



MONASH REPORTER

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11,675 students in 1972 will see —

NEW CAMP, CALENDAR, AND CONCERTS

Another 3000 students join Monash this week to bring the total undergraduate enrolment to 10,389, about 1000 below the proposed maximum for the university.

With postgraduates, the student population all told will be 11,675 this year.

A number of changes and new developments have been introduced for 1972.

The most important is the entirely new calendar the university has adopted with the introduction of the semester system.

The year's calendar is as follows:
1st semester—16 weeks, from March 6 (Monday) to June 23 (Friday). May vacation: May 15 (Monday) resuming on May 29 (Monday). Mid-year examination and study break—June 26 (Monday) to July 14 (Friday).
2nd semester—15 weeks, from July 17 (Monday) to October 27 (Friday). August vacation: August 14 (Monday) resuming on August 28 (Monday).

This year Monash has become a joint partner with the YMCA in a camp at Shoreham on the Mornington Peninsula, 46 miles from the campus.

It is open for use by any member of the university or the general public. Bookings are made through the Sports and Recreation Association, ext. 3103.

The camp covers some 26 acres at Shoreham and is situated about 400 yards from a sheltered beach and 900 yards from the Point Leo Surf Beach.

Its amenities include a large recreation hall, table tennis tables, a football and cricket oval, and volleyball and basketball courts. The camp can accommodate up to 140 people in bunk and tent facilities.

It has already been used by groups from Oakleigh High School and Burwood High School and Monash students organised a camp last weekend for about 30 freshers.

Camp vacancies

Some vacancies still exist for Easter if staff and students would like to book accommodation. Doug Ellis, Deputy Warden of the Union, would also like to see people using the camp as a weekend or casual holiday spot.

A third change will be the wider development of the \$1.2 million Robert Blackwood Hall, especially with a series of 22 regular lunchtime concerts throughout the year until October.

The concerts in the 1345-seat hall will also be open to the general public.

MSO on March 23

The first concert will be on Thursday, March 23, with the Melbourne Symphony Orchestra. On March 27 the artists will be Loris Synan, soprano, and Margaret Schofield, piano.

Performances in April are planned by violinist, Ronald Woodcock and pianist, Ronald Farren Price.

The British orchestra, Academy of St. Martin-in-the-Fields, currently in Australia for the Perth Festival and the Adelaide Festival of Arts, will give a concert in the Blackwood Hall at 8 p.m. on Friday, March 10. Tickets for students are available at \$1.

Sunday concerts

Regular Sunday public concerts are also planned for the hall.

Miss Adrienne Holzer has been appointed as the hall's concert manager. She is available on ext. 2002. Mr. Don Vincent, a Melbourne theatre manager, whose experience includes six years as manager of the Tivoli Theatre, has been appointed manager of the hall.

An easily noticeable change is the installation of gates at each of the university's main entrances. The gates have been introduced to regulate the numbers of unauthorised private motorists and commercial vehicles using the university roads and to check weekend vandalism.

The main Wellington Rd. gates will be wholly or partly open at all times, under the control of traffic officers, but the other gates will remain closed between 7 p.m. and 7 a.m. nightly and at weekends.

One other change to record is the New Year addition to the Vice-Chancellor's title. He is now Dr. J.A.L. Matheson, M.B.E., M.Sc. (Manc.), M.C.E. (Melb.), Ph.D. (Birm.), F.I. Struct. E., F.I.C.E., F.I.E. Aust., F.A.C.E., C.M.G. He was made a Companion of the Order of St. Michael and St. George (C.M.G.) in the New Year's Honors.



ORIENTATION WEEK is more than one day old. A number of notable events are still scheduled in the remaining time.

The Monash Modern Dance Club, one of the most active clubs on campus with a current membership of around 180, will give two performances in the Alexander Theatre at 12.30 p.m. today and 11 a.m. tomorrow.

Experienced club members are pictured rehearsing above. Glenda Lum (front) and Chris Waters (right) are club tutors; Jennifer Kinder (left), 20, is a second-year arts student. Allyson Rawlings (back) is from the Contemporary Dance Theatre, a professional group closely associated with the club.

Following the success of a similar forum last year, a discussion on contraception and abortion will take place at 10 a.m. today in the Blackwood Hall. It involves the police surgeon, Dr. John Birrell, a member of the Monash Student Health Service, Dr. J.S. Green, and speakers from public hospitals.

Two forums on the current topic, Black Power, are being held - one at 2 p.m. today in R.I. with members of

the Australian Black Panther Party, and one at 2 p.m. tomorrow on Black Power and Abschol in H.3.

A highlight tomorrow night will be two space films from NASA. One is a 28 minute colour film of Apollo 15 and the moon, and the other is a 22 minute colour film of the first shots taken of Mars in 1969. Good scientific stuff, we are told. Time is 7 p.m. and venue is the Alexander Theatre.

Several well known commercial films are also scheduled, including Patton, Romeo and Juliet and Blow Up.

Orientation Week organisers say a lot of interest has been shown in a forum on poverty at 2 p.m. on Thursday in Robert Blackwood Hall. Speakers include Labor MLA, David Bornstein.

A number of Monash academics were busy over the vacation writing and presenting papers.

Topics ranged from suicide to cigarettes and the Reporter publishes extracts from some of the works.

TEACHING



Balson

A crisis existed in Australia's approach to education which could not be resolved without a revolution in teaching, Dr. M. Balson, senior lecturer in education, told a graduation at Bendigo Teachers' College.

Dr. Balson said the basic propositions on which schools were operated had not been adjusted to the contemporary needs of young people.

"Consequently our influence upon youth has diminished," he said. "The problems of youth reflect the rebellion of children against society, against authority, against order and against social demands."

Dr. Balson, who claimed that a more democratic social system was on the way, listed the characteristics of the current autocratic system:

- domination of one over another. Cooperation means doing as you are told - "Don't publish material!" "Wear hair a certain length!" - the "I will tell you what to do" domination.

- a system based on caste or class which supports a vertical superior-inferior continuum such as male-female, white-coloured, capital-labour, parents-children and teachers-students.

- rewards and punishments used to make others do what you want. Both show a complete lack of respect for the individual. Previously repressed and 'inferior' groups were now striving for equality.

Dr. Balson said that maintaining authority had become the main concern of superior groups rather than the welfare of others.

"In a democratic society, traditional methods of autocratic control have broken down," he said.

"Each individual is freed from the necessity of submitting to autocratic demands and is now encouraged to accept responsibility for his own decisions.

"Children look around and see gains made by other previously repressed groups and strive to improve their own position.

"The sad part is that while children know that adult power has diminished, most adults and teachers don't, and homes and schools have become scenes of acts of retaliation.

"The greatest mistake parents make with children is to discourage them," Dr. Balson told the 131 students.



HEALTH

Hetzel

Professor Basil Hetzel believes that education in the whole field of human relations is inadequate and the prominence of "boy-girl" difficulties is one of the background reasons for attempted suicide in the 15 to 24 age group.

Professor Hetzel, chairman of the department of social and preventive medicine at the Alfred Hospital, made these points when speaking at the Collins St. Independent Church.

He said that suicide attempts recorded at the Alfred had trebled in the last 10 years and people aged from 15 to 24 formed the main group involved.

A "learning to live" scheme would have to be built into the education system. Young people should take part in group discussions before marrying.

"We cannot shrug it off by saying that the family can do it. Some parents cope very well but most need help."

Education of young people in the whole field of human relations, handling heterosexual relationships and marriage was inadequate, he said:

The suicide rate among Australian men rose from 15.1 to 18.8 for every 100,000 between 1955 and 1965. The equivalent figure for women rose from 5.4 to 10.8 in the same period.

"The rise in suicides is a symptom of the increasing pace and pressures put on personal relationships in an industrial society," Professor Hetzel said.

"The phenomenon is more marked in the cities. It requires much more attention."



SMOKING

Swan

The advertising techniques of tobacco companies, especially in persuading teenagers to start smoking, were criticised by the Pro. Vice-Chancellor, Professor J. M. Swan, at a vacation conference at Monash.

"We surely will not have to wait much longer before the Government puts a ban on all forms of cigarette advertising and promotion," Prof. Swan said.

Prof. Swan was opening the fourth Australasian Conference on Hydraulics and Fluid Mechanics which was attended by more than 200 delegates from Australia, New Zealand, Japan, the United States, India and Britain.

He told the conference it was ironical that many people ignored the fact that cigarette smoke was "easily the most damaging form of chronic air pollution."

"Interestingly, a great many people in middle life—no doubt having acquired at least a modicum of sense—are giving up smoking," Prof. Swan said.

He advocated the development of safer cigarette filters to the conference.

"Improved tar filtration and selective filtration of health damaging substances without removal of all the flavouring substances and without imposing a too-great resistance to draw are desirable health goals and might well attract the interests of scientists and engineers having your special skills," he said.

Prof. Swan, has done detailed research into the tar content of cigarette smoke and has released two surveys for the Anti-Cancer Council of Victoria.

EDUCATION



Musgrave

PROFESSOR P.W. Musgrave has made some suggestions on the organisation and development of Victorian education and health services.

He believes that schools, and perhaps hospitals as well, should be made smaller but more numerous.

These small, personal local schools should be financially independent and have freedom to act as their teachers and local interested persons together decide.

Professor Musgrave, professor of sociology of education, made the remarks at a graduation ceremony in Robert Blackwood Hall for 210 graduands, mainly from the medical faculty.

During his talk he posed the question: "Why not sell off some of the very valuable properties called schools owned by the Education Department, buy a large number of houses, or even small factories scattered throughout the areas concerned, set up neighbourhood schools and tell the teachers to get on with it? . . ."

"... the result might well be an Australian modification of that very influential, but almost vanished, educational institution, the one-teacher, rural Scottish school with its dominie, who often did so much more for equality of opportunity and for human dignity than we have done with so many more apparent advantages."

Professor Musgrave said: "Somehow we must reduce the size of our schools and maybe of our hospitals.

"Indeed there is evidence from both Australia and the U.S.A. to show that children in smaller schools enjoy a fuller, though perhaps a less broad, curriculum and extra-curriculum than do those in our big plate-glass, teaching boxes - show places though they may be. Likewise there is certainly British work that shows the importance of the personal relationship between the nurse and her patient in aiding recovery from illness.

Small schools

"It seems to me that what we need are a large number of small schools, which will have a great degree of financial independence and, in some cases, perhaps, will also include health centres in the same building.

"Because there would then be a larger number of schools and small health units, more younger teachers and doctors would have a chance to take part in making meaningful decisions, as also would a large number of adults who would be either part-time students or involved as representatives on committees responsible for running these community educational or health centres.

"In this way we may move towards what is fashionably called a participatory democracy."

RESOURCES



Gross

Australian society had a "cavalier attitude" towards education at all levels and for all people, Professor Irwin Gross told the third international apparel-textile congress held recently in Melbourne.

Prof. Gross, professor of marketing at Monash, said there were two policies which he found particularly disturbing.

"The first is a pattern of separate and quite unequal school systems, with good schools for the economic elite and fair to poor ones for the rest.

"The second is a salary and tax structure which provides little or no economic incentive for people to invest their time in acquiring a high level of conceptual skills. A taxidriver makes little less, and sometimes more, than a graduate engineer.

"These policies, taken together, tend to discourage the identification and development of conceptual skills among the majority of the population," Prof. Gross said.

"It leads to a nation with relatively intelligent and potentially creative taxidriviers.

"I don't believe that Australia can afford to squander its most important resources in this way."

Half-baked ideas

Prof. Gross said that to some extent Australian business people suffered from a "satellite psychology" and they tended to look overseas for innovation and creativity.

To create an environment which stimulated rather than suppressed creativity took good management. It needed a management which did not sit in judgement, usually vetoing new, generally half-baked ideas, but one which encouraged new ideas, "even half-baked ones".

Professor Gross said that as pre-industrial and transitional societies industrialised and moved towards the mass-consumption society, one might speculate on what sort of industries they would develop.

Just as a developing foetus went through phases reflecting the evolutionary history of a species, so did a developing country go through an industrial evolution.

It started with primary production of food and natural resources, moved to the labour-intensive industries of the early industrial revolution, then on to more capital-intensive manufacturing industries and finally to knowledge-intensive industries.

Prof. Gross is at Monash for two years to take graduate classes. He is from the University of Pennsylvania, Philadelphia.

HOSPITAL TEACHING CRISIS

Professor's claim

The University system has some pretty sick institutions on its hands . . . its own teaching hospitals, says Professor James Watts, spokesman for the Association of University Clinical Professors of Australia.

"The patient is getting worse. The remedy? A complete re-organisation of the medical system."

The sickness has complications. But basically it concerns the Commonwealth Government policy of voluntary health insurance which has diverted large numbers of patients away from the public teaching hospitals to private hospitals . . . a sort of medical "State Aid" to private practice and private hospitals.

Medical academics, especially from the Association of University Clinical Professors of Australia, are mounting a campaign to press for changes. Letters have already appeared in the Press and further letters are planned for The Medical Journal of Australia.

A letter from the AUCPA committee in last October's journal caused a stir. It said in part: "It is our opinion that many university clinical departments are on the brink of disaster . . . the manifestations of disaster are not yet apparent, but shortly will be. We foresee a progressive difficulty in recruiting staff of high academic calibre into the few posts available, a progressive decline in the academic output per staff member, and a progressive increase in resignations in favour of academic posts in other countries, or of private practice. Some of us believe these things are happening now."

Put simply, the problem is that the clinical teachers are not getting the right patients and consequently cannot do their job of teaching adequately.

Improperly trained doctors, argue the professors, will create greater problems in the future. Not only are undergraduates hit, but also postgraduate students who want to specialise.

The public hospitals, they say, have traditionally treated a wide variety of diseases and public health problems. New medical developments - for example, artificial kidneys, coronary care units, renal transplants and radio isotopes - have come from the public hospitals.

However, over the last few years, the public hospitals have changed their clientele. Many surgical patients today are road accident victims. Elderly people who are frequently not insured and cannot afford private care, present illnesses which often do not require the sort of specialised treatment the teaching hospitals are uniquely equipped to give.

Such patients tend to occupy public hospital beds for long - sometimes excessively long - periods because the public hospitals lack convalescent facilities.

The teaching hospitals are treating patients with traumatic and degenerative diseases, and thus the students are no longer seeing the general community health problems, especially the diseases of younger people.

Professor Watts, the author of a letter on the subject in The Australian on February 11 and co-author of a statement to be published soon in the Medical Journal of Australia, gives the following examples from surgery to back up the

argument about paucity of patients.

- Monash students do a five week course in surgery in 5th year and it is common for a group of 10 students to be allocated only five patients each during the course (15 to 20 patients would be, according to Prof. Watts, a more reasonable number).

- A university surgical unit at Prince Henry's commonly has, due to poor convalescent facilities, half of its available beds occupied by long staying patients with orthopedic and traumatic problems.

Twice in the past year such a situation made it impossible to admit patients to this service for a week and no operations were performed.

Professor Watts, a Monash professor of surgery at Prince Henry's, claimed it was virtually impossible to teach students and train surgeons under these current conditions. It was therefore pointless to contemplate any increase in the number of students admitted to the medical course.

Professor Bryan Hudson, a Monash professor of medicine at Prince Henry's, claimed that similar problems affected the university departments of medicine.

Prof. Watts believes there is an urgent need for a more efficient hospital system to eliminate the wasteful duplication of facilities and staff between private and public hospitals.

He envisages a three fold system to rationalise resources. It would be similar to the model in Scandinavian countries.

- * Highly specialised hospitals - for example, the Alfred or Prince Henry's.
- * Community hospitals to serve the specialised hospitals. There would be an interchange of patients, with these hospitals referring the most serious cases to the specialised hospitals and providing convalescent facilities after treatment.
- * Health centres providing the first point of

contact for the patient. If the patient had a serious illness - for example, renal failure - he would be sent to the specialised hospital, a more minor illness and he would be sent to a community hospital.

In discussing solutions, the AUCPA letter to The Medical Journal said: "We believe that the organisational structure of teaching hospitals in Australia must be urgently and imaginatively rethought . . . it is manifestly absurd that the teaching hospital should be fragmented in so many different ways - university and non-university, service and research, State and Federal, private and public, paid and honorary. The permutations are endless, and the problems of administration and planning impossibly confusing."

"No single presently constituted body is capable of drawing up a blueprint for the future with any probability that it will be accepted."

The problem, say the professors, is Australia-wide, but it has special significance to Monash because of the delay in the proposed Monash teaching hospital which has been planned for the Dandenong Road-Wellington Road corner of the campus.

One of the difficulties, the professors argue, is that university clinical departments have been grafted into an existing hospital

system and university staff do not have the opportunity of developing the staffing and clinical system they believe essential for the continued survival of good medical education.

Talks about the future of the Monash hospital have been held recently between the University, the Hospital and Charities Commission and the Minister for Health. The Vice-Chancellor, Dr. J.A.L. Matheson, has issued a press statement saying that despite the delay, Monash had not altered its view that a hospital on the campus was an essential part of the University's system of medical education.

Westgate man in Munich

The head of the civil engineering department, Professor N. W. Murray is currently spending five months in Munich investigating German experiences with box girder bridge design and construction.

Professor Murray, one of the witnesses at the Westgate inquiry, is a member of the Westgate Bridge Advisory Group.

Professor Hiroshi Kawakami from Shinshu University, Nagano, Japan has arrived to spend ten months in the civil engineering department. He will work with Associate Professor I. B. Donald on volume changes in unsaturated soils.

A DAY FOR PARENTS

An Orientation Day for the parents of new students will be held at Monash on Sunday, March 19.

It is being organised by the Monash University Parents Group and will commence at 11 a.m. with a tour of the university starting at the Robert Blackwood Hall. At 12 noon there will be a barbecue lunch at the sports centre.

At 2 p.m. there will be talks by the Vice-Chancellor, Dr. J. A. L. Matheson, the Adviser to Prospective Students, Mr. R. Belshaw and Professor of Education, Professor P. W. Musgrave. Introductions to the chaplains and question and answer sessions with the Deans of Faculties will also be held.

Further details are available from the convener of parent orientation, Mrs. H. A. Strickland, 58-1495.

The next activity of the parents group will be morning coffee at 10.30 a.m. on March 22 in the Alexander Theatre. The speaker will be Dr. Matheson.

It will be followed by a luncheon and university tour on April 18 and a film and luncheon on May 3.

The main office bearers for the group this year are:- president: Mrs. R. G. McCrossin (24-1025); vice president: Mrs. I. Lasry (96-3662) and Mrs. J. Conroy (25-2843); secretary: Mrs. J. R. Maries (439-7391).

Summer School sets a record

The fourth Monash Summer School ends officially this week after 2½ months, 39 courses and a record demand for places.

More than 3000 people had to be turned away.

A total of 1025 people, including about 600 people from outside the university enrolled for the courses. It has now become the biggest summer school of its kind in Australia.

- In the photo, right, French-born tutor, Andre Sollier teaches the art of Sumi-E to Mrs. Patricia Gittins from Cheltenham. Sumi-E is a philosophy and technique of painting brought from China to Japan 1500 years ago.

Miss Carina Haek, organiser of the summer school, says the popularity of the school shows the need for similar schools to be provided in universities and colleges throughout Australia.

"There is no need for these expensive buildings to become ghost towns during the summer holidays," she said.

Courses offering in this year's school include: silk screen printing, photography, typing, socialist societies, life drawing, modern dance, understanding children's behaviour, Italian, computers and pottery.

Miss Hack has left Monash for AUS (see page nine) and Vicki Molloy, an arts graduate from Melbourne University, has been appointed as activities officer and organiser of the summer school.



Photo: Chadstone Progress.

Polish Theatre

The Polish National Dance Group is among the attractions coming up at the Alexander Theatre this year.

Formed in Melbourne in 1965 as a non-profit youth organisation it promotes and practises Polish dances. The group has 45 members, aged from 16 to 23, many of them Australian-born high-school and university students. They have performed all over Australia. They can be seen at the theatre on March 17 and 18.

In the Mail

POLITICAL PRISONERS IN INDONESIA

Sir,

The recent visit of President Suharto to this country prompts us, as University staff members with a professional interest in Indonesia and respect for the achievements of the Suharto government, to raise what is a matter of profound concern and sadness to us, the fact that some tens of thousands of untried persons continue to be held as political prisoners in Indonesia.

In the wake of the political upheaval of October 1965, hundreds of thousands of Indonesians were arrested and many of these continue to be detained without trial. Some of them are persons alleged to have been involved in the "30th September Movement" which attempted the October coup; the great majority are detained as members or sympathisers of the now banned Indonesian Communist Party.

The political detainees were initially given a three-fold security classification: Group A - persons to be tried for their involvement in the 1965 coup; Group B - persons who are not to be tried but to be kept in detention; Group C - persons to be released as soon as conditions permit. In the course of 1970 a fourth category was added, Group X, consisting of persons recently arrested or still under interrogation and not yet formally classified.

Finding a solution

In the middle of 1969 the Suharto government began to release Group C prisoners on a fairly large scale, a heartening indication that the government was seriously engaged in finding a solution to this very large problem. On New Year's Day 1972 President Suharto announced that all Group C prisoners had been freed.

Encouraging as these recent developments have been, the situation continues to have a number of worrying aspects:

1. It is by no means clear how many Indonesians are still detained on political counts.

Brigadier General Marpaung of the Department of Defence and Security provided precise figures in October. There were, he said, 19,516 prisoners in Group A and B and 14,336 in Group A, i.e. a total of 33,852 (and, at that time, a further 3112 Group C prisoners).

But the Attorney-General, Lieut-General Sugiharto, had told a Foreign Correspondents Club meeting on 20 September 1971, "I am not going to talk about how many political prisoners we have, how many in Class A, in Class B, in Class C, because we keep on a floating rate, like the yen vis-a-vis the dollar. Every day it changes. If I say about 50,000, then that is about right."

Legal basis

2. The legal basis on which the majority of the prisoners are held is disquieting.

To quote again from the Attorney-General's speech of 20 September 1971: "The most serious cases are the A prisoners, against whom there is enough evidence for them to be brought to trial. There are about 5,000 now. They are not going to be released, they are going to be tried first. In the six years since 1965, we have tried about 200 people . . . that is a rate of 30 a year. At this rate, it will take us 150 years to try 5,000 people. Of course, this is not possible. A few months ago, the

Ministry of Justice announced that it was appointing 500 new judges. These judges can help speed up the trials."

"Then there are the B prisoners. We know for certain that they are traitors, that they are ideologically conscious; but there is not enough evidence to bring them before court. Most of the B people are now in Buru, an island in the Moluccas . . . There are now about 10,000 people in Buru."

So, of the more than 33,000 political prisoners currently detained, only about 200 have been tried and convicted. About 4,800 others are due to be tried. According to government statements, trials are to begin seriously in 1975 and to take about 10 years.

Severe privations

This leaves at least 28,000 political prisoners currently under detention for an indefinite period, without trial, without hope of trial in the case of the Group B prisoners, or detained, without formal charges, for interrogation in the case of Group X prisoners.

3. Most of those who have been permitted to visit the prisons and camps in which the political detainees are held have reported that their inmates suffer severe privations, particularly because of the inadequacy of food and the almost total absence of medical care.

It may well be that conditions in the camps of Java and Sumatra have improved now that the Group C prisoners have been released and many of the Group B ones sent to Buru. But we know of no evidence that any such improvement has actually occurred.

4. The policy of sending Group B prisoners

to the remote island of Buru in the Moluccas - where they are detained in a newly created agricultural prison community intended to be self-supporting - raises serious questions of humanitarian principle. It is repugnant to many Indonesians, partly because it is reminiscent of one of the most notorious features of Dutch colonial rule, the policy of exiling political opponents.

It is encouraging to see that Attorney-General Sugiharto in his speech of September referred to detention in Buru as the first stage of rehabilitation, after which "they will be free to return to their place of origin . . . This will take a long time", he continued, and went on to suggest that "Perhaps after 1972 we shall be able to relax our policy towards these people."

One would hope that this might soon be followed by specific plans to make it possible for Buru prisoners to become eligible for release.

In view of the Suharto government's success in establishing political and economic stability, and bearing in mind that six years have passed since the events which led to the mass imprisonment, we believe that the time has come for a further examination of the whole position of those held for their political involvements in 1965.

In particular we would urge:

- that Group X prisoners be either formally charged and brought to trial, or immediately released;
- that the security classifications of Group A and B prisoners be reviewed, so that those who are not to be charged and brought to trial may become eligible for release as soon as possible; and

- That rehabilitation efforts be directed to the provision of suitable conditions for the quick and complete assimilation into the community of detainees released as a result of these two steps.

Monash: Harold A. Crouch, Charles A. Coppel and Professor Herbert Feith, politics; Professor J. D. Legge, history; H. G. Aveling, Indonesian languages.

University of Sydney: Dr. J. R. Angel, history; Angus P. McIntyre, Dr. Rex A. Mortimer, government; A. E. D. Smith, Dr. Phillip van Akkeran, Michael Van Langenberg and Dr. R. C. de Iongh, all Indonesian and Malay Studies.

Tasmania: Dr. P. J. Eldridge, political science.

Melbourne: Hugh A. O'Neill, architecture.

James Cook: Dr. B. B. Hering, history.

A. N. U.: Professor A. H. Johns, Indonesian languages and Literatures; John Kolff, Christopher G. Manning and Dr. David H. Penny, economics; Dr. Anne L. Kumar, Asian civilisations; Dr. A. J. S. Reid, Pacific history.

Mannix collection

Sir,

Because of the close association of the Dominican Order with the rise of the universities, Mannix College hopes to build up a medieval collection in its library. Members of the university are invited to make use of these books. At present, on a shoe-string budget, it is a modest collection, but one notable recent acquisition has been the critical Leonine edition of the works of Aquinas.

It may be that members of staff, through demands of space, are forced to jettison rare medieval works, or, indeed, useful books of any kind.

The College would at all times be pleased to hear from such people and work with them towards a solution of their problem.

-L. P. Fitzgerald, O.P. Master.

How to employ PhDs

Sir,

In recent months, there has been discussion in the Press about the "over-supply" of tertiary graduates in various disciplines (particularly physics and chemistry), and pictures have been drawn of graduates pounding the pavements seeking non-existent job opportunities.

Overseas reports suggest that Ph.D's are being actively discouraged from seeking assisted passages to Australia.

This situation would be laughable were it not so painfully true, and the reality is a tragic one for Australia.

How incredible it is that a nation with vast natural resources to be developed, and requiring the encouragement of a virile secondary industry, cannot offer enough employment opportunities to the very people who have been trained with the skills necessary to develop those resources.

Why should the Australian economy be a pale copy of that of Britain and the USA, where the postgraduate employment situation is an even bigger problem? Is it that we are so firmly committed to these countries, economically and politically, that we are compelled to copy them - when, in recent years, they have made it all too clear that, when the crunch comes, the important priority is national self-interest?

The fact that there is an excess of graduates is hardly surprising in a country that is: (a) selling its natural resources off overseas as rapidly as it can; (b) permitting foreign financial interests to acquire significant capital holdings in what were once Australian-owned companies, thus controlling the employment of thousands of Australians and reaping the profits; (c)

War papers

Sir,

The recent statement of the Prime Minister regarding release of the War Cabinet Papers and revision of general access policy to government documents has done little to alter the incredible situation facing researchers at the Commonwealth Archives.

New M.A. and Ph.D. students have their enthusiasm dampened and research schedules destroyed when they learn that the Archives require eleven months to reach a decision on access to unclassified documents.

This waiting period holds good regardless of a 30-year or even a 100-year rule on release of departmental papers. In addition, there is a growing suspicion that in the rush to produce the War Cabinet Papers for public consumption, the clearance of material for researchers in earlier time periods will be relegated to a place even farther back in the log jam.

Surely the Prime Minister's statement is welcome, but it can be only a first step towards transforming Commonwealth Archives into a genuine public service where historians - amateur and professional - can work with a minimum of obstruction.

An immediate second step must be a rapid influx of trained or training staff especially at the Reference and Access levels where the bureaucratic snarl is greatest. The present skeleton staff in these areas is grossly overworked and, try as they will, unable to meet the demands of researchers.

And thirdly, the Government must bring forth a comprehensive Archives Act. The ludicrous situation of a large organization of the Federal government dwelling in a state of legal limbo must be eradicated.

A proper Archives Act - there is no Act whatever at present - would establish on a firm basis the relationship of the Commonwealth Archives to other government departments, the creators of the records. Then a more rational procedure for the periodic submission of departmental records to the Archives for decision on retention or destruction could be initiated and the cellars of some departments would cease to be the havens of unsorted, unused collections of World War I vintage records.

The time is at hand to bring the Commonwealth Archives out of the Stone Age.

Stephen D. Webster, Postgraduate Student,
History.

A NEW FEATURE

LA TROBE

Admissions Policy

La Trobe Council has accepted the recommendation by the Academic Board that, for 1972, applications for admission to the University should not be rejected on the ground that the applicant is currently under suspension from another educational institution, and that such applicants should be treated in the same way as other applicants.

Council agreed that the admissions policy was a matter of general policy and was not exclusively an academic matter, and resolved to examine during 1972 the long term policy for admissions. It would consult with the Academic Board.

Summer Schools

A sub-committee of the Academic Board will investigate the need for the introduction of summer schools.

QUEENSLAND

Semesters in 1974

Queensland University Senate has agreed that the university be organised on a semester system from 1974. There will be two self-contained units with examinations at the end of each.

Helping external students

The University plans to develop an \$80,000 centre at Toowoomba, mainly to provide for external studies students. The university was given 14 acres of land for the centre.

How to convene

Queensland students have formed a Social Conveners' Club. The idea is to bring together social conveners of all organisations, whether on or off campus, so they can present a united front in negotiation with entertainment services in Brisbane.

Employment statistics

Only six of almost 1500 university graduates were unemployed and seeking employment six months after graduation, a survey by the Queensland University Counselling Services has found. It was made in mid-1970 and based on 1491 graduates from 1969.

GRIFFITH, Qld.

First enrolments

The University should take its first students in 1975. It is planned to start with 45 to 50 academic staff, a total of 200 staff and 450 part-time and full-time students.

NEW SOUTH WALES

Getting a drink?

Student unions at all three Sydney universities will be allowed to apply for liquor licences under new regulations announced recently by the NSW premier, Mr. Askin. No sales will be permitted to students under 18 years.

TASMANIA

Scanning the stars

The University of Tasmania is building a 40in. optical telescope at Mt. Rumney to study the composition of the stars and their atmospheres. The information obtained will be a valuable aid to knowledge about the distribution of matter throughout the universe, and also about the speed with which this matter is moving.

The telescope, which will cost about \$300,000, will be operating by the end of this year or early next year.

Limiting enrolments

The university may not indefinitely be able to accept all Tasmanian students seeking admission. The steadily growing number of applicants may before very long put the university in the same position as most other universities in Australia, and may make quotas necessary in at least some faculties. It is possible that some such quotas may have to be applied in 1973.



THE student response system in operation at Melbourne University is pictured above. Below is a close up of the lecturer's console with the arrangement of lights. A low screen, absent here, normally shields the display from the student view.



RESEARCH STUDY ON "DROP OUT" REASONS

A study is being made by two interstate researchers into reasons for drop-outs and failures from university.

About 450 drop-out students from Queensland, Melbourne, Monash, NSW and ANU will be asked to participate in the survey.

It is being made by Professor J.S. Western, professor of sociology at Queensland University and Mr. D. S. Anderson of the Education Research Unit at the ANU as part of a grant from the Nuffield Foundation.

The students to be covered will have studied law, engineering, education or medicine, most of them since 1969.

Prof. Western said: "There is evidence to suggest that not all students give it away because they fall short intellectually.

News from other universities

LECTURES, OR HOW TO PUSH A COLORED BUTTON

Perhaps the lecturer speaks too softly. The student may be tired. Or perhaps the lecturer goes too fast.

There could be many reasons for a lecturer's being unable to get across to the student audience the full message of his hour's verbal discourse.

Melbourne University has developed an experimental electronic device with the aim of stimulating effective lecture communication. It has two names - "student response system" and the "student feedback system".

It works on a push button principle and it was unveiled last month at a ceremony in Melbourne's Lyle lecture theatre attended by some 160 academics from the three universities, administrators, donors and students.

The system cost \$6300 and was developed by the audio visual section of the Centre for the Study of Higher Education at Melbourne.

Five buttons

Under the system each student has a series of five buttons at his desk in the lecture theatre. In the system's simplest application, the lecturer asks a question and shows the students a series of possible answers, numbered one to five, on a slide projector screen.

Each student selects his answer and presses the button which corresponds to the number of the answer.

All buttons at every desk correspond to lights on a console board in front of the lecturer. He can see the answers of all students. Five different light colors represent the five different buttons.

The lecturer can see at a glance what percentage of his students has given the correct answer by evaluating the predominance of the right answer colour on his board.

There are also five meters on the console which record the total number of students who have pressed buttons.

From these the lecturer can see the most popular wrong answer so that he knows where most of the students have gone wrong and he knows which part of the lecture to explain further.

The system also may be used to inform the lecturer whether the presentation is audible; of acceptable pace and clarity, and whether the illustrative diagrams and slides can be clearly seen and have been understood.

Inbuilt safety

There are a couple of inbuilt safeguards in the system. The student has a cancel button if he inadvertently presses the wrong one when replying. And the lecturer has an overall cancel button if the students decide they want to buck the system.

And the university freely acknowledges it is experimental. The Dean of Education, Professor A. G. Austin, at the unveiling ceremony told the audience: "It may not work. We don't know. But we want to try it out."

The system has been developed with finance from the Ian Potter Foundation and the university's Graduate Union. So far 180 of the 256 seats in the Lyle theatre have been fitted with the five buttons.

When further money is available it is planned to equip all the seats.

The response system is the first to be used in a Victorian university and is believed to be the first of its type in Australia.

TIME WELL SERVED

The Justice Department in New South Wales has released details of performances by prisoners in 1971 NSW university exams. Here are a few examples:

A man serving a life sentence for murder gained a distinction pass in psychology at University level. He is a prisoner at the Berrima medium security prison near Goulburn.

A fellow prisoner serving a 10-year term for rape, gained a credit pass in the same examination and subject.

A prisoner serving a life sentence for murder passed with credit at university level in geography.

A prisoner serving 10 years in the maximum security Goulburn jail for robbery, passed in English at the same level.

Six prisoners - four from Berrima and two from Goulburn - passed the 1971 Higher School Certificate examination.

- How many people can the world support?
- Will the dire predictions on population prove correct?

PLANNING FOR 2000 AD

By Dr. TIM EALEY, senior lecturer in zoology.

Most of us may still be alive to celebrate the year 2000 and so will about 6000 million other people if we are to believe the demographers' predictions.

However, they are usually wrong.

Professor Colin Clark in 1949 forecast a world population of 3500 million by the year 1990. Frank Notestein's projection was 3300 million by the year 2000. The world population exceeded these figures before 1970. Babies are born at the rate of three per second and the total mortality rate is only one per second. We would be most concerned if our overcrowded planet were being invaded by about 70 million beings each year.

The table at the bottom of the page is a United Nations population estimate for the year 2000, but again the demographers will be wrong as their estimates are too high.

The population of Asia, South America and parts of Africa will probably crash in the next major drought. A local catastrophe, such as a tidal wave in Pakistan, causes a food crisis within 24 hours. [In Melbourne we would have food stored to last six weeks if isolated.]

These countries are on the brink already. India with 530 million people has only 10 million who are adequately fed. Many of the rest, with an average life expectancy of 40, die of simple diseases like flu, measles, etc., aggravated by undernutrition.

Asian friends?

Look at the table again. The highest population Oceania (which includes Australia) can produce is 35 million. Even the most ambitious immigration programme could not match Asia's present or projected population.

Perhaps we would be best advised to stay friends with the 2000 million Asians and maintain our standard of living by limiting our own population.

"Populate or perish" are not the alternatives.

There are, and will be, great advances in agricultural techniques. There is a "green revolution". However, new strains of cereals which triple the production per acre require special care and large amounts of fertilizer; and we will run short of fertilizers.

Economists hearing reports of new strains of plants rush with slide rules to their atlases and compute the wheat that would grow in the vast Amazon basin for instance.

However, an experimental clearing of 10,000 acres there, is already a wilderness. Rainforests usually have poor soil and the high rainfall removes the thin topsoil very quickly.

Even with a successful green revolution our economic systems prevent the "haves" giving food to the "have nots". They cannot buy it and they cannot learn to grow it in time to avert drastic food shortages.

Resource crises in underdeveloped countries will probably produce authoritarian governments which will be hard for us to deal with.

Man has always shown himself completely ruthless when resources of any sort were at stake. Russia saved

Czechoslovakia and its resources from Democracy. The British captains who torpedoed shiploads of Jewish refugees could save their consciences by the knowledge that they had saved Britain's petroleum interests in the Arab states.

President Eisenhower said in his speech to the Governor's Conference, 1953, concerning Vietnam . . . "We are not voting a give away programme. We are voting for the cheapest way . . . to get certain things we need from the riches of Indo-Chinese territory . . . the tin and tungsten we so greatly value". The Chinese "saved" Tibet from something or other but you can be certain they are making good use of the resources there.

Australia is part of the world picture and will feel the repercussions of resource crises before the year 2000.

There are enough atomic weapons about to kill every human several times. One must not be misled by talk of "tactical weapons" and "limited exchanges".

The ecological consequences of even a minor atomic conflict would be enormous. Fire storms through forests and cities would cause air pollution on a huge scale followed by widespread soil erosion. Turbidity from this would interfere with ecosystems in lakes, rivers and the sea. Innumerable ruptured pipelines would pour millions of gallons of oil and other chemicals into streams and the ocean. The radioactive fallout that would later come in the "hard rain" would accelerate mutation rates with unpredictable results.

We must face a crisis before the year 2000. There may be by then a world where "Black is colour and none is the number" to quote Bob Dylan. On the other hand by wisely managing our resources and helping our Asian neighbours to build stable population systems after their crises Australia may play an important role in the next century.

Sydney S. Field wrote; "In the world of crisis, faced as we are with the choice of utopia or oblivion, it is time to go out and meet the future before it vanishes as no more than an illusion - a myth of what might have been before it was too late."

The students that we all teach are trying to meet the future "before it vanishes" albeit some a little too radically. They will all have to cope with its problems soon. It is our task to guide and train them to meet it effectively.



The acting chairman of the Monash Department of Psychology, Professor R. W. Cumming, has won an award for the part he played in the design of a device to aid pilots in approaches to runways.

It is the Prince Philip Prize for Australian Design. Professor Cumming is pictured above (standing) at the presentation of the award. He is with Sir Donald Anderson, Director of Civil Aviation (left) and the Principal Airport Lighting Engineer for the Department of Civil Aviation, Mr. J. H. Leever.

The machine which won the award is in the foreground. It is called T-Vasis (Visual Approach Slope Indicator System) and gives the pilots positive visual indication of their approach slope during landing.

The invention has now been recognised by the International Civil Aviation Organisation. There are 76 T-Vasis systems in use at Australian airports and 19 in New Zealand.

Prof. Cumming helped develop the system when he was principal scientific officer at the Aeronautical Research Laboratories. He worked with four other men on the project and shared the design prize with them.

(Photograph: Department of Civil Aviation)

WHY SHOP IN CARNEGIE ?

FOUR Monash engineering students under the supervision of Ken Ogden, lecturer in transport in the civil engineering department, have conducted a survey into the characteristics of shoppers at the Carnegie shopping centre.

The students, Stuart Dahlenburg, Peter Harbeck, Michael Kenny and Graham Moss, interviewed 177 shoppers as part of their final year course in Civil Engineering.

The survey, which was carried out over a two-month period on three weekdays and Saturday mornings, was made with the co-operation of the Carnegie Chamber of Commerce.

Mr. Ogden believes there were some interesting results such as the high number of people who walked to the centre, the high turnover rate of cars in the parking areas and the high percentage of those who did not shop elsewhere.

The centre had "captive" shoppers who used it as a "convenience" shopping centre. Some of the figures were:

- 87% of shoppers lived within a mile of the centre and 57% walked to the centre. Only 9% used a train or bus.
- 43% of cars parked for no more than 15 minutes, and 24% for no more than 30 minutes.
- 35% never shopped elsewhere.

Region	1969 population	Low	Medium	High	Constant fertility, no migration
World total	3,551	5,449	6,130	6,994	7,522
Developed regions	1,078	1,293	1,441	1,574	1,580
Underdeveloped regions	2,473	4,155	4,688	5,420	5,942
East Asia	1,182	1,118	1,287	1,623	1,811
South Asia	809	1,984	2,171	2,444	2,702
Europe	456	491	527	563	570
Soviet Union	241	316	353	403	402
Africa	344	684	768	864	860
Northern America	225	532	638	686	756
Latin America	276	294	354	376	388
Oceania	19	28	32	35	33



● Brigadier P. P. Jackson

The concept of Colleges of Advanced Education was first outlined in August, 1964, with the release of the Martin Report.

Their role and relationship with universities has always been a moot point with the colleges generally looked on as the less prestigious sector of Australia's tertiary system.

BRIGADIER P. P. JACKSON, principal of the Royal Melbourne Institute of Technology, believes several fallacies exist in public (and official) attitudes towards the CAEs. He recently outlined his ideas at a colloquium of the Monash Education Faculty and The Reporter now publishes extracts from his discussion on CAEs and Universities.

COLLEGE HEAD HAS HIS SAY

I believe it is time to return to and re-examine Sir Robert Menzies' original reference to the Martin Report's recommendations for development of a broad and, I emphasise, comprehensive system of tertiary education, "different from but complementary to tertiary education as at present provided by the universities."

The fallacy which has arisen from this statement, is the assumption that the complementary system of education is synonymous with the colleges as a group versus the universities as a group.

This fallacy was particularly exemplified by the endeavours of Mr. Malcolm Fraser when first Minister of Education and Science to explain the college programme in terms of differences in the students.

The colleges were said by Mr. Fraser, at the 1969 University of New England conference, to be "vocational in orientation". University students were "trained to analyse and reason without passion"! Students of Colleges of Advanced Education on the other hand, were more practical than analytical. They "were more vocationally-minded" - "they know what they want to do and are setting out to equip themselves to do it, whilst a great number of those going to universities would not yet have made these decisions".

The view that there is any continuing fundamental difference between a university student and a full-time college student is hardly tenable.

True, in some former technical colleges in the suburbs and provinces of Victoria, there may be special groups of students who have been educated at local technical schools with a technical career in mind and, in some colleges where fees are low, socio-economic factors affect certain students' decisions where to enrol. However, these criteria are

peculiar to specific colleges, and their incidence is likely to decrease in the future.

I suggest that the same vocational decisions, attributed by Mr. Fraser to CAE students, will have been made by the majority of students enrolled in veterinary science, etc. . . .

Moreover, if one accepts VUAC selection cut-off points as an indicator, students with the greatest potential are opting for vocational courses in such areas as veterinary science and medicine.

The belief that the university student is still largely independent of any immediate requirement to qualify himself or herself to earn a living has recently been shaken by the publicity given to the difficulty experienced by some graduates in finding employment.

The idea that attendance at a university or possession of a university degree implies some special quality of intelligence and application is no longer automatically accepted by the community.

In any case, anyone who has been associated with tertiary enrolment and first year tertiary students, will be well aware that in all institutions, colleges and universities alike, a very large proportion are enrolled not because they particularly want to be there, but, for good or ill, because of the influence of their close relatives, friends and secondary-level teachers and because that is where the VUAC selection programme put them, on the basis of their achievement at the Higher School Certificate examination.

Many, had they been properly informed and given a free choice of "orientation", may not have wanted to enter tertiary education at all - or at least not immediately.

The suggestion that CAE first year students know what they want to do is far from the truth. Our lamentable lack of career education and guidance at secondary level ensures that the vocational "choice" of many students is almost random and at best a gamble. The course they undertake is a function of the VUAC and CAE packing orders.

That so many students succeed and retain their enthusiasm for a course, is a compliment, not to our selection criteria, but to the inherent adaptability and capacity for adjustment of the young of the species!

I believe that this argument demonstrates that the "difference" between colleges and universities is no longer significantly a function of the inherent attitudes or of the social composition of the student body. It is therefore amongst other characteristics of tertiary education that we must seek for any identity function.

Future links

Later in his talk, Brigadier Jackson posed the question: "What future interaction is likely between the universities and colleges?" He said:

It seems likely that the cold financial wind and the graduate employment

situation may have a similar impact on the universities and on the colleges.

In times of full graduate employment it was easy for both the university authorities and the students to believe that the university did not contract with a student to fit him for employment and that the university student is largely independent of any immediate requirement to qualify himself or herself to earn a living.

However changing employment opportunities operate powerfully on the attitudes of governments, the media, parents and the potential students: as is shown by the recent adverse publicity on graduate employment opportunities.

Should the change continue - and I believe it will - governments are likely to foster only a limited amount of accent on scholarship for its own sake and there will be pressures from government and the community for a larger proportion of the university effort to be devoted to work of social and economic relevance.

This would not only create differences between universities but, since the universities and some of the colleges are offering the same level of study in similar disciplines, it could well lead to closer consultation and co-operation and some rationalisation of responsibilities between neighbouring universities and colleges.

It would be very likely to slow down the introduction of more advanced courses in the smaller colleges.

QUOTE

"British monarchy is a relic of the past when vast economic barriers separated society into distinct social strata." Associate Professor Ian Turner, in "The Age".

"The attitude of many students to higher education is a combination of blind faith and greed . . . the pieces of paper or groups of letters are a talisman which will magically summon great quantities of cargo in its various forms of wealth, status and power." Mr. Len Currie, assistant secretary of the Melbourne University Appointments Board at an ANU teach in for secondary students.

"Most academics who write about newspapers greatly underrate the quality of the Melbourne Sun." Professor W. Macmahon Ball, in a review in "The Age" of a book, "The Mass Media in Australia".

"It was the first one they'd ever given . . . I suppose they thought they'd practise on a very old specimen." Dr. A. E. Floyd speaking on his 95th birthday about the honorary Doctorate of Letters presented to him by Monash.

"It is pretty stupid and unfair of students to criticise lecturers among themselves and not tell the teacher." Professor M. Williams, professor of history at ANU, in the university's 1972 orientation handbook.

"The majority of students in their early years at University are limited, to say the least, in their competence at writing . . . "Certainly in terms of experience and understanding of literature the vast majority of under-graduates are illiterate." Professor C. F. Presley, head of the Philosophy Department at Queensland University in a Press interview.

"Driving is the most complex skill which most people engage in and it is a tribute to human adaptability that in his life-time a person can drive 10,000 miles a year for 40 or 50 years and expect to be involved in no more than one personal injury accident." Professor R. W. Cumming, Monash Psychology Department, at "Transportation 1981", the national convention of the Society of Automotive Engineers..

"Automobile crash injury can be considered to be a disease caused by an exchange of mechanical energy between man and his environment, at levels beyond the strength of his tissues." Dr. G. Anthony Ryan, Department of Social and Preventive Medicine, Alfred Hospital, at the same convention.

UNQUOTE

ANZAAS films are available

ANZAAS has advised Monash that it has eight scientific films available for showing during the first semester and up until the August vacation.

The films are obtainable from Mr. Patrick Mathew, Film Officer, Film Unit, University of NSW, P.O. Box 1, Kensington, NSW, 2033.

- The following is the list of titles:
- BM/9 "Life of the Macrophage"
 - BM/12 "Clinical application of lasers"
 - BM/16 "L'activite du myocarde et les courants ioniques transmembranaires"
 - BM/17 "Culture Organotypique in vitro de tumeurs malignes humaines"
 - PC/1 "Nitrogen Fixation in Lucerne"
 - PC/4 "Shrinkproofing Wool"
 - PC/6 "Le Plutonium et ses applications medicales"
 - PC/7 "Spectrometric Raman Laser"

University graduates held a three day conference at the University of Tasmania over the vacation.

More than 50 delegates from most Australian universities and representing about 100,000 graduates attended the conference. Topics raised included university entrance, inequalities, extremists and the relationship of universities to other tertiary institutions.

The Reporter records some of the statements . . .

WARK: "CHANGES NEEDED IN UNIVERSITY ENTRANCE"

The chairman of the Commonwealth Advisory Committee on Advanced Education, Sir Ian Wark, at the Australian University Graduate Conference urged a quickening trend towards delayed entrance to tertiary education or alternatively the adoption of the sandwich course system.

"Either procedure would ameliorate the employment and adjustment problems," Sir Ian said.

Sir Ian, who was speaking on the "Employment of graduates and their function in the community," said that most graduates were confronted with a difficult transition to the work situation during which attention must be transferred from books to people.

"Those few who have had prior experience in employment, or those who have gained practical experience concurrently with university studies, as in the part time course, have a tremendous advantage at this stage."

Sir Ian said he believed the difficulty of some graduates in finding employment had been over emphasised to the detriment of the service to the community aspect.

"It is too often implied by reporters that the community is to blame if a graduate is not immediately offered a position regarded by him as suitable to his ambitions and attainments.

"While one has a degree of sympathy for him, one also feels that from the public's point of view the first emphasis must be placed on service. Once graduates realize and admit this they will encounter less difficulty in obtaining suitable work and in adjusting themselves to a new and less sheltered life.

"The essential change in outlook is from a necessarily competitive and individualistic attitude, where personal credits are all important, to a situation in which one's thoughts and actions must be guided by the needs and interests of the employing organization.

"It is a difficult transition, but in the long run the person who succeeds in industry is he who subjugates his own interests to those of his employer. The competition of the university must give way to co-operation."

Public mistake

Sir Ian said it was a mistake, into which almost the whole public had fallen, to regard non-university people as under-endowed.

Some are just as intelligent, many are more enterprising than the graduate, and most have skills important to the public that you and I altogether lack.

"However in one respect they are underprivileged.

"During the period when the graduate is studying, say from 18 to 22 years of age, these other people, while learning their own callings and already earning, pay taxes which help to provide the full-time student with higher education and a potentially higher earning rate.

"This is an inequality which should be redressed, perhaps by granting the student a long-term loan for his fees and keep: this would have other advantages as well.

"Such a procedure would, of course, be unpopular with the students, a vociferous minority of whom believe that a demonstrated facility in formal studies entitles one to live on the fat of the land for ever."

Sir Ian told the graduates that graduation should imply the capacity to analyse a problem, to recognize its essential features, and to concentrate thought on it to the point when an attempt could be made to solve it. It was the ability to think to decide, and then tactfully to act which was important.

Later in his talk Sir Ian said: "It might appear that I am saying that accepting a position in industry involves selling your soul by substituting allegiance to a company for allegiance to a subject.

"To a certain extent this is true, but it is in your own and your employer's interests that, while retaining your former interests, you should widen your vision. On the university campus, however, the beloved subject must still command first loyalty."

Graduate fault

Turning to post graduate students he said that a mild antagonism fanned by the Press, had developed between some of those graduating with higher degrees and prospective employers.

"It is my opinion that the fault lies mainly with the graduates. For so many years their loyalty has been to a subject - and often to a very restricted area of that subject - that they seek only an appointment that will enable them to continue with their research love of the preceding year.

"Such a condition is out of the question for most employers, who may then tend to regard all Ph. D's as unemployable instead of only the inflexible few.

"To my mind the real trouble is that so many Ph. D's, instead of embracing adventure, have become frightened of change.

"A short-sighted instructor, intent on feathering his own publications nest, has possibly knocked the initiative out of the student's makeup. Of course the majority of instructors are not like this, and there are extremely estimable Ph. D's seeking employment.

"It is the inflexible few who have tended to cruel the pitch for the majority."

Another factor had to be considered.

"One does not require a Ph. D. for routine work, nor even a B.Sc. for much of it," Sir Ian said.

"While one can never be over-educated, one can be overtrained for a particular job, and one will then lose out in the employment queues to the apprentice or the certificated technician.

"The colleges of advanced education in particular should note this fact, and their councils should beware of allowing academically minded staff to push too many courses to degree level.

"The boy or girl with but average scholastic ability should also bear it in mind: it might be better when looking for employment to be a newly certificated accountant than the B.A. who was placed last on the pass list."

Monash delegate

Monash was represented at the conference by Miss Adrienne Holzer, who was re-elected a vice president of the AUGC.

A HOBART MEETING ON BANGLA DESH

A joint conference of the Australian Student Christian Movement and the Universities' Catholic Federation of Australia has called on Australian universities to help rebuild the universities of Bangla Desh, the former East Pakistan.

The conference, held in Hobart, was attended by 300 staff members and students from all Australian universities, and a number of other tertiary institutions.

The conference deplored the insensitivity of Australian university communities which had shown "little solidarity with their Bangla Desh counterparts when these were principal targets of persecution and massacre" at the hands of the Pakistan Army last year.

It called on various university bodies, including the Australian Vice-Chancellors' Committee and the Australian Union of Students to find ways in which Australian universities could assist a rebuilding programme.

The conference resolved that the Australian Government and community organisations should be active in exploring ways to help resettle the millions of refugees returning to their homes in Bangla Desh.

Relatively successful

Tony Pepper was one of 1000 students who waded through 184 questions on topics ranging from age to religion to get his computer date for one of last year's post-exams recovery balls.

And his partner for the night - his sister Susan, a Monash arts student.

Severe burden exists on country students

—survey claim

PARENTS of students living beyond a centre served by a university were subjected to a far greater financial burden than was just or reasonable, the recent Australian University Graduate Conference was told.

The statement was contained in a submission presented to the conference by the Standing Committee of Convocation of the University of Tasmania which made a survey into assistance provided for Australian hinterland tertiary students.

In its submission the standing committee urged that the Federal Minister for Education and Science should be requested - in the interest of equal educational opportunity to redress the grievance facing the parents of students living in non-university centres, who qualify for a place in a university.

The standing committee reported that in its investigations it found that a United Kingdom student who was accepted for a place in a university was entitled to a scholarship as a right, and a somewhat similar situation operated in New Zealand.

The ideal would be to adopt similar schemes to the UK or New Zealand. However the committee suggested an interim scheme. The basic elements of the scheme, which would aim to put the parents of students living in non-university centres on the same footing as those living in university centres, would be:

- (a) an adequate accommodation allowance;
- (b) a travel allowance to cover a return trip home each term. (The principle of providing travel and establishment allowances is already accepted in the case of Commonwealth Postgraduate scholarships).

Such a scheme would:

- (a) provide equal educational opportunity for all qualified students regardless of whether they lived at Mount Tom Price, Oodnadatta, Burnie or Canberra;
- (b) enable the nation to provide an economic universal tertiary education service until such time as it can provide adequate regional colleges and a comprehensive scholarship scheme;
- (c) remove a real grievance from hinterland taxpayers who perform a valuable economic service to the nation, especially in such remote areas of Australia as the iron-ore fields, but consider that their children are disadvantaged by comparison with the children of citizens resident in the national and state seats of government.

Means test

The committee stressed that a liberalisation of the means test that is applied to the existing Commonwealth Scholarship Scheme would not in itself solve the problem of hinterland parents unless the scheme was broadened to ensure that every student who qualified for a place in a university was awarded a Commonwealth Scholarship.

Even then, there would need to be an automatic provision for a living away from home allowance - equal to the cost of residential college fees - regardless of the parents' income to ensure parity with a counterpart parent living in the university centre.

PECKING-ORDER OF UNIVERSITIES A FUTURE DANGER

The clearest and most pressing problems about the future role of universities in the community are posed by the development of competing institutions like the Colleges of Advanced Education, Professor N. H. Fletcher told the conference.

"If the distinctions between all tertiary institutions are vague and ill-defined then social, rather than academic, pressures will convert them all to universities and, because there will not be enough good students to go around, a clear pecking-order of universities will develop on the American pattern," he said.

Prof. Fletcher, Professor of Physics and Pro-Vice-Chancellor at the University of New England, said the alternative and the only rational course was for the universities to define more clearly their own role and to do it in such a way that the distinction was clear.

He then outlined what he thought were the four distinctive features of universities and suggested how they could be maintained and refined in the future:

1. *Universities should provide the highest possible level of education for those members of the community best fitted to profit from it.*

"Any reasonably dispassionate look at university entrants must convince anyone that at least one third of them should not be at university at all - their basic training in the common skills that should be learnt at school is poor and many of them have no real interest in university studies.

"These two groups are, I think, at the root of many problems at the university," Professor Fletcher said.

"Having arrived there in some way, one group finds it is not what they expected. They take a relatively light load of easy 'waffly' subjects - and we all know which ones these are in our own universities - and, working just enough to avoid being thrown out, spend the major part of their time and energy complaining.

"At the other end of the scale, and generally more numerous, we find those hard-working but insufficiently intelligent people who just fall gradually by the wayside".

More selective

This raised the problem of selection for university. "I heartily agree with the Australian Union of Students that the selection should not be on financial or social grounds, that tertiary education fees should be abolished and the means test on Commonwealth scholarship allowances removed", Prof. Fletcher said.

However the universities needed to be more rather than less selective and the question was "How?" There was no substitute for a decreased percentage intake.

"We are already producing more graduates in most fields than can be absorbed by society into the sort of jobs they feel they should have, and the immense 'tail' of unsatisfactory students in all universities means either that special lower-level courses must be devised for them or that they will hold back those students who are properly qualified for university study."

2. *Universities should pursue research and scholarship at the highest level without having regard to the immediate practicality of its findings.*

Universities should not eschew applied research, but rather applicability should not be a criterion for the support of university research and scholarship, only quality.

3. *Universities should not offer courses which might equally well be offered by more specialized institutions but should concentrate on those disciplines for which the broad sweep of university studies is important.*

"As a concrete and, I think, non-controversial example, I believe that a special-purpose CAE, rather than a university is the appropriate home for paramedical training," he told the graduates.

Longer courses

4. *All University degree courses should extend over a minimum period of four years.*

"Those of us in the sciences, particularly, know how recent changes in the secondary school systems over much of Australia have reduced the level of understanding and technical proficiency of the average university entrant in science and mathematics and I suspect that the same is true in many other, though not all, fields. At the same time the amount of material of which even a pass graduate should have some grasp is increasing rapidly.

"The only solution, to avoid overcrowded syllabuses with no time for thinking, seems to be to extend the length of the course."

Discussing the Colleges of Advanced Education Prof. Fletcher said he would like to see CAE's providing, on the one hand, fairly well defined courses leading to qualifications in business, agriculture, industry, engineering, paramedical studies and perhaps teaching (although this last may possibly be more appropriate as a university course) and, on the other hand, providing a range of "liberal arts" courses at a level appropriate to the top 20 to 30 percent of the population, but not for the top 5 to 10 percent who will go to universities.

"All these courses should, I think, be rather shorter than university courses and should start at a lower level - unless this happens we will just have a conglomerate university system with even more problems than we face at present."

● For another view on the colleges and universities turn to page 7.

Perth gets the fourth vet school

Australia's fourth veterinary school - after Sydney, Melbourne and Brisbane - will be established at the new Murdoch University in Western Australia.

Murdoch University will be the second university in W.A. and will be located south of the Swan River, about eight miles from Perth.

Harsh words on the radicals

Professor Fletcher also had some harsh words to say about the extremists in universities, especially on the radical side.

He claimed that, for the most part, radicals were "very little interested in any of the traditional university disciplines or in the prime purpose of a university of teaching, research and scholarship."

"Rather their concern is with those coffee-table subjects in which one can become an expert by reading a Penguin book or by attending a course of six seminars," he said.

"They are also, by and large, people lacking in emotional as well as intellectual maturity - as can be seen by even a cursory study of their personal relations - and whose main quarrel with society is that it has not given them personal satisfaction for the asking"

Prof. Fletcher was concerned that political activity in universities was left to a noisy minority in the "soft" subjects whose connection with the true spirit of the university was tenuous. To turn universities into social instruments was to negate their prime purpose and in some countries it had almost destroyed the universities.

At the other end of the spectrum, Prof. Fletcher said, the ivory tower attitude tended to deprive society of many benefits which the universities could easily confer without loss and even with some gain to themselves.

He said: "I am not against ivory towers - indeed I believe them to be one of the most important features of a university. But they should be personal rather than institutional.

"The view from one's own ivory tower is individual and may give a fresh perspective on the countryside outside and, though we may not wish to take in non-academic tenants, we may well consent to pass around a set of photographs taken from our eyrie."

A Monash "takeover" at AUS

FOUR former Monash identities have been appointed to senior positions in the Australian Union of Students.

Carina Hack, formerly union activities officer, is the new AUS cultural affairs director and in charge of Aquarius.

Science student, Peter Hicks - at various times local AUS secretary, travel officer and member of the M.A.S. administrative executive - is the national travel officer for AUS.

Stuart Morris, who last year was chairman of the MAS public affairs committee, is general vice-president. Former economics student, Tom Tescher, has been education research officer at A.U.S. for 12 months. New WUS Director

● World University Service has appointed Mr. John Stevens, a 22-year-old science student from Queensland, as its full time national director.

Mr. Stevens will be in charge of a secretariat in Canberra at ANU. WUS is an international association of students of staff working in 70 countries concerned with human rights and the problems of developing countries.

WHO'S WHO ON STAFF ASSOCIATION

The following is a list of the office bearers for the 1971-72 executive committee of the Staff Association of Monash University.

President: Assoc. Professor G.M. Kellerman (Biochemistry).

Vice-President: Professor S.R. Davis (Politics).

Secretary: Dr. J.L.A. Francey (Physics).

Treasurer: Mr. F.R. Harrison (Physics)).

Committee: Mr. M. Butler (Administration, Data Processing), Professor E.M. Campbell (Law), Dr. J.S. Duncan (Geography), Professor D.A. Lowther (Biochemistry), Dr. T.P. O'Brien (Botany), Mrs. I.M. White (Anthropology and Sociology).

Co-opted Members: Dr. P. Le P. Darvall (Civil Engineering), Professor R.R. Andrew (Medicine).

Membership of the Staff Association is open to all members of the Academic Staff; members of the Administrative Staff from the Grade of Administrative Assistant I and upwards; members of the Library Staff from the Grade of Library Officer I upwards; and members of the Technical Staff from the grade of Technical Officer A.

All new staff are welcome to apply for membership. Any of the people listed will be happy to be approached with questions or subscriptions.

Monash man edits new book series

Professor R. J. W. Selleck, recently appointed to the vacant fifth chair of education at Monash, is the general editor of a new series of paperback books entitled "The Second Century in Australian Education."

The aim of the series is to make available at low cost authoritative studies of some of the major issues facing education generally and Australian education in particular.

Melbourne University Press has just published the first two titles. They are:

"Teaching Science in Australian Schools" by Mr. Kwong Lee Dow of the Centre for the Study of Higher Education at Melbourne University, and "Theories, Values and Education" by Dr. D. C. Phillips, senior lecturer in education at Monash. The first book is priced at \$2.95 and the second at \$2.85.

A third title, "Teachers in Conflict", is due for publication early next month. It has been written by Andrew Spaul, a senior teaching fellow at Monash and Dr. Bob Bessant, a lecturer in education at La Trobe and a former Ph D student at Monash. The book will also be priced under \$3.

● Professor Selleck, 37, who has been senior lecturer in education at Melbourne, will take up his appointment at Monash in the first half of this year.

Professor Selleck's main research work has been in educational history and particularly in the history of educational ideas, both in England and Australia; his other interests are in the field of curriculum development, particularly of courses of study in primary school mathematics and English.

The topic of Authority and Responsibility within the University was raised at Monash during third term last year in the second Teach-In. In the latest issue of Vestes, the Vice-Chancellor, Dr. J. A. L. Matheson, expressed his ideas on the same topic. The Reporter here reproduces that article . . .

RUNNING A UNIVERSITY

It is a good principle of administration that responsibility and authority should go together, and so the question of who should run the universities should only be considered along with the corresponding question of who shall carry responsibility for what goes on in the universities.

In the typical Australian university constitution the Council (or Senate), which often includes a majority of lay members, quite clearly enjoys the power to run its university conferred by its Act and, correspondingly, it bears the responsibility for the satisfactory running of the place. It represents the public interest in an enterprise which the public purse now inevitably finances.

Councils normally rely on the advice of expert committees in such matters as financial policy (in so far as this is still within their jurisdiction), employment policy, housing of staff and students, building and development programme.

On academic matters it will rarely interfere with the proposals of the Professorial Board (or Academic Board) although, on occasion and if properly informed, it may ask pointed questions or refer a matter back for reconsideration. An important detail is how to reconcile the requirement that Council should be fully informed with the problem of how to do this without flooding its members with paper.

I do not detect much dissent from the proposition that Councils should be paramount, although there is much argument about their constitution. Do they contain too many members of the Establishment? Perhaps; but these influential and highly competent industrialists and businessmen not only bring expertise to the Council's affairs but, on occasion, they have been responsible for considerable funds reaching their university that would otherwise not have done so.

It has also been within my experience that the presence on Council of men of high financial reputation and integrity has worked to the university's advantage with bodies like the State Public Accounts Committee.

Governing bodies

But, allowing all this, there is obviously everything to be said for a rather wide lay membership so that all sections of community are represented in the universities' governing bodies.

At the other end of the scale it is clear to me that the students, who in a sense are the clients of the university, should be represented, although I would stop a long way short of the one-third membership that one sometimes hears suggested.

The academic staff should be present, mainly for purposes of explanation and interpretation of issues that may not be fully understood by those who do not live and work in the university. But I do not think that the administrative staff should be represented. I regard the Registrar and the Comptroller or Bursar as the heads of the university's civil service whose function is to interpret and execute the policy laid down by the university's governing bodies. To be sure, these senior officials should attend Council meetings and feel quite free to offer advice to Council when policy is being formulated; but they should not actually participate in the decision.

I turn now to the formulation of academic policy which is normally in the hands of a hierarchy of committees—departmental, faculty and professorial boards or their counterparts in universities that are organised into schools of study.

I am quite clear that every member of the permanent staff at least should have access to these groups through a representative, and I also believe that the time is long since past when students could be expected to accept passively what is handed out to them by way of an education.

Having said that, I go on to say that I am not greatly concerned by the details of the constitution of these bodies provided that they allow for the participation of all interested parties and are not too big. I believe that the wide circulation of agenda and minutes is of great importance, and I also think it essential that faculty boards, for instance, should be obliged to consider resolutions coming up from lower levels of the system and to provide an explanation if a resolution is rejected.

But having said that, I have two important reservations to make: one is that students, being transient members of the university, should not have a dominant say in matters other than those which concern them exclusively. The other is that in the British/Australian context professors are special and should have responsibilities. It should have special rights just as they carry special responsibilities. It should be remembered that in this country to become a professor is not just a matter of promotion: a vacancy must occur and the appointment is then competed for.

We go to great trouble to make the very best available appointments to our chairs and we certainly expect professors to carry a special responsibility for the efficient and scholarly running of their departments; indeed we probably expect far too much of them by way of sheer administration.

But since we do expect all this we cannot logically subject a professor to popular vote. He may be very wise to pay much heed to a widely held view and he would be certainly be foolhardy to ignore the signs of incipient rebellion but, in the last resort, he is held responsible and must make the decision.

For these reasons I favour a professorial board and not an academic senate, although I concede that mainly for purposes of communication there should be some non-professorial and perhaps student members of, or attenders at, professorial board meetings.

Before moving on to the position of the Vice-Chancellor I should say that I am very keen on trying to arrange that the business of all university committees should be published sufficiently far in advance for it to be possible for interested persons to make submissions.

In my experience, university committees always welcome advice and comment from people who know the problem under consideration or are affected by the solution reached. The only real difficulty is the mechanical one of ensuring that information is circulated at the right time to the right audience.

Delegating duties

Now for the Vice-Chancellor: Robbins said that "No other enterprise would impose on its chairman the variety and burden of work that a modern university requires of its vice-chancellor." Having occupied this position in a new and rapidly growing university for more than a decade, I can only agree with this view, and yet I have a suspicion that I may be feeling the pain of self-inflicted wounds.

Not long after I became a professor a wise senior colleague asked me whether I had decided which of my duties I was going to neglect since it was obvious that they could not all be done properly. The question was provocatively phrased but it contained a profound truth: one cannot neglect one's duties but one can delegate them.

Now an Australian Vice-Chancellor is in a quite different constitutional position from an American university president.

He is to a much greater extent the chief executive who carries out the policy determined by his Council and Professorial Board. To be sure, he would be falling far short of his responsibilities if he did not work very hard to present ideas for the running and development of his university to these bodies, and endeavour to see that they are fully considered.

The increase will apply in all faculties except Arts (unchanged at 1100) and Medicine (160).

New intake quotas for other faculties are: Economics and Politics - 500 E.F.T.S. (effective full-time students), an increase of about 40 students.

Education - 560 E.F.T.S. (of whom at least 500 shall be full-time students), an increase of 60 E.F.T.S.

Engineering - 360 students, an increase of 10.

Law - 340 students, an increase of 30.

Science - 590 students, an increase of 40.

Total enrolments for 1972, including students enrolled for more than one course, are expected to be about 11,675.



In a similar way he should seek out and encourage the ideas of others and help to bring them to the point of decision and then, if they are acceptable, help to bring them to fruition.

So the Vice-Chancellor is at once the catalyst of his university's progress and the agent who facilitates that progress; but he also carries an inescapable responsibility for the well-being of his university, and in order to render him able to discharge the responsibilities that he really cannot avoid he must seek and be given authority to delegate work that others can carry out.

To sum up my views on the theme question, then, I confess to being conservative in the sense that I see nothing fundamentally wrong with the constitution of Australian universities. Some desirable improvements can readily be perceived, chiefly in the area of communications, so that everyone can know what is going on.

But I do not want to move either in the direction of the United States where the Administration hires the faculty to teach the students, or towards the U.S.S.R. situation where the universities are the agents of the State's educational policy and where the cry of "academic freedom" is no longer heard.

TEACHING IN TECH. SCHOOLS

A Monash Diploma of Education student, Ian McCallum, has compiled a survey on teaching conditions for the Technical Teachers' Association of Victoria.

More than 60 schools took part in Mr. McCallum's survey, which covered class sizes, teaching loads, teachers' rights and school accommodation.

Mr. McCallum's findings include—
● Teaching loads: 25 schools, including 15 from the country, had loads above TTAV limits, and 43 schools did not.

● School accommodation: Appalling. The average school had at best five portable classrooms, many of the schools were old and rundown, and a number consisted entirely of portable classrooms.

(Mr. McCallum commented: "Most teachers felt that staff rooms were adequate if they contained enough chairs for everyone to be able to sit down . . . it seems that teachers have had so little for so long that now they are satisfied with anything.")

● Teachers' rights: There were very few examples of the individual teacher's rights being infringed - dress, curriculum, time off etc. However a number of branches reported that in as much as the staff collectively were not told of coming events, consulted, advised, given the opportunity to comment on or discuss, their rights had been infringed.

● Inspection: 39 of 67 schools had not endorsed TTAV inspection policy. General confusion existed about the policy.

Mr. McCallum's survey was part of a project on teacher organisations for his Diploma of Education and was under the supervision of Andrew Spaul, senior teaching fellow in education.

FEES THE SAME—QUOTAS UP

Council has decided that student fees at Monash will remain unchanged this year.

The decision followed a State Government assurance of increased financial assistance for 1972 to match the Commonwealth's supplementary grant.

The supplementary grant recommended for Monash in 1972 totalled \$1,110,000, of which the Commonwealth's share will be \$389,000.

To obtain the full Commonwealth grant, the university needed an additional \$274,000 from within the State - either as

a direct grant from the government or from a further increase of 7.5 per cent in fees. (The remaining \$447,000 of the State's share had already been allocated out of income from the earlier fee increase.)

Fees for a full-time first year student enrolled in four subjects at Monash in 1971 totalled \$534 - including a union fee of \$54. As mentioned in the October 1971 Reporter this union fee has been raised by \$4.50 to \$58.50.

Council has also approved an increase of 180 in first-year student intake figures for 1972.

COMMISSION ON UNIVERSITY AFFAIRS

It is two years since the Commission on University Affairs completed its work and submitted recommendations on a variety of topics concerned with the governance and conduct of the university.

The Commission, consisting of 12 representatives of staff and students, was set up by the Vice-Chancellor, Dr. Matheson, with the approval of the University Council and the Professorial Board.

Members of the Commission were: Professor R. R. Andrew (Dean of the Faculty of Medicine), Mr. I. R. Carroll (student), Mr. D. R. Ellis (deputy Warden of the Union), Mr. E. B. Gingold (student), Mr. A. Lawson (student), Mr. N. C. Lethborg (student), Dr. D. A. Lowther (now professor of biochemistry), Mr. N. H. Marshall (student), Dr. J. A. L. Matheson, Dr. T. P. Speed (lecturer in mathematics), Professor J. M. Swan (now Pro-Vice-Chancellor) and Professor K. C. Westfold (Dean, Faculty of Science).

Throughout 1969, the Commission held 42 meetings and in October of that year presented a report outlining more than 30 recommendations under eight general headings:

1. Co-operation in University Governance
2. Educational Techniques
3. Experiments in Courses of Study
4. Departments
5. Faculties and Faculty Boards
6. Professorial/Academic Board
7. Council
8. The Future

In the two years that have now passed, these recommendations have been mulled over at innumerable meetings of boards and committees throughout the university.

Most of the suggestions have been - or are being - implemented, either wholly or in part.

Has the endeavour been worthwhile? What changes have come about as a result?

An 11-page document presented to Professorial Board late last year reviewed the Commission's recommendations and the progress achieved towards their implementation. Here, The Reporter summarises the major findings recorded in that document . . .

1. Co-operation in university governance

Under this heading, the Commission made five recommendations covering student and non-professorial staff participation in university governance.

It urged that Council, Professorial Board and Faculty Board meetings should be open to interested members of the university (with the proviso that confidential matters may be discussed in camera) and that the committees of these bodies should be obliged to invite representations and evidence from interested persons.

The steering committee of the Professorial Board pointed out that all faculty boards had non-professorial members and that in 1970 Professorial Board had agreed that membership should include students and non-professorial staff. An amendment to the Monash University Act, Section 26, to provide for this was approved by Council on October 11, 1971.

The committee therefore recommended:

- (a) that the present observers (the chairman of the administrative executive, M.A.S., the chairman of M.R.S.A., and one lecturer or above elected from each faculty) continue to attend Board meetings until members are elected to the Board subsequent to the amendment of the Act;
- (b) that the graduate student and undergraduate student members be as defined in Statute 9.1.2, except that, as previously decided by the Board such members must be full-time students. The expression "full-time" means that the sole or principal occupation of the student concerned is as a candidate for a degree or diploma of the University and

that he is currently pursuing not less than seventy-five percent of what is regarded by the relevant faculty as a full-year's work towards that degree or diploma;

- (c) that the term of office of student members be one year and the members be eligible for re-election if qualified;
- (d) that the student electorate be the students enrolled in the University and that the election for each student member be conducted by the appropriate student body recognized for the purpose by the Board;
- (e) that the term of office for the non-professorial staff members be two years and the electorate be the non-professorial members of the faculty;
- (f) that the returning officer for the election of non-professorial members of staff be the Academic Registrar.

The Board deferred a decision on recommendations (b) and (d) pending the amendment of the Act and consideration of an appropriate statute. It adopted the steering committee's other recommendations.

On the question of opening Council, Professorial Board and Faculty Board meetings to interested persons, the steering committee noted that the Professorial Board in 1970 had not favoured open meetings. It further reported:

"The Faculties of Education, Engineering and Science did not favour the opening of their meetings to interested members of the University. The Board of the Faculty of Arts agreed to admit up to twenty members of the University, not members of the

faculty, to any meeting of the Faculty Board; the Faculty Board subsequently noted that although the arrangement had been widely publicized it had not been used to any extent. The Faculty of Economics and Politics agreed that all faculty members of the rank of full-time teaching fellow and above, not members of the Faculty Board, should be allowed to attend: the Faculty Board also agreed that up to ten students of the faculty should be allowed to attend. The Board of the Faculty of Law agreed to (the C.U.A.) Recommendation 1.4. The Board of the Faculty of Medicine resolved as early as 1967 to admit any member of the academic staff of the faculty as an observer. To the Dean's knowledge no one has ever taken up the offer. The Faculty made no comments about the attendance of students."

(The committee recommended, and the Board agreed, that no further action should be taken).

On the recommendation that committees of the governing bodies of the university should be obliged to invite and receive representations and evidence from interested persons, the steering committee reported that in 1970 the Professorial Board had agreed that such committees should be encouraged, wherever appropriate, to receive representation from interested persons. It went on:

"The Faculty of Engineering expressed a similar view. The Board of the Faculty of Education agreed that committees of the Board would be willing to receive written representations. The Faculty of Medicine Executive Committee agreed to the recommendation. The Arts Faculty Board agreed to bear the recommendation in mind when committees were set up. The Board of the Faculty of Law agreed with the Professorial Board resolution. The Faculty Board and Committees of the Faculty of Economics and Politics are quite prepared to invite and receive evidence from interested persons."

(Professorial Board agreed that no further action should be taken).

2. Educational techniques

The Commission made a number of recommendations aimed at improving teaching methods, including:

- a. That courses on educational teaching methods be made available to all lecturing staff and that all newly appointed staff be required to undergo such training.
- b. That special attention be given to the techniques of conducting tutorials and that tutors be required in special cases to attend the lecture courses to which their tutorials are related.
- c. That Education Officers be appointed to faculties or departments to assist the university's staff in their teaching and to undertake relevant research.

The Professorial Board was told that the Faculty of Education was already active in preparing appropriate courses on teaching methods of use within the university. Other faculties generally welcomed this, but did not favour compulsory attendance at the courses.

On the question of tutorials, the report to Professorial Board drew attention to established policy that: "tutors and demonstrators should be reminded that they have a responsibility to be conversant with current lecture material and its relations to the aims of tutorial and laboratory classes." It went on:

"The Faculties of Arts and Medicine were both content to leave this matter in the hands of departments: the Faculty of

(To be concluded next month)

Education felt that attendance should not be obligatory but that the lecturer in charge of the course should ensure that assisting tutors are adequately informed. The Board of the Faculty of Law also felt that tutors should be informed but agreed that they should not be required to attend the relevant lectures. The Engineering Executive Committee decided that the question was not relevant as nearly all tutorials were conducted by full-time academic staff. The Faculty of Science emphasized that departments in the faculty had always been concerned to see that tutors were adequately briefed. In the Faculty of Economics and Politics lecturers were asked to take care in the organization of tutorial activities of teaching fellows. Where appropriate, the teaching fellows attend the lecture courses."

The Board noted that all departments were "very aware" of the need for tutors to be adequately informed about the content of relevant lecture courses and no further action was necessary.

The Board also recalled that it had earlier agreed that faculties wishing to do so were at liberty to appoint education officers, if funds were available.

However, faculties reporting to the Board drew attention to the courses and advice offered by the Higher Education Research Unit and the Board agreed that, since more attention was now being given to techniques of teaching, no further action on its part was required.

3. Experiments in courses of study

The Commission put forward three recommendations aimed at securing greater freedom of subject and course selection; minimising the importance of vocational requirements in the design of courses; encouraging experimentation in the techniques of evaluating course work; and giving students an awareness of the relationship of their subjects to society.

On course selection, the Board was told: "The Faculties of Arts and Education agreed that they should provide as great a freedom as possible in subject and course selection. The Faculties of Engineering and Medicine point out that their courses are necessarily limited because of vocational requirements. The Faculties of Science, Economics and Politics, and Law have not reported."

On experimentation: "The Faculties of Engineering, Arts, Education and Science all report that they are in favour of experimentation and reducing the formality of examinations. The Faculty of Arts has reservations about courses for which there would be no evaluation. The Faculty of Economics and Politics has done and is doing a considerable amount of experimenting with course evaluation and type of teaching."

On the relationship of courses to society: "The Faculties of Arts, Engineering, Education and Science have reported on this recommendation. On the whole they agree that courses in the faculties should aim to give students an awareness of the relationship of their subjects to society, though the Faculty of Arts noted that a sound understanding of the fundamentals of a discipline should not be sacrificed to considerations of immediate social relevance. The Faculty of Economics and Politics reports that this point is continually before lecturers and does not require any more attention than that at present given it."

TUCKETT'S TABLE TENNIS TITLE

Bob Tuckett, 18-year-old Monash science student, has been named Victorian table tennis player of the year. He is now after the Australian men's table tennis title.

Bob began table tennis on a "friendly basis" six years ago. He has now played in competitions in every State and practises three nights a week at Albert Park.

Last year he was undefeated in the international match against a New Zealand junior team, runner-up in the men's singles at the Riversdale championships and capped both by winning the Victorian close title, defeating Australian champion Charlie Wuvanich in the final.

"As he's since beaten me back, I'm practising even harder," says Bob.

SUNBURY: A MEDICAL VIEW

By
GAVIN DAWSON

CRECHE CRISIS

Help for the Monash University creche!
The appeal comes from Mrs. Elizabeth Melbourne who was one of the six married students and staff members who started it four years ago.

Then they had six children, cared for by one trained assistant who often looked after them more for love than money.

Today there is accommodation for 40 children at any one hour, every week day from 8.45 a.m. to 5.30 p.m., 51 weeks a year. And there is a staff of six including three trained in mothercraft.

Mrs. Melbourne says that at the moment the creche is about \$500 down the drain because of the lean months of January and February.

So, to save at least part of the outlay of about \$500 a year on toys alone, she is asking for donations of anything on this list:-

Toys, games, tricycles, wheel-barrow, records, books, wooden spoons and paint brushes. Even a small paint brush now costs up to 40c. and the "pre-owned" or "slightly-used" are just as acceptable to a child artist.

And donors of cots, sheets or blankets will go to the top of the creche's list of friends.

The creche's charges are as low as possible - 33c. an hour for the child of a student and 40c. for the child of a staff member. At one of its houses in Beddoe Avenue, a hot lunch costs only 15c.

The rate for a week is \$12 for a student parent and \$13 for a staff member. To help it expand to keep pace with its growing popularity, there is now a scheme for membership payment of \$6 to entitle a parent to make permanent bookings.

The addresses and phone numbers of the creche are: 16 Beddoe Av., 544-4959, and 2 Beddoe Av., 544-2105.



Photo: The Herald

As we departed the youngsters lined the road, cheered and gave the peace sign. It was a rewarding end to three hectic days for 135 first aid volunteers at the Sunbury Pop Festival.

The temperature was constantly in the 80s and 90s. Conditions were dry and dusty and the 12 bed field hospital - a series of make-shift tents - wasn't really designed to cope with the 3000 people who needed medical attention.

The police claimed that the festival would have been a stage three disaster area if it hadn't been for the St. John Ambulance Brigade, Bill Straffon and myself from Prince Henry's and five other doctors joined the brigade in supplying the continuous medical help. Bill arrived late on Saturday night

and when I reported for duty on Sunday he had performed an incredible amount of work, averaging 1 1/2 hours sleep.

I was a bit dubious about the festival. Like many events you can have preconceived ideas about how it will turn out. The group of youngsters was better behaved than some individuals I've seen at the MCG.

The majority of cases we treated consisted of trauma, lacerations and abrasions. Alcohol, heat stroke and sunburn were also frequent. Drugs were in a minority although the last case I saw was an L.S.D. overdose.

Twenty cases were admitted to hospital. They included two women in

labour, two fractured skulls, four overdoses consisting of cocaine, hashish, L.S.D. and ingestion of sulphuric acid.

Four malar bones in the face were stoved in after brawls and one patient had sulphuric acid thrown over him. Two acute abdominal cases and other varied types were also admitted.

The brigade had good leadership and excellent liaison with its headquarters. At Sunbury the St. John Ambulance Brigade gained State and nationwide recognition.

• Dr. Dawson is Director of Anaesthesia at Prince Henry's Hospital, which is affiliated with Monash.

SCHOLARSHIPS

The Academic Registrar's department has been advised of the following scholarships. The Reporter presents a precis of the details. More information can be obtained from Mr. D. Kelly, ext. 2009.

The Australian National University
Applications are invited for appointment in 1972 to a number of Postdoctoral Fellowships or Research Fellowships in the Research School of Chemistry. Salary: not less than \$6700 per annum for a post-doctoral fellow, and \$6700-\$9220 for a research fellow.

Applications close: March 31, 1972.

Trinity Hall, Cambridge - Overseas Research Studentship
Awarded to a male graduate for research in any subject. Value: Between £150 and £300 a year.

Applications close: April 1, 1972.

Italian Government Scholarships
Awarded to Italian citizens permanently resident in Australia who propose to undertake postgraduate courses in Italy in any university subject, in fine arts or in music.

The scholarships provide a monthly grant of A\$155 for eight months plus A\$115 settling in allowance and return trip by air.

Applications close: April 15, 1972.

University of Glasgow Scholarships
Awarded to graduates for advanced study in Arts and Law at Glasgow University. The value of the scholarships is £750 a year with remission of fees.

Applications close: April 15, 1972.

WHO'S WHERE?

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

AUSTRALIAN NATIONAL UNIVERSITY
Chinese (also with Far-Eastern History): Professor Ho Peng-Yoke, University of Malaya, as Asian Fellow until August 1972.
South Asian and Buddhist Studies: Professor M. Hara, University of Tokyo, from March 6 until May, Visiting Appointment.
Summer Institute of Linguistics: Dr. K. Franklin, T.P.N.G., from March 14 as Visiting Fellow.

MONASH
Civil and Structural Engineering: Professor B. Rawlings, University of Sheffield, for 3 months during 1972.

UNIVERSITY OF SYDNEY
Department of Agriculture: Professor M. K. Moolani, Haryana, Agricultural University, India, Colombo Plan, Post Doctorate Training, during March.

DIARY OF COMING EVENTS

MARCH

March 10: Musica Viva Concert, Robert Blackwood Hall, 8.15 p.m.
10: German department film, "Minna von Barnhelm," H2, 8 p.m.
17-18: Polish National Dance Company, Alexander Theatre, 8 p.m.
19: Parent Orientation, from 11 a.m.

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.

Owen, Frank, Lloyd George, His Life and Times. Illus. Pub. Hutchinson, 1954. \$3.
Hutchinson, Isobel. North to the Rime-Ringed Sun. An Alaskan-Canadian journey made in 1933. Pub. Blackie, 1934. \$1.50.

Macleod, Fiona. Studies in the Spiritual History of the Gael. Pub. Heinemann, 1925. \$1.

Lundberg et al. Leisure. A suburban study. Pub. Columbia Uni. Press, 1934. \$1.

Mauldon, F. R. E. A Study in Social Economics: The Hunter River Valley. WEA Series. Pub. R. & M. 1927. \$1.

Walton, Mary. Sheffield; Its Story. Pub. 1949. \$1.

Zimmern, A. E. The Greek Commonwealth. Politics and Economics in 5th C. Athens. Pub. O.U.P. 1915. \$1.

Hyde, Douglas. I Believed. Reprint Soc., 1950. 80c.

Atlas of Ancient and Classical Geography. Pub. Dent., 1908. 80c.

VISION

Two members of the physiology department, Dr. Brian Cragg and Dr. Richard Mark have given papers at the meeting in Canberra on the "Neurophysiology of Vision". This meeting was held between 11-17th February and was organised by the Department of Education and Science and the American Academy of Science. A group of American and Australian scientists were selected to contribute.

MANNIX

Mannix College, a residential college for men situated on Wellington Rd., opposite the main entrance to Monash, has a small number of vacancies left this year. For further details contact the college secretary, phone 544-8895.

Copy deadline for the next issue of Monash Reporter is Monday, March 6. Letters and contributions from staff and students should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone 3087).