

# THE BANKSIA STORY

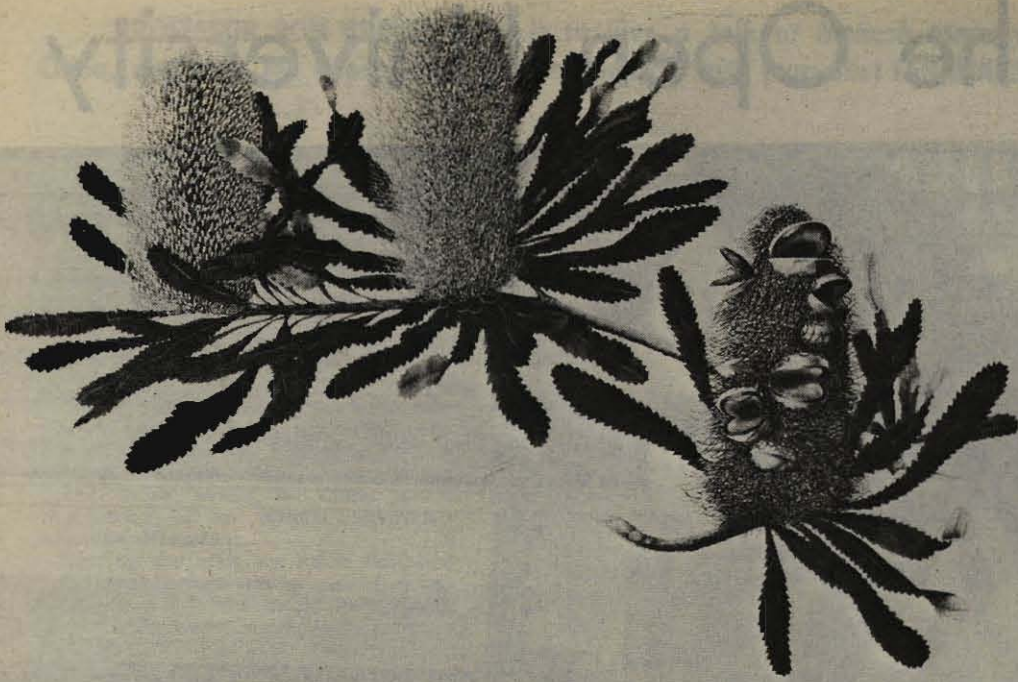
Monash science artist Celia Rosser has begun work on one of the most significant publishing enterprises yet undertaken by the University — a definitive work on the genus Banksia.

At left is her interpretation of *Banksia serrata*, one of the four species discovered by Joseph Banks when he landed with Cook at Botany Bay in 1770.

The story of this imaginative new project appears on page 9.

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## University starts on its archives

*"Unfortunately when the closet room gives out, some unerudite and dirty-handed person will have to consign to the flames all but the worthwhile — and his judgment may not be good."*

(Official of the University of Illinois, 1924)

*The administration of archives was (up until the last war, at least) — "a pleasant occupation for a gentleman".*

(Quoted in The Times Higher Education Supplement, 12/4/74)

# Sifting our history

Few institutions concern themselves with the record of their past before they have really grown up.

Already, however, Monash is actively engaged in the selection and preservation of its archives.

Yet this is the right moment for such a development because, after 15 years of steady accumulation, the University's filing systems need to be cleared of their inactive papers, the valueless among them being destroyed and the valuable transferred to a repository where they will be readily available for reference and research by administrators and scholars.

A scheme for this purpose has to be worked out and installed as an integral part of administrative procedures so that the retirement of unwanted papers from current filing systems takes place systematically and continuously and not, as the University of Illinois official quoted above lamented, in one drastic space-clearing operation after a century or so of neglect.

The University has therefore seconded Mr. Stewart Broadhead of the History Department to the University Offices for a year to make a survey of their records, determine the value of the various categories and produce a plan to regulate their disposal.

Since most of the administrative records of the University either have their origin in the Central Administration or eventually come to rest there, that is where Mr. Broadhead will spend the greater part of his time.

But faculty and departmental records will have to be considered in due course, and it is hoped that student organisations based on the Union will also participate in the scheme so that the archives will offer a complete and balanced record of University activity.

The planning and execution of all this will take some time, but right from the start the archivist is anxious to reinforce his work

on the official records by locating and recording the existence of whatever private or semi-official material relating to the University's development may be known to staff and students.

The stuff of history is by no means confined to the official record, and anyone who possesses — or knows where to lay hands on — letters, diaries, photos, films, tapes, drawings and the like which might illuminate some aspect of the Monash story is urged to communicate the fact to the archivist.


## Offers accepted

Mr. Broadhead emphasises that the objective of this appeal is not necessarily to secure the transfer of such material to the custody of the University — though it will be gratefully accepted if offered. Rather, he seeks the opportunity to record its existence on the assumption that it will eventually become available to the University, or at any rate to bona fide research workers and authors.

"It is not easy to offer guidance on what sort of material should be notified," says Mr. Broadhead, "but I will be happy to give an opinion on any item whatever (including artifacts or museum pieces!), however doubtful its value may seem to the informant."

"Items of apparently small significance in themselves may turn out to be highly revealing when given their rightful place in a context of related records maintained elsewhere."

"Moreover, personalities and events whose passing has left no trace in the official record may have been quite as influential in

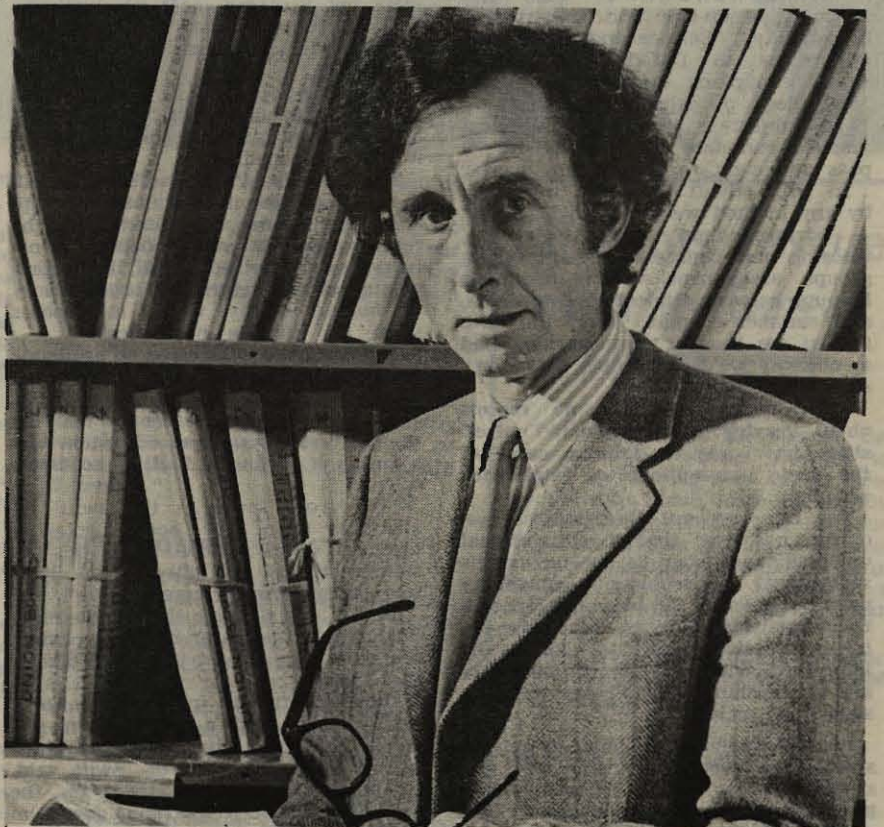


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Below: Mr. Stewart Broadhead, photographed by Herve Alleaume.



shaping the Monash scene as the deliberations of the Buildings Committee or the Professorial Board, so that the uncovering of information and evidence about them is of particular importance."

Mr. Broadhead suggests that the sort of "fugitive" material that might prove valuable could fall into one or other of these categories:

1. Biographical — both because of the "human interest" for its own sake, and because personal ambitions, ideas and hobby-horses often decide how and even whether, things happen.
2. "Inside" stories — evidence on

what historian Sid Butlin called the "low-down" view of history — that is, the highly arguable proposition that the real decisions are taken in the lobbies and the pubs. Nevertheless, such information can supplement, complement, qualify and elucidate much of the official evidence.

3. Oral evidence — reminiscences that could be taped or otherwise recorded. For some purposes, this is dubious evidence, but if carefully used it can make a valuable contribution to literary and scholarly projects of a perfectly reputable kind.

# Thoughts on the Open University

LAST July a grand affair was held in the Alexandra Palace in Wood Green, London.

It was a university graduation with all the normal color, the solemnity, the proud students and their beaming relatives.

But there were at least three major differences: few graduands had ever met the people who drew up their courses until the doffing of the hats, the graduand's family in the audience was more likely to be their children than their parents, and the occasion was shown all over the nation by BBC television.

It was the first graduation of the Open University. About 830 students who gained high credits in their courses took part.

One man who was deeply interested in the ceremony is at Monash at the moment. He is Professor Don Swift, professor of sociology of education in the Faculty of Educational Studies at the Open University.

Prof. Swift is visiting professor this semester with the Department of Sociology. While here he is teaching a third year unit.

After an academic background in Calgary, Canada, Liverpool University and Oxford University, Prof. Swift went to the OU when it began four years ago as Harold Wilson's "university of the second chance".

## 45,000

By government legislation the OU is limited to 45,000 mature students, who are simultaneously in employment.

No formal educational qualifications are necessary for entry.

The students do a Bachelor of Arts, but they may take a variety of subjects, not necessarily in any major sequence of disciplines. Some subject examples from their handbook: "The early Roman empire and the rise of Christianity," "Science and belief from Copernicus to Darwin," "An algorithmic approach to computing," and "Physiology of cells and organisms". Each subject is weighted; a student must accumulate six credits for a pass and eight for an honors degree.

In Prof. Swift's words "we teach by any method we think might work" — correspondence, radio, television, tutoring and counselling, self-teaching groups, assignment writing, telephone link-ups between students and teachers, and summer schools. "And I'm sure that if we thought sleep-learning had a chance, we'd be using that too," says Prof. Swift.

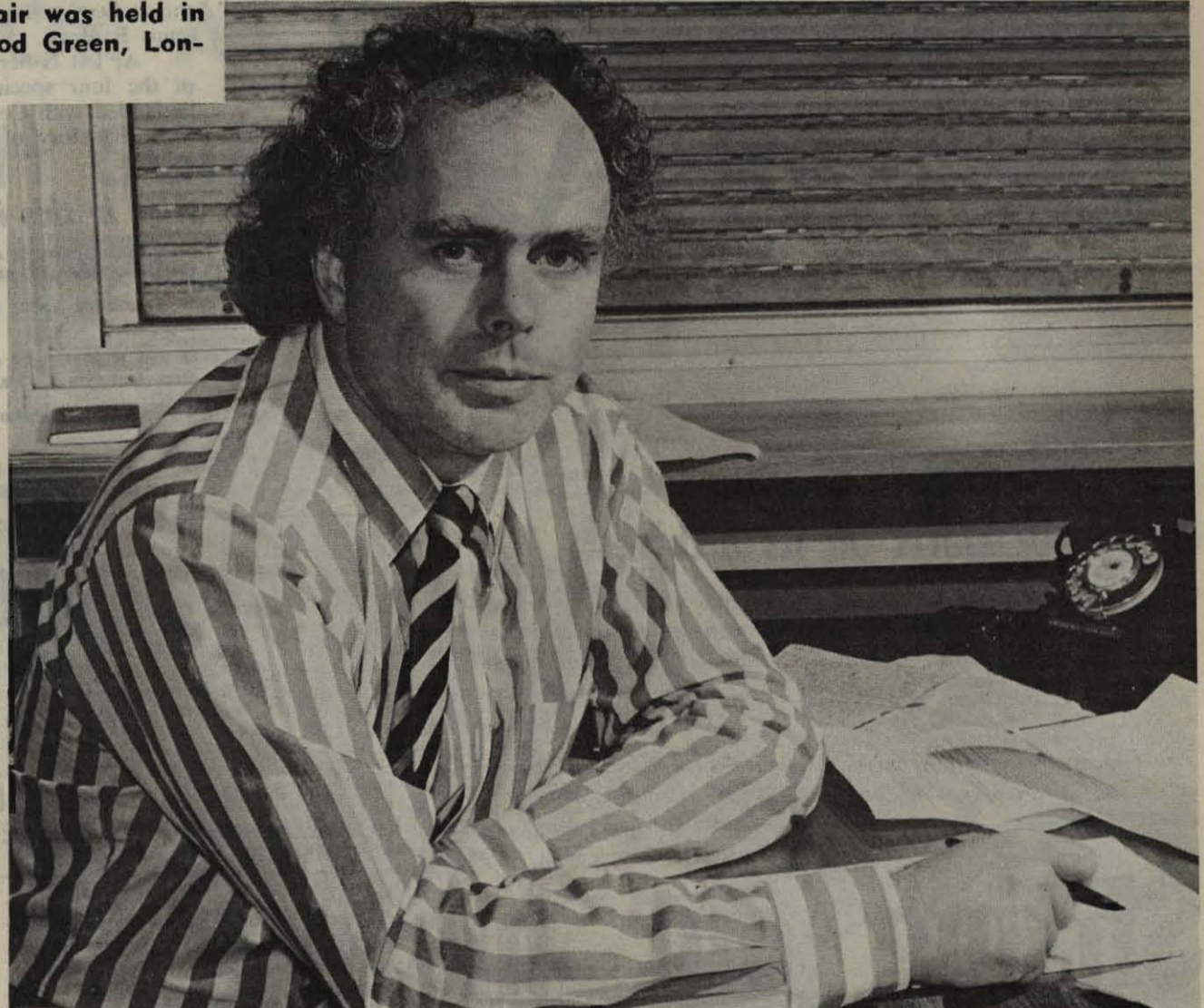
Prof. Swift, who has no regrets about leaving "conventional" universities, has come to question some of the basic assumptions of established academic life.

For him, perhaps the greatest eye-opener has been that the "traditional university pedagogy is by no means sacrosanct". Teaching in university need not involve the idea of a specialist dispensing bits of knowledge to largely passive recipients. Nor is he impressed with a view of university as a "finishing school" for an elite sector of society.

It's like applying McLuhan to universities. The medium — the way the system works — has become more important than what is taught.

Prof. Swift speaks with great enthusiasm about the potential of the OU and its place in the development of education. And he repeats the message with regularity — so far he has spoken at lunchtime and evening meetings organised by the Faculty of Arts, at a graduation ceremony in Blackwood Hall and to the National Council of Women.

The theme at these talks is largely the same — that the Open University has a place in the development of higher education and it may force fundamental change in both the attitudes and methods of established universities.



Professor Don Swift at Monash

He put his case most succinctly — and colorfully — before the 300 Monash science and medicine graduands on April 19.

Here, Prof. Swift argued that although the concept of "ivory tower" had changed over the last 20 years, it still remained.

Traditionally, Prof. Swift suggested, the concept meant that university life and learning was separated from the real world that surrounded it. Now ivory tower derived from "its appropriateness as a description of the theory of human ability which it imposes upon its juvenile neophytes".

The Ivory tower involved an academic "ring of confidence" which was offered to entrants and denied non-entrants. It was erected on the theory that the pre-university system of education was a means of sorting and sifting academic talent.

"The ivory tower is the awful restriction upon our social role as teachers which follows from this restrictive theory of ability," Prof. Swift told the graduation ceremony.

At the social level the ivory tower operated as the major barrier to democratisation of access to knowledge in the society.

"When I taught in a conventional institution, I had a model of myself as an academic who 'did his subject' before his student," Prof. Swift said. "I held it up before them on the assumption that it was good for them to see an academic mind at work on his discipline."

This was accepted by students with a widely varying degree of satisfaction.

But, said Prof. Swift, he was making an "unwarrantable assumption". The student's interest depended on the way in which he as the teacher conducted his task, and it was this level of interest which determined the student's ability. In sum, the exhibited ability of the student was a function of the quality of teaching, not of the student's own capabilities.

To Prof. Swift the student in conventional universities comes to believe the description of his ability that university life invents for him.

The major unifying characteristic of most conventional higher education institutions is the similarity of their teaching methods, for example, a reliance upon unaided lecture method, an osmosis theory of the transmission of knowledge, and a curious belief that students will learn to retrieve knowledge for themselves if immersed in a smoke-screen of reading lists.

## Standard pedagogy

As a consequence of the social arrangement of existing universities — their elitism and their intensive and expensive use of labor — the pedagogy of universities has become standardised.

It raises the question as to whether these existing institutions can cope with the demands for knowledge that societies of the future will generate. Prof. Swift says no; the task is beyond the simple expansion of existing facilities.

Education in post-industrial society, says Prof. Swift, will demand the provision of access to valued knowledge for all people at all stages of their lives and on their terms: crudely, without giving up work or being forced to attend and behave in institutionally appropriate ways.

"Trends in wealth, leisure and sensitivity to the environment — the growing revulsion against irresponsible growthmanship, and a trend towards recognition that we must jointly work towards improving the quality of life — will inevitably lead us to recognise the need for open access to knowledge," Prof. Swift said.

"Those of us who teach in institutions of higher learning should look upon the proliferation of open learning systems as not so much a threat to cherished academic values, but more an opportunity to share them with the rest of society."

● Continued on page 9

## WRITERS IN RESIDENCE

When Leonard French was receiving his honorary degree from Monash in 1972 he suggested that there should be painters and sculptors in residence on the campus, not to teach ("they can't," he said), but to be seen working in a studio and to be available to discuss their work with members of the university.

It struck Philip Martin senior lecturer in English, that such an idea might be applied to writers, with the difference that they might be involved, as writers, in the teaching program. He and Professor David Bradley worked out some proposals which have been put to the Myer Foundation, and a grant has been made for a pilot scheme in 1974.

The Australian-born poet Peter Porter has already paid a one-day visit to Monash to give readings and discussions of his work. Longer visits are to follow and it is hoped that ultimately a writer may be resident on campus for an extended period.

This month two well-known poets, Gwen Harwood and Bruce Dawe, will be here, for the week beginning May 12. They will give a joint lunchtime poetry reading and take part in the week's lectures and seminars for third-year Australian Literature students. The public reading will be on Tuesday, May 14, at 1.10 p.m. in R2.

It is hoped that a visitor later this year will be a young Australian dramatist.

PROFESSOR RON BROWN, who is to give a talk at Monash tomorrow on his recent trip to China, discusses his impressions of the country with journalist IAN MARSHALL . . .

# A LOOK AT CHINA THROUGH SCIENTIFIC EYES

Closer communication between Australian and Chinese scientists is advocated by Professor R. D. Brown, Monash Professor of Chemistry, who recently spent three weeks in China as a member of an official Australian scientific delegation.

"During the visit we made tentative plans for further exchanges of scientists," he says. "We would particularly like to see younger scientists involved in this.

"And we also felt it would be desirable if some Australian scientists were to study Chinese with the aim of improving communication between our two scientific communities."

The nine-member Australian delegation visited China between March 18 and April 9 at the invitation of the Chinese Academy of Sciences which is, in effect, the Chinese Ministry of Science.

Delegation members visited such major cities as Canton, Peking, Nanking and Shanghai, and toured universities, scientific research institutes, schools, communes, suburbs and rural areas.

They were also taken to sports performances, ballet and puppet shows, zoos, botanical gardens and observatories.

"Serious science did not begin in China until after the liberation in 1949, and we saw every evidence that they have made remarkable progress since then," says Professor Brown. "The research institutes we saw were equipped with up-to-date apparatus which the Chinese are manufacturing for themselves. The quality of the equipment was certainly comparable with what you would find in similar Western institutions.

"Research is strongly mission-oriented — the emphasis is on the solving of practical problems. We saw no evidence of striking new developments in pure sciences.

"The most interesting development in China remains the widespread use of acupuncture techniques for anaesthetising patients during operations.

"We saw two operations under this technique. They were major operations and both patients were certainly fully conscious."

## Dignified existence

Professor Brown says that in every major city he visited he was able to get away without a guide and wander around by himself, even in the poorer areas.

"I saw no real poverty," he recalls. "Everyone seems to live a dignified existence. The kids look healthy. The houses, even if they are crowded, are adequate enough. People look well-dressed.

"All these are impressive things. My impression was that people are reasonably content with the present state of affairs. There was less evidence of discontent than there is in many areas of Western society."

Professor Brown says he also found plenty to admire in the honesty and morality of the people. "Things are safe to leave around — they don't get stolen. Even if you lose something you have every chance of getting it back."

The delegation also found some fresh insights into the campaign of Confucius criticism which was raging while they were in China.

"It seems a crazy business when you look at it from outside China," says Professor Brown. "But you need to remember that the Chinese authorities see themselves as fighting the weight of hundreds and hundreds of years of old Chinese tradition.



ABOVE Professor Brown and below a street scene in Peking he photographed during his recent visit.

"The Confucian heritage is part of this tradition.

"The authorities seem to feel that periodic campaigns are necessary to overcome old traditions and stir the people out of apathy. Although there is still considerable enthusiasm for the aims of the authorities, the bulk of the population does seem to fall into apathy from time to time.

"So you get these periodic convulsions like the cultural revolution."

The delegation found that the people of China were regimented but that there seemed to be evidence that people were dedicated to the idea of working seriously for the future development of the country.

The ideas of "productive labor" were even carried down to secondary and primary school level, where children mixed work in the school's factory with their classroom lessons.

These factories were no mere demonstration plants. They were properly equipped for production work. Adults operated the machines and the school-children helped.

One result of this seemed to be that children in China found that settling into the work-force was a less traumatic experience than it was for some Australian children.

## Productive labor

University students and staff were also required to spend part of their time in "productive labor" in communes or factories or in army service.

In its relationships with Chinese officials, guides and interpreters, says Professor Brown, the delegation found that "they didn't lecture us on politics."

He says: "They seemed to be willing to accept that we had different views. They would frequently mention Mao but didn't push Maoism down our throats. They were careful to avoid any situation that might lead to a head-on dispute.

"To be sure, there is no political debate in the Western sense within China itself, but officials put the view that debate in our sense of the word is a luxury that the Chinese, attempting radical reform in a gigantic country, cannot afford at present."

## Party slogans

Party political slogans are plastered everywhere around the cities, the delegation found. "Of course it seems childish," says Professor Brown. "But then you think of the advertising posters around our own cities and you can't really think that what the Chinese are doing is any more childish than that."

On the question of Chinese-Australian relations, Professor Brown comments: "The Chinese like to make speeches, and everywhere we went official speakers would refer with approval to the establishment of diplomatic relations between Peking and Canberra.

"I believe it is important for Australia to have good relations with China, and I believe this will become increasingly important. China is rapidly becoming one of the most important nations in the world, if it hasn't become that already, and we will suffer more than they do if we don't maintain good relations with them."

Professor Brown will speak on his experiences in China in a lecture at Monash tomorrow, May 7 in R.2.

## Students rescue man in heavy NSW surf

Two members of the Monash Underwater Club turned lifesaver to rescue a drowning man off the New South Wales south coast last month.

Peter Tovey, a fifth-year law student, and Trevor Winton, a second-year civil engineering student, swam through heavy seas to rescue a fisherman who had earlier been swept off rocks.

The man, a Melbourne tool-maker, was unconscious when they reached him 300 ft. out.

## Mouth-to-mouth

They gave him mouth-to-mouth resuscitation while supporting him in the heavy seas and waiting for help to complete the rescue.

The man was later treated in hospital.

"It was touch and go," said Peter Tovey. "He had already been in the water a fair while when we got to him. He looked like a corpse and we could hear the water in his lungs.

"We had no lifesaving gear, and there hadn't even been time to get into wet-suits — we'd just jumped straight into the water after seeing the man in trouble."

The rescue took place off Green Cape on April 13 while club members were camping.

## Student travel exchange formed

A branch of an international organisation which provides overseas work experience for students with a technical background, particularly in science and engineering, has been set up at Monash.

About 120 people attended a preliminary meeting on April 24 and about 70 people have now formally joined the branch.

The organisation is the International Association for the Exchange of Students for Technical Experience (IAESTE), a non-profit student body supported by UNESCO.

Australian branches have already been set up at Sydney, Melbourne and NSW universities as well as at Monash, and several other universities are expected to follow later this year.

Students who go overseas with the help of IAESTE work in salaried jobs for private companies in any of 42 member countries, mostly in Europe.

Jobs can be arranged for periods of a few weeks to up to 18 months. Undergraduates and graduates are eligible. Travel expenses are not as yet provided.

It is hoped that the first Monash students will go to overseas jobs during the coming long vacation.

For further details contact Richard Presser on ext. 3927.

## COURSE ON ABORIGINAL STUDIES TO START NEXT MONTH

A course in black Australian studies will be offered by the Centre for Research into Aboriginal Affairs. Undergraduates in any faculty may do the course.

It is a non-credit course but will be conducted at the level of a normal first year course.

The lectures, which begin on June 4, will be held on Tuesday and Thursday at 5.15 p.m. There will be two lectures and one tutorial per week.

Tutors for the course will be Dr Elizabeth Eggleston and Mrs. Lorna Lippmann from Monash and Dr. Barrie Pittock, a physicist and author who has been interested in aboriginal affairs since 1958.

Dr. Eggleston, who is organising the course, said lectures would be given by a variety of people including a number of Aborigines from Victoria and interstate.

She said the course was aimed at placing more emphasis on modern day Aboriginal problems, especially white/black relations, rather than looking at Aboriginal society from an anthropological framework.

Dr. Eggleston said the course was a follow up to the series of seminars the Centre had held over the past few years at Monash. These had attracted up to 120 Monash staff and students.

Topics to be covered include:

1. The nature and function of prejudice.
2. The traditional Aboriginal society: social organisation including the relationship to land; music (illustrated by records); dances (illustrated by film); languages; religion and philosophy.
3. Historical perspective in Aboriginal-white relations (use will be made here of personal Aboriginal reminiscences now being recorded by historians).
4. Aboriginal identity in urban society, in rural towns, in the traditional society, in institutions (mission or settlement).
5. Present-day situation of Aborigines involving Aboriginal education (including early education), housing, health, employment, legal position.
6. Black self-determination: (a) Aboriginal autonomy — its development from 19th century to present-day Aboriginal institutions. (b) Aboriginal community development — housing, medical, legal, etc.

7. Land rights as a key concept. A comparison with overseas — U.S., Canada, New Guinea.
  8. Contemporary culture including black theatre, literature, film, other arts.
  9. Overseas indigenous groups: Maoris, Papua-New Guineans, American-Indians, Canadian Indians. To be integrated into discussion of various topics. Also special lectures interspersed among others if overseas experts are available.
- All those interested should contact Dr. Eggleston's secretary, Allison Hazledine, extension 3348.

## IN THE MAIL

### Semester decision

Sir,  
The Professorial Board's vote on semesters is a move in the right direction. Replacing a year divided into four parts by one divided into three does bring us closer to the semester system (not the one experimented with at Monash last year).

I still have more confidence in the Assembly of Gods who feel they know what is best for us all than in the Australian Vice-Chancellors' Committee which claims it is introducing a nationwide semester system by forcing "gulnea-pigs" into quadrimesters.

Michael Clyne,  
Department of German.  
(Dr. Clyne is associate professor in the Department of German).

## NEWS FROM OTHER UNIVERSITIES



**CAR PARKING** it seems is a problem at more campuses than Monash. A recent issue of the *University of Queensland News* made the above comment on the situation at St. Lucia.

## Braless women wanted at ANU

'I want some women who don't wear bras', Vic Rincic announced in the staff centre the other day, 'to feed my mice'. As Mr. Rincic is supervisor of the John Curtin School of Medical Research's Animal Breeding Establishment, it was clear that a problem of unusual proportions had been encountered.

The scene of his conundrum is the JCSMR's brand-new specific pathogen-free animal laboratory. Already the first batch of germ-free mice has been delivered (by caesarian section, to avoid contamination) and soon is to be taken, in a sterile plastic bag, which will pass via a pool of disinfectant, to the utterly sterile new SPF facility. There they will be of great interest and value to the staff of several of the Research School's departments, including Microbiology and Immunology. Later they will be joined by an equally germ-free platoon of rats.

Producing rats and mice of such bacterial purity, however, is only a part of the problems of Mr. Rincic (and of his chief, Dr. John Smith). In addition they must provide human attendants for them. As the SPF laboratory consists of five chambers, they need five staff members. In point of fact they have them — but there is a problem.

People who attend the permanent residents of the SPF facility must be as sterile as their charges. As a result staff members (and they tend mainly to be women) entering the laboratory must first of all go through a procedure reminiscent of entering or leaving a spaceship in hard vacuum. First they exchange their outdoors clothes for a gown, then enter an inner chamber where they are thoroughly showered and disinfected, then dress again in sterile clothing provided by the JCSMR. And there is the rub.

For while women's panties can be purchased in disposable varieties, their brassieres cannot. And all clothes that are not disposed of must necessarily be sterilised before they can be used again. This means they must be able to stand up to temperatures of 130 degrees Celsius in the laboratory steriliser.

Bras cannot! The heat does something to the elastic which is a necessary part of them. A bra that has been through 130 degrees Celsius is a bra no longer. Hence Mr. Rincic's problem.

In this era of women's liberation, it would seem he has no difficulty. And indeed, some members of his staff have indicated a willingness to work bra-less for the sake of the mice and rats. Others have their reservations. Mr. Rincic has his worries. —From the A.N.U. Reporter.

## China exchange plan

Griffith University, Queensland's new university due to open next year, is planning an exchange scheme of staff and students with universities in China.

Preliminary talks were held late last year with Chinese university officials. The chairman of the Griffith council, Mr T. C. Bray; the vice-chancellor, Professor John Willett; and the head of the university's Asian studies school, Professor Ho Peng Yoke, visited universities in Canton, Peking and Shanghai.

Griffith is hoping to send students to China for three months during the summer vacation.

## Coursework masters

Queensland University this year has introduced a series of masters degrees which will be done largely by course work.

Research will form only a small part of the required content. Applicants with an approved pass degree will be eligible for entry.

The course work masters' degrees to be offered in 1974 are: science studies, pharmaceutical studies, business administration, dental science, economics, educational administration and studies, engineering science and studies, law, public administration, surveying, and urban studies.

## Books wanted

Books, magazines and records are wanted urgently for a book fair to be held at Wilson Hall, Melbourne University, from July 17 to July 20.

The fair, which will open from 10 a.m. to 9 p.m. daily, is in aid of the Janet Clarke Hall Building Fund and Rossbourne House, the Elwyn Morey School for Slow-Learning Children.

Articles for the fair can be collected if donors write to or phone Mrs T. E. Bostock, 19 Robinson Rd., Hawthorn, 81 2434.

## The photographer and the dancer



Two colorful and talented visitors to Monash recently were Indian photographer Ashvin Gatha and his Burmese-born wife, dancer Flora Gatha.

Ashvin, who spends three-quarters of the year travelling the world on assignments for a number of publications, came to Australia primarily to lecture at the Adelaide Festival of Art.

The couple then came on to Monash, where Ashvin mounted a week-long exhibition of his photographs in Robert Blackwood Hall, while Flora gave a demonstration of Indian dance in the Alexander Theatre.

For the past two months, the Gathas have been touring Australia, under the auspices of the Australian Tourist Commission.

Ashvin has been gathering material — from Perth to the Barrier Reef — for a picture series in such publications as *Asia Magazine*, *Orientations* (Hong Kong), *Realités*, and the *London Sunday Telegraph*.

Some photographs of Monash are likely to be included. While here, Ashvin spent two days capturing life on the campus. He said later he had been "deeply moved" by the simplicity of the Religious Centre and was greatly taken with other aspects of the University.

Flora has also presented a number of public performances of her art, and has been signed to appear in an Australian film.

(Our photo: Herve Alleaume)

### Professor's study leave report

# "French tertiary system in state of utter chaos"

The French tertiary system is in a state of utter chaos, according to Professor Ivan Barko, head of the Monash Department of French.

"If the universities continue to function, it is in spite of the system and through the devotion and quality of some of the staff," Professor Barko says.

Professor Barko's comments on the post-May 1968 French university system are contained in a recent study leave report to Council.

He was in France from December 1972 until September last year.

Professor Barko began his report with a brief comment on the physical appearance of universities. He said that many of the newer decentralised universities were in a "most depressing state of physical degradation."

"Whilst the old Sorbonne, still a conservative stronghold, is well maintained, some of the newer institutions are left covered with dirt and full of litter."

Professor Barko said that staff morale was extremely low. Late last year three university presidents (vice-chancellors) resigned in protest against the conditions prevailing in their institutions.

Most of the attempted changes had been jeopardised by continued student opposition, the half-hearted moral and financial backing given by the government, and by the resistance of the more conservative elements amongst the teaching staff.

One major problem had been the sudden and uncontrolled growth of the student population which increased four-fold in 20 years to about 800,000.

To help combat this a selection system will be introduced from 1978 to replace the old open entry policy. This

new system will be both an end-of-secondary-studies diploma and a university entrance examination with scores based on results in subjects relevant to the faculty to which candidates seek entry.

Professor Barko said the new selection principle would raise tremendous opposition throughout the country, especially as the change appeared to make no provision for students, both young and mature age, wishing to attend university for cultural rather than vocational reasons.

The cultural motivation was bound to become more important in most industrialised countries, especially in faculties such as arts and social sciences, Professor Barko said.

Professor Barko said that despite attempts at decentralisation, even autonomy was dictated from above. Every year or two new legislation was introduced to modify the university structures. Course structures had undergone so many changes that in a four-year course some students have had to adapt to three different "systems".

By way of reform, attempts had been made to give more emphasis to tutorial or seminar type teaching. But this was not only foreign to the mentality of the older professors, it also ran up against the problem of under-staffed and under-accommodated departments with large enrolments.

However, in isolated cases, real progress had been made thanks to young and enthusiastic teachers, mainly in the lower ranks of the academic hierarchy.

### Worth meditation

Professor Barko said that although there was little to learn from the French example, except in a negative way, there were four areas worth "meditating on":

- The serious effort since 1968 to make inter-disciplinary co-operation possible. The new academic structures seemed more open and flexible and allowed more chance for experimentation than in Australia.

- The interesting and, in many ways, admirable legislation on "continuing education" which has become a right of all citizens, and, in enterprises of 10 staff or more, the financial responsibility of the employer. Unfortunately, the legislation looked upon continuing education essentially as vocational retraining and it also neglected the educational apparatus needed to support it.

- The fact that teacher training will, in the future, be carried out simultaneously with the final year or years of the degree course.

- The great importance being given to foreign language learning at all levels and to the study of foreign cultures. All faculties in France, including science and medicine, have made the study of foreign language compulsory in one of the two foundation years of their curricula.

### Short-sighted

On this last point Professor Barko commented:

"I believe that similar attention is paid to foreign language study in Africa, Asia, South America and Canada.

"In this light, the present decline of foreign language teaching in Australia and the United States appears to be a short-sighted, anachronistic and provincial phenomenon which cannot fail to put nations with monolingual elites at considerable disadvantage and in clear cultural inferiority.

"I am not advocating a return to the virtual monopoly of French in the Australian educational system, but rather a realisation of the value and importance by international standards of foreign language study in general."

Professor Barko ended his report with some comments on the French nuclear tests, comparing the prevailing attitudes on his arrival with those on his departure.

"When we arrived in Paris on Christmas Eve 1972, I was struck by the ignorance and indifference of the French regarding these tests or the hostile reactions they had provoked in the area.

"The 1972 Australian bans and demonstrations had no noticeable effect on French public opinion. Most people we spoke to knew nothing or little about the tests, and I doubt whether the commercial and industrial boycott worried unduly a government which exports to Australia much less than it imports from this country.

"Within six months the situation changed dramatically.

"In spite of the fact that the French press underplayed the reactions provoked by the tests, by May or June, 1973, they became not only a controversial foreign policy issue but a problem of moral conscience and, worse, a matter of internal politics.

"Even within the Gaullist majority doubts about the usefulness of the tests were expressed."

### Opinion awakened

Professor Barko said that the awakening of French public opinion was without any doubt due to the Australian Government's decision to take the dispute to the International Court in The Hague. The outcome of the proceedings was of secondary importance, but the whole matter could no longer be ignored.

"Almost all French people we spoke to expressed their disagreement with the government's nuclear policy either on moral grounds or because they found it wasteful and useless, although no doubt large sections of the population would support the government's views actively — by their silence.

"However, if a referendum were held on the nuclear tests — which is out of the question since this is a minor issue in the eyes of the government — my impression is that the tests would be condemned by a comfortable majority."

# The State College of Victoria

## — a case of what's in a name

The State College of Victoria began nine months ago, giving Victoria a distinct third stream of tertiary education. In this article, especially written for the Reporter, SCV Vice-President, DOUG McDONELL, discusses the State College's objectives and its implications for the future.

Many people find our name confusing — because it does not immediately convey the situation that the State College of Victoria is a system, not a single institution.

The SCV is a federation of colleges which traditionally have turned out most of the teachers needed by the Victorian school and preschool systems.

There were 13 colleges. But the two smallest — the Larnook Teachers College and the Training Centre for Teachers of the Deaf — were combined with the former Monash Teachers College to produce a more viable institution.

So now there are 11 constituent colleges, with their administration coordinated from a Central Office at the picturesque and historic 'Invergowrie' homestead in Coppin Grove, Hawthorn.

### Geographic location

The name of each college includes the prefix "State College of Victoria." Nine of them are identified further by their geographic location: Ballarat, Bendigo, Burwood, Coburg, Frankston, Geelong, Hawthorn, Melbourne and Toorak. The former Melbourne Kindergarten Teachers' College at Kew is now known as the SCV — Institute of Early Childhood Development. Because our three-in-one college has no single geographic location — it has campuses in three different Melbourne suburbs — it is called the State College of Victoria, Rusden, to perpetuate the name of a well known 19th century Australian educationist.

This new stream of tertiary education, which has no parallel in the other States, came into being last July. Eight months after it was passed by the State Parliament, the State College of Victoria Act was proclaimed.

The SCV's key objectives, laid down in the Act, include:

- Developing and improving the constituent colleges. This task is already under way as a result of the injection into the system of large amounts of Commonwealth funds.
- Fostering the establishment of new SCV colleges. One such institution — a College of Special Education, specifically for teachers of handicapped and gifted children — has been recommended by the Minister for Education.
- Assisting and encouraging the constituent colleges to develop their programs and resources and to improve their standards.

### Degrees awarded

Significantly, the Act provides that one way in which the last objective will be met is through the award of degrees. And because of new nation-wide course accreditation schemes, SCV degrees will rank equally in every respect with degrees granted by any Australian university and the colleges affiliated with the Victoria Institute of Colleges.

Contrast that with the position which prevailed as recently as 1949. Until then, generally speaking, the standard course for a primary teacher — the person responsible for laying the vital foundations for children's educational habits — was a mere one year.

In 1950 it was extended to two years. Since 1967 the basic diploma course for primary teachers has been three years, with a comparatively small number of students proceeding to a fourth year.

Most secondary teacher courses have been of four years duration — three years leading to a university degree, plus a one-year Dip.Ed. course, or a four-year higher diploma course undertaken in a teachers' college.

The State College of Victoria is now formulating plans to make four years the norm for all teachers, and to do away with the distinctions between primary and secondary teachers at least in the early years of their teacher education courses.

So the SCV's establishment means Victoria will in future have a greater supply of better-quality teachers, who have received their professional training in improved surroundings tailored to their specific needs. Those who benefit ultimately will be the State's school children.

### Charter broadened

In addition, the SCV Act broadens the charter of the former teachers' colleges in three important ways:

- So that they can offer courses in the arts, humanities and sciences to people who want to pursue a career other than teaching;
- So that they can extend the range and scope of their external study courses — a development of importance to all Victorians, especially those living outside the metropolitan area; and
- So that they can open their doors, outside normal hours, to the general public, by offering adult education courses.

Only a small percentage of the 11,210 students undertaking courses in SCV colleges this year, our first full year of operations, plan to work outside the teaching profession. The courses they have undertaken will fit them for vocations in social welfare, librarianship and in recreation and leisure — a field in which both the State and Federal Governments have set up ministries, establishing a demand for specially-trained personnel.

This trend away from an exclusive orientation toward teaching is expected to increase as the SCV system, and its expanding educational program, becomes better known.

The extension of external study courses will mean that teachers anywhere in Victoria can upgrade their qualifications without having to travel to tertiary institutions in the city. And members of the public will be able to undertake tertiary studies of their choice, at times convenient to them, in their own homes.

The long-range implications are enormous, and could even lead to the creation of an "open university," with correspondence courses backed up by material beamed into the students' homes by radio and TV. I intend to make a detailed investigation of latest developments in this area — particularly California's exciting "Thousand-mile Campus" concept — during a working visit to the United States in June and July.

In the field of adult education, the State College of Victoria at Coburg has already made a start, with courses in art and music which began in March. The courses are designed to give adults an opportunity for personal development and to exercise their artistic interests. Applicants for enrolment did not have to meet any set educational qualification, and the courses do not lead to any formal award.

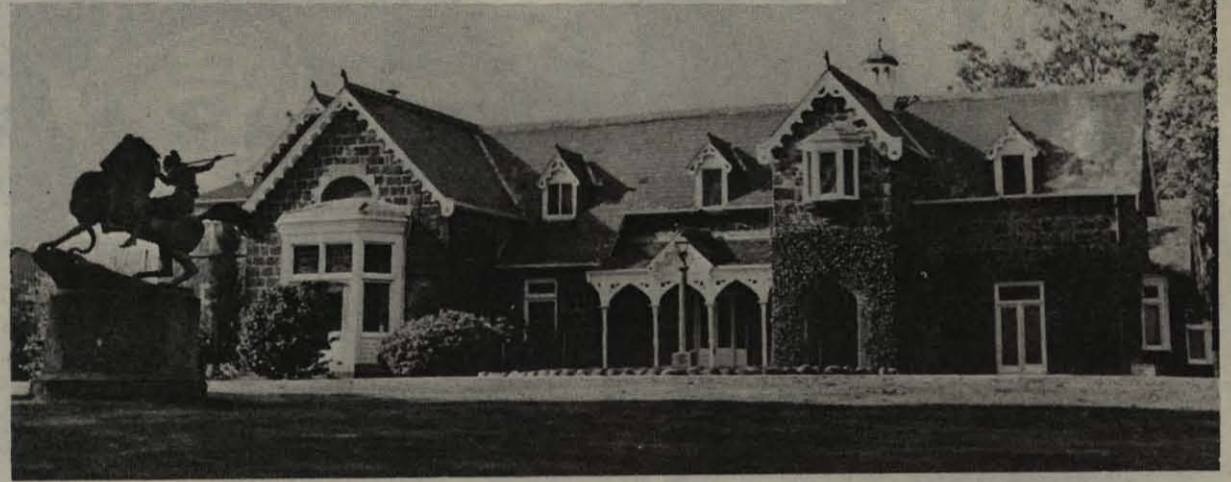
These are early and tentative steps, and the future will see many more. But they indicate clearly the new directions of the former teachers' colleges and the significance of the SCV system for the whole Victorian community.

ABOVE: "Invergowrie" in Hawthorn which houses the SCV's central office. The house is believed to have been occupied first in 1851.

RIGHT: Douglas McDonell, the SCV Vice-President.

BELOW: The first and only male student at the SCV Institute of Early Childhood Development in Kew is Russell Willis. Here he helps three of the 500 female students at the institute distribute the student newspaper. The institute was formerly the Kindergarten Teachers' College.

Photos: Public Relations Section, State College of Victoria.



# THE REPORTER COLLECTION

It is now more than 17 months since *The Reporter* brought to public view some of the lighter moments of the weightier councils of the University — the doodles and sketches left after meetings of the Professorial Board and various committees. This month we publish a selection of the works of art that have accumulated in that time . . .

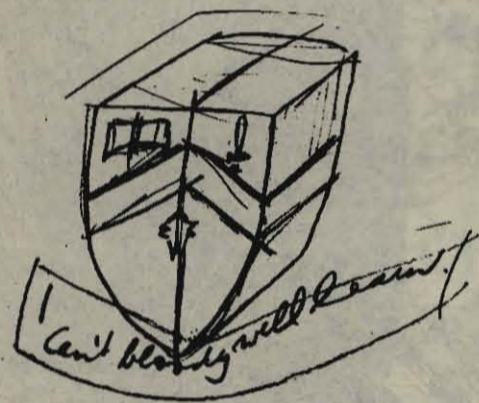
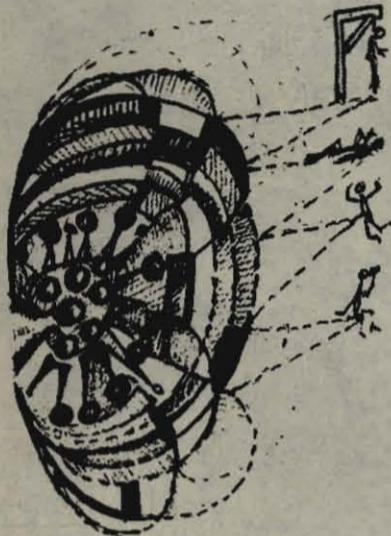
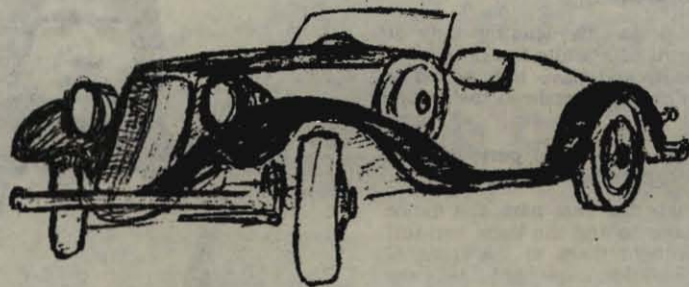
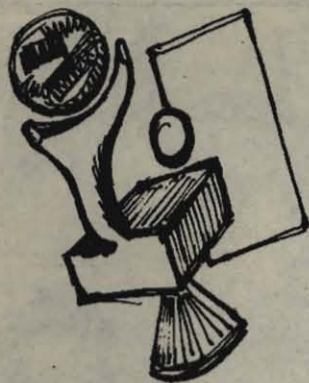
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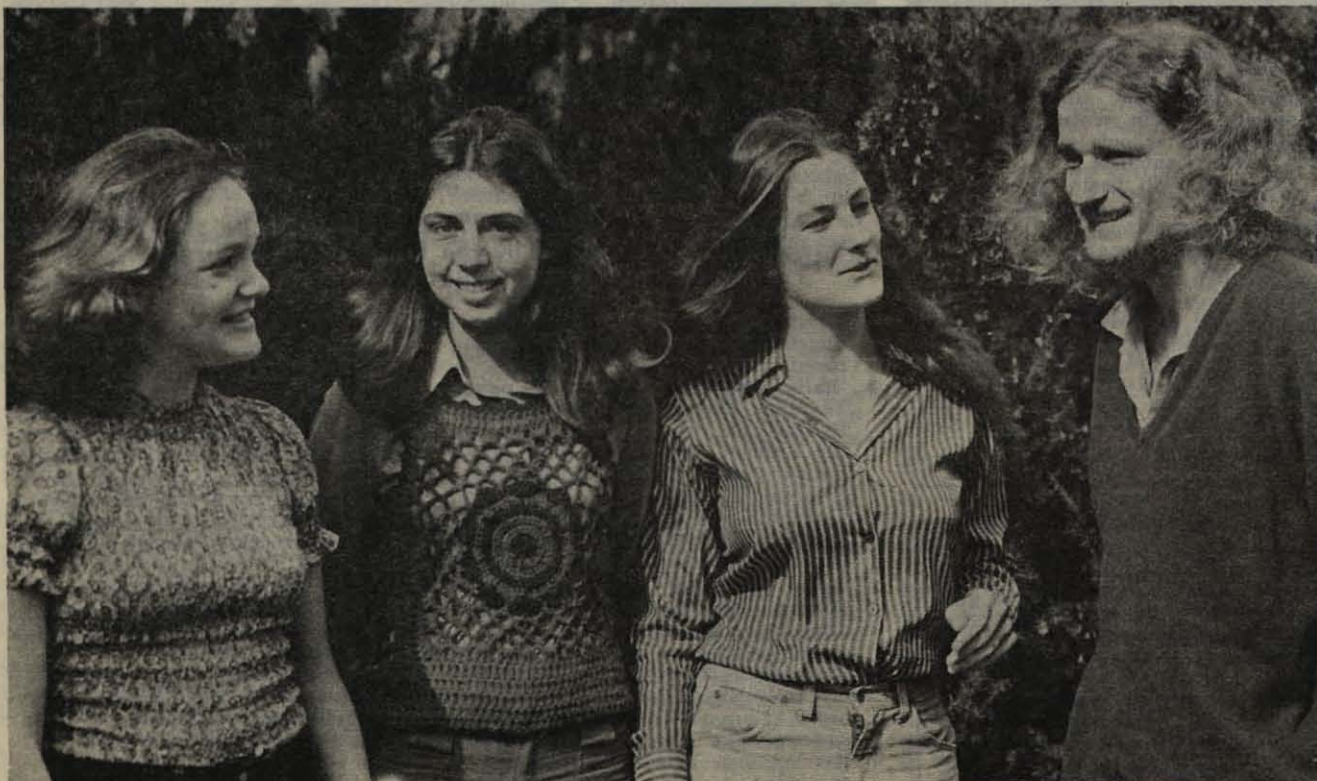


I J K L



## STUDENTS IDENTIFY PLANTS

Monash botany students are contributing to a more complete classification of plant life in national parks in Victoria.



Their work ultimately will help park visitors to a wider knowledge of the plants they see around them but may have trouble in identifying.

In one Botany project, four second-year students worked under the supervision of Dr. T. P. O'Brien, Reader in Botany, in collecting and identifying the flowering plants of Churchill National Park.

During the Christmas vacation, the students, pictured from left to right, Jenny Powell, Jan Aldenhoven, Louisa McMillan, and Boyd Wykes, gathered a variety of herbs and grasses and then worked at the Monash Herbarium to identify them.

They identified 191 species, and returned these to the Churchill Park Ranger, Mr. Bill Garner. A further 70 specimens await identification.

"School children by the hundreds come to the park as part of their school biology courses and the absence of an identified reference collection of the plants was a considerable handicap," says Dr. O'Brien.

Mr. Garner plans to identify trees and shrubs.

Eventually, he says, it is hoped that the Monash material will help in the production of trail guides and visitors' handbooks for Churchill and the setting up of an information centre for visitors.

Photo: Bruce Fuhrer.

# ENTERTAINMENT AT MONASH

## THE UNCULTURED FUTURE

In its recent production, the Monash University Musical Theatre Company moved away from its traditional field of musical comedy into the world of rock musicals. This particular one, "Cult," was written by people from Burwood Teachers' College.

Its basis was life in the future — in this case the teachers' college people saw a city with a dome (for protection from the pollution outside), computer programmed babies, and women, having shed the burden of child birth, were in control.

The show ran in the Alexander Theatre to good houses for eight nights until last Saturday.

MUMCO's look into the future would have been greatly improved if the leading lady had had a few singing lessons and if the leading man hadn't forgotten his lines — even at the back we could hear the odd prompt on opening night.

Ironically the reverse was true. The man, Gary Payne, had a pleasant voice; the lady, Robin Joy Fleming, had a brash, confident stage presence. But she had no voice control.

The production itself had some elementary mistakes:

- Why dress the leading lady in white in front of a white background in the first half, and have her in red in front of an orange curtain in the second half?

- Why have prolonged periods when nothing is happening on stage?

- Why hide the best part, the music and musicians behind the back curtain? To have brought them to the front of the stage would have provided the opportunity for more color and action.

In short, the production needed a good deal of tightening. It moved in fits and starts with light cues missed, comedy lines badly spoken, and disjointed choruses.

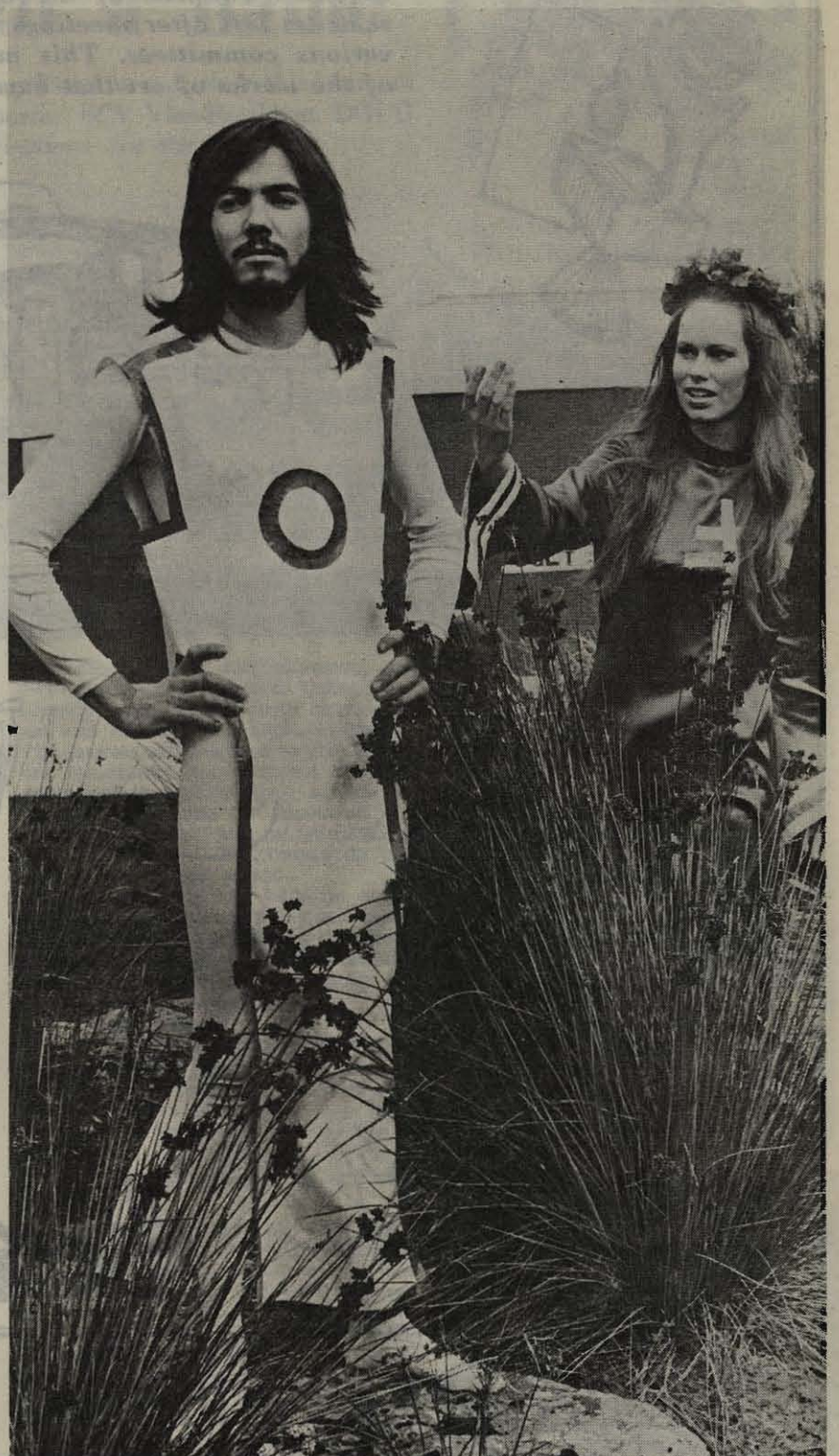
The sets were uninspiring and did not capture the 2001 plus nature of the show.

For all that, it was good to see the students attempting something a bit different and the large cast of 45 seemed to enjoy the night, except, perhaps, for the leading man.

— I.A.

RIGHT: The two leads, Joan (Robin Joy Fleming) and the handicapper (Gary Payne). Photo: The Sun.

BELOW: The Outlanders, the people who attempt to overthrow the rulers in "Cult's" world of the future.



## Films, music in two programs for children

Both the Alexander Theatre and Robert Blackwood Hall are planning full programs of entertainment for children.

The theatre is extending its Saturday Club which was introduced last year to provide weekend entertainment for children in the Monash area.

This year the club will cater for two age groups — 6-8 and 8-13.

The program for the younger age group starts on May 18 with a comic play presented by the Monash Players. There is also a film on June 22, a program of songs, stories and poems with the Players' Caravan on July 20, and puppet theatre on August 3.

The series for the 8 to 13 year-olds started on April 27 with a concert of Australian folk music. On June 8 there will be an introduction to jazz with Melbourne jazz musician Frank Traynor; on July 6 a film, and on August 17 a performance by Ballet Victoria.

Membership of the Saturday Club is open to both children and adults at \$4 each. Non-members may attend any session if seats are available.

Robert Blackwood Hall has circulated all schools in Victoria telling

them about a series of day-time concerts to be presented in the hall. Replies have come from schools in Gippsland and in central Victoria as well as from schools in the northern and western suburbs.

The series will begin on June 5, 6 and 7 with a live program of Indonesian performing arts with members of the Monash Department of Music.

The other concerts will be on July 30, August 20 and 22, September 17 and October 8 and 22, with performances by the Australian Youth Orchestra, the Melbourne Youth Orchestra, the Queensland Youth Orchestra, the Sydney Youth Orchestra, and the Melbourne Symphony Orchestra.

## May vacation films

The Monash Women's Society and the Alexander Theatre Guild are combining to present a week of family films during the May school vacation. The films will suit children aged from 5 to 10.

The films will be in the Alexander Theatre at 2 p.m. each day from Monday, May 20 to Friday, May 24. Prices are adults \$1 and children (under 15) 60 cents.

## Seven classic Soviet films coming to Monash

A series of seven classic Soviet films will be shown over the coming months at Monash by the Department of Russian.

The films, which have English sub-titles, are as follows:

1. 'Destiny of a Man' — H1, 7.30 p.m., Thursday, May 9. Made in 1960 and based on a novel by Sholokhov.
2. 'Baltic Deputy' — H1, 7.30 p.m., Thursday, May 16. Directed by Yosef Heifitz. Set in the early days of the Russian Revolution (1917) it is the story of a scientist who becomes involved in political conflict in Leningrad. Nikolay Cherkassov was widely acclaimed for his portrayal of the scientist.
3. 'Peter the Great' — H1, 7.30 p.m., Thursday, May 30. Made in 1940 and directed by one of the most outstanding Soviet directors, Sergei Eisenstein. The film captures magnificently Russia under Peter I and his attempt to westernise the country. The film is highly recommended for History and Politics students.
4. 'Ballad of a Soldier' — H1, 7.30 p.m., Thursday, June 6. It is a recent Soviet anti-war film with outstanding setting and photography.
5. 'Resurrection' — H1, 7.30 p.m., Thursday, June 13. Based on a novel by Tolstoy. The film like the novel, depicts Tolstoy's Christian dominated philosophy of life, his struggle between the 'Natural Man' and the 'Ideal Man,' and between body and soul.
6. 'Hamlet' — Alexander Theatre, 7.30 p.m., Tuesday, July 23. An award-winning masterpiece of Neo-Realist cinema.
7. 'The Idiot' — H1, 7.30 p.m., Thursday, August 1. The film which has also won several awards, is based on a novel by Sholokhov. More details from Joseph Zayda, Russian department, ext. 2253.



# Monash artist's work will illustrate the Banksia story

Monash Department of Botany artist Mrs. Celia Rosser is beginning a once-in-a-lifetime special project that she expects will take her from eight to 10 years.

Monash is producing the world's first definitive text on the Banksia, and Mrs. Rosser has been appointed to prepare the illustrations.

The book will contain full-color illustrations of the 50 to 60 known species of this exclusively Australian genus, with supporting scientific description.

Professor Martin Canny, head of the botany department, is directing the enterprise, which is expected to attract attention around the world.

Mrs. Rosser, whose work has been described by Dr. HJ Eichler, of the Canberra Botanic Gardens, as "both botanically and aesthetically superb," expects to take up to 300 hours on each illustration.

## Government's grant helps student project

Monash student research activities are gaining increasing attention in the wider community. And within Monash they are becoming more and more professionally co-ordinated.

The Public Interest Research Group (PIRG) has recently received a grant of \$6625 from the Australian Government for its Dandenong Ranges environmental study.

Melbourne newspapers have already shown considerable interest in the findings of the Dandenong study. Headlines have reflected the group's initial Press releases of its view that the study shows that various official policies are seriously endangering the future of the Dandenongs as a major recreational area for Melbourne people.

PIRG members, in advance of the release of the report, also had an interview with the Premier, Mr Hamer. He told them, they say, that the State Government does have a planning policy for the Dandenongs, with the Board of Works as the controlling authority.

But, said Mr Hamer, if the Monash report showed that the State planning for the Dandenongs was not working then the government would have a look at something else.

## Controversy

PIRG is one of the student groups which established the Monash Community Research Action Centre and has produced two controversial reports, one on pyramid selling and the other on the effects of the spraying of the pesticide dieldrin.

The research centre (CRAC for short) is now putting Monash student research activities on a co-ordinated basis with the appointment of a full-time organiser.

He is Bill Robinson, who will co-ordinate centre activities generally, build up research files, and help co-ordinate in particular any new research projects which Monash students think are worthwhile.

Bill is not himself a university graduate, but he has wide experience — as publisher of an ecology-oriented magazine — of the issues with which the centre is concerned.

He says: "My aim is to provide advice and resource material for community research projects by interested Monash students".

Art work, rather than color photographs, is used because photos of large specimens are rarely in focus over the whole plant. Some color and detail are often lost in the shadow regions of color prints and film materials do not always render the colors accurately or cover the whole range of subject brightness.

By drawing and painting, says Mrs. Rosser, the artist can depict a representative specimen in all its arrangements, colors, shadows and three-dimensional effects.

At the same time she can omit cluttering detail while retaining the scientific essentials — bud, flower, cone and leaves. Any essential part that is out of season can be shown in an insert.

After specimens are collected from the field, she first makes rough sketches, always working life-size, until she is satisfied with the lay-out.

Then she does a series of further drafts on tracing paper, each laid over and improving on the previous one. She finishes with a pencil drawing on heavy-grade water-color paper as a base for the brush work.

Only with water-color, she says, can she get the required detail.

RIGHT: Celia Rosser at work. (Photo: Ben Baxter.)

## Open University

Continued from page 2.

And how does Prof. Swift think universities will react to his call to open the floodgates. Will they see a lowering of standards? Will their role be so modified that they will no longer be institutions of academic excellence?

First, he vehemently denies that the Open University represents a lowering of standards. On the contrary by educating more people you are raising the general standards of the community.

"We are producing and/or discovering a small proportion of students who are very brilliant. These are people who could not go through the academic hoop into university at 18 and we are now giving them a chance.

"The OU is not neglecting the geniuses — if you broaden the base you will get more."

The OU does not award just a pass degree. There is also an honors degree, a master's degree and a Ph.D. The post-graduate work is done under a supervisor, not by course-work.

## External examiners

Second, the fact that the OU holds examinations ensures high standards. The marking is supervised by external examiners, always senior academics from other universities.

But, on this point, why does the Open University, an expression of a possible major trend in education, find a place for examinations? The short answer, says Prof. Swift, is that the real world requires it.

"It is absolutely vital that the OU, for the good of its students, establishes what students in the other universities can do. I believe we have at least equivalent standards."

And Prof. Swift can see no reason to



abolish examinations — as some radical theory would suggest — unless there is a complete change in the society. Just to do away with examinations would mean a different form of social sponsorship where those who were accepted into the various levels of higher education would be those who agreed with the school of thought of the teacher.

Finally, on the question of standards, Prof. Swift says the OU has been accepted into the education system. No institutional rivalry has developed because the OU is an independent university directly financed by the government; it does not have to depend on the grants committee, the British equivalent of the Australian Universities Commission.

Indeed, Professor Swift claims, the OU is beginning to have an impact on other institutions. Its textbooks, their content and their presentation, are causing a good deal of interest. The educational ideas of the OU are being disseminated through the system as many of its tutors are from other institutions, it has consultants from established universities, and its students are going to a variety of universities for post-graduate work.

One last thought: Prof. Swift's Open University experience has given him faith in the committee system. "We have a team of people from various areas getting together over two years to produce a course — it involves people from television, academics, administrators, designers, editors and others. They criticise each other and they bring out a very good final product."

## HELP FOR BLIND

The Main Library urgently needs more tape recorders for its readings-for-the-blind program.

For its five blind users this year (compared with two last year), the library wants to borrow three mach-

## ART SHOW . . .

An exhibition of paintings will be held by Peggy Perrins Shaw, wife of Professor A. G. L. Shaw of the History Department, in George's Gallery, 162 Collins Street, Melbourne, from May 14 to May 25.

Professor A. P. McCaughey of the Department of Visual Arts, will be helping with the selecting and hanging of the pictures; and Mr. Eric Westbrook, who is receiving an Honorary Degree at Monash on May 15, will be opening the exhibition.

Peggy Perrins Shaw has pictures hanging in the Union, the children's ward at Prince Henry's, the Vice Chancellor's house, and also numerous houses of Monash staff.

The exhibition will be open during normal store hours.

## . . . AND LECTURES

Three lectures remain in the series of five public lectures on Renaissance art and culture being held by the Department of Visual Arts.

All lectures are at 1.10 p.m. in RI. The remaining dates, topics and speakers are as follows:

May 8: Music and Astrology in Renaissance Art — Margaret Plant, Senior Lecturer, School of Art, RMIT.

May 15: The Cultural Milieu of the Reformation — Professor G. S. Yule, Professor of Church History, Ormond College.

May 29: Michelangelo and the End of the Renaissance — Professor Patrick McCaughey.

ines: four-track, reel-to-reel, with reading microphone. The make of the equipment doesn't matter.

Any owner willing to lend a recorder of this type, even for a short time, is asked to get in touch with Mrs. Jeni Fernando in the Reader Services Department, Main Library (ext. 2675).

## Monash study backs teacher assessments

A computer study group at Monash University has recommended the gradual introduction of teacher assessments in association with the Higher School Certificate.

In a report published last week, the group says that scaled teacher assessments provide a stable method of assessing a pupil's abilities of about the same quality as the HSC external examination.

The report is the result of a three-year study carried out in the Monash Computer Centre under the supervision of the director, Dr. Cliff Bellamy. Other members of the group were Mr. Ron Bainbridge, senior lecturer, and Mr. Jeffrey Whittle, principal programmer.

The project was supported by the Victorian Universities' and Schools' Examination Board. It involved the co-operation of about 2500 Victorian school teachers who provided assessments on more than 18,000 final year secondary students in each of the last three years.

Copies of the report were sent to all Victorian secondary schools last week.

Dr. Bellamy said that the Centre had launched the project in 1971 at a time when the HSC examination was coming under increasing attack on the grounds that it was "educationally bad".

Critics had said that the exam forced strict adherence to a syllabus and subjected students to undue emotional stress.

"In addition, it was not considered to be an adequate measuring tool, since it did not take into account a sufficiently wide range of factors relating to the student," Dr. Bellamy said.

"We argued that the teachers were potentially the most valuable source of additional data about students, and their assessments might well provide more reliable data than a single impersonal examination.

"Further, if the assessments were acceptable, they offered a means of de-emphasising the final examination and of using some combination of assessments and HSC exam score as the final measure of academic success".

The report says that the studies undertaken in 1971, 1972 and 1973 had shown that the relationship between teacher assessments and HSC exam performance was a stable and improving one.

It says that a start should be made now on making "real use" of teacher assessments. It adds: "We adhere to the principle that changes should be made slowly so that they don't hurt more than most people can bear.

"The proposal is that in 1974, the HSC subject score should be calculated as: 90 per cent of the external examination mark, plus 10 per cent of the scaled teacher assessment.

"In view of the similarity of external and school assessments, and the low weight given to the school assessments, no one will be hurt or helped very much. However, for 1975 we should think of 80 per cent-20 per cent and so on. By 1978, it would be 50-50".

The report points out that, throughout the study, HSC exam results have been used as the measuring tool by which teacher assessments have been standardised. It emphasises that, until a more acceptable standardising method is proved, the HSC exam must be retained.

# SCHOOLS' COMMISSION CHIEF WANTS MORE DIVERSITY IN EDUCATION

The Australian Schools' Commission would like to see greater diversity in Australian schools — diversity in both the concept of a school and in approaches to the curriculum.

The commission's chairman, Dr. Ken McKinnon, said this when he spoke at Monash last month in the third of a series of public lectures, organised by the University's Faculty of Education, on aspects of the Karmel Report.

Dr. McKinnon, the former director-general of education in Papua-New Guinea, replaced Professor Karmel himself as head of the commission, which was set up as a national planning agency in the wake of the report.

Talking of the problem of future diversity in Australian education, he admitted: "We are not yet sure of the extent to which these changes can be achieved within the traditional framework of government systems".

Present zoning policies, for instance, remained a barrier to diversity.

The necessity to stretch resources to their utmost had made zoned enrolment in schools, without the right of enrolment in a different school, the norm of Australian government systems. If zoning could be removed it would be easier for schools to develop an individual philosophy and for parents to find a school congenial to their children.

"It is both possible and timely to abolish zoning," said Dr. McKinnon.

The rights of children in a particular locality could be safeguarded by guaranteeing them first rights of enrolment at local schools. Those unhappy at the neighborhood school could have an opportunity to enrol at any other school which had room.

There would be difficulties in the initial phase of setting up new arrangements but these could be overcome. Zoning — like the bonding of teacher trainees — was in fact mostly a cultural lag from the depression mentality.

In a wide-ranging lecture, Dr. McKinnon called the Schools' Commission one of the two most significant outcomes of the Karmel Report.

First, the report had lifted the level of educational discourse in Australia. Then, in giving birth to the commission, it had created a permanent body that would be able to plan through the necessary longer time horizons, defining a mainstream of desirable development and relating other movements to it in a systematic way.

The commission was here to stay, but it was important to keep in mind that it was a planning agency, not an executing agency. As it was dependent on other educational authorities for

effective implementation of its programs, there could be no suggestion of a commission take-over of school systems or even of some remote control.

In fact, the commission would best fulfil its planning function if it were not involved in the daily grind, the staff crises, the building problems, and the constant round of small issues, which directors of State and Catholic systems must endure. It could best carry out its national task if it rigorously avoided becoming involved in the details of implementation of programs at the systems level.

Discussing political considerations in the commission's work, Dr. McKinnon said it was noteworthy that the Whitlam Government had embraced "so wholeheartedly" the principle of providing money without writing restrictions or even regulative clauses into the legislation.

At the same time, one of the trickiest political hurdles to negotiate would be establishing the usefulness of the commission to the States.

If the commission was to perform its function as intended, the States must ultimately come to see it as a body reducing the arbitrariness and uncertainty of educational funding from central government sources.

The commission would wish to be seen as the neutral helpful body concerned with children and schools rather than politics. But it was too much to expect that trust could come overnight — only a consistent honesty of approach over a period would achieve this important goal.

In speaking of the need for improved communications between the commission and the State education systems, Dr. McKinnon also attacked what he called a serious lack of communication within systems.

He gave this warning: "Some of the systems (not only State systems) are unwilling to involve other organisations with legitimate educational interests in any of the planning and decision-making which was necessary for the implementation of the federal government program.

"Non-involvement is bad enough in the State context, for State derived funds, but it is insupportable when federal funds are involved and when we make specific requests that community and teacher organisations be involved.

"Unless there is growing understanding that citizens want and have rights to participate in decision-making processes of education there will be continued unsettled conditions".

## Further research

Dr. McKinnon also called for further research in Australian education, especially in the area of equality of opportunity.

He said: "The message for the Australian educational research community ought to come through very clearly. Researchers ought to be examining very carefully all of the projects initiated under the Schools' Commission program, especially the disadvantaged program, to measure their qualitative and quantitative effects, absolutely and in relation to each other".

In the area of funding for non-government schools, Dr. McKinnon said that the financial situation of Catholic schools was appreciated but not sufficiently highlighted by the Karmel Committee.

In fact, the financial state of Catholic systemic schools had been so close to disaster that even the injection of additional funds could do little more than stave off a cruel choice between closing many schools or bringing in steeper fee increases for all schools.

Nevertheless, for Catholic systems, it was business as usual, and Catholic authorities were keen to start parish schools in new housing areas or in areas not yet served by Catholic schools.

Dr. McKinnon, who spoke on April 10, was one of six guest speakers in the lecture series, which was organised to provide the first public academic discussion of the Karmel Report in Australia.

## SCHOLARSHIPS AVAILABLE

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 Scholarships Office, ext. 3055. National Health and Medical Research Council.

Details on the following are available at the Graduate Scholarships Office: Grants for Medical Research Projects, C. J. Martin Travelling Fellowships, Medical and Dental Postgraduate Scholarships, Public Health Travelling Fellowships, Fellowships in Clinical Sciences, Research Project Grants in Special Areas. University of Melbourne.

Postdoctoral Research Fellowships. Several are offered twice each year for full-time research in any department of the university. Value \$8698. Applications close May 15.

Travel Grants and Grants-in-Aid. Grants are available to enable senior academics on sabbatical or other types of leave to conduct full-time research at Melbourne University, preferably for a period of not less than six months. Support available is dependent on the financial situation of the individual applicant. Applications close May 15. Harkness Fellowship of the Commonwealth Fund of New York.

Five fellowships for study and travel in the United States for a period of 12 to 21 months are offered to men and women in any profession or field of study. Applications close July 24.

Australian School of Nuclear Technology, Lucas Heights, NSW.

A course in Radionuclides in Medicine and Biology will be held from November 11 to December 6. This course is specifically orientated to suit medical and science graduates involved in biological experimental and diagnostic applications of radionuclides. Applications close October 7.

National Health and Medical Research Council. Medical and Dental Postgraduate Research Scholarships.

Awarded to enable medical and dental graduates to gain full-time research experience within Australia including studies approved for higher degrees. Maximum period of award is three years. Value: \$6600 - \$7600 per annum. Applications close June 30.

United Nations Space Research Fellowships. Research Fellowships are being offered by Brazil, Japan, United Kingdom, France, U.S.A.

They are aimed at assisting regional and national research organisations to develop trained scientists able to contribute to the implementation of space application programs in their own country. Applications will be received at any time.

Queen's Fellowships in Marine Science. Five fellowships are available for post-doctoral research, tenable at the Australian Institute of Marine Sciences, Townsville, or other approved research institutions. Value: \$9500 - \$10,250 per annum. Applications close July 1.

## Mathematics lectures

About 180 students attended each of the first two in a series of Monash lectures on mathematics for senior secondary school students.

The lectures, given by staff of the Department of Mathematics, are designed to introduce students to university life and to cover some topics which will not duplicate work in the school syllabus itself.

Four lectures are being held this school term, with the last next Friday, May 10.

In second term, says Dr. G. A. Watterson, reader in mathematics, a further six and possibly 10 lectures will be given, depending on the continuing level of interest.

Topics covered in the first series included "Growth of Living Things" (Professor G. B. Preston); "Designing a Man-Powered Aircraft" (Dr M. A. B. Denkin, senior lecturer); "Safety, Reliability and Eternal Life" (Dr S. G. Loo, senior lecturer); and "An Analysis of Infinity" (Dr E. V. Dudley, senior teaching fellow).

# Universities and colleges: Comparing the climates

Important differences existed between university and college education, the Vice-Chancellor, Dr. Matheson told a recent degree conferring ceremony at the University of Melbourne.

Once, he said, it was a unique characteristic of universities that they were the sole degree-conferring institutions. Now this authority had been extended, in Victoria, to the Institute of Colleges and to the State College.

It was not meaningful to inquire whether one degree was "better" than the other.

But it did seem important that the holders of university degrees should be known to have been educated in the same kind of intellectual climate, clearly distinguishable from the climate of the college area of tertiary education.

If single words could be used to describe these two climates, the words were "inquiry" for the universities and "practice" for the colleges; these words reflected the philosophies of the two systems, as they had developed over many years.

The two systems were now very complex, with increasing diversity within themselves, so that it was hardly surprising that there was overlap at the more practical end of university work with the more investigative end of college work.

## ENGINEERS CAN IMPROVE THE QUALITY OF LIFE

It was not entirely fair that engineers and other scientists should be made the scapegoats for the social and environmental problems resulting from present-day development, the Deputy Chancellor, Mr. Ian Langlands, said at Monash last month.

He was speaking at the Engineering and Law graduation ceremonies in Robert Blackwood Hall.

Mr. Langlands said it was now widely recognised that in society's successful and praiseworthy efforts to improve material standards of living there had been a tendency to neglect social and environmental problems.

But the engineer was a servant of society in that his way of thought reflected the prevailing attitudes of the times.

It was only fairly recently that society had reached a stage when, in developed countries at any rate, "we can afford to reduce our present emphasis on growth and production and devote greater attention to improvement in the quality of life".

Now that society had realised that a problem existed, said Mr. Langlands, it was up to the engineer, among others, to find practical ways of dealing with it.

Finding such solutions would be possible but would require professional skills of the highest order and a recognition of the need to keep human values (maybe intangible but still very real) constantly in mind in making engineering decisions.

Emeritus Professor J. Neill Greenwood received the honorary degree of Doctor of Engineering during the ceremony. The award marked the 50th anniversary of his appointment to the first chair of metallurgy at Melbourne University, a position he held for 21 years. He was Dean of the Faculty of Applied Science at Melbourne from 1960 to 1964.

In his acceptance speech, he warned against what he called "the present emphasis on materialism". This emphasis, he said, was leading to disaster on a world scale. Graduates of the modern generation would need to develop a working philosophy to make life and living good for the majority.

A total of 334 graduates received degrees in engineering and law.

But this did not mean that the systems would or should merge: on the contrary, no effort should be spared to establish and maintain their separate identities and to try to ensure that students went to the institution that best suited their aptitudes.

The systems should be kept separate, Dr Matheson said, because experience showed both to be necessary, to society no less than to students.

There was a very real danger that, if they did not plan their development carefully, the systems would drift together.

Colleges, having ceased to be distinguishable, would be declared to be universities.

This had happened in NSW when the old Sydney Technical College became first the University of Technology and then the University of NSW.

Now, in order to fill the vacuum thus created, the NSW Institute of Technology was being laboriously and expensively established.

### Separate roles

But, said Dr Matheson, if universities and colleges were to be held apart and identified with quite separate roles it was necessary to take a look at what those roles were.

University responsibilities in education, of course, went well beyond the education of under-graduates.

The education of post-graduates, both through directed research and by regular courses of study, was of increasing importance, as was the continuing education of adults.

"The pursuit of knowledge and understanding for their own sakes; the application of knowledge to the solution of the problems of inquirers; the maintenance of scholarly libraries; the servicing of innumerable committees, societies, pressure groups, public enquiries and private vendettas by devoted academics — all of these are part of the functions of universities," the Vice-Chancellor said.

Universities, then, were at the centre — indeed they were the centre — of the intellectual life of a country

though it remained true that in the public eye, and perhaps more importantly in the politicians' eyes, their prime function was undergraduate education.

The two branches of the college system — the Victoria Institute of Colleges with its control of the former technical colleges and the State College of Victoria which federated the former teachers' colleges — appeared to march together with 'practice' as their watchword.

The colleges of advanced education traced their ancestry right back to the mechanics' institutes which sought to bring educational advancement within the grasp of the artisan.

The State Colleges were still mainly concerned to train classroom teachers and prided themselves, no doubt with some justice, in being able to do this at least as well as the universities.

But, Dr Matheson said, he was less than enthusiastic about the decision to base the Fourth University on the Gordon Institute and the State College at Geelong.

However, he was not alone in this. The VIC was, no doubt, disappointed to lose one of its most prestigious colleges.

The State Government's three-campus plan had sunk without trace.

### Unnecessary

The Australian Universities Commission did not think that a fourth university was necessary at all.

Dr Matheson added: "It might be thought, with all this discontent about, that it would be very easy to get the decision modified but this is not necessarily so.

"It is characteristic of a bad decision that it is difficult to change and the worse the decision the more immovable it proves to be; look at Concord.

"So we are probably stuck with the fourth university at Geelong and had better make the best of it, remembering, however, the difficulties experienced in NSW when Sydney Technical College was upgraded: some say that the University of NSW still bears the scars."

## Counsellors plan group discussions

The Student Counselling Service is planning a series of group discussions for students who think they will benefit from the experience of talking with others.

The counselling office is currently determining the demand.

George Cally, head of student counselling, said that last year five groups were organised.

This year the demand appears to be greater; so, for the first time, he has been advertising the groups in the Union "Daily News".

The groups will begin early this month.

According to the paper issued to students who show interest, there will be seven different groups. They are described as follows: —

- Basic encounter or sensitivity group: "The ground rules of encounter are that participants be open and honest in a group setting, that they avoid mere theorising in their statements and instead talk about their feelings and perceptions... there is often an emphasis on eliciting emotions which might lead to positive or negative confrontation between participants; the point is to allow participants to explore and work through such emotions rather than to retreat from them."
- Open encounter group: Similar to the basic group but it also incorporates a large variety of non verbal methods including fantasy, sensory awareness, body movement and activity and other methodologies.
- Gestalt/psychodrama and other action oriented group methods which work with one individual at a time in a group setting; they require greater commitment on the part of individual participants and a great level of trust in the group leader. It is not recommended that these be the student's first group experience.
- Structured awareness groups: Designed to simulate awareness in self and others and to allow for improvement of certain skills such as the ability to listen, understand, and respond.
- Study groups which will focus

on common difficulties students experience in concentrating on their studies and in working efficiently.

- Relaxation classes: For students who are tense and anxious and worry about exams.
- Discussion groups: For students with similar interests to meet and talk in a lively atmosphere.

Further information can be obtained from the Student Counselling Office, 1st. floor, Union.

### GETTING FIT

The Monash Sports and Recreation Association has asked senior physical education students from Rusden State College of Education to devise a fitness program for all interested staff and students. The Rusden students will be in the weight training room, under the sports pavilion, from 9 a.m. to 11 a.m. each Monday. They will offer advice on individual weight conditioning programs and on physical fitness programs.



### Footy success

Monash last month did well in inter-varsity football. Fielding two teams on the same day the University defeated both La Trobe and Melbourne.

Monash and La Trobe competed for the Ellis Perpetual Trophy. The trophy was donated this year by Doug Ells, deputy warden of the Union.

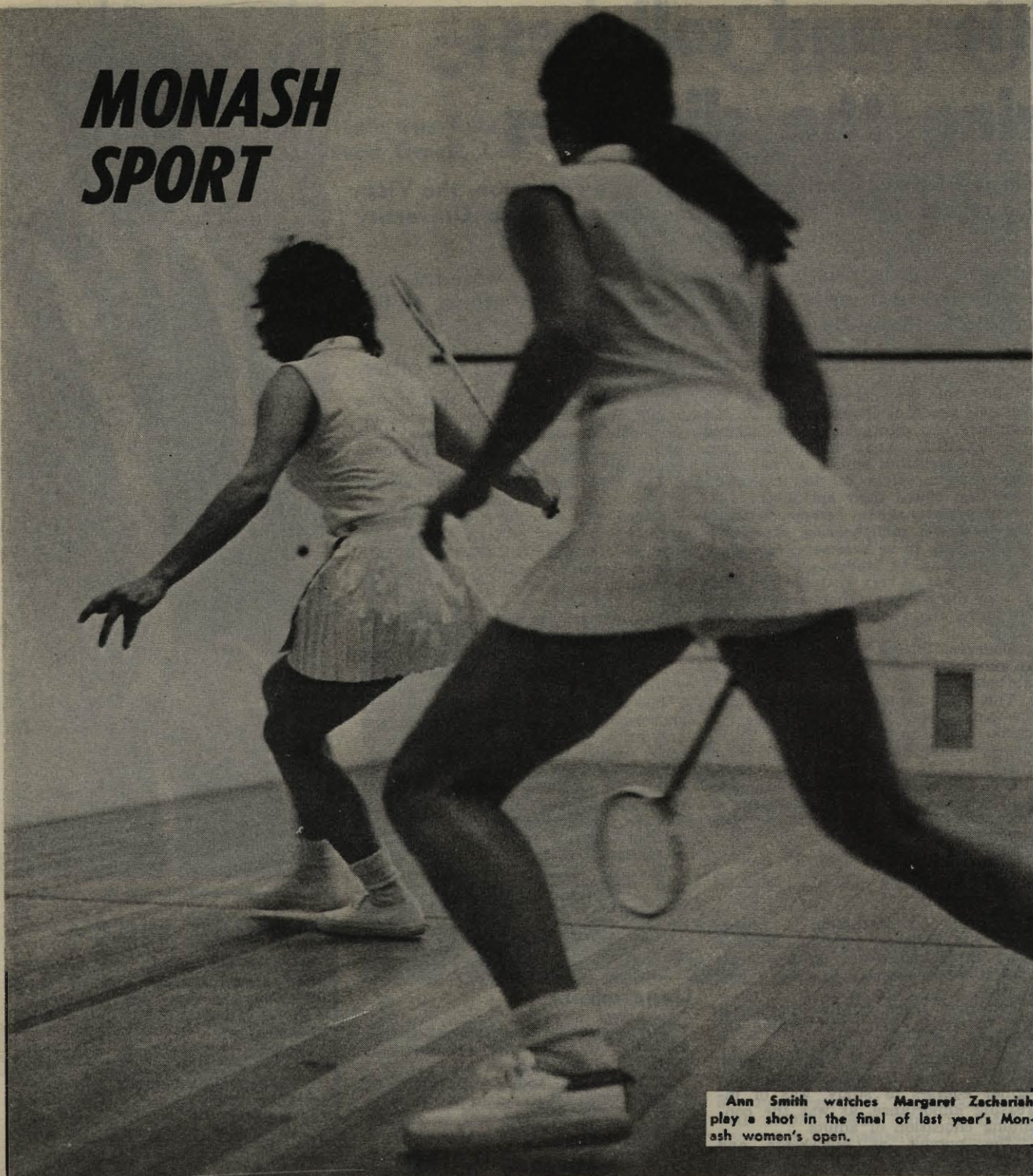
At the last minute Doug coached the Monash team to a 52-point victory, 14-12 to 6-8. "I retired as coach one minute after the final bell", Doug said.

In the other match Monash and Melbourne competed for the Cowan Trophy, donated by the late Mr. R. W. T. Cowan, warden of Trinity College from 1946 to 1964.

Monash were easy winners, kicking 17-23 (125) to Melbourne's 9-13 (67).

Both games were played at Monash.

# MONASH SPORT



Ann Smith watches Margaret Zachariah play a shot in the final of last year's Monash women's open.

## Squash Tournament

WORLD squash champion Geoff Hunt, of Melbourne, will be playing in the Monash University open tournament beginning on May 17.

The University Squash Club hopes that such stars as Cam Nancarrow and Ken Hiscoe will also take part to give Hunt top-class competition.

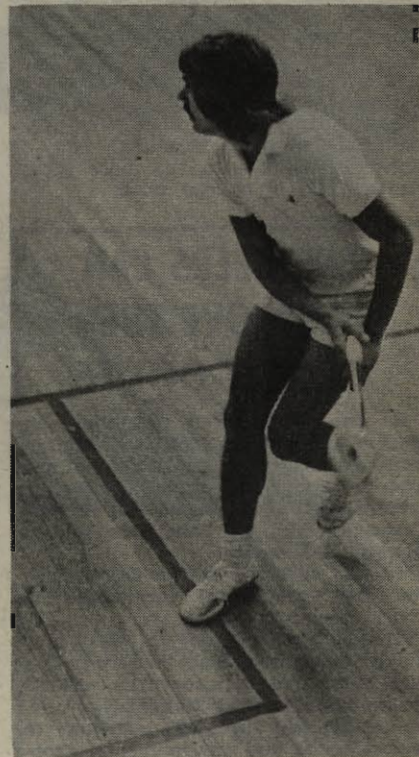
But, says club president David Horsburgh, plans to have Heather McKay, the world's top woman player, take part look to have fallen through because of financial difficulties.

Hunt, who won the British Open title in February this year, holds the Monash men's title.

He is pictured below in last year's final against fellow professional Tyson Burgess. Hunt won in three games.

Spectators can see the action at the Monash courts on weekends and most nights from May 17 to June 8.

Photos: DI Harrison



## Club XI Cricket

TO put it politely, a team of Monash staff finished towards the bottom of the ladder in the eastern suburbs fourth grade cricket competition.

But captain Doug Ellis reports a good deal of enjoyment on the part of the players.

In his team report, Mr. Ellis says that to provide more opportunity for younger players, the committee decided to field five teams for the 1973-4 season; so the more experienced gentlemen were asked to form a Club XI. Some undergraduates agreed to boost the numbers.

The Club XI played on a hastily prepared wicket, that they say would even have tested the Chappell brothers.

"With the exception of Professor Ron Brown, who was able to adjust his galacticochemical reflexes sufficiently to score more than 300 runs, including two scores over 80, most players found difficulty in coping with the vagaries of the Monash wicket and even carried over these difficulties to wickets on other grounds," Mr. Ellis comments.

There was a virtual takeover of the side by the Faculty of Education both in number of players (6) and in on the field "administration". The latter was exemplified by at least three

educationists deciding that they should field at long on.

Team policy was to give the opposition an average of three chances per member per innings. This was strictly adhered to at all times with the exception of Laurie Ingvarson who forgot once and took a hat trick.

Even allowing for the fielding policy, about which Jack Parrott often quoted from Holy Scripture, there was hardly a match when the opposition did not look as though they would be all out for less than a hundred, but once the heat of the afternoon took its toll Monash wilted and allowed the last few batsmen to score heavily.

The season ended on a high note

with Maurie Balson scoring an undefeated half century in the last match to give the side a well-earned victory, its second for the competition.

The following people made regular appearances with the team:

M. Balson (education), R. Brown (chemistry), R. Chant (law student), B. Cox (post-graduate physics), D. Ellis (Union), G. Feben (medical student), R. Gunstone (education), J. Hicks (engineering student), L. Ingvarson (education), D. Keam (engineering student), J. Parrott (Monash graduate), A. Spaul (education), M. Sullivan (education), S. Sykes (education), K. Ward (Halls of Residence).

## Diary of events

MAY

- 7: Illustrated lecture — "A scientist looks at China". Professor R. D. Brown, Monash Department of Chemistry, reports on a recent tour of China by members of the Australian Academy of Science. R2, 1 p.m.. Admission free. Inquiries: ext. 3550.
- 8: Lecture — "Music and astrology in Renaissance art", by Margaret Plant, School of Art, RMIT. Sponsored by Department of Visual Arts. 1.10 p.m. Admission free. Inquiries: ext. 2112.
- 8: Films — Monash Astronautical Society presents a program of documentaries and recent space exploration films. 8 p.m., H1. Admission free. Inquiries: ext. 3533 (1-2 p.m.).
- 8-9: Play — "Uhu" by Monash Players. Repeated May 15-18. 8 p.m. nightly (matinees 2 p.m. May 8 & 15). Admission: adults \$1.50, students \$1.
- 9: Film luncheon — Monash Parents Group. "Kill or Cure", Terry Thomas, Eric Sykes. Ticket sec. Mrs G. C. Thompson, 723 1513.

- 9: Film — "Destiny of a Man", one of a series of Soviet cinema masterpieces, presented by Monash Department of Russian. 7.30 p.m., H1. Admission free. Inquiries: ext. 2253.
- 10: Lecture — "An analysis of infinity", by Dr E. Dudley. One of a series for 5th form and HSC mathematics students, arr. by Monash Department of Mathematics. 7 p.m., R1. Admission free. Inquiries: ext. 2550.
- 10: Film — "Kuckucksjahre" (97 min, color, 1967) Arr. by Department of German. 8 p.m., H1. Admission free. Inquiries: ext. 2241.
- 12: Sunday afternoon concert — Gwen Halstead (piano), Alex Grieve (horn), John Argyll (clarinet), Judy Grieve (oboe), Glen Spicer (bassoon) play music for quintet by Beethoven, Rawsthorne. Robert Blackwood Hall, 2.30 p.m. Admission free.
- 13: Lunchtime concert — Graham Evans (horn), Joan Wallace (cello), Margaret Schofield (piano) present work for trio by Berkeley. RBH, 1.15 p.m. Admission free.
- 15: Lecture — "The Cultural Milieu of the Reformation", by Prof. G. S. Yule, professor of Church History, Ormond College. Sponsored by Department of Visual Arts. 1.10 p.m., R1. Admission free. Inquiries: ext. 2112.

- 16: Lunchtime concert — Johnny O'Keefe, RBH, 1.15 p.m., admission \$1.
- 16: Film — "Baltic Deputy", arr. by Monash Department of Russian 7.30 p.m., H1. Admission free. Inquiries: ext. 2253.
- 17: May music camp — arr. by National Music Camp Association for orchestral players of school age. RBH, 8.15 p.m. Admission: adults \$2, students & children 50c.
- 18: Play — "Alf Hercules and the Amazing Scarlet Wodge", by Monash Players. Presented by Alexander Theatre Guild's Saturday Club. 2.30 p.m. Admission: adults \$1.60, children \$1.20.
- 21: Monash Women's Society, coffee morning, Vice-Chancellor's House, 10 a.m. - 12 noon. Speaker: Mrs Daphne Laurenson on New Guinea. Children welcome, baby-sitter provided. Contact Mrs Dransfield 878 9959 or Mrs Rae 277 4405.
- 27: Lunchtime concert — Loris Synan (soprano), Margaret Schofield (piano) present works by Brahms, Schoenberg. RBH, 1.15 p.m. Admission free.

- 29: Lecture — "Michelangelo and the end of the Renaissance", by Prof. Patrick McCaughey, Department of Visual Arts. 1.10 p.m., R1. Admission free. Inquiries: ext. 2112.
- 29: Concert — State finals of ABC Instrumental and Vocal competitions, accompanied by Melbourne Symphony Orchestra. RBH, 7.30 p.m. Admission free.
- 30: Film — "Peter the Great", arr. by Monash Department of Russian. 7.30 p.m. H1. Admission free. Inquiries: ext. 2253.
- 30: Lunchtime concert — Lovelace Watkins, RBH, 1.15 p.m., admission \$1.
- 31: Film — "Der Junge Torless". (B & W, 90 min., 1966). Arr. by Department of German. 8 p.m. H1. Admission free. Inquiries: ext. 2241.

Copy deadline for next issue of Monash Reporter is Friday, May 17. Letters and contributions from staff and students should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone 3087).