



# MONASH REPORTER

A MAGAZINE FOR THE UNIVERSITY

Registered for posting as a publication, Category B  
NUMBER 5-78 JULY 4, 1978

## INSIDE: A 4-page report

# Monash in the 'steady state'

The steady state — it's a "need no introduction" term which has entered our vocabulary to describe the period of little or no growth which is certain to confront Australian universities, including Monash, for some years to come.

We know for sure, following the Education Minister's recent announcement of the guidelines for the next rolling triennium, that a steady state will be in force at least until 1982. And the assumptions necessary to generate expansion beyond that date appear to be rather unlikely.

After what has been described as the "halcyon years" of funding in the '60s and early '70s — the years of new academic vacancies, new buildings, new opportunities for staff promotion and the development of new research programs — Monash, like other universities, now faces a whole new ball game.

It is the problems of this new state, and suggested solutions, that several identities at Monash have been talking about in recent weeks.

The Vice-Chancellor, **Professor R. L. Martin**, recently addressed a Staff Association of Monash University seminar on the topic, "Futures for Monash University". An edited text of his address starts on page four.

And the Director of the Higher Education Advisory and Research Unit, **Dr Terry Hore**, has examined some of the problems of the "steady state" and the suggested solutions which have appeared in writings by academics, administrators and commentators, in the latest edition of *Notes on Higher Education*. A report on this article appears on page six of the Reporter.

On page seven, **Dr Peter Darvall**, president of the Staff Association of Monash University, poses some of the questions about the future he believes have been left unanswered.

In his address to staff, Professor Martin said there were several key problems facing a university in the stationary state. Among these were how best to change its distribution of resources, provide promotional opportunities, continue to attract and retain younger staff of high ability and potential and to encourage excellence of scholarship within a budget which remained constant in real terms from year to year.

Professor Martin said: "The solution to the problems will have to be found from within the University. The

resources which we will have available for new initiatives will have to come from within our existing recurrent funds.

"To do this we will have to ensure that our budgetary procedures are effective, and that in all areas, budgets and expenditure are under constant review."

He said Monash's decentralised budgeting system stood it in good stead.

Professor Martin said that Monash was one of the more fortunate Australian universities and was in a strong position to withstand the pressures produced by reduced funding.

Unlike the newer universities it had achieved its carefully planned growth. Its planned building program on campus was close to completion and, unlike the older universities, it was free of the severe maintenance problems associated with antiquated buildings.

"We have an age distribution in our staff which should enable vigor and imagination in scholarship to be retained in spite of reduced funding," he said.

In his paper, "Crisis Management", Dr Hore predicts that with an unsympathetic public and government, the tertiary sector can expect little growth over the next decade or two.

Dr Hore says this raises two major problems: lack of funds and lack of staff mobility in tertiary education.

Dr Hore says there is a complacency at Monash in relation to staff mobility with many staff members believing that there will be movement of staff out of Monash and other institutions by normal turnover, death and retirement.

He examines statistics on these rates and concludes that there will be little impetus for mobility in any of the categories. Among the possible remedies he surveys are early retirement, fractional appointments, retrenchment, flexible ranking, and protected positions.

Dr Hore asks: "Is Monash University ready with policies and plans? Has it established a group to look into the future like the University of Queensland's group of futurologists which has been charged with the task of planning for the next 25 years?"

"Or, instead of anticipating the future and creating the most preferable from a range of possible futures, will Monash lurch from crisis to crisis?"



Watching the world turn

It's not every day that you have an opportunity to officially 'open' a pendulum.

But that's the lot which fell to the Chancellor of Monash University, **Sir Richard Eggleston** (left), last month, when he set in motion a Foucault-type pendulum developed by Monash mathematician, **Dr Carl Moppert** (right).

Foucault was the eminent French physicist who used a pendulum in an experiment in Paris in 1851 to show that the pendulum was in effect swinging in the same plane, and that its apparent motion was caused by the earth's rotation.

Dr Moppert always wanted to recreate Foucault's experiment since he was a small boy in Basle, Switzerland, when he swung a pendulum from a high gable of his father's house.

That attempt was not successful,

but Dr Moppert's latterday pendulum is, and he has given it a few new "twists" of his own.

Dr Moppert's pendulum is powered by a unique electro magnetic drive, and it is also fitted with a series of electronic sensors so that its motion can be monitored continuously.

The drive mechanism was developed by Dr Moppert in collaboration with **Associate Professor Bill Bonwick**, of the department of Electrical Engineering.

At the opening ceremony, Dr Moppert thanked the many colleagues in numerous departments who assisted him with the project.

● The pendulum has been installed in a display case in a vacant lift well in the foyer of the Mathematics building. It will be one of the Monash attractions on show for **Open Day on Saturday, August 5.**

It's all systems "go" for Monash's eleventh Open Day — to be held on Saturday, August 5.

The University will be open from 10 a.m. to 5 p.m. The theme of the day will be "Focus on Monash."

Some 100 departments and sections have planned activities and displays which are designed to give visitors an overview of life and work at a large modern university.

As well as providing an opportunity for the public generally to "focus on Monash", Open Day gives a chance for

prospective students, their parents and teachers to meet members of the Monash staff and establish links with sources of educational and career guidance available at the University.

As well as academic counselling, a team of counsellors will be available to assist with the general problems which prospective students face, such as adjustment to University life, financial assistance available, accommodation and employment prospects.

While Open Day traditionally has a "one day of the year" flavor, the point

is being made that accessibility to guidance at Monash is an ongoing feature.

Open Day director, **Mr R. Belshaw** says: "Although Open Day is a special visiting day at the University, we stress that, in a way, every day is an Open Day at Monash. Enquiries may be directed, by letter or telephone, to faculty secretaries, heads of departments, the careers counsellor — prospective students, or myself."

Last year an estimated 17,000 people visited the University on Open Day.

## IT'S ALL SYSTEMS 'GO' FOR OPEN DAY

## Floods a key to fossil search in Gippsland

The recent Gippsland floods — a source of joy to few — may just have that proverbial "silver lining" for Monash zoologists on the trail of remains of the world's earliest recorded land vertebrate.

Footprints of the animal — which roamed the area in Upper Devonian times, 350 million years ago — were found in a rock in a remote gorge of the Genoa River in 1971. The rock had been uncovered by similarly extensive floods. It is hoped that the recent floods may have scoured the river course, revealing fossil remains.

The footprints were found by the late Norman Wakefield, biologist with the then Monash Teachers' College. In July 1972, a team, led by Mr Wakefield and Professor Jim Warren, of Zoology, retrieved several rocks containing fossil trackways from the gorge, using a helicopter, and delivered them to the National Museum in Melbourne.

Since then the search has been on for fossil remains of the animal, thought to be very similar to the genus *Ichthyostega*, an animal intermediate between fish and amphibians which has been found previously only in Upper Devonian sediments in Greenland.

Searches over the last few years have proved that the Genoa River area is rich in fossils.

### Fossils in exposed rock

An expedition last January by a Monash zoology team and a Melbourne University geology group found fossils in every type of exposed rock along the Genoa.

Among the material identified were scales and bones of fish which lived at exactly the same time as the animal which made the footprints.

The January expedition found that the specific site where the footprints were discovered was covered by a sandbar.

The scientists are hoping now that the river may have been scoured and an identifiable remain — a skull bone or foot, for example — will be found.

The bid to positively identify the animal which made the tracks will be taken a step further in the coming months.

Casts of the skulls and foot of the Greenland animal it has been likened to, *Ichthyostega*, are being sent to Monash for a comparison study.

The samples, owned by the Danish Geological Museum but held in Stockholm, will be matched by the Monash team against the footprints to determine if the same animal could have made them.

It is believed that the animals which made the tracks ranged in length from about 55cm to 90 cm. They were stout of build, had broad blunt heads, thick tails about the same length as their trunks, and four feet, each with at least three but possibly four or five toes.

# Monash men for Moscow

Three Monash scientists will attend the 14th International Congress of Genetics in Moscow next month.

They are Professor Bruce Holloway, chairman of the department of Genetics, Dr Viji Krishnapillai, a senior lecturer in the department, and Dr Brian Roberts, a senior lecturer in the department of Zoology.

More than 2000 delegates are expected to attend the conference, which will be held between August 20 and August 31.

Professor Holloway, who will speak in a symposium on the genetics of industrial micro-organisms, will also visit a number of other research institutes in Russia at the invitation of the USSR Academy of Sciences.

The invitation was extended by the director of the Institute of Biochemistry and Physiology of Micro-organisms, USSR Academy of Sciences, Professor G. K. Skryabin.

During his stay in Russia, Professor Holloway will visit the institute at Pushchino-on-the-Oka, a two to three-hour drive from Moscow, and he will also deliver a lecture at the Institute of Experimental Biology, USSR Academy of Medical Sciences, in Leningrad.

Later, Professor Holloway will attend the International Congress of Microbiology in Munich, and a meeting of the International Microbial Genetics Commission, of which he is secretary and a member of the three-man executive.

The Commission was formed by the International Association of Microbiological Societies, with a number of aims, including encouraging development and research and ensuring rapid dissemination of new and relevant knowledge about microbial genetics.

Dr Krishnapillai will attend the Moscow congress under the auspices of the United Nations Environment Program.

Dr Krishnapillai's work on the genetics of plasmids and nitrogen fixation in plants has implications for crop



Above: Professor Bruce Holloway (l) talks with Dr Brian Roberts (centre) and Dr Viji Krishnapillai. Below: The foot of *Sarcophaga bullata*; the arrows point to the extremely large nuclei which contain the polytene chromosomes.

production, particularly in developing countries, where the cost of artificial fertilisers is a drain on the economy.

At the congress, he will deliver a paper on transfer genes in plasmids. It will include a discussion of "jumping" genes which have the ability to transfer genetic information from chromosome to chromosome — believed to be an important factor in the transfer of resistance to anti-biotics in some bacteria.

Dr Roberts will talk on the structure of polytene chromosomes — unusually large chromosomes found in the foot of the common flesh fly, *Sarcophaga bullata*.

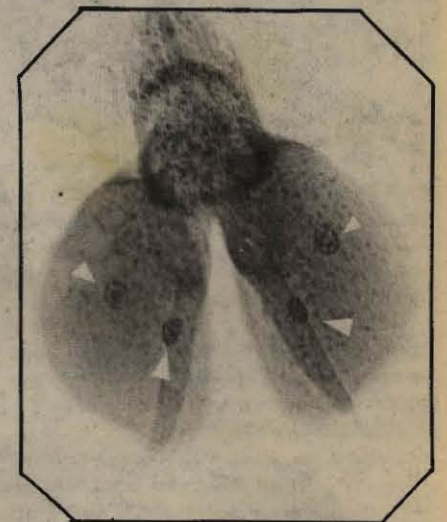
The chromosomes are known to exclude specific genes, and Dr Robert's research lies in attempting to understand their function.

According to Professor Holloway, the Moscow Congress will bring into focus the progress being made in such fields as the application of microbial genetics to industry.

"Micro-organisms are able to produce a number of useful products. We are seeking to develop production methods which can more efficiently synthesise these by-products.

"So far, Australia has not developed its own microbiological industries to any extent, except in brewing and the dairy industry.

"However, there are likely to be major developments in industrial applications because of the growing recognition that micro-organisms can produce



useful by-products, like anti-biotics and proteins, cheaper and more efficiently than they can be made by conventional means.

"Over the next 25 years or so, Australia will be looking to expand its micro-biological industries.

"But it must be remembered that there is a long lead time between what happens in the lab and when it is translated into an industrial process," Professor Holloway said.

## Defend universities, says Dean

Monash graduates have been urged to "defend" the University.

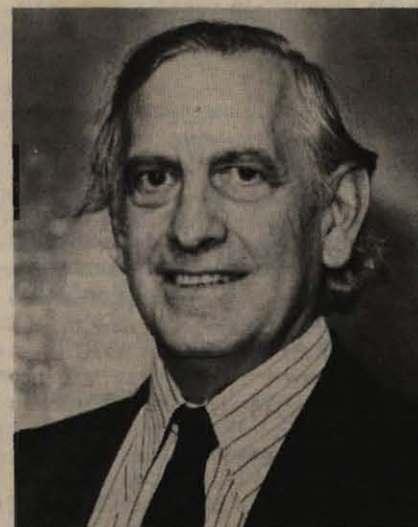
The Dean of Arts, Professor J. D. Legge, in an address to a recent Arts and Education graduation ceremony, said he hoped graduates would contribute to a better understanding of what the University did and would show a willingness to defend the values it stood for in the world outside.

Professor Legge said: "Universities are vulnerable institutions, viewed with suspicion by the community outside and not really understood by that community.

"We are seen as expensive institutions, staffed by privileged people who have 26 weeks holiday a year.

"We are believed to be full of dangerous radicals and to be subversive of good order and established morality.

"At the moment we are especially under fire. In its original form, the State Government legislation, drafted after the presentation of the Partridge Report, and running counter to the recommendations of that Report,



● Professor J. D. Legge

sought to impose on universities in Victoria a new machinery of control.

"Following hard on the heels of the controversy about that Bill has come the controversy about study leave.

"Such controversies take place within the more general framework of

economic difficulties in the country at large. The period of rapid growth of universities is now over and the Tertiary Education Commission has made it clear that, in the immediate future, we will have to manage with a good deal less money, in real terms, than we have had in the past. We are still waiting to see how far the TEC's own recommendations for reduced spending are accepted by government or whether there will be further cuts still.

"In this new situation we do need defenders.

"The public view of us is, in some ways, a correct one. Universities, if they are to do their duty, must, in certain respects, be subversive, questioning established values and assumptions. If they are to be centres of excellence they must of necessity be privileged and expensive. They must retain a considerable degree of autonomy in their planning of what they will teach and what they will research and how they will do it.

"This sort of privilege is not easy to defend."



● Mr R. A. Maidment

## A Briton in Aust. specialising in American politics

Given a judge or a politician to make important decisions affecting the community, American politics expert, Mr R. A. Maidment, would prefer the politician.

That is why he finds the increasingly dominant role of the judiciary to be the most worrying feature of American politics in the last 20 to 30 years.

It's not so much the substance of decisions made by the Supreme Court that Mr Maidment, visiting special lecturer in the Politics department at Monash, objects to, but rather the fact that it has implemented far reaching social change, touching the lives of all Americans, without recourse to legislation and the "democratic" process.

He says most of the Court's decisions have been "benevolent" — those enforcing desegregation, busing, and electoralates of equal size, for example — but they have nevertheless caused change by judicial fiat and, once made, are very difficult to reverse.

Mr Maidment has a broad perspective on the political scene — he is a Briton specialising in American politics, currently teaching in Australia.

At home, he is a lecturer in the United Kingdom's largest American studies school at Keele University, Staffordshire. He is also a fellow of the largest American Studies research institute, the David Bruce Centre, which is based at Keele. At Monash this year Mr Maidment will teach the American politics course.

He finds a certain excitement and "pizzaz" in American politics which, say, British politics lack, "although events have become more interesting there since the Government lost its majority in the Commons." For his part, however, he is happy to live in Britain and make regular trips to

## Blood Bank on campus now

Did you know that if 3,800 red blood cells were placed edge to edge, they would measure about one inch? Or that each red cell makes about 75 trips around the body in its 120-day lifespan?

These are some of the facts about blood, provided by the Red Cross

## Meet two visitors ...

Washington — "a nightmarish place to live."

Mr Maidment's major areas of study are the presidency and the judiciary.

Discussing Jimmy Carter's presidency, he says there is a certain irony that in the immediate post-Watergate period, two to three years ago, the American electorate seemed to be seeking a more open style of government and a less dictatorial presidential style by a man less consumed with the idea of his being a grand person. But, he says, Carter is visibly a man with the common touch, who shows himself willing to listen to advice and conducts a clearly more open government. Yet it is these qualities which have probably caused him loss of electoral support.

"Because Carter appears to be listening to the different sides of issues — on economics, energy and foreign policy, for instance — there is an illusion he is an indecisive, weak person. Once such an idea gains currency, it is picked up and perpetuated and becomes conventional wisdom", he says.

Mr Maidment says Americans seem to demand an almost mythical character of their president.

"All presidents seem to go through a bad patch, anyway. Perhaps, from Carter's point of view, he is lucky to be going through it so early before the next election."

### Watergate's effect

Watergate or, rather, its aftermath, he suggests, served to strengthen the American political process, in the long run.

"Watergate having happened, on balance I think the governmental system has emerged in good shape."

He says there has been a resurgence of Congress control over such areas as foreign policy and the budget, and the American people have become more alert to erosions of their civil liberties and more aware of the role of bodies such as the FBI and CIA.

Mr Maidment sees a threat to the US State Governments following the sweeping victory of Proposition 13 (the Jarvis-Gann constitutional amendment to cut property taxes and limit their future growth in California).

He believes support for the Proposition probably derived from opposition to welfare spending in a State in which poverty was a minority concern.

"In fact, local taxes do not pay for welfare but for schools, fire brigades, libraries — the services everyone uses and will miss," he says.

Mr Maidment says the balance of political power in the US is shifting from the north-east to the "sun-belt" of the south and west.

He predicts a gradual decline over the years in the influence of the traditionally-powerful north-east political identities, and the emergence of new politicians less attuned to urban problems.

Blood Bank, which is presently visiting the campus.

The Blood Bank established its mobile collection unit on the ground floor of the Menzies Building on Monday, and will take donations of blood between 9.15 a.m. and 3.45 p.m.

The unit will be at Monash until Friday, July 14.

## A lawyer with a divine job

An English professor of law, whose interests in law range from child maltreatment to civil aviation, is currently a visiting academic at Monash.

And Professor David McClean, of Sheffield University, has a more heavenly claim to fame too. He appoints the Archbishops of the Church of England in the UK.

(He is actually one of three lay members of a Church Commission which supplies two names of candidates for the office of Archbishop and Bishop to the Prime Minister for selection and the Queen for final approval. He is also Vice-Chairman of the Church of England's Board of Social Responsibility.)

This is Professor McClean's second visit to Monash. He was here for the teaching year in 1968 and remembers taking over Professor David Derham's office space the day after he left Monash to become Vice-Chancellor at Melbourne University.

He readily accepted this second opportunity to come to Monash — "one of the reasons being that I expect to have my head down for the next three years as I take over the Deanship at Sheffield this October."

At Monash he will perform teaching duties and work on revising three books — one dealing with the conflict of laws, another on the legal context of social work, and the third on civil aviation law. He will be on campus until September.

Before leaving the UK, Professor McClean sat on an official, independent inquiry which arose out of a child maltreatment case in Derbyshire.

An injured baby had been taken from its mother by social work authorities and, after a while, handed back. The child was injured again and died of the wounds.

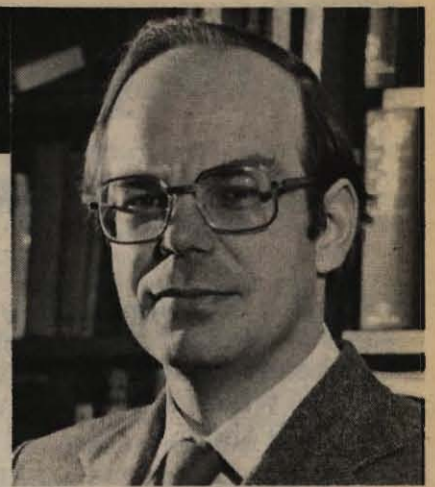
Professor McClean's job was to inquire into the actions of the medical and social work staff.

He found that while there was a good system for spotting child abuse cases, having identified them, people were ill-informed about follow-up techniques and how the cases should be treated.

He recommended that welfare institutions should build into their structure specialist posts to deal with "baby battering" cases. After a period in which social workers tended to be "all rounders" there is now an emerging emphasis on such specialties, he believes.

Professor McClean says that in the UK there is a well accepted voluntary reporting system for child maltreatment. He has reservations about mandatory reporting systems, such as Tasmania has. He hopes to travel to Hobart to study that State's system in more detail, however.

He says: "My guess is that such legislation makes no difference at all



● Professor D. McClean

because there is no way of policing it. If a doctor for some reason does not want to report a case he simply won't diagnose an injury as having been caused by maltreatment."

Turning to his interest in civil aviation law ("and the legalistic small print on the back of an air ticket is only the tip of the iceberg"), Professor McClean says that the law is weighted heavily against passengers in cases of injury and loss.

International conventions have set maximum damages levels which are "absurdly low" and which have remained unchanged for a long time, he says.

"If you're hit by a lorry in Dandenong Road and receive injuries, depending on their nature, you may receive a hundred thousand dollars. If you received the same injuries in an air crash you may only get half or a third of that amount."

He says that hijacking and the use of aircraft in acts of terrorism over the last few years have prompted a large body of new legislation. But the effectiveness of laws aimed at preventing hijacking is limited while countries like Algeria refuse to accept them, he adds.

As Vice-Chairman of the Board for Social Responsibility, Professor McClean has added to public debate on some weighty contemporary issues. In recent years the Board has compiled reports on such topics as abortion, homosexuality, industrial democracy and Northern Ireland. Many reports have been submitted to Royal Commissions and the like.

He is modest, however, about the influence of such Church reports. "England is the most secular of European countries," he says.

He believes, though, that UK divorce law reform in 1969 would not have come about as soon as it did had the Board's report on the issue been more conservative. He believes the same is true in regard to changes in the legal status of children born outside marriage.

When asked whether, on balance, the Board's reports have tended toward the conservative or liberal, Professor McClean replies that it depends on the observer's standpoint.

"A lot of people in the Church of England consider them liberal, some outside the Churches consider them conservative though less conservative than they might have imagined, I suspect. Others find them outrageously radical.

"I might say, though, that the Church of England is not, as has always been suggested, the Tory party at prayer."

In fact surveys have shown that as many people in high positions in the Church vote Labor as Conservative, he adds.

# The problems that lie ahead —and what options are open

I value this opportunity to discuss some of the difficulties which seem to lie ahead and to consider some of the options which are open to us for dealing with them.

It is one thing to recognise and formulate a problem; it is quite another to identify and execute the best solution. However, this we must do if Monash is to maintain its distinguished record of scholarship at home and overseas.

We must prevent pessimism from intruding and prejudicing our efforts. It is always possible to stimulate innovation, even in the most unfavorable circumstances.

It has been pointed out elsewhere that:

"The real test of a new university comes after about 10 years, when it has invested a lot of intellectual capital in courses and systems and no longer has the stimulus of rapid growth and fresh beginnings. Can it increase its rate of innovation and adaptation, despite having fewer resources with which to encourage the process? Can it do new things when it is very much easier to go on in established ways?"

## Monash — past and present

Following its creation in 1960, this University enjoyed a decade and a half of rapid expansion. Seven faculties, 52 departments, and four centres were established. It was a period of economic buoyancy and sensible long-range planning was made possible by the Australian Universities Commission's procedure of triennial funding. Universities were held in high regard by the Australian public and the strong demand for more student places reflected parental attitudes and the belief that a university degree was the passport to satisfying and more remunerative employment.

We were all able to enjoy the benefits of those halcyon years of expansion — new academic vacancies, new buildings, new opportunities for staff promotion and the development of new research programs.

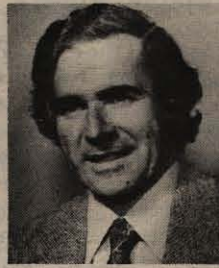
When the Whitlam Government decided that 1976 would be an intercalary year outside the normal triennial progression, many of us felt that this was only an interim interruption to university expansion and development, occasioned by temporary economic difficulties. However, such optimism has been short-lived and it has become abundantly clear that a fundamental change has occurred. We have entered a quite new era in which there will be little or no growth for some years to come. Our University has entered what is commonly termed "the steady state".

It is important to bear in mind that when we talk of Monash being in "steady state", we do not know whether this condition will persist beyond 1982. We do not know whether the Australian university system as a whole will be static, contracting or expanding in the 1980s. What we can say now, with confidence, is that the assumptions necessary to generate expansion beyond 1982 appear to be rather unlikely. Thus, what we are really looking at are the implications of keeping a system at a constant size with, say 145,000 students, bearing in mind that the existence of academic tenure makes any rapid contraction of the system difficult to achieve.

## The new era

This new era will test to the full our capacity to adjust. The years 1976 and 1977 have not been so bad, especially as the cost to the University of both salary and non-salary items was fully supplemented by the Government for movements in the base indices due to inflation.

By the  
Vice-Chancellor  
Prof. R.L. Martin



However, the economic climate became decidedly chillier in 1978 and some new problems have emerged.

The Minister recently announced the guidelines for the next rolling triennium 1979-1981, confirming that the university and college sectors would remain in the "steady state" condition, at least until 1982.

Recurrent funds for universities and colleges in 1979 have been increased slightly by 0.7 per cent compared with those for 1978. Capital funds have been cut by \$33.6m. or 39 per cent. There will be few new projects commencing in 1979.

As a "sweetener" the Minister conceded that the Government had accepted the recommendation of the TEC for a return to fixed recurrent funding for the 1979-81 triennium. However, funds for capital and equipment will continue to be provided in firm amounts on an annual basis, on the assumption that the TEC will continue to plan building programs for some years in advance.

## The implications for Monash

We still have to gaze into the crystal ball. The distribution of recurrent funds between individual universities and colleges will not be known until the TEC publishes volume 2 of its report. This is scheduled for August 31. If the government accepts its recommendations, as seems likely, we should know our fate in September. Incidentally, this timetable places us under immense pressure to formulate a budget for 1979, bearing in mind that the draft proposals must be considered by Professorial Board, Finance Committee and Council.

A return to the triennium will alleviate, at least, this aspect of the problem and provide an opportunity for rational planning. The guidelines assure us that the total allocation for universities and colleges for the base programs of recurrent grants, other than equipment grants, for 1980 and 1981, will be maintained at the same level in real terms as that approved for 1979.

However, this year, we have had to face up to the full consequence, for the first time, of no longer being reimbursed for inflationary movements of that part of our budget (about 14 per cent) which is spent on non-salary items (\$7.5m). We estimate that this has reduced our real disposable income in this area by about \$1m. in 1978 — an amount which would have been invaluable for increasing maintenance and equipment grants in needy areas of the University.

Of equal importance is the phenomenon of "incremental creep". For a relatively new institution like Monash, the progression of staff up incremental salary scales generates an unavoidable cost for which there is no compensation under the Government's cost supplementation arrangements. (These also do not include costs resulting from changes in industrial conditions, liabilities for accrued long-service leave and increasing liability for non-funded superannuation payments.) Our Finance Branch estimates that almost 1 per cent of the general recurrent grant is required annually to offset these effects — that is almost half a million dollars.

The commission, in vol. 1 of its report for 1979-81, has emphasised that universities will have to find savings of the order of 5 per cent of general recurrent expenditure during the triennium to meet the accumulated effects since 1975 of incremental creep

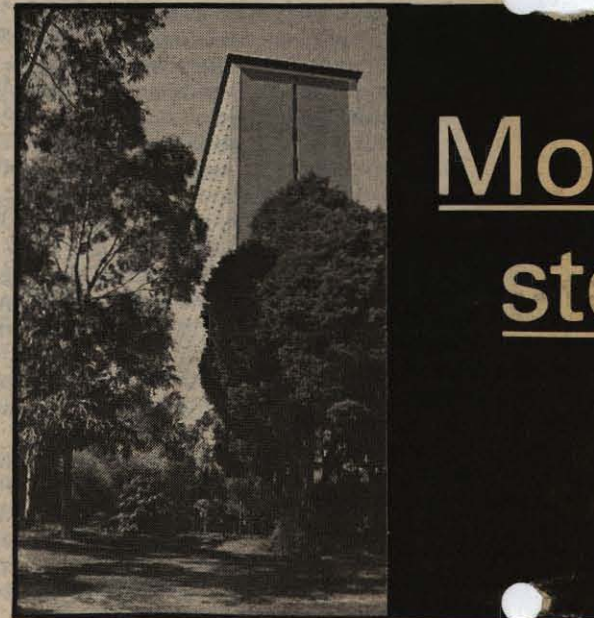
and other non-compensated unavoidable expenditure.

It recognises that this component of the budget has been steadily mounting and has already put significant pressure on institutions and will continue to do so.

The commission points out that this may force sharp economies in certain lines of expenditure and suggests that it is desirable that some of the economies be made in the employment of staff.

## What are the real problems?

What then, are the real problems which are facing Monash University, especially if we are to avoid what a recent article in the *Times Higher Educational Supplement* referred to as "Management by Crisis"? I will do no more in this brief survey, than allude to some areas which will need to be carefully evaluated in the coming months.



## 1. FLEXIBILITY IN ACADEMIC STAFFING IN THE STEADY STATE

This is, of course, a problem of great complexity involving the detailed analysis of staffing structures within universities. The AVCC has commissioned an independent study by Dr D. Myers, former Vice-Chancellor of La Trobe University, to carry out a detailed investigation which it is hoped will be completed by October. We have had some preliminary discussions with the FAUSA executive and this study should be an invaluable guide to universities for long-range planning.

Monash as the only young, but fully established university, has, not unexpectedly, some features in the age distribution of its full-time teaching and research staff which you may find interesting.

Out of 672 lecturer and above positions, as at April, 1977:

- Only 18 were aged below 30.
- Only 12 were aged over 60.
- 52 were aged over 54.
- The remaining 590 were aged between 30 and 54.

To obtain a comparison with other universities, nationally, 67 per cent of all full-time staff are aged between 30 and 49; the corresponding Monash figure is 72 per cent. Clearly, we can expect that the resilience and enthusiasm of this age cohort will be maintained for many years ahead.

On the other hand, retirements due to age are an-

# THE TEXT OF THE V-C's ADDRESS TO STAFF

anticipated to be infrequent. For example, by 1982, 269 retirements are expected in Australian universities (including ANU). Of these, only 15 will occur at Monash. Generally, we will have relatively few retirements at full age before the end of the century. But, of course, there will be retirements from senior positions in other Australian universities and we should expect some members of staff will wish to move, in order to obtain promotion.

During 12 months ended April, 1977, of our 672 lecturer and above positions, "separations" (deaths, retirements, resignations, terminations) freed 34 posts. This represents a turnover rate of about 5 per cent.

As a Times Higher Educational Supplement article commented:

"We are not entering an 'arctic night', in which everything will be frozen and inflexible. More accurately, the problem will be that the extent of flexibility is likely to be rather less than is needed to meet the changes to which the university system ought to adapt."

## 2. A TOP-HEAVY STAFFING STRUCTURE

Compared with other Australian universities, only Deakin and Adelaide have a higher percentage of senior lecturers than Monash, as a percentage of

Monash in the  
steady state

● A four-page feature  
on what lies ahead

total staff. Of 865 full-time teaching and research staff in 1977, 33.4 per cent were senior lecturers, compared with the average of all other universities of 28.6 per cent.

If the occupancy levels of all grades of staff at Monash matched the national average, a saving of nearly \$400,000 would be involved.

Although a change in the present distribution cannot be brought about quickly, the direction in which we should be moving over a longer period of time, is clear. Since the staffing structure is top-heavy, we should be aiming to make appointments at junior, rather than senior levels.

## 3. LOSS OF JUNIOR STAFF

In the situation where economies of budget are required, the groups of staff which are most vulnerable are tutors and senior tutors. It is at this end of the staff structure that savings due to attrition are most likely to occur. If one looks at the numbers of senior tutors and tutors from the annual statistics return to the Universities Council, the numbers fluctuate considerably in the years 1973-1978. However, in 1977 and 1978, the number in this category, 185, shows about a 10 per cent reduction below the figure of about 205 occurring in 1974 and 1976. Because of the contribution to teaching and research being made by tutors, it is important to minimise any further erosion in this area.

What are some of the options which might be taken by universities to alleviate difficulties of the kind which I've just outlined?

I will simply mention some of them by name since most will be familiar to you in their detail:

- Encouragement of early retirements.
- Encouragement of interchange or secondment of staff between universities, government organisations, and other educational bodies, both within Australia or overseas.
- To arrange substantial inducement for departments to leave unfilled posts that fall vacant casually.
- To encourage part-time employment possibilities for senior staff not yet at retirement age.

More Draconian measures might involve a freeze on all staff vacancies, all promotions, all increments and the introduction of fixed-term appointments for all staff.

Clearly, the key problems facing a university in the 'stationary state' are how best to change its distribution of resources, provide promotional opportunities, continue to attract and retain younger staff of high ability and potential, and to encourage excellence of scholarship within a budget which remains constant in real terms from year to year.

The solution to the problem will have to be found from within the University. The resources which we will have available for new initiatives will have to come from within our existing recurrent funds. To do this, we will have to ensure that our budgetary procedures are effective, and that in all areas, budgets and expenditure are under constant review.

At Monash we occupy a unique position in Australia in that our Finance Department has developed a computer on-line enquiry system for accounting which enables budgetary units to obtain information upon request, which is no more than a day or two old.

In 1973, the University of Southampton found itself faced with an unfavorable deficit situation and undertook an immediate examination of financial allocation procedures to ensure that the best use was made of resources available. A decision was taken to move from a centralised to a decentralised budgetary system with the decentralised unit being a faculty, or faculty group. These procedures are apparently working well, and Southampton was one of the few British universities to remain in balance in 1974-75.

As members of staff here will know, this University has adopted a decentralised mode of budgeting with the faculties being the major budgetary units. Coupled with this is a power of virement which enables the faculties to determine internally how best to distribute their available resources between the respective needs of the departments. I believe that this system of devolution is serving Monash well and would not wish to modify it significantly in the present "steady state" situation.

It has been pointed out recently that one fundamental objection to the system of university government which has grown up in the United Kingdom is that academic matters, both in teaching and research, are left to be decided upon by academics, and are thus insulated against any new ideas which might come from those who are in other occupations. As a result, the inflow of thought which might stimulate innovation and adaptation is restricted.

At Monash, lay-members of Council are encouraged to participate in committees dealing with buildings, finance and staffing. I believe that they can also contribute a great deal by assisting with the long-range planning problems of the University. To this end, earlier this year, I invited Council to set up a Planning Committee comprising three of the lay-members of Council and myself. They will be giving their attention to many of the problems of concern and, at a later stage, will join with the Development Committee of the Professorial Board in advising the University on a number of policy matters.

It now appears that higher education will have to stand still, and perhaps even to retreat a little, if it wishes to maintain what more conservative elements would regard as academic integrity.

Alternatively, we must move forward and willingly embrace all the ambiguity of a more popular educational role.

Should we remain an elite and static system or a mass and growing one?

Before the declining birthrate, continuing inflation and balance of payment deficits, it was possible to combine the two and maintain a system that remained committed to elite values but nevertheless enjoyed the material benefits of mass expansion.

The policy decisions ahead in some ways are implicit in the following quotation from Clark Kerr (former President of the University of California):

"A university anywhere can aim no higher than to be as British as possible for the sake of the undergraduates, as German as possible for the sake of the graduates and research personnel, as American as possible for the sake of the public at large — and as confused as possible for the sake of the preservation of the whole uneasy balance".

## Challenge of the future

Monash, I believe, is one of the more fortunately placed universities in this country. It is in a strong position to withstand the pressures produced by reduced funding imposed by government policy.

Unlike the newer universities, it has achieved its carefully planned academic growth. It has the seven faculties and the 50 or so departments which encompass those fields of scholarship which were desired by its various academic bodies.

Its planned building program on campus is close to being completed, although there remain some real problems to be solved in the area of the clinical departments in the teaching hospitals.

Unlike the older universities, we are free of the severe maintenance problems associated with antiquated buildings.

We have an age distribution in our staff which should enable vigor and imagination in scholarship to be retained in spite of reduced funding.

## Resources

I believe that the greatest resource at Monash — and it is one which cannot be eroded by government action — is the will and determination of the staff. Imagination, creativity, dedication to scholarship are individual qualities which when multiplied by more than 1000 persons provide this University with a vast resource potential. Properly applied, we can ensure that standards are not lowered and that achievements in teaching and research continue to meet the highest international standards.

To be effective, this will demand the utmost cooperation from us all, an ability (and desire) to see the other person's point of view, a determination to put the overall interests of Monash above domestic issues within a department or even within a faculty.

If hardships have to be endured in the foreseeable future, and there will be a number, then I believe it is imperative that they be shared equitably. This will be the responsibility for those of us involved in making decisions.

I would like to close by quoting from a letter which I received a few days ago, from the chairman of one of our departments. Part of this letter reads as follows:

"I write to you now to express my support for you in what are obviously going to be very difficult times. It might be of encouragement to you, as it was to me, to know that . . . my department held a lengthy staff meeting to plan the academic program for 1979. I reported to them frankly the dispiriting experience senior colleagues had with the Universities Council's visit. Although initially shocked and depressed, they resolved collectively in a most heartening way not to put the shutters up but to re-think established courses to bring them more alive, to think of new developments and imaginative changes that could be made within the limited means available, to keep, in short, the idea of a university as a responsive and imaginative place alive for students.

"One department does not make a summer but we're determined not to let the bastards get us down!"

To me, this extract exemplifies the spirit and determination which will be needed for Monash to meet, successfully, the challenges of the years ahead.

# Lack of funds, staff mobility twin future problems: Dr Hore



With an unsympathetic public and government, the tertiary education sector can expect little growth over the next decade or two, according to the Director of the Higher Education Advisory and Research Unit at Monash, Dr Terry Hore.

Dr Hore says there will be two major problems — lack of funds and lack of staff mobility.

Dr Hore makes his comments in an article titled "Crisis Management" in the latest edition of the HEARU publication, *Notes on Higher Education*.

He says that, even without supporting innovations, the cost of maintaining tertiary institutions increases annually, through inflation and incremental "creep".

More than 85 per cent of the cost of running a university is taken up by salaries.

Thus, he predicts a majority of decisions forced by a lack of funds will involve finding money from the salary budget.

"This will directly affect some staff positions," he says.

## Possible effects on staff positions

Among the possible effects are a freeze on all staff vacancies, a freeze on all promotions, a freeze on increments, encouragement of leave without pay, an increase in staff contact hours, abolition or reduction of study leave entitlement, the replacement of tenure with a periodic review for all staff and the re-introduction of fees.

Dr Hore says: "All have been mentioned in the literature from overseas, a few have been discussed in Australia; for example, the on-going investigation into study leave."

He suggests that for many institutions or faculties the problem will be one of maintaining the level of student numbers in order to maintain their level of income. (He doubts if lobbying for a change from the enrolment-driven basis of funding would be successful).

He says two techniques to boost student numbers have been seen in the US, and to a lesser degree in Australia. These are the "Madison Avenue" advertising approach and the "bounty hunter" method which could emerge if fees are re-introduced — it offers cash incentives to any student who can persuade another to enrol.

Dr Hore says that the most difficult prospect for academic staff to face will be the significant decrease in mobility, either upwards or sideways in their own or other institutions.

He says there is a certain complacency among Monash staff about mobility — they expect there will be movement of staff out of Monash and other institutions by "normal" turnover to other jobs, death and retirement.

But this is the rather gloomy analysis he gives of the potential for mobility in these categories:

● **Staff Turnover.** In 1967 the staff turnover rate in Australian universities was 28 per cent. By 1976 the turnover rate was 7.6 per cent. By inspecting the university and college employment columns of *The Times Higher Education Supplement* or *The Australian* one would guess that, in 1978, this percentage would be even lower.

● **Death.** Academic life does not seem to predispose

persons towards an early death. When one realises that the average age of the professoriate (professors, readers and associate professors) at this university is 47 years, and 66 per cent of academic staff of lecturer and above are under the age of 44 years, death does not seem to be an answer.

● **Retirement.** In the University Commission's *Report for the 1977-79 Triennium* it was stated (section 3.29) that retirements over the next five years in the total university system "... are expected to constitute only about one-half of one per cent of the total academic staff of 12,000". If there are to be only 60 retirements over the next five years in the whole of Australia then "normal" retirement does not appear to be a solution either. At Monash in the five years between 1978 and 1982, only five professors, one associate professor/reader, four senior lecturers, two principal tutors and one senior tutor will retire. In some departments no professorial vacancies will occur until after the year 2008.

Dr Hore surveys several of the remedies which have been suggested to overcome staff immobility.

Some are in the control of individuals — such as early retirement and fractional appointments — and some, like retrenchments, are institutional decisions. Others are in the ambit of governments — like reduction of study leave, salary reductions or restraint.

## The remedies proposed

This is what he says about some of the remedies: **Early Retirement**

As one book put it one needs to "precipitate migration", and as we have seen "normal" retirement will not assist, so we need to consider the possibility of early retirement — an estate which one writer called "pedagogicide". One can see that retirement at 55 years of age would have a major effect but would it be an attractive proposition for academic staff? The problem appears to be the drop in the level of income the staff member will accept or alternatively, how does the university find the money to buy up policies or provide the "golden handshakes" which may be involved. The recent move by the University of Melbourne to consider an internal superannuation fund and the withdrawal from the scheme presently run by insurance companies may provide a solution.

## Fractional Appointments

Perhaps a more acceptable option is to move from a full position to a fractional appointment. Apart from the obvious taxation benefits, and the ubiquitous problems of superannuation, it may be possible to sweeten a fractional appointment with an increase in status — personal chairs with all the titles and privileges of "senior readers" who are insulated from all duties other than research.

## Retrenchment

In times of expansion one has never considered that university staffs would ever be faced by the prospect of retrenchment. If mentioned in conversation it would always be countered by some comment about the security of tenure. But in the October, 1977, Newsletter of the Federation of Australian University Staff Associations an article appeared entitled "You may think you have tenure — but have

you?" The article indicated that out of the 19 Australian universities only six had tenure in the "true" sense of "a permanent appointment until retirement — subject to dismissal only in cases of ill-health, gross misconduct or dereliction of duty". Monash University was not a member of that group but one of a group of six where sub-professorial staff could be dismissed without cause provided six months notice was given. To this time in Australia few, if any, cases of dismissal of tenured staff have been seen, but it remains a legal possibility. In those universities with "qualified" tenure, financial exigencies provide the legal loophole which American administrators have used in successfully defeating actions brought against tertiary institutions by tenured staff.

## Retraining

Declining student numbers in specific sections of the university mean either decreasing income or an increase in the workload on staff in other sections, since up to now staff have not been relocated or retrained for other positions. But for how long can personal research time be allowed to expand in direct proportion to the decline in students attracted to one's discipline? Retraining for positions outside the university or within it is favoured in the literature; one mention was made of the possibility of taking out "mid-stream" insurance to support redundant staff wishing to "change horses".

## Flexible ranking

Flexible ranking is a personal move to return to a lower rank — for example, a professor reverts to a reader or senior lecturer level position. It is not "management-prompted" and may appeal to some senior academics.

## Protected positions

When positions are scarce applications are accepted only from citizens of the country where the vacancy occurs. In the United Kingdom work permits perform this task, and according to a *THES* report (2/9/77) one university was asked to state that there was no British applicant who could have done adequately a job which was given to a Canadian citizen.

Dr Hore says that academics may have to rethink their career aspirations. He says that while the career grade of the majority is said to be senior lecturer, the staff in universities now have entered and progressed through a developing system where higher aspirations can be entertained and achieved.

"More people will have to settle on the career grade of senior lecturer, be prepared to wait longer to get there and seek job-satisfaction within that framework," he suggests.

Dr Hore asks: "Is Monash University ready with policies and plans?"

"Has it established a group to look into the future like the University of Queensland's group of futurologists which has been charged with the task of planning for the next 25 years?"

"Or, instead of anticipating the future and creating the most preferable from a range of possible futures, will Monash lurch from crisis to crisis?"

"Perhaps the recently established Council Planning Committee will accept the task when it can untangle itself from the demands for submissions from the Tertiary Education Commission."

## Present promotions

It's the time of year again when heads of departments are being invited to make recommendations on promotions.

While there is no magic formula for success, the Higher Education Advisory and Research Unit has information on a "dossier" which may be of assistance to candidates.

Mind you, there's nothing sinister about this dossier — it relates to a gauge of teaching effectiveness and is currently being considered by the

Canadian Association of University Teachers.

The Director of HEARU, Dr T. Hore, says: "The staff handbook (section 4.1.1) states that consideration should be given to such qualities as 'teaching, research and administrative ability'.

"In many cases the candidate who wishes to build a case around effective teaching has some difficulty in receiving due credit because information about teaching performance and effec-

tiveness is often scanty and hence the 'assessment' of competence is often made on incomplete or inadequate data.

"While there is no simple way of evaluating teaching effectiveness it is felt that candidates who wish to have their teaching abilities recognised could benefit by providing the promotion committee with a teaching dossier. The dossier includes a statement of teaching activities and provides a format for answering questions of 'effectiveness'."

Anyone wanting a copy of a three-page description of the "teaching dossier" should contact Dr Hore on ext. 3269 or 3270.

## SCHOLARSHIPS

The Academic Registrar's Department has been advised of the following scholarships. The Reporter presents a precis of the details. More information can be obtained from the Graduate Scholarships Office, ground floor, University Offices, extension 3055.

### Environment, Housing and Community Development Fellowship.

For academics on study leave pursuing research in the fields of environment, housing, urban affairs, recreation, sport and community development. Applications close in Canberra, July 28.

### Philips International Institute — Postgraduate Scholarships 1979.

For graduates of electrical engineering, physics or related subjects. Tenable for one year in Holland. Fares, living allowance paid. Applications close on July 31.

# 'We must not shelve the unanswered questions'

The golden era of Australian university expansion is over and we academics are a beleaguered lot. These messages have reached the ears of even the most unworldly scholars among us.

This year we have barely had time to identify the shock waves as they have rolled over us: the Partridge report and State legislation for a Post-Secondary Education Commission, the Tertiary Education Commission draft report on Study Leave, the visit to Monash of the Universities Council, and the recently announced cutbacks in tertiary education funding. Should we be pessimistic? No! It's all relative (for those of us with jobs, that is).

Academics like to be loved, or at least left alone to do their work, and we are shocked to find that we are about as popular as public servants, and that any irresponsible journalist can elicit a furious response from the public by "exposing" our "racket." Why should we be surprised?

A large fraction of the public have had no contact with tertiary education, let alone research. And few of us are good at selling ourselves. Daily we make great efforts to be objective about our research and teaching: to make them sound as erudite and pointless as possible. And daily our great achievements pass unnoticed.

However, we have had plenty of practice in recent years in selling ourselves in an expanding academic market. Some of the more meteoric types have had to be preparing and posting updated curricula vitae almost full time. Now that the "steady state" is here, and we are regarded as "incremental creeps", or worse, then we will spend less time on charging precipitately ahead, and have more time to take a keener interest in our teaching and in "crawling across the frontiers of knowledge with a hand lens."

But we have to attend to some adjustment problems on campus first. The response to our new situation is already imperfect, in that we were not prepared for it, and should have been. (One example springs immediately to mind: that of a former Dean

who a few short years ago pressed powerfully for the expansion of his faculty, and who now — employed elsewhere — advocates forcefully its contraction). But in transition we must avoid the terrible depths of academic politicking and resources warfare at which we seem to be inordinately skilled.

The Vice Chancellor, **Professor Martin**, addressed a seminar organised by SAMU on "Futures for Monash University" recently. Some of his themes were:

- The necessity to develop our capacity to plan and adjust.
- The problem of flexibility in academic staffing.
- The difficulty of providing promotional opportunities within a top-heavy staffing structure.
- The importance of attracting and retaining younger staff.
- The need to share hardships equitably.

Some partial remedies to the staffing problems mentioned were: early retirement, interchange of staff, inducements to leave vacancies unfilled and fractional appointments. The themes of the seminar have been covered by **Dr Terry Hore**, Director of HEARU, in the latest issue of *Notes on Higher Education*, entitled "Crisis Management." He also discusses academic accountability, techniques of attracting students, retrenchment and restructuring.

## No 'too hard' basket

The ideas are abroad. They must not be allowed to float into the "too-difficult" basket, nor must we leave our planning to others. It is fine for the AVCC to have commissioned a paper on Staffing Flexibility from **Dr D. M. Myers**, but why have we not attempted such a paper ourselves? One that has been attempted by Staff Branch is on early retirement, and during its preparation the inadequacy of the superannuation "A" scheme has become even more obvious. Why did we not beat Melbourne University to be the first to move to a managed scheme?



## The steady state

Sometimes we move too slowly, and sometimes we move not at all. We must think about some of the questions left unanswered at the SAMU seminar:

- How long is the steady state to exist? The longer it is, the more radical must be the changes.
- In view of the general slow down in growth should the university redefine its role away from vocational training and towards the elevation of intellectual and cultural levels generally?
- What is "flexibility" and is it provided by the present 2:1 ratio of tenured: non-tenured academic staff sought by the Committee of Deans, or is this a recipe for a deterioration in academic standards?
- Will all options for reducing academic salaries expenditure in order to cope with creep and superannuation supplementation, result in a worsening of working conditions, and/or a shift in the balance of staff duties towards more teaching and less research? (As far as the draft report on study leave is concerned, the answer is yes).
- How much worse must our recurrent expenditure budget position be before we turn to the three R's — redundancy, retrenchment and retraining — and are we ready for that eventuality? The Vice Chancellor has said that retrenchment is an option of last resort. For several years a working party including SAMU representatives was engaged in drawing up a draft tenure statute which includes provision for retrenchment, but for some time there has been a reluctance to have this draft considered by Council.
- What is the best composition of a group to look to possible futures for Monash? The Planning Committee of Council will soon join with the Development Committee of Professorial Board, but SAMU and the General Staff Association should also be represented.

## JULY DIARY

- JULY: PLAY** — David Williamson's translation of "King Lear", presented by the Alexander Theatre Company. Nightly at 5.15 p.m. (Mondays to Wednesdays), 8 p.m. (Thursdays to Saturdays). **Alex. Theatre.** Admission: adults \$6.50; children, students \$3. Alexander Theatre Supporters \$4.50 (limit of two). Party concessions available.
- 5: CREATIVE ARTS AND PRACTICAL COURSES** — Enrolments are now open to the public for courses starting mid-July in pottery, weaving, spinning, stained glass, life drawing, water colour, Japanese printing, practical sewing, macrame, batik, jewellery making, leatherwork, typing and affective reading. For further details contact ext. 3180.
- 5-14: RED CROSS MOBILE BLOOD BANK** will be visiting Monash University. **Arts Assembly Rooms SG01-3.** 9.45 a.m. - 3.45 p.m. Appointments can be made at the Union Desk.
- 5-14: PUPPETS** — "Wacko the Diddle O" presented by the Marionette Theatre of Australia. Daily at 10 a.m. and 11.30 a.m. (Except July 8, 9, 10). Also 2 p.m. performances on July 6, 11, 13. **Alex Theatre.** Admission: school and kindergarten parties \$1.25 (teachers free). Door sales: adults \$3, children \$2.
- 5: FORUM** — "Industrialism and Health", by Dr. John Powles, Monash Department of Social and Preventive Medicine. **JULY 12:** "An Undergraduate Environment Science Course — the Needs it Meets", by Mr David Stokes, Rusden State College. Pres. by Monash Department of Environmental Science. 5.15 p.m. **Room 137, 1st Year Physics Building.** Admission free. Inquiries: exts. 3841, 2631.
- 10: MIGRANT STUDIES SEMINARS** — "The Jewish Community", by Mr Walter Lippmann. **JULY 24:** "Second Generation Baltic Australians — Problems and Prospects", by Mr V. Karnups, Baltic Youth Assoc. 7.30 p.m. **Rooms 245/250, Education Building.** Admission free. Inquiries: ext. 2872.
- 10-AUG. 18: EXHIBITION** — "Photographs of China", a documentary exhibition compiled by Geoff Parr. 10 a.m. - 5 p.m. **Exhibition Gallery, Menzies Building.** Admission free. Inquiries: ext. 2112.
- 10: LUNCHTIME CONCERT** — Beethoven String Quartet. Ian Cumming — violin,

- Galina Sinclair — viola, Sarah Morse — cello. Works by Beethoven. 1.15 p.m. **RBH** Admission free.
- 10: CONCERT** — Musica Viva Australia present Collegium Trio. Works by Haydn, Shostakovich, Schubert. 8.15 p.m. **RBH** Admission: adults A. Res. \$5, B. Res. \$4; students B. Res. \$2.
- 11: BLACK STUDIES LECTURES** — "Welfare Services" (Graham Atkinson). **JULY 18** — "Education for Aborigines" (Stephen Albert). **JULY 25** — "Adult Education" (Eric Wilmott). Pres. by Monash Centre for Research into Aboriginal Affairs. 1 p.m. **Lecture Theatre R.6.** Free. Inquiries: ext. 3346.
- 12: CONCERT** — Loreto Mandeville Music concert. Orchestral, choral and solo items from the Junior and Senior Schools. 8 p.m. **RBH.** Admission: adults \$3, students, children \$1.50.
- 13: LECTURE** (and short film) — "Am I an Expressionist?", by Affandi, eminent Indonesian painter. Pres. by Monash Centre for Southeast Asian Studies and Visual Arts. 11 a.m. **Room 515, Menzies Building.** Admission free. Inquiries: ext. 2197.
- 17: LUNCHTIME CONCERT** — Lieder Recital, Brian Hansford — baritone, Margaret Schofield — piano. Works by Schubert. 1.15 p.m. **RBH.** Admission free.
- 20: ANNUAL LECTURES ON INDONESIA** — "Regionalism and National Integration: the Acehnese Experience", by Nazaruiddin Sjamsuddin. **JULY 27:** "Indonesia since 1945: Contrasting Interpretations", by Herbert Feith and J.A.C. Mackie. Pres. by Monash Centre of Southeast Asian Studies and Australia Indonesia Assoc. 8 p.m. **Lecture Theatre R4.** Admission free. Inquiries: ext. 2197.
- 20: FORUM** — "Who Fails — Teachers or Students?", by Mrs Margaret Cowin, Dandenong Counselling and Guidance Centre. **JULY 27:** "The Auditorily Disadvantaged Child in the Classroom", by Mr Eddie Keir, Royal Children's Hospital. Pres. by Monash Faculty of Education. 1.15 p.m. **Room 245, Education Building.** Admission free. Inquiries: ext. 2802.
- 20: CONCERT** — ABC Instrumental and Vocal State Final. Neil Christensen — baritone, Christine Basley — soprano, Dianne Froomes — cellist, Laurien Kennedy — cellist, Michael Wise — pianist, Victor Sangiorgio — pianist. 7.30 p.m. **RBH.** Admission free.
- 21: CONCERT** — PLC Senior Music Recital. 8 p.m. **RBH.** Admission: adults \$2.50, students, children \$1.50.
- 22: CONCERT** — The Melbourne Youth Symphonic Band conducted by George Logie

- Smith, The Percy Grainger Youth Orchestra conducted by Bruce Worland. 8 p.m. **RBH.** Admission: adults \$2.50, students \$1, pensioners will be guests.
- 22: SATURDAY CLUB** (Red Series) — "The Chicken and the Clown". 2.30 p.m. **Alex Theatre.** Admission: adults \$3.50, children \$2.25. Performance repeated July 29 **Alex Theatre.**
- 24: LUNCHTIME CONCERT** — Clarinet and piano recital. Phillip Miesel — clarinet, Margaret Schofield — piano. Works by Brahms, Johann Albrechtsberger, Wagner, Handel, Pierre. 1.15 p.m. **RBH.** Admission free.
- 24: LECTURE** — A. A. Calwell Memorial Lecture by the Premier of South Australia, Mr Don Dunstan, 8 p.m. **RBH** Admission free.
- 28: CONCERT** — Musica Viva Australia presents Quartetto Beethoven Di Roma. Works by Beethoven, Mahler, Schumann. 8.15 p.m. **RBH.** Admission: adults A. Res. \$5, B. Res. \$4; students B. Res. \$2.
- 29: HSC COURSE** in Pre-University German, presented by Monash Department of German. 9.30 a.m. **Rotunda Lecture Theatres.** Admission: 50c. Inquiries: ext. 2241.
- 31: LUNCHTIME CONCERT** — La Romanesca. Renaissance and early baroque music from Spain, Italy and the Netherlands. 1.15 p.m. **RBH** Admission free.
- CONTINUING EDUCATION**  
The Monash Centre for Continuing Education is offering the following courses for the month of July: **JULY 5-AUG. 9:** "Library Accountability and Effectiveness", a short course led by Richard Stayner. **JULY 10:** "Rights of Children and the Children's Court", seminar for Social Workers **JULY 15-16:** "HSC French", workshop. **JULY 17:** "Language Classes", second semester in Chinese, Dutch, Indonesian, Italian, Japanese, Modern Greek, Russian, Spanish. **JULY 24:** Closing date for enrolments in "How Do Adults Learn?" seminar led by Prof. M. Knowles (USA). **JULY 31:** Closing date for enrolments in "School - to - Work Transition", conference for teachers and people from industry. Further information on all these courses, ext. 3718 (A.H. 541 3718).



## Dept. offers mid-winter 'Tempest'

The Monash English Department Players this month will present their second major production for the year — Shakespeare's late romance "The Tempest."

The play will open in the Union Theatre at 8 p.m. on Monday, July 17 and continue nightly until Friday, July 21. There will also be a matinee on July 21, beginning at 2.15 p.m.

The *Tempest* has been chosen for the challenges it presents to the director and cast, and because it is a play rarely seen in Melbourne.

It is directed by **Frank Russell**, who was seen as Theseus and Oberon in the department's recent highly successful production of *A Midsummer Night's Dream*.

The cast includes **Ian Dallas** as Prospero and **Judith Wardle**, a senior lecturer in the department, as Ariel.

**Tim Scott**, who appeared as Puck in "The Dream", plays Caliban, while **Helen Pastorini** and **James Ross** appear as Miranda and Ferdinand, the two lovers.

The costumes have been created by **Sue Tweg**, and **Barbara Calton** has choreographed the dance sequences.

Tickets are available from **Barbara Calton**, Room 814, Menzies Building, extension 2131.

# AN IMAGINATIVE, COHESIVE 'LEAR'

When the Alexander Theatre engaged Peter Oyston to produce David Williamson's "translation" of "King Lear," it was, not uncharacteristically, taking a great risk.

Its only protection was that Williamson is the most successful of Australia's contemporary playwrights, with a remarkable gift for dialogue, and Oyston the director whose productions of *Waiting for Godot* and *The Cherry Orchard* are remembered by Alexander Theatre audiences as outstanding.

Why "translate" Shakespeare? Because, says Williamson, "Elizabethan English is to us today virtually a foreign language ... it is virtually impossible to claim that one main aim of theatre — direct communication with an audience in its own language — is any longer possible in a Shakespearian production."

The fact remains that for many of us the most memorable Shakespearian productions are those in which the action moves fast, with a minimum of director's gimmicks, and the words are spoken by actors who combine an ear for verse with an ability to extract the utmost of dramatic force from the text. And in *Lear*, as in all the plays, there are many lines in which communication with the audience could not be more direct ("Nothing can come of nothing. Speak again!"); or in which the language is simple, but rich in an imagery transcending the immediate context, as when Kent says, over the dying Lear:

"Vex not his ghost. O, let him pass, He hates him.

That would upon the rack of this rough world.

Stretch him out longer."

Yet there are many other passages containing words which have since changed their meaning or a syntax so

involved that it is beyond the power of the most skilful actor to communicate immediately with an audience unfamiliar with the text.

Williamson has kept to the established division of acts and scenes, and few, if any, whole speeches of more than a line or so are omitted. In reducing the speeches themselves he has retained something of their relative proportion and some of the imagery. But one of the main characteristics of the Williamson Australian idiom is understatement, and the consequent diminution of passion and failure to dwell on the emotional content will be regarded by many as an irreparable loss. Others will feel that a gain in immediate communication has been achieved and is an adequate compensation.

Undoubtedly Oyston's production is still essentially Shakespeare's *Lear* in its swiftly-moving plot, its clear delineation of character, and its intense portrayal of human failings, in which loyalty and devotion are powerless against the forces of ingratitude, suspicion, cruelty and finally madness, and understanding comes too late.

The production has a well balanced cast, with no marked weaknesses, and makes full use of a simple and impressive Stonehenge setting. The opening scenes of the first night performance were marred by nervousness, partly no doubt due to last minute changes caused by the illness of David Pryce, cast as Albany.

Given the nature of Williamson's version it was unfortunate that some

THE PLAY: "King Lear", at the Alexander Theatre now. Mon., Tues., Weds. at 5.15 p.m. Thurs., Fri., Sats. at 8 p.m.  
THE REVIEWER is Emeritus Professor G. R. Manton, former Dean of Arts at Monash. Before being appointed Daan in 1966 he was for 17 years Professor of Classics at Otago University.



Lear (Reg Evans), left, and the Fool (Joe Bolza) discover Kent (Robert Bell) in the stocks. PHOTO: R. Crompton.

lines were thrown away. But the pace did not slacken and by the second half the cast had regained its confidence.

Reg Evans, as Lear, began as a petulant rather than a majestic king, but as the play developed, succeeded in meeting the tremendous demands of the part. Throughout he was ably supported by Joe Bolza, as the Fool, and by Robbie McGregor, as Edgar.

Taken as a whole the production is cohesive and imaginative, without frills. But it is essentially an experiment which must be judged on its appeal beyond a first night audience. If it gets the support it deserves it will have a long run, but not perhaps long enough to be seen by Williamson on his return to Melbourne in September. Which is a pity.

## Deja-vu all the way through

The scandal aroused by David Williamson's new play, currently running at the Alexander Theatre, is at present only a ripple but could become a tidal wave.

As has long been whispered, the work was initially offered as an original play. It was only after producer Peter Oyston had been working with it for some weeks that he found David Williamson had plagiarised it from an old book in the Diamond Creek Mechanics Institute Library.

By sheer bad luck, he had chosen a play, *King Lear*, which is still read by literary antiquarians.

The Alexander Theatre management, having made a heavy investment in the production, felt obliged to announce that Williamson had been asked to prepare a "version of the play in modern English," but this is just a face-saving fib. Now sensational new evidence suggests that Williamson's entire output has been produced in the same way — i.e. by rewriting obscure old plays in contemporary Australian.

Keen-eyed workers at the Diamond Creek library, checking back through his file of overdue notices, have been able to identify the volumes he had out on loan during the composition of his best-known works.

It was quickly established that *Don's Party*, his most famous play, and the basis of a successful Australian

film, had been adapted almost word for word from an obscure Restoration comedy, *The Tunbridge Election* or *The Wandering Wives*.

This is a riotous melange of drinking and wenching set against the background of the election of 1678, the results of which are announced in the course of the play by the town crier. The principal characters, Lord and Lady Donsbury, are Whigs who mock two of their guests for being Tories; however the boot is on the other foot when the Tories are victorious. The closeness with which Williamson has followed his model is shown by the following sample:

EVAN. I'm going to hammer you boy.

COOLEY. Keep your hands off me. I wouldn't like to be in your shoes if you catch me. I'll sue you for assault. I'm a lawyer.

EVAN. I'll smash your teeth in.

DON. He's a dentist.

(Don's Party, p.68)

COCKLEY. Dar'st thou affront me? As I am an attorney I'll ha' thee into Westminster Hall on an action of Battery, Pox on't.

EBENEZER. Faith — and as I am a Barber Surgeon, I'll pluck thy hairs forth one by one and rip opa thy Guts. Ads niggers!

(The Tunbridge Election, p69)

Further research has also revealed:

• Williamson's play about life in an

Engineering department of a tertiary college, *The Department*, is adapted from a mediaeval miracle play, *The Building of the Ark*. In the original, Noah and his assistants meet to discuss the problem of the ark's being proved unseaworthy. In the end God (corresponding to the cleaner in Williamson's version) proves it can float after all by "turning on" a heavy downfall of rain.

• *Jugglers Three*, Williamson's play about Vietnam veterans, is borrowed from a Goldoni comedy *I tre Giocolieri* about the personal relationships of soldiers returning from the war of the Spanish Succession.

• *The Club*, his most recent success, is derived from an Elizabethan history play, *The Famous Victories of King Hildebrand*, with the knights and barons of the original cleverly converted into football players and committee members.

• *The Removalist* is a version of a traditional Punch and Judy show. The plot is as follows: Punch beats Judy. Judy calls the Bailiff. The Bailiff beats Punch. Punch beats everyone in sight. The Bailiff's assistant beats Punch. Punch dies.

• *The Coming of Stork* is adapted from an ancient Chinese drama *The Crane Wings Tranquilly Towards The Lotus Meadow*.

An investigative report from a special correspondent at our histrionic desk. Lorah D. Vole.

Despite accusations of plagiarism, Williamson intends to continue with his 'adaptations'.

A close friend has explained his position to Reporter:

"The only reason the Melbourne Theatre Company put on Shakespeare is because they don't have to pay royalties. They'll do any old rubbish to save a few bucks.

"We see this as an industrial matter — denying our playwrights their livelihood. We're lobbying the government to have our plays protected against unfair competition just like any other important industry.

"The idea is that every play over 50 years old will have to be rewritten in completely different words by one of our own boys."

### MONASH REPORTER

The next issue of *Monash Reporter* — a special Open Day Issue — will be published in the first week of August, 1978.

Copy deadline is Wednesday, July 19.

Contributions (letters, articles, photos) and suggestions should be addressed to the editor, (ext. 2003) c/- the information office, ground floor, University Offices.