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## Native plant extract for "Pill" ...

# MONASH SCIENCE TEAM SUPPORTS NEW DRUG INDUSTRY IN AUSTRALIA

A Monash scientific team believes that Australia should develop its own oral contraceptive industry and stop importing the "Pill" from overseas.

The scientists are preparing a submission to send to the heads of government and industry which will outline the costs involved and urge the establishment of an Australian steroid drug industry.

The industry could also manufacture drugs for other medical purposes, for example cortisone.

The team involved is Professor John Swan, Pro-Vice-Chancellor and former professor of organic chemistry at Monash, Dr. Frank Eastwood, reader in organic chemistry and Dr. David Collins, a senior research fellow in chemistry.

Steroid drugs are the active constituent of oral contraceptives. They are largely manufactured from steroid raw materials obtained from plants.

The scientists claim that the industry is feasible in Australia because it would be based on a native plant — one of the many solanum species which grows widely throughout Australia.

Extraction of some solanum species yields the alkaloid solasodine, a steroid which is used as the raw material in one of the two major contraceptive manufacturing processes.

At Monash, the scientists are conducting research on solanum plants in

conjunction with the Waite Agricultural Research Institute of Adelaide and the Division of Applied Organic Chemistry of the CSIRO.

The research work is aimed at determining which solanum plant is best suited, both in agricultural and chemical terms, to the extraction of solasodine, or a related steroid.

It is being financed by the Rural Credits Development Fund of the Reserve Bank. Several major companies in Australia have shown interest in the work.

Professor Swan has just returned from three months study leave in Queensland and NSW, where he collected solanum plants, including many species that had not been analysed before.

On Cape York he found one species which had not been previously recorded in Australia, and he rediscovered two species which had not been collected for more than 100 years.

He said there were over 80 native and 30 introduced species of solanum plants in Australia. Well-known species are *Solanum tuberosum* (the potato) and *Solanum aviculare* (the Kangaroo apple).



Technical officer Vicki Perrett inspects one of the species of solanum plants, *solanum laciniatum*, being analysed in the chemistry department. The plant is being cultivated at Monash with the help of the grounds branch.



● *Solanum laciniatum* — the Russian stamp and the Australian plant.

## New council urged in Arts

A 64-member council of staff and students will be recommended to the November meeting of the Arts Faculty Board.

The recommendations will be made by a sub-committee of the board.

The proposed council would consist of two student representatives and two staff representatives from the 15 Arts departments plus the four student representatives on the Faculty Board.

Its main function would be to arrange an open forum at least once a term at which all students and staff in the faculty would be invited to take part. Arts has about 3500 students.

It is proposed that the council would elect its own president and secretary who, together with the student represen-

tatives on the Faculty Board, would form an executive.

It is hoped that by this means the student representatives on the Faculty Board would be more closely in touch with students in all departments and that on major questions of policy the Faculty Board would be better informed on the views of staff and students throughout the Faculty.

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One species, *Solanum laciniatum*, was collected in Australia by Russian scientists about 10 years ago, taken back to Russia and cultivated, and is now used for the steroid drug industry of Russia and Eastern Europe. (The Russian interest in the Australian plant is illustrated by the stamp reproduced above).

The Monash scientists said that Australia was totally dependent on overseas pharmaceutical companies for its supply of oral contraceptives, therapeutic sex hormones, cortisone and other steroid drugs.

They estimated that this year one million women in Australia were using oral contraceptives. The total annual cost was about \$15 million — about \$9 million wholesale cost and about \$6 million retail profit.

The sale of corticosteroid drugs for medical purposes added about another \$5 million, so that the total retail cost of steroidal materials in 1974 is about \$20 million.

If Australia was to develop its own steroid industry, the scientists say that the economics of the total process would allow an adequate financial return

to those growing and harvesting the crop and to the associated chemical industry.

Such a project would give a powerful impetus to the creation of a technologically advanced chemical industry in Australia and should lead to earnings through the export of a continuously useful and saleable commodity.

The Monash team believes that within a few years about 100 million women throughout the world will be using the pill and there is already a world shortage of materials for the manufacture of steroidal drugs.

To meet the Australian demand and the potential export market, a scale of operation of 5000 to 10,000 acres under cultivation could be envisaged, the scientists say.

# ACCIDENTS AT INTERSECTIONS— MAJOR STUDY NOW UNDERWAY



● Photo: Australian Tourist Commission.

The University's three-year road user behaviour study is now in its first phase with an examination of drivers' behaviour at intersections where the majority of accidents occur.

The study is being carried out by a five-member research team from the Department of Psychology.

The research is primarily looking at the extent to which people conform to formal (legal) and to informal road rules which operate at intersections.

The informal rules cover such aspects as giving way to the heavier or faster vehicle, and the strategies that occur when more than two cars approach an intersection at the same time.

The team is also examining factors determining which car goes first at an intersection, speed variation, lane-keeping, and the gaps that drivers allow between traffic.

The study will lead to recommendations on priority systems, the legal traffic code, traffic engineering, and even recommendations about vehicle construction.

It is being financed by one of the largest research grants ever to come to Monash — nearly \$138,000 awarded by the Australian Department of Transport.

The work is being supervised by Professor Ron Cumming and carried out by a team within the department. Part-time workers on the project are Prof. Cumming and Dr. Tom Triggs, while those full-time are Dr. Robert McKelvey (recently arrived from the U.S.), research assistant Phillipa Wisdom, and technical officer Bill Mare.

The team is also working closely with the Department of Transport's road safety section.

The first phase is expected to take about a year, and the full study will take three years.

Dr. Triggs said one pilot study had been carried out so far, at an intersection in Sandringham and an intersection in Elwood. The main aim of this study was to determine which types of driver behaviour could be recorded by using "the eye" (paper and pencil technique) and which types of data needed to be recorded automatically by road "sensors".

The team is now examining Victorian accident statistics from the Road Safety and Traffic Authority, in order to identify intersections with a high accident potential. These areas will then be selected systematically for taking observational data.

The team has a station wagon and has ordered a Nova computer which can be carried in the back of the car, for processing information on the spot.

Data will be collected on both co-operative and competitive behaviour between drivers. Intersections without traffic lights will be a primary interest.

Dr. Triggs said alcohol was the greatest factor in poor road-user behaviour, but it was not within the study's brief to look specifically at this problem.

"We are looking at the driving patterns of all drivers," he said. "Not just those involved in accidents or those who have consumed alcohol."

Later, however, the study may look at the behaviour of individual drivers, for example how far drivers behave consistently, and at driver education.

Dr. Triggs said the behaviour leading to accidents was not yet well understood. It was clear that most accidents occurred at intersections, but the exact events leading up to accidents were not well documented.

## Summer School films

The Monash Film Group will hold a series of eight films by Spanish-born film maker Luis Bunuel as part of the coming Monash Summer School.

The films which will be introduced by a variety of media and film lecturers will include "The Exterminating Angel", "Belle de Jour", "Viridiana", and "Discreet Charm of the Bourgeoisie".

The collection of films represents all Bunuel films currently available in Australia.

Bunuel, who has been making films for more than 40 years, has a reputation for daring imagery and for biting attacks on the Church and State and on wealth and privilege.

The season which begins on January 16 and ends on February 11 will be in the Alexander Theatre.

A season ticket will cost \$8. The film group last year held its first Summer School film season with works by Visconti.

More details are available from Tim Blakely, Monash Film Group, ext. 3142. See page 7 of this issue for more on the Summer School.

## Change in 1975 quotas proposed for sociology

The Faculty of Arts has recommended tighter quotas in sociology to the Professorial Board which meets next Wednesday (October 30).

If approved by the Professorial Board and Council the quotas would affect first, second and third year sociology in 1975.

The intake in first year would drop from 450 to 350, in second year it would be 240 instead of 280 and in third year a quota of 150 would be introduced. In fourth year and for post-graduate work there would be no increase in student numbers.

In a notice this month to all sociology students, the department chairman, Professor W. H. Scott, said the reason for the reduced quotas could be stated simply — lack of staff.

"The sociology tenure staff have for some years carried teaching loads well in excess of faculty norms," Prof. Scott said.

"We are now in a position where we are still a number of staff short of our entitlement, but, because of the present 'freeze' on staffing, can see no prospect of making up this deficiency.

"But the market for sociology staff is, of course, booming, and most of my senior colleagues could readily take positions elsewhere — with promotion — and with lower teaching and administrative loads.

"If, therefore, these restrictions were not imposed, I would expect to lose staff — and who could blame them? The result of this would be, of course, that restrictions much more severe than those now imposed would be necessary.

"I believe that most students appreciate that the staff have 'pulled out all the stops' during the past four years to take as many students as possible. Regrettably, for the reasons stated, a halt must be called."

Prof. Scott said that the quotas would, as ever, be administered as sympathetically as possible, but clearly a number of students who expected to proceed must be excluded.

"I need hardly say that these decisions have been reached after the most careful consideration, and with an acute awareness that they involve hardship for students," he said.

## Staff Association resolutions

A special general meeting of the Staff Association of Monash University was held on Monday, October 21, "to discuss student assessment protests and related issues including the calling of police onto the Monash campus".

About 80 members attended. The following resolutions were carried:

1. We believe that rational discussion as a way of resolving differences of opinion in an academic community is desirable.

2. We endorse the principle (reaffirmed by the Professorial Board on 25.9.74) that departments "be informed by consultations with students" in matters relating to course content and assessment.

We further endorse the Board's call

for "immediate steps to examine the existing machinery for consultation between students and teaching staff and to make improvements where they may be needed."

We believe, therefore, that there is an onus on members of this Association to encourage actively and to participate in discussion between teaching staff and students on these matters at all levels.

# PROFILE OF A MONASH STUDENT



**STUDENTS** entering Monash are predominantly males under 19, who live in the metropolitan area, were born in Australia, have some religious beliefs, do not hold a scholarship, and have fathers in professional or managerial occupations.

There are marked enrolment differences between faculties. For example, the professional faculties of Engineering, Medicine and Law are least representative of women, with the highest single enrolment at the University being female Arts students.

Older aged students are least likely to enter the scientific faculties.

These are some of the features of a profile of students entering Monash last year. It has been compiled by Anne Smurthwaite, a research assistant in the Higher Education Advisory and Research Unit.

The profile was based on questionnaires filled out by students when they enrolled. The information, which has been collected annually by HEARU since 1969, was confidential and has been kept anonymous.

Here are some of the main findings ...

**Sex:** Males enrolling outnumbered females 3 to 2. In the faculties of Engineering, Law and Medicine, they outnumbered females by 5 to 2 or more. In Arts, however, females outnumbered males by 2 to 1.

**Age:** Students aged 18 or less made up 78% of the enrolment. Medicine had the most youthful enrolment (97% under 19), while older students tended to enrol in Arts, Ecops. and Law. There were no students over 29 enrolling in either Medicine or Engineering.

**Socio-economic background:** Over 70% described their father's occupation as professional or managerial, while 9% said clerical, 9% craftsmen or semi-skilled, 4% shop assistants, and 4% unskilled or labourers. Law and Medicine had the highest proportion of students from professional or managerial backgrounds, and Arts and Ecops. the lowest.

**Country of birth:** Nearly 90% of students enrolling were born in Australia, New Zealand or the U.K., 4% were born in Asia, and 6% in other

countries. Asian students in terms of their overall representation enrolled strongly in Engineering and Medicine. Non-British born migrants were most poorly represented in Medicine and best represented in Engineering and Science.

**First language of student:** Overall 85% of students spoke English as their first language. The figure was lowest for Engineering entrants (77%) where Asian-born students and non-English speaking migrants were best represented at the University.

**Religion:** Catholics made up the largest group of new students (24%), and non-Christians the smallest group (1.2%). Those professing "no faith" made up 20%. Catholic students were found mostly to enrol in Law (36%) or Arts (27%). Jewish students were best represented in Medicine and Ecops. Students with no faith were represented evenly across all faculties.

**Type of school:** Most came from state schools (49%), then independent schools (27%) and Catholic schools

(20%). Students from state schools were most likely to enter Science (where they made up 58% of the entrants) and were poorly represented in Medicine and Law. Catholic school students were best represented in Law. Independent-school students were best represented in Medicine (47%) and Law (36%).

**Locality of school:** Most students were from metropolitan schools (77%) with 10% from rural schools and 4% from provincial cities. Students from country schools were most likely to enter Engineering and Science, and least likely to enter Medicine.

**Scholarships:** The majority had no scholarship (53%), while 28% had Commonwealth scholarships and 16%

had studentships. Medical students had most Commonwealth scholarships (90%) while, predictably, Arts had the highest proportion of studentships.

**Source of students' living allowance:** 29% of students said they received no living allowance; 39% received allowances from their parents. Arts students were least likely to have a living allowance from any source; Engineering students were most likely to be supported by their parents.

**Attempts at HSC:** At least 12% of the entrants sat for HSC more than once. These were least likely to be enrolling in Medicine, and mostly were found to be enrolling in Science and Engineering.

## Melbourne and Monash students — a comparison

Students entering Monash in 1970 were much less likely to hold Commonwealth scholarships than Melbourne University students, according to a study of 1970 entrants to both universities.

The study was carried out by Anne Smurthwaite, whose recent profile of 1973 entrants to Monash is also reported on this page.

In the 1970 study, Ms. Smurthwaite found that 52% of the entrants to Melbourne University in that year had Commonwealth scholarships, compared to only 24% of Monash students. However, Monash students were more likely to have Education Department studentships (32%) than Melbourne

students (19%).

"On this evidence it appears that Monash provided places for many students who would not have been admitted on the basis of their HSC results to the University of Melbourne in 1970," she commented in her report.

Ms. Smurthwaite found that Monash attracted more rural students (14% of enrolments at Monash, 11% at Melbourne), and more state school students (53% at Monash, 45% at Melbourne).

Melbourne University tended to attract more independent school students (30% at Melbourne, 28% at Monash), and more Catholic school students (23% at Melbourne, 17% at Monash).

She did not, however, find any significant differences between the two universities in respect to sex (females made up 37% of the enrolment at both universities), or father's occupation (both were strongly over-represented by occupations in the upper socio-economic levels, i.e. professional and managerial.)

## Twilight seminars over summer

"Twilight seminars" are to become a feature of Monash over the summer months.

They are the idea of Dr. Jack McDonell, Director of the Centre of Continuing Education.

He believes the University should take advantage of daylight saving to hold small seminars outdoors for about 15-20 people. They would start at about 6.30 p.m., with a barbecue meal and drinks provided.

This would permit the sort of informal discussion and exchange of ideas which is often more valuable than formal conferences.

Dr. McDonell says that for about \$6 a head, Monash could cover an excellent barbecue service, drinks, administrative expenses, and the provision of an overhead projector and screen if needed.

If the weather was bad, alternative arrangements would be available indoors.

He says one of the attractive courtyards at Monash would be ideal — probably at one of the Halls.

The first seminar will be held in December. It will be a gathering of social sciences teachers to discuss their in-service education program for next year.

Dr. McDonell said several weekly seminars in a series could be arranged if people wanted it. Miss Adrienne Holzer from the Vice-Chancellor's Department is acting as organiser.

They are anxious to hear from people interested in holding such seminars — preferably in a subject area where there are some people working within Monash as well as a known "pool" of others outside the university with the same professional interest.

Dr. McDonell is on ext. 3694, and Miss Holzer is on ext. 2002.

● CCE seminars on trade practices law and disadvantaged schools on page 10.

## IN THE MAIL

### A mathematical sequence?

Sir,  
Assessment . . . occupation . . . arrest  
. . . withdrawal . . . discussion . . .

This would be a very proper sequence if the University recognised that its action on student complaints about assessment had been quite inadequate.

There is an old English saying that he who fights and runs away, will live to fight another day.

One wonders if perhaps the University has not made a strategic retreat knowing full well that the student generation is only 2-3 years and discussion can easily be prolonged until there is a new generation of students.

This attitude could be taken if the University believed its assessment was about as good as it could be, or if it just couldn't care less about assessment. In either case we can look forward to a repetition of the cycle — with variations — every student generation.

The staff generation is much longer than the student generation, perhaps 20-30 years. Unless some miraculous conversion takes place we can therefore look to no substantial change in assessment for 20-30 years or until there have been some 10 cycles of student action.

Back in 1950, before most students were born, Sir Ewart Smith, who had been Chief of Armament Design in World War II, who was President of the British Institute of Management, and whose normal occupation was Technical Director of I.C.I. (London), sent two of his staff to U.S.A.

They were Richard Beeching (now Lord Beeching) and Russell M. Currie (now deceased). Their task was to compare British and American productivity, how different they were, how it had got that way and what was the reason.

Briefly the answers were that American productivity was something like four times British productivity per man.

At the time of the War of Independence they had been about equal. Since then each had grown pretty steadily at a few per cent per annum, but American growth had been faster by about  $\frac{3}{4}\%$  per annum.

The reason could be tracked down to nothing but the "attitude of management". In Britain and America there were of course a number of levels of management, e.g. industry, government and financial policies, and unions and policies of preserving employment by limiting individual output. We have these 25 years later.

In Monash we have levels of management — the administration, the Professorial Board and departments, and a semi official group which advocates unqualified or balloted entry and degrees based on no assessment but just long service (or long occupation?).

The hard fact of life is that Monash will be a great University if its several levels of effective management can come sufficiently to terms with one another to raise the real rate of progress.

If they bicker, and fight, and occupy, and stall, this University will become third rate. It is up to the current generation of academics.

At the moment it is assessment which must be improved in relevance, precision, and economy, and use, and must be seen as improved by both staff and students. However, improvement is required every year in the area where it is seen to be needed.

Who is for a third rate university!

— J. R. Bainbridge,  
(Mr. Bainbridge is retired senior lecturer, now consultant, Computer Centre).

### A consultative congress formed in history

Sir,  
Following a series of meetings between staff and students a consultative congress to discuss and to make recommendations on course content and assessment will be established next year in History.

The sequence of events and the decisions were as follows:

A general meeting of students and staff of the History department to discuss assessment was held on Thursday, October 3. After an hour's discussion, it was decided to call another meeting to frame a working paper.

The second meeting was held on Monday, October 7, and after further discussion a small committee of three students, Mr M. Frankel, Mr S. Morgan and Mr S. Rosenthal and one member of staff, Mr P. Clarke, was given the task of drawing up the paper. This was considered by the History department at its staff meeting on October 11, and only minor amendments were suggested to it.

Another general meeting of students and staff, held on Tuesday, October 15, adopted the following resolutions arising from the proposals of the working paper:

1. A consultative congress of the History department shall be established, open to all students enrolled for History courses at Monash University and all members of the staff of the Monash University History department.
2. (a) The purpose of the congress shall be to provide a forum for the discussion of common and general problems related to (i) the teaching and learning of History, (ii) the structure and content of History courses, (iii) the work required by History courses, (iv) the assessment of students' work. (b) Further, it shall be open to the congress to make proposals or suggestions to the History department, or other appropriate bodies, related to the above concerns; when these proposals take the form of motions, they shall be passed by a simple majority of members present at a meeting of the congress.
3. The first meeting of the congress shall be held within the first three weeks of the academic year. Subsequent meetings shall take place at least once every term. Additional meetings may be called any time by the committee or on the petition of at least 30 members.
4. At the first meeting of the congress a committee shall be elected by the meeting. The size of the committee and term of its office shall also be decided at the first meeting of the congress.
5. The function of the committee shall be:
  - (a) To arrange the meetings and agenda of the congress.
  - (b) To preside over meetings of the congress.
  - (c) To submit a statement of the proposals made by the congress to the Chairman of the department.
  - (d) To attend the staff meeting of the History department following a meeting of the congress, and to participate in the discussions of those matters.
6. The History department shall undertake to give serious consideration to the discussions and motions of the congress, and to take appropriate action.

— Professor Alan McBriar,  
History.

### Dr. Simonow retires

Dr. Agnes Simonow has retired from the University after 13 years as head of the filing section.

Mr. Douglas Bishop, formerly from the archives section of the State Library, has been appointed as the new filing officer.

### Vice-Chancellor replies to critics

On Monday, October 14, "Lot's Wife" published a letter signed by 33 members of the Department of Anthropology and Sociology expressing concern at "recent developments" surrounding the student occupation of the University Offices and their eviction by police.

The letter was addressed to the Vice-Chancellor and was delivered to his office on the day that the "Lot's Wife" article appeared.

Since no further issues of "Lot's Wife" will appear this year, the Reporter has agreed to make space available to reproduce the following reply, sent on October 22 to one of the signatories to the letter:

Dear, —

When I acknowledged the letter from you and some others in your Department the other day I was not aware that it had been sent to "Lot's Wife" before it had reached me; this was surely not in accordance with normal courtesy.

It was perhaps hardly to be expected that the Editor of Lot's Wife would have given me the opportunity to reply in the same issue but, as this was the last number for this year, your letter could have been the last printed word on a difficult and unpicassant episode. Since it contains a number of assertions which certainly call for comment I have asked for space in "The Reporter".

Your letter makes four main points. In the first you refer to "police intervention in the dispute between the University's Professorial Board and the Monash Association of Students".

You choose to ignore the fact that examinations and assessment are the business of faculties and departments in the first instance, and not of the Professorial Board. For my part I wish to state unequivocally that an invasion of a university building is not a tolerable way for students to conduct a dispute with anyone.

When, in the end, police were called it was to evict students — and others — from the University Offices, which they had "occupied" for more than a week. Police help was requested only when the invasion had extended from the foyer into the East Meeting Room and the offices beyond, where students were seen reading papers, and into the Council Chamber where some damage occurred in the course of a drinking party.

If the dispute had been confined to orderly discussion between representatives of the Professorial Board and M.A.S. then there would have been no need to depart from the University's ordinary procedures.

Your second point relates to the information which was made available officially to members of the University. Sound Nos. 171, 172, 173 and 175 gave a reasonably adequate account of the situation as it developed although fuller reporting would no doubt have been advantageous. It has to be remembered that, because of the subject of the dispute the Printery, where there was an apparent attempt to break in, was a particularly sensitive area: there were therefore some difficulties in producing Sound.

Your third point concerns "the possible inequity of treatment of those students against whom charges have been laid" in that their subsequent fate depended on the actions of others. First

let me say that the suggestion that the charges be withdrawn came from the Chairperson of M.A.S. which was officially supporting the invasion. Secondly the police officer in-charge of the operation gave ample opportunity to any trespasser who wished to do so to leave the building and many chose to do so; the remainder elected to remain knowing perfectly well that they would be arrested and charged. My offer to withdraw the charges, on conditions, therefore improved their situation. Thirdly the object of my actions was to restore the University to normal working and to keep it peaceful for the benefit of the many thousands of students who were concerned only to complete their year in the usual way; a little leverage over the rebels was surely not unjustified in the circumstances.

Finally you make the point that police should be called to the campus only in the most exceptional circumstances; I wholeheartedly agree. When I came to Monash nearly fifteen years ago it never entered my head that such action would ever have to be contemplated; the conventions of behaviour in the universities where I had previously worked were such that disciplinary action of any kind was quite uncommon. I used to make the point to new Monash students, in our first four or five years, that we did not have a special code of rules since it could be assumed that the normal behaviour of civilised adults would obtain on the campus.

Those peaceful days have passed, unfortunately, and the new brutalism in university affairs endorses the tactics of coercion and confrontation; your own letter can be read as supporting these developments. Let me make it clear, therefore, that an occupation of the University Offices is not acceptable behaviour. The staff who work there are busy with the mechanics of running the University and are usually not involved in the academic disputes which agitate some staff and students; it is quite unreasonable that they should have to bear the brunt of confrontations.

In the present instance the occupation began on September 18 and was endured by my colleagues until September 25 when, as I have indicated above, I judged that there were signs of an intensification of the interference which could lead to the University being brought to a standstill. The police were called, therefore, to restore the University to normal working and not for the prime purpose of arresting students and subsequently punishing them. As you can easily imagine I have been criticised for withdrawing charges against people who, some consider, richly deserve some punishment.

It remains to be seen whether the events that we have been through recently are exceptional or not and whether it will continue to be possible to run a community as large as ours without having recourse to police action. What happens depends very largely on the attitude of the academic staff and my hopes for the future were therefore sadly jolted by your letter.

Yours sincerely,  
J. A. L. Matheson,  
Vice-Chancellor.

# ARTS DEPARTMENTS COMMENT ON MAS ASSESSMENT PROPOSALS

TEN departments in the Faculty of Arts have commented on a number of MAS proposals on assessment and related issues.

The proposals passed at an MAS meeting in June involved optional forms of assessment, student control of assessment, distinctions between pass and honors, publication of results, course content and structure, and grading of students.

The Dean of Arts, Professor Guy Manton, reported to this month's Arts Faculty Board meeting that there was general agreement among the ten departments that there should be optional forms of assessment, as already provided in most departments. Further, the final decision on what forms were offered should rest with the department.

Professor Manton said that most departments agreed that admission to honors courses should be less restrictive.

Five of the seven departments which commented in detail on the publishing of results agreed that results should be confidential to the individual student, but all felt that official records needed to be kept.

Professor Manton said that no department would concede that students should decide course content and structure, but it was generally agreed that students should be consulted as fully as possible.

He said there was little support for the complete abolition of classes and grades. No department could suggest how the concept of failure could be abolished — at least in the units which counted towards the degree students would need to obtain a pass.

## Detailed comments by history and geography

THE detailed comments from two departments — history and geography — on the June MAS proposals were included in the Arts faculty board papers this month.

In introductory comments the geography department said that it believed the majority of its students supported, in a general way, the present policies concerning assessment and the structure of undergraduate degrees.

"Most of the students we meet are quite content to work within a system where academic merit is respected and rewarded, where a degree from this institution is accepted by society as an indication that a student has passed certain minimum standards," the department said.

The history department said its paper summed up the attitude of a majority of staff but did not represent the views of all staff. The department hoped the paper would be a basis for discussion with students.

History urged the introduction of an unassessed degree alongside the existing assessed B.A. degree. The department sympathised with students who wished to take a university course without undergoing a process of formal assessment.

Geography said that there was merit in the suggestion that students should have the option of not being assessed in a subject if they so desired, so long as subjects in which a student has not been assessed were not considered to have fulfilled degree requirements.

### "Audit" a unit

"It should be possible for a student to 'audit' a unit (subject to enrolment quotas etc.) purely to satisfy his own interest without being forced to accept a failing mark on his record if he chooses not to be assessed," geography said.

History said that the policy of admission to the honors course should be liberalised, initially for a trial period, to admit all students who applied for admission at the end of their year. The prerequisites would be sufficient interest and sustained effort and evidence of support from tutors for the student's application.

The practice of pass and honors students attending the same tutorials could be extended.

Geography said that honors courses were already "open to all" as all entering students had an equal opportunity to qualify for the right to enrol in such courses.

"We reject the implication that special honors courses, or honors tutorials, should be open to all students once the courses have been established," the department said.

"The function of separate honors courses is to allow those students who have demonstrated their capacity to work at a higher level and proceed at a faster rate to do so; this function would not be served if students unable to cope at that level were admitted."

### Secret results

Both departments supported the concept of secrecy of assessment results.

Geography said that results should be released only to the student or to persons outside the university selected by the student. "Publication of results in a form in which individuals may be identified by name is a needless invasion of privacy," it said.

History recommended that results be not published in future, and that students be advised of their result by individual letter only.

But both departments believed that files containing results had to be kept by the university. Geography suggested they were essential material when a teacher was asked to write a testimonial or a reference for a student.

Both departments had reservations about the right of students to decide curriculum — course content and structure — in consultation with teaching staff and later year students.

Geography said: "While we are prepared to consider suggestions from students about course content, we assert the right and responsibility of university teachers to decide what to include and what to omit."

History said: "Regular consultation with students on the content and structure of courses is desirable, but, primarily for educational and practical reasons, final decisions should continue to be made by the department."

Similarly, both departments would be loath to give students complete say on how they should be assessed.

Geography commented that while accepting that a mixture of forms of assessment was desirable, the responsibility for the proportions of the total mark allotted to each form properly rested with teacher. Further, it may not be in the best interest of the student or of the society to allow a student to demonstrate his competence only in the form he thought most advantageous to himself.

History said that while some choice may be made available, and students should be consulted regularly, the final decision on methods of assessment must rest in the department.

### No end to grading

Neither department could see an end to grading.

History said that although it did not want to encourage the spirit of competition between students, it considered that the award of classes of honors, or of the grades of credit and distinction, was a desirable practice as it gave students an opportunity to take into account their teachers' evaluation in assessing their own performance.

Geography maintained that students who were exceptionally industrious or highly intelligent, or both, were entitled to the recognition that differentiated marks represented.

"So long as admission of professionally competent people into such fields as medicine, engineering, law, teaching, etc. is based in part on academic achievement (of which grades are a useful if imperfect indicator), the need remains for distinctive, creditable, and passing performances to be differentiated."

## Exam changes in English courses

Changes have been made to the end of year assessment procedure in first and second year English following staff and student meetings during the past few weeks.

The alterations add to the options open to students but do not mean that the end of year examinations have been abolished.

In first year English the students may now either sit for an examination or submit two short essays by the date of the examination, November 8.

In second year pass students may do an additional essay in the place of an examination.

In second year honors, as there are already four essays, the alternative to the examination will involve a national tutors' assessment plus a short stylistic test. (Students could do a fifth essay if they so desired).

### The wrong title

In last month's issue, The Reporter inadvertently gave Mr. Brian Bullivant from the education faculty the wrong title. He is lecturer in education not senior lecturer.

## Shorter courses advocated by Careers Office

SERIOUS thought should be given to the introduction of shorter university courses, the Monash Careers and Appointments Office said this month.

The Office believes that after a course of say two years, students could readily evaluate their position and either proceed to more study or seek employment.

In the October II "Careers Weekly", the Office said that the most far-reaching change in the academic process in the future was most likely to be in structure of courses.

"Many of the courses provided now have their structural origins in another age, when the completion of a degree ensured entry to a small elite and clear rewards from the status in the community," the Office said.

"Mass tertiary education has changed this and in doing so may have rendered obsolete the degree structures with which we are now familiar."

There was a growing body of opinion to the effect that students should be credited for successful study at intervals of not more than two years.

After two years at the university, each student would review his plans, and have his performance assessed, before proceeding to another, more specialised, two-year course. He should not be encouraged to go on unless he could show a clear commitment to a line of academic or occupational development that required the extra training.

### Further study

If by the time he had completed the first division course he had not made such a commitment, he should suspend his formal education or proceed to a vocational course, without, however, surrendering his right to return to further study in the future.

The Office said that this kind of structural pattern had been put forward in various guises in recent years, and it was already being used in some overseas universities.

It was compatible with the growing demand for 'recurrent' education, and introduced the possibility of great flexibility of course content and of course objective. It was worthy of serious thought.

The Office praised the introduction of deferred entry for first year students at Monash and elsewhere but said that more positive efforts should be made to encourage students to have work experience before entering university, or to stop during the course, or both. Periods of longer than one year, maybe up to three years, could be considered.

The Office also said there seemed to be a need to reduce the emphasis on the importance of certification through formal higher education. Assessment for admission to professional practice in various areas could well be based on other grounds than a mandatory formal qualification.

Further, there was merit in the proposal that professional qualifications should have limited currency in the manner of passports — for example, qualifications could be withdrawn after, say, ten years and renewable only after a period of six months or a year of formal re-education.

**Exams, H.S.C. — two opinions on page 10**

# THE STREET SHIELD—FOR A MAN OF MANY PARTS

The shield at left is not likely to feature in Debrett's Peerage, but will have pride of place in Professor Bob Street's new laboratory at the Australian National University in Canberra.

The shield was presented to Professor Street last month on his departure from Monash to take up the position of Director of the Research School of Physical Sciences at ANU.

Professor Street, who was born in Yorkshire in 1920, has been Foundation Professor and Chairman of the Department of Physics at Monash since 1960.

Professor Bill Rachinger, professor of experimental physics, explained the significance of the decorations on the shield to the 170 or so people who attended Professor Street's farewell.

First, the shield was not stout British oak but Australian hardwood — from one of the benches in the recently renovated second year optics laboratory!

Then from top left:

The thumb rampant was not a rude gesture — the labelling indicated that this was a standard inch symbolising Professor Street's connection with the National Standards Commission and with the Metric Conversion Board.

"It is a reminder of the humble beginnings of our standards of length and there may be a faint plea here



• Professor Street

to bring back the inch and forget about all this business of metrication," Professor Rachinger said.

At ANU Professor Street would become the possessor of a very large device known as the homopolar generator, Professor Rachinger said. Therefore a kit was provided to handle it — a spanner to dismantle it, dynamite to blow it up and, through today's commonplace process of "microminaturisation," a Monash version of a replacement.

As well as the working kit, there was also an ANU recreation kit, immediately below the central Monash Crest.

The 1961 vintage helium illustrated the life blood of the department — its research interest in low temperature physics and liquid helium. The model cryostat allegedly contained some molecules of the original helium that was injected into physics in 1961.

## One corn flake

The corn flakes packet was transparent and would allow a buyer to see that the package contains just exactly one corn flake. This was appropriate to Professor Street's association with the Interim Commission on Consumer Standards, which among other things is concerned with deceptive packaging.

As well as the department's life blood it was felt that Professor Street needed its epidermis — consequently there was a piece of brick chipped from the outer wall of the physics laboratories.

The exhibit at the bottom of the shield commemorated Professor Street's success in pioneering the new and exciting field of viophysics — he has had marked success in growing South African violets.

The golf ball has been chromium plated to symbolise three of Professor Street's main interests — golf, and his research in elasticity and in chromium. He was probably the only man on Earth to possess a chromium-plated golf ball, Professor Rachinger suggested.

## "Street's Home Brew"

And finally "Street's Home Brew". The plimsoll lines on the beer mugs indicated a standard capacity — the use of plimsoll lines on beer glasses was at one stage a hot topic of conversation within the department.

"The fact that the shield has many parts to it reflects the fact that Bob Street is a man of many parts and, indeed, it is this spread of activities which has enhanced the Department of Physics and added a lustre to it," Professor Rachinger said. "From this, each and every member of the department has benefited".

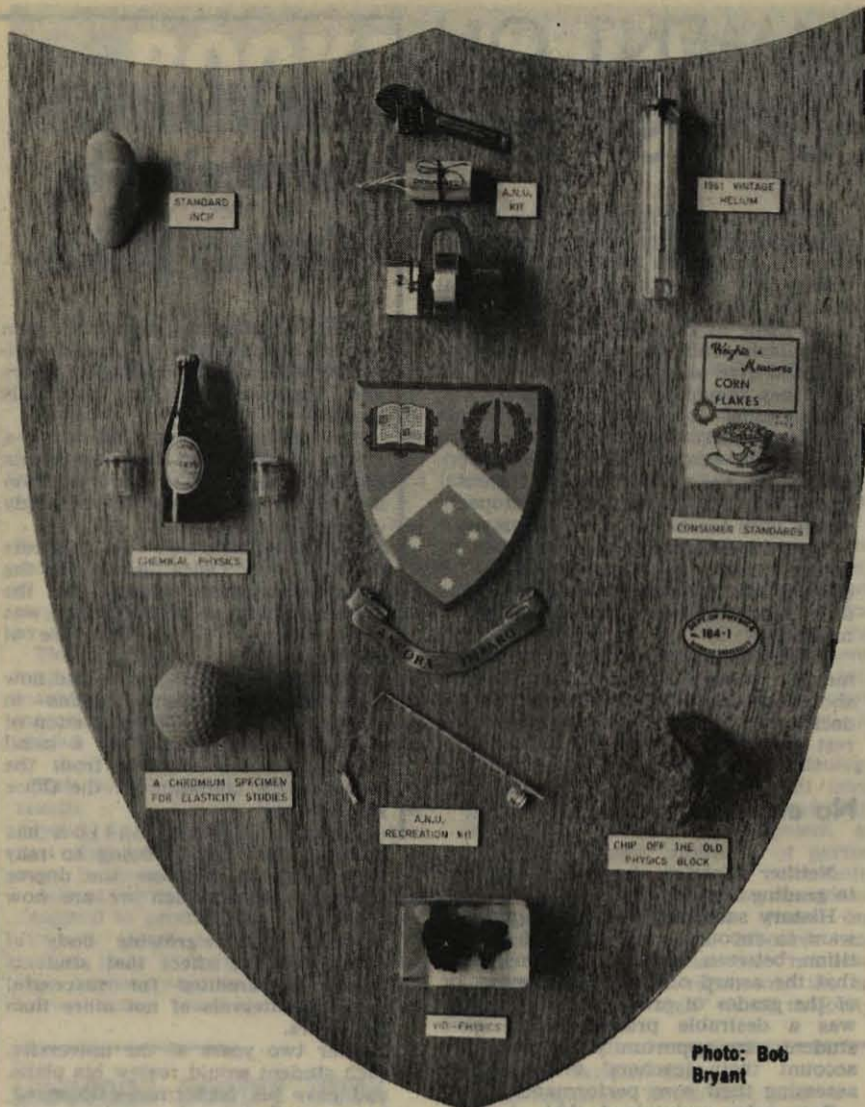


Photo: Bob Bryant

## Marine sciences institute planned

Monash is watching with interest the progress of legislation before State Parliament to set up a Victorian Institute of Marine Sciences.

The University has been involved in planning the proposed Institute over the past four years, and is keen to see it established on a site offered by the Commonwealth Department of Health at Portsea.

The Bill to establish the Institute is expected to be passed in the present session of parliament, but final decisions have not yet been made on the site, or whether the Federal and State Governments will financially support the project.

The Pro-Vice-Chancellor, Professor John Swan, has represented Monash on the planning committee since it was first set up, along with scientists from Melbourne and La Trobe universities, the Victoria Institute of Colleges, the National Museum, and the Division of Fisheries and Wildlife of the State Ministry for Conservation.

The planning committee was established by the Royal Society of Victoria.

Prof. Swan says that although an Institute of Marine Science has recently been established in Townsville, it is extremely important that one also be established on the southern coast of Australia.

This is because of the different nature of marine sciences in a tropical area like Townsville, and a temperate one like Victoria, and because of the serious shortage of people trained in all aspects of marine science.

The Institute would assist the universities and colleges in the training of a wide range of marine scientists, including biological scientists who would study the plants and animals of the sea and the sea shores, people specialising in physical and chemical oceanography, marine geology, marine engineering, coastal engineering, underwater exploration (especially for oil, coal and other minerals), and scientists studying problems of erosion and

pollution adjacent to the sea.

Monash would use the Institute to train students and to carry out research, and as an exchange centre for information between Victorian scientists and those from interstate and overseas.

At present Monash has nowhere for students in these fields to be trained or carry out practical work — it has to send zoology students, for example, to Heron Island in Queensland each year.

Prof. Swan said the Institute would also contract to do research for government and industry, and the site and facilities would be shared with the headquarters of the Marine Pollution Studies Centre of the Division of Fisheries and Wildlife.

He said the Institute would also become a visiting place for oceanographic research vessels from other countries.

He said there was a serious shortage of people trained in the marine sciences in Australia and of research into Australian conditions and problems.

"Even the Russians and Japanese know more about our Continental Shelf than we do," he commented. "Their oceanographic vessels have been plowing up and down our coast for years."

Prof. Swan said the committee had studied several sites in Victoria, and believed the best one was the 30 acres of land at Portsea. The land is on the north-east corner of the Commonwealth Quarantine Reserve on Point Nepean.

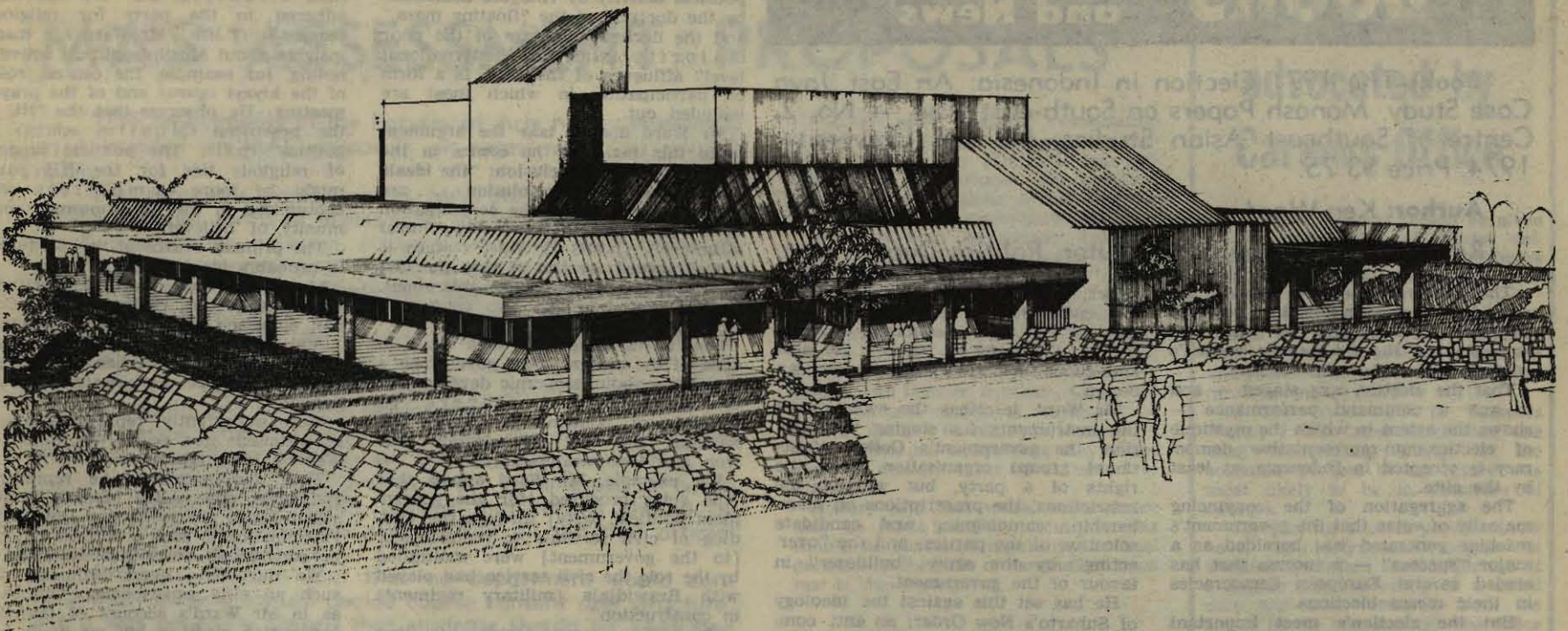
The committee carried out an extensive environmental assessment study of the site, at the request of the Australian Department of Conservation and the Environment.

Prof. Swan said the site was ideal because of its proximity to Melbourne and a wide range of educational institutions because it was adjacent to Port Phillip Bay, Bass Strait, and Westernport Bay, and because it could provide anchorage for ocean-going vessels.



"Even the Russians and Japanese know more about our Continental Shelf than we do . . . their oceanographic vessels have been plowing up and down our coast for years."

# NEW UNIVERSITY CLUB



WORK will start early next year on the new \$400,000 Monash University Club.

The club, which will be built just north of the Religious Centre, should be ready for use in 1976.

The president of the club, Mr Warren Mann, from the Careers and Appointments Office, said that a questionnaire would soon be sent to

members asking them to outline their demand for various facilities.

"We plan to have three types of eating facilities — outdoor cook-it-yourself, quick service, and table waitress service," Mr Mann said.

He said that membership of the club would remain the same — staff, both academic and non-academic, and post-graduate students.

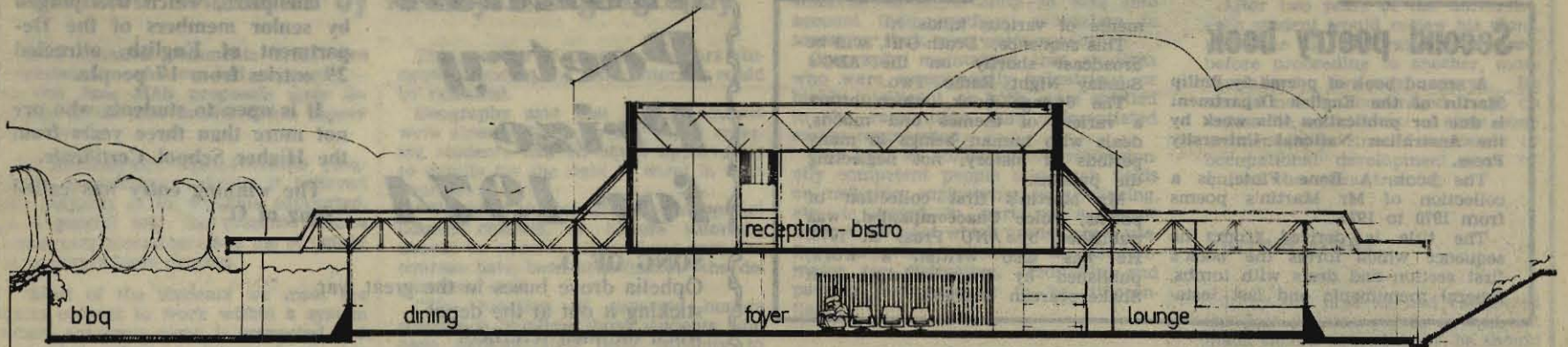
The club had been planning this move for about seven years, he said.

The club's existing facilities will be used by the Union. One thought is to convert the area into a bistro with a BYO licence — similar to the bistro at the University of Melbourne.

If State licensing laws are amended, then the Union will be able to obtain a licence which would allow limited

bar facilities for use by all Union members, both students and staff.

To this end the three Victorian universities have made submissions to the Chief Secretary about a proposed amendment to the Liquor Control Act which would enable university Unions to sell and supply liquor under certain conditions.



## Atwell concert draws a large audience

Robert Blackwood Hall is delighted with the recent concert by the popular "Queen of the keyboard," Winifred Atwell. The concert, which was presented by J. C. Williamson Theatres, drew a near capacity house.

Miss Atwell played a wide range of music from the popular classics through to old favorites and modern day hits.

She received a five minute standing ovation at the end of the night. The RBH management says it was the best concert for 1974.

The hall has two more bookings for this year — a program of negro spirituals and gospel music with The Proclaimers on Friday, November 29, and a choral concert of Christmas music by the National Boys' Choir on Saturday, December 14.

It is hoped to increase the number of popular concerts next year and names being mentioned at the moment are Rod McKuen, Randy Newman, Warren ("Alf Garnett") Mitchell, and Blood, Sweat and Tears.

## Indonesian music

Also in line for Monash next year is an Indonesian music and drama group which will be in Melbourne from March 3 to 8 as part of Moomba. They will be performing at the New National Theatre in St. Kilda.

It is hoped the group will come to Monash during Orientation Week and play with the gamelan orchestra of the Department of Music.

## Enrolments open for the Monash Summer School '74-'75

STUDENT enrolments for the annual Monash Summer School opened last week.

The general public and Monash staff will be able to enrol from Thursday, November 7.

The courses cover a wide variety of activities including music, languages, dance, art, crafts and sport. Details are available in the booklet "Summer Sources" which was published last week by the Monash Summer Group.

The book, which contains enrolment forms, is available from the Clubs and Societies Office, first floor, Union, or from the ground floor inquiry desk.

Students are asked to call at the Clubs and Societies Office in person with their ID card when enrolling. This year they will receive a 10% discount on all course fees.

Some of the new courses are square dancing, puppet theatre, beekeeping, workshops for jazz and folk, picture framing and judo for women.

One highlight in January will be a week for women called "Getting Together" which will consist of practical and creative activities, discussions, workshops and films, for women only.

Another highlight will be a creative workshop for children throughout January which will not only allow parents to attend other courses, but also entertain and instruct children.

As outlined in last month's Reporter, this year the Summer School will be broadened to attract people to the campus for various events other than just courses, and to allow Summer School participants to do more than their one course.

### Discussion groups

In line with this policy, a bus will be purchased to take art and craft activities out into the local area, a series of jazz concerts will be held, the Folk Song and Dance Society of Victoria will hold an evening of English, Irish, Scottish and Australian folk dances, and discussion groups will be organised on medicine, and education, and by the Community Research Action Centre.



● A participant in last year's Monash Summer School.

# BOOKS Reviews and News

**Book:** The 1971 Election in Indonesia: An East Java Case Study. Monash Papers on South-east Asia — No. 2, Centre of Southeast Asian Studies, Monash University, 1974. Price \$3.75.

**Author:** Ken Ward.

**Review:** Ron Hatley, senior tutor, Politics Department.

The 1971 parliamentary election, the second in Indonesia's history, was an important contribution to the consolidation of the Suharto regime's control over Indonesian society.

That the election was staged — and it was a command performance — shows the extent to which the mystique of election-cum-representative democracy is accepted in Indonesia, at least by the elite.

The aggregation of the convincing majority of votes that the government's machine generated was heralded as a major "success" — a success that has eluded several European democracies in their recent elections.

But the election's most important results — beyond the winning and far beyond the legislative acquiescences that the parliament will produce — were in its making.

Almost unwittingly, the mechanisms designed to produce the flood of votes, virtually swept aside the parties, removed their bickering members from the bureaucracy, enlisted their followers more securely in the New

Order, and ensconced the army and the civil service hierarchies as the patrons of their economic development. (The final "their" is also ambiguous in the original Indonesian design.)

Mr Ward describes the evolution of the instruments for staging the election: the government's Golkar (functional group) organisation, with the rights of a party, but without the restrictions; the proscriptions on membership, campaigning and candidate selection of the parties; and the "over-acting" by the army "bulldozer" in favour of the government.

He has set this against the ideology of Suharto's New Order: an anti-communism which enforces peace and quiet in quest of economic development; an "end of ideology" rejection of parties based on social class or community in favour of representation based on occupation or function, where one function includes both labourer and boss; and a belief that the "modern" urban intelligentsia represents the interests of the "stupid" rural majority.

The army pacifies, the technocrats manage, while the mass of society "participates". The moratorium on political activity by villagers demanded by the doctrine of the "floating mass," and the declining welfare of the poor majority inside the "international level" affluence of the elite, is a form of participation in which most are included out.

Mr Ward doesn't take the argument quite this far. But he comes in the end to the right conclusion: "the Ideals of Indonesia's own revolution... are being denied through the consolidation of a highly inegalitarian socio-political structure". (p.200) Mr Ward's study is a well argued account of how the 1971 elections have helped bring this about.

There are, however, two confusions running through the study.

One is the lingering wish that, in spite of the evidence, the government's intentions about economic development (or construction) are sincere, its methods of political persuasion are humane, and that the election was won and lost meaningfully.

For example, Mr Ward argues that "the votes procured [for the government political party] through the wedding of civil servants to mono-loyalty [to the government] were multiplied by the role the civil service had played with Brawidjaja [military regiment] in construction".

The other, more serious, is that descriptions are explanations.

On page 170, while Golkar is seen as deriving its strength from enlisting patrons who procured the support of their clientele, the "NU followers adhered to the party for religious reasons". (P.168). Mr Ward has many insights about Muslim political activity, noting, for example, the central roles of the kiyayi (guru) and of the prayer meeting. He observes that the "NU is the pesantren (Muslim school) in politics" (p.91). The political support of religious ties for the NU party might be more completely conceptualised in the local ummat (community of believers).

The primary source of this confusion is probably ideological.

Mr Ward's work is critical, positivist reportage in the tradition of the Cornell approach to Indonesian studies.

And that is good, if limiting: since classes and social divisions are given, social relations are described, not analysed.

More importantly, representativeness is assumed: just as in the model of Weber's ideal type.

Thus Indonesia's elite represents Indonesia; just as the Monash Professorial Board represents the University. Participation in such a context can not be considered, much less explained.

We thus have every sympathy for such an elite experiencing "success," as in Mr Ward's account of the 1971 Indonesian election, but we know less of those merely participating.

## Second poetry book

A second book of poems by Philip Martin of the English Department is due for publication this week by the Australian National University Press.

The book, *A Bone Flute*, is a collection of Mr Martin's poems from 1970 to 1974.

The title is derived from the sequence which forms the book's first section and deals with tombs, funeral monuments and last testa-

ments of various kinds.

This sequence, 'Death-Gift,' will be broadcast shortly on the ABC's Sunday Night Radio Two.

The 64-page book, which offers a variety of themes and moods, deals with human beings in many periods of history, not neglecting the present.

Mr Martin's first collection of poems, *Voice Unaccompanied*, was published by ANU Press in 1970. He has also written a work, published by Cambridge, on Shakespearean sonnets.



## Projects to mark women's year

MONASH staff and students have been invited to make a submission to the Australian Government for funds to set up a project, or projects, that would be in line with the objective of International Women's Year to be held next year.

The year has the following broad objective: "We live in a changing society and women are at present being offered a unique opportunity to contribute to influencing the course of the changes which are taking place, the ultimate goal being a society based on the dignity of women, men and children."

### Three criteria

To qualify for the grant a proposal must satisfy three basic criteria —

- The activity or project should be consistent with objectives for International Women's Year.

Australia's emblem for International Women's Year — earth, moon figure with outstretched arms. The design projects the concepts of striving, dignity and creativity. The earth has long symbolised fertility, and the moon, a goddess. The design is the work of Sydney artist, Leonora Howlett.

- The organisation or individual seeking the grant should be competent from the technical point of view of being able to achieve what is proposed.
- There must be safeguards to ensure that funds will not be misused.

The following are types of projects and activities which may be pursued — establishment of centres (health/crisis/shelter or development/creative); research; educative programs; convening of workshops, seminars, conferences and discussion groups; and holding of festivals/cultural activities focussing on women.

Inquiries may be made to Ms Helen Shepherd, c/- Department of the Special Minister of State, P.O. Box 47, Ainslie, A.C.T., 2602. Telephone 062 47 3679 or 062 47 3779.

Submissions should be forwarded to Canberra through the Vice-Chancellor's office as soon as possible.

## Engineering prize to Monash students

TWO post-graduate students in the Department of Mechanical Engineering have shared this year's 1974 Ian McLennan Prize of the Institution of Production Engineers.

They are Nirwan Idrus and Luong Hong Son. The paper by Mr Idrus was entitled

"On the problem in batch manufacturing and their solutions". Luong Hong Son submitted a paper on "Recent developments in grinding".

This is the second successive year that Monash mechanical engineering students have won the prize.

# The Monash Poetry Prize for 1974

LIBBY TAYLOR, a third-year arts student, has won the Monash University Prize for Poetry for 1974.

The prize, which was judged by senior members of the Department of English, attracted 29 entries from 17 people.

It is open to students who are not more than three years from the Higher School Certificate.

The winning entry was called "Song of O".

### SONG OF O.

Ophelia drove buses in the great war sticking it out at the depot when the men returned, her sisters got back to the breeding of sinners, but O had taken the leap, living in a one up and one down with a contemporary Dane who, valuing rural man as one among a hundred beasts, and prizing the urban cow as one among a hundred men, thought O was pretty special among a hundred drivers, and her sisters belonged to the herd, poor cows.

In time O lost her figure and started to look like one of the fellows, her sense of importance went with it and driving buses got to be no more meaningful than it was to the next driver, so she set out to become an inspector.

When O's sisters saw how well O was doing they put a bit of the housekeeping aside to give their daughters an education and told them with each penny saved they had as much right to a good job as the next Jock, Joe or Harry.

And the daughters of O's sisters got an education, and the daughters of O's sisters got good jobs, but just like O they didn't find them any more meaningful than Jock, Joe or Harry, and they became just like Jock, Joe and Harry except they had a duty to prove themselves every bit as good as Jock, Joe and Harry who only had to prove they could lay the daughters of O's sisters.

So pressed on one side and poked from the other the daughters of O's sisters had to decide and some of them fell back into the breeding of sinners but the herd was all for the duty of the herd and in the name of O nothing was to be done that could only be done by a woman, so it's still not possible to breed without bearing guilt.

— Quasimodo



BELOW: James Wright and Cindy Wright in a scene from the Alexander Theatre Company's production of D. H. Lawrence's "The Daughter in Law".

## The Alexander Theatre Company — an appraisal

THIS WEEK the Alexander Theatre Company finishes its first season at Monash and announces plans for the future.

The company, the first resident professional group at Monash, had a mixed success in its first season.

Its successes and failures are important for Monash as the University, through the company, is trying to encourage theatre in this part of Melbourne and to provide an alternative to theatre in the City.

Its first two plays, Spike Milligan's "Puckoon" and "Under Milk Wood" by Dylan Thomas, were excellent fare and played to full houses most nights. And the critics' reviews were kind — even to have the critics recognise the company and attend was half the battle as they have been loath to come all the way to Monash in the past.

The third play, "Signalman's Apprentice" did well, though not as well as its predecessors. The disaster was D. H. Lawrence's "The Daughter in Law" which was generally reviewed as a bad Lawrence play with little point in its being staged.

### Return to comedy

The fifth play, "The Wonderful Ice-Cream Suit", is a return to comedy. It is light pre-examination entertainment and ends next Saturday.

As always the set is good and the acting creditable, but it lacks development of a real play and ends with a dance routine to fill out the night's entertainment.

On balance the amalgamation of the Alexander Theatre and the Players Caravan, whose members formed the new company, has proved worthwhile and encouraging. (The ver-



satility of the actors should be mentioned — the need to handle five different accents in five plays is example enough).

But perhaps the plays could be more carefully chosen, especially in the company's formative years when first impressions will be decisive.

An overall impression is that the plays, especially the last two, have not let the company display its full potential.

One challenge that the company faced and always will face is to be able to use effectively a theatre that was designed for a multitude of uses, not just theatre. The plays that succeeded, like "Puckoon" and "Under Milk Wood", used the whole stage and had constant movement.

The company's artistic director, Don McKay, believes that the company has achieved what it set out to do — offer good and varied theatre

for adults, children and for educational purposes.

He said that "Under Milk Wood", as a play for senior school audiences and for the public, had been a great success. It will tour north-east Victoria and Gippsland from November 11 under the auspices of the Arts Council of Australia. The full company, plus stage manager and technicians will make the tour.

The children's shows had also done well, Mr McKay said. "The Magic Theatre Show", an introduction to theatre for primary school children, was so popular that eight more performances would be held next week.

### And what of the future?

In December and February the company will tour Melbourne.

"The Storybook Show" will be taken to schools and shopping

centres and "The World of Henry Lawson" will be performed at the next year's Sunbury Pop Festival.

In January the company will stage the University's annual pantomime. The Alexander Theatre commissioned playwrights Peter Pinne and Don Battye to write a pantomime for six actors and a chorus of children.

The result is called "The Shoemaker and the Elves". It will be first time the Monash pantomime has been fully professional.

The evening season for next year is still being decided although the first play will be "Rosencrantz and Guildenstern are Dead", a modern play commenting on Shakespeare's "Hamlet". It will be of special interest to H.S.C. students and to Monash English students.

— I. A.

## Director of Student Theatre — Andrew Ross

AFTER ONLY two weeks in the job, Andrew Ross, Monash's new Director of Student Theatre is already bubbling over with ideas and calling for helpers.

Andrew, a drama and film teacher, replaces Nigel Triffitt, who has started his own touring company called the Yellow Brick Road.

Last year, while teaching at Vermont High, Andrew directed two plays at Monash — "Old Pig Rat" (part of the Truganini trilogy) and the children's play "Splashhh!" This year he directed "Bacchae," also for Monash Players.

Andrew is now organising a student theatre tour next February to south-west Victoria.

He plans to take three plays on tour: a children's theatre play, a participatory theatre project for lower secondary school students, and an adult play. He will take three companies, of about 30 student actors, so that the three plays can be presented at the same time.

"We hope to play in small one or two-teacher schools, in playgrounds, institutions, and community centres — to anyone who will have us," he says.

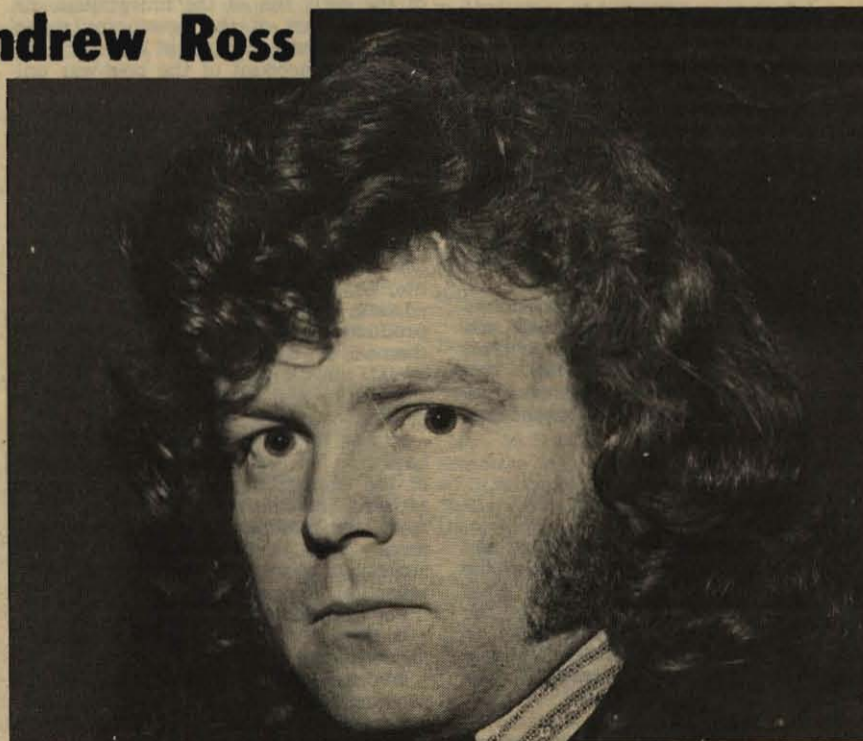
"The aim of the trip is to bring good, exciting theatre to people who don't normally get it.

"We expect the plays to pay for themselves, i.e. for setting-up expenses, and royalties, but on top of that we need funds for publicity, transport, food and accommodation, even though we will be doing our own cooking and camping out a lot!"

Andrew pores over the map and traces the tour with his finger to places like Colac, Camperdown, Warrnambool, Mt. Gambier, Camp Corner ("We'll do some street theatre there," he chuckles), Drik-Drik and Rumples Creek ("We'll have a swim there".)

Anyone can audition for the plays — they don't need to have acted before — and helpers are needed now to assist in organising the tour.

And afterwards? First there is Orientation Week in March, and after that Andrew plans several plays and



activities for students and adults. He wants to take student theatre outside the University ("otherwise it gets too inbred") and is looking for new, experimental plays, and new environments.

"The Union Theatre is not very suitable: it has design problems," he says. "I am thinking about domes, circus tents, backs of trucks and outdoor productions".

— Iola Mathews.

### Library social night

The Monash Library Social Club will hold an evening of melodrama, wine and a buffet dinner in the Alexander Theatre, from 5 p.m., on Monday, November 18.

Taking part in the melodrama, "The poor little mill girl", will be Adrian Turner, Keir Leverett, Keith Akers, Don Francis, Helene Shaw and Des Phillips. Also on the program is an item entitled "The bevy of beauties from the roaring twenties".

Admission will be \$2 for non-members of the Library Social Club.

# ASSESSMENT—TWO VIEWS FROM ELSEWHERE

AS indicated by pages four and five of this issue and the last issue, assessment and examinations have become an important topic at Monash recently. The question has also arisen elsewhere. Below, the Vice-Chancellor at the University of Melbourne defends the H.S.C. exam from attacks by the VSTA and an academic from the University of Queensland outlines the relationship between assessment and general student grievances . . .

## "Lottery only has to be stated to be rejected"

The Victorian Secondary Teachers Association's announcement that it would destroy the Higher School Certificate examination next year was the key topic of a recent statement by the Vice-Chancellor of the University of Melbourne, Professor D. P. Derham.

Prof. Derham was writing in the October newsletter of the university's Graduate Union.

He said that the attack on the examination seemed to depend upon three major propositions. He listed these as follows:

1. That examinations like the H.S.C. examination were not accurate devices either for measurement or for prediction — i.e., they were defective and open to criticism.

2. That the H.S.C. was an instrument by which the universities controlled and sought to control, the secondary schools; and that a part only of the secondary schools' task, if it was a part at all, was to prepare students for university entrance.

3. That any assessment of students by school teachers, if used for external purposes such as university entrance, would subject secondary education to external control and therefore no such assessment should be made.

"The remarkable conclusion from those three propositions is that admission to tertiary educational courses should be managed by conducting a lottery," Prof. Derham said. "It is not

stated, but it might be thought to follow logically, that admission to every kind of place after leaving school, including placement for employment, should be managed by conducting a lottery."

Prof. Derham said that he thought the conclusion only had to be stated to be rejected.

"Without exploring all of its absurdities, can we not ask the simple question: Who shall provide the assessment required to determine the persons eligible to be included in the lottery? Or are all members of the community from the cradle to the grave to be included?"

## Long experience

Prof. Derham then commented on each proposition.

1. Although the H.S.C. examinations were not perfect, they were not as defective as their critics asserted. Most of them were more objective and less subjective than was asserted. They were built upon long experience and, both as measuring instruments and as predicting instruments, they were better than any other instruments yet available and better than any others comparable in other parts of the world.

"To throw them away without knowing what kind of system and organisation we might then have, to pursue the purposes for which they are used, would be to behave like lemmings rushing over a cliff," he said.

2. It was not difficult to see why many school teachers saw the H.S.C. as an instrument of university control. It was a university examination and always had been.

"I would not want to disguise the fact that universities have interests to protect. But they have never set out to control secondary education as such.

"Always they have sought to set standards for entry to the university and then have responded to demands from the schools for advice and guidance about how to achieve those standards. The universities have never been in a position to dictate to the schools, nor would they wish to be.

"Secondary education has its own aims and its own policies — only one of which is the preparation of some of its pupils for tertiary education."

It would not help pupils and their parents, or the community at large, to destroy the one coherent instrument which served the purposes of a significant number of the customers reasonably well.

3. The third proposition was an alarming one. It implied that secondary education was an end in itself which could be enclosed in a world of its own.

"It seems to assume that students, and their parents, can be sealed off from their future lives; that they can be encouraged to bud and to flower in an encapsulated freedom unaffected by the demands of the world which they must enter very soon," Prof. Derham said.

"It can be accepted easily that past educational practices have been too restrictive, have confined too much the natural creative human spirit in the young, without concluding that the school child and his teacher are to be protected entirely from the future demands of the real world."

There always had been tensions and conflicting interests in this area. No doubt there always would be.

"The one thing that I am sure of is that we will not resolve those tensions, nor those conflicting interests by delivering ultimatums from one group to another or by threatening instant des-



● Professor Derham

truction of established systems for conducting our affairs.

"The last thing I would wish to see is the forty or so tertiary educational institutions in this State each conducting their separate examinations for entrance whether or not they were called matriculation examinations."

Prof. Derham said that those who thought that the problems were all caused by an insufficient number of places for tertiary education — i.e., by the introduction of quotas to Melbourne University some seventeen years ago — should remember that once tertiary education involved more than one or two institutions, even though there was a surplussage of tertiary places, the task of selection and the problems of quotas were unavoidable in a free society.

## "Effect on people is root objection to examinations"

The root objection to examinations and assessment is the whole culture of competitiveness and individualism that is fostered by these intellectually indefensible procedures, says Mr Dan O'Neill from the University of Queensland.

By accepting that exams and grades are normal, teachers believe they have a right to initiate students into this competitiveness, he says.

Mr O'Neill, lecturer in English, gave his views last month on the national ABC radio program, "Heresies".

He claimed that most Australians, through the press, believed that Australian campuses had returned to their pre-Vietnam condition of calm. This was not true as recent events at Armidale, Monash, Flinders and Queensland, for example, had shown.

## "Not out of the blue"

The campaigns against assessment and course content had not come out of the blue, Mr O'Neill suggested. They must be understood as the product of the whole recent university movement, an international movement which began in the last five years of the 1960's. It was set against the Indo-China war.

The movement led many students to develop a radical critique of western industrial capitalism, for they came to see the war not as an aberration at all, but as the outcome of deep structural imperatives of the capitalist system.

A whole generation was reborn into

left politics. The radical vision was not obliterated by the so-called ending of the war and critical consciousness turned to such things as the ancestral oppression of women and the possibility of the ecological collapse of the whole industrial mode of production.

It is still, as it was in the 1960's, incompatible with the very organisation of the daily life of the universities. An essential part of the developing movement has been a coherent and very disquietening account of the post-war university itself.

Students and teachers, whose numbers eventually spilt over into the secondary school system, began to see a very simple reality, Mr O'Neill suggested.

This reality was that the education system as a whole, and the certification system in particular, was a convenient and cheap way for employers to get literate, specialised, competitively checked, and adequately disciplined units of production, trained well to disconnect themselves from disturbing moral or social questions, and adapted to the short-term and long-term needs of the present economic system.

It was this history which formed the backdrop to the present unpopularity of the examination system, and to the growing restiveness with its replacement, the method of continuous assessment. This critique could be seen strictly in terms of educational or intellectual arguments.

For examinations these included:

● Students were predisposed to shallow coverage of too much material.

● Consideration was focussed on learning that was testable, rather than on material that could be discussed or debated.

● Memory was tested in an artificial crisis situation — this ability was of dubious importance.

● The unfair favouring of one type of temperament over another.

And for assessment the arguments included:

● There was ample evidence that markers varied crazily, from month to month, in the grades they gave for the same essay. They varied just as crazily between themselves when giving grades.

● The attempt to render quantifiable qualities of perception, insight, sympathy, comprehension and understanding, falsified serious discussion of major problems, and encouraged superficiality.

## Students and society

But these arguments were not all. The real objection involved the relationship that was built up between people — between students and teachers and between students and society.

Teachers, on the assumption that mere expertise or experience gave irrefutable insight, ranked students on a scale which would affect their futures in the larger context of societal competition and possessive individualism.

Students were expected to learn that appeals to reason and to communal democracy had only so much power. Above them were the rights of the assessors, of management, of those responsible to the governing elites, both inside and outside the institutions concerned. In short, it was to their "boss" element that the students were beginning to object.

This led to perspectives similar to those of the workers' control movement in industry.

In conclusion, Mr O'Neill claimed that a growing number of students, and of some staff, were convinced that in the name of pursuit of truth, co-operative morality, social justice, and even the survival of society, discussion must be allowed to take new and bolder forms — forms that would erode the existing disciplines, and the way they interlocked uncritically as supports of the system.

The demands of the 1960's for students power, for the self-management of universities by those who learn and teach there, would revive, he said.

As such things as the crisis of the international economy and of the ecology, and the polarisation of society continued, it was clear that only the re-orientation of institutions could break the deadlock of power that inhibited the radical decisions needed.

"We are seeing the first beginnings of the next phase of the international student movement against capitalism," Mr O'Neill said.

## Two CCE seminars

The Centre for Continuing Education is holding two seminars in December — one on trade practices law and the other on disadvantaged schools.

The first will be on Monday, December 2 and speakers will be Professor R. Baxt (law, Monash), Professor M. Brunt (economics, Monash), Mr. John L. Taylor, (senior legal adviser, Conzinc Riontinto) and Mr. R. M. Bannerman (chairman, Trade Practices Commission).

The seminar on disadvantaged schools will be on Monday, December 9 and Tuesday, December 10.

Its purpose is to bring together senior educators to explore the complexity of the concept of "disadvantage" in Victoria and to investigate ways of dealing with the associated problems, with particular reference to the field of in-service education.

Invitations to attend will be sent to about 60 senior educators from the State Education Department, ranging from assistant directors-general to district inspectors. About ten representatives from the Catholic Education Office will also be invited.

Both seminars will be by invitation. More details from ext. 3719.

# VALUE OF PART-TIME STUDENT NOT FULLY SEEN

The problems confronting a part-time student is the basis of a report released last month by the Monash Union.

The report is based on a series of discussions the Warden of the Union, Mr. Graeme Sweeney, had with 30 part-time students.

Part-timers make up 24% of the total Monash enrolment—3142 students out of a total of 12,837 (see table below for full details).

	Part-time students		Total	% of faculty enrolments
	Male	Female		
Arts	507	688	1195	33%
Arts/Law	5	3	8	4%
Ecops	474	57	531	31%
Ecops/Law	12	—	12	3%
Education	563	311	874	60%
Engineering	3	—	3	0.5%
Law	177	40	217	30%
Medicine	—	—	—	—
Science	235	64	299	13%
Science/Law	—	—	—	—
<b>Total</b>	<b>1979</b>	<b>1163</b>	<b>3142</b>	<b>24%</b>

(Figures compiled by Monash Statistics Office, as at April 30, 1974.)

The report lists the difficulties part-timers have in their study and makes a series of recommendations. It suggests that part-timers are too often regarded as a liability and that their attributes, especially through maturity, are not fully recognised.

The report said that the greatest difficulty the part-timer had to overcome was time.

The part-timers were in danger of becoming tension-ridden with pressures of work and study, and little time left for relaxation and socialising. They did not reach the full potential in subjects because of insufficient time.

The opportunity for participation in non-academic events was also limited and this could lead to the problem of loneliness.

The report claimed that part-timers generally did not feel they belonged to the university; with so little time to familiarise themselves with its workings, they were swamped by its size and impersonality.

Part-timers often lacked knowledge of many things with which full-time students were familiar, for example Union facilities.

The report commented that these problems of time, loneliness and lack of familiarity had no immediate practical solutions. However, there were other more day-to-day problems which perhaps could be more readily solved.

The most crucial problem was the library. Borrowing times and returning times were difficult for part-timers to meet and often they were forced to buy books from the bookshop. This too posed problems as important books were "snapped up" by eager full-time students.

## Other difficulties

Other difficulties mentioned in the report included:

- Car parking — scattered hours of arrival for part-timers often meant difficulty in obtaining parking spots.

- Time-tabling — choice of subject was often dictated by time-tabling, not by the natural bent of students. The lack of evening lectures added to the problem.

- Enrolment — the length of time of the re-enrolment procedure and the inability to re-enrol by mail.

- Clubs — they usually meet during the daytime, especially at lunchtime, and not at night or at weekends.

- Child-minding — the lack of co-ordination between university holidays and school holidays was especially hard on student mothers with school-age children. Further, there were no facilities at Monash for minding children after school hours, and often the only lecture a mother could attend was a late one.

One other point raised by the part-timers, which also affected full-time

students, was that often the way tutorials were run did not aid the mixing of students. They tended to be minor lectures, rather than discussions. Tutors should take the lead and help "break the ice" between students.

The report ended with a lengthy series of suggestions on improving the situation. These included:

- The production and circulation by post of a pamphlet listing all the facilities available to part-time students. Union representatives should speak at lectures early in the year that were well attended by part-timers.

- The organisation of evening meetings of part-timers, which could lead to the formulation of a social club.

- Some library books earmarked especially for part-timers. An investigation of the possibility of weekend borrowing starting on Thursdays, as most part-timers do not come to Monash on Fridays.

- More evening lectures and the greater use of taped lectures for playback.

- An orientation night for part-timers as most can not attend Orientation Week. Also a night re-enrolment time.

## Three events for women's society

The Monash Women's Society is organising three activities for its members and friends over the coming weeks.

On Tuesday, November 19 a coffee morning will be held at the Vice-Chancellor's house. The speaker will be Professor A. S. Henry, chairman of classical studies, who will speak on "The Greeks and the Games." All female members of staff and staff wives are welcome.

On Friday, November 22 a dinner dance will be held in Deakin Hall from 7.30 p.m. Tickets at \$13 a double and \$7 a single will cover a three course meal and music provided by Professor Douglas Lampard's jazz band.

It is B.Y.O. Bookings should be made by November 11.

On Saturday, December 7 between 3 p.m. and 5 p.m. a children's party will be held in the garden of the Vice-Chancellor's house.

All children of university staff are welcome. A variety of entertainment will be provided. Tickets will be \$1 per child over 12 months or \$3 per family for financial members of the society.

In each case more information and bookings can be obtained through Mrs. E. Tisher, c/o Professor R. Tisher, Faculty of Education or Mrs. Hobbs on 878 4534.

## Guess watts needed?

Monash paid a handsome quarter million dollars for electricity in 1973; for 1974 it is likely to cost us 300 thousand dollars.

Naturally enough, the management — the comptroller's office and the committee of deans — wants to be sure that we don't waste the stuff, and that we are buying it in the most favorable way.

As to wastage, we can only rely on the common sense and goodwill of users not to operate electrical equipment unless it is being usefully employed.

To turn the light switches as we go through doors is no doubt good morals; and if the lights were incandescent globes it would also be good but slight conservation (since the loads imposed by switching on and off are as a rule so small).

If the lights are fluorescent tubes, however, the cost of starting and restarting is far greater than the cost of continual running. They are best left on all morning or all afternoon, but of course turned off at night.

## Bar radiator

Compared with a 100-watt incandescent lamp, or a 40-watt (4 ft) tube, the typical bar radiator consumes 1000 watts — 10 or 25 times the rate. Radiators should certainly be turned off when the room is not occupied.

But, compared with lighting and radiators, it is running the big items that consumes electricity in a big way — both in quantity of energy, and in rate of supply.

It may not be generally known that Monash, a big consumer, with its own substations round the campus served directly by the high voltage system, pays for the service in two ways: for the quantity of energy consumed, and for the maximum rate at which it is supplied.

The first is obvious enough — total consumption in "units". The unit is the kilowatt-hour (kWh), equivalent to running a 1000-watt, single bar radiator for one hour. The going rate at present is 0.84c/kWh, for the first 250,000, and 0.62c thereafter — a charging device that encourages you to use the electricity.

The second method is a bit more subtle: a charging device that discourages you from consuming it too quickly, or having too many big units in operation at the same time.

As things are running now, the energy charge (on quantity consumed) represents about 40% of Monash's total bill, while the maximum demand charge (on the peak rate of consumption) is 60%.

## Scholarships

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

**United States Public Health Service International Postdoctoral Research Fellowships**  
Offered to Australians for research training in the U.S.A. Value: \$US 10,000 - \$US 13,600 (according to experience) plus travel allowance. Applications close November 20.

**Scholarships for Studies in Sweden**  
Guest scholarships offered by the Swedish Government are available for undergraduate and postgraduate study in Sweden. Benefits include a stipend to cover living expenses. Applications close December 31.

**Victorian University Women Graduates' Association**  
Applications are invited from graduates for the third Amy R. Hughes Scholarship. Value: \$2000. Applications close February 10, 1975.

**Lady Davis Fellowship Trust**  
The trust offers fellowships for postgraduate study in Israel. Applications close January 1, 1975.



A recent edition of The Times Higher Education Supplement indicates that British universities are having their power problems too. The THES caption was "Sexy Sue — part of Manchester's campaign to save energy." Sue stands for "Save University Energy".

Clearly, for a given total energy consumption, we would reduce the total charge if we could reduce the maximum rate of demand.

As it happens, in August, we saved both ways compared with July: 42,000 fewer kWh (at 0.62c/kWh), saving \$260. More importantly the peak rate was lower by 200 kW; at \$3.49 a kW, that saved us close on \$700. Total reduction for the month — \$900.

Engineer Kevin Grace is looking at the possibilities of shedding load at critical times in the week when loading generally is high.

But, he points out, most of the heavy loads on the campus (the equipment needing relatively high power to run), are not of the type that are switched on and off arbitrarily, but are of the type that are always in use.

## Refrigeration

Right through the departments — biology, zoology, maths, medical D block, chemistry, engineering — the commonest load is not for heating, or for power, but for refrigeration. And refrigerators come in and out of action not by time but by temperature.

Two of the four heaviest loads are compressors in the main library controlled by thermostats, not by the clock, nor by hand.

The other two heavy loads, whose operation may be arbitrary, are both in engineering, and are all that is left in the general area of "room for manoeuvre."

The investigation is proceeding! Meanwhile, thanks to all for their efforts in reducing consumption — and costs — in August compared with the expectations from July.

## A.I.N.S.E. Postgraduate Research Studentships

Open to honors graduates in engineering and science who wish to enrol for a higher degree. Value: \$3300 p.a. (single) \$3700 p.a. (married) plus allowances. Applications close November 15.

## St. Catherine's College (Oxford) Graduate Scholarship

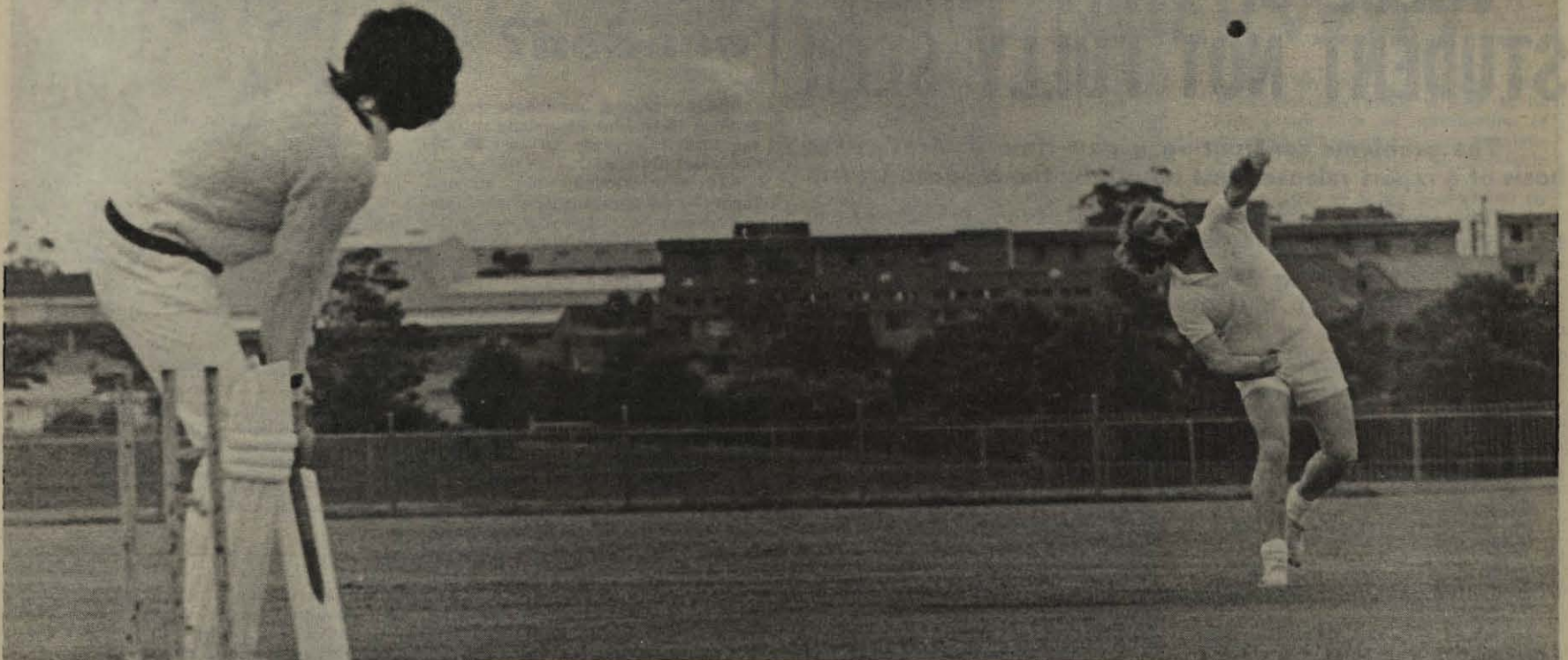
Open to graduates who intend to work for higher degrees at Oxford. Value: £985 p.a. plus fees and travel assistance. Applications close March 31, 1975.

**French Government Scholarships**  
Available for postgraduate studies in France. Tenable for one year initially. Benefits include monthly stipend of F500 - F750, tuition and travel expenses, in some cases assistance with accommodation. Applications close December 14.

**C.S.I.R.O. Postgraduate Studentships**  
Open to graduates intending to study for the degree of Ph.D. Value: Within the range \$3300 to \$4100. Applications close November 13.

**Swiss Government Scholarships 1975/76**  
Open to postgraduate students for one year with a possible further year's extension. Value: Within the range \$165 per month to \$195 per month plus allowances. Applications close November 22.

# MONASH SPORT



## Cricketers stumped by rain

THREE Saturdays and the Monash cricketers still haven't been able to get on to the turf wicket . . . like all other Melbourne cricket teams the Monash club has been plagued by wet weather which has prevented any match play.

Above, two club members, Bill Dowsley (batting) and Martin Sullivan, snaked away from practice nets to try the centre pitch. Bill, a first year student, is in the senior team, Martin, senior teaching fellow in education, plays for the staff team.

Monash has five teams in the eastern suburbs cricket association competition.

Any students or staff members who would like to join the club this season should go to practice at the sports centre on Tuesday or Thursday evenings or contact Dr Peter Jeffrey, from biochemistry, on ext. 3779.

The five teams cover a wide range of standards. The club has engaged Brian Porter as a professional playing coach.

## Busy year at the Sports Centre

The Monash Sports Centre has had a very busy year.

Apart from the times when the Games Hall was booked for regular club activities, casual users have been active with indoor soccer, badminton, volleyball and table tennis.

Squash coaching for beginners was popular, with about 25 students starting the game. Many of these students now make regular bookings outside the coaching hours.

Individual circuit training activities and keep fit programs were organised. Trampolining, badminton and tennis coaching were also conducted on a casual basis.

During the May and August school holidays S.P.A.M. (Student Parent Association of Monash) conducted recreational programs for the children of students. The activities catered for about 100 children, ranging in age from 5 to 12 years.

In early September, the National Fitness Council of Victoria started a pilot scheme of recreational activities for women, and this has involved the use of the sports pavilion and the sports centre areas.

It is an ongoing program and about 250 women have been introduced to activities from arts and crafts to the sports of swimming, golf, squash, tennis and croquet.

With the approval of the Health Department and the Child and Maternal Welfare Department, the sports pavilion, using the tea room and sports medicine room, has become a pre-school centre, for the children of the women taking part.

Photos: Herve Alleaume



## Internal recreation competition

A total of 23 teams, both staff and student, competed in the internal volleyball and basketball competitions recently completed at Monash.

The competitions were organised by the Sports and Recreation Association.

In the volleyball final, Chong Hua, a team of Asian students, defeated the volleyball Club, 9-15, 15-1, 15-8.

After winning the first set, the Volleyball Club looked certain to take out the grand final but Chong Hua made some positional changes, altered its tactics, and took advantage of its opponents' mistakes to win the next two sets quite comfortably.

The Basketball Club was favoured to win the basketball grand final.

However, it was surprised by the smart beginning of the Misfits who led by 17 points after ten minutes, and by nine points at half-time. The Basketball Club rallied in the second half and levelled the scores, only to be finally beaten by one point, 43-42.

For the year, Glen Bines from the Misfits top scored with 229 points.

Next year the sports association hopes to expand the recreation competition with the opening of the new \$350,000 recreation hall. The 120 ft. square hall will allow indoor hockey, soccer and cricket as well as volleyball and basketball.

● Members of the Monash Basketball Club practise before the grand final — from left, Neil Houghton (engineering student), Bob Wilde (maintenance), Bruce Potts (science student) and Jeremy Knight (engineering student).

This is the last issue of Monash Reporter for 1974. Publication will resume in Orientation Week and any contributions for next year should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone ext. 3087).