



Psychology study suggests:

# Metcon should be extended

To increase road safety the Metcon traffic control system should be extended to every intersection in the operating area, a report by a team of Monash researchers suggests.

The team, the Monash University Human Factors Group, has found that Metcon is working effectively as a safety measure in reducing driver uncertainty about what other drivers will do at an intersection.

The trouble is, the report claims, drivers are applying Metcon rules to inappropriate situations such as uncontrolled intersections and those still governed by "give way to the right" signs.

The report calls for consistency and urges that Metcon should be extended to all intersections in the operating area "as fast as resources permit".

The Metcon system has been operating for two years now. It meant the phasing out of the "give way to the right" rule and its replacement by a system of priority roads. Side roads are now controlled by "give way" or "stop" signs and road markings.

The Monash University Human Factors Group, a unit of the psy-

chology department, conducted its study of driver behaviour both before and after the implementation of Metcon. The study was supported by the Federal Department of Transport.


It was conducted in two parts.

First, discreetly placed TV cameras allowed direct observation of driver behaviour along selected segments of an inner suburban radial road carrying traffic in and out of the city and a cross-town road carrying traffic from one radial to another.

Secondly, 1000 Melbourne-area drivers participated in a questionnaire both before the program was fully established and after one year of operation.

The questionnaire called for decisions to be made in mock traffic situations and also included questions designed to determine the level of driver confidence in the system.

In its conclusions the report states: "With respect to driver orientation and



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## Law and computers

The explosive development of computer technology has challenged many accepted legal principles and practices.

At the same time, the computing profession itself faces a whole new spectrum of legal problems, for many of which there are no adequate precedents.

Both these sets of issues will be explored in a major national conference at Monash University on May 24-25.

The conference has been sponsored by the Australian Computer Society, the Law Council of Australia, and the Law Reform Commission. It will be opened by the Commonwealth Attorney General, Mr Ellicott.

Among those taking part will be lawyers, computing experts, bankers, accountants, politicians and public servants.

One of the principal speakers will be the chairman of the Law Reform Commission, Mr Justice M. D. Kirby, who will speak on 'Data bases and privacy'.

Other major topics listed for discussion include:

- 'Impacts of computers on democratic forms of government': Professor C. G. Weeramantry (Monash Law Faculty).

- 'Evidentiary uses of computer-based information': Mr John Traill QC (Law Council of Australia).

- 'Protection of intellectual property': Mr J. C. Lahore (Monash Law Faculty).

- 'Computers and law enforcement': Dr C. J. Bellamy (Director, Monash Computer Centre).

- 'Impact of technology on the legal profession': Professor D. Whalan (Faculty of Law, Australian National University).

- 'Auditing and computer systems': Mr Rex Israel (Price, Waterhouse and Co.) and Mr Ron Stride (Fell and Starkey).

performance the general impact of the Metcon intersection control program has been positive.

"In both perception of the task and performance in the driving environment there was evidence of a significant increase in the ability to anticipate the behaviour of other drivers and in restraint in the performance of high risk manoeuvres, possibly attributable in part to some improvement in continuity of traffic flow.

"This was indicated both in systematic allocation of priority to the main road driver at controlled intersections and in a general decrease or lack of significant change in overtaking behaviour.

"On the other hand, there was a significant increase in multiple vehicle overtaking at several sites under conditions of high stress (peak hour traffic load hour); this is a tendency to watch with some concern."

The principal investigator in the Monash University Human Factors Group is Dr T. J. Triggs, senior lecturer in psychology. Associated with him is Professor R. W. Cumming.

Also on the team are Dr R. McKelvey, senior research fellow, and (pictured above) Mr W. K. Mare, senior technical officer; and Miss P. H. Wisdom, research assistant.

**WINTER 1977: a time for warm woollies, Aussie Rules football, the Williams Committee . . . and a new round of that other time-honored Australian pastime: uni-bashing.**

The Williams Committee will soon be settling down in earnest to plot the future course of post-secondary education in Australia.

Concurrently, the Universities Commission will be preparing its recommendations to the government on how the educational cake should be cut up in the forthcoming triennium.

Already one thing is certain: neither the Williams Committee nor the government will want for advice from all manner of experts — inside and (particularly) outside the ivy-clad walls of academia.

Almost daily now, as the anti-education bandwagon gets rolling, we're treated to new revelations about the scandalous misuse of public money that is represented by the universities and the CAEs. There are allegations of empire-building, self-seeking, nest-feathering, unhealthy

preoccupations with 'trivia,' an almost criminal pursuit of knowledge for its own sake — and, for extra measure, some good old-fashioned bludging.

Many, if not most, of the accusations are demonstrably superficial, inadequate, ill-researched, intemperate and, often, just plain silly.

### *Oh! to be at Uni. when winter comes!*

But it's probably pointless to try to respond — publicly, at least. The almost certain consequence would be a further charge — the ultimate, unanswerable, indictment: **academic paranoia!**

Still, it does sometimes seem that our critics are convinced that the world would be a better place if the universities — and their partners in crime, the CAEs — were just cut back to size. Any size,

perhaps, so long as they know they're being punished for their sins.

Inflation would go down, employment would go up, and most of our social, economic and industrial problems would evaporate along with the deficit . . .

If only somebody would empty out all the 'coddled eggheads' and 'pampered students' who infest our seats of higher learning . . .

And put them to work.

- In this issue, 'Reporter' summarises Monash's own (invited) interim submission to the Williams Committee (the University hopes to expand on this when the Committee sittings begin).

- There's also an abridged report of the University's submission to the Universities Commission, setting out Monash's shorter-term hopes and expectations for 1978-80.

- And to round out the feature, there's a selection of recent writings and utterances on the respective roles of universities and colleges.

It begins on page 6.

# Professor hits the "cruel use" of animals in experiments

A professor of philosophy at Monash University has spoken out against a lack of consideration for the welfare of animals used in scientific experiments.

He has criticised the sometimes total lack of awareness that the infliction of pain and death on a non-human animal raises any ethical question.

He is Professor Peter Singer, author of the book *Animal Liberation*. Professor Singer delivered a Science Faculty lecture recently on the topic, Ethics and Science.

There was a pressing need for all involved in the scientific use of animals — both students and staff — to consider the ethics of what they were doing, he told his audience.

Millions of animals were dying in laboratories often in the course of trivial experiments or pointless teaching demonstrations. Quite often they were made to go through discomfort, stress and sometimes even acute pain before they died.

He said: "The fact that a being is not a member of our species is no reason to give less consideration to its welfare — such as it is — than we give to members of our own species."

Professor Singer was talking in course of a discussion on whether science could do without ethics.

He asked the question: "If science cannot take over ethics, can it do without them?"

"My answer to this is a firm: no."

He continued: "Scientists make decisions and their decisions have ethical significance. Even the scientist who is most dedicated to pursuing 'pure' research has, by that decision, expressed his ethical values; and when he asks the taxpayer to support him in his pursuit he asks the government to endorse those values.

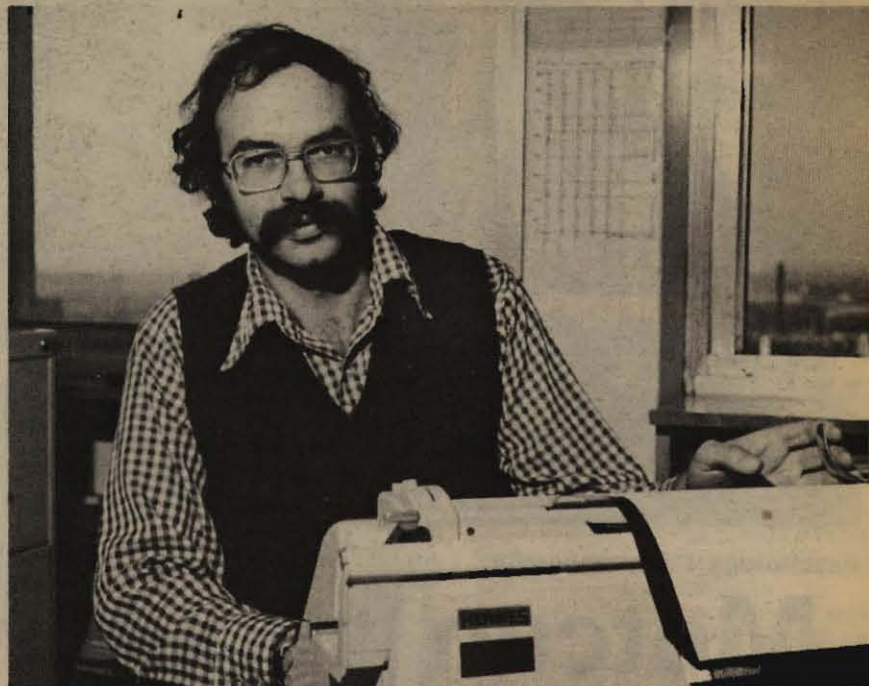
"We must not forget that when the government provides money for pure research it is providing money that might have gone towards hospitals, schools and social services.

"When research is applied rather than pure, ethical considerations come into the end for which the research is intended.

"Once again, the scientist cannot evade responsibility by claiming that he merely provides the means and it is up to the politician to decide whether to use what the scientist has provided.

"This is a very dubious kind of ethical position unpleasantly reminiscent of Eichmann's defence of himself as a mere efficient bureaucrat carrying out orders.

"Nor is it just in the purpose of his or her work that the scientist must be alive to ethical issues. There are also, often, ethical questions about the way in which the research is conducted."



Professor Peter Singer . . . "millions of animals die needlessly"

## WARNING SOUNDED ON PHOTOCOPYING

If you're in the habit of counting copies with a moistened finger — take care with photocopied sheets.

The solvents used in copying and printing machines can cause harm if transferred to the mouth.

They can be harmful also if you have a cut on your hand, and continuous application of a solvent to the skin removes the natural oils, causing the skin to crack and encouraging dermatitis.

But, the University safety officer Mr Will Barker says, photocopying is harmless if done with reasonable care.

Mr Barker's tips include not touching photocopied material for seven seconds, the time it takes to dry, or washing your hands thoroughly if you do.

Mr Barker has been dealing with the questions of how safe are solvents used in copying machines and can they harm the user, in recent issues of the Monash University Safety Bulletin.

He writes: "Much research has been carried out to manufacture a non-harmful solvent. Benzene, petrol, carbon tetrachloride and the like were some of the early solvents, all dangerous either from a toxic or flammable aspect or both.

These two hazards may still be experienced to some degree with the more modern solvents.

"These are usually labelled as hazardous if used in confined spaces and are more so if the solvent is handled or decanted in an unprofessional manner such as allowing the solvent to be handled in open containers where there is a large surface area of solvent or spillage.

"The concern is usually expressed in terms of damage to the liver or kidneys by inhalation of halogenated hydrocarbons."

### Three safety hints

Mr Barker gives three hints for the safe handling of solvents:

- If the solvent is purchased in 5, 10, 20 litre drums, decant into a smaller vessel by means of a pump.

- The smaller vessel should be of a squeeze bottle type with small bore pouring neck, ensuring minimum amounts and closed containers.

- All spillages should be wiped up immediately and all soaked rags and the like disposed of, to prevent spontaneous combustion.

## New magazine for earth scientists

The earth sciences department at Monash has launched a new magazine to link people with an interest in the field, between campuses.

The magazine, *E. S. Stuff*, aims to communicate at all levels — undergraduate, postgraduate, academic and support staff.

One of the more unusual objectives it has is to print undergraduate papers. Often these contain much worthwhile material which goes unnoticed.

The magazine also seeks to establish contact between people studying in similar areas or on the same topics.

The earth sciences department at Monash has set up an editorial committee to help publish "*E. S. Stuff*" and is hoping that similar committees will be established on other campuses.

## RARE BIRD BOOK BOUGHT

One of only 500 numbered copies of a remarkable book of bird paintings, completed on retirement by a little-known officer in the British Army, has been acquired by Monash's Biomedical Library.

Number 147 of *The Bird Paintings of Henry Jones* (published last year by Folio Fine Editions in conjunction with the Zoological Society of London) has been bought by the Library for £ Stg.295. It is believed to be one of the few copies in Australia.

Henry Jones spent the years after he retired at the rank of Major from the British Army painting birds in watercolor. By the time he died in 1921 he had completed 1200 paintings and sketches which were left to the Zoological Society.

Little is known about Henry Jones' life and military career. He was born on February 9, 1838, and joined the 94th Foot at the age of 22. It is known that he served 15 years in India and in Cyprus also.

In his works he has obviously drawn on his own knowledge of birds' habitats for background material. As Bruce Campbell writes in an introduction, it is tantalising to think of where else he visited.

Jones' death is recorded in an unsigned obituary in *Ibis*, the journal of the British Ornithologists' Union. In

part, the obituary reads: "For many years he came to the Bird Room at the Natural History Museum and made most careful and excellent drawings and sketches of birds with their natural surroundings. He worked through every species of the game birds and the ducks, and at the time of his death was engaged on the corvidae."

Professor Lord Zuckerman writes in the preface to the book:

"Paintings such as these are not only extremely beautiful artistic productions, fully capable of being ranked with the more famous works of Audubon, Gould and Lear, they have also proved of importance to the work of scientists."

## Tooth knocked from Gums

Both the Monash planting program and chocolate egg enthusiasts suffered a similar fate from the Easter break: missing teeth.

Heavy rain and high winds during Easter, particularly late on Thursday, badly damaged and uprooted trees and shrubs around the campus, causing the worst storm loss in about a decade.

At least 20 trees were destroyed by the combined effect of high velocity winds whipping off tall buildings, the

heavy weight of rain on leaves (91 mm. fell at Monash during the break) and softened soil.

Grounds curator John Cranwell said that the Easter storms had left a "tooth missing" in the Monash planting scheme. Replanting would take three to four years to fill the gap.

Most of the plants destroyed were about eight to nine feet high but a 40 ft casuarina came crashing down near the animal house and a 15 ft hakea fell across a walkway near the engineering building.



## NEW LOOK AT VICTORIA'S COASTLINE

**A giant's jigsaw puzzle discarded in frustration some time in the past?**

The Victorian coastline certainly has such an appearance as this aerial photograph by Herve Alleaume shows. It features the London Bridge landmark in Portland.

The photo was taken during a survey flight over part of the coastline recently by a team from the geography department at Monash.

Aboard the Cessna 182 were senior lecturer in geography, Dr Stuart Duncan, tutor, Mr David Dunkerley, and Herve. It was piloted by the manager of ADP, Mr Maurie Butler.

One of the aims of the flight was to examine the validity of suggested corrections to the publication, *The Coast of Victoria: A Physiographic Atlas*, for when it is reprinted. Herve's photos might also be used to enliven the reprint.

The atlas was published jointly last year by the geography department at Monash and the Victorian Ministry for Conservation. It has already sold enough copies to defray original costs.

The survey team reports that while the bird's eye views might have been stunning, even more so was the cold in the open door aircraft.

## Astronomers will meet at Monash

About 80 astronomers, radio-astronomers and astrophysicists from throughout Australia and New Zealand will gather at Monash University this month.

They will be attending the 11th annual general meeting of the Astronomical Society of Australia, the nation's main professional astronomical body.

The meeting will be held from Monday, May 30 to Wednesday, June 1.

The delegates will listen to five invited papers as well as 50 other contributions detailing the results of current research being conducted in Australia.

Noted speakers will include the Director of the Mount Stromlo and Siding Spring Observatory in the ACT, Professor Olin Eggen, the Director of the new Anglo-Australian telescope at Coonabarabran, NSW, Dr D. C. Morton, and professor in the mathematics department at Monash, Professor R. van der Borcht.

Professor of astronomy at Monash, Professor K. C. Westfold, will chair the meeting. Professor Westfold is also the current President of the Astronomical Society of Australia.

Monash organisers of the meeting are Dr D. W. Coates (physics), Dr P. D. Godfrey (chemistry), Dr J. O. Murphy and Dr A. J. Prentice (mathematics).

For further information contact the conference secretary, Dr Prentice, on ext. 2599.

HEARU studies a delicate teaching area . . .

## Where (wrong) looks can kill

The delicate matter of teaching anaesthetics in the operating theatre, where the welfare of the patient is of primary concern, has been the subject of a recent Higher Education Advisory and Research Unit project.

The work has been carried out by Neil Paget of HEARU and Thomas Lambert of the Paediatrics Department at Queen Victoria Hospital, with Elena Eaton helping with research.

The team has published two papers, "Teaching and Learning in the Operating Theatre" and "Tutor-Student Interaction in the Operating Theatre" which appeared in a recent issue of the journal, *Anaesthesia and Intensive Care*.

The work has been funded, in part, by a grant from the Felton Bequest.

It aims to help tutors in what is seen as a unique educational setting, in which the chief concern is the welfare of the patient, and teaching and learning can only be a minor activity.

Those familiar with more traditional teaching situations might appreciate the drawbacks associated with the other constraints too: the need for quietness, the wearing of face masks and the physical restrictions imposed by equipment and sterile areas.

In such a situation special communication skills are required, the researchers say. Such aspects as the positioning of tutor and student, the use of eyes, the pitch and volume of voice take on greater significance.

The researchers identify two phases of an anaesthetic.

In phase one the anaesthetist is physically or mentally active, such as during induction or an emergency state. In phase two, the steady state phase, he leads a quieter life unless some action is called for as a result of the patient's condition.

In the first phase the student is learning by doing and the only sorts of interaction that are appropriate are simple, very short, factual or technical types of teaching, such as the correction of a trainee's technique, the

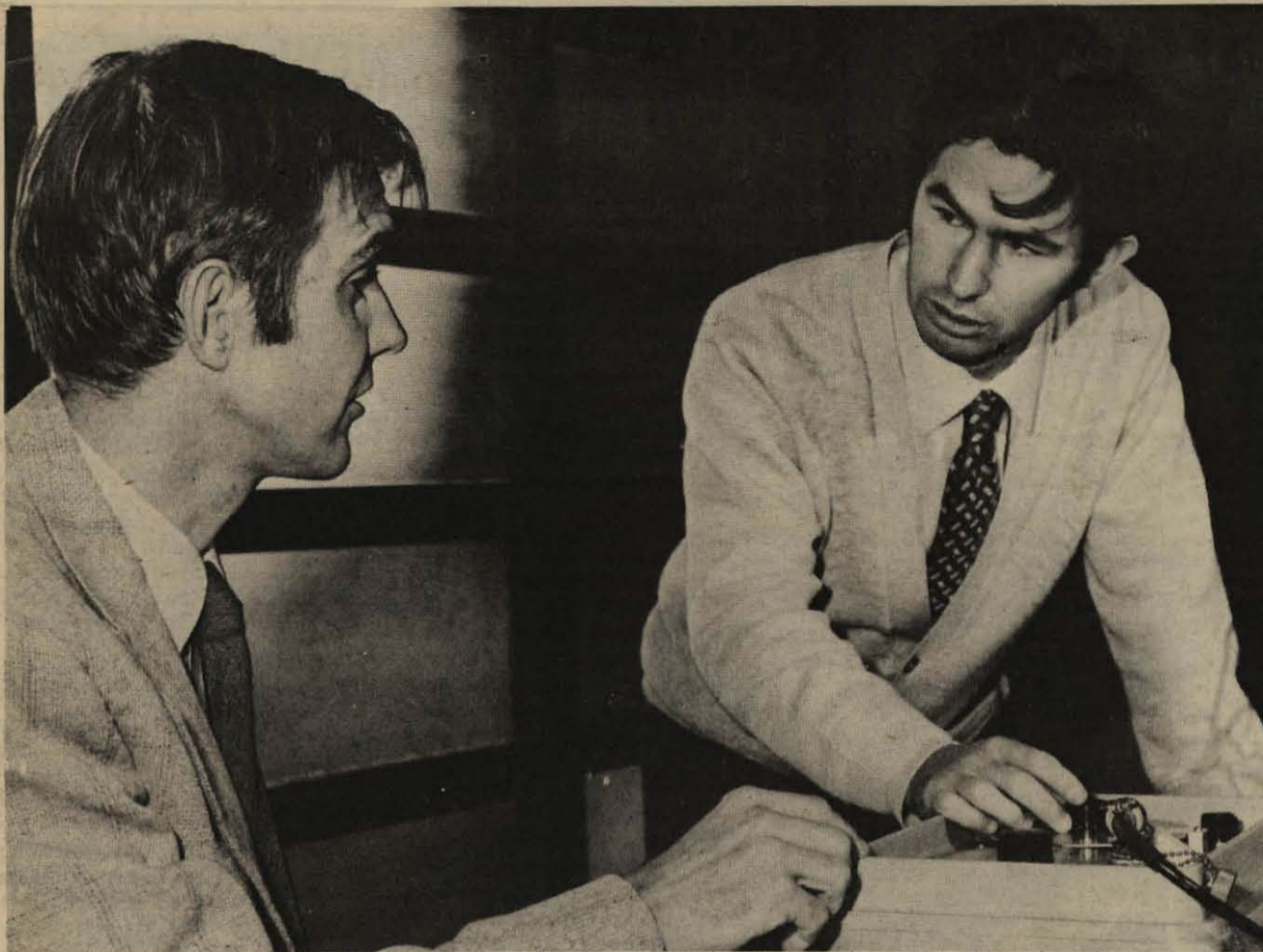
researchers say.

In the second phase there is the opportunity for a different type of learning. But there are still limitations imposed by the anaesthetist's necessary vigilance.

A broad debate on a complicated subject can be conducted most fruitfully outside the operating theatre, the researchers conclude.

"However if the tutor does wish to do the discussion in theatre, perhaps because it is particularly relevant at that time, then he must take over the monitoring function of the anaesthetic while the student works out the answer," they say.





Co-researchers, Jon Hinwood and Des Mills, both from Monash's mechanical engineering department, take readings from a temperature salinity meter.

## Joint study of new dock plans

A joint team of Monash and Melbourne University researchers will investigate the environmental effects of building an extra berth at Webb Dock.

Webb Dock, in Hobsons Bay at the northern end of Port Phillip Bay, is Melbourne's main roll-on roll-off container terminal.

An extra berth is needed to cater for the shipping using the dock, but before this can be added it is necessary to ensure that there will be no undesirable side effects on the environment of Hobsons Bay.

An investigation has thus been ordered by the Melbourne Harbor Trust Commissioners to predict the possible effects of construction and to provide data which will serve as a baseline against which any future changes may be measured.

It is being carried out by Melbourne University's Centre for Environmental Studies under the direction of **Dr Jon Hinwood**, senior lecturer in mechanical engineering at Monash and a senior research associate of the Centre.

Other key researchers include **Mrs Jeanette Watson** of marine science and ecology at Melbourne and **Dr Graeme Dandy** of the Centre for Environmental Studies. Specialist consultants from Melbourne and Monash will assist also.

Aspects to be examined in the 18 month study include:

- meteorological variables such as wind speed and direction, air temperature and air pressure
- hydrodynamic variables such as water movement, tides, wave

heights, drift of floats and other tracers

- silt and sand properties and movement in the bay and on the beaches.
- properties of the water, including temperature, chemical composition and bacterial content.
- the composition of the different biological communities and their distributions within the bay.

Historically Hobsons Bay has been at an environmental disadvantage.

It is at the mouth of the Yarra River which, for more than a century, carried the wastes of Melbourne into the bay, to be mixed with sea water from Bass Strait.

## Practical environmentalists

It has been said there is no time to waste in the preservation of our environment.

And a group of Monash students and recent graduates are certainly wasting no time in extending their ideas on environment related issues into the community.

Ten present or past students in the Master of Environmental Science course are conducting a 12 week lecture and discussion series on environmental studies, in conjunction with the Council of Adult Education.

Some of the topics they will be dealing with include concepts of ecology, population, organic farming, the con-

A seminar on the 1977 initiatives in industrial law relations will be conducted by the Law Faculty at Monash this month.

The one-day seminar will examine the vital amendments to the Conciliation and Arbitration Act and the Trade Practices Act as they affect trade unions.

The seminar will be held on May 14 at 9.30 a.m.

Speakers and their topics are: the Minister for Employment and Industrial Relations, **Mr Street**, on the Industrial Relations Bureau; **Mr P. Munro** of the Council of Australian Government Employee Organisations, "The Industrial Relations Bureau, Freedom of the Individual and Confrontation in Industrial

Relations"; **Mr D.L. Brooker** of Mallesons, Solicitors, "The Regulation of Unions at Common Law and the Need for Statutory Penalties and Deregistration"; **Mr R. McCallum** of Monash, "The Use of Secret Ballots, Industrial Democracy and the IRB"; and **Professor R. Baxt**, also of Monash, "Competition, Boycotts and the Control of Unions under Trade Practices and Industrial Law."

A second topical issue — defamation law reform — will be the subject of a day seminar to be held jointly by the Law Faculty and the Law Reform Commission at Monash in early June.

The seminar, on June 4, will look at the interim report of the Law Reform Commission on defamation.

Speakers and their topics are: **Mr D. Bennett**, "Fair Report"; **Miss S. White**, "Viewpoint of the Press"; **Dr G. Taylor**, "Qualified Privilege"; and **Mr T. Smith**, "Procedure and Remedies."

A series of lectures for the public and particularly workers in the health and helping professions, titled "Law and the Citizen", will be held by the Law Faculty over 10 Wednesday evenings from May 25.

Topics to be discussed include abortion, adoption, marriage and divorce, consumer law, and the law affecting migrants.

Senior lecturer in the faculty, **Mr J.N. Turner**, will conduct the first session on the rights of the unmarried mother and children born out of wedlock.

For further information on all seminars or lectures contact **Professor R. Baxt** (ext 3303) or **Jenny Neil** (ext. 3377).

## Nature island

There's a Fraser Island not the subject of sand mining contention and much closer to home which could be an ideal location for an away-from-home group gathering.

It is the Fraser Island less than three miles by boat from Lakes Entrance.

A lodge, with full facilities, on the island accommodates 20 people.

Promised attractions include a golf course, airstrip, lake and surf fishing, sailing, water skiing and a swamp with waterbirds, pelicans, gannets, ibis, cranes, herons and plovers.

The tariff is \$300 a week.

For further information contact **Mr McInnes** on 467 3985.

## Freeze hits films

The German department at Monash University this year will discontinue its screenings of German films for the general public.

A spokesman for the department said that the current squeeze on university funding made this necessary.

The department has shown films for the public free of charge for the last 13 years.

They have been well attended by students of the language as well as members of the German community in Melbourne.

Law looks at three topical issues . . .

- LABOR RELATIONS.
- DEFAMATION LAW
- CITIZEN'S RIGHTS

## GRADUATION ADDRESSES

To lawyers and scientists alike, the message at recent graduation ceremonies was the same: 'COMMUNICATE . . . and cut the jargon!'

### 'Expose the bogus'

Graduates bore a dual responsibility to the community — a responsibility to expose the bogus, the tendentious and the illogical, and a responsibility to refrain from using their skills for purposes for which they were neither suited nor intended.

The Chief Justice of Victoria, Sir John Young, said this at Monash recently. Sir John was delivering the occasional address at a graduation ceremony at which 197 law graduates and 123 science graduates received their degrees.

He said that graduates could fulfil their community obligations by being careful to formulate their ideas with precision, especially if they were to be communicated to the public.

Sir John said: "The very fact that you have attained the status of a university graduate means that you have a considerable advantage over others less fortunate and it seems to me imperative that you should not use the advantage you have been given improperly.

"By the improper use of the advantage you have been given I mean, for instance, as far as the lawyers are concerned, to advance to non-lawyers an argument upon a legal or quasi-legal subject which you know to be unsound in law. As a graduate in law, the least that can be expected of you is that you

should not mislead others who do not have your knowledge and training.

"And similarly with any other discipline.

"As a graduate in science, for instance, the community is entitled to expect that you will not knowingly mislead those without training in your discipline upon a subject that falls within it.

"I am not suggesting that it is common to find a graduate of this or any other university intentionally misleading others in his chosen field. But I fear that it is often done through inadvertence or carelessness.

"It is not uncommon to find ideas which are simply wrong being pronounced by so called 'experts' and if they are propagated through one of the media of mass communication it is often difficult or impossible to have them corrected.

"Again I am not suggesting that in most cases even a self-styled expert sets out intentionally to mislead but I believe that all too frequently he succeeds in doing so.

"One of the principal reasons for the spread of inaccurate information and of erroneous ideas is that we take insufficient care to formulate our ideas precisely and to communicate them accurately. Indeed it is not going too far to say that, speaking generally, our capacity to do so has in recent years deteriorated substantially and is still deteriorating."

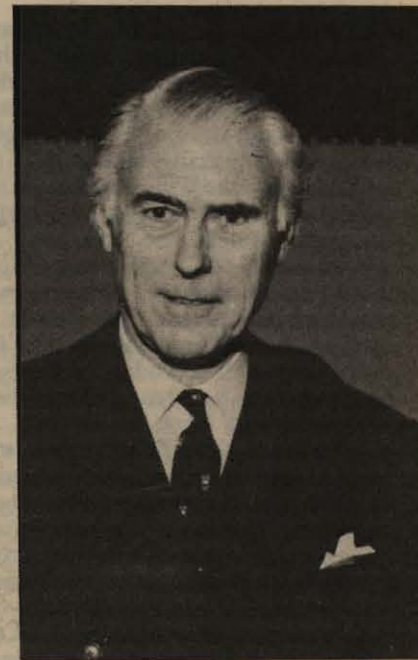
Sir John said that one of the most significant causes of this deterioration was the decline in the study of the "dead" languages, Latin and Greek.

He said that the use of jargon was a barrier to effective communication with the layman.

"Jargon may be quite useful within a particular group but it is of the utmost importance to remember that it is often gobbledegook to those outside it," he said.

To illustrate his point Sir John read the following example from an English medical journal:

"Experiments are described which demonstrate that in normal individuals the lowest concentration in which sucrose can be detected by means of gustation differs from the lowest concentration in which sucrose (in the amount employed) has to be ingested in order to produce a demonstrable decrease in olfactory acuity and a noteworthy conversion of sensations interpreted as a desire for food into sensations interpreted as a satiety."



● Sir John Young

The "English" translation was, he said: "Experiments are described which demonstrate that a normal person can taste sugar in water in quantities not strong enough to interfere with his sense of smell or take away his appetite."

Sir John said that the order in which words were put was also of the utmost importance.

### 'There must be understanding . . .'

Scientists should seek to make their work readily understood by non-specialists if they wanted the right decisions to be made on the use of the country's resources.

Professor of astronomy at Monash, Professor K. C. Westfold, said this recently while delivering the occasional address at a science graduation ceremony at which 273 students received their degrees.

Professor Westfold said: "We all share the responsibility for decisions involving the application of knowledge. Although they are ultimately taken by our legislators, our legislators respond to pressures from those who vote them into power. It seems all too obvious that these pressures are unlikely to result in beneficial outcomes if they are exerted by an uninformed constituency on uninformed legislators.

"If we want right decisions made on the use of the country's resources we should aim at the situation where within governments and their bureaucracies there is an understanding of science and its relevance to everyday living that can at least match the understanding of subjects such as law and economics customarily found in those places.

"It is a sad fact that educated people in the community are inordinately complacent about their scientific illiteracy, an attitude that has been encouraged by the cult of the scientific guru concerned with matters too high for ordinary human comprehension.

"Fortunately, there are signs of change on the part of many leading

scientists, who seem more ready than in the past to take trouble to explain to the general public what they are about and why it is important to them to do what they are doing.

"Here I commend our own publication, *Monash Review*, which is playing a significant role in communicating to the public at large what our own scientists and other scholars are attempting and achieving in their researches."

What is more, Professor Westfold told the graduates, if they were painstaking in presenting their work to lay people in an easily understood form, "you will also find, perhaps for the first time, that you yourselves really understand what you have been talking about."

Professor Westfold said that the schools were perhaps the best place to begin breaking down the mystique which had been so long attached to science.

In this regard there had been successes and difficulties, he said.

The new biology syllabuses, taught in association with the textbook *The Web of Life*, had already proved an outstanding success in relating biology to situations encountered by secondary students in everyday life.

But a similarly conceived subject *Physical Science* (subtitled *Man and the Physical World*), which dealt with the impact of science and technology

in society, was running into heavy weather in the face of the established subjects *Physics* and *Chemistry*, long regarded as prerequisites for further study at university level.

Professor Westfold added: "Clearly, an accommodation has to be reached in the secondary curriculum between the perceived needs of the universities and the requirement for which I have been arguing — a community literate in science as well as in the humane disciplines. I hope that the new Victorian Institute of Secondary Education will soon be devoting some energy to this problem."

#### 'State of desolation?'

Earlier in his speech he said: "While you were undergraduates you will have heard the charges repeated: that not only have scientists failed in their responsibility to the society of which they are a part but that science itself is an antihuman activity, which, with its associated technology, is fast bringing this planet to a state of desolation . . .

"But does science indeed attempt to reduce all experience to a mechanized soul-destroying routine? Anybody who has followed in the footsteps of the great discoverers, or who has made a little progress of his own in pushing forward the frontiers of knowledge, can only regard such a statement as perversely inadequate and misleading.

"Newton's apprehension of the law of gravitation as a universal law

governing the behaviour of every massive body must have been at least as soul-fulfilling to him as the completion of a new painting by Turner or a symphony by Beethoven. Its application has been routine only to the extent that its applicability is universal.

"Coupled with insight and imagination, and in combination with a further battery of tested physical laws, it has enabled us to extend the range of our knowledge of the cosmos progressively, beyond the limits of the solar system to the bounds of the universe.

"Scientists do experience a sense of excitement and wonder at what they see revealed by their work, a fact which, however, they have been at pains to hide from the public at large. Scientists do not believe that the only credible knowledge is that obtained by the so-called scientific method.

"Intuition and unconscious cerebration play such a major role in the processes of scientific discovery that an individual scientist would be quite disingenuous were he to deny the validity of the experiences he shares with fellow humans from other walks of life when reading literature, viewing works of art, and listening to music . . .

"Science is an inevitable result of our having developed that rational faculty which distinguishes mankind from the other animals. We cannot return to the innocence of our first parents in the Garden of Eden. Having eaten the fruit of the forbidden tree of knowledge of good and evil, the serpent's promise has been fulfilled."

# HOW MONASH

There is a need for post-secondary educational institutions to examine their objectives and agree on policies which will maintain a healthy state of diversity in the system as a whole.

Monash University urges this in its submission to the Williams Committee of Inquiry into Education and Training. The Committee (its head is Professor B. R. Williams, Vice-Chancellor of Sydney University) was set up by the Federal Government at the end of 1976 to conduct a major inquiry into post-secondary education and the links between the education system and the labor market.

A major concern of the inquiry will be to determine the proper responsibilities of the several sectors of post-secondary education in order to avoid unnecessary overlap or wasteful duplication, the Monash submission states.

It continues: "The danger is that all post-secondary institutions will seek to make themselves as much like universities as possible and in so doing will to some extent neglect their proper tasks. There is evidence that this is already happening."

The task of universities, the submission contends, is to train and cultivate the best minds of the community.

It says: "Universities are concerned both with the preservation and transmission of knowledge (teaching and scholarship) and also with extending the boundaries of knowledge and research. A university should be a place where knowledge is valued for its own sake and where much of the research is fundamental rather than applied.

"However it is also true that universities in our community have a most important responsibility for certain kinds of professional training (medical, legal, engineering etc.) as well as for research in these fields.

## Flexibility

"Outside these professional fields the vocational orientation of courses plays a secondary role. Students are not necessarily being prepared for a specific occupation; their training is intended to produce flexibility of mind and the capacity to use their abilities in a variety of ways.

"Technical colleges lie at the other end of the spectrum and are expected to cater for those whose interests and talents lead them to seek training in skills and techniques which will fit them for specific occupations.

"Colleges of advanced education lie in between and their functions may merge at either end. They provide professional training in many fields where the universities do not operate. They also overlap with the universities in fields such as education and engineering. In the sciences and social sciences their emphasis is (and should be) on the applied aspects rather than the pure — applied physics rather than physics, business studies rather than economics."

The submission discusses the problem of overlap between universities and colleges with reference to

While the critics of universities indulge in flights of fancy, this is how Monash sees the realistic future for itself and other tertiary bodies.

## THE LONG TERM:

Beware the waste of a CAE overlap into uni. role

two areas of particular concern to Monash — Education and Engineering.

Whereas Monash's Education Faculty was the largest single source of newly trained secondary teachers in Victoria in the late 1960s and early 1970s, the flourishing of Dip. Ed. courses in State College of Victoria-affiliated colleges and declining teacher employment opportunities have meant a shift in direction of the Faculty's role.

Its increasing emphasis will be in provision of continuing professional post-graduate training of teachers

through a large program of course-work degrees and by providing opportunities for undertaking higher degrees by research. In terms of numbers this has already become very substantially the major activity of the Faculty.

"It is a matter of some concern that other institutions have begun to enter or are intending to enter the same fields, though it is not clear that their staffing and services would enable them to offer courses of the same standard. The questions here raised are those of unnecessary duplication (over-supply) and of preservation of standards," the submission states.

## Masters degrees

In Engineering, Monash University has planned and is operating a substantial program of masters degrees by course work, intended chiefly for members of the profession with some years of experience and for study part-time.

The submission continues: "Monash believes that such courses are a proper university responsibility and that their duplication elsewhere in the post-secondary system would be wasteful and indeed that in most areas the colleges would not be able to mount courses of comparable standard. It would appear that we already have a situation in Victoria in which there are too many engineering schools teaching four-year programs to degree level. It is most important that the proliferation of engineering courses at the undergraduate level be not permitted to occur at the graduate level."

The Monash submission proposes that there is no need for any considerable expansion in university numbers at least for the next decade or so.

Certainly there would appear to be no grounds for establishing new universities, though some of the more recently founded universities will need to expand their numbers in order to become viable institutions, it says.

The growth should therefore be in the other areas of post-secondary education.

However, the submission makes two points:

• It should be made easier for stu-

dents to transfer from one sector to another, in both directions. In Victoria, it says, the State College might serve as community colleges from which outstanding students might transfer to the universities with appropriate credits.

• A higher proportion of university time (and funding) should be expended on graduate work (both research and course work) and on recurrent or continuing education, particularly in updating professional skills and knowledge.

The University says it does not wish at present to comment in detail on the relationship between the educational system and the labor market.

"However," it continues, "something should be said about vocational training and manpower planning in view of the number of statements made in recent months about the overproduction of graduates in Arts and Science, for example, who have not received specific vocational training.

"The assumption seems to be that large numbers of these graduates (apart from those who take a teacher training course and end up in the teaching profession) are or will be unemployable and that the universities are therefore failing to respond to the needs of the community and indeed wasting community resources.

## Unemployment

"In fact, recent surveys have indicated that graduate unemployment is in general higher among graduates trained for specific professions than among those with a more general degree. The benefits, both to individual graduates and to the community, of training in non-vocational disciplines at the university level are very high though they may be difficult to measure.

"A student who has spent three years or more learning to marshal facts, form independent judgments and present his results in a coherent form has, in effect, made a long-term investment, the value of which may not become apparent immediately either to himself or to his employer, but which sooner or later will be of benefit both to himself and to the community."

## COMMITTEE MEMBERS

The Williams Committee of inquiry into education and training was set up by the Federal Government in October, 1976.

Its members are:  
Professor B. R. Williams, Vice-Chancellor, University of Sydney (chairman).  
Mr M. H. Bone, Director-General of the Department of Further Education, South Australia.  
Mr C. O. Dolan, National Secretary of the Electrical Trades Union, a senior vice-president of the ACTU, a member of the Technical and Further Education Commission and a member of the National Training Council.  
Dr A. M. Fraser, the Director of the Queensland Institute of Technology, a member of the Commission on Advanced Education and a member of the Queensland Board of Advanced Education.

Miss P. Griffin, an Australian Conciliation and Arbitration Commissioner, who was for ten years a member of the Council of Abbotsleigh School, Sydney.  
Miss E. M. Guthrie, Staff Inspector (Pupil Welfare and Curriculum), NSW Department of Education and Chairman of the NSW Committee into the transition from school to work.  
Mr J. A. L. Hooke, Chairman of Amalgamated Wireless (Australasia) Ltd, and a member of the Defence (Industrial) Committee.  
Sir Peter Lloyd, formerly Chairman of Cadbury-Fry-Pascall Australia Ltd, and a member of the Council of the University of Tasmania.  
Dr W. D. Neal, Dean of the Faculty of Teacher Education at the WA Institute of Technology and Chairman of the WA Post-Secondary Education Commission.

Mr D. R. Zeidler, Chairman and Managing Director of ICI Australia Ltd, and a member of the Defence (Industrial) Committee.

Announcing the appointments, the Minister for Education, Senator Carrick, said that the committee's investigation would be the most important inquiry into post-secondary education since the Martin Committee was set up in 1964.

In selecting members, the government had balanced interests and experience between the various sectors of education and the links between the education system and the labor market, Senator Carrick said.

The committee would direct its attention particularly to post-secondary education, but would also look at aspects of secondary education and the links between the education system and the labor market at the end of their tenth year of schooling.

He added: "The committee will look at the products of the secondary school system and how they are fitting into the labor force. We want to examine also what options are available for further education to the child who leaves school early."

# SEES THE FUTURE

## THE SHORT TERM:

## Coming triennium should see boost in growth rate

Monash University has strongly supported the Universities Commission recommendation of a higher growth rate for universities in the 1978-80 triennium.

In its submission to the Commission for the triennium, Monash supports the recommendation that recurrent funding should provide for a minimum annual growth of 3½ per cent in real terms for 1978 and the years following. (The growth rate was fixed at 2 per cent for 1977.)

The University states that its support for the Commission's views stems not only from the "present, effective standstill." More importantly it is based on the belief that, with the development of other post-secondary educational institutions, the role of matured universities will be directed more towards postgraduate training, scholarship and research.

These are the most expensive of university activities.

The submission says: "Even if total enrolments fell, needs for funds would increase. Changes in the pattern of enrolments are already observable at Monash especially in education and engineering."

Monash asks for a general development grant at the earliest possible opportunity, stating that, "for the University the financial situation is exacerbated by the onset

of financial stringency coinciding with our reaching our planned maximum size and hence having little or no capacity to effect changes we would like to make in the direction of our teaching, research and community activity."

General development grants were introduced in 1973 for the oldest large universities in appreciation of such a situation. Since then the Universities Commission has suggested the possibility of extending their provision.

The University seeks funds in the next triennium for several new initiatives as well as the strengthening and extension of existing programs.

It makes a strong application for Category B research grants to assist in the development of existing postgraduate research centres and to enable it to set up new ones.

Citing the successful establishment of the Centre for South-East Asian Studies and existing Commission support for a Centre for Early Childhood Development and Family Planning, the University submits proposals for three more such centres: a Centre for Materials Research, a Centre for Astronomical Studies and a Centre for Neurosciences.

Monash is seen as being an ideal base for a **Centre for Materials Research**. A unique situation exists at the University in which two departments (physics and materials engineering) cover a very broad spectrum of interest in the materials area. Other institutions tend to be involved in specialised aspects of materials research.

- The proposed Centre would aim to:
- provide a focal point for materials research activities, both within and outside the University
  - encourage further collaboration and stimulate new and further research, partly by the infusion of new ideas and personnel in the Australian materials scene
  - encourage further links within the University and with outside organisations at the level of joint research, consultancy and general advice.
  - encourage and improve graduate training in the materials area
  - attract research grants
  - give short, specialised post-graduate courses
  - organise regular seminars.

### Astronomy

A **Centre for Astronomical Sciences** within the Science Faculty at Monash would bring together those members of the University who are working in, or could contribute to, the development of various fields of astronomical research. At present a number of staff and students in the departments of chemistry, mathematics and physics are engaged in such research.

The submission says: "The purpose of such a centre would be to foster co-operation between the participants, to consult together as a body in order to plan and advise upon the developments in these fields within Monash and, where possible, to actively promote these developments.

"An important function will be to find support for and attract to Monash for short-terms, specialists in both theoretical and observational fields.

"If such funds were available they could provide for new equipment, give assistance to visitors and postgraduate students, assist in the temporary interchange of personnel within Australia and help with the establishment of one or two postdoctoral positions."

A **Centre for Neurosciences**, the submission suggests, would consolidate the internationally recognised activity and expertise in various aspects of this field which have been developed in a number of departments and faculties.

### Collaboration

The submission lists as the Centre's aims:

- to focus on the existing activities in the neurosciences, and to encourage further collaborative activities between departments and faculties.
- to stimulate further research into problems relevant to normal and disordered nerve and brain function and structure, and their relation to behaviour and intellectual performance, by attracting well qualified post-doctoral fellows and other more senior neuroscientists, and by regular meetings and research seminars.
- to encourage research into new and less orthodox aspects of neuroscience problems, especially those in the borderline areas between the more standard "disciplines" (e.g. cell biology, engineering, physics, information science)
- to extend the range and quality of graduate research training in the neurosciences.
- to give specialised, ad hoc, postgraduate courses from time to time on particular aspects of neuroscientific problems (such as on the actions of drugs on the nervous system and behaviour).
- to provide a recognised "target" of the highest academic quality for the attraction of research grants from outside bodies.

**Areas in which Monash seeks funding for further development include continuing education, postgraduate courses and migrant studies.**

On continuing education, the submission states:

"Monash University warmly endorses the Universities Commission view that extra funds should be made available for developing programs of professional continuing education up to the stated level of 1 per cent of recurrent funding by 1980.

"The Centre for Continuing Education has now been in operation at Monash for over three years. It has a full-time Director and is supported by a standing committee of the Professorial Board. Increased funds for the activities it supports could be put to purposeful use immediately."

On postgraduate course development it continues:

"We are simultaneously introducing other opportunities for upgrading, refreshment and diversification of professional and vocational skills. This year, for example, we are offering a comprehensive range of subjects for the degree of Master of Engineering Science for study by coursework, the courses being designed especially for part-time study by practising engineers in full-time employment who will spend two evenings per week over a period of three years in our Engineering School.

"Although we only announced the availability of these courses late in 1976, the response from the profession was so encouraging that we imposed limits on entry; some 80 students have been admitted from 130 who applied. We are anticipating a continuing demand for these programs, provided of course we continue to be the only university or college offering such part-time masters evening coursework in the Melbourne area. We are well located within reasonably close commuting distance for many engineers living in the Melbourne suburbs.

"Similarly, we have modified the requirements for our degree of Master of Economics to enable it to be completed almost entirely by coursework."

On migrant studies, it says:

"We ask that, if and when establishment grants are introduced for migrant studies, one of the grants be allocated to Monash for development of the teaching and research we have been doing in this field since 1963 and for which a graduate Diploma in Migrant Studies is now offered.

### Investigations

"Our faculties of Arts and Education have conducted a number of investigations and seminars about migrant problems in the areas of education and the social sciences, and some 18 months ago the co-ordinating committee organised a conference on migrants, migration and the national population enquiry attended by some 200 participants.

"We believe we have significant standing in this field, but while some limited financial support might be available from one or two ethnic groups, additional funds would be needed if we are to diversify our language teaching and support it with adequate lecturing, tutorial and library resources."

**Monash particularly asks that it be allocated a substantially larger sum for equipment in the next triennium, chiefly so that it can develop its central computing facility.**

The submission states that Monash's B6700 computer, installed in January 1973, is unable to cope satisfactorily with demand from terminals.

It continues:

"We support the Commission in its preference for purchasing as opposed to renting computing facilities, but it is clear that with effect from 1979 this University will need some \$2,000,000 for new computing facilities even if we are able to dispose of our B6700 for

Continued next page

# THE FUTURE: SOME OTHER VIEWS

## 'Education the spur for social progress'

The chief benefits of higher education must be seen by the community in terms of social progress for which liberal education is demonstrably the spur.

The careers and appointments officer at Monash University, Mr Warren Mann, made this comment recently.

He said it was increasingly difficult and largely a waste of time to justify higher education in purely economic return-on-investment terms.

Writing in his office's publication, *Careers Weekly*, Mr Mann says: "The individual young person must, in taking higher education, commit what amounts to an act of faith. He must believe that the old clichés of learning, the 'broadening of horizons', the 'developing of intellectual and critical skills', will mean for him a more satisfying life than he would otherwise have achieved."

Earlier, Mr Mann says: "If university study is seen, as unfortunately too many do see it, as devising ways of satisfying examiners with the minimum of effort and thought, so as to acquire the 'piece of paper' that is for them the sole object in coming to university, then the time spent at it may largely have been wasted."

### Time wasted

"If the university experience is merely an extension of schooling by which the young person moves into established society without having seriously re-examined that society and his possible role in it, then undoubtedly, his time could better have been spent in getting on with that undemanding transition.

"If throughout his period at university he has had in mind merely job and career, the community's money has probably been wasted in granting him access to this privilege. Neither he nor the community will have gained any significant benefit, and he should never have come, or perhaps delayed his coming until he was ready to profit from the experience."

Mr Mann poses the question: Is university education as it is now presented, and in the context of the numbers of young people taking it, directed so that students can achieve the worthwhile benefit of a "more satisfying life?"

He answers: "My general feeling is that it is not. The forms of higher education were arrived at over a long period, but during all of that time the students taking it constituted an elite. Their expectations were quite realistically fixed on a prospect of advantage, privilege and leadership. In a mere 20 years all this has changed; higher education has become a mass

phenomenon, but its forms and structures have adapted but scantily.

"But the tertiary education system cannot be laden with the full blame for defects in the preparation of graduates. Fundamental weaknesses in the earlier levels of education make the task of tertiary educators almost impossible, and no satisfactory solution can be expected until basic changes take place throughout the education system.

"The nature of these changes deserves the closest possible consideration and the costs involved in them must be seen as essential in securing the future health of our society."

## 'WE MUST FOSTER CRITICAL MINDS'

All forms of tertiary education — whether provided by universities or colleges — should be concerned to foster a critical habit of mind.

The Dean of Humanities at Deakin University, Professor Max Charlesworth, said this recently.

Professor Charlesworth said it did not seem vitally important to make a hard and fast distinction between the form of tertiary education provided by the universities and that provided by the colleges of advanced education.

In fact, if the universities and colleges saw themselves as jointly concerned with providing education of basically the same kind, this would do much to achieve the democratisation of higher education, he said.

He said: "Doubtless they will each have their legitimately different emphases and perspectives, but if they are providing tertiary education and

not mere training, then they must all be concerned in some way to transmit a sense of the deeper intellectual and human values; they must all be concerned with cultivating an authentically critical habit of mind in their students."

Speaking about the social relevance of universities, Professor Charlesworth said: "If higher education is to respond to the issues that touch people's lives, people themselves must be allowed a real say in determining the kinds of subjects and topics to be studied and the way in which they are to be studied. Most academics would object that this would lead to anarchy and to a wholesale debasement of academic standards. However, there is a difference between genuine relevance and 'trendiness'."

"First of all, university education in all its dimensions ought to be relevant to the needs and concerns of contemporary man in contemporary society. In the past, perhaps, Australian universities have sometimes escaped from their social and human responsibilities by claiming that they were primarily concerned with disinterested knowledge and high theory.

"Some university scholars indeed have almost made irrelevance a badge of honour as though the uselessness of their scholarship were a kind of index of its purity (if research is useless it must be pure). And there is no doubt that the colleges of advanced education have often been more socially responsible and more sensitive to community needs than the universities.

"At the same time university education must be relevant in that deeper sense in which Shakespeare is still able to speak to us in 1977. If social irresponsibility and insensitivity is one vice, academic 'trendiness' is an equal and opposite vice.

"As Sir Isaiah Berlin has put it, we have no right to suppose that the truth, when we find it, will turn out to be in-

## Adaptive skills 'vital'

Attacks against liberal education as being "useless, expensive and unnecessary" were dangerous, the Director of Prahran College of Advanced Education, Dr David Armstrong, said recently.

Dr Armstrong was speaking on the ABC Guest of Honor program.

Dr Armstrong said that in the current situation of unemployment and underemployment a national commitment to narrow vocationalism had reared its atavistic head and "useless" liberal education was under siege.

Today, more than ever before, however, liberal education was a necessity — indeed a prerequisite — to our survival, he said.

It was the adaptive skills of liberal education, not the specific skills of vocational training, which would be required in an unstable state.

He said: "Narrow, vocational training assumes a predictable, steady state future. But our task is to prepare people for an unpredictable, unknown future."

Earlier, Dr Armstrong said: "The Williams' Inquiry comes at a time when our universities and colleges of advanced education (and particularly our universities) are being subjected to a good deal of criticism, mostly ill-informed and largely undeserved, by a frustrated community in search of simplistic solutions to our current economic ills, and seeking convenient scapegoats for the mess in which the country presently finds itself . . .

"The danger is that the Williams' Committee will have to swallow this garbage. Indeed, I regret to say, the committee's terms of reference virtually guarantee this, concentrating as they do on the relationship between education and the labour market.

"No doubt this will warm the hearts of the Philistines and those who hold to the sadly mistaken view that post-secondary education is essentially an economic investment to be geared solely and narrowly to the world of work.

"But it will chill the spines of the rest of us, who see our institutions of higher learning (and I refer here particularly to our great universities) as 'The locus of the idealism that is essential in a free society' rather than merely as vassals of an outmoded and inhumane industrial order."

teresting, and in the same way we have no right to suppose that university education will be directly and immediately useful or practical or fashionable.

"The university must concern itself with those intellectual values that are relevant in any and every age whatever the fashion.

"Finally, the university must see itself not as a provider of learning — a 'bank' where learning is deposited and withdrawn — but rather as a provider 'of the things and the people learners might want to be in contact with in order to learn'. In other words, the University should see itself basically as a resource centre."

### ● From previous page

## The coming triennium

\$500,000. We appreciate that even if our equipment grant is doubled, a purchase of such cost would have to be paid for over a period of 3 to 4 years unless it were the subject of a special grant."

In its application for building expenditure, Monash seeks funding for a hydraulics laboratory in the Engineering Faculty.

Such a facility is seen as being vital because of the importance of the work being carried out by the faculty in relation to the problems caused by industrialisation in the vicinity of Port Phillip Bay, Westernport Bay and the Gippsland Lakes. It would be unique in a Victorian tertiary institution.

A major element in Monash's capital development program concerns the Medical Faculty — on two counts.

The first arises from the need to

complete construction works to enable the University to increase its medical intake from 160 to 200; the second arises from the planned move of Queen Victoria Hospital from its city site to a location in Clayton about a mile from the main campus.

The University also asks the Commission to reconsider a proposal for a teaching auxiliaries building, to house the Higher Education Advisory and Research Unit, the Audio Visual Aids Centre, the Centre for Continuing Education and the Graduate School of Librarianship.

A grant has been made of \$580,000 (at December 1974 costs) for this project, enabling construction of a 1300 sq. m. building. The original submission sought \$976,000 (at June 1973 costs) for a 3100 sq. m. building.



# THE FUTURE AS SAMU SEES IT

A major internal issue of the future, in the Staff Association of Monash University's view, is that of the government of universities: who will manage them, how, and to what ends?

In the general Australian context, Monash operates on an anachronistically authoritarian model. In the Council, the body of final authority in University decision-making, only half of the members are elected, and the representativeness of those elected is open to criticism.

While the large body of "sub-professorial" academic staff elect three representatives, the professors (comprising some 10 per cent of teaching staff) elect four, and two are elected by the seven Deans, who already exercise a major influence on University policy and practice through the Committee of Deans, the operations of which are 'closed' to the general body of staff, who are not admitted as participants or observers to meetings and have no access to records of meetings.

## Representation

In the various other structures of government responsible to Council, this lack of representativeness in their constitution is repeated, with consequent excessive representation in decision-making for professorial staff.

This system is open to criticism not only on the grounds of its non-representativeness, but also of its wastefulness of the resources available to the University in the whole body of academic staff. Professors appointed for their excellence in teaching and research are often so heavily burdened with administrative responsibilities that the University reaps less benefit than it should from their intellectual accomplishments.

At the same time excellence in administration is not necessarily guaranteed by the very proper criteria of professorial appointments, and it may be being neglected where it is to be found in non-professorial ranks.

It may well be conceded that concentrated powers of decision-making were appropriate to the needs of the University in its early period of rapid growth; what now calls for consideration is the continuing suitability of such structures of government in an established university.

The question of the ends to which universities are to be governed has been under debate within universities for some time. In the immediate future it appears likely to be a matter of more widespread public

attention. We can resent this as unwanted or we can painstakingly attempt to turn it to the good.

SAMU does not have a concerted theory or policy about the University's relation to the wider community, but it does have some questions which it feels that academics ought to be thinking about: Universities, because of their very size, their financial dependency, the degree of occupation of their members, and their pretensions to, and practice of, dignity, are alarmingly vulnerable to the kind of loosely inaccurate, selectively outraged attack exemplified by a recent article in *The Bulletin*.

## Who speaks?

Are we to lie politically low and say nothing, are we to rely on the quality of our work to justify us, or must we enter the arena of public relations? If so, who should speak for Universities — their vice-chancellors, distinguished academics, education faculties, staff associations, professional PR men?

Much of the present criticism of universities seems designed to enforce the proposition that their non-growth is not merely something forced by economic recession, but positively to be desired. Are we happy to accept that there are now enough universities in Australia when university education is still a privilege of the minority?

## Education lack

Is it this or the sparseness of education generally, that explains why epidemics of university-bashing occur so often in Australia, and why the lowest common denominator, reached so unerringly by some politicians, is so depressingly low?

Finally, granting that it may not be a necessary function of universities to be popular, are we contributing to an unproductive distrust of universities by our relative isolation, by over-ready assumptions that we know best?

Above all, do we fail to make meaningful contact with many of the students we should be influencing to value universities by conceding the primacy of research over teaching, and, by implication, the primacy of theory over practice?

W. A. Howard, J. Strauss on behalf of the SAMU executive.

# AUST. LIT. AT HOME AND ABROAD

Is the study of Australian literature better served in universities overseas than at home? A report to the recent Australian University Graduate Conference claims that in some respects it is. Compiler of the report, Mrs. E. Morcam, from Macquarie University, says that a great many of Australia's best-known authors are not being studied in our universities. She presents a survey of literature courses throughout the country to back her claim.

By contrast, Mrs. Morcam says, there are currently Australian literature courses at five British and European universities.

She says that famous Australian writers ignored or neglected in their home country include Katharine Susannah Prichard, Eleanor Dark, Kylie Tennant and Dymphna Cuseack.

The courses in Australian literature being offered miss a whole period and numerous important authors and a reassessment is long overdue, she adds.

Mrs Morcam says: "The study of our literature should be chronological, thus linking it with our history, with the best writers taken from each period, even if in some cases these representative writers do not meet the highest literary criteria."

"It may be that universities outside Australia are not influenced by the hang-ups of our colonial past, by what has been summed up as a 'cultural cringe'."

In the following article, senior lecturer in the English department at Monash, Philip Martin, takes a look at how universities in the other hemisphere are viewing our literature and discovers

## A bullocky on the Grand Canal

Venice, you'll have noticed, has been in the news again of late. (You read *The National Times*, of course?). In March a symposium was held there on Australian writing in the 1950s.

It was sponsored by the University of Venice and the Australian Government, and among Australian writers taking part were Rosemary Dobson, Thea Astley, Vincent Buckley and Chris Wallace-Crabbe.

Australian literature in Venice? Yes. Why not?

Last year I was there myself, as visiting professor for April and early May. About 30 students enrol for the subject, under the enthusiastic guidance of the Queensland-born Professor Bernard Hickey. We sat discussing Judith Wright's "Bullocky" in a palazzo overlooking the Grand Canal.

Ian Turner of our History Department lectured there a few months later. And there are at least two other Monash-Venice connections. One Venice graduate, Ariella Crema, teaches English at Monash, and another, Rodolfo Delmonte, worked here for his Ph.D. on Australian poetry.

In Venice I held regular classes and interviews, supervised the final draft of that thesis and helped Bernard Hickey to put the finishing touches to his anthology of recent Australian poetry, which was launched at this year's symposium.

In addition I gave two poetry-readings, one in Venice and the other in nearby Treviso.

Earlier in the year I had spent two weeks in Sweden, as guest of the Swedish Institute, to meet writers, editors and publishers, and to make Australian writing better known. So far, no Swedish university teaches the subject, and not surprisingly Patrick White (winner of the 1973 Nobel Prize for Literature) is the Australian author best known in Sweden.

England, in the past, has tended to ignore Australian writers. But when I got to London in June I found signs of greater interest. Notably at the BBC, which has broadcast Jack Hibberd's play *A Stretch of the Imagination* and readings from Judith Wright and A. D. Hope. More Australian poetry will follow, including my sequence on Attila and the Huns.

On my way back to Australia I dropped in at the University of Aarhus, in



Philip Martin . . . "Aust. Lit. network overseas is impressive".

Denmark. There, Commonwealth literature, including Australian, has been taught for many years, first by Dr Greta Hort (formerly Principal of University Women's College, Melbourne) and since her death by the Australian-born Anna Rutherford. Her students take this subject in four years of their course and so are exposed to at least some Australian literature for a longer period than any Australian student.

One thing which impressed me during eight months in Europe was the 'Aust. Lit.' network there. In Venice, for example, a previous visitor had been the critic Brian Kiernan of Sydney University. While I was there he returned from Aarhus, on his way to a conference at Toulouse, where again Australian literature is taught. At the same moment Peter Quartermaine arrived from the University of Exeter, where he's in charge of Australian studies. Liege is yet another university which offers some teaching in the subject. Leiden is another.

So Australian literature is alive and living in Europe. Some Australians hear this with eyebrows raised. I can't think why: still the old "cultural cringe"?

I only wish that Australian books weren't so hard to come by over there. Even with aid from Foreign Affairs and the Literature Board, Bernard Hickey's students haven't enough copies of essential texts to go around. Books, God knows, are getting scarce here too. But if students and others abroad want to study our writers, surely we should do all we can to help them?

## SCHOLARSHIPS

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

Reserve Bank of Australia — Fellowships for applied research into Australia's primary industries.

Senior research fellowships (economics, botany, zoology or other related fields).

For two to three years applied research at any Australian university or other approved institution. Salary: To \$22,010 p.a., travel allowance.

Research fellowships

Tenable for one year at a research institution other than where the applicant is at present employed. Salary: To \$18,389 p.a., travel allowance.

Applications close May 15.

MONASH REPORTER

Canadian Pacific Airlines Award

Available to graduates studying for at least one year at a Canadian university. Value: return air fare to Canada. Applications close May 16.

Australian Academy of the Humanities — Travel Grants

Grants for short-term study abroad are available to scholars engaged in full-time employment in certain humanities fields. Value: \$800 towards air fare. Applications close in Canberra June 30.

Commonwealth Scholarship and Fellowship Plan

Medical and senior medical fellowships available to teachers in medical disciplines for research from three months to one year in the United Kingdom. Applications for the latter can be made at any time; for the former, by July 8.

Royal Society of Victoria Medal

Awarded annually for scientific research. Nominations for persons publishing work in the physical sciences between January 1, 1971 and December 31, 1976.



## Campus speed limit 'unrealistic'

Sir: It has often been said that bad laws are very difficult to enforce. The recent publicity given in **Sound** to the traffic regulations draws a very noticeable example of that into focus.

The most cursory observation of the speeds of motor vehicles on this campus leads one to believe that the signs with the number 40 on them indicate that the speed limit is expressed in miles per hour and that that speed limit is reasonably well observed.

However, as we are all supposed to know, the speed limit is meant to be 40 kilometres per hour — a speed which is quite unrealistic on the dual carriageways which surround the central part of the University.

Surely it is time the University was more realistic about the sorts of speeds which drivers in this part of Melbourne maintain and tried to adjust its safety regulations so that not only was there an attempt at preserving life but a sensible and practical one.

Perhaps it is also time that we accepted the fact that the University is not a pedestrian precinct and that it was a mistake to put the carpark outside the major ringroad. However, that is a fact that we have to live with.

Our roads are little different from other roads in Melbourne and it is unrealistic to expect drivers on these roads to behave differently from the way they behave on the rest of their journey to Monash.

The plaintive cries of the safety committee, as reported in the latest minutes, would seem to be as appropriate as those of an ostrich in its famous position.

J. N. Crossley  
(Mathematics)

## More talk before Uni. decisions

Sir: The March 1977 issue of **Reporter** contained an article "University government — a plain man's guide". This outlines the way in which government at Monash is purported to function. Two points call for comment.

1. **Consultation on decision making**  
Paragraph three states that "the decision making machinery has been devised to ensure that, as far as possible, no one individual or group in the University has the power to act unilaterally or without proper consultation on any matter that affects any other individual or group."

In practice, possibility doesn't extend very far. There are clear historical instances where "administration" in one form or other has initiated measures that directly affect university staff as individuals or as groups without intimation to, let alone discussion with, either the staff members concerned or the elected represen-

tatives of academic and other staff on the committee of SAMU.

Discussion is therefore carried on after action has already been initiated and is, in consequence, often needlessly polarized, if not positively hostile. "Proper" consultation should mean prior consultation and negotiated decisions on disputed points. Otherwise "co-operation" is the name of a one way street.

### 2. Decision-making bodies

It is a remarkable document that can describe our governmental structure and omit the Committee of Deans. By virtue especially of its budgetary functions, this Committee has powers far exceeding the mainly advisory functions outlined in the Statute (2.9), and few would deny that it is in practice the most powerful policy-making body in this University. Furthermore it is not accountable to any other "governing" body, admits no observers and no records of its proceedings are available to outsiders.

While it may be that those who are governed by this oligarchy are "plain men" it is not necessary for them also to be naive.

Jennifer Strauss (for and on behalf of the executive committee of Staff Association of Monash University.)

# Monash drops out as Buxton Camp partner

Monash has severed its partnership with the YMCA in the running of the W. H. Buxton leisure camp at Shoreham.

The camp, owned by the YMCA, was derelict until reopened through the efforts of the Monash Sports and Recreation Association in 1972.

The two organisations have failed to reach agreement on the financial terms of a new three-year contract. The last one expired on March 31.

For the last six years since the camp was reopened, the arrangement has been for a 50-50 sharing of any trading profit and a \$5000 liability limit for Monash in the event of a trading loss.

But the YMCA has insisted that Monash accept an unlimited 50 per cent share of any future losses as a condition for signing a new three-year agreement.

The Union Board has found this unacceptable, says Deputy Warden and chairman of the Sports and Recreation Association, Mr Doug Ellis.

"The camp's loss in 1975 was between \$17,000 and \$18,000, largely due to new sewage works," he explains. "And although the YMCA main-

## 'FLU VACCINE

Influenza vaccine is now available on prescription at the campus Pharmacy.

This year's CSL vaccine offers protection against the Type A swine flu strain as well as the A/Victoria strain which was responsible for last winter's epidemic.

As in previous years, the University Health Service is prepared to administer vaccinations.

## Eight teams take a bow in indoor archery comp.

Monash's Recreation Hall becomes Sherwood Forest this month as competitors from Melbourne's main archery clubs shoot it out for the Monash Challenge Cup.

This is the third year that the Monash University Archery Club has sponsored an indoor open archery competition — the only one of its type in Victoria.

Trying for the big apple this year (to mix allusions) will be competitors, in teams of four, from the Monash club, Kew City Bowmen, Oakleigh City Archers, Box Hill Archers, Yarra Bowmen, Knox Archers, Broadmeadows Archery Club and Puckapunyal Archery Club.

As well as teams' prizes, awards will be made in the senior men's, senior women's, juniors' and individuals' sections.

In the competition, archers shoot 60 arrows from a distance of 20m. into a 45 cm. diameter target. The maximum possible score is 300.

Box Hill Archers' member A. Fuller,



topped last year's score with a new indoor record of 295.

The competition will be held on Thursday nights from 8 p.m. until May 26.

## Dispute with YMCA over new finance terms

tains that any unlimited 50 per cent liability we accepted would only apply to future trading losses, we are worried about what would actually be classified in this category.

"For example, if extensive repairs were necessary to existing structures or drainage works, would the expense involved be taken into consideration in that year's profit and loss account?"

"We felt, in view of such uncertainties, that it was unreasonable to commit Union funds in excess of \$5000 a year."

The camp has shown a half trading loss in excess of \$5000 in three of the

six years Monash has been associated with it.

Over the six years, Monash has contributed a total of about \$12,500 towards its reopening and operation.

In addition, the Monash Sports and Recreation Association has handled all bookings for the camp — outside ones as well as those from organisations within the University.

Mr Ellis says bookings taken by his office for the coming 12 months will be honored despite the break with the YMCA.

At the same time, efforts will be made to find an alternate camp site for Monash staff and students.

"We will look at the possibilities of either reaching an agreement with an organisation running an existing camp or alternatively starting our own," he says.

## Praise from U.S. students

Associate Professor Frank Lawson, of the Monash department of chemical engineering, has proved popular with staff and students of the Colorado School of Mines.

As Kroll Visiting Associate Professor of Extractive Metallurgy in the School's department of metallurgical engineering, he has almost completed a year's study leave engaged in both research and teaching.

The Dean of Engineering at Monash, Professor Lance Endersbee, recently received the following letter from the School's Vice-President for Academic Affairs, James H. Gary:

"Dear Dean Endersbee:

It is always a pleasure for us to have Professor Lawson of your faculty as a visiting professor on our campus. Both he

and his wife contribute a great deal to our faculty as well as to our educational program.

The Colorado School of Mines has an annual outstanding faculty award which is granted upon the recommendation of students by a faculty review committee. This award is restricted to our regular full-time faculty, and consequently visiting faculty members are not eligible to be given the award. However, this year Professor Lawson was nominated for this award by students in his classes, and it is with regret that we were unable to consider him.

I did want you to know, however, that the quality of his lectures was such that he was so highly thought of by the students.

We hope that Professor Lawson will consider us in the future when he wishes to take his sabbatical leave."

Richard Pannell reviews "Romeo" and says ...

## OILSTRUCK LOVERS DESERVED BETTER

The Victorian Shakespeare Company's production of "Romeo and Juliet" at the Alexander Theatre deserved greater success than the petrol crisis and consequently dwindling audiences allowed.

If it is true that most discussions and productions of the play simplify it in seeing it as a "paean of romantic love" then this production did us a service in revealing the work's comic life.

Humour, obscenity, warmth and venality were all there on their own vivid and challenging terms, not muted to heighten the effect of tragic pathos.

The production's most self-consciously "provocative" and "modern" touches, always rather incongruous, seemed in the end not to count for much. There were, perhaps, moments of over-insistence on a distinctively Australian coarseness of gesture and attitude in Bill Zappa's Mercutio. But it was a performance of brilliant energy, at once disturbing and comic in its obscenity and gaiety, and sustained by a completely convincing language of the body as well as of speech.

Judith McGrath's Nurse was just as assured, affording, as the venality of her humanity emerged, point after point of human recognition. To the part of Friar Laurence Reg Evans brought humour and oddity, filling out

the humanity of the man without losing the touching dignity of the priest.

In contrast with this vitality the pathos of the star-crossed lovers seem protracted. Perhaps this is the fault of the play. Certainly I found it revealing that the most intense dramatic moment of the evening came with Mercutio's taunt at Romeo's "dishonourable, vile submission" to Tybalt, and the bitter joking of his death.

But this is, inescapably, a play of young love. Its poignancy, which can be almost unbearable, seems — in a modern production at least — to depend on the absolutely convincing youthfulness of its Romeo and Juliet.

Here the new thrust stage, which so effectively shut off the empty space of the Alex stage and brought the play out to the audience, didn't help. Depth and distance might have sustained illusion; the intimacy of this stage did not. So Chris Crooks, looking a likely Benedick, was hard to accept as Romeo, despite some effective use of the voice.

As Juliet, Judith Crooks did achieve a moving characterisation. If the illusion of youthful naivete, tenderness, and impetuosity (as of a 14-year-old) was not quite complete, it was a pleasure to see them so beautifully observed and expressed by the actress.



Romeo (Chris Crooks) meets Juliet (Judith Crooks) at the edge of the balcony.  
● Richard Pannell is senior lecturer in Monash University's English department.

## OPINION CANVASSED ON CAMPUS THEATRE REPORT

Copies of a Council committee report recommending a shake-up in the organisation of campus theatre have been widely circulated in an effort to provoke critical comment.

They have been sent to all those likely to be affected if the recommendations are adopted.

The new effort to canvass opinions was approved by Council on the advice of Professorial Board, through which the working party submitted its sweeping proposals.

Deputy Vice-Chancellor, Professor W. A. G. Scott, in a covering letter sent out with copies of the report, points out that it has not yet been adopted in principle.

Details of the report's various recommendations were published in the April issue of *Monash Reporter*.

Its basic proposal is the establishment of a Theatre Services Unit, headed by a Director of University Theatre, to oversee all campus productions.

### Copies available

Anyone interested in obtaining a copy of the report but who has not received one should contact Mr Brian Barwood in the Academic Registrar's department on ext. 2091.

Any comments should be forwarded to him by the end of June.

Professor Scott's letter says Council has also agreed that various further inquiries recommended in the working committee's report also be carried out.

These include:

● That Union Board and Buildings Committee discuss and comment on a proposal to re-develop the Union Theatre as a small live theatre and re-equip a suitable lecture theatre for film screenings.

● That the Alexander Theatre Committee study and comment on a proposal to lower the minimum hiring charge of 10 per cent of gross takings

for that theatre to relieve the financial burden on small production groups.

● That provision for a workshop and theatre storage area, together with an office for the proposed Theatre Services Unit, be incorporated in the planning of whatever building is proposed for the site between the Alexander Theatre and the south extension of the Humanities Building.

## Lecture series explores church traditions today

Two chaplaincy lectures remain in this term's series which is exploring the way in which churches today are expressing the faith of their own tradition in response to the challenge of the ecumenical movement.

On May 4, Rev. Robert Gribbon will be speaking on the Uniting Church (Methodist, Presbyterian and Congregational) and, on May 11, Mr Barrie Pittock will be lecturing on the Society of Friends (Quakers).

Lectures start at 1.10 p.m. in R3.

For those who may have missed the first three lectures in the current series, cassettes of them may be borrowed from the chaplains' office in the Union. These lectures covered Roman Catholicism, Eastern Orthodoxy and the Church of England.

In terms two and three the chaplaincy lectures will focus on significant dialogue which is arising in the contemporary world of religion and culture.

### Conference examines some new approaches

The fourth Australian International Education Exhibition and Conference will be held in Sydney from July 18 to 22.

The Conference will be addressed by a panel of overseas educationalists on various aspects of the theme, "Communicating — newer practical approaches to teaching and training."

Brochures can be obtained by contacting Educare Exhibitions Pty. Ltd., 20 Bridge St., Sydney (27 8976).

## 'Pay as they play' film plan

The Monash Film Group has announced details of its May program which includes both contemporary and classic films.

And while admission is by membership only, the Group has also announced a "pay as they play" plan for those cinema buffs who see the \$10 lump sum subscription as a hurdle.

"Contributing" members can pay a \$2 deposit, then the remainder in \$1 instalments every time they see a film for the first 10 films, with the first one free. There is no obligation to pay the full amount.

"Full" members pay \$10 and no more and can take a guest to evening screenings.

The program for this month is: Monday, May 2 (7.30 p.m., Conf.) "Throne of Blood"; Wednesday, May 4 (1.30 p.m. Union) "The Mother and the Whore"; (7.30 p.m., Union) "Wives"; Friday, May 6 (7.30 p.m., Union) "Henry Miller Asleep and Awake" plus "Yakkety Yak"; Monday, May 9 (7.30 p.m., Alexander Theatre) "Dersu Uzala"; Wednesday, May 11 (1.30 p.m. Alexander Theatre) "Pink Floyd at Pompeii" plus "The Concert for Bangladesh"; (7.30 p.m. H1) "The Third Man"; Friday, May 13 (7.30 p.m. H1) "The Cabinet of Dr Caligari."

For further information contact ext. 3142.



## SON OF TINTOOKIE FOR THE ALEXANDER

A puppet show which has enchanted children, adults and, unanimously, the critics interstate since its world premiere at the Sydney Opera House in January, comes to Melbourne — and the Alexander Theatre — this month.

It is the Marionette Theatre of Australia's double-bill production, *Hands and Roos* which will play at the Alexander from May 9 to 21.

There will be two performances daily at 10.30 a.m. and 2 p.m. with a Saturday matinee at 2 p.m.

Although the show is billed as a holiday attraction for school children its appeal is obviously wider than this, as newspaper reviews from Sydney, Adelaide and Perth indicate.

Said *The National Times*: "It would be silly not to enjoy it, even if you don't have a youngster to justify your presence. It is, to say very little, the funniest and cleverest show in town."

The national theatre magazine, *Theatre Australia*, goes as far as to say that the Marionette Theatre of Australia is one of the world's two or three best puppet theatres.

"Their theatre is, perhaps, the most stark, innovative and impressive dramatic institution we have in this country," the magazine concludes.

The man behind the production is Richard Bradshaw, who was appointed director of the puppet company in January, 1976.

Bradshaw took a bold step in devising the program to be presented at the Alexander by changing completely the company's presentation techniques.

He replaced the complicated string-operated puppets with rod puppets operated in full view of the audience.

It was a gamble which has paid off handsomely in terms of critical acclaim.

Says head puppeteer Graeme Mathieson: "The new puppets enable better movement and stronger, swifter actions."

"They are more comfortable to operate than the string type and more flexible, although it required learning a whole new technique."

"Hands" opens with four spotlight pairs of clasped hands which become immediately identifiable representations of butterflies, birds and insects.

These give way to a series of tales and sketches which intertwine nursery rhymes, fairy tales, Bible stories and a contemporary parable about a pop singer. Finger, glove, rod and string puppets are used.

"Roos" has been described as more traditional Tintookie-type fare.

It deals with the protection of the environment and native animals by tracing the story of the Parma wallaby, a rare Australian marsupial thought to have become extinct in 1935.

In fact small numbers of the wallaby were found in the 1960s and with the introduction of breeding stocks from descendants of Parma wallabies taken to New Zealand many years ago, the animal is no longer on the endangered species list.

Seats may be booked by contacting the Alexander Theatre on 543 2828. Tickets are \$3.50 adults, \$1.75 children.

## NO "HARE" UNDER HAT THIS ONE

"Hare": A rework of that notorious '60s musical? A magic show featuring the old bunny in a hat? Perhaps even an on-stage performance by the religious sect?

The answer is none of these. Rather, "Hare" is the title of the 1977 com-

## A 'ngoma' night out

An African word "ngoma" neatly sums up what the audience can expect from a cultural concert to be held at the Alexander Theatre this month.

"Ngoma" is a popular word in East-Central African languages and means, in different dialects, "drum", "music", "dance", "festivity" and "musical jamboree."

The Ngoma Dance Troupe will stage its annual African cultural program in the Alexander Theatre on Thursday, May 19 at 8 p.m.

This year the program is being held in conjunction with the national convention of the All African Students' Union in Australia, meeting at Monash University from May 16 to 20. The convention will be discussing various issues of African development under the theme, "Africa: the Myths and Realities of Development."

The dance troupe includes performers from Ghana, Nigeria, Zimbabwe, Malawi, Tanzania, Uganda and Kenya.

Their show aims to "reflect the excellence and cultural diversity of the African continent."

Segments include the ceremonial installation of a Chief in Ghanaian tradition and a rural festivity dance, the Yoruba, from Nigeria.

Away from the traditional, one seg-



ment will feature the vigorous music of urban African night life.

Admission is \$2.50 for adults and \$1.50 for students. For bookings contact the Alexander Theatre or the African Australian Association.



combined Halls revue to be staged in the Union Theatre from Tuesday, May 10 until Friday, May 13.

Promotions for "Hare" promise "a fast-flowing evening with laugh-a-minute comedy sketches, chorus items and individual offerings. All in all

something for everyone."

The show is being directed by David Glazebrook, (right), a fourth year drama student at Rusden. David has been associated with five combined Halls revues.

The producer is Philip Dutton, (left) a teacher who is also studying at Rusden and tutoring in Roberts Hall. It is Philip's third year with the revue.

The production features a cast of 20 with a backstage crew of a further 20.

"Hare" is being supported financially by Halls' wardens and student societies. Tickets cost \$1.

## MAY DIARY

6: SEMINAR — "Viennese Pamphlets 1781-95," by Professor Leslie Bodi, Monash Department of German. First of the 1977 occasional seminars on bibliographical topics sponsored by the Graduate School of Librarianship and Monash Departments of English and French. 2.15 p.m. Room S411, Menzies Building. Admission free. Inquiries: ext. 2957. LECTURE — "Biology and Ideology: The I.Q. Racket, Racism and Sexism," by Professor Steven Rose, Open University, England. Presented by Monash Department of Pharmacology. 1 p.m. Lecture Theatre R2. Admission free. Inquiries: ext. 2751.

9: LUNCHTIME CONCERT — Piano recital by Mark Foster. Works by Haydn, Liszt, Schumann and Schoenberg. 1.15 p.m. RBH. Admission free. CONCERT — Marcia Hines in Concert, supported by Stylus. 8 p.m. RBH. Admission: adults \$4, students \$3.

9-21: SCHOOL HOLIDAY ATTRACTION — "Hands and Roos" presented by The Marionette Theatre of Australia. Daily at 10.30 a.m. and 2 p.m. (Saturday Matinee 2 p.m.). Alexander Theatre. Admission: adults \$3.50, children \$1.75. 10: ABC GOLD SERIES — Melbourne Symphony Orchestra, Hiroyuki Iwaki (conductor), Barry Tuckwell (soloist). Works by Mozart, Hindemith and Walton. 8 p.m. RBH. Admission: adults A. Res. \$5.90, B. Res. \$4.50, C. Res. \$3.10; students A. Res. \$4.50, B. Res. \$3.10, C. Res. \$2.40.

BLACK STUDIES LECTURE — "Aboriginal Education," by Margaret Valadian. Presented by Monash Centre for Research into Aboriginal Affairs. 1 p.m.

Lecture Theatre R6. Admission free. Inquiries: ext. 3348.

WILFRED FULLAGER MEMORIAL LECTURE — "Beyond Reasonable Doubt," by Sir Richard Eggleston, Q.C., Chancellor of Monash University. Presented by Monash Faculty of Law. 8.30 p.m. Alexander Theatre. Admission free.

11: LECTURE — "The Society of Friends (Quakers)," by Mr Barrie Pittock. 1.10 p.m. Lecture Theatre R3. Admission free. Inquiries: ext. 3160.

14: MAY MUSIC CAMP — Conductors: Jiri Tancibudek, Henk van Ernat, Lois Shephard. Works by Offenbach, Verdi and Dvorak. 8 p.m. RBH. Admission: adults \$2.50, children and pensioners 50c.

16-18: CONFERENCE — Australian Radiation Protection Society. For further information contact Monash Centre for Continuing Education, ext. 3718, 3719.

16, 17, 20, 21: MUSICAL — "The Pirates of Penzance" by Gilbert and Sullivan. Presented by The Babirra Players. Nightly at 8 p.m. Alexander Theatre. Admission: adults \$3.30, children \$2. Bookings: 277 1707.

18: WORKSHOP — Six Day Water Engineering Workshop. For further information contact Monash Centre for Continuing Education, ext. 3718, 3719.

19: AFRICAN CULTURAL SHOW — "Ngoma" presented by All African Students Union in Australia. Cultural, symbolic, ceremonial dances and songs from all over Africa. 8 p.m. Alexander Theatre. Admission: adults \$2.50, students \$1.50.

20: CLOSING DATE for enrolments in "Efficient Reading." A workshop designed for men and women in middle and upper-level management. 10 sessions each of 1½ hours, commencing in June. For further information contact Monash Centre for Continuing Education, ext. 3717, 3718.

23-24: CONFERENCE — "Computers and the Law." Speakers include Commonwealth Attorney-General, Mr Justice M.D. Kirby, legal practitioners and academics. Sponsored by The Australian Computer Society, The Law Council of Australia and The Law Reform Commission. For further information contact Monash Centre for Continuing Education, ext. 3718, 3719.

23-27: COURSE — On-Line Laboratory Computer Systems. An intensive course in on-line mini-computer and micro-computer systems. For further information contact Monash Centre for Continuing Education, ext. 3718, 3719.

24: FILM — The latest NASA films. Presented

by Monash Astronautical Society. 8 p.m. Lecture Theatre H1. Admission free.

25: LECTURE — Law and the citizen — "Rights of unmarried mothers and children born out of wedlock," by Mr J.N. Turner (Monash). First in weekly series conducted by Faculty of Law. 7.30 p.m. Law Faculty. Admission \$15 (series). Inquiries: ext. 3377, 3303.

26: CONCERT — Beaux Arts Trio. Menaham Pressler (piano), Isidore Cohen (violin), Bernard Greenhouse (cello). Presented by Music Viva. Works by Schubert and Beethoven. 8.15 p.m. RBH. Admission: adults A. Res. \$5, B. Res. \$5; students \$2.

27: LECTURE — "The Foucault Pendulum," with demonstration, by Dr C.F. Moppert. Of special interest to 5th and 6th form students. Presented by Monash Department of Mathematics. 7 p.m. Lecture Theatre R1. Admission free. Inquiries: ext. 2550.

27-JUNE 4: MUSICAL — "Fiddler on the Roof" presented by Cheltenham Light Opera Company. Nightly at 8 p.m. Alexander Theatre. Admission: adults \$3, students \$1.50. Bookings: 95 3269.

28-29: WORKSHOP ON HSC FRENCH — To offer refresher and updating studies in topics directly related to the HSC French syllabus. Enrolments are invited from all secondary teachers of French to HSC level. For further information contact Monash Centre for Continuing Education, ext. 3717, 3718.

## MONASH REPORTER

The next issue of Monash Reporter will be published in the first week of June. Copy deadline is Monday, May 30.

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