminal action.

Preservation of life

Mr. Justice Menhennitt ruled an abortion could be legally performed by a doctor if necessary to preserve a woman's life or physical or mental health.

But the dangers must not be merely those of normal pregnancy or childbirth.

To succeed in a prosecution the Crown must prove the doctor did not hold his belief in the danger to the woman honestly and on reasonable grounds.

Dr. John Leeton, senior lecturer in obstetrics and gynaecology, said he had no

The seminar is being sponsored by the Malay Society of Victoria and the Monash Malaysian Students' Union and will be held on August 12-14.

Monash staff and students can attend the seminar and the registration fee is \$5. Closing date is August 12 with the Malaysian Students' Union secretary in the Union building.

The seminar chairman, Yahaya Ismail, says the politicians invited represent a diversity of political thinking. He has prepared the following statement on the speakers, their topics and their background.

● Dr. Mahathir Mohammad speaking on "Malay Problems in the Context of Malaysian Politics". Dr. Mahathir was expelled from the United Malay Nationalist Organisation during Tengku Abdul Rahman's era because of his criticism of the party under the Tengku's leadership.

He was an ex-member of Parliament for UMNO. His controversial book, *The Malay Dilemma*, was published in Singapore but banned in Malaysia. His latest book is *Racial Polarization in Malaysian Politics*.

● Mr. Goh Hock Guan, an architect, is a graduate of the University of Melbourne and today is vice-president of the Democratic Action Party. He will speak on "Malaysian Politics: Views from DAP". He is an Opposition Member of Parliament.

● Prof. Zainal Abidin Wahid, head of the history department in the new Kuala Lumpur national university, will speak on "National Education Policy". He was one of the scholar-intellectuals who opposed the National Language Act in 1967 and is known for his criticism of the Malaysian government's educational policy.

● Tuan Syed Kechik, a lawyer, is speaking on "Religious Toleration in Sabah". He is secretary to the Chief Minister for Sabah.

● Working paper to be distributed at the conference has been received from Mr. Kassim Ahmad, chairman of the Peoples

MALAYSIA IN PERSPECTIVE

An international conference with leading politicians from Malaysia and Australian academics is planned for Monash during the August vacation.

Socialist Party of Malaya. His party is the only political party in Malaysia today that does not recognise the formation of Malaysia and still adopts Malaya in its slogan.

Five academics from Australian universities are due to speak at the conference. They are:-

ANU: Professor Wang Gungwu, "The Role of Social and Political Elites in Malaysia".

South Australia: Dr. H. S. Leng (Flinders), "Political Developments and the Plural Society in Malaysia"; John Funston (Adelaide), "Malay Political Parties".

Victoria: Dr. J. B. Dalton (Monash), "Malaysian Democracy Today"; Dr. Beaglehole (LaTrobe), "Malay Participation in Business".

Mr. Ismail says the organisers hope the seminar will foster a better understanding of Malaysian problems among students and academics in Australia.

A set of working papers will be available for \$3.50 from the Malaysian Students Union.

Politics conference

POLITICAL scientists from Australian and New Zealand universities will meet at Monash during August at a conference of the Australian Political Science Association.

The conference will be held in the Rotunda lecture theatres from August 18 to 20.

The sessions will be held under three main headings - Political Theory, Australian and New Zealand Politics and Government and Comparative Government and International Relations.

The Monash people taking part include Ted Prince (Quantitative Approaches to the Analysis and Forecasting of Political Associations), Denis White (The Problem of Power), Harold Crouch (Military Politics Under Indonesia's New Order) and Ulf Sundhausen (Motivations and Mechanics of Military Involvement in the Politics of Developing Nations: the Case of Indonesia).

Among other discussions will be a talk by Lloyd Churchward (Melbourne University) and Harry Rigby (ANU) on the recent Communist Party congress in the Soviet Union and a talk on Mill, Marx, Engels and the Improvement of Women by Mr. and Mrs. Neil Thornton from Queensland.

Registration for the conference is \$6. It will be possible for Monash staff and students to attend individual papers. For details contact Dr. David Goldsworthy on ext. 2405.

Summer school on alcoholism, drugs

The 1972 Summer School of Studies on Alcohol and Drugs will be held at St. Vincent's Hospital, Fitzroy, from January 26th - 28th inclusive.

The programme will comprise: Wednesday, January 26--(1) Scientific Sessions, (2) Orientation Courses on Management of Alcoholism and Drug Dependence.

Thursday, January 27--Six workshops will be held on the following subjects: (a) The role of general hospitals in the management of alcoholism and drug dependence; (b) Research needs in the fields of alcohol and drug dependence; (c) Alcohol and drug education in the school curriculum; (d) Family involvement in the management of alcohol and drug dependent

persons; (e) Alcohol, drugs and driving - new legislation; (f) The Report of the Select Committee on Drug Trafficking and Drug Abuse.

Friday, January 28--Symposium, "Alcohol and Drug Dependence - The Role of Industry and Commerce"

Scientific Sessions are on January 26. Those persons wishing to present a paper at the Scientific Sessions are requested to forward with their application an abstract of about 400 words, not later than October 11th, 1971. Final selection of papers for the Scientific Sessions will be decided by the Executive of the Summer School.

Address correspondence to: The Director, 1972 Summer School of Studies on Alcohol and Drugs, St. Vincent's Hospital, Victoria Parade, Fitzroy, 3065.

LETTERS TO THE EDITOR

Fund with a difference

Dear Sir,

Here is a chance for a few engineers to escape, at least for a time, from the conventional technological and professional rut.

Early in its history, Monash University was lucky enough to receive \$40,000 in memory of the late Sir Alexander Stewart, the income from which is used to help Monash engineering graduates to do things that are away from the normally conceived ideas of research and practice.

The general intention of the donors and the committee that administers the fund is to encourage travel away from the south-east corner of Australia, and to enable a graduate to complete some definite project with an engineering flavour, even if somewhat unorthodox, which could not readily be undertaken otherwise.

The aim is to encourage a young, or fairly young, engineer to develop an imaginative and stimulating programme, so that he can broaden his outlook and experience in engineering in the context of the world, the people in it, and other fields of endeavour.

The first recipient of an Alexander Stewart grant was Mr. Peter Rogers who graduated with B.E. in Chemical Engineering in 1966. He spent a substantial portion of 1967 and 1968 in the north of Australia and in the islands studying "The Accommodation of Indigenous People to Modern Industrial Development".

We believe that, in undertaking this task, he broadened his own outlook and produced some useful ideas that others should take note of.

More recently Mr. Ian Wallis, a graduate in Civil Engineering, has been examining the impact of the planned industrial development round Westernport Bay on pollution, marine life, and recreational activities, and has made a film to bring home his message to the public and to the various authorities.

Although both these projects have been undertaken in and around Australia, no territorial limits are placed on proposals. The income from the fund could substantially help someone to travel far afield to perform some task for which the normally available sources of grants and scholarships are of little or no use.

The profession must surely gain by having within it a few engineers who have been Stewart scholars. The door is open to Monash Engineering Graduates. If any fourth year student is interested in making a proposal, we might be able to do something for him.

Applications may be made at any time and must be addressed to the Academic Registrar. There is no specific format for the application although the applicant, in addition to supplying the committee with personal data, is expected to set out his proposal in as much detail as possible and indicating the amount he would require from the fund.

K. H. Hunt,
Dean of Engineering.

Jolly good!

Dear Sir,

A friend has sent me issue No. 2 of the new Monash Reporter. I had some slight dealings with Dr. Matheson last year over the general question of communication on the campus and I must say I think the new style is Jolly Good!

Would you mind terribly much if I make some suggestions? - offered entirely in the spirit of making a good thing better!

1. One would not know that Monash has Faculty Boards and a Professorial Board and a Council from this issue. Some kind of report from its appropriate secretaries on matters of interest discussed at meetings would, I think, be very much in order. It is terribly difficult to keep track of all that goes on.

2. Like the old Reporter, there is a dearth of items from students.

3. The Diary of Events on page 8 is most useful. However there is a heck of a lot going on in various departments in the way of special seminars, lectures etc., usually by visitors, that is still, and always has been, very imperfectly publicised. (Sometimes, if at all, only after the event!) It too seldom seems to occur to anyone that - for example - someone in physics or music might like to attend some event in say the law faculty. If you could remedy this you'd be doing a great service!

4. Monthly is too rare, but I suppose money is the main problem here.

John McKenzie,
Brill, Bucks, U.K.

(Normally Monash Philosophy Dept.)

Who cares?

Dear Sir:

Elections were held recently to appoint university representatives to Council. These were the voting figures:

	Voters	Effective	
		Votes	%
Students	11,041	1555	14
Professors	88	32	36.3
Teaching Staff	470	99	21

Are members of the University really concerned about the representation on the governing body? Does this indicate that there is a fervent desire for change?

Vox populi, vox dei (Sic).

-J. M. Browne,
Finance Development
Officer.

The director says "thanks"

Dear Sir,

I would like to express appreciation to all those who contributed so willingly to ensure the success of this year's Open Day.

Particular thanks are due to the representatives of the various departments and organisations of the university, who took charge of arrangements for the many activities and co-operated with the director and his team of special helpers.

Special reference is due also to those conscripted helpers who together ensured that the detailed arrangements were planned and carried out. The support of secretaries, typists and clerical and technical assistants, who coped with many urgent extra tasks, is gratefully acknowledged.

While hesitating to name an isolated few, one must be forgiven for noting the extra work willingly undertaken by Miss Caroline Piesse, Miss Adrienne Holzer, Mr. Milton Mackay and the university Information Office. The contribution of the Monash Reporter to the success of the day requires little emphasis, but the manner in which the Reporter solved our printing budget problem must be specially noted.

- R. R. Belshaw,
Open Day Director.

A word to staff

Dear Sir,

Through your columns I would like to explain the workings of the Monash University General Staff Association. It is the only constituted body within the University which is able to directly represent all general staff employed by the University.

Its aims, as laid down under section 2(i-vi) of its constitution are:

- (i) To promote co-operation and understanding between its members.
- (ii) To protect the interests of all members. Non-members shall be protected at the discretion of the committee.

So . . . what's new?

"A baffling problem of the boom period is why the skilled businessmen were so credulous, when the financial structure became so crazy. Shrewd and simple alike were bemused by the notion of the inevitability of progress, by the illusion of Victoria's predestined right to ever-increasing prosperity, and by the last long-delayed chance to make the golden pile for which they had migrated. . . ."

Post-Credit-Squeeze Melbourne of the '60's? Post-Poseidon?

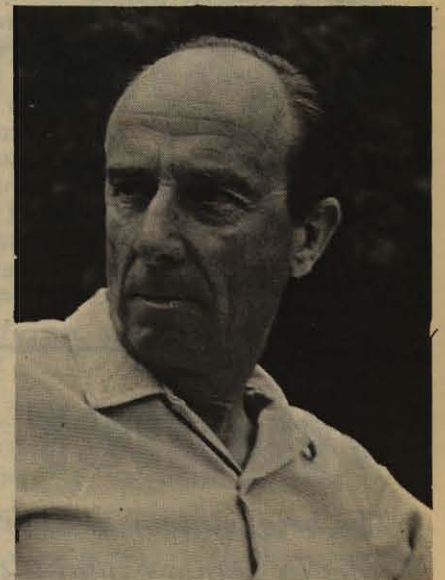
No, Melbourne of the late 1880's, as described by Geoffrey Serle in his latest book, *The Rush to be Rich - A History of the Colony of Victoria 1883-1889*, published last week by Melbourne University Press.

In this book, Dr. Serle, Reader in History at Monash, gives an absorbing account of a period hitherto sadly neglected by historians, a time following "The Golden Age" (the title of his earlier work), when a new breed of "top family" was emerging in the colony and vast fortunes were being built on what now appears to be the flimsiest foundations.

It was in many ways a splendid period - the time of the land-boomers, when gorgeous homes were rising in the new affluent areas - yet the city itself "often stank to high heaven". The Yarra was a 'common sewer' - inky black with foul gases emanating from it.

And it was, Serle says, "the close of an age of harmony and generosity . . . the last dying days of Australia Felix".

In 340 pages, well illustrated, Serle has essayed what he describes as merely a "first attempt to explore complicated subjects" in the hope that it will stimulate work in the period by others. But in a further 30 pages



DR. GEOFFREY SERLE

of Notes and a very full bibliography, he offers those "others" a most impressive treasury of source material.

The Rush to be Rich is the first of a planned two volumes covering the period 1883 to 1900. It is available at all bookshops (including Monash) now - price \$9.90.

Footnote: Dr. Serle is currently conducting a course of 20 lectures on the Cultural History of Australia, which is an optional half-course for students taking Australian History in second year. However, any member of the university is welcome to attend - at 12 noon on Tuesdays and 10 a.m. Fridays. Further details from Dr. Serle (ext. 2164).

Book saved from overseas buyers

The Friends of the Monash University Library have bought a valuable 18th century work on typography and saved it from the possibility of being purchased by overseas buyers.

The work is Pierre-Simon Fournier's *Manual typographique* (Paris, 1764-1766, 2 volumes).

The Friends' secretary, Associate Professor Wallace Kirsop, of the French Department, says that the book is believed to be unique in Australia and, but for the intervention of the Friends, would almost certainly have returned to the northern hemisphere.

He says that typography is of research and teaching interest to several people working in the Faculty of Arts. Fournier's manual was offered for sale by a Melbourne secondhand bookseller earlier this year.

The Friends have also had a hand in the mosaic which has been placed on the East wall of the central staircase. The mosaic is the creation of artist, Malcolm Cameron, and it depicts two of the presses he uses in his work as a lithographer.

It was presented to Monash University Library via the Friends by his father, Donald Cameron, who earlier donated a substantial number of books to the University. In recognition of his long interest in and support of the Library Mr. Cameron senior has been elected the first Honorary Member of the Friends.

The next meeting of the Friends is at 8 p.m., Wednesday, September 8 in Lecture Theatre R 6. Mr. J.C.T. Oates, Fellow of Darwin College, Under Librarian (Rare Books and Bibliography) of the University of Cambridge and President of The Bibliographical Society (London), who will be visiting Australia for the British Council, will give a talk on the history of the Cambridge University Library.

Further information on the Friends' activities is available from the Assoc. Prof. Kirsop, c/o Department of French.

A very distinguished group, comprising senior academics and leading business people interested in tertiary education in Great Britain, met together on several occasions during the latter half of 1969 to discuss the problem of tertiary education in Great Britain in the 1970's.

A major problem in Britain was the rising number of students qualified to enter tertiary education and rising costs per student while gross national product was expanding at a slower rate. This problem has attracted attention in Australia. The sharp differences of opinion about the terms of reference of the Fourth University Committee in Victoria are related to this problem of numbers and costs and to the place of teacher education in the tertiary system, a topic which is also discussed in the report.

The suggestion for a two-year pass degree must be read in the context of the English education system with advanced level work being studied in the sixth form and an older age of entry to University. It is apparently common for text books used in the upper-sixth form of secondary schools in Britain to be used in the first year of University work in Australia and vice-versa. Most honours degrees in Australia are already awarded after a year of extra study beyond the basic degree, a proposal suggested in the report.

The tertiary scene in Australia is changing extremely rapidly. This report provides some British thinking on problems of deep concern in Australia.

S. S. DUNN,

Dean, Faculty of Education

Higher education in the '70s

The brief statement above by the Dean of Education, Professor Dunn, explains the significance to Australia of a report recently released on the problems and challenges of higher education in the United Kingdom. A summary of the report appeared in the Times Educational Supplement. The Reporter reproduces that summary in these pages.

The working party agreed that future entry opportunities should not be diminished. The same proportion of qualified school leavers should enter higher education as now, even though this means a two-thirds rise in the number of entrants within 10 years. They agreed that the entry requirements for degree courses should stay at approximately the same levels.

But full recognition should be given to the experience and qualifications of people who have been in employment and part time education since leaving school. More institutions should be willing to offer places to such applicants, and the entry machinery should be adapted to take this into account.

No one knows how many professionally qualified people will be needed, or indeed what new professions will need them. Already many graduates do not enter the profession most closely related to their studies.

If a smaller proportion of students followed narrowly academic honours courses, or courses qualifying them for highly specific professions, the country would gain by the change.

Acceptance for a place is usually related to a particular course. But at present there are students in courses they do not, particularly want to take. In our view the emphasis should be on entry to the institution, and the choice of course should be confirmed only after the student has entered.

Students whose aims and interests subsequently change, or who find that their abilities do not match the course they have embarked on should be readily able to transfer to another course in the same institution or another, with credit for the work they have done. At the same time, we would hope to see a wider range of choice, with more courses bringing together a number of subjects to form a coherent whole (and fewer which constitute a collection of unrelated segments of knowledge).

A degree with honours should be awarded only on completion of three years of full-time study or its part time equivalent, and every student should (as at present) have the right, if he successfully completes his first and second years at the minimum standard now required, to continue for a third. But entrants to degree courses should not be faced with three years of full-time education or none. Some may find a full-time course of two years' duration to be adequate for their immediate needs, and it should be permissible for students at their own choice to leave after two years taking with them a degree.

This degree - and we attach considerable importance to its being a degree rather than

a diploma - should also entitle them to return later for a third full-time year at some institution of higher education with a resumption of grant, credit being given for any relevant work experience, and the possibility of completing an honours degree remaining open.

Sandwich courses

We do not wish to imply that professional qualifications will be less important than hitherto.

But if professional training is to be relevant the student must be enabled to pursue the right professional course at the right stage of his educational and working career. For some, professional training will best form part of a sandwich first degree course. For others, it may mean combining a two-year degree course with an immediately following professional course, supplemented by a year or more of training while in employment (in-service training) before a professional qualification is awarded. There is scope for considerable variety here.

More co-operation

There can be no justification for different levels of basic provision between different types of institution. The total cost of teaching a first degree student on a given type of course in a given subject field should be broadly similar throughout higher education.

Neighbouring institutions of higher education must in the future be functionally related to each other. Expensive academic equipment, including specialist library collections, should be shared; buildings equipped for teaching should be put to maximum use and waste of scarce staffing resources avoided wherever possible, students should share social facilities.

If institutions of higher education fail to take active steps to achieve closer co-ordination, they are likely to have a less acceptable form of rationalization imposed upon them.

Our recommendations for co-operation between different types of institution, and the ease of transfer of students from one to another, would point towards a unified admissions system for all higher education.

A possible first step towards rationalization would be for the polytechnics and other colleges of further education offering comparable courses to agree to a single common application form for all courses, and for the separate admission arrangements for universities and colleges of education to be merged.

Transfer of students during a first degree course between different institutions is currently arranged on the personal initiative of the teachers concerned.

If the number of transfers grows, as we think possible, appropriate central clearing house arrangements may need to be considered. Information about postgraduate courses in all institutions offering higher degrees should, as a matter of urgency, be brought together in a regular publication.

The opportunity to apply for degree-giving powers should be given to polytechnics and to the larger colleges of education when they reach on appropriate stage of growth.

The emergence of the polytechnics has focused attention on the provision of advanced further education by the local authorities. We would favour the establishment of a central body to replace the existing practice of direct negotiation by individual authorities with the Department of Education and Science.

In the long term few of the colleges of education should remain as highly specialised institutions, although many which, in one way or another, develop more general functions are likely to retain a special interest in both the initial and the further education of teachers. Their activities in the field of in-service training should be encouraged and extended.

Some of the larger colleges might develop into chartered degree-giving institutions in their own right. Their scope might be widened to include courses in the liberal arts and sciences, as well as courses with a professional orientation towards the whole range of the social services.

A number of colleges might become federated or integrated with universities; others might similarly become parts of polytechnics. Still other colleges might concentrate on in-service training for a variety of professions, and thus have functions within both the higher education and the further education systems. Their activities might well include advanced professional training for teachers and social workers, adult education, and work in conjunction with the Open University.

Training teachers

The central role of the institutes of education in the provision, content and co-ordination of the initial and further education of teachers should be clarified.

Courses specially designed for the education and training of teachers should continue to be of not less than three years' duration, and should allow scope for variation in the arrangement of the training element as between concurrent and end-on courses.

Professional training for all those taking courses with an education component should be in addition require at least one, and preferably two, years of continuing tuition while teaching before the award of a full professional qualification is finally made.

Such work should be supervised by teachers in schools as well as by those responsible for teacher education in the universities, polytechnics and colleges. Graduates with either two or three-year degrees whose courses have included no education component should take a postgraduate course in the theory and practice of education, which should similarly be followed by a year or more of

practical experience allied with continuing tuition.

The freeing of some of the colleges of education to pursue other goals, and the amalgamation of a number of colleges with universities or polytechnics, would raise the question of a guaranteed supply of teachers and the means of controlling it.

The recent falling off in applications for entrance to the colleges, the wastage rate during the certificate course, and the very high wastage during the early years of teaching, have shown the relative weakness of the present system of control.

Because total entries into higher education will be increasing so rapidly, the overall total of teachers can be expected to rise, even if the proportion of students who enter teaching is lower. It therefore seems likely that little will be lost by allowing recruitment to the teaching profession to be influenced to a greater extent than at present by market forces.

Finance

On present projections of growth in the number of students, assuming constant staff-student ratios and no change in the proportion of costs borne by students, public expenditure on full-time education would grow from 1.4 per cent of the gross national product in 1970-71 to about 2.1 per cent in 1981-82.

Such a rise could be financed either through an increase in the total share of the G.N.P. devoted to public expenditure, to which both major political parties are opposed, or through a switch of expenditure to higher education from other public services.

We believe strongly that if expansion is to proceed at an acceptable rate and that if the necessary standards are to be maintained there will have to be some increase in the share of G.N.P. going to higher education.

But we have reluctantly concluded that an increase of the magnitude indicated seems out of the question and something will have to be done to ensure that costs rise more slowly than this.

Three main approaches are open. The first is to limit the rate of growth of student numbers, either by cutting the number of entrants or by reducing the effective length of course. We regard a restriction of the opportunity for entry to higher education as the least desirable of all approaches - it should not be contemplated unless all other steps fail. But if students were able to leave with a degree after two years of full-time study if they wished to do so, a 10 to 15 per cent reduction in the proportion of students returning for a third full-time year could save some £35m. to £50m. in 1981.

The second approach is to reduce the real cost per student. We believe this is feasible without loss of quality.

Reduced unit costs may be expected to follow from the concentration of growth in existing institutions and departments. In large departments the average cost of providing a given quality of service is less. Developments in educational technology and resource management may within the next decade make it possible to reduce the amount of duplication which results from each institution doing everything for itself.

Some reduction in the staff-student ratio would also not seem unreasonable, but any sudden or drastic change would be disastrous and we should oppose it. An average reduction of, say, 15 per cent in higher education as a whole should be tolerable over a 10-year period of expansion, but it should be carefully planned so that poorly-staffed departments and institutions do not suffer, and so that staff numbers continue to grow at a reasonable rate during the 10-year period of expansion ahead. This would save £60m. in 1981.

Taxing graduates

Finally, there is the question of the students' share in the cost. The taxpayers now provide each student during a three-year course with services and maintenance worth on average some £4,000. Entrants to higher education in any case have a higher lifetime income than the average wage-earner. To this a student's education adds a further source of earning power.

Of course graduates already pay more tax than they would if they had not received higher education; but the value of the extra tax is small compared with the public subsidy they have received. So the overall process is a significant source of income inequality, transferring wealth from the poorer to the richer. The case for a higher student contribution is therefore grounded in equity.

Some may object to any arrangement which, by reducing the effect of the parental means test, can be seen as affecting the poor student more than the rich one.

But every such attempt to be fair, as between those who have received higher education and those who have not, will be called unfair, as between one student from a wealthy family willing to contribute to his higher education and another whose parents are less well off or less willing so to contribute. No repayment scheme devised to fit into the present grant pattern can hope to avoid this criticism.

Student loans

We are opposed to the idea of student loans as normally conceived; although they are one way of increasing the student contribution, they have the drawback of confronting the graduate with fixed repayments, which he can have no prior certainty of being able to afford.

They may constitute a real deterrent to working-class students and to women contemplating higher education. A more promising approach is to relate any repayments automatically to the student's subsequent income.

There are various schemes of this kind

which would marginally increase the student's share in the cost while maintaining the principle that the state bears the full expenses of tuition and a substantial part of maintenance. Any such scheme would have one major advantage from the student's point of view: he would be free to decide how much to rely on other sources for support and how much to finance himself. The troubles which perpetually arise over non-payment of the parental contribution would thus become a thing of the past.

In spite of the emphasis we have had to place on the financial problems facing higher education, we have also suggested ways in which the system as a whole could be re-oriented better to meet the requirements of the students themselves, of the society of which they form a part, and of the national economy to which they may be expected to contribute.

We have tried to reconcile the demand for more systematic overall planning with the need for a more open and autonomous structure.

As for the costs of higher education, we can only reiterate that some choice of methods to reduce them is inevitable. The savings we have proposed are small compared with the probable increases in expenditure: it is open to those who disagree with them, or with our suggestions for new educational goals or new organizational arrangements, to suggest better alternatives.

Signatories:
"Higher Education in the 1970s" was signed by S. L. Bragg, director, Rolls-Royce Aero Engine Division; Michael Brock, vice-president and bursar, Wolfson College, Oxford; G. S. Brosan, director, North East London Polytechnic; Colin Crouch, student of Nuffield College, Oxford; Frederick S. Dainton, professor of chemistry, Oxford University; Goronwy Daniel, principal, University College of Wales, Aberystwyth; Bernard de Bunsen, principal, Chester College.

Brian H. Flowers, professor of physics, Manchester University; R. C. Griffiths, director, Inter-University Council for Higher Education Overseas; P. D. Hall, director, International Computers Ltd.; F. R. Hornby, chief officer, Council for National Academic Awards; H. G. Judge, principal of Banbury School; P. R. G. Layard, deputy director, Higher Education Research Unit, London School of Economics and Political Science; Norman Lindop, director, Hatfield Polytechnic.

William Mansfield Cooper, formerly vice-chancellor, Manchester University; A. W. Merrison, vice-chancellor, Bristol University; D. E. Mumford, principal, Cambridgeshire College of Arts and Technology; W. R. Niblett, professor of Higher Education, London University; Beryl Paston Brown, principal, Hamerton College, Cambridge; James F. Porter, principal, Berkshire College of Education; Marjorie E. Reeves, fellow of St. Anne's College, Oxford; Bryan Thwaites, principal, Watfield College, London University.

Others whose help in its discussions the group gratefully acknowledges include Sir William Armstrong, Professor Asa Briggs, Mr. Geoffrey Caston, Mr. Dudley Fiske, Mr. N. Jordan-Moss, Sir Peter Venables, and Mrs. Shirley Williams.

A newspaperman looks at . . .

Universities and the media

"They (the 'media') act to some degree as mirrors, reflecting, sometimes magnifying, sometimes ignoring, sometimes distorting . . ."

The speaker was a "media-man" — Claude Forell, leader writer and commentator for The Age. His platform: A University of Adelaide seminar on The Universities and the Community. His subject: The universities as interpreted by the media.

Mr. Forell confessed himself troubled by the term "media", or "medium". But, accepting it as implying "something which comes between the universities and the community", he pleaded that a distinction be drawn between the Press and "electronic journalism" which, as an old-fashioned newspaperman, he was tempted to regard . . . "at best as a means of instant information or easy entertainment, and at worst as an irritating form of an air pollution."

His reasons — and his thoughts on other issues exercising the minds of university people and newspapermen alike — are expressed in the following extracts from his paper:

TV: "Sensational, selective, superficial"

Radio and television are more sensational (than newspapers), and by this I mean that they appeal more directly to the senses. They are more narrowly selective: a TV camera zooming in on a small group of student demonstrators is more likely than a newspaper report to give an impression that the whole campus is in uproar.

They are also more superficial. A television documentary can dramatise and illustrate, but it can seldom discuss a subject as deeply as a printed article, which, incidentally, can be read again and again at leisure.

I am not suggesting that radio and television are always, and newspapers never, sensational, selective and superficial. I just want to emphasise that they differ in their approach and impact, and to submit that those who wish to criticise the media or understand them better should be specific in their complaints and aware of their individual characteristics.

Much of what the public know and think about the universities is transmitted, influenced and expressed by the so-called media. They act to some degree as mirrors, reflecting, sometimes magnifying, sometimes ignoring, sometimes distorting. If the image they project is not always a true one, you may ask whether this be the result of a deliberate, even hostile bias.

On the whole, I think not. Some of the flaws are due to the nature of the media, their limitations and intense pressures of space and time. I know myself that some of my reports would be more accurate and comprehensive, and some of my editorials and commentaries would be wiser, if I had as much time as a university researcher to prepare them, and if they were not at risk of mutilation by a sub-editor trying to fit 15 column inches of type into 10 column inches of space.

Then there is the natural preoccupation of press, radio and television with what is novel, unusual and exciting. News is what interests people. Much as some people may deplore it, newspapers and most TV stations are commercial enterprises; they are not as universities, cloistered and subsidised, but have to sell their product in the market place.

Is it, perhaps, that editors, producers, reporters, commentators and interviewers are handicapped by a lack of knowledge and understanding of what universities are all about? If so, it is becoming less common. Newspapers — I cannot from experience speak for radio and television — are now insisting on higher educational qualifications from their cadets, and some no longer hesitate to recruit directly from the universities and to encourage their staff members to study for degrees.

The press, like most other institutions and the majority of people, tends to be conservative, and shares many of the preconceptions and prejudices of the public about universities. You should not be astonished, therefore, if newspapers and TV programmes, especially those aimed at the mass market, sometimes reflect the popular views of universities as ivory towers for privileged drones and dreamers or as permissive pads for long-haired ruffians and revolutionaries.

Booming interest

There has been a booming public interest, and therefore press, radio and television interest, in the universities and their problems. This is understandable. In the past 10 years there has been an extraordinary expansion in university education.

This means, first, that a wide section of the community is now directly involved or interested in the universities. It includes not only the families of students who have made the grade or hope to do so, but also of those who have been excluded. Hence, faculty quotas and entry qualifications are topics of lively controversy. Most newspapers have argued that in a community such as ours which can ill afford to waste minds and skills, a university education should be open to all who have the capability and wish to pursue it. I am not sure, however, whether this will remain an article of faith in future.

The second important factor is that this vast expansion of universities has been enormously costly. The universities have become increasingly dependent on Governments, especially the Commonwealth

Continued on Page 8

"Change obscenity law"

The law governing obscenity and public decency should be redrafted, the Chief Justice of South Australia, Dr. J. J. Bray, said recently at Monash.

People had no right to complain of being shocked "by something they deliberately seek out with advance notice of its nature," he added.

"If this is, as I believe it is, the current trend of the law, then much remains to be done by the courts and academic jurists in defining the bounds of the right not to be shocked."

Dr. Bray was delivering the Wilfred Fullagar memorial lecture in the Law Faculty last month.

He said that courts had generally tended to convict people for acts that did not deprave or corrupt others, but merely went against normal community standards of decency.

"We should decide whether we really mean what we say when we talk about punishing people because their conduct tends to deprave or corrupt public morals.

"I suggest that we do not mean it — and if we do not, we should stop saying it," he added.

Dr. Bray suggested that the tendency to deprave or corrupt had dwindled into a legal fiction arising conclusively from affronts to

community standards of decency and not from anything else.

"This is likely to be the line of future developments in Australia unless the Parliament provides to the contrary.

"And unless Parliament does intervene, the law should confine itself to the lesser task of trying to protect decency," he added.

TRAINING PROBLEMS

The problem of the employment and training of graduates will be discussed at conference to be held in the North-East Halls from August 11 to 13.

It is being organised by the Australian Institute of Management — Victoria and will be attended by training officers from all states and overseas. Job opportunities and the training of post-graduates will be two main topics.

In announcing the conference late last month, the institute's director, Mr. J. Stanley, warned that Australia could have a "crisis in this decade with more and more college and university graduates becoming unemployable through lack of adequate training facilities."

CROQUET ON THE CAMPUS

Believe it or not one of the most popular additions to Monash in the last few weeks has been a croquet green. In fact the sport has proved so popular — especially with the male students — that another green has been added and more are planned.

The greens are just to the north of the Union building near the sports area. Croquet on campus was the idea of the assistant sports administrator, Tony Gough.

How do we protect freedom, integrity?

Continued from page 7

Government, for financial support. And yet the universities still cry that they are starved for funds. Their situation is not unique. They share with many other community services a growing public demand for their benefits and a stubborn public reluctance to contribute enough in taxation to pay for them.

It now costs the taxpayers an average of \$1750 a year for each university student, and it is natural that they should wonder, and that the press should ask on their behalf, whether they receive value for money.

The old idyllic concept of a university as a small autonomous and independent community of scholars, aloof from the community and insulated against political pressures, has passed into history, overwhelmed by the weight of student numbers, the multiplicity of demands and the heavy dependence on Government support.

The idea that a democratic coalition of students, faculty and administration can manage a giant enterprise is also, I believe an illusion.

Yet it is essential to the survival of the universities and to the good of the nation that they should remain hotbeds of ideas, nurseries of thought and flourishing gardens of free speech and scientific inquiry.

How academic freedom, integrity and excellence are to be protected and promoted, not only against pressures from outside but also against divisive and subversive forces within, is perhaps the most crucial question confronting the universities today.

No easy answers

You will not find any ready and easy answers in the press, despite the eagerness of some pundits to pronounce judgment and propose solutions to every problem under the sun. But then, you will also not find many academics and university administrators agreeing on what to do; indeed, many are too engrossed with their immediate difficulties to think about the broader issues. Personally I should like to see more discussion in the universities and in the responsible press on these fundamentals.

Sometimes one still hears the old argument as to whether a university should be primarily concerned with the discovery and consolidation of knowledge through research and publication, or with its transmission through teaching, or its application in other practical ways.

It would be generally agreed that there should be a balance, either within the same university, or within a group of related specialist institutions.

But there are still a host of derivative questions. For instance, should the universities concentrate on turning out graduates with skills and qualifications most in demand? Should the universities apply a high proportion of their research to projects which Governments and industry regard as useful?

Certainly the public has the right to expect that the universities, in which so much public money is invested, shall produce enough competent doctors, dentists and lawyers, engineers whose bridges won't fall down, architects whose buildings are both functional and tasteful, and teachers who can inspire as well as enlighten.

The community may also rightly expect the universities to help it meet the great technological, social and economic problems of modern society. But again, a balance must be kept between the universities' obligations to help satisfy the demands of the moment, whether of present students or of the wider community, and their deeper responsibility to preserve and advance human knowledge, and to maintain those traditions of scientific inquiry and independent judgement so essential to this duty.

To the general public, the news media and, I suspect, to quite a few university administrators, these fundamental questions

may not seem as immediate, important or intractable as the current problems of student unrest and disorder, the manifestations of which in recent years have featured more prominently in the news, and provoked more comment and controversy, than any other aspect of university life. The Vice-Chancellor of Sydney University, Professor Bruce Williams, has complained: "The news media converge on student demonstrations like wasps."

I must say that student activists often show an acuter sense of public relations than university administrators. They are not above collaborating with the capitalist press and commercial broadcasters they affect to despise, by notifying them of impending happenings and by hamming it up when the TV cameras start to roll and flashbulbs pop.

University authorities have tended to be reticent, and sometimes even resentful of press attention, but this is changing. Several universities now have professional press or information officers, not only to counter the damaging impact of student protest, but also to improve communications within the university and to project a positive image to the community of what the university is thinking and doing.

Specialist writers

Another welcome development, by the way, is the appointment by some newspapers of specialist education correspondents who know their subject and can build up a relationship based on mutual trust and understanding with university leaders.

Violent disorders and wilful defiance of authority on the campus have done serious harm to the reputation of the universities, and I would guess that they have raised the risk of a painful public backlash. This could take the form of demands for stricter Government control over university administration and sterner action against trouble-makers.

It could also be reflected in a reluctance to satisfy the growing financial needs of the universities. Many people, I am sure, heartily agreed with the Premier of Victoria, Sir Henry Bolte, when he recently asked the Federal Government to withdraw scholarships from persistent student troublemakers. Others would endorse Colin Clark's verdict that it is not so much rebellious students who ought to be sacked as incompetent Vice-Chancellors who cannot keep order.

Sir Henry Bolte, unmollified by his honorary degrees from Melbourne and Monash Universities, looks upon students as long-haired yahoos, and his opinion of some academics isn't much higher. He has also come to the conclusion that his State is spending too much on education, especially university education.

It is no use blaming the press, radio and television for these troubles and their possible consequences. Some academics appear to believe that student militancy would die away if it were deprived of publicity. I would doubt that, and anyway, the media would be failing in their duty to the public if they simply ignored what was happening.

Student demonstrations, sit-ins and occasional break-ins may be over-dramatised and the issues behind them over-simplified by the media, but they are not caused by them. The universities, if they want a better press and stronger public support, will have to confront the causes of disorder and the challenges to their authority more realistically and effectively.

"Fomented by a few"

It is admittedly a popular fallacy, which the press has done little to dispel, that student discontent and disorder stem from a few simple causes fomented by a few leftist agitators. It is also a fairly common fallacy among moderate students and some staff members that if only the university authorities listened more sympathetically to student grievances and dealt more leniently

with those who break the rules all would soon be sweetness and light.

Many students are profoundly concerned about the sad state of our society, its faults and follies, its injustices and inhumanities. There is nothing new in this: it is something every generation has to discover afresh.

What is fairly new is the demand for instant solutions. The pace of life and communications has so speeded up that we tend to be overwhelmed by the instant moment - headlined in this morning's newspaper and flashed on this hour's news broadcast.

The technological revolution has generated a widespread belief that every human problem can be solved. Some students, with the arrogance of immaturity, think they have all the answers that have eluded wise men through the centuries, and some, with the impulsiveness and intolerance of youth, believe they have a mission to impose these answers by revolution on an apathetic or corrupt community. My feeling is that the best antidote to this sort of attitude is a sound study of history.

Then there is much dissatisfaction about the way in which universities are managed. This takes two predominant forms. One is a demand for greater participation in governing the university; the other is for courses of study which seem "relevant" to current problems and issues. There is some justification for these aspirations, I believe, but not much.

Some university authorities are excessively hidebound and resistant to reasonable reforms. Some courses of study could be improved and broadened, but the administration of a university is the task of the professional administrators, principally of Vice-Chancellor.

The (former) President of Cornell University, Dr. James A. Perkins, has argued a cogent case for concentrating power in the university structure at the top. "Someone," he said, "must be concerned with the institution as a whole, the activities it supports, the public face it presents, and the private concerns with which it is occupied. This job cannot be divided among disparate elements of the university." It is the President, or in Australian terms, the Vice-Chancellor, who must be "an agent both for stability and change" and who "must not fear power or be afraid to exercise it because he must know that power cannot be the direct concern of either student or teacher."

Dr. Perkins believes, rightly, I think, that teaching and research requires minds and talents quite different from those needed to make administrative decisions. And the academic staff should be left as free as possible of administrative duties in order to

do its work. That work, I would suggest, includes the setting and revising of university courses. This should be entrusted to those best qualified to do so, and not to those whose principal aim is to promote some current fashion in social thought.

As for the student - he must realise that he is a student. He is at the university to learn, not to manage; to reflect, not to decide; to observe, not to coerce.

Even if the universities were transformed to meet the wishes of the great majority of their students, if genuine grievances could be remedied and conflicts resolved, there would still be a hard core of politically-motivated activists whose aim is the destruction of society as we know it and who for very practical reasons find the universities a good place to start.

You cannot please them or appease them. You cannot negotiate non-negotiable demands. You cannot compromise with those whose aims and tactics are likely to disrupt, damage or destroy an institution, not to reform it.

An outright challenge to law and order, whether on or off the campus, has to be met by consistency of purpose and firmness of execution. These are sadly lacking at some of the universities which have suffered the worst disorders, and, incidentally, attracted the severest censure from the press.

It is noteworthy that the universities which have most successfully defeated or avoided riotous behaviour are either of two kinds. First there are those which are comparatively small and compact, where the administration is enlightened and the student body responsible, and where student-staff relations are friendly and intimate.

Then there are the universities where the authorities acted firmly from the beginning against potential violence or disruption. In America, the President of Notre Dame University, the Rev. Dr. Theodore Hesburgh, warned radicals that students who substituted force for rational persuasion would be given "15 minutes of meditation" before being suspended. If they persisted, they would be allowed another five minutes grace before being expelled. There have been no disturbances at Notre Dame.

Unpalatable though it is in principle, and difficult though it may be in practice, those who persistently break the rules and disrupt the life of the universities should be identified, isolated and eliminated from the universities. They should not be victimised for their political opinions, to which they are entitled, but penalised for their flagrant misconduct, to which they are not entitled.

Not until university administrations, staff and student associations take firm action to curb the excesses of a few trouble-makers, can they expect a more favourable image to be projected by press, radio and television and a more sympathetic understanding by the rest of the community.

RESTORATION OF SCHOLARSHIPS

The regulations relating to the restoration of Commonwealth University Scholarships which have previously been permanently withdrawn because of a second failure have been revised.

Previously a scholar who incurred a first failure would have his scholarship suspended.

Provided he retrieved that failure during the year of suspension, his scholarship would be continued in the following year. A second failure following such continuation would mean that the scholarship was permanently withdrawn.

It is now possible for a scholarship to be restored if the student has retrieved his second failure and has subsequently completed the equivalent of three further full-time years of the same course or has retrieved the second failure and has completed the equivalent of three further full-time years of a different course.

It is now also possible for consideration to be given to the restoration of scholarships after completion of the equivalent of only two successful full-time years following retrieval of a second failure, if the student

has substantially changed his course from that in which he incurred his failure and has subsequently obtained outstanding results.

Students who feel that they may qualify for restoration of their scholarships under either of the above provisions are invited to discuss the matter at the Department of Education and Science, 450 St. Kilda Road, Melbourne. For an interview telephone 267-2988.

AUS DEBATE

A public debate and panel discussion on who should run universities and colleges of advanced education will be held at Monash in R.3 at 7.30 p.m. on Monday, August 16.

The organisers, the Australian Union of Students, are currently approaching television stations to have the debate and discussion taped for later showing.

The debate is the culmination of two-day seminar being organised by AUS on August 15 and 16. It will be attended by about 70 AUS education officers from all Australian universities and several C.A.E.'s.

Students look at CONCERTS

On Mondays right throughout the academic year the Monash Music Department puts on lunchtime concerts in the Alexander Theatre. The programme could be the Melbourne Symphony Orchestra, the Baroque Chamber Players from Indiana University, the Melbourne Wind Ensemble or Music for String Quartet. Audiences range from 250 to 500, and quite often the House Full sign goes up.

Why are the concerts popular? What type of university student prefers to go to the concerts instead of all the other activities — political and non-political? What do they think of the music provided?

Honors music student David Goldsworthy, as part of his course work, decided he would find out, and conducted a survey to analyse the audience at the concerts. He prepared a multiple choice questionnaire, distributed it to the audiences at the July 5 concert and got 200 replies.

In the following article David explains his survey and tells of the results.

The questionnaire was directed towards facts about the composition of the audience, their attendance at the concerts, and their opinions concerning programme choices.

Monash students made up 70.5% of the audience, 24% were Monash staff.

As was expected the largest group of students were from the Arts Faculty (42.55%). Students from Science, Engineering and Medicine in that order, were next. A very low percentage of students were from Ecops (6.38%), and Law (3.55%).

The student audience was fairly evenly balanced with regard to academic level or year of course. First Year students, however, did predominate slightly.

Although the ratio of males to females in the audience was very even, (103 females to 97 males), the slight female majority is in accordance with many observations made about concert audiences in general.

Only 25.5% of the audience had never studied a musical instrument. The other 74.5% has studied at least one instrument. Thus the large majority of the audience had an active interest in music making themselves.

Attendance at concerts

The majority of the audience had attended at least one other classical music concert outside university, within the past

year (68%). The most frequently attended were the ABC Symphony Concerts and the opera/ballet. For the student audience, the ABC Youth Concerts were also well attended.

61.5% of the audience had rarely or never attended pop music concerts in the Union — 25% attended the concerts occasionally, and 11%, often.

Most of the audience started coming to the concerts in their first year at university (70%), and most heard of the concerts through advertising channels (46%), some through friends (29.5%) and others through university staff members (13%).

Although the majority of people came to the concert in groups of two, or groups of three or more (53.5%), a large proportion came by themselves (40%).

The question here was whether the concert was more a personal, individual affair, or a social, group-orientated institution. It seems that less people tended to come in groups than originally thought.

More people came in groups of only two (35%) than in groups of more than two (only 18%). Students, it seems, were more prone to come in groups than staff.

The audience attendance on the whole was regular, (41.5% came almost every week, and a further 25.5% came fairly often.) More students than staff attended the concerts only occasionally.

The reasons given for attendance were manifold, and several people gave more than one reason.



THE Alexander Theatre—crowded most Monday lunchtimes for a varied range of music recitals and concerts.

Despite the fact that the majority said they went for the music alone, or for the music and the performers, (76%), of these, half would still have gone even if the programme had consisted of music they were not greatly interested in, or did not like. This suggests that even for these people the music was not the only draw card, and there were additional reasons for attending the concerts.

Opinions on programme

Those who positively like the music of local contemporary composers amounted to 33% of the audience, while those who positively disliked it amounted to 21%. A greater percentage of students like this type of music than staff. Of the people who disliked the music, however, the majority (71.43%) thought that this type of music should still be played at lunchtime concerts.

It is pleasing to report that the overwhelming majority of the audience were satisfied, or extremely satisfied, with the programmes offered (92%).

Although most came out in favour of leaving programme choices up to the organisers of the concerts (62.5%), a significant minority thought that audience tastes should dictate programme choices (25.5%).

A greater percentage of students favoured the latter than the percentage of staff who did. Many felt, and commented appropriately on the questionnaire, that a compromise between the two extremes would be better than either.

• • • and SEX

One group of university students that should know all about sexual relationships, methods and processes is the medical students.

But according to a survey made by Monash medical students at the Alfred Hospital this is not the case.

The survey covering 631 students (78 per cent male and 22 per cent female) revealed that their sexual knowledge was, to say the least, disappointing.

For example only 56 per cent knew that pregnancy was likely to occur during the 11th to 15th day of a woman's cycle.

And 40 per cent didn't know what the rhythm method was.

The students answered that their main source of information on sex came from friends or the mass media in preference to parents, their medical course, school, or doctors.

It showed that facts that should have been known by the end of secondary school were not known.

The survey was largely the work of five medical students - Stephen Flecknoe-Brown, Neil Williams, Suzanne de V. Bosisto, Nigel Menogue and Andrew Cunningham. It has been made with the co-operation of the Monash departments of Social and Preventive Medicine, Psychological Medicine, Obstetrics and Gynaecology and Anatomy.

The students admit that their survey is not perfect but believe the survey is still very valuable because it is collecting new data.

It should be stressed that the initial results of the survey have been based on statistics from 1st to 5th year medical

students. The survey on medical students will be completed when data from 6th year students and last year's graduates have been analysed.

Also the survey will be widened to include social studies students from Melbourne University and from a Melbourne teachers' college.

There is a dearth of material in Australia about sexual attitudes and sexual knowledge although more research work has been done overseas, especially in the U.S.

The following is a list of the findings and conclusions under the main headings -

Sexual knowledge: Only six of 29 questions had been answered correctly by more than 70 per cent of the students. The organisers say that the survey showed many medical students would not have sufficient knowledge to counsel on sexual matters in general practice.

Attitudes to sex: 88 per cent said that contraceptive advice and material should be freely available to all people regardless of marital status. 4.4% strongly disagreed.

52% believed a woman should be given an abortion on demand, 48% disagreed.

40% would like to marry a virgin and 30% would like to be a virgin when they marry.

40% thought it was all right for men to be promiscuous, but only 30% thought it was all right for women.

Overall attitudes to sex were related to religion. Those who participated in religion - 62% of the total students - were more intolerant of homosexuality, masturbation, and contraception.

Sexual behavior: Masturbation - only 16% of males had never masturbated compared with 54% of females.

Homosexuality - 31% said they had had sexual contact with the same sex; 12% had had only one encounter, 9% said more than one, 5.6% occasionally and 3% said frequently. The answers showed peaks of homosexual activity in early secondary school.

43% had had sexual intercourse before marriage and this figure rose from 20% of first year students to 75% in fifth year. Of these 50% had intercourse with only one partner.

Of those that had abstained from pre-marital intercourse the main reasons given were fear of pregnancy (main reason from the girls), lack of opportunity (boys' main reason) and religious beliefs (both).

Steve Flecknoe-Brown, a fourth year student and chairman of the five-member committee conducting the survey, said the survey showed that older students had greater sex knowledge, increased sex activity and a more tolerant attitude to pre-marital sex.

Commenting on the survey aims, he said:

"We are trying to find out how much a student learns through his course and how much through his social life.

"We hope to point out the areas of inadequacy in medical courses and influence the authorities to improve them."

LOW-DOWN ON THE MEDIA

The University of Leicester, England, proposes to establish soon a clearing house for documentation on mass communication and the mass media.

The project is being organised by the university's Centre for Mass Communication Research in co-operation with UNESCO and together with several other institutions in different parts of the world.

The Leicester operation is designed to:

- collect and store communication research documents published in the English language (excluding those emanating from North America), and to prepare abstracts of such material;
- create a clearing house for communication research materials and establish liaison with other regional

documentation centres in order to exchange classifications, abstracts and bibliographies;

(c) undertake the initial work required for the preparation at a later time of a controlled thesaurus of key words in English for the retrieval of communication research documentation.

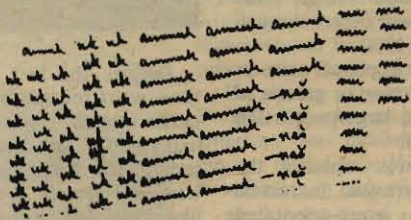
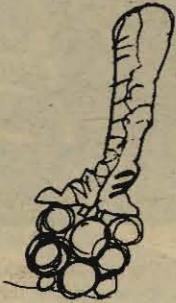
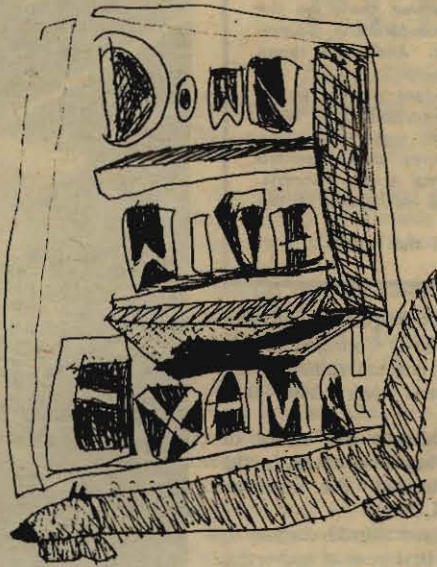
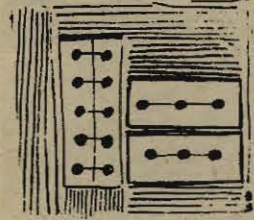
The Leicester Research Officer, Mrs. May Katzen, says that the clearing houses will become a very valuable source of information, not only for research workers but also for those working in mass media organisations and institutions, for teachers, and for others who are interested in the study of mass communication and the mass media.

THE REPORTER COLLECTION

More gems from our treasure house of professorial doodles



(DRAWN JUST AFTER DR. STRANGELOVE WAS SHOWN ON TELEVISION)



SPACE AGE SPIN OFF TO MEDICINE

By Dr. GAVIN DAWSON

Director of anaesthesia at Prince Henry's Hospital, which is affiliated with Monash. Dr. Dawson's article first appeared in the hospital's news bulletin, *The Pulse*.

Little did the medical profession realise during the decade of the "space race" that so many aero-space contributions would become available to them.

As teams of doctors worked in liaison with engineers and astronauts to study man's reaction to space flight, not only was tremendous knowledge gained, but advanced technological achievements made available new and superior equipment to the patient. For example, in November 1968, a 63 year old man, named Joseph Barrios, had a bullet floating in the ventricular system of his brain. In the hope of removing it, he was strapped into a centrifuge designed for space research and fitted with bio-sensors to record his heart beat and respiration, being under constant observation on closed circuit television.

No ill-effects

Barrios had been wounded in the head during a restaurant robbery the month before. Surgeons in Colorado removed bone and bullet fragments but the main part of the bullet remained and shifted into the ventricular system of the brain floating freely in the left ventricle, thus threatening to block the vital flow of the fluid. Doctors and aeronautical engineers combined to determine a technique that would move the bullet out of the ventricle. The .22 calibre bullet moved as planned out of the ventricle into a safer area of the brain. The patient emerged from the centrifuge suffering no ill effects from the whirling motion. The treatment proved successful and Barrios was soon able to lead a normal life.

It is interesting to note that a similar test was performed at the same time, using a human brain autopsy specimen with a bullet fragment lodged in the left ventricle of the brain. Under the same conditions the bullet reacted in the same way.

An interesting feature is the development of training simulators for the teaching of

doctors. These are produced by the Aerojet General Corporation in California. The first to be developed is the trainer for Anaesthetists. This is a highly complex piece of machinery, enabling the student to practise endotracheal intubation. Activated by electropneumatic actuators under control of a computer the machine has a broad range of response, that contributes to a highly realistic simulation. The responses include changes in respiration, muscle tone, blood pressure and heart rate, plus twitching, bucking, vomiting, contraction and dilation of the pupil of the eye. Gaseous and fluid anaesthetics and medications are actually administered and their effects are automatically simulated. A control and display panel permits an instructor to monitor the student's actions and to provide emergency situations. The simulator also helps to broaden the scope of education and the speed of training. The advent of such a machine would, as in flight training, enable the student in an emergency to do the correct thing the first time. It would save the loss of vital seconds of indecision when the patient's life could be in danger. Several other simulators have been suggested and are under development at the present.

Last year the Department of Supply organised a tour for me around Honeysuckle Creek Tracking Station, Canberra. Their 85 foot diameter rotating antenna and vast array of magnetic tapes and computerized electronic equipment was extremely impressive. The biomedical data sheet from the Apollo XI astronauts which was given to me is clear and accurate. This is a great credit to biotelemetry since the cardiograph was recorded nearly a quarter million miles away.

The medical profession is not slow to grasp new ideas. "Bio" or "Radio-telemetry" is used in many

intensive-care units and several patients are monitored at once.

A special solvent electrode adhesive that can stand exercise was developed for the astronauts and is now in use at Stanford University for securing electro-cardio-graphic leads to the chest.

Micro-electronic devices have contributed towards over 40 per cent of the civilian "spin-off". They can monitor and broadcast physiological information from a tiny radio transmitter the size of a pea, powered by a battery the size of an aspirin tablet.

Transducer transmitters that relay intestinal data are currently in use and doctors now anticipate a battery powered television system small enough to be swallowed which would transmit pictures from a patient's stomach.

Floating on air

In other ways derivatives of the space programme are currently assisting in the care of the patient. One is a table that floats on air. To achieve frictionless bearings, gyroscopes have been lubricated with pressurized air rather than grease. Several hospitals are using this bed, eliminating all outside vibration from the building, outside traffic and other sources of noise. This allows for more accurate study of the heart and the treatment of severe burns and bedsores. The tabletop rests on a steady upward flow of air.

Another aerospace firm has developed computer inventory control for blood banks, designed to solve the complex problems of age and availability of blood. Each day reports on blood turn-over are fed into the system and the next morning blood bank administrators have a report on each pint of blood in each bank.

A respiratory helmet adapted from the helmet design used by the astronauts is in use for pulmonary function studies particularly during exercise. This is a vast

improvement over the old Douglas Bag. The latest tiny hearing aids can be traced from space research and so too can a feather-weight sheet of aluminised plastic derived from insulation made for space-craft. The material is used as a first-aid blanket for cold weather work. It is so small and light that it can be folded up and put in the pocket.

Tubular flexible rods of fibre optics are already in extensive clinical use for endoscopic examinations. Strands of these fibre optics can be tied in knots and still function.

Anti-G pressure suits have been used in the control of haemorrhage and postural hypotension as well as allowing bed ridden stroke victims to become ambulant more quickly.

The deep freeze dehydrated food which the astronauts use may well have an application for nutritional therapy in the geriatric patient and the starving millions. A day's supply provides 2,800 calories. Ultra-fast drills with minute ball bearings developed through space research for satellite equipment are available to dentists for almost painless work.

At N.A.S.A's Jet Propulsion Laboratories, digital computers were used to enhance the clarity of pictures taken from spacecraft. The digital computer brought out amazing details present but initially obscured in original pictures of the near surface of the moon and from Mariner IV passing close to Mars.

This technique is now used to clarify medical x-rays and the results are very promising.

This list could be continued, and I anticipate major advances in medicine during the next ten years. Mankind must surely appreciate that the objective was not just sending a man to the moon. The future of space lies with us on the Earth and in the appreciation of that which has already come our way.

During second term the Centre for Research into Aboriginal Affairs has been holding regular symposiums on aboriginal and race problems. At one seminar, Dr. P. E. B. Coy, senior lecturer in Anthropology and Sociology, started discussion with a paper on the . . .

CULTURE OF POVERTY

In Great Britain the problem of poverty was studied by nineteenth century humanist historians and nineteenth and twentieth century upper-class socialists.

Their study of a relatively homogeneous society was realistic, utilitarian and pragmatic in the contemporary British tradition; that is to say it was directed towards the discovery of the economic level which would keep body and soul together.

Its administrative end-product comprised the setting up of pension schemes, plans for unemployment benefits and other early visions of the welfare state, which was to come after the second world war.

Poverty studies looked to a collectivistic solution of nationally-experienced economic problems; they aimed at salvaging the casualties of the Industrial Revolution.

The size of the problem in Great Britain today is thought to be in the order of 7 million people on or below the poverty line out of a population of 50 million.

In the early days of the studies the pre-occupation was with establishing the minimum absolute level of poverty, i.e., what would be required to keep a person alive (food and shelter); more recent pre-occupation has been with a minimum relative level, i.e., what would be required to maintain personal 'decency' or self-esteem i.e., clothes, transportation, recreation etc. In order to estimate these intangibles, recourse has to be had to the values of the matrix society within which the pockets of the subculture of poverty may be imbedded.

Poverty — USA

In the U.S.A. the problem of poverty has been studied mainly by middle-class liberals.

Their study of an ethnically-mixed society has been mainly directed towards the 'American Dream' of universal opportunity and upward mobility and how to get it started again after the Depression. It hoped to provide an individualistic solution by providing agency facilities for self-improvement and it aimed at salvaging the casualties of the 1929 slump as well as rehabilitating the victims of nineteenth century slavery.

The size of the problem in the United States today is thought to be in the order of 50 million out of a total population of over 200 million.

In the U.S.A. the first pre-occupation was with the way of life of poor people; then it was with whether this way of life was imposed upon the poor people; then it was with whether this way of life was imposed upon the poor by the matrix society, or was an adaptation by the poor to the fact of their own marginality.

If the latter was found to be the correct interpretation then this special lifeway of the poor became a subculture, owing some connection and some features to the matrix culture but maintaining some different variations, as do dialects in the language.

Since a subculture is an aggregation of some different values, manifested in similarly different behaviour, the study of the poor again became the study of underlying values.

The 'subculture of poverty' concept gained credibility in the early 1960's from fieldwork in Mexican, Puerto Rican and New York slums by the anthropologist, Oscar Lewis, who postulated a series of characteristics to serve as a model for the way of life of the world's poor.

Some of these characteristics were the material results of the economic condition: dilapidated housing, low financial resources, absence of financial planning and saving and so on.

Other characteristics or traits can now perhaps be ascribed to the residue of a previous ethnic tradition, such as small

periodical outlays on recurring needs, a libertarian family system, or customary resort to curative instead of preventive medicine.

Many characteristics, however, suggested underlying values which were distinct from those held by the matrix society as well as a degree of non-participation in, or hostility towards, the institutions of the matrix society. This argues, at best, indifference to the surrounding culture and, at worst, permanent alienation from it.

Most seriously it was felt that the subculture of poverty was self-perpetuating, so that each succeeding generation learned the values and norms of the subculture and became thereby incapacitated from either taking part in the life of the matrix society or from exploiting the potentialities of its own individual members to the full.

The Democratic regime's 'War on Poverty' in the U.S.A. was based on the assumption that the subculture of poverty was an unsatisfactory and defective way of life, which had to be eradicated by re-training and re-direction.

This led to resistance by the political right which would not release control of the administrative programme, or of funds at the state level, to the local agency officials. There was also resistance by the political left which did not relish the substitution of welfare clinics in the place of creating more jobs and schools, nor did it enjoy the prospect of having middle-class values and mores imposed upon the poor.

The current Republican regime has opted out of the attempt to re-acclurate the poor and has established a basic wage, distributed by the federal government direct, to raise each poor family above the poverty line.

The fringe dwellers

The issue whether or not the poor have a partly separate set of values from the rest of American society, including the stable working-class, has never been solved.

If the Aboriginal dwellers on the fringe of Australian urban society are intended to be integrated satisfactorily, it seems that a lot more needs to be discovered about the relationship of their values to the values of Australians of recent European origin.

If integration of the Aborigine is intended to become complete and if it is intended that each Aboriginal child is to exploit his own potential to the full and compete on anything approaching equal terms with his fellow-Australian, some idea must be gained of those learned values which may be preventing him from enjoying all the facilities and opportunities of urban society.

These values may involve traditional alliance and leadership patterns which inhibit rather than enhance the individual's life-chances: they may include beliefs in economic and other practices which are insufficiently rewarding; or may lead him into the acceptance of low wages or inconsiderate treatment by employers.

The task will then be to bring the values of the Aboriginal fringe-dweller's subculture and the culture of Australian society together.

The minimum measure will be to provide schools and curricula to teach the Aboriginal child how to think in different terms and how to use the institutions provided by pan-Australian society.

As far as I am aware the field of ethnography of the Aboriginal fringe-dweller in Australia is virgin and open-armed and academic work is only just beginning on remedial education for the aborigine.

INEQUALITIES

The Dean of Education, Professor S.S. Dunn will speak at an education conference being organised by the State of Victoria Inequalities Committee at Melbourne University on August 6 and 7.

Prof. Dunn will speak on August 7 on the topic "Alleviation of Inequalities, an International Perspective".

Other speakers at the conference include Professor Goldman, Tom Roper and Douglas White of LaTrobe University; David Schapper, headmaster of Maryvale High School, Don Matters from the Education Department's Education Facilities Research Laboratories and Dr. T. D. Hagger from the Specific Learning Difficulties Association (SPELD).

The Friday session begins at 7.30 p.m. and the Saturday sessions will be from 10 a.m. to about 9.30 p.m. Further details are available from the Australian Union of Students on 329-7666.

CHORAL CONCERT

The Monash University Choral Society and the Astra Chamber Choir will present a performance of Verdi's Requiem at 8 p.m. on Friday, August 6 in the Dallas Brooks Hall, East Melbourne.

The choir will consist of 140 voices with about 50 from the Monash society. Soloists will be Loris Synan and Richard Greager from Melbourne and Lauris Elms and John Brosnan from Sydney.

HAWKE TO SPEAK

The president of the ACTU, Mr. Bob Hawke, will be guest speaker at the annual dinner of the Monash Graduates Association in the Halls of Residence on Thursday, August 19.

Anyone interested in attending should contact Miss Adrienne Holzer on extension 2002.

"I like a bit of pomp . . ."

The following are extracts from letters received by the University after the opening of Robert Blackwood Hall on June 19:

"My wife and I were present at the opening of the Blackwood Hall; we would like to record our thanks for being invited, and say how much we appreciated the occasion in every way. I like a bit of pomp! especially when carried through with such dignity and well-planned efficiency. We are most grateful for all the opportunities for development in so many directions that Monash has provided for our son and are happy to support the Development Fund."

"It was an inspiring experience and we are sure forged a valuable link within Monash University."

"May I take this opportunity to congratulate you on the way you

continue to successfully achieve progress at Monash in spite of difficult times."

"The magnificent building is a worthy tribute to a great man and a good friend of Monash University."

"May we also congratulate you upon the noble proportions of the Hall, which is one of the notable structures of the State. It is worthy of your great University."

"I can assure you that such a colourful and impressive ceremony will long be remembered."

"The opening of the Robert Blackwood Hall on Saturday was a great occasion which reflected the true strength and integrity of the University of which you are justly proud. The enclosed is a small contribution towards the Hall or such other purposes of the University as may be deemed fit."

HEALTH SURVEY

Four fifth year Monash medical students are currently working on a six-week survey into the health of schoolchildren at Echuca.

The survey, covering about 60 children, will attempt to obtain a pattern of illness and health in the children.

It is part of the students' elective study and is being supervised by Dr. Malcolm Dobbin, a graduate research scholar in the Department of Social and Preventive Medicine.

Dr. Dobbin says the main object of the survey is to give the fifth year students experience in judging community health but any unusual findings will be reported to local medical officers.

A physical examination will be made of the children and it is the intention of the team members to visit the homes of the children examined to obtain information about past illnesses and their general health.

The four students in Echuca are Sirende Parhar, John Richmond, Rod Lane and Graham Atchison.

CHEMICAL SYMPOSIUM

The Victorian branch of the Royal Australian Chemical Institute will hold a two-day residential symposium at Monash on August 20 and 21.

The information sheet says the broad aim of the symposium is "to identify the educational needs of graduates (degree and diploma) in chemistry in Victoria, now, and for the next few years by hearing and exchanging views of educators and employers of qualified chemists". More details are available from Dr. B. A. W. Collier, Dr. F. P. Larkins and Dr. M. W. Fuller in the Department of Chemistry.

CHEMISTRY VISITOR

An authority on the chemistry of short-lived reactive organic intermediates, Professor C. W. Rees, will visit Monash later this month.

Prof. Rees, who is professor of organic chemistry at the University of Liverpool, will have an informal meeting with chemists working with systems involving these reactive intermediates on August 12 and 13. Prof. Rees is a Nuffield Visiting Lecturer nominated by the Department of Chemistry at Monash.

AERONAUTICS

Professor Nicholas N. Hoff, Chairman, Department of Aeronautics and Astronautics, Stanford University, and a leading authority on shell stability and creep phenomena will give two courses of lectures at Monash in Lecture Theatre E1, in August.

The lectures are on "Structural Stability" (August 9-13, 3.00 - 5.30 p.m. daily) and on "Creep of Metal Structures" (August 16-20, 3.00 - 5.30 p.m. daily).

Both courses are free. Professor Murray's secretary on 3450 has details.

POWER STATION

The Department of Mechanical Engineering has been given a scale layout model of the Darwin Power Station to be used in the department's teaching programme.

The donation was made by Riley Dodds Australia Limited, the builder of the power station for the Commonwealth Department of Works Professor R. G. Barden, Professor of Fluid Mechanics, values the model at about \$1000.



Come, hiss the villain

The nurses and the med students are getting together to put on a good, old fashioned cheer-the-heroine, throw-peanuts-at-the-villain melodrama in the Alexander Theatre on August 9, 10, and 11.

It is called "Only an Orphan Girl" and is supposedly "a soul-stirring drama of human trials and tribulations in four acts."

Tickets are \$1 and the funds will be used to help build squash courts at the Alfred Hospital for the hospital staff.

The cast consists of three fourth-year

male medical students and five Alfred nurses - female, of course. They have decided to change the script somewhat and the virility of the hero is in some doubt.

The show starts at 8.15 each night and tickets are available at the theatre booking office.

OUR pictures show, at left, Nurse Judy Burgess as The Angel and, right, a tense moment with Alan McCutcheon (Pa), Andrew Lang (the Villain), Heather Propoch (Ethel - a vivacious blonde), June Higgins (Nellie - the Heroine) and Tom Folley (Dicky, the Hero).

WHO'S WHERE

Each month the Reporter will list academic visitors arriving during that particular month at Australian universities. The following list is the overseas arrivals during August. It is not an exhaustive guide as it depends on the information that comes from other universities.

AUSTRALIAN NATIONAL UNIVERSITY

ECONOMICS Dr. L. M. Parker, Department of the Administrator, Konedubu, T.P.N.G., from August for two years as Honorary Fellow, Reserve Bank Fellowship.

Environmental Biology: Dr. O. Bjorkman, Carnegie Institute of Washington, until April 1972, as Visiting Fellow.

Human Geography: Dr. Ronald Ng, University of London, mid August for six weeks as Visiting Fellow.

Far Eastern History: Professor Jerome Chen, University of Leeds, until October as Visiting Fellow.

MONASH UNIVERSITY

Economics and Politics: Professor Arnold Zellner, graduate, School of Business University of Chicago, during August.

Professor F. Modigliani, Department of Economics Massachusetts Institute of Technology, August.

Biochemistry: Professor J. D. Klingman, School of Medicine, State University of New York, Australian American Educational Foundation Visitor, early August for 1 year.

Physiology: Sir Bernard Katz, F.R.S., Professor of Biophysics University College, London, late August.

Science: Professor C. W. Rees, University of Liverpool, August 3 to September 6.

Physics: Professor H. H. Morrish, Head, Department of Physics, University of Manitoba, mid-August to mid-December.

Professor Nicholas Kurti, Clarendon Laboratory, Oxford, August 9 to 12.

Enquiries about the precise dates of visits to Monash should be directed in the first instance to the Chairman of the appropriate department. Chairmen are requested to keep the Personal Assistant to the Vice-Chancellor informed about new senior academic visitors to their Departments.

MACQUARIE UNIVERSITY

Historical, Philosophical & Political Studies: Professor Joyce C. Lebra, University of Colorado, Boulder, until December.

WHAT'S THAT AGAIN?

"... Social Action shall be taken to mean those activities and processes that have for their purposes and end results in social policy, legal and extra legal and modification or elimination of existing policy and furthermore to bring about a change or prevent change in current social practices through education, propaganda, persuasion or pressure, on behalf of objectives believed by 'Social Actionists' to be socially desirable."

A definition of "Social Action" as (reportedly) set down in the AUS Social Action Portfolio.

GREEK SCHOLARSHIP

The Greek State Scholarships Foundation is offering a scholarship to an Australian citizen wishing to undertake post-graduate study in Greece, in modern Greek language and history, during the academic year 1971/72. The scholarship will be tenable at any institution of higher learning in Greece.

Application forms are available from :- The Secretary, Department of Education and Science, (Greek Government Scholarships) P.O. Box 826, Canberra, A.C.T., 2601. Completed forms must be returned to the Department by August 27 1971.

Monash Reporter will be published monthly, as close to the first of the month as possible.

Copy deadline for the September issue will be August 19.

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

BOOKS FOR SALE

The Monash representative on the Women of the University Fund has the following books for sale in aid of the Fund's charities. Anyone interested should telephone Netta McLaren on 25-3424.

Sholokhov, Mikhail. *And Quiet Flows the Don*. Pub. Putnam 1934. \$1.50.

Scott, Sir Walter. *Quentin Durward*. Illus. Pub. Marcus Ward 1878. \$1.00.

Eddington, Sir A. S. *The Nature of the Physical World*. Pub. C.U.P. 1933. \$1.00.

Lytton, Lord. *The Last Days of Pompeii*. World Library, E. W. Cole, Melbourne. \$1.00.

Blackwood, R. L. *The Quest of the Trout. How & Where to fish in Australia*. Pub. R. & M. 1935. 80c.

Verne, Jules. *The Tribulations of a Chinaman*. Pub. Sampson Low n.d. 80c.

Buchner, Dr. L. *Force & Matter*. Philosophical Studies. 3rd Edn. Pub. Trubner 1881. 80c.

Dickens, Charles. *David Copperfield*. Illus. Rainey, Pub. Blackie, 1850. 80c.

Ainsworth, Wm. H. *Windsor Castle*. Pub. Nelson, and Tower of London. Pub. Dent. 80c.

CHEMISTRY RESEARCH

Applications are invited for appointment in 1972 to a number of post doctoral fellowships or research fellowships in the Research School of Chemistry at the Australian National University.

The school is non-departmental and occupies a new building with advanced instrumentation and workshop facilities. The staff (research, technical and postgraduate students) numbers 150.

The present research interests are in organic chemistry, physical-organic chemistry, inorganic chemistry, X-ray crystallography, physical chemistry and theoretical chemistry.

Further particulars may be obtained from Mr. C. G. Plowman, Academic Registrar, P.O. Box 4, Canberra, A.C.T., 2600. Applications close on August 30.

PEMBROKE COLLEGE

Pembroke College, Oxford, intends to award a Graduate Scholarship tenable for two years. The holder, who should be single, to take up the appointment in October 1972.

The scholarship is limited to male graduates of Australian universities and the scholarship will cover all fees and living expenses.

It is intended that the successful applicant shall undertake research with a view to taking a degree after two years, which will be the maximum tenure of the scholarship.

Applications should be made on the standard application form which should be lodged by not later than October 31 at the Graduate Scholarships Office, Monash.

Diary of events

AUGUST

Until August 7: Richard II, Alexander Theatre, 8 p.m.

August 4: Seminar, Centre for Research into Aboriginal Affairs, Dr. Elizabeth Eggleston, "Aboriginal children and the law", R6, 3 p.m. - 4.30 p.m.

9-11: "Only an Orphan Girl", 8.15 p.m., Alexander Theatre, presented by Monash medical students and Alfred Hospital nurses.

9-13: Australasian conference of econometricians, Rotunda, details ext. 2342.

11: Lecture by Prof. N. Kurti, "The Physicist and the Kitchen", 8 p.m., R.1. Details Prof. Bolton ext. 3631.

11-18: Intensive course on selected topics in minerals processing, Faculty of Engineering, details 3420 or for technical details ext. 3425.

12: Parents group, morning coffee and discussion group, Alexander Theatre, 10 a.m., speakers: Mr. R.R. Belshaw, Mr. G. Sweeney, Miss C. Hack.

12-14: Monash scout company revue, Union Hall, 7-11 p.m. Details Mrs. M. Giulieri, 544-6771.

15-20: Australian Academy of Science, 8th Australian Spectroscopy Conference, details Dr. J. E. Kent, ext. 3573 or Miss Sandra Stackpole, ext. 3557.

17-20: Inter-varsity boxing, Union Theatre, details ext. 3103.

18-20: Australian Political Studies Association conference, R.2, 5, 6, 7. Details Dr. David Goldsworthy ext. 2405 or Dr. Peter Medding ext. 2407.

25: Parents' Group, luncheon and parade, ticket secretary, Mrs. D. C. Birrell 92-2555.

25: Engineering, Colloquium on Research-industry co-operation, lecture theatre, E1, 2 - 5.30 p.m. Details Assoc. Prof. R. H. Brown, ext. 3528.

26-27: Harold Armstrong conference on production science in industry, E1, E3, 9-5 p.m. Details Assoc. Prof. R. H. Brown, ext. 3528.

26-27: Monash Higher School Certificate French courses for country students, Humanities building, 10 a.m. - 5 p.m. Details ext. 2215.

30: Lunchtime concert, Alexander Theatre, 1.10 p.m. String quartet concert.

SEPTEMBER

September 3: Department of German film, "Minna von Barnhelm", 105 min., 8 p.m. H.I.

6: Concert, Alexander Theatre, 1.10 p.m. Early Instrumental Music, directed by Bruce Knox.

8: Oral sabin vaccine, Union.

16: "Paddy's Market".