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PROFESSOR SELBY SMITH: A "LIBERAL EDUCATOR"

Just before Easter, Professor Richard Selby Smith left Monash to take up an appointment as head of the new College of Advanced Education in Hobart.

Professor Selby Smith had been Dean of the Faculty of Engineering since its inception in 1964.

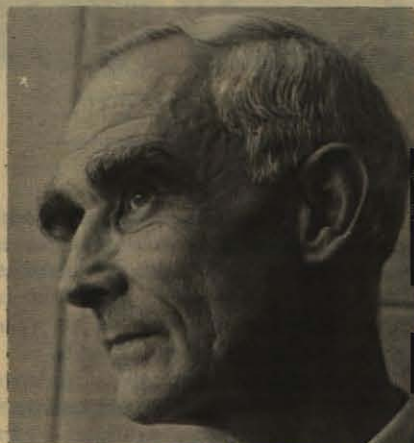
The Vice-Chancellor, Dr. J. A. L. Matheson, wrote the following appreciation of the dean's work for the Reporter:

When it was decided to establish a Faculty of Education at Monash the first and most important question was whom to appoint as Dean, for it is our practice here to have full-time deans rather than professors occupying the position in rotation.

Richard Selby Smith was at that time headmaster of Scotch College and well known as a first-class administrator, an educator with liberal ideas based on experience in many fields, and a man of strong character and vivid imagination. He had a record of success as a teacher, a headmaster and as an official in more than one local education authority in Britain.

The question arose as to whether he would transplant from the school world to the university world. There are those who say that this cannot be done, but Selby Smith showed that if there is a rule there is at least one exception, for in seven short years he has built an outstanding faculty.

He had two great advantages at least: he was able to recruit his own staff from the very beginning, and he enjoyed the Monash system of relating the number of professors in a faculty to the number of students. (This apparently obvious step has not been widely adopted in Australia in the past so that most, if not all, other education faculties have only had one professor until recently,



whatever their size; we have six.) He made full use of these advantages and soon built up a lively and enterprising staff who were ready to come here because of his reputation and that of his professorial colleagues: these he chose not so much because of their reputation as "educators" but because, as psychologists, sociologists, experts on educational measurement or handicapped children as the case might be, they were acknowledged experts in a recognised field of scholarship.

As well as building a remarkable faculty inside the university, Selby Smith influenced educational thought and practice outside it through his work with such bodies as the Australian College of Education and V.U.S.E.B. His essay on teacher training in Victoria will in the end, I am sure, prove to be very influential in letting some fresh air into a musty situation.

He has left us for positive reasons, which do him credit. In Tasmania he hopes to weld the existing teachers' colleges into the new College of Advanced Education of which he is to be head: this is a modus operandi which he has long advocated and to which he now wishes to dedicate the last decade of his working life; we wish him well.

For my own part I regret his departure very much: he acted as my deputy and as Acting Vice-Chancellor for more than a year and I came to rely on him as an intelligent, candid and reliable adviser, and as a staunch friend.

Students plan ANZAAS trip

UNDERGRADUATES in the biological sciences at Monash have been busy over the last few weeks. Fifteen students have organised a trip up to Brisbane to attend the May 24-28 ANZAAS conference.

Not content with a mere five days in the sun, the students will be leaving Melbourne by rail on May 15 and arriving back on June 1.

The first week will be spent about 100 miles north of Brisbane, probably in the Noosa Heads National Park, and during the second week the students will stay at camping grounds near Brisbane.

The ANZAAS conference is divided into 23 sections, each covering a separate discipline and the sections of particular interest to the students are zoology, botany, geology, agriculture and forestry, geography, microbiology and immunology, physiology, biochemistry, psychology and anthropology.

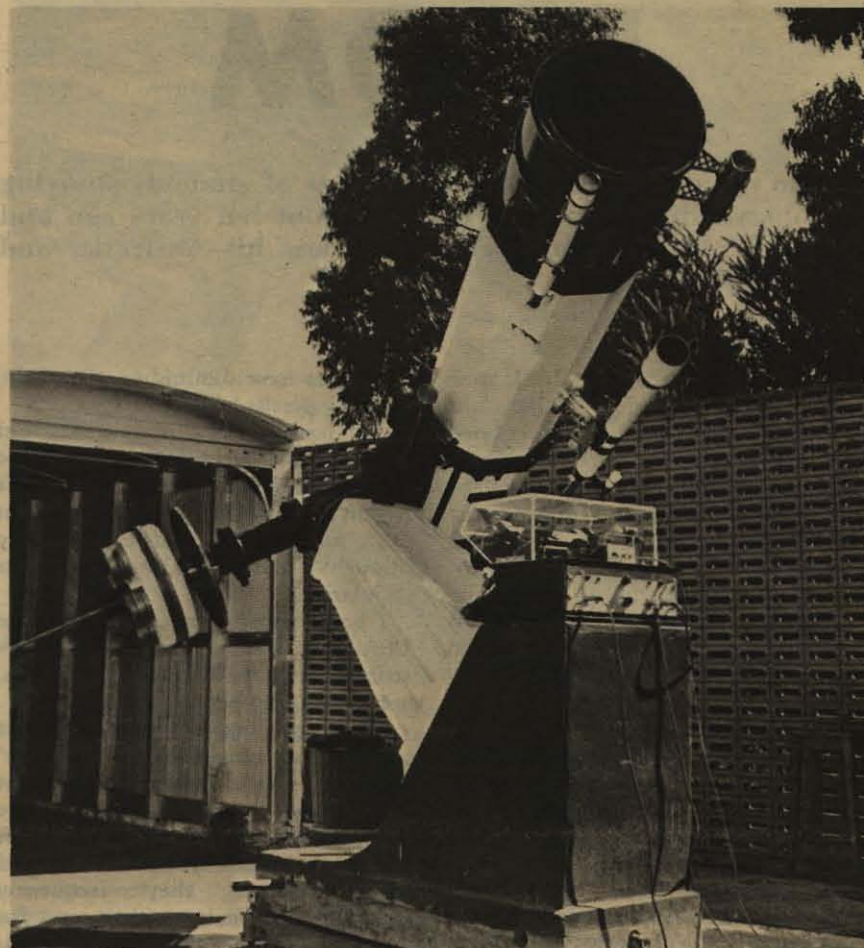
Among the academic staff from Monash taking part at ANZAAS are Professor Warren, Dr. Nelson, Dr. Lee, Dr. Roberts (zoology), Dr. Churchill (botany), Dr.

Crossley (psychology) Professor Dunn and Professor Neale (education).

• Footnote - students in the Monash University Biology Society are used to travelling. They have organised field trips to Eildon and they have future trips planned for Corranderk Bushland at Healesville and Mt. Buller. The Brisbane trip is the first interstate one for the students.

OBSERVATORY TO AID LUNAR RESEARCH

Monash University is building its own observatory for research and undergraduate teaching at Gembrook, 25 miles from Monash.



The observatory, shown in the architect's sketch below, will house a 40 cm. reflecting telescope. It could be open by the end of the year.

The observatory has resulted from the combined efforts of the Science and Engineering faculties.

It will be on the top of Mt. Burnett, on land leased for 10 years from a farmer, with the option of a five-year extension.

The telescope was built by an amateur, Mr. L. Jeffree, in Bendigo. He died before the telescope was completed and it was wasting away in the backyard of a Bendigo house.

In 1968 Monash bought the telescope and over the past two years it has been restored by the Physics Department and the Mechanical Engineering Department.

A Science and Engineering joint committee, headed by Professor K. C. Westfold, has been guiding this project for 2 years. An operating committee

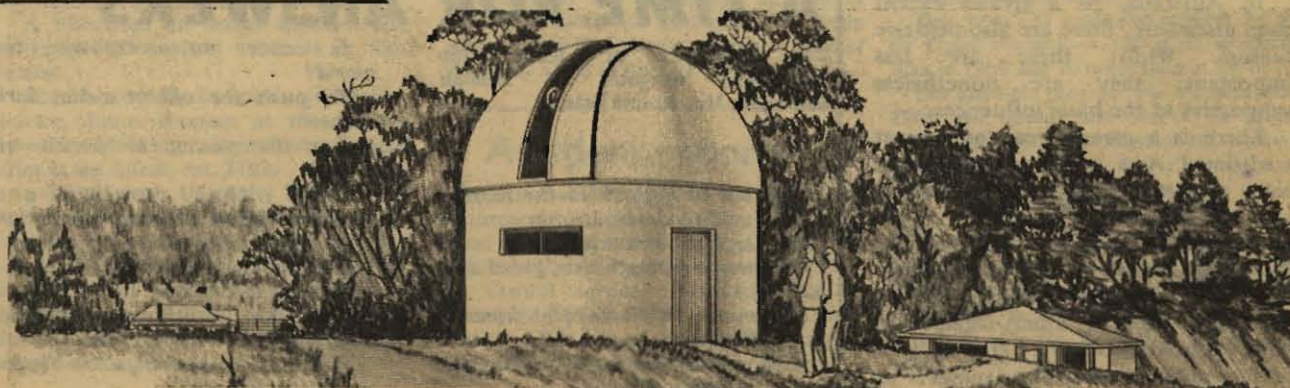
will soon be established to co-ordinate observatory research and teaching.

The undergraduate teaching program will include the techniques of accurate astronomical observation.

Tours of the observatory by secondary school students are proposed. It is hoped to use the observatory to stimulate general community interest in observational astronomy and public tours are a possibility.

Dr. Deane Blackman, senior lecturer in mechanical engineering, hopes to study lunar occultations - the study of stars being blocked out by the moon to determine positions of the moon.

Dr. Denis Coates, senior lecturer in physics, will be collaborating with the University of Tasmania in studies of stellar atmospheres using optical spectroscopy. As a long term project the Physics Department will measure the light output from the planet Jupiter, to help determine the nature of the planet's great red spot.



First the United States, then Europe. Now it's here . . .

THE SOCIOLOGY BOOM

The rapid expansion of the number of students studying sociology, which set in in Europe about ten years ago and in the USA somewhat earlier, has now hit Australia, and particularly Monash.

Here, the number has doubled, at all levels, in one year; a similar, but somewhat lesser, increase has occurred at New South Wales, and significant expansion has also taken place at the few other universities offering the subject, and in the advanced colleges.

This 'boom' poses two sets of questions. We must try to understand why it has occurred, and the problems which it creates, both internal and external, if we are to cope effectively with it.

The basic reasons are positive, and not difficult to state in general terms, although the precise manner in which they operate in individual cases is not always easy to discern. Broadly, the growing 'social concern' of modern youth is the basic factor.

Today, adolescents are aware of the social and political world about them to an extent that was not evident in the past, at least on the same scale — and this of course is not unrelated to the expansion of secondary and higher education.

Earlier maturation, and the emergence of a more 'permissive' pattern of relations in some middle class families, which tolerates and often encourages the development of questioning attitudes towards social and political arrangements, have also been important.

Demand for "relevance"

The emergence of a 'social welfare' orientation in most advanced economies in the past 25 years has also contributed to the evolution of attitudes to education. Hence the growing demand that a good 'general education', or intellectual training, shall also be 'relevant' to the world about us. Sociology, because of the nature of its subject matter, is seen as providing this.

In Australia, to a greater extent than elsewhere, there are also negative factors. Whilst these are less important, they are nonetheless supportive of the basic influences.

There is a certain reaction against traditional Arts subjects, or at least some of them, which seems to have at least three aspects.

There is the survival of the 'bonding' system in teacher training: the lack, at least hitherto, of an adequate range of other careers for Arts graduates; and the believed 'lack of relevance' of some Arts subjects to the problems of the day. These

influences have diminished elsewhere, but they persist here.

A professorial philosopher at Sydney has recently repeated the contention that sociology is a 'soft option', which any mediocre student can successfully waffle his way through — and to this he attributed its popularity.

I have never, either in Europe, the USA or Australia, found this attitude at all marked among students, nor would I expect to do so.

Sociology, for almost all students coming to university, is a 'new' subject, which they have not experienced before and therefore are often hesitant to embark on; moreover during their first year, for this and other reasons, they frequently experience difficulty with it, and for most it does not 'click' until towards the end of that year.

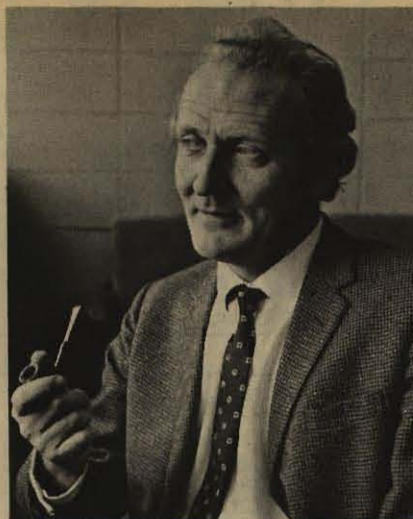
It is a 'new' subject, which many find hard at first, and this is not surprising, for it demands both a new approach and the intellectual rigour of many established disciplines — and more than some!

The immediate problems arising are two — the tremendous strain on Departmental resources, and the employment opportunities for graduates.

The expansion has occurred at the time when Monash, in common with most other universities, is nearing its total under-graduate population, and its resources are virtually 'frozen' at the present level.

No new additional staff are available for allocation, and although the situation has been alleviated to some extent by re-distribution, the staff : student ratio in sociology is 1 : 22.

This situation has led to the unfortunate, but necessary, imposition



By W. H. SCOTT
Professor of Sociology

of a 'quota' on admissions; even with this, numbers of course continue to increase, for the rights of students already in the university must be respected, and the size of all years after the First therefore expands.

Moreover, sociology students, perhaps more so than others, press regularly — and rightly — for qualitative improvements in teaching.

Further, firms, educational institutions, social welfare agencies, and others, increasingly see sociology as relevant to their activities; this leads to mounting requests for consultation, advice, research, and so on. This is all to the good, but it increases strain in the short run.

As regards employment, the situation has not been satisfactory in the past, but it is changing quickly, and could well snowball in the next 2-3 years.

Field is expanding

In the first place, the sociology graduate, in relation to teaching, will be no worse off than other Arts graduates; the subject is usually taken with a traditional teaching subject, and social studies itself is now expanding rapidly in the secondary schools and colleges.

The number of teaching and research posts at tertiary level is increasing, and will expand even more rapidly in the future.

Add to these factors the unsatisfied, and worsening, shortfall of trained people in the whole field of social welfare, and the awakening interest of industry in sociologists, and the future appears rosy.

Although development may be rather slower here, it could well be that the situation in England during the past few years may be repeated and sociology graduates become, at least temporarily, one of the scarcest labour market resources.

Theatre now a "meaningless ritual"

Playwright and Monash English literature graduate, John Romeril, 25, has strong ideas on Australian theatre — some harsh words but also a fair degree of optimism for its future.

John, with two other young playwrights has just had a book published by Penguins — "Plays" by Buzo, Hibberd and Romeril, edited by Graeme Blundell.

Frankly, John isn't too keen on conventional Australian theatre: "It has become something of a meaningless ritual".

"The conventional bourgeois theatre is a comfortable sort of place where no one cares very much or is terribly affected — all that is considered important is that you are seen to be at the theatre."

John believes the power of the conventional theatre to get into and affect the lives of the spectators is very small.

The type of theatre performed by the Australian Performing Group was at last getting back towards the community. "We attempt to deal with issues relevant to the community," John said. "We are trying to show people that theatre can deal with their problems and their lives."

John said the APB had staged street theatre productions at Vietnam Moratorium demonstrations May Day celebrations and in Carlton car parks and streets.

Also during factory tours sponsored by the Amalgamated Engineering Union, the group took short didactic plays to the factory and performed them at lunchtime for the workers.

John is interested in politically instructive theatre. "I'm not convinced that conventional theatre can't stand a greater number of works with quite blatant political implications," he said.

"The way that Brecht works in theatre proves it can be effective, and doubtless this is happening in a number of socialist countries where theatre is being used to underline the ideological stance of the whole regime."

John said his criticism of conventional — bourgeois theatre also applied to student theatre. "The theatre you get at the university, played by and presumably for students, should be much more oriented towards the existence of the student body as a community."

"It should be aimed much more than it is, if it is to succeed anyway, at the interests, aspirations, hopes of that body."

"There are no regular lunch hour performances, regular Wednesday afternoon performances or performances erupting because of some sort of occasion — the arrival of an important figure in government — or when a crowd gathers."

John said despite his "bitches" about conventional theatre and student theatre, improvements were on the way. "A number of good young dramatists exist and it doesn't seem hopelessly optimistic to predict that within the next decade there will be the birth of a significant national theatre."

"This will not be born in the traditional theatres — they are not sufficiently interested in putting in the background work."

A TIME FOR ANSWERS

The thoughts of Jenny, the 14-year-old daughter of Monash employee, Mrs. Norma Pearce.

What is to happen to the world?
Doomed to destruction?
Is man to destruct himself?
To perish through war, greed and hatred
Is man to suffocate himself through smog?
Will man through greed for money destroy himself?

Is cancer to overpower the world?
To push the old in a dim dark corner
Are the young to perish on drugs?
Will the young and undernourished die from starvation in under privileged countries?
Will the sky fall in?
The sea to dry up?
Will the mountains crumble, buildings fall to the ground?
Will man build things too big for himself to handle?

Is someone again better than Hitler the evil idea to power the world?
Will peace ever come to the never ending wars?
Will he drink and drive himself to death?
Or will his inventions eventually kill himself?
Then again will women take over the world from men and save the world?
Is the air and food to last?
Will he stay on the earth?
Or will some alien destroy it for him for themselves, that's if theres anything left of it worth taking?
What is to happen to the world?

Plants that come back to life

"RESURRECTION" plants - plants African witch doctors attribute magical powers - were among the three suitcases of plants Dr. Donald Gaff brought back recently to the Botany Department after a three month study tour in South Africa.

Dr. Gaff found that these 'magical' plants could literally come back to life after drying out.

"My discoveries mean a doubling of the known number of these 'resurrection' plants," Dr. Gaff told the Reporter.

"My work will be concentrated on developing the strains," he said. "It may be possible to undertake a prolonged breeding program to develop economically useful plants in Australia with these drought resistant properties."

Dr. Gaff said the South African species predominantly grew on rocky surfaces where the soil dried out rapidly after rain. It thus required a special plant process that allowed for the recovery of protoplasm after stresses that were fatal to most plants.

"The species I've brought back will be used to determine the basis of these special properties and their protein composition," Dr. Gaff said.

Dr. Gaff was aided in his work by a \$1000 grant from the Water Research Foundation plus travelling expenses from the University.

"No work of this kind has yet been done in Australia and very little elsewhere in the world," Dr. Gaff said.

"These plants have previously been considered as curiosities rather than as subjects for intensive investigation."

Dr. Gaff hopes to work on the physiology and biochemistry of the plants with organisations such as the CSIRO tropical pastures section.

WANT A SPEAKER?

The Monash Debating Society has volunteered to provide speakers for local community groups who want someone to address them.

The idea started with Professor J. M. Swan, who says he and other members of the University cannot meet all the requests to address Rotary luncheons, Lions Clubs, parent's groups, church organisations, and other bodies.

He asked Graeme Ayers, the debating president, if the society could help and the students accepted the challenge.

Graeme said about 12 members would be able to talk on Monash and universities generally. He also said that with advance warning the society could arrange speakers on specific topics not concerned with universities.

Graeme can be contacted through the society box in the Union building. (But please don't inundate the poor fellow!)

The Debating Society has 55 members. Recently it won the Victorian A Grade Debating competition for the Age Shield.

Med. students' conference

MONASH medical students are organising a conference to be attended by about 300 under-graduate students from interstate, New Zealand and New Guinea.

It will run for seven days from Sunday, May 23, and will be held at the Monash Medical School, Alfred Hospital, and the Alexander Theatre.

A wide range of controversial medical topics will be aired - drugs, family planning, road accidents and brain surgery.

Highlights of talks include - Associate Professor Ian Turner on "Freud and Football"; Professor H. A. F. Dudley on medical teams in Vietnam; Prof. J. Bornstein on diabetes; Dr. Moss Cass and

WHEY BEYOND A JOKE

Think of pollution and inevitably things like petrol fumes, sewage effluent and smog spring to mind.

These are the well known culprits, kept constantly to the fore by the media.

Actually the pollution threat goes deeper - even involving the seemingly harmless substances curds and whey.

The disposal of dairy whey has been the subject of a Master's thesis by Gordon Swards, 24, a graduate of the Universidad de los Andes, Bogota, South America, and of Melbourne University. He has been working in the Department of Chemical Engineering at Monash since February last year.

The explanation of the dairy waste disposal problem is somewhat technical but according to Gordon it is follows:

"One litre of whey requires nearly all the dissolved oxygen present in 4000 litres of water for the biological stabilisation of its oxidisable organic matter.

"As soon as the dissolved oxygen is depleted in any natural waterway all the aquatic life quickly dies and the water acquires unpleasant odours and looks dreadful."

Gordon said in 1968 it was estimated that the Australian dairy industry produced approximately 250 million gallons of cheese and casein whey annually. This was equivalent to the annual discharge of 80 million pounds of BOD - biological oxygen demand - the amount of oxygen required for the biological stabilisation of the oxidizable organic matter present in a waste.

"This amount of 80 million pounds is equivalent to the amount of BOD discharged in domestic sewage by a city with a population of almost 2 million.

"In other words the amount of oxygen needed to stabilise all that whey is the same as the amount of oxygen needed to stabilise sewage in a city of 2 million people."

Gordon added a further disturbing statistic: "An average Australian dairy factory may discharge about 15,000 gallons of whey per day, which is equivalent to the domestic sewage discharged by a city with a population of 40,000."

Whey "just dumped"

"It is doubtful whether the whey would be allowed into the local sewerage system and so without any other treatment facilities, the whey is often discharged on to land or just dumped into any available water stream.

"When the whey is not treated before being put into a water course, the water will quickly become polluted and the life it supports will be threatened," Gordon said.

"The costs of normal treatment processes can be very high and would put some smaller Victorian dairies out of business if adopted by them."

Gordon said irrigation of land with whey in limited quantities could be advantageous due to the fertilizing ability of nitrogen and phosphorus present in whey.



However in Australia the amount of land available for irrigation was limited and excessive application on this land could destroy fertile areas.

"Whey does have some commercial value due to its organic content," he said.

"It has been used quite extensively as livestock feed, but this method of disposal requires a reasonably sized farm adjacent to the dairy factory, as transportation costs could prove prohibitive."

Gordon said a variety of therapeutical and pharmaceutical products had been developed from whey, plus a number of human foods and beverages.

But, in Australia and overseas, these commercial processes did not account for the large volumes of whey discharged annually.

A method of disposing of whey was necessary. One of the aims of the work carried out in the Monash waste treatment laboratory was to establish the most economical biological treatment process for the disposal of whey.

Gordon said that as all wastes were different, they required different treatments.

Two-stage process

"I believe that I have found out criteria which should greatly assist the development of a two stage process for the treatment of whey."

The first stage of this process was high-rate anaerobic digestion, which occurred in the absence of oxygen. Two main products of the decomposition of organic materials are obtained - simple organic acids and a gaseous mixture of carbon dioxide and methane. The main advantage of this process was in the value of the gas as a fuel to operate the plant.

Accident reports

Monash had 101 "injuries and dangerous occurrences" last year, according to a report issued by the University Safety Committee.

Science had 42 accident reports; Medicine 25; Central Services 14; Engineering 9; North-East Halls 8; library 2 and Arts 1. But ECOPS, Education, Law, Union and Administration did not make any reports.

WHEY (and other) pollution lines the shores of a lake near Colac in Victoria's Western District.

The second stage was an activated sludge unit which treated the partially digested whey.

Gordon hopes the Australian dairy industry will become interested in an optimised design for a two-stage biological treatment plant for the complete stabilisation of whey and possibly other dairy wastes.

"This could perhaps be in the form of a package plant which could be attached to each dairy, just as the small sewerage package units are used for homes in newly-developed areas around Melbourne.

"I would hope that, if successful, this method of organic disposal could be applied to any strong organic waste."

FIRST GRADUATE

Ian Urquhart, lecturer in accounting and finance, has become the first graduate in the Master of Administration introduced by the Economics Faculty in 1968.

Mr. Urquhart, 26, who studied part-time for the post-graduate degree, was awarded his degree at a graduation ceremony on April 29. He also received a medal and \$500 for the Beckingsale management award.

Mr. Urquhart's thesis was on the leverage of share prices. He has been recommended for a PhD.

Limit on applications

The University has been forced to reject 160 students from its post-graduate Master of Administration degree.

This year 220 graduates applied for the 60 places available - 130 more applicants than in 1969 and 70 more than in 1970.

The graduate program was inaugurated in 1968 and already has one of the largest intakes of graduate students in management in Australia.

TAKEOVER BID?

A merger between Politics and Economics will be solemnised at Hughesdale Congregational Church on May 15 when Dr. Hugh Emy, lecturer in politics, marries Miss Elizabeth Closter, secretary to Professor Isaacs, of economics.

RESEARCH MAY HAVE TO "GO TO THE WALL"

— Professor C. G. Phillips

It was being freely said in Britain, by journalists and politicians that, at a time when universities were expanding faster than the GNP, teaching would have to take precedence over research, Professor C. G. Phillips told a recent graduation ceremony.

Prof. Phillips, Professor of Neuro-Physiology at Oxford University, was giving the Occasional Address.

"In Britain, increasing numbers of people with the necessary school-leaving qualifications will be claiming the right to tertiary education," Prof. Phillips told the graduates.

"Since the Government can't afford to pay both for this and for research, and since University people would have to give most of their time to teaching the larger numbers, it is being freely said, by politicians and journalists, that teaching will have to take precedence and research will have to go to the wall."

It had been suggested that student numbers could be doubled by dividing them into two shifts, with alternating terms and vacations.

Another idea was that first-degree courses should be cut to two years, and that some students only should continue for one or two years more.

"As for research, our critics in Britain may be right in thinking that some of it is second-rate and doesn't deserve to be supported by public funds," Prof. Phillips said.

"What is more important is that the public's attitude to scientific discovery has changed. People may still be sympathetic to medical research, but they think that enough has already been discovered in the Ivory Tower to provide for the satisfaction of most reasonable human needs.

"Future emanations from the Tower, they may think, are likely to find practical application only in continuing destruction of the environment, genetic engineering, computerized invasion of privacy, and ever more frightful weaponry.

"In trying to help sort all this out, we, as scientists and University people, have got to do some tough thinking about the needs of the community which the Universities and Research Councils are trying to serve, and about our own attitudes to teaching and research.

"In particular, which of our present practices ought we to defend as essential, whatever others we may have to agree to dispense with until the community wishes, and can afford, to pay for them?"

Prof. Phillips said that in its cultural aspect, research, whether pure or applied, was really a natural extension of progressive undergraduate teaching.

"Surely it ought to continue in Universities as well as in Research Institutes," he said.

Students ought to be able to meet people who worked in Research Institutes. Migration of scientists between departments and institutes would be valuable.

A few years ago Lord Florey warned the British that in their economic difficulties their brains were their most valuable asset.

Prof. Phillips had some kind words to say about Monash. "Scholars all over the world have been watching with admiration the rise of Monash from bare earth to a major national and international University in the space of a few short years," he said.

"The will-power and the invigorating sense of shared purpose must impress every newcomer."

Work will go on at Oxford

A unique series of coincidences surround the visit to the Monash Department of Physiology by Oxford professor, Professor C. G. Phillips.

First of all he has done a "turn about" with Professor Porter from the Monash Department of Physiology. Back in the 1960s Prof. Porter worked in Prof. Phillips' laboratory at Oxford, and now Prof. Phillips is here for three months to work with Prof. Porter's group.

From here it gets a wee bit complicated.

Prof. Porter has been supervising Mr. Jon Hore, 25, for a PhD. One of Mr. Hore's examiners was Professor Phillips.

Mr. Hore "graduated" at the same time as Prof. Phillips. At the evening graduation ceremony on April 16, Prof. Phillips was awarded an Honorary Degree of Doctor of Science and gave the Occasional Address.

At the same ceremony Mr. Hore was awarded his PhD for a thesis on "Some motor functions of the pyramidal tract of the brush-tailed possum."

Prof. Phillips is in Australia as a Nuffield Visiting Professor. Mr. Hore has a Nuffield Commonwealth Travelling Award and will be going to Britain later this year - that's right - to work with Prof. Phillips at Oxford.

The research of these men involves determining how messages are sent to muscles and limbs from centres in the brain which control movement.

Computer prize for Monash man

MR. A. Y. MONTGOMERY, senior lecturer in information science, has been awarded a national prize for a paper on data processing.

It was presented to Mr. Montgomery last month by the Australian Computer Society Inc. and consists of a medal and \$250 cash.

It is called the A.N.C.C.A.C. Prize after the society's former title, Australian National Committee on Computation and Automatic Control.

The 18-page paper, "Some Aspects of Data Processing Management in Australia," argued a strong case for more management training in Electronic Data Processing.

"Symbol of freedom"



From BJORN JERNUDD
Senior lecturer in linguistics

LANGUAGE monument in Dacca commemorates the "victory of the Bengali language over the dictators from West Pakistan" in 1952.

In a country where there are no ordinary democratic rights people must find symbols to express their political will. In East Pakistan - Bengal, language is such a symbol. It cannot be crushed by West Pakistani troops.

However long and difficult the military occupation of the country may become, it is clear that the Bengali language will win.

And the East and West of Pakistan will be effectively divided whether the formal unity of the federation is maintained by force or not.

According to the last census, in 1961, 55.5% of the population of Pakistan speak Bengali (i.e. all inhabitants of East Pakistan) and 29% use Punjabi as their mother-tongue.

Punjabi is the language of the people who dominate Pakistan economically, politically and militarily. According to the same census 5.5% speak Sindhi and 3.7% Pushtu. Additionally there are many other West Pakistani languages.

While Bengal with its 70 million inhabitants thus is linguistically united, West Pakistan with its 50 million inhabitants offers a linguistically diverse picture.

That is why the Founder of Pakistan, Mohammed Ali Jinnah, in the 1940s decided that Urdu should become the national language of Pakistan. As a concession English was to be used in the administration, for the time being.

Urdu, like Bengali is an Indo-Iranian (Indo-European) language with influences from Hindi in India and Arabic and Persian.

From the very beginning the dissatisfaction in Bengal with Urdu came to be connected with dissatisfaction with the political and economic dominance of West Pakistan.

When the British left Bengal in 1947, English remained as the language of administration and education; Urdu never succeeded in gaining any speakers, and in February 1952 violent language riots broke out in Dacca which forced the West Pakistanis to change their language policy.

English the link

The language conflict seemed to have been solved in the Constitution of 1956 which said that Urdu and Bengali should be official languages in Pakistan but that Bengali should be the sole language in the eastern part of the country. English would become a mediating link.

But language nationalists in the East have pushed their will further. The administration has gradually become "Bengalised". This means that West Pakistanis find it more and more difficult to make themselves understood or to remain in the country.

The linguistic rift has become deeper, and in Bengal the economic and political aversion for the West has become stronger.

This is exactly what the Bengal nationalists want. And they have now reached a point where the central government in Islamabad can maintain its authority by force alone.

The language rioting of 1952 is celebrated each year. This was emphasised a little more than a month ago, too, when Sheikh Mujibur Rahman, the leader of the Awami League, stressed the link between language and politics by declaring that he was ready to take power in accordance with his six-point program, and that he was going to declare Bengali the sole administrative and official language in Bengal.

Students and authors have been very active in the language question.

The nationalistic students are by far the worst enemies of the central government. This had been demonstrated already during a previous crisis when the former President, Ayub Khan, lost power and the students practically governed East Pakistan for several weeks.

Need for enrichment

Even in the field of science, language has become a carrier of a political message. Bengali needs to be enriched by technical and scientific terminology. It would have been natural to base such new coinage on Persian and Arabic vocabulary which has strongly influenced Urdu, but since Urdu is a hated symbol for West Pakistani "Colonialism", the Bengalis prefer to use dialectal sources, or borrow from English - or even from Sanskrit, that previously almost tabooed language of hated Hinduism.

What the language conflict means is who shall have power in Bengal. It may be that language questions concern mainly intellectuals and administrators. For peasants and workers the principles behind the fighting are less sophisticated - but their fight has the same aims.

People are more alike in the Bengali countryside than in the Indian countryside. Many Hindu landowners were chased away in 1947. Naturally, there are still differences between rich and poor, but the great bulk of the population live in a uniform state of semi-starvation.

The workers are worse off than the peasants. The only modern industry in East Pakistan is based on jute - and is owned by West Pakistanis and groups in sympathy with the West.

Throughout the years, workers have struck untold times against their lack of security and their extremely low wages. Equally regularly the army has interfered, killed a dozen or so demonstrating workers and life has "gone back to normal", for a while.

Bengal has never been allowed to take responsibility for its own affairs. Government soldiers have stopped that. But though soldiers can erase all hope of self-government, soldiers cannot stop a language: and the Bengali language will carry forward the national message despite poverty and suppression.

● Mr Jernudd is on leave participating in a Ford Foundation research team project on language planning in developing countries.

Student unrest and the universities

By PROFESSOR J. BORNSTEIN

The summary of views set down below is the result of numerous discussions with students before, during and after the disturbances at Monash University during October last.

As a result of this experience, I believe that the unrest which plagues us is largely actuated by factors beyond any university's control, and that we "suffer" from a transfer of resentment against government policies - or, sometimes, lack of them - to the society nearest to hand, that is, the university.

Discussion shows that the main causes of student unrest are related to the following:

1. The Vietnam war

1: The large majority of students regard this war as a moral outrage, beginning as an attempt to force an unpopular and unrepresentative government on the Vietnamese people, and continuing largely as a question of great power prestige.

The more politically active students describe this as a "Colonialist" and "Imperialist" war by the USA, and the Dulles policy of a Communist threat to Southeast Asia (Domino Theory) is regarded as not valid or, alternatively, treated with the statement "If this is the political system they want it is their business".

2: The actual military techniques of search and destroy, massive bombing, and the atrocities which from the beginning of recorded history have been characteristic of the current type of guerilla warfare, are regarded as a complete disregard for the lives of the Vietnamese people in a dubious political interest. The clear fact that the NLF and North Vietnamese have an unfailingly worse record of terrorism and murder is not regarded as justification, and the Neuremberg trials are often quoted when this is mentioned in discussion.

3: The Australian intervention is regarded as a blind following of US policy, and virtually all students that I have spoken to are completely unconvinced by the various reasons adduced by the Commonwealth for this act of foreign policy; in fact many maintained that the Government has never disclosed any reasons.

4: As a result of the above, the majority of students bitterly resent conscription, which they believe was imposed purely to supply troops for what they regard as an immoral war. There is no real resentment for National Service as such - and in fact most would regard it as necessary-but there is severe resentment of National Service for Vietnam. Students frequently point out (disregarding the political and economic circumstances of the time) that no difficulty was experienced in raising a large army for service in the Middle East in 1939-40, or in maintaining the volunteer force in Korea; and thus they conclude that, due to feeling on the Vietnam issue, it has been necessary to apply compulsion to those who have no say. Accordingly, there is a feeling of resentment in the main student body and this, when exploited by extremist agitators, is transferred from the

Government - an authority which they are unable to influence - to the University, which is so easy to disrupt.

The usual technique of the extremist groups is to inflame feeling on the Vietnam issue by reinforcement from such socio-economic injustices which exist at any one time in the Australian or, indeed, any other community.

2. The structure of Australian society

1: The politically-aware students regard Australia, probably correctly, as a mixture of an affluent society on the one hand, and a rapidly expanding industrial society reminiscent of the US during the first third of this century on the other. They quite frankly admit that strong trade union

"... I see myself living in a 5-square unit in a 50-storey beehive, half-poisoned by polluted air and water, half-starved by population explosion, and they expect me to get shot at in Vietnam, but they will do nothing about it all except build more beehives."

—A science student.

traditions, better knowledge of industrial relations, and the economic policies followed since 1945 have produced a marked improvement in living standards, but these achievements are ignored and pressure is placed on the following deficiencies:

2: The unplanned development of resources - frequently, apparently, in the interests of non-Australian investors (BHP is never attacked, CRA constantly) - without any thought of conservation or planning for the future or, indeed, anything else except the current dividends, is frequently cited. On such occasions, when this development is or appears to be marked by disregard of the interests of indigenous populations, e.g., CRA development in Bougainville, feeling amongst the student body rises very markedly.

3: The spectacular company crashes of the early 60's, the more recent motor insurance failures, and the uncontrolled gambling on the stock market are constantly quoted by students, unaware of the constitutional problems involved, as an example that Government is unwilling to protect the public against get-rich-quick unscrupulous entrepreneurs.

It is regrettable that, almost uniformly, they seem unable to realise that such exercises are only made

possible by greed for easy money and hence control is extremely difficult in a free society.

4: The pensions provisions of the last Federal Budget have been quoted time and time again as an example of lack of feeling by Government for less privileged members of our society.

5: The failure of Government to act rapidly and decisively or show sensitivity to public opinion on the following matters provides powerful ammunition for the agitators.

(a) Pollution and destruction of environment, whether industrial, due to automobiles, or just human wastage.

(b) The inequality of educational opportunities in an allegedly affluent society.

(c) Population control, abortion reform, abolition of capital punishment.

(d) Social services generally. It is always easy to pick out major defects in this area, and they are frequently used to inflame students' feelings.

(e) Aboriginal advancement and the future of Papua-New Guinea. Students are particularly aware of these problems, as considerable numbers spend their vacations on social work in Aboriginal settlements or in the Papua-New Guinea Territory. They believe, rightly or wrongly, that little progress is being made in these areas and that the desires of the indigenous populations are cynically suppressed, where necessary by force, and the Departments of Territories and Interior are regarded with very great suspicion in regard to their motives.

3. Credibility

This is probably the most pressing problem of all, as students tend to regard all authorities with virtually pathological suspicion. Students in an ever more sophisticated educational system are brought up to question theories at all levels, and are encouraged to evaluate data and draw conclusions for themselves as part of their education. Thus the habit of "government", inherited from many generations past but accentuated in recent years (to wit, back-bench revolts), to come down with fiat from

Professor Bornstein wrote this survey at the invitation of the Minister for Customs and Excise, Mr. Don Chipp. On a recent visit to Monash, Mr. Chipp said he had been "highly impressed" by the article. The Reporter is indebted to the minister for permission to reprint it in full.

up on high saying "Thou shalt do this or that", because we know best, and for reasons of complexity or, in this particular case worse, security, we can't or won't tell you why, leads in all contentious issues to a virtual loss of credibility, particularly when such decisions appear to favour some vested interest or another.

Little progress seen

Thus a highly intelligent, impatient (as the young always are and should be if we are to progress) but frequently ill-informed student population resentful of the situation in regard to Vietnam, seeing little progress in what they regard as burning social issues and ignoring genuine achievements in this area, and almost uniformly ignorant of the limitations of time and resources, become easy meat for extremist agitators and are readily incited to "direct action".

As they are unable to influence Government in any significant way they turn on the university, a society they are familiar with and which by tradition has no real means of defence, and proceed to try and destroy it either by politicisation or even physical destruction as in the US, as an act of defence against all "Government".

I think that an adequate summary of this discontent was put by a very able and conservative science student who said to me, "In 35 years' time I quite see myself living in a 5-square unit in a 50-storey beehive, half-poisoned by polluted air and water, half-starved by population explosion, and they expect me to get shot at in Vietnam but they will do nothing about it all except build more beehives."

The university's role in society

1: Universities from time immemorial, if they are real universities, have had a series of roles to play in society.

2: They produce a vast number of graduates trained to play a direct role in society - e.g., doctors, engineers, scientists, teachers, lawyers, public servants, and even politicians.

3: As a byproduct of this large group about 2% become scholars in the true sense of the word, and it is the function of this group, from whom the staffs of the universities are drawn, to continually examine the mores whether philosophical, scientific or sociological, of the overall human society, and as a result of this examination by their and other universities to modify their teaching and send the graduates under point 2 into the community in order to give the new findings concrete form in society.

Thus the universities' function is to bring about a gradualistic change or, if one wishes, slow revolution of society based on factual findings and interpretation of these findings.

Continued overleaf

Quod est demonstrandum

Reprinted from
The Oxford Magazine

Father, what did you do at the time of the troubles?
I demonstrated, my boy.

What did you demonstrate, Father?

No, no, my boy. The verb was intransitive. Like our actions, it had no direct object.

Didn't you demonstrate for anything, then?

No, we generally demonstrated against.

Against what?

Well, it all began with a protest about political files.

What is a file, Father?

I'm not sure. The word suggesting something rough and possibly wounding, was useful. But I think we had in mind a brown folder with papers inside.

And what was on the papers?

Political information.

What political information, Father?

Information about what we had previously demonstrated about.

Why did the university collect political information?

Well, as it turned out, it didn't. It was apparently interested only in bicycle lamps and noisy parties.

I don't understand, Father. If there was no political information, what was the point of protesting?

Because it was a Great Experience, my boy. It's like cricket, the point of playing the game is to play the game. Of course, it had a good effect on character. It taught us team spirit, working with each other to a common goal. It taught us to follow our captain, right or wrong. It taught us to face adversity with a stiff upper lip.

What adversity did you face, Father?

Well, I was rather nastily bruised by a swinging television camera. And a friend got a touch of lead poisoning from a paint-spray.

How did you demonstrate?

We sat.

Sat on what?

In. Sat in the Clarendon Building, where the political files were.

But there were no political files, Father!

Yes, but we didn't know that until we had sat in.

But you didn't know that there were files, so why were you demonstrating?

You will learn that logic isn't everything in life, my boy. We were moved by deeper and nobler emotions.

Oh. What was the next time you were deeply moved, Father?

It was when the Foreign Secretary was speaking in Oxford. We were so deeply moved that we shouted too loud for anyone to hear him.

Why did you do that?

Because he was just saying the same thing as he had said before.

But if you couldn't hear him say it, how did you know he . . .

Yes, yes. . . You mustn't interrupt your father so. Besides, we felt it was unfair that the newspapers and television paid so much attention to Mr. Stewart, whilst they didn't take any notice of us.

Didn't you write a letter to the Times about it all?

Yes, it was good to see my name in print for the first time.

Did you have another demo, Father?

Yes, we sat in the Clarendon Building again on political files.

The same as the first time?

Not quite. This time we were demonstrating against the Student Representative Council, who by then had taken over the Clarendon Building.

What was the Student Representative Council?

It was some students elected by the other students, but who (in our eyes and those of one or two dons) didn't really represent them.

What did they do?

They dealt with bicycle lamps and noisy parties. And, of course, they perpetuated the old evil of keeping political files.

But I thought, Father. . .

It's been good to have this conversation with you, my boy; it's important to pass on experience. I hope that, when you go up, you too will work hard at your demonstrations.

Student unrest

Continued

This is relatively easy to do in Medicine, Science and Engineering, but most difficult in the Social sphere. This difficulty arises from the fact that most human societies are basically conservative, unless pushed to extremes by socio-economic disasters, and thus resistant to change. Due to the sheer size of present-day populations and the longevity of man, who in the main stops learning at 15-18 but lives for another 50+ years, the inertia of any society is very high indeed.

It is of interest that the two great revolutions of modern times reverted to their ancient forms, i.e., the French Revolution replaced Le Roi Soleil with Le Grand Empereur (for propaganda purposes known as Le Petit Caporal) and 150 years later with a sigh of relief handed power over to Le Grand Charles, whereas the Russian Revolution replaced one autocracy with another.

4: If the university is to maintain its role of being the stimulus to gradualistic change, then above all it must maintain its public credibility as a centre of disinterested learning.

Thus the current demands of students, frustrated and resentful of authority for the reasons stated above, and believing incorrectly the traditional view that universities are separate and immune from the body politic, that the university become a centre of political action for social change and its courses oriented to this end, must, if carried out, destroy the function under point 3.

For if a university undertakes to press one political viewpoint then it becomes a political party, and no longer is it credible as a disinterested centre for the re-examination and re-evaluation of our society in all its aspects.

Fourth university

Dear Sir,

We view with some concern recent Press reports on Victoria's fourth university.

The reports have implied that the Fourth University Committee proposes that centres such as Ballarat, Bendigo and Geelong, where Colleges of Advanced Education already exist, should also have their Teachers' Colleges converted to a university campus.

The idea of a "school of education" as a component part of a College of Advanced Education has been accepted in several States and the ACT.

The topics of tertiary education and of the preparation of teachers in South Australia were examined recently by the Karmel Committee and in their report just published they recommend:

1. The teachers' colleges at present in operation, including the Kindergarten Teachers College, be associated, each as a corporate body, with colleges of advanced education in an Institute of Colleges whose functions and composition are recommended in paragraph 11.60.

2. A separate Board of Studies in Education under the Institute of Colleges, as outlined in paragraph 11.59, should be responsible for the academic supervision of teacher education courses outside the universities.

3. Member colleges of the Institute of Colleges where courses in teacher education are offered should be free to associate with university schools of education in the planning and accreditation of their courses.

4. No further single-purpose institutions should be developed for the education of teachers and any necessary expansion of facilities should take place in an institution established as a multi-purpose institution by the Institute of Colleges.

5. The proportion of teachers in training enrolled in the universities should not be permitted to decline further and should be raised to the highest level possible.

It would surely be more sensible to develop in country centres, a single tertiary college which incorporated teacher education. In Victoria the CAE's can already award degrees as well as diplomas.

There is need for a fourth university in Victoria but what Victoria really needs is a committee of inquiry into all aspects of

LETTERS TO THE EDITOR

tertiary education to plan a co-ordinated system of tertiary education and to report on the facilities needed to meet the total demands.

There is a real danger that the chaotic situation existing at the secondary level will be reproduced at the tertiary level unless we plan and develop a co-ordinated tertiary system as a matter of urgency.

-R. Selby Smith, Former Dean, Faculty of Education, S. S. Dunn, Professor of Education, Acting Dean, Faculty of Education. (Prof. Selby Smith is now principal of Hobart College of Advanced Education-ed.)

Teachers' strikes

Dear Sir:

In the April issue of the Reporter I raised the question of teachers' strikes. Since that report there has been a serious confrontation between Victorian teachers and the Government. It would seem appropriate to briefly discuss this in the light of my earlier account.

The confrontation developed when the Minister for Education introduced a series of regulations aimed at penalising individual teachers who used strike-tactics. This unprecedented, and highly depressive, measure was a direct threat to the teacher's right to strike. Specifically it was directed towards the 'disruptive' teachers in the VSTA and TTAV.

These measures were defeated in six days. There are several factors which produced a teachers' victory.

1. Opposition to the measures by the three teachers' unions, i.e. including the VTU. This is one of the rare examples in recent years of unity amongst Victorian teachers.
2. Strong support for the teachers from the labour movement - both its political and industrial wings. Of significance, was the hard-line taken by trade unions and white-collar groups, especially the MOA (SEC branch).

3. Strong opposition to the measures by influential groups in education such as the Principals Association, Teachers' College Staff, Inspectors and Parents' groups. Also university students added their support, for example, Monash students donated \$200 to the teachers' strikes.
4. Widespread support for strike-action by VSTA and TTAV members. At large meetings (about 80% of members) both the TTAV and VSTA decided on stronger actions including an indefinite strike by the TTAV. Incidentally, the TTAV strike-ballot revealed that over 75% of its branches supported a strike. This is the first occasion in Australia when a ballot in a teachers' union has produced support for strike-action.
5. Unfavourable public opinion to the Government's stand. Most sections of the media and groups such as the Chamber of Manufacturers criticised the measures. Predictably, the Herald supported the Government, with 'Harsh but Necessary' arguments.

-Andrew Spaul (Education).

Combined concert by orchestra, choir

STUDENTS from the Monash University Choral Society and the Monash Chamber Orchestra will hold a combined concert at the St. Kilda Town Hall at 8 p.m. on Thursday, May 6.

The president of the Choral Society, David Batterhan, 4th-year science student, said the program would include works by Scarlatti, Monteverdi, Mozart and Albinoni.

Outside soloists to be featured include Barbara Sambell and Carmel Kane (sopranos), Hartley Newnham (counter-tenor), David Skewes (tenor) and David Smith (bass).

Tickets are \$1.50 adults, and \$1 students and can be obtained from the Monash Union, Melbourne University Union and Fine Music, Little Collins St.

The choir has 50 members and the orchestra has 20.

The conductor of the choir for the past three years, Mr. John McCaughey, will retire after this concert as he is leaving for Germany in August to further his studies.

What should universities aim at in the education of PhDs? Are more being produced than can be absorbed into the Australian work force? Dr. Ian Rae, senior lecturer in chemistry, raised the question in the March issue of *Monash Reporter*. Last month, Colin O'Hare, lecturer in law, wrote on the effectiveness of first degree training, and the waste that industry and commerce often made of graduates. Warren Mann, Careers and Appointments Officer, has been busy replying to both. He basically agrees with Dr. Rae, but disputes Mr. O'Hare's claims.

FUNDAMENTAL REVIEW OF TRAINING NEEDED

There is, undoubtedly, a potential surplus of Ph.Ds in most science disciplines, but perhaps most obviously in chemistry and physics. This is not confined to Australia but, I understand, applies to a greater or lesser extent in Britain, U.S., Canada and Western Europe.

This surplus will be real rather than apparent for those Ph.Ds who insist on regarding their educational experience thus far as providing knowledge as distinct from mental discipline. There will be increasing difficulty for Ph.Ds who hold that the only respectable or acceptable thing to do is to continue fundamental research in a specific area, and perhaps, reluctantly, a little rather perfunctory teaching (spelt lecturing).

Unfortunately for them, the community can't or doesn't want to pay for more than a very limited number of such ornaments to scientific thought. Reprehensible, shortsighted though this may be, it is a circumstance unlikely to change much, or quickly.

These are the 'facts' revealed by recent surveys and discussed seriously and rather obtusely in the press as well as in some learned societies and academic circles. Fortunately this 'market research' approach is not very meaningful. Educated and intelligent people are a rather different commodity from motor cars or wheat or soap powder.

Concerned with people

Those Ph.Ds who recognise that their most saleable asset is not the deep knowledge they have gained in a particular aspect of their subject, or the experience in conducting research in that area, but rather the qualities of mind that the discipline involved should have induced in them, will be able to establish themselves in satisfying and rewarding careers. They may never again be concerned with solving problems in the structure of an interesting (but at this stage, useless) range of complex organic compounds, or in the elucidation of the physical properties of certain rare and exceptionally evanescent materials. They will, however, apply the same mental processes to other problems, more related to the immediate and longer term needs of the community, probably more concerned with people and certainly more complex.

Industry, commerce and government have many such problems demanding the attention of good minds, some recognised, many more barely suspected. With the rapidly increasing complexity of technological, economic and social

conditions, "administration" in its broadest sense needs not only the best minds available but those minds trained and disciplined in solving complex problems. The training of Ph.Ds should provide this quality, and should be consciously directed at doing so.

Naturally, the transition from university to employment in these circumstances is no simple process. Many general and individual difficulties must be overcome. I am finding that employers, both government and private, are increasingly prepared to face these difficulties, and we must all take what opportunities may be presented to encourage the spread of this willingness among them.

I do not think we will find that convincing employers will be the most intransigent of the problems in developing an adequate "market" for Ph.Ds. More difficult is the task of developing in the students a realistic attitude, a flexibility of mind, which, although it may be present in respect of their academic discipline and research specialty, is less commonly to be found when employment matters and career plans are being considered.

The academic staff of this

Some expect too much responsibility

Colin O'Hare has generalized shamelessly, and consequently his article in the April Reporter has little to offer in reality.

First I shall generalize equally shamelessly. Non-technical graduates, particularly those in law and economics have every cause to be optimistic about their future careers with commercial and industrial bodies, provided they are realistic as to what it is they have to offer their employers.

In commenting on Mr. O'Hare's article I have to call on my own personal experience, both within industry and outside it, which has meant a close observation of the progress and problems of graduates for rather more than 20 years.

In all places, amongst all people, in universities and commerce, there are some who find their security—their barrier against a frightening world—in conformity, conservatism, resistance to change, call it what you will. To say that it exists generally in the world of commerce is to overlook the major changes in commercial practice that characterise recent history.

There are some executives who won't delegate problem-solving tasks to graduates, who avoid making responsible decisions, who hide their ineptitude behind a facade of bureaucracy.

But it is quite wrong to say that such people dominate the majority of Australian commercial enterprises. In fact—and it may be partly a result of graduates penetrating the halls of power in such



"Was it wine, women, or a PhD . . .?"

University has already achieved much in this direction, but I believe that there is need for a fundamental review of the training of Ph.Ds.

Is there need for more formal training in such things as the isolation of problems from complex situations, the verbal transposition of abstract ideas and concepts, and in the use of language as a medium for resolving complexity?

Should there be a system of electives so that postgraduate students may, by requisition or of their own volition, become aware of the interrelations between their own disciplines and the community in which they will be working?

Is the present system, time-hallowed though it may be, of learning by doing necessarily the only or even the most satisfactory one in all cases?

At this stage, when Monash is developing a substantial graduate school at a time when all other Australian universities are greatly increasing their outputs, I believe that we have much to gain by considering all the implications of the apparent surplus of Ph.Ds. If this is done

exhaustively and creatively, then I have little doubt that the postgraduate output, no matter what it is, will be satisfactorily absorbed.

English PhDs find it hard

Warren Mann mightn't see TOO many stumbling blocks in the path towards a career for Australian PhDs but the picture apparently is not so bright in the UK.

The following report is taken from the March issue of *The Australian Bulletin*, published by the British Council in Australia. It was headed, "No Jobs for 200 PhDs" . . .

About one scientist in five obtaining a PhD for research in chemistry, will be unable to find a job in his specific field after completing studies for a higher degree.

In review of trends in university research and manpower in chemistry in Britain, a special committee of the Science Research Council estimates that 860 doctorates will be awarded this year and over the next few years.

Just under 200 of these will not be able to find the type of work for which they have been trained. The number of posts available both at home and abroad total little more than 700.

institutions—people dedicated to the perpetuation of mediocrity are met far less frequently now than was the case 20 or even ten years ago.

There can be no doubt that some graduates, particularly some from faculties of economics and law, expect more responsibility in the early stages of their first jobs than they are equipped to accept. They tend to overrate the informational content of their courses in their judgments of particular commercial situations, without appreciating that most of these situations are far more complex than may appear on the surface—experience alone can reveal the full, often subtle, matrix apparent to the effective executive who must make the decision.

Value in non-conformity

The acquisition of this necessary experience usually requires periods of working at jobs for which graduate level education is obviously not necessary. The good employer tries to find ways of helping the graduate see the importance of such periods, and the good graduate is perceptive enough to appreciate their worth.

Many employers set great value on non-conformity amongst their graduate recruits—true non-conformity as shown in a capacity for innovation and an independence of thought, rather than the surface non-conformity symbolized by

sartorial and pilose conformity. In fact such employers are often so naive as to expect these qualities in all graduates and quite typically, are as disappointed in their recruits as the recruits are in them.

For all this, there are many graduates who are developing successful and stimulating careers for themselves in commerce and industry. These people are, for the most part, too busy to spend time giving their views to their academic mentors. And these successful graduates include a quite considerable and a growing proportion from the 'non-technical' faculties.

Long-service leave entitlements

ALL full-time permanent academic and non-academic staff members of the university are eligible for long service leave after 10 years' service.

The Staff Administration Officer, Mr. A. G. Dunstan, said last week that many academic staff members, particularly, were unaware of their long service leave entitlement.

He pointed out that after 10 years' service, a member is entitled to 13 weeks' long service leave on full pay. Members planning to take leave should notify their department or branch as early as possible.

Full details of long service leave rules are contained in Staff Handbook, 4.3.1.4.

Our students 'care more'

BOOKS FOR SALE



Photo: Progress Press

BY the end of this year Monash will become Australia's main centre for blood collection by Red Cross blood units.

The Red Cross Mobile Unit has been coming to Monash for three five-day periods a year.

But donors are being turned away. So later this year the Blood Bank will extend its visit to six days in July and nine days in October-November.

Next year this will be further extended to three 10-day visits, with approximately 120 people giving blood each day.

The picture above shows students in the donation centre on the ground floor of the Union during the March visit. A total of 661 students (with assistance from a few staff members) gave blood.

Red Cross spokesman, Tony de

Clifford, told the Reporter that Monash had been Victoria's main blood donation centre for some time.

"The keenness of students at Monash to help us seems to reflect their interest in social welfare," Mr. de

Clifford said. "They think more and care more."

Mr. de Clifford said nowhere else in Australia was there such a high number of people wanting to give blood.

Awards, scholarships:

U.S. scholars coming here

Three American senior scholars will visit Monash this year under the auspices of the Australian-American Educational Foundation.

They are:
Dr. William Schottstaedt, Dean of the School of Health, University of Oklahoma, who will work with Professor Basil Hetzel in the Department of Social and Preventive Medicine at the Alfred Hospital.

Dr. Nicholas J. Hoff, chairman of the Department of Aeronautics and Astronautics, Stanford University, California, who will work with Professor Noel Murray in the Department of Civil Engineering.

Professor Jack D. Klingman, of New York, who will work with Dr. L. Austin in the Department of Biochemistry.

It was announced recently that Professor R. R. Andrew, Dean of Medicine, had been re-elected chairman of the Australian-American Educational Foundation for 1971.

Professor Andrew told the last meeting of the Foundation's board of directors that the United States government had this year restored its contribution to the Foundation to the level of the Australian government's contribution after two years of reduced payments.

This would enable the Foundation to provide grants for about 70 Australian scholars to study in the United States and for about 40 American scholars to study in Australia.

The Australian-American Education Foundation since 1965 has awarded grants to 424 Australian scholars and 272 to United States scholars.

EXETER

THE UNIVERSITY OF EXETER is offering a number of postgraduate scholarships of 500 Pounds (sterling) a year plus fees, tenable from October this year by graduates holding honors degrees.

Candidates who are about to sit for final honors examinations may also apply. The successful applicant will be expected to reside in Exeter during term and pursue full-time research or advanced study under supervision leading to a higher degree in Arts, Education, Law, Science, Applied Science of Social Studies.

Application forms, further particulars and prospectuses are obtainable from the Academic Registrar, University of Exeter,

Northcote House, The Queen's Drive, Exeter. Applications must be submitted by May 31.

VON HUMBOLDT

The Alexander von Humboldt Foundation has announced the introduction of new short-term awards for up to four months study anywhere in Europe including Eastern Europe.

These are in addition to the Foundation's normal teaching and research grants which are tenable for up to 12 months, with the possibility of renewal for a further year, and include provision for tuition in the German language.

Five Australian scientists have this year been granted Alexander von Humboldt awards. They are: Dr. R. G. Beilharz (Melbourne), K. E. Hopper (A.N.U.), Dr. J. A. Lehan (Sydney), Dr. P. H. Quail (Michigan State), Dr. D. S. Teakle (Queensland).

Further information about the awards can be obtained from the German Embassy, Empire Circuit, Yarralumla, A.C.T., 2600.

AMERICAN COUNCIL

The American Council of Learned Societies has announced a competition for American Studies Fellowships, to be initiated in 1972 and available to scholars of Australia, the Republic of China, Japan, and New Zealand.

The fellowships are for scholars of no more than 45 years of age who are teaching at the university level, and who wish to engage in advanced research in the United States on some aspect of the history, culture, or civilization of that country.

Appropriate fields include American art, history, law, or literature, and the architectural history, economy, economic history, geography, government, philosophy, politics, or society of the United States. Research on techniques or general theory of any discipline is not appropriate to this program.

The fellowships are for a minimum period of nine months and a maximum of 22 months. They provide for all expenses, including transportation, maintenance, and health insurance for the recipients and their accompanying dependants, as well as the recipients' educational and research expenses, including English language instruction where necessary.

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

Lawson, Henry: The Prose Works. 2 Vols. Pub. Home Entertainment Library 1935. \$4.00

McGuire, Paul: The Three Corners of the World. An Essay in Interpretation of Modern Politics. Pub. Heinemann 1948. \$1.50

McGuire, Paul: Australian Journey. Illus. Pub. Heinemann 1943. \$1.50

Shamir, Moshe: The King of Flesh and Blood. Trans. from Hebrew by D. Patterson. Pub. E. & W. Library 1958. \$1.50

Hunt, Taylor & Quayle: The Climate & Weather of Australia. Pub. Bureau of Meteorology. 1913. \$1.00

Johnston, Geo: Grey Gladiator; H.M.A.S. Sydney. Pub. A. & R. 1941. Illus. \$1.00

Cheney, S.A.: From Horse to Horsepower. Pub. Rigby 1965. \$1.00

Taylor, J.R.W.: Gold from the Sea. Story of the Recovery of "Niagara's" Bullion. Pub. Australasian Pub. Co. 1943. 6th Edn. \$1.00

Collins, Rev. W. Lucas Ancient Classics for English Readers. Pub. Blackwood 1870s. 25 Vols. \$10.00 set or 50c. each.

Gathorne-Hardy, G.M. A Short History of International Affairs 1920-39. Pub. OUP. 4th Edn. 1952. for R.I. of Int. Affairs. \$1.00

Raymond, John (Ed.) The Baldwin Age. Pub. E. & S. 1960. 80c.

Cannan, Edwin Wealth. Causes of Economic Welfare: Pub. King 1924. 10th Imp. 80c.

Adams, S.H.: Alexander Woolcott, His Life. Pub. H. Hamilton 1947. 80c.

Darmesteter, J.: The Life of Ernest Renan. Pub. Methuen 1897. 80c.

Stevenson, R.L.: Records of a Family of Engineers. Pub. Chatto & Windus 1912. 80c.

Those interested should write as soon as possible to The American Studies Program, American Council of Learned Societies, 345 East 46th Street, New York, N.Y. 10017, USA. The letter, which must arrive at ACLS before July 1, 1971, should contain the applicant's name, address, age, university position, a brief description of the research he wishes to undertake, and the names and addresses of three scholars who would be willing to provide letters of recommendation.

If the ACLS judges the candidate to be qualified to enter the competition, formal application forms will immediately be sent to the candidate for completion and return before August 1, 1971. Announcement of awards will be made in December, 1971.

HARKNESS

Three Australians who had distinguished themselves in various fields had been awarded Harkness Fellowships for 1971, the chairman of the Australian nomination committee, Dr. H. C. Coombs, announced recently.

They were Mr. B. G. Donald, 25, a solicitor and Associate to Mr. Justice Walsh of the High Court; Mr. B. Guerin, 28, an Adelaide journalist and commentator on political, economic and financial affairs; and Mr. L. D. Kelly, 24, design architect (hospitals) with the NSW Public Works Department.

The Fellowships provide finance to enable recipients to spend from 12 to 21 months in study and travel in the United States.

They are awarded by an American philanthropic foundation whose aim is to promote international understanding.

Application forms may be obtained from the Australian representative, Professor H. C. Forster, c/o University of Melbourne, Parkville, 3052. Applications close on August 15.

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

Copy deadline for the June issue will be May 21.

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

DIARY OF EVENTS

- MAY**
- May 4: 'A Capella' choir with instruments, Vice-Chancellor's House, 8 p.m. Tickets, \$2.50 for Blackwood Hall Appeal, from Mrs. Margaret Scott, 25-1437.
- 5: Arts Faculty lectures, Harry Seidler, Sydney architect. "In the Main Stream of Modern Architecture: A personal interpretation," 1.10 p.m., R.I.
- 6: Monash Choral Society and Chamber Orchestra concert, 8 p.m., St. Klida Town Hall.
- 7: Department of German, film, ES (Bundesfilmpreis 1966), 85 minutes. English sub-titles, H.I., 8 p.m.
- 10: Lunchtime Concert, Alexander Theatre, 1.15 p.m. Keith Humble presents recital of New Music.
- 11: Photographic Club, color slides and lecture on German photography today. Non-members by donation. More details contact Joe Scerri, society sec., ext. 2487.
- 18: Australian National Engineering Students symposium, 11.30 a.m. Details contact Monash Engineering Students Society, ext. 3409.
- 19: Parents' Group, tour of Halls of Residence and luncheon, contact Mrs. D. P. Pullen, 20-2972.
- 20: Forum, "Automation and Control Applications," sponsored by Department of Mechanical Engineering in association with Institution of Engineers, Australia and Institution of Mechanical Engineers, London, and Fluid Power Society. At Monash, details P. Dransfield, ext. 3511.
- 23-29: Australian Medical Students Association convention, Organised by Monash University Medical Undergraduates Society. At Alfred Hospital, Monash University and Melbourne University.
- 27-28: Conference, Victorian Association for the Teaching of English, 9 a.m. - 5 p.m., R. 1,2,3,6 and Humanities. Details Mrs. Heather Houghton, 34-0941.
- 31-June 1: Symposium, Geography Teachers' Association of Victoria, Alexander Theatre, Br. Peter Swain, 569-0707.
- Audio Visual Aids will be covering the Alfred Hospital Centenary on May 10 and May 13 with black and white and color television.