

Open Day ...go!

It's on again next Saturday — the humpet-hurling championship of the world!

And again, the Monash Pooh Club hopes to better the world record — now standing at 169 ft. 6 in. (Winnie-the-Pooh would never have a bar of metrics) — as its contribution to Open Day.

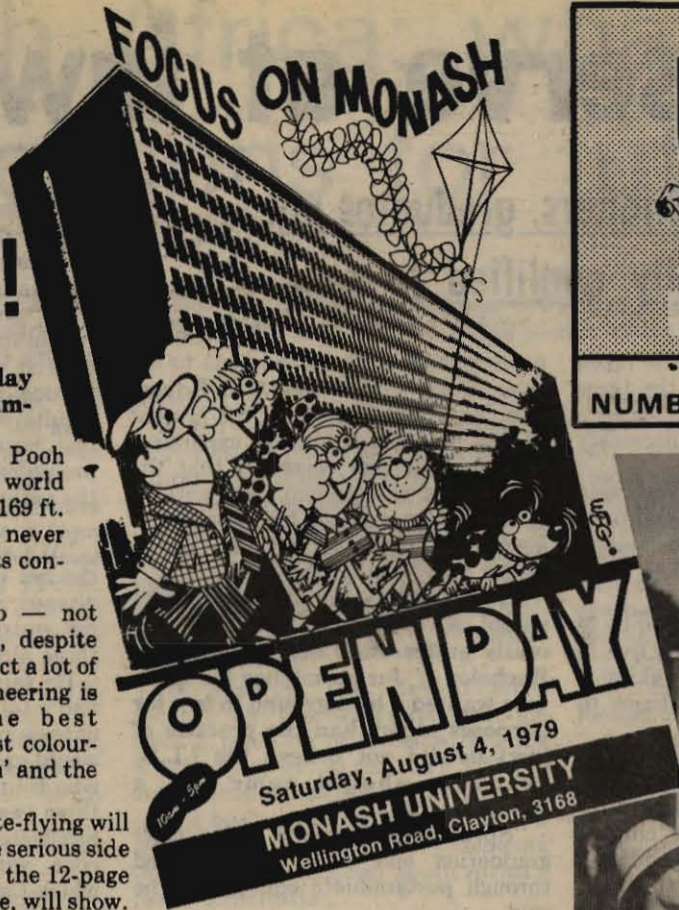
There'll be kite-flying too — not strictly an academic pursuit, despite the cynics, but bound to attract a lot of visitors. The faculty of Engineering is offering prizes for the best aerodynamic design, the most colourful kite, the largest 'wing span' and the greatest height.


But humpet-hurling and kite-flying will be mere sidelights to the more serious side of Open Day — as a glance at the 12-page official program, now available, will show.

Virtually every department in the University will be open and the largest team of counsellors and advisers yet assembled will be on hand to guide secondary students in the sensible planning of their future careers.

The University will be open to the public from 10 a.m. to 5 p.m., and the organisers are hoping for a crowd of up to 20,000.

● Our picture shows aspirants for the humpet-hurling title demonstrating their art to members of the Modern Dance Group. From left, they are: **Mark Bowdern, Gemma Miralles, Hilary Dickson, Greg Marginson and Meredith Taylor.** The Modern Dancers are currently performing daily at the Alexander Theatre. (Photo: Rick Crompton)





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INSIDE

To the year 2000

Representatives of university governing bodies met in Canberra recently for a conference on the theme 'Universities to the year 2000'. A three page feature on that conference begins on page 5.

Rich Victorian dinosaur finds yield firsts

A Monash Earth Sciences student is a member of a team which has made Australia's most exciting recent dinosaur finds — and the first in Victoria for 75 years.

The finds include bones of animals never before known to have existed in this country.

Masters student, **Tim Flannery**, together with colleagues **Rob Glenie** and **John Long**, made the initial discoveries at Eagles Nest, near Inverloch. Expeditions in the coastal area nearby, particularly between Kilcunda and Inverloch, in the last six months have yielded about 60 bones or bone fragments, mostly dating back 110 to 125 million years.

Bones identified

The bones have been identified by **Ralph Molnar**, curator of mammals at the Queensland Museum, and **Tom Rich**, curator of vertebrate fossils at the National Museum of Victoria. With Tim they are about to publish the first paper on the fossil finds.

Tim says that one of the most exciting discoveries has been a footbone of an **Allosaurus**, an awesome carnivorous animal some 12 metres long. No other **Allosaurus** fossil has been identified in Australia.

Other animals identified include less

startling forms such as an **Hypsilophodontid** (a smaller dinosaur about two metres long), a larger herbivorous **Ornithopod**, lung fish and a turtle of a smaller form than is found today.

The area in which the finds have been made is not a new fossil location. It is the site of Victoria's first and, until this year, only dinosaur bone find — by a State Government geologist, **Ferguson**, in 1903.

Tim says that the lack of further discoveries in the area was not for the want of trying.

"The area has been worked by every geologist since Noah, looking for huge bones, skulls and the like," he says.

"But the site isn't like that. The bones we have retrieved have been fragments in cross sections of rocks, distinguishable in the first instance by their darker colouring."

The 'big' find

He does not discount the possibility, however, that a "big" find of more articulated bones may still be made.

The area covered by Tim's expeditions has been based on a close study of



Above: Masters student, **Tim Flannery**, examines a recent find — a bone fragment of a large herbivorous dinosaur. Right: The ferocious, flesh-eating **Allosaurus** which has also been identified in the finds (reproduced from *Prehistoric Animals* by **Ellis Owen**, Octopus Books Limited).

Ferguson's journals by **Rob Glenie**.

The rock in which the fossils have been found is lower cretaceous sediment.

The area, although now part of Victoria's coastline, was a freshwater deposit when dinosaurs inhabited it.

Tim explains that at that time Australia was joined to the Antarctic land mass. The fossil site was once in a valley — part of a huge trough between what was to become two separate continents. The drift of Australia from An-

tartica is believed to have begun 50 to 55 million years ago.

The team has extended its search to a new location — an area of similar deposition near Cape Otway in western Victoria.

While Tim has become absorbed in the work on dinosaurs it is a sidelight to his Master of Science study on kangaroos, including fossil kangaroos. He is looking particularly at the adaptation of kangaroos' feet through time to different environments.

Dean takes serve at lawyers

The Dean of Law at Monash, Professor Gerard Nash, has raised doubts about the intellectual capacity of many practising lawyers and law graduates.

Professor Nash told a student seminar on "The Future of the Legal Profession and the Role of Legal Education" last month: "I believe that too many of today's practitioners, of those with whom I studied law, and too many of the graduates the law schools are producing today are not intellectually qualified to cope with today's world of law, still less with tomorrow's world."

Professor Nash made similar criticisms in an article in the latest issue of the **Law Institute Journal**.

He said that he expected many in his audience would contend that academic capacity was not really the test of a lawyer and that there was much legal aid and similar work which did not require specialist skills.

He said: "I would agree that academic capacity is not the sole test of the lawyer but minimal academic capacity is a prerequisite without which no one can be a good lawyer."

He continued: "Competence is not, of course, judged solely on academic merit. There is more to being a lawyer than absorbing technical information or manipulating that information.

"I believe that a graduate should have the academic capacity to diagnose problems which clients put before him. Across a large area of the law he should know and understand the basic principles applicable; and in other areas he should be able to discover the present state of the law, to find statutory material and case law in completely new fields, to interpret it and apply it."

The basic principles should be contained in the graduate's head and not in his notes.

"He should also know how to communicate with people, how to deal with facts and how to apply the law to the problems of individuals as revealed by those facts," he said.

"I am not sure that our graduates, even the best of them, have all of those qualities at graduation."

Steps to competence

Professor Nash repeated his support for what some others have described as "backward steps" in legal education, as a means of turning out more competent graduates.

Among these were closed book examinations in the basic subjects to ensure that the student had some knowledge of the law and not merely very well indexed photocopied materials; the reintroduction of university fees; provision of scholarships for, say, the top 20 per cent of students; abolition of TEAS and its replacement with a system of student loans; and a tightening of exclusion criteria in relation to Bachelor of Laws students.

He said: "It is the duty of the law schools to turn out people who are competent to practise the law and that does require that the student have a capacity for sophisticated thinking.

"The student should also be tested

'Many practitioners, graduates not intellectually qualified to cope'

in his basic capacity to handle facts, files and people. These are the three essential daily ingredients of a lawyer's diet. At present there is no necessary testing of these skills."

To remedy this Professor Nash said that a clinical component should form a compulsory part of the law degree for those wishing to be admitted to practice.

The ideal, he suggested, would be to upgrade the law degree from a five to five-and-a-half year course, making it the sole requirement for admission to practice.

The fifth year would consist of the Leo Cussen Institute course or its equivalent (which is now taken after graduation) followed by the clinical component, leaving some academic studies until the first half of the sixth year.

Professor Nash said that in the absence of this ideal, which would re-

quire considerable amendment to the rules of the Council of Legal Education, he would like to see the present clinical program at Monash expanded.

He said it was necessary that the faculty test the student's capacity to be a lawyer, not just his capacity to answer examination questions, "before we let him loose on the public".

Professor Nash said that while he would like to see the LL.B. become a really professional degree (with the Bachelor of Jurisprudence for those who wanted a background in law for purposes other than the practice of law) he did not believe the LL.B. graduate should come out a specialist.

"Specialisation should come after graduation and must be developed through postgraduate education," he said.

Professor Nash said that it was wasteful to turn out more lawyers than

the community needed. But, he added, neither the law school nor the University nor the law profession could enter the manpower planning arena.

He said: "In view of the relative unreliability of HSC results as a predictor of who will make a good lawyer, to reduce the intake based on those results would appear to be arbitrary and unreasonable and would clearly prejudice a number of people who in the ordinary course make good lawyers

"We should not restrict entry into the law school in the interests of those already in the law school. We should not restrict output in the interests of those already in the profession."

He said: "I have indicated that if I had a totally free hand uninhibited by outside policies or outside pressures, I would exclude from the LL.B. students who by their performance in the first three years of their course showed an intellectual or personal incapacity to cope with the very high demands which I expect the profession will have to satisfy in the closing decades of this century.

"I did not intend that to mean that entry into the profession should be controlled to keep the numbers down. That is not the role of the University in our present society.

"I do believe we should only turn out people who are competent to serve the needs of the community and to have the skills necessary to compete favorably on the employment market."

Professor Nash said that there was a future for the legal profession with new and exciting fields to be conquered.

"The question is whether we, the academics, and the present and future members of the legal profession have the vigor and mobility to move into these fields or whether we have lived too long in our fortresses."

The law in focus

Nuclear theft freedom threat



The threat of theft and terrorism arising from nuclear proliferation posed possible long term dangers to the fabric of freedom.

Professor of Law at Monash, Professor C. G. Weeramantry, said this on a recent ABC Guest of Honour program. He was speaking on the topic, "Some Legal Implications of Nuclear Technology".

Professor Weeramantry said that thousands of people around the world had the basic knowledge to construct a crude nuclear device. As nuclear stations proliferated in dozens of countries the circle of people possessing this knowledge grew correspondingly.

He said that governments might move to meet the threat of theft and terrorism in a number of ways.

Among these were: intensified surveillance of the nuclear workforce, suspension of habeas corpus and of all provisions relating to freedom from arrest and freedom from search, a grant to the police and military of the widest powers of interrogation, subjection of the entire population to complete surveillance, the tapping of all telephone calls and the scrutinising of all mail, the prohibition of free movement, wholesale evacuations of populations from target areas, suspension of international travel, suspension of press and broadcasting freedom to check panic, the calling out of the military, the freezing of food stocks and the enactment of Draconian anti-hoarding laws.

"Bureaucratic take-overs and policies of secrecy will be the order of the day," he said.

"Should this unhappy state of affairs ever occur it will leave a lasting

scar on freedom."

Professor Weeramantry said that the extreme risk involved in atomic power had resulted in legislation conferring powers in time of peace hitherto only justified in times of war or emergency.

He said that the British Atomic Energy Authority's Special Constabulary was an armed force with power to arrest on suspicion.

In Australia, the Atomic Energy Act of 1953 rendered a person liable to a heavy fine or a prison sentence in the event of hindering or obstructing uranium mining. It also provided for search and arrest without warrant and granted the government and Atomic Energy Commission immunity from proceedings arising from wrongful arrest, detention and search.

Professor Weeramantry said: "The Act is not a dead letter. In fact it was the subject of careful amendment in 1978 in matters not affecting the generality of these powers. Such legislation is an index to the way in which nuclear energy can introduce a drastic note into peacetime legislative enactments.

"The requirements of extreme security can also result in a withdrawal of matter from parliamentary discussion. In the UK, for example, none of the following topics may be discussed in Parliament: the movement of plutonium around the country, the activities of the Atomic Energy Authority's Special Constabulary, the Security Service surveillance of individuals."

Conference venue has busy time

Normanby House — a venue for continuing education activities at Monash — has hosted about 20 conferences since it opened in March.

The conferences have varied in length from one day to one week.

Normanby House, formerly Marist College, is managed by the University's Centre for Continuing Education chiefly as a venue for conferences, seminars, training courses and other educational activities.

As well as University departments, its facilities are available for use by outside groups.

Normanby House, opposite the Halls of Residence in Normanby Road, has 10 meeting rooms, single bedrooms for up to 98 people, a dining room, attractive courtyard and off-street parking for 30 cars.

A full list of the services offered and details of rentals and charges are contained in a brochure now available. For further information contact Dr Jack McDonnell on 541 0811 ext. 3716 or Mrs Noelle Wengier, on a Tuesday or Friday, on ext. 3930 or 3713.

South Africa: what are the options for future?

Will South Africa spark a conflagration engulfing the African continent and, possibly, the rest of the world? Is there a more optimistic possibility for inevitable change in the white dominated society? What are the limits of peaceful change?

Not new questions, perhaps, but ones which continue to draw the keen and nervous consideration of world leaders.

They are questions, too, which have received scholarly attention from Professor Winston Nagan, professor of Law at the University of Florida. Professor Nagan is a visiting Fulbright Scholar in the Monash Law faculty until the end of the year.

South Africa has a special significance for Professor Nagan.

He was born in Port Elizabeth and studied for his first degree, a Bachelor of Arts, at the University of South Africa.

In 1964, however, he left South Africa "hurriedly".

He explains: "I am what the government there terms a Cape Coloured. In 1964 I won a scholarship to Oxford — an unusual event for a non-white and not entirely welcomed by the authorities.

"I felt it necessary to leave the country before the authorities could connect me with activities of the National Union of South African Students with which I had become involved."

He has not been back since.

Professor Nagan is now a citizen of the United States and refers to the US as "my country". He can still refer to the country of his birth as "home", however.

He says: "In a way, arriving in Australia has been like coming home. Let me be quick to explain that I mean that in a superficial sense only, in the sense that both here and in South Africa there are visible English colonial aspects such as the architecture — and cricket."

He is eagerly anticipating the next cricket season so he can play his first game in 12 years. In the meantime he is attempting to work out Australian Rules.

The South African political situation is an abiding interest of Professor Nagan and has been the subject of several major papers written by him in the last 12 years. In them he has examined such aspects as the lawyer and civil rights in South Africa and the black American attitude to apartheid.

But his principal interest in law lies in private international law and comparative family law and it is on these topics he will be conducting seminars at Monash.

Perhaps Professor Nagan's most comprehensive analysis of the future of South Africa appears in a chapter, 'Carter's Foreign Policy: The Limits of Peaceful Change', written recently for the book, *Southern Africa: The Stakes and the Stance*.

In the chapter he examines the power structure in South Africa, the moves toward change and looks at the country in its regional context. He maps US foreign policy in regard to the country.

From the material he marshals he constructs two possible models for the country's future: "the most optimistic construct" and "the most pessimistic

construct".

Which one will eventuate depends largely on the role of the South African whites not bound up with notions of Afrikaner nationalism.

In the former prediction he sees, in the first instance, a gradual intensification of violence with outbreaks of terrorism in urban areas directed particularly at the security police informer network.

He predicts that deteriorating security may provoke a strong reaction from a coalition of forces within the white power structure. More enlightened Afrikaners might combine with a business sector committed to a more liberal outlook and key elements in the army to suspend South Africa's racist constitution.

This suspension would be followed by a great convention which would set about gradually dismantling the garrison security state, instituting a rule of law based on a constitution embodying a Bill of Rights, releasing political prisoners, abolishing all torture, declaring amnesty for all exiles and political parties in exile and allowing them to participate in the national convention.

Contained tension

What would emerge from such a convention in the first instance would most probably be a structure in which no group received everything it bargained for.

He says: "It would be a system of controlled tension. The hope would be that wise leadership could yield a greater sense of national purpose than a mere containment of racial tension."

In the "most pessimistic construct", Professor Nagan sees an exodus of whites from South Africa leaving only those dedicated to Afrikaner nationalism and concepts of white supremacy.

To these people the meaning of the words "compromise" and "negotiation" are unknown. In deciding to "go it alone" he predicts they would seek to maintain their power and authority by the increased use of force.

Professor Nagan says the real danger then lies in the possibility of a major racial war, and in the country's possible use of its nuclear capability. The international implications of such an outcome could, indeed, be far-reaching.

Professor Nagan says that the US Government is committed to peaceful change in South Africa and he praises the role of Andrew Young, Ambassador to the United Nations, in sensitising the US and world public opinion to the issue of racism in international affairs.

But he says there are limits to the possibility of change being achieved peacefully.

The principal limit is imposed by the South African government itself which excludes or severely restricts the advocacy of change by constitutional means — jailing, torturing or exiling those who challenge the system. "To

talk about peaceful change or transition in such a setting is to ignore the psychological, social and political facts that underpin the essential nature of apartheid," he says.

Professor Nagan is currently completing a book on *Private International Law and the Family* — a comparative perspective, the topic of his Yale doctorate.

Private international law is the law which regulates problems which have a foreign element.

At Monash Professor Nagan will conduct seminar sessions on problems in family law.

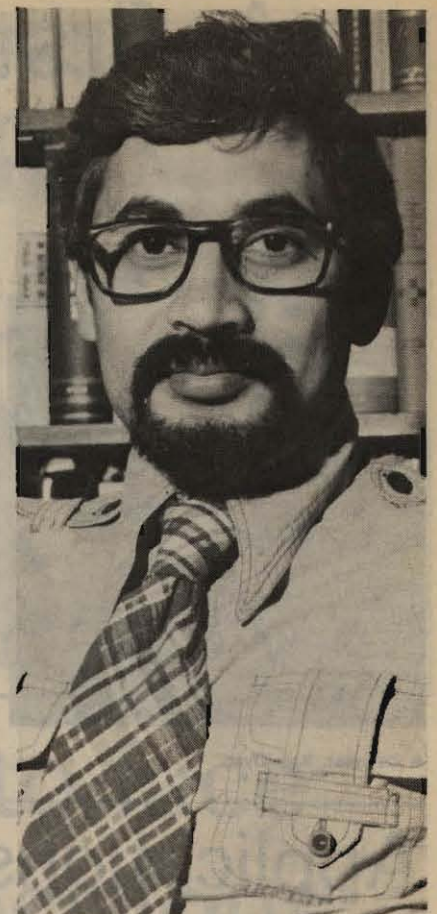
He views "the family" and "marriage" in a broader perspective than a strictly "legal" definition would allow.

He says: "The family is one of the major social inventions concerned with the control and regulation of the emotional, material and moral life of the individual. But there are other institutional forms which may do the same thing and these should be scientifically studied too. I attempt to examine these forms in a descriptive sense and then ask moral questions."

His wider approach to "the family" and "marriage" enables him to rationally assess such forms as cohabitation, open marriage, contractually limited marriage, group marriage, homosexual and trans-sexual relationships and the like.

He has coined the description "affection units" rather than "family" to apply to these relationships.

He says: "An affection unit designates a relationship that is comparatively stable, established voluntarily and in which the primary but not exclusive goal is the giving and receiving



● Professor Winston Nagan ... Fulbright scholar at Monash

of affection; that is, the exchange of positive sentiments."

Professor Nagan explains that his approach may have more use in societies (which honour a high degree of cultural pluralism and individual autonomy) where informal de facto relationships appear to be widespread (e.g. the U.S., Sweden), and less use in, say, Australia.

He says: "In the U.S. there appears to be apprehension about the survival of traditional values and institutions (like the family) as a result of the impact of accelerated social and technological changes.

"While family patterns tend to be relatively stable in Australia, Americans are increasingly asking the question: 'Can the family as traditionally understood, survive?'"

Monash man to head Menzies Foundation

Professor Sir Edward Hughes, chairman of the Monash department of Surgery at the Alfred Hospital, has been appointed foundation honorary director of the Menzies Foundation for Health, Fitness and Physical Achievement.

The University is also making available facilities within the department of Surgery for the Foundation's work.

The Foundation is to be established with funds raised by the Sir Robert Menzies Memorial Trust, set up this year to honor the former Australian Prime Minister who died on May 15, 1978.

The proposal for a Foundation concerned with improving the level of fitness and health in the nation, developing and improving our achievement in sport, and fostering the enjoyment of sport and recreation, was first drawn up by Sir John Loewenthal, of the department of Surgery at Sydney University. Sir John is chairman of the National Heart Foundation.

Sir John suggested a research program into physical medicine and rehabilitation as one method by which

the Foundation could achieve its aims. Such research, he said, was at "a low ebb" in Australia.

He suggested that such research should be associated with a major centre of learning and health care — preferably a university teaching hospital.

He said another of the Foundation's tasks should be to launch a public education program.

Satellite talk

The proposed Australian communications satellite, in the news recently, will be one of the topics for discussion at a free public session being organised by the Astronautical Society on Thursday, August 2.

The session will be addressed by Mr Don Kennedy, from the planning branch of the Overseas Telecommunications Commission in Sydney. Mr Kennedy will talk on developments in communication satellites.

The lecture will be held in S3 and start at 1.15 p.m.

A first: two prestigious 1851s in one year



● Chemist, Ken Dyall

Two Monash students have been awarded prestigious "1851" science research scholarships this year.

They are Hamish McCallum, 22, and Ken Dyall, 24.

Only nine such scholarships are offered to "overseas" postgraduate students each year by the Royal Commission for the Exhibition of 1851 in London. The awards are open to students in universities throughout the British Commonwealth and in what were British Dominions at the time of the great scientific exhibition in the Crystal Palace — Ireland, Pakistan and South Africa.

While other Monash students have been awarded 1851s in past years and several members of staff are past winners, it is the first time that two have

been awarded to Monash students in the one year.

Says the Vice-Chancellor, Professor Ray Martin (himself an 1851 overseas scholar from 1949-51 and an 1851 senior scholar from 1952-54): "It is indeed a rare honor for Monash that two of its students should be awarded such a scholarship in the one year. It is indicative of the exceptionally high standard of research and research training being conducted in this University."

Hamish McCallum completed a Bachelor of Science degree with first class honours in zoology last year and has been working since as a technical assistant in the Zoology department. Hamish, who combined an interest in mathematics with zoology in his study, was awarded the A.R. Wallace Prize for research competence in his final year.

He leaves Melbourne this month for London where he will begin study for a Doctor of Philosophy degree at Imperial College at the end of September. He will work with the zoologist, A.M. Anderson, and expects that this study will take him three years.

Hamish's interest is in population ecology. For his Ph.D. he intends looking at the relationship between parasites and fish, examining such aspects as the control parasites have over the life span and reproductive capacity of fish.

He will be testing in the laboratory the validity of current theory.

Hamish demonstrated this interest in testing theory against natural history in his honours work too. In that work, which was supervised by Professor J. M. Cullen, he investigated a theory that fish make substantial energy savings by swimming in schools.

His project involved examining the behaviour of yellow-eye mullet, a typical schooling fish, in a flume in a laboratory and extensive computer manipulation of the data gathered from his observations.

His conclusion was that the fish did not gain energetic advantages by schooling — a view supported by an overseas study conducted at the same time.

Ken Dyall intends taking up his 1851 scholarship for two years at Oxford University, working with Dr Ian Grant in the department of Theoretical Chemistry.

Ken completed his Bachelor of Science degree with first class honours in chemistry in 1975. In that year he won the CSR Chemicals Prize for the top student.

For the last three years he has been working towards his Ph.D. at Monash under the supervision of Dr F. Larkins. He intends completing the degree before travelling to England early next year.

Ken's work has been on a "formidable research problem", in the words of a senior staff member of the Chemistry department.

Ken explains: "I have been looking at models of atomic structure and attempting to describe the process which takes place when an electron is removed from an atom."



● Zoologist, Hamish McCallum

He has been examining the non-relativistic model to date and intends now looking at relativistic effects.

He says that his work has relevance with work on lasers and nuclear fusion.

The 1851 Scholarships have a rich historical background and number among their holders some of the world's most distinguished scientists.

The overseas scholarships are awarded annually as one of the activities of the Royal Commission for the Exhibition of 1851, the President of which is the Duke of Edinburgh.

The Commission was set up in 1850 by Prince Albert to assist the Society of Arts with plans for the grand "Exhibition of the Works of Industry of All Nations" to be held in London the following year.

The exhibition was enormously successful, financially not the least. It made a profit of 186,000 pounds.

The Royal Commission was retained as a permanent body to create an exhibition legacy with the surplus funds by "promoting the knowledge of science and art and their application in productive industry".

A chief means by which this has been achieved has been establishment of an estate in South Kensington in London as a locality for first-rate educational institutions.

This estate has been home during the years to institutions such as the Victoria and Albert Museum, the School of Naval Architecture and Engineering, the Royal College of Art, the Natural History Museum, the Science Museum, the Royal Albert Hall and the Imperial College of Science and Technology.

The Commission has also promoted its aims by the scholarships scheme. There are two main awards — fellowships for UK researchers and the overseas scholarships. The first were offered in 1891.

A recent Royal Commission publication explains the significance of the overseas scholarships: "They have enjoyed a unique prestige ever since one of them enabled Lord Rutherford as a young man in 1895 to leave his university in New Zealand in order to study at Cambridge where he began the series of researches which brought world-wide fame . . ."

"There is no doubt that the small army of scholars trained under the auspices of the Commissioners has had an immense influence upon scientific thought and progress, not only in the Commonwealth but throughout the scientific world."

Applications open for Woman Graduate of Year scholarship

Applications are now being invited for the Caltex Woman Graduate of the Year Scholarship.

The scholarship — one is awarded in each state and the ACT — is tenable at a university or tertiary institution overseas or, in appropriate circumstances, in Australia.

The scholarship is for a maximum of two years and is worth \$5000 a year.

Criteria for selection include: high scholastic attainment; the ability to communicate ideas verbally and in writing; social awareness; achievements in other than the academic area; sense of purpose; and potential for future influence on the Australian community.

The conditions of eligibility are:

- Candidates must be Australian female citizens or have resided continuously in Australia for seven years.

- Candidates must be students, of any age, who will complete a degree or diploma course in an Australian tertiary institution in 1979. "Completion" means completion of the normal course work even though the award may not be conferred until 1980. In normal cir-

cumstances, preference will be given to those completing a first degree or diploma.

The successful candidate will be responsible for finding a place in the tertiary institution of her choice.

Applications close on September 30 but prospective applicants have been advised they will need to start the application procedure well in advance.

In the first instance those interested should contact the Academic Services Officer, Mrs Joan Dawson, on ext. 2555 (in August) or ext. 3011 (in September).

The honorary secretary to the Victorian selection committee, Mr J. D. Butchart, the Academic Registrar, will conduct interviews during August and September to advise each applicant on the method of application.

Last year's Caltex Woman Graduate of the Year in Victoria was Monash science graduate, Wendy Watts. Wendy secured entry to Cambridge University where she will be studying for a Ph.D.

The Royal Society of NSW "The Edgeworth David Medal" — 1979.

The award is made for work done mainly in Australia or its territories contributing to the advancement of Australian science. Nominations close with the Academic Registrar on Friday August 10.

Archbishop Mannix Travelling Scholarship.

Open to graduates for two years postgraduate study overseas. Value \$6000 p.a. Applications close at Melbourne University, September 30.

Gowrie Postgraduate Research Scholarship.

For graduates. Tenable for up two years. \$2000 p.a. in Australia, \$2750 p.a. overseas. Applications close October 31.

National Heart Foundation — Vacation Scholarships

Available to undergraduates to undertake research projects related to cardiovascular function and disease. Tenable for six to eight weeks. Value: \$70 a week. Applications close October 1.

SCHOLARSHIPS

Applications are now open for 1980 Rhodes Scholarships.

The scholarships are tenable for up to three years at Oxford University.

Students who expect to complete their first degree this year and who will be under 25 on October 1, 1980 are eligible to apply.

Scholarship benefits include a 2500 pounds a year allowance, college fees and travel expenses.

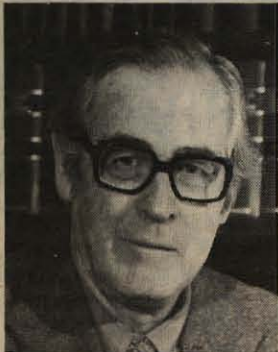
Students interested in applying should contact the Academic Registrar's secretary, Miss V. Twaddle, on ext. 2008, before August 17.

The Reporter presents below a precis of details of other scholarships for which applications are currently open.

More information can be obtained from the graduate scholarships office, ground floor, University Offices, ext. 3055.

Universities to the year 2000

Early in July, representatives of all 19 Australian universities met in Canberra to discuss the future of universities over the next 20 years. Basis for discussion at the conference — only the second of university governing bodies ever held in Australia — was the report of the Williams Committee of Inquiry into Education and Training. On the next three pages, *Monash Reporter* presents reports from the conference ...



● Sir Richard Eggleston

Governing bodies to face important policy decisions

University governing bodies could be expected to be involved to an increasing extent in the decision of important policy questions, Sir Richard Eggleston, Chancellor of Monash University, told the recent conference in Canberra of university governing bodies.

This applied especially to the kind of problems envisaged in the Williams Report, he said.

Sir Richard said that the impact of the problems of the 1980s would vary from institution to institution.

"Overall, there is likely to be a diminution of the scale of activity, but some universities will feel it less than others," he said.

"But even where there is no actual shrinkage imposed, the necessity to innovate in some directions if the institution is not to stagnate will itself exert pressure to eliminate or reduce some other areas of activity.

"Existing machinery for the allocation of resources can be expected to cope with most of these problems," he said, "but in the last resort, if it does not, Council will have to decide.

"What is more important, it is Council's duty to protect the weak and underprivileged, and if in the reallocation some important activity seems to be losing ground because in the academic sphere it does not carry a big enough punch, there should be watchdogs who will ensure that the public interest is not sacrificed.

"The increasing 'industrialisation' of academic trade unions presents problems of another sort, with potentially serious financial implications, and perhaps equally serious problems of morale."

Industrial relations important

Sir Richard said industrial relations were becoming a more and more important aspect of university government.

"Some years ago I commented on the relative freedom of academics from the tyranny of the clock," he said.

"I am very much in favor of the theory that if great work is to be done in universities, that sort of freedom must be preserved.

"In every organisation there will be found some who abuse their privileges, and it may be easier to do so in a university atmosphere than in a manufacturing or commercial operation, where output can more easily be measured.

"But," he warned, "if academic staff continue to insist that their activities should be considered as industrial, it will be necessary for governing bodies to consider whether correlative obligations should not be laid on the academic staff, and the first freedom which is likely to come under scrutiny is the freedom to stay away from the institution."

Sir Richard said public disenchantment with higher education had made it impossible for univer-

sities to set their own standards and expect the public to accept their decision.

"A substantial part of the Williams Report is devoted to a consideration of the efficiency of tertiary institutions and to the measures which can and should be taken for the assessment of efficiency, not only to the staff, but of the institution as a whole," he said.

"This involves such matters as the evaluation of courses, the investigation of attrition rates and their relationship to entrance requirements, the training of lecturers in the art of educating, and the assessment of their performance, and similar matters.

"Initiatives in these matters may come from academic boards, but if they do not, it is the responsibility of Councils to take a hand."

Sir Richard said there were internal constraints on the ability of governing bodies to meet these problems.

The first was the traditional reluctance to interfere with the decisions of academic boards. He believed this would tend to disappear under the pressure of events.

The second, which was more difficult, was the constraint imposed by the nature and composition of the Council.

"Councils are already large to the point of being unwieldy," he said.

"But we need a greater number of laymen to man the committees which will have to do the work, and the more 'representative' the Councils become, the more difficult it is to make detached and responsible decisions.

Self-evaluation praised

There was much to be said for the view that evaluation of the academic work of universities was best left to the institutions themselves, Professor P. H. Partridge, Chancellor of Macquarie University, told the conference.

He said there were great difficulties in seeing how external authorities, especially statutory bureaucratic ones, could gain the confidence of institutions concerned sufficiently to make the enterprise feasible.

Professor Partridge said he saw great merit in the well organised systematic reviews of sections and aspects of a university's work that the Australian National University had been carrying out.

"The institutionalising of internal inquiry, criticism, evaluation does, I think, tend to erode the inhibitions that members of staff usually feel with respect to criticism of their colleagues," he said.

"In particular, if 'industrial' problems press in on us as they have been doing, there will need to be some sort of executive to advise the Vice-Chancellor, on which staff members are not represented and have no right to attend as observers."

Sir Richard said the third constraint is one which may not be as acute in some universities as in others.

"If the tasks that have been foreshadowed are to be undertaken, it will be necessary to devise machinery, where it does not already exist, to enable independent consideration by the Council of policy matters now either handled by academic boards or not handled at all by anybody," he said.

"Sometimes it will suffice to appoint an ad hoc committee. We have such a committee at Monash reviewing the whole question of university government, starting with the headship of departments.

"Is there, however, a case for the creation of a permanent Education Committee of Council, charged with the responsibility of reporting to Council on the sort of questions I have been discussing?"

"I do not, of course, mean to suggest that such a committee should not have academic representation, nor that the views of the academic board should not be sought at all stages.

"What we do need is a body on which lay members of Council can participate in a study in depth of the important problems that lie ahead.

"At the same time, we do not want to interpose a new committee in the consideration of matters that are quite adequately dealt with now by the normal processes."

He said he had been involved in one such ANU review, into the Faculty of Asian Studies.

"I thought the inquiry was amazingly free and thorough, the discussion of strengths and weaknesses, even of personalities within the faculty, amazingly frank," Professor Partridge said.

"That kind of organised internal assessment has very great promise indeed and it seems to me, to promise quite valuable results."

In the discussion which followed, the Chairman of the Tertiary Education Commission, Professor P. H. Karmel, said the TEC had some funds for evaluative studies and it would like to encourage the sort of reviews the ANU had been doing.

The TEC had received only one proposal for a similar type of review, and it was going ahead. He expressed the hope that there would be more.

The Education Minister speaks:

Staffing problems a present 'inevitability'

Universities and colleges faced some very real problems, particularly in the areas of staffing and redundancy, the Minister for Education, Senator J. L. Carrick, told the conference.

He said these problems were inevitable against the static demographic background and gross overestimates in teacher training programs in the past.

Senator Carrick said that throughout many western countries, education had tended to proceed by "splurge and squeeze," with very severe cutbacks resulting from current economic conditions.

"In Australia," he said, "we have tended towards a more stable progress."

"This is conducive to an atmosphere of reflection and reform. The vital element for the tertiary area is the current restoration of triennial funding for recurrent purposes. This enables sound forward planning."

"In periods of economic restraint, capital programs tend to be constricted and this has happened here."

"However the real capital growth in universities and colleges has been achieved in past years and the capital restraints are therefore not as significant today."

"Recurrent funding will be constant in real money terms in universities, colleges and schools in 1980. Against this background, essential reforms may be achieved."

Senator Carrick said the Williams Committee had made some valuable predictions of educational populations and expenditures in the decades ahead.

"They will be very useful references," Senator Carrick said. "At their most modest they contemplate significant increases in expenditure."

Senator Carrick recalled that the Williams Committee had stated: "Education is a continuing and changing process and it should be kept under continuing review."

All under scrutiny

Senator Carrick said: "This is a job for us all. We are all under public scrutiny, as to the relevance of our work and its basic quality."

"Australia has a university system of world standard. Against that background, we should not be reluctant to confess the defects that are there and that can be rectified."

Senator Carrick said the Williams Committee had not recommended significant structural changes, placing its emphasis on reform by constructive evolution.

As a result, it had not captured the headlines, but nevertheless the Williams reforms would make a massive impact on the whole education spectrum.

He said he fully agreed with the report's emphasis on the special nature of universities and its aim of seeking to preserve and strengthen universities in their discrete character.

Discussing the implementation of the report, Senator Carrick said the Federal Government had set up a Cabinet committee under his chairmanship, assisted by an interdepartmental committee, to consider all aspects of the Williams report and to report back to Cabinet later in the year.

"It is already clear that this is not just another report to lie in the dust of the bookshelves," Senator Carrick said. "The process of its implementation is significantly advanced."

"A special meeting of the Australian Education Council was held in Melbourne on June 29 to consider aspects of the report relevant to state education authorities and to federal/state relations."

"Worthwhile progress was made and further consideration will be undertaken at the Perth meeting of the A.E.C. in October this year."

The Governor-General's view:

More merit must be given good university teachers

The Governor-General, Sir Zelman Cowen, made a plea for greater recognition of good teachers in universities, when he opened the Conference of University Governing Bodies.

Sir Zelman, a former Vice-Chancellor at both the University of New England and the University of Queensland, said that throughout his years at universities he had been deeply concerned with the importance of teaching.

"My experience overseas, in Oxford and in the great American law schools, was one in which the best and most distinguished committed themselves to undergraduate teaching roles," he said.

"With us, it was said by some, that in promotion and academic reward terms, there was inadequate encouragement for teaching. It was said that 'teaching' quality could not be measured, as a written research output could be measured, both quantitatively and qualitatively."

Sir Zelman said that "there has to be some system of reward for the dedicated teaching and mentor service which enthuses and commits students, and which sets them on the path from which honours, postgraduate and research students emerge, so as to give meaning to the proclaimed role of the modern university."

He said: "The Williams Committee makes recommendations about selection procedures, about study of attrition rates, about better teaching, particularly



Universities to the year 2000

for first year students, and more generally.

"This involves, in the case of tenurable appointments, a greater assurance of satisfactory procedures before tenure is granted."

"Before the winds grew colder in the universities, there were arguments about the onus of proof in the grant of tenure."

"My experience, in receiving reports from tenure committees was that in marginal cases, they were reluctant to reach a final decision against tenure, preferring to postpone it for yet another year, against the hope that the probationary appointee would make good."

"Nothing is more important to a university than the quality of its academic body."

"One of the best assurances of good teaching will be greater esteem, and better reward for good teaching performance."

He said: "No-one, I think, will question the importance of and emphasis on honours and postgraduate work and research as a central and distinctive activity and role of universities, but it must not be allowed to devalue the importance of the undergraduate work that the university undertakes."

"Specifically, I believe that the most eminent, the best and the most experienced members of the academic body should play an important and committed role in the teaching of undergraduates."

IN BRIEF . . .

Protect strong

University governing bodies should protect the strong researchers from the weak — their steeples of excellence from their mud huts of mediocrity.

That is the view of Professor Brian Anderson, who spoke on The Research Role of the University.

Professor Anderson, Professor of Electrical Engineering at the University of Newcastle, is a Fellow of the Australian Academy of Science and a member of the Australian Science and Technology Council.

Professor Anderson stated that protecting the strong researchers from the weak often amounted to

protecting the less political members of the university from the more political. And that could even mean protecting people of whom university administrators saw little from people they saw a lot of.

Professor Anderson presented a checklist of questions which he commended to university governing bodies: "What meetings do you have with your best researchers? Are they only when jostling in an academic procession on graduation day, or, before every council meeting. Some meetings I believe are highly desirable if you are to really understand the hopes of your researchers."

Employer links

Stronger bridges should be built between employers and universities, Professor F. R. Jevons, Vice-Chancellor of Deakin University, told the conference.

But because there would not be a dramatic in-

crease in the resources devoted to careers advisory posts in current economic circumstances, the most realistic way to strengthen careers advisory functions would be to draw more academic staff into the field.

Professor Jevons said there should be a two-way influence between universities and employers.

He said: "If universities can persuade employers to recruit more graduates they would not be just bumping nongraduates a few rungs further down the ladder of job opportunities but they would be improving the performance of the whole system."

"They would therefore be serving the common good not merely the interests of one sector of the population at the expense of another sector."

"As for the academic side, I believe if there were greater awareness of the labour market among university staff it would become recognised that the distinction between liberal and vocational education is one that it is better to blur than to sharpen."

The keynote address

INCREASED FUNDS A KEY TO IMPROVED QUALITY OF UNIVERSITIES: WILLIAMS

It would be a formidable undertaking to improve the quality of universities during the next 20 years, Professor Bruce Williams told the conference.

Professor Williams, Vice-Chancellor of the University of Sydney, was the Chairman of the Commonwealth Committee of Inquiry into Education, Training and Employment and the keynote speaker at the conference.

Referring to the problem of improving the quality of universities, Professor Williams said finance was an essential instrument of policy and there was a need to increase it.

"Councils and academic boards will need to give a more concentrated and specific attention to objectives, to the essential features of university autonomy and academic freedom, and to ways of making best use of available resources," he said.

"And Councils would be well advised to give more attention to keeping the community and their elected representatives in Parliament informed of the nature of their stewardship."

Professor Williams said there had been a tendency in all countries for Parliaments to respond to larger grants for universities by demanding that they be more accountable.

"That is both understandable and potentially dangerous," he said.

"The effectiveness of the concern of universities

for reason, for the adventure of ideas, for the search for truth depends on a substantial measure of autonomy.

"The best safeguard of that autonomy is effective performance in terms of university values and a capacity to establish it.

"The committee concluded that Councils of universities have not been sufficiently active, or thoughtful, in reviewing performances and in establishing — as far as it lies within their powers to do so — optimal conditions for effective performance.

Performance check list

"The committee had no difficulty in agreeing that there is no simple way to evaluate the quality and efficiency of the system, but it provided a check list of issues to be considered and of questions to be asked and, possibly, answered.

"It is not only the persistent calls for inappropriate forms of accountability that will place a greater and more difficult burden on the governing bodies of universities.

"The prospective small growth in the number of students and staff will make it much more difficult than in the past 30 years to change curricula, to in-

roduce new subjects, to recruit the brightest young scholars and researchers of each generation — at a time when it is reasonable to expect that knowledge will expand rapidly and that in the process many established theories will be disestablished."

Professor Williams said one answer to the question of how the committee viewed the evolution of universities till the end of the century, was that it envisaged the completion of the move started after the Murray Committee report towards a higher proportion of honours and post-graduate students, and towards a greater emphasis on research activities.

He said the committee's emphasis on research students and the research activities of staff was explained partly by the importance of research applied to new technologies, to the improvement of the environment, health and social life generally.

It was also partly explained by the importance to university life of the challenge of unsolved intellectual problems, however far solutions might appear to be removed from so-called "practical problems".

"The balance between the two aspects of research policy is unlikely to be the same in all universities, but it is important to sustain both activities," he said.

"That is why we advocated bigger basic university research grants and ARGC grants as well as second tier URG grants and an increase in sponsored research projects."

Caution urged on funding scrutiny

A leading British educationist, Dr William Taylor, warned the conference of dangers which could follow a too successful investigation of the way grants are allocated to universities.

Dr Taylor, who is Director of the University of London Institute of Education, came to Australia specifically to address the conference.

He said demands for greater openness were commonplace at present, and everyone was in favour of more open government and administration. But there was a need to be careful.

"I understand your Public Accounts Committee is currently examining the work of the Tertiary Education Commission," he said.

"There is considerable pressure on such organizations today, consistent with a press towards open government and accountability, to make explicit the basis on which they allocate resources. Now I do not myself believe that it would be advantageous for either the general public or the universities to know exactly how their grants are calculated.

"It is often argued that to give reasons only increases the possibility of time-consuming and profitless questioning and dispute. Perhaps so, but this is not my main ground for preserving confidentiality.

"To make detailed information available on the calculation of grants would reduce university discretion, increase the authority of the body responsible for distributing funds and diminish its capacity for responding to the needs of system and society as these manifest themselves in university submissions.

"A university that knew in advance that particular activities would optimise claims to consideration might stress these aspects of its submission at the expense of academic and social priorities that arose from disciplinary and professional considerations.

"At present, although central bodies give general policy indications from triennium to triennium, they also respond to new needs and ideas that arise from institutions themselves.

"If universities knew exactly where the best pay-off lay, the possibility of such needs and ideas being articulated and included in a submission would be diminished. It is not invariably the case that the interests of society are best served by the absence of confidentiality and dissemination of additional information."

How the \$ is spent

Dr Taylor put considerable stress on the fact that fundamental changes take place in the content of higher education within apparently unchanged structures.

This kind of change was continuous, he said.

"As the research findings appear, the books are written, the conferences take place, the beneficiaries of sabbatical leave return to their posts, so intellectual paradigms are modified, content and methodology adapted, syllabuses and examination papers rewritten.

"This ongoing process never makes the headlines, seldom forms the subject of even a chapter in the Report of a Committee of Inquiry. But without some measure of political understanding of and sympathy for the internal dynamics of change in the university, the most well intentioned structural reforms are likely to fail to achieve their purposes.

"Our administrative concern with form rather than content allows the discussion of change in the universities to be dangerously over-simplified in terms of conflict between traditionalists and progressives, conservatives and reformers.

"In fact, the experience of university or college for the individual student is little affected by the great debates on organization and control, on sources of funds and patterns of administration.

"For students, what matters is the quality of the academic encounter with teachers, the nature of relationships within classroom or department, the extent to which what is spoken, read, practised, demonstrated and discussed represents the best of current knowledge and understanding in a field of enquiry, and can be shown to have relevance to a future occupation and personal identity.

"Too much of the energy left over from the real work of teaching and research is wasted on debates conducted within a framework of sterile positions labelled elitist and democratic, relevant and academic, theoretical and practical, open and closed — terms which facilitate our discourse at the cost of trivializing our understanding."

Body to assess value for money

The Federal Parliament's Public Accounts Committee would not just be concerned with looking at audited accounts when it began its investigation into the funding of tertiary education in Australia.

This view was expressed by Professor P. H. Karmel, Chairman of the Tertiary Education Commission, during discussions at the conference.

Professor Karmel entered the debate after the view had been expressed that the PAC would mainly be concerned with looking at accounts, and would not be involved in attempting to assess quality.

Professor Karmel said: "The PAC is concerned with looking to see whether the Commonwealth is getting value for money. It is not concerned with audited financial statements."

He said it would be asking whether the money provided by the Commonwealth was being spent in an economical way and whether institutions were meeting their objectives by producing quality graduates and quality research.

"The PAC will go to the heart of those matters," Professor Karmel said.

Mr Justice Smithers, Chancellor of La Trobe University, said he did not understand how the PAC was going to determine whether they were getting value for money.

He said universities had to be trusted. They did a tremendous amount of work which no one but the people doing it could assess. The universities in some way had to exude bona fides, to exude an attitude of integrity.

The shape of libraries will change dramatically in the next few years, according to Monash University Librarian, Mr Brian Southwell.

"The time is coming when libraries will no longer be collections of books in particular buildings," he said. "The fuzzy edges of the buildings are going to get fuzzier; our books will be in other places . . . other people's books will be in ours. Our staff may even be in other places."

Mr Southwell was addressing a joint Staff Associations' meeting on 'Employment in universities and new technology' on July 4.

He answered a series of questions on the implications for employment in libraries of the introduction of joint systems for automated cataloguing through CAVAL (Co-operative Action by Victorian Academic Libraries).

Mr Southwell said that CAVAL offered considerable advantages in reducing cataloguing chores, in reducing expenditure on unnecessary duplication of book purchases and in opening up access to other libraries.

'Push-button' service?

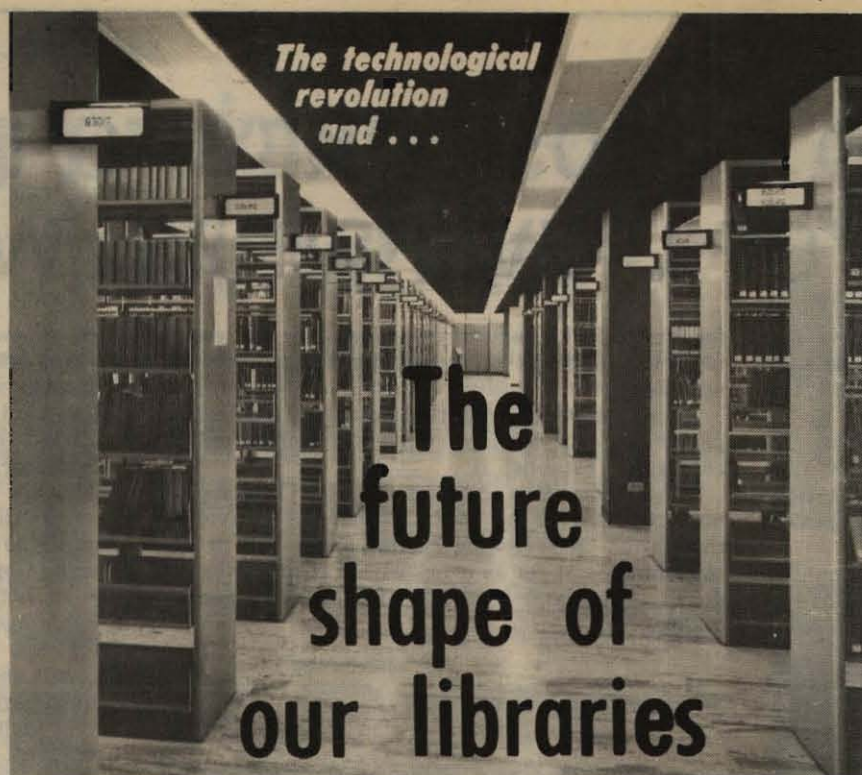
As more and more catalogues were committed to machine-readable form, the time would come when staff in other parts of the University would not even have to visit the library to see if a book were in stock. Copies of the catalogue could be placed in every department and it would be possible to learn the whereabouts of a given volume "simply by pressing a button".

An immediate staffing effect of the developing system would be that fewer people would be required to maintain and update cumbersome card indexes but, depending upon the rate at which changes came about, it was expected that 'natural attrition' would solve any problems of redundancy.

Mr Southwell said that currently two groups in the library were looking at possible future staffing problems.

One was the committee on staff training, a group of middle-level staff, that had been set up to study what retraining might be necessary. This committee was getting full co-operation from the library administration and had been promised every possible help from Staff Branch.

The second group consisted of those staff members most likely to be affected — the typing pool and cataloguing staff — who had been asked "to



meet and discuss the problem and let the library administration see what it looks like from their point of view and what they would like done."

"Although they've only had preliminary meetings so far, the answer is coming loud and clear that most of them will want retraining in other areas of the library," Mr Southwell said.

Mr Southwell said there were a number of possibilities for redeployment where people could use their existing skills; others where skills would need to be altered, in some cases very slightly.

Professor Bruce West, Pro-Vice-Chancellor, said that the development of the CAVAL system was primarily designed with one aim in view: to improve the teaching and research function of the University by making access to current literature easier and more efficient for the teaching and research staff.

"But this University, along with all others, is being ground between two millstones: one being the funds it is being given to operate on, and the other is the problem of how the expenditure of those funds relates to the total bill for staffing salaries. And that raises exactly the problem we are talking about today."

Answering a question on the introduction of the ISIS (Integrated

Staff Information System), Professor West said that throughout the whole process of improving the recording of essential staff information every effort had been made to ensure alternative employment in the University was provided to people likely to become redundant.

"I am informed that, in fact, this has been virtually completely successful over the 10 or so years during which the various changes have been taking place," he said.

The union view

Earlier, the meeting was addressed by Ms Anne Forward, Vice-Federal-President of the Administrative and Clerical Officers' Association, on the unions' view of the new technology.

She said that, while computer technology offered tremendous benefits to those who laboured and there was an undeniable increase in productivity, the rate at which changes were taking place was causing disruption in the workplace.

"Unions particularly are concerned about the impact of technology because we haven't worked out how to adapt to the changes that it will bring about," Ms Forward said.

"We are concerned because we seem to have lost the capacity to make human and social choices. We are the

victims of technological determinism — or could be if we don't insist that we have the right to make the human and social choices about how computer-based technology is used in the workplace."

Ms Forward said that the argument about technology creating new jobs could not be sustained: old jobs were disappearing at a faster rate than new ones were being created, and employment levels were declining very rapidly.

Surveys — in England, France and Australia — had suggested that unemployment rates in the service sector of the economy were likely to rise as high as 40 per cent.

On the question of retraining and redeployment, Ms Forward said that a considerable proportion of the workforce was not amenable to retraining for employment in computer-oriented jobs.

In the public service, particularly, she said, people were quite often oriented towards the social side of their work.

'Service to the public'

"There is a great commitment among public servants to serving the public. They don't see themselves as people who put ticks in square boxes on forms. They want to preserve the human values, as they see them, and don't take kindly to retraining."

"Deskilling" was another area of concern for the unions, Ms Forward said.

The majority of jobs based on computer systems were becoming deskilled, and the people affected often felt that marking forms and punching a key on a video display terminal did not pose the sort of challenge they were looking for.

At the other end of the scale, there was a need for some "pretty skilled people who can operate the system and know where it's all at . . ."

"Again, in management, we are going to require management skills that haven't existed before . . . people who understand the nature of the computer systems and who can hand over a considerable amount of control to the computer experts, the systems officers and others," said Ms Forward.

"This leaves a big hole in the middle. We've got deskilled workers at the bottom. We've established a technocratic elite at the top. And we've devalued the work in the middle and significantly reduced the number of jobs in that area."

... but the effect on academics is limited

Technology so far has had only a limited effect on higher education, Dr Ray McAleese, of the University of Aberdeen, told a recent technology and education seminar at Monash.

And higher education is unlikely to be "a large customer for component technology in the future", he said.

Where such demand exists, he said, it is likely to be in communications technology.

Dr McAleese, who specialises in the fields of instructional technology and classroom research, is currently a Visiting Fellow in the Centre for the Study of Higher Education at the University of Melbourne.

He told the seminar, organised by the Monash Higher Education Advisory and Research Unit, that the future use of technology was not likely to ease the workload of teachers and learners. But it was likely to extend the capacity of teachers, researchers and administrators; mean more individualisation of teaching and learning, and alter further teaching and learning work patterns.

The potential impact of machines on

man's social and work activities is yet to be assessed, he said. But there is evidence to show that there are "second and third order effects" which arise from the extensive use of technology, particularly in relation to loss of skills and unemployment.

By the year 2001, he said, "considerable dissonant effects", related to "deskilling, segmentation, man-machine ambivalence and structural unemployment" are likely to appear.

"In general, higher education has less to fear from these quarters than other sections of society," he said.

"Nevertheless, in particular areas, notably research and administration, deskilling and unemployment may raise considerable problems."

People in higher education whose employment prospects are most likely to be affected, he said, are those with clerical and basic secretarial skills.

"It has been suggested that the introduction of word processing equipment could make between 30 per cent

and 50 per cent saving in staffing," he said.

"This reflects the proportion of time allocated by secretaries to jobs easily undertaken by word processing; e.g. letter copying; repetitive letters to many individuals; updating of reports."

Several other areas where major savings may be made, he said, are repetitive analysis, manual cataloguing, and filing of documents.

"In general it is thought by those questioned that unemployment effects may be very strong," he said. "However in the short run at least it is likely that role differentiation and increasing specialisation will mop up spare capacity created by technological implementation."

Dr McAleese said technology has created the situation where learning and working can be almost entirely individualised. The learner can be 'attached' by communication network links to teachers many miles away. In

Screening out prejudice

Television in a multicultural society such as Australia must reflect the multicultural nature of such a society, Associate Professor Michael Clyne told a recent Monash workshop on ethnic TV.

It should reflect the origins of the people in that society, he said, and not just provide news from Australia, the US and UK, which happens at present on most of our television channels.

"It is absolutely vital for a well-informed Australian community that we receive news and information from countries other than Australia, the US and UK," he said.

"There are so many important events in lots of other countries that are totally ignored when quite trivial matters are discussed in great detail on the traditional news services."

The workshop, on *Television in a Multicultural Australia*, was organised by the Centre for Migrant Studies at Monash to initiate discussion on ethnic TV, which has just completed a 13-week trial period.

Dr Clyne said it was important to recognise that television was the most important medium today through which ideas, thoughts, attitudes and prejudices were communicated.

'Most important' medium

Many of the films we see on commercial television are second, third and even fifth-rate films from the United States, he said.

Surely it should be possible, he said, to obtain high-quality feature films from European and Asian countries — the source of many migrants — for presentation on television. The films could be presented with sub-titles.

Some people had claimed that Australians would not accept subtitled TV films, he said.

"I find this hard to believe," he said. "So many countries have accepted them."

As examples, he cited the Scandinavian countries, the Netherlands, and Belgium.

These are among the countries that have developed the highest standard of multilingualism in Europe, he pointed out.

Dr Clyne said films such as these would be welcomed by migrants, and by the children of migrants, who would have the chance of a much more direct contact with the cultural language of their parents.

The films would also help to break down cultural stereotypes — one of the most important things that television could do.

"I am afraid there are a lot of commercial television stations that have programs that have the opposite effect," he said.

Experimental ethnic television had not been altogether successful either in breaking down false ideas about different ethnic groups, he said.

Dr Clyne said there was a need in Australia for programs on ethnic issues and informative programs for recently-arrived migrants.

He suggested as an example a program comparing the Australian school system with the school system in other countries. This would provide information and also "some kind of interaction between the European or Asian experience and the Australian experience."

Special programs for ethnic groups should help alleviate all sorts of problems of the second and later generations, he said.

Discussing the innovative role of ethnic television, Dr Clyne said feature films from Europe and Asia and documentaries on issues in other countries were areas where ethnic TV could take the lead. This type of program might then gradually find its way to other channels.

"There is a need to see ethnic television as television representing those aspects of multi-culturalism and multilingualism which are not being served at present by ordinary channels," he said. "Particularly, with a view to innovation, because it is only to be hoped that in the future all television channels will develop in that direction."

Earthy types in finery



Geologists, it may be supposed, are earthy types. But students and staff in the Earth Sciences department proved last month that, when occasion demands, they can play lords and ladies. The occasion which found bowlers and long frocks among the rocks was a fund raising effort for the department's social club. From left, Christopher Mawer, Monica Leicester, Ian Clarke and Lesley Harland engage in chit-chat about an interesting little conversation piece.



Med. student awarded German prize

A medical student, Guy Hibbins, has won this year's Goethe Prize for top first year German student in 1978.

Guy is pictured with his prize — a certificate and books — which he received at the department's annual prize-giving ceremony.

Also pictured are (left) Dr P. Hubrich, from the Goethe Institute, Dr E. Muller, acting Consul-General of the Federal Republic of Germany, who made the award, and Associate Professor W. Veit.

this situation, it is possible to have learners with little or no personal, face to face contact with other learners, either because of distance, or because of the extension of technology into homes.

This may not in itself be a bad thing, he said, but it is a problem that has to be considered.

'Co-operative activity'

"Learning in many cases is a co-operative activity," he said. "It requires not only cross-referencing and assimilation, but articulation and feedback from other learners. While such articulation and co-operative goal structures are not the only format possible, the loss of such interaction may adversely affect learning."

Dr McAleese said the types of technology that have had or could have an impact on higher education in the future are computers, television, satellites, laser-holograms (for storing 3-

dimensional data), telephone technology including optical fibre transmission, word processors and micrographics.

Telephone technology, including teleconferencing, word processors and micrographics are likely to make the most impact, he said. Telephone communication could be an important aid in the much more "open" higher education which he predicts will emerge by the year 2001.

Higher education would be more "open" then in two ways, he predicted. The percentage of 'mature students' (those aged more than 25) would have increased significantly, and institutions would have become involved in 'distance teaching' to such an extent that a significant proportion of their funds would be used for extension studies.

Dr McAleese said that, in general, technology to date has had little across-the-board impact on existing academic practice. A large part of the

demand for technology had been created by 'commercial push', not institutional demand. He defined 'commercial push' as the commercial exploitation of new technologies, "often ill-developed and seldom market researched."

"Commercial manufacturers and retailers must research the market demand for component technology before attempting to create a demand with supply," he said.

Dr McAleese said an appropriate post-secondary education body should set up a liaison group with commercial interests to identify the areas of need.

A V.A.T.-type levy should be placed on technological artifacts sold to educational institutions to finance detailed impact studies on such products.

He recommended also that the Federal government consider setting up an Office of Technology Assessment to investigate the social and economic effects of technology.

It should also set up an independent Educational Council for Technology, he said. This council would be charged with "assessing the contribution of audiovisual technology and technological artifacts on all levels of education."

Important dates

The Academic Registrar advises the following important dates for students for August, 1979:

W 1: 'Application to Graduate' forms are now available from Student Records for Bachelor degree candidates in their final year who expect to qualify for their degree at the forthcoming annual examinations and who wish to have their degree conferred at a graduation ceremony in 1980. Bachelor degree candidates must apply to have their degree conferred. Forms should be lodged at Student Records by the beginning of third term.

Sat 4: Open Day
Sat 11: Second Term ends for Master of Librarianship.

F 17: Publication of mid-year examination results — faculty of Economics and Politics. Second term ends for Dip.Ed. and B.Sp.Ed.
Sat 18: Mid-semester break commences, LL.M. by coursework.

Sat 25: Second term ends for Medicine IV.
M 27: Study break begins for B.Ed., Dip.Ed. Psych. and MEd.Stud.

Outside Studies Programs

New interim rules

Monash University has adopted an interim set of rules governing "Outside Studies Programs", which will take the place of existing provisions for Study Leave.

Council accepted Staff Committee recommendations outlining the new arrangements at its meeting on July 9.

It also adopted a companion set of rules concerning "Leave to attend conferences and undertake field work within Australia and overseas".

Here, Monash Reporter publishes in full the new interim rules:

1. GENERAL

The following provisions for Outside Studies Programmes supersede rules previously given for Study Leave. (Staff Handbook 4.5.6.) subject to the qualification stated in 1.1. below.

- 1.1 In 1978 the Australian Government accepted the recommendations of the Tertiary Education Commission relating to the operation of Study Leave. The report states explicitly that "the recommendations should not be interpreted as suggesting that institutions consider breaking legally binding contracts or strong moral commitments". The university accepts that the terms of the contract of employment entered into by many members of the academic staff and by some members of the administrative and library staff establish certain contractual obligations which must be honoured. The rules set out below should be interpreted in the light of this statement.
- 1.2 The purpose of Outside Studies Programmes is to release members of staff from teaching and administrative duties for a period in order to give them uninterrupted opportunity for research and scholarly activity together with the opportunity to familiarise themselves with the latest developments in their fields of study through contact with other scholars. The period of absence on an Outside Studies Programme may be spent either overseas or in Australia.

2. LEAVE EXCLUDED FROM THE OUTSIDE STUDIES PROGRAMME

- Leave granted for the following purposes is specifically excluded from the Programme:
- 2.1 secondment to other institutions
 - 2.2 field work (see (a) below)
 - 2.3 representing the university elsewhere in an official capacity
 - 2.4 obligations arising from membership of government bodies or international organizations
 - 2.5 exchange of staff between institutions
 - 2.6 attendance at conferences for up to two weeks at any one conference
 - 2.7 recreation leave (see (b) below)
 - 2.8 Other specific purposes requested by the university
- (a) Rules regarding Field Work are set out elsewhere (see Staff Handbook 4.5.7.). The amount of time a member of staff has spent on Field Work within a given period or proposes to spend in conjunction with an Outside Studies Programme may be taken into account when applications to undertake an Outside Studies Programme are considered.
- (b) Allowances for recreation leave taken during the course of Outside Studies Programmes may be up to a maximum of four weeks in a calendar year. Recreation leave accruing during the absence will in any case be deemed to have been taken during the period.

3. ELIGIBILITY

- 3.1 All full-time academic staff holding a continuing appointment (i.e. not for a defined term other than normal retiring age) are eligible to apply to undertake an Outside Studies Programme. Permission will not normally be granted until three years after initial appointment to a continuing position at Monash University, except that members of staff who have held a fixed-term appointment in the university, immediately prior to the continuing appointment, at the level of Lecturer or above, will be given credit for this earlier service.
 - 3.2 Fractional academic staff holding a continuing appointment are eligible to apply to undertake an Outside Studies Programme provided that:
 - (a) their appointment is half-time or greater;
 - (b) their participation in the activities of the department is not limited to teaching.
 - 3.3 Applicants for an Outside Studies Programme shall have completed the appropriate qualifying service before the date of commencement of the Programme. Eligibility to apply for an Outside Studies Programme shall, for members of staff of the grade of Lecturer and above, be based on a period of six months' service with Monash University completed for each one month's absence requested, and for Principal Tutors and Senior Tutors with tenure, a period of twelve months' service with Monash University completed for each one month's absence requested.
 - 3.4 The university may take into account service at another institution immediately prior to appointment at Monash in determining the period of qualifying service. Such account will not exceed three-quarters of the notional entitlement which would have been given by similar service at Monash and two years' service at Monash will be required before an application will be considered. Service at institutions abroad will normally be disregarded.
 - 3.5 Whatever the length of service, any one period of absence on an Outside Studies Programme, including recreation leave, any approved leave to attend conferences, to undertake field work and, save with the prior approval of the Vice-Chancellor, long service leave, shall not exceed twelve months. (See also 4.2.)
 - 3.6 Participation in an Outside Studies Programme will not ordinarily commence in the last two years of service before retirement.
 - 3.7 Permission to engage in an Outside Studies Programme is conditional on an undertaking from the member of staff that he will resume his normal duties at the university at the end of the period for at least as long as the period of his absence. A member of staff who leaves its service at an earlier date may be required to repay on a pro rata basis the whole or part of salary paid in respect of the period of his absence and of any financial assistance granted.
- ### 4. APPLICATIONS
- 4.1 Applications shall be submitted to the Dean through the Chairman of department or, in faculties not divided into departments, through the appropriate professor or senior member of staff. A Chairman shall apply to the Dean and a Dean to the Vice-Chancellor.
 - 4.2 Applications shall contain precise details of the proposed programme of research and investigation, a justification of the length of absence requested, particularly if this exceeds six months, and where possible a timetable of specific activities (attendances at conferences, visits to institutions) within the total period of absence. Full information should also be given of any other employment in which the applicant proposes to engage while on the programme, such as visiting appointments.
 - 4.3 Applications will be considered twice yearly (in March and September) and will not normally be formally approved more than twelve months before the proposed date of departure. Applications submitted less than six months

before the date of commencement will be considered only in special circumstances.

5. APPROVAL

- 5.1 Each faculty shall establish an Outside Studies Programme Committee consisting of the Dean as ex officio Chairman and four members. The Committee members shall be elected for two year terms (renewable for a further term) by those members of staff eligible to participate in Outside Studies Programmes from among the eligible staff members.
- 5.2 The Committee, having considered recommendations from Chairmen (or other senior members of staff) which must include assurances that the academic obligations of the faculty or department including teaching, examining and supervision of research students can be satisfactorily met during the applicant's absence, shall satisfy itself in respect of each application:
 - (a) that the proposed programme is justified in terms of the expected academic benefit to the member of staff and to the university;
 - (b) that the proposed travel overseas or within Australia is appropriate to the programme of study or research;
 - (c) that the length of absence is justified by the requirements of the Programme.
- 5.3 The Committee shall determine the extent to which activities carried out during the proposed absence are to be counted in determining the time spent on the Outside Studies Programme.
- 5.4 The Dean, having taken advice from the Outside Studies Programme Committee, may approve leave up to a total of such percentage of available man-years of staff time of the grade of Lecturer and above as is determined from time to time by the Vice-Chancellor.
- 5.5 If an application to participate in an Outside Studies Programme is rejected, the Dean shall inform the applicant of the reasons for the rejection of his proposal and advise the applicant that he may:
 - (a) re-submit the application in an amended form;
 - (b) appeal to a central Appeals Committee.
- 5.6 An Appeals Committee consisting of:
 - (a) The Vice-Chancellor or his nominee (as Chairman);
 - (b) A professor elected by the Professorial Board;
 - (c) One of the non-professorial teaching staff representatives on the Council
 together with the President of the Staff Association or his representative as Observer, shall be established.
- 5.7 Notwithstanding anything above, approval may, in special circumstances, be withdrawn by the Dean not less than six months before the proposed commencement of the programme after consultation with the Chairman (where appropriate) and the member of staff. In addition, the Vice-Chancellor may defer in an emergency the date of any absence from duty of a staff member, notwithstanding any approval already given, until the difficulties causing the deferment can be overcome or obviated. If any such withdrawals or deferments cause financial loss to the staff member, because of commitments reasonably made, the university will meet the cost.

TABLE OF OUTSIDE STUDY PROGRAM GRANTS

	Period of qualifying service in months					
	12 mths	24 mths	36 mths	48 mths	60 mths	72 mths
	\$	\$	\$	\$	\$	\$
Staff Member	504	756	1008	1280	1512	1764
Member & 1 Depend.	708	1062	1416	1770	2124	2478
Member & 2 Depend.	834	1251	1669	2088	2503	2920
Member & 3 Depend.	918	1377	1837	2296	2755	3214
Member & 4 Depend.	1002	1503	2005	2506	3007	3508
Member & 5 Depend.	1044	1566	2088	2610	3132	3654

In the event of any dispute over any financial claim arising from the provisions of this section the matter shall be submitted to the Appeals Committee mentioned in 5.6 above.

6. OUTSIDE STUDIES PROGRAMMES AND REPATRIATION

Members of staff who under the terms of their appointments are eligible for repatriation, will be required to renounce this eligibility before proceeding on an Outside Studies Programme.

7. SALARY

Apart from any additional financial assistance members of staff on an Outside Studies Programme will receive their normal salary. Part of this salary, as determined from time to time by the Finance Committee, may be paid in advance as a travelling allowance on the member's written request to the Academic Registrar.

8. FINANCIAL ASSISTANCE

8.1 Members of staff proceeding overseas on an Outside Studies Programme will normally be eligible for a grant, calculated according to the table above. Applications for such financial assistance should be made to the Academic Registrar on a form available from the Staff Branch. Where a staff member has more than 5 dependents the grant will be increased for each additional dependant by \$100 at 72 months (pro rata for shorter periods). A grant to a member of staff with a period of service falling between those shown will be calculated pro rata.

8.2 Spouses concurrently employed in the university, both of whom are eligible for study leave, shall be treated as separate staff members for the purpose of financial assistance grants, except that, where there are dependant children either may, in accordance with the facts of dependence of the children, be eligible for a grant in respect of them, but not both in respect of the same child or children.

* If the spouse is eligible to participate in an Outside Studies Programme at another institution, this fact must be disclosed in an application for financial assistance.

8.3 Applicants for grants in support of an Outside Studies Programme will be required to present a statement showing the additional income, as defined below, that they expect to obtain in connection with the Programme from sources outside the university or from other university fund sources. For the purpose of these conditions, additional income is defined as pre-tax earnings, (including lecture fees, travel grants or other grants, whether paid to or on behalf of a member of staff arising out of or being directly attributable to a member's academic profession and/or the purpose of the proposed Programme. It does not include

earnings from purely personal sources and, specifically, it does not include rent from any property.

8.4 Where there is additional income the following provisions will apply in determining the amount of the grant: (a) if the external income is less than the Monash grant the latter is paid in full;

(b) if the external income exceeds the Monash grant the grant will be adjusted according to a straight-line formula which reaches zero when the external income equals the standard professional salary (rounded) in operation at the time the application is considered.

8.5 When an Outside Studies Programme is taken in Australia, the grant will be assessed in accordance with the particular circumstances. In no case shall the grant be higher than that set out in the table given under 8.1.

8.6 A member of staff may elect to draw the full amount of financial assistance approved irrespective of the period of leave or to draw part only in which case the balance in terms of qualifying service will be held to his or her credit for calculation of eligibility for financial assistance in later periods of study leave. At no time, however, will a staff member's entitlement to financial assistance exceed the maximum amounts set out in the Table (8.1).

8.7 A member of staff who, after being informed of the amount of a grant, learns before departure that the financial position as disclosed in the application will improve by \$500 or more is obliged to bring the changed circumstances to the notice of the Academic Registrar immediately.

8.8 Within two months of return a member of staff who received financial assistance must submit to the Academic Registrar a statement of gross additional income, on the basis of which the grant will be reviewed, following the procedure described in paragraph 8.4 and the university may require reimbursement of all or part of the grant if the external income exceeds the Monash grant.

8.9 In the case of any disputes in relation to the level of the grant and the application of the procedures set out in this section, the matter shall be referred to the Outside Studies Programme Appeals Committee.

9. REPORTS

9.1 Within two months of return from an Outside Studies Programme a written report on the work done during the period of absence should be submitted to the faculty Outside Studies Programme Committee through the Chairman of department and the Dean.

9.2 The Dean in consultation with the Outside Studies Programme Committee shall be responsible for assessing and commenting to the Vice-Chancellor on: (a) the relation between the work actually carried out and the programme of activities detailed in the application; (b) the nature of the benefits, both to the individual staff member and to the university, of the work done during the Programme.

9.3 The report, edited or shortened if appropriate (see the guidelines in Staff Handbook 4.5.6.) shall be submitted to Council.

Conferences, field work Word fair

at Ormond

Ormond College, within Melbourne University, is planning a book fair in October to benefit its centenary appeal.

The fair will be held in Wilson Hall at the University from Wednesday, October 10 to Saturday, October 13. It will be open each day from 10 a.m. to 7 p.m., with an auction of valuable books on the Thursday at 7 p.m.

The fair organisers are urgently seeking books (and records) of every kind: fiction, non-fiction, poetry, drama, travel, sports, house and garden, history, geography, philosophy, religion, Australian, mystery and detection, science, science fiction, paperbacks, children's books, University texts, current magazines, learned journals (back numbers and sets are of special interest), and law.

Contributions may be left at Ormond College office or ring 347 4784 (during the day) or 347 5693, 347 5073 (after hours) and arrange for a collector to call. Rare and valuable books may be left at the Master's Lodge in the college grounds.

LEAVE TO ATTEND CONFERENCES AND UNDERTAKE FIELD WORK WITHIN AUSTRALIA AND OVERSEAS

1. The University makes provision for members of staff to attend conferences and undertake field work within Australia and overseas. It is important that work in the department or faculty concerned should proceed with as little interruption as possible.
2. Nature of Field Work: Field work may include:
 - (i) in the field investigation, in the appropriate geographical areas within Australia or abroad, to meet the research needs of scholars in such disciplines as anthropology, botany, language studies, etc.
 - (ii) research undertaken in libraries with special resources or in laboratories with specialised equipment or expertise not available locally and requiring travel within Australia or abroad.
3. Duration of Absence: Absences on field work will not normally exceed ten weeks in any one calendar year and where possible such absences should be during the between-term periods. Absence for attendance at conferences will not normally exceed two weeks for any one conference.
4. Eligibility for Assistance: Members of the academic or general staff are eligible for assistance under this provision. (For student eligibility see Finance Handbook 3.5.8.)
5. Applications, Approvals and Notifications Regarding Leave.
 - 5.1 Sub-Professorial Staff - For attendance at conferences and field work within Australia, occasional leave may be granted by the departmental Chairman. - For overseas conferences and field work, application should be made to the departmental Chairman who will consult with the Dean before granting approval.
 - 5.2 Professors - For attendance at conferences and field work within Australia, a Professor should advise the departmental Chairman of the intended absence. If Chairman, the Dean of the Faculty should be notified. - For overseas conferences and field work, a Professor should obtain the agreement of the departmental Chairman who will consult with the Dean of the Faculty before granting approval. Departmental Chairmen should consult with the Dean and obtain approval before proceeding overseas.
 - 5.3 Deans - For attendance at conferences, field work or any other absence of more than a day or two within Australia, a Dean should advise the Vice-Chancellor. - For absence overseas, a Dean should obtain the agreement of the Vice-Chancellor.
 - 5.4 Deans of Faculties or Chairmen of departments (or appropriate) shall keep records of all approved absence.

6. Applications for Financial Assistance (see Finance Handbook 3.5.8, 3.5.8.1 and 3.5.1.4.)

- 6.1 Australian & New Zealand Conferences & Field Work Where financial support is sought, application should be made through the Chairman to the Dean of the Faculty in the case of assistance for attendance at conferences, and to the Chairman of the department in the case of field work. Assistance is dependent upon the availability of departmental funds.
- 6.2 Overseas Conferences & Field Work Applications should be made through the Chairman of the department to the Dean of the Faculty. Assistance is limited by the availability of funds for overseas visits.
7. Rules Governing Financial Assistance
 - 7.1 Conferences
 - 7.1.1 In all cases, the relevance of the conference to the interests of the staff member and his department and the benefits likely to accrue to the university from his attendance will be taken into account.
 - 7.1.2 To qualify for assistance, an applicant will normally be expected to have received an invitation from the organising body to present a paper to the conference or to take a leading part in the conduct of the conference.
 - 7.1.3 The willingness of the inviting body or of some other outside organisation to make a financial contribution towards expenses will be taken into account. In cases where some support from an outside body is available, the Dean would not normally expect to meet more than 50% of the total cost of the visits. However in those fields in which, in the opinion of the Dean, grants from outside bodies are less readily available, a proportionately larger grant may be made.
 - 7.2 Field Work
 - 7.2.1 In all cases, the relevance of the proposed field work to the interest of the staff member and his department and the benefits likely to accrue to the university from the activity will be taken into account.
 - 7.2.2 Consideration will be given to the special needs of particular areas of scholarship.
 - 7.3 General
 - 7.3.1 In determining the level of financial assistance to be given, account will be taken of any previous financial assistance granted to the applicant towards attendance at the conferences or for absences on field work.
 - 7.3.2 If the absences are to be contiguous with or an interruption during a period of participation in an Outside Studies Programme, the financial assistance granted or in prospect in respect of the Outside Studies Programme will be taken into account.
6. Salary Advance for Travel Purpose See Staff Handbook 4.5.8.1.

Prodding the ass from the law

"If the law supposes that . . . the law is a ass — a idiot."

Perhaps Mr Bumble, in *Oliver Twist*, was overstating the case.

But there is no doubt that some laws in force in Victoria — the legacy of our colonial past — have asinine touches and have kept up with the times as well as a donkey would with the Melbourne Cup field.

Three Bills currently before the Legislative Council aim to prune away as much as possible of the dead wood of laws governing Victoria.

Typical of the dead wood, for example, are some of the laws governing our observance of Sunday. Dated 1677, the relevant Act prohibits any person over 14 years of age from working on the Lord's day (5/- being the fine for the offence); any selling of "wares merchandizes, fruit, herbs goods or chattells"; any "drover horsecourser waggoner butcher higler their or any of their servants" from travelling (20/- for that offence); and "the crying or selling of milke" before 9 a.m. and after 4 p.m. Britain removed the Act from its statute books in 1969 but it has not been repealed in Victoria.

Such laws are quaint, no doubt, but still open for application in our courts, making the term "dead" wood something of a misnomer.

In 1977 the Victorian Supreme Court held that a centuries-old common law rule (abolished in England in 1971) which effectively gave stray cows the right of way over cars was still the law here. The court decided that a motor cyclist who collided with a cow on a country road was not entitled to damages from the animal's owner.

The three Bills currently before Parliament — designed to remove Acts which are "redundant, repugnant or irrelevant", in the words of Attorney-General, Mr Haddon Storey — are

based on recommendations made by the Victorian Statute Law Revision Committee.

The Committee in turn based most of its recommendations on those of a Monash research associate in Law, Mrs Gretchen Kewley, who, with the aid of a grant from the Victoria Law Foundation, spent two years from 1973 to 1975 examining the laws covered by the Imperial Acts Application Act 1922.

That Act was the first step in rationalising the many thousands of British statutes which Victoria inherited. It was drafted by the Supreme Court judge, Sir Leo Cussen, who spent seven years from 1915 to 1922 working in his spare time reviewing more than 7000 Imperial Acts to determine their applicability in the State of Victoria.

Two schedules

The Imperial Acts Application Act 1922 repealed some of the old British Acts and re-enacted others into State law. But Sir Leo left two schedules of Acts of which the application in Victoria was uncertain or which he felt should be preserved.

No detailed examination of the 130 Acts listed in these two schedules was made for more than 50 years — until Mrs Kewley's study.

As she states in the introduction to her report, her aim was "to recommend for retention only those English Acts which are undoubtedly in operation in Victoria or with which the Victorian law is so inextricably bound that to repeal them would be impossible".

The fruits of Mrs Kewley's and the Victorian Statute Law Revision Committee's work are the Imperial Acts



● Gretchen Kewley Photo: Herve Alleaume

Application Bill, the Imperial Law Re-enactment Bill and the Constitutional Powers (Request) Bill.

The Imperial Acts Application Bill enacts certain imperial statutes as part of Victorian law. Some of these statutes are being retained for their historical and constitutional significance; others because it is not appropriate to repeal them.

Left untouched are such statutes as Magna Carta and the Bill of Rights — statutes, as Mrs Kewley puts it, which are the foundation of the rest of our laws.

The Imperial Acts Re-enactment Bill is designed to enact in modern form and transfer into current Victorian legislation various imperial provisions which are still of use and benefit to Victoria.

Both bills, when enacted into law, will achieve also the result of terminating the application to Victoria of a great number of imperial laws which are no longer useful or necessary in this State.

The Constitutional Powers (Request) Bill is possibly the most interesting of the bills, designed as it is to make Victoria, only now, master of its own statute book.

The need for such a bill arises from the fact that the Victorian Parliament does not have legislative power over Acts which were passed for Victoria or for the colonies in general by the British Parliament. Such Acts are referred to as "Acts of paramount force".

The Commonwealth acquired the power to amend or repeal paramount Acts by virtue of the Statute of Westminster of 1931, but it did not apply to the States.

The most direct way of repealing obsolete paramount Acts is for Westminster to do so. Some of the statutes considered obsolete have, in fact, been repealed by Britain — but only for Britain.

Little enthusiasm

The British Parliament has shown little enthusiasm for spending its time pursuing the legislative interest of Victoria or any of its other former colonies.

Thus Victoria is left with obsolete legislation it cannot get rid of. But under this third bill a "back door" may be opened.

Under a little known and little used section of the Australian Constitution, s. 51 (38), the Commonwealth Parliament, at the request or with the concurrence of a State, can pass laws which, before Federation, would have had to be passed by the British Parliament.

Victoria will ask the Commonwealth Parliament to pass legislation to give it power over its own statute books.

V-C to open new arts and crafts building

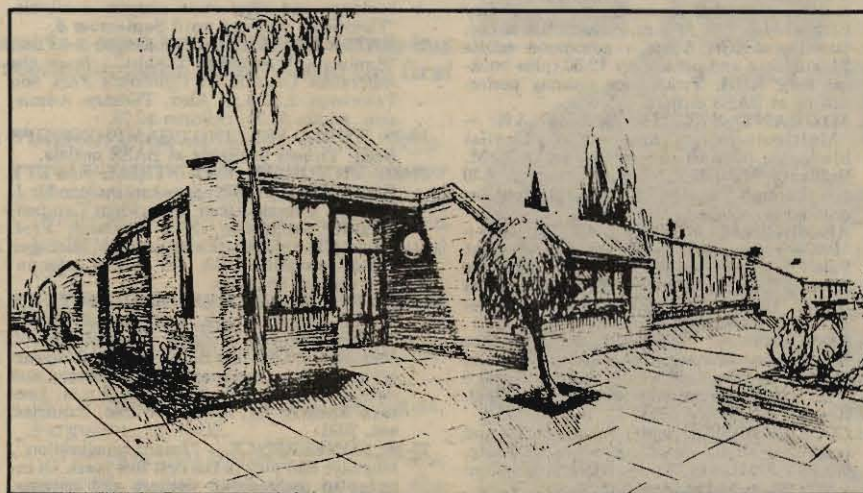
The new Monash Arts and Crafts Centre — future home of the Summer School and semester creative arts courses — will be officially opened by the Vice-Chancellor, Professor Ray Martin, at 2 p.m. on Open Day.

Completion of the centre, north of the Union, marks the end of a decade of planning which began when the Fine Arts Club offered its first classes in 1968.

The program has grown considerably since then. Each year thousands of students, staff and members of the general public participate in arts and crafts classes at Monash which is acknowledged as having the largest Summer School program in Australia.

The new centre will enable the Union to increase the range of classes for students and staff and also provide the opportunity for creative enrichment of many additional groups, such as the young, aged and handicapped, from outside the University. The centre has the potential to accommodate 120 weekly classes.

At the core of the building is a large octagonal gallery set in an enclosed garden courtyard. The gallery will



house displays of quality student work and also visiting displays.

Radiating from this core are eight major studios and ancillary areas specifically designed for each group of arts and crafts.

Among the studios are ones for pottery, glassworking, life drawing and painting, oriental arts (complete with pagoda doors and cushions for students), jewellery and silverwork, weaving and spinning, sewing and photography.

Each has fittings tailored to the craft's needs.

On Open Day in the Arts and Crafts

Centre there will be craftsmen at work and an exhibition in the gallery will highlight the best current and past student work. This exhibition will be on show throughout August.

The public will be able to obtain information about the forthcoming Summer School courses, enrolments for which open on October 25.

This year 72 courses will be offered and, in addition to arts and crafts, subjects will include language studies, dance and drama, music, self defence, typing, motor maintenance, computer programming and accounting for small businesses.

Drama for two disciplines

Two Monash departments — Philosophy and Mathematics — will make a dramatic union on Open Day.

Members of both departments will join in the presentation of the play "Language Takes a Holiday", written and directed by Maths lecturer, Dr Aidan Sudbury.

The play, to be performed at Manix College starting at 2.30 p.m., is of interest to both disciplines as it takes as a theme logical paradoxes.

The storyline sounds enticing: An overworked philosopher, Prof. Fist, takes a Cretan holiday and is tormented by various logical paradoxes before succumbing to the conspicuous charms of a masseuse named Aphrodite.

Senior lecturer in Mathematics, Neil Cameron, will play Fist and first year Philosophy student, Elizabeth Sokolowska, will play Aphrodite.

Assisting the production is Di Treloar, of student theatre.

The play, which has a running time of about three-quarters of an hour, will be followed by discussion and refreshments.

Plans are being made for further performances on campus.

This month at Monash

A round-up of activities open to the public



500 fencers here for World titles

About 500 competitors from 30 countries will meet at Monash this month for the World Fencing Championships.

The Championships, being held in Australia for the first time, will run from August 18 to 28. All sessions are open to the public. Preliminary rounds will start at 8.30 a.m. each day in the Monash Sports Centre with the finals, in the evening, in Robert Blackwood Hall.

Eight titles are to be decided: men's and ladies' foil, epee and sabre, individual and teams events.

The first final, men's foil, will be held on August 19 and will be preceded by the official opening of the Championships by the Governor-General, Sir Zelman Cowen.

Keen attention will be paid to performances in these Championships particularly: this time next year much the same line-up will be competing in Moscow at the Olympic Games. But there is the all-important selection process before then.

Competitors will start arriving in Melbourne on August 12 and will be housed in the Halls of Residence during their stay.

Eastern-bloc countries, Russia, Hungary and Rumania are favorites for most of the titles but France, Italy and Germany are considered strong contenders.

Other countries have specific strengths. Sweden is fielding its world title team in epee and Cuba has a strong Russian-trained sabre contingent so a pupil versus teacher clash is a possibility.

Australia, with home crowd advantage, has a strong chance of honors in Montreal finalist, Greg Benko, and Ernie Simon. Both are fresh back from training in the US. The ladies' foil team will be one to watch, too, with strong and experienced fencers anxious to justify the fielding of a full team for Moscow.

Tickets for Championships sessions are available through BASS ticket agencies (there is one at the Alexander Theatre).

For further information contact Caryl Oliver on 49 1169.

MONASH REPORTER

The next issue of Monash Reporter will be published in the first week of September, 1979.

Copy deadline is Friday, August 24.

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

A comedy for the legion of long-suffering clock watchers

"Can't talk now, Mum," says the young lady on the telephone. "It's tea break."

The Public Service: true or false?

A play to be presented at the Alexander Theatre from August 15 to September 8 takes a not-too-serious look at life in the Public Service.

Its title is *Flexitime*, the meaning of which is defined by one of the characters: "Of course I understand *Flexitime* — we start late and finish early!"

Performances start each night at exactly 8.02 p.m.

The play is by New Zealander, Roger Hall, described as a cross between Australia's David Williamson and America's Neil Simon. It is based in part on Hall's early career as a junior clerk in the State Fire Insurance Office in Wellington.

"*Flexitime*" has had nine productions in New Zealand in the last two years.

The Melbourne season of the Australian production is being presented jointly by the Alexander Theatre and the Victorian Arts Council.

Directed by the director of the Victorian Arts Council, Don Mackay, it stars Paul Karo (seen in "The Box"), Terry

McDermott (of "Homicide" and "Bellbird") Anne Phelan, John Murphy, Sydney Conabere, Wayne Bell and Chris Connelly.

Sets for the production were constructed by the Alexander Theatre.

The production, which was previewed before a reportedly delighted audience at the Alex. earlier this year, comes to Melbourne after a sell-out Adelaide season. It will also tour Victorian and South Australian regional centres.

Typical of the Adelaide reviewers' comments were: "Good comedies are few and far between and this is a very funny satire on the bureaucratic monster"; "A well constructed, funny play — judging from the audience reaction it has a wit of its own for public servants."

"*Flexitime*" tickets cost \$8 or \$6 for students. Special concessions are available for parties of 20 or more.

It has been pointed out that the play's "spot the boss", or even "spot yourself", nature makes it a "revelant" night out for any departmental party group.

For bookings contact the Alexander on ext. 3991 or 3992.

Flex in with a friend

"A place like Monash should be full of people prepared to get together to help a good cause."

That's the hope of Cathy Celona, ever-helpful assistant on the Union Desk, who has a proposal to put to people from within the University and the general public intending to see *Flexitime* during its season at the Alexander Theatre.

The proposal is this: see the play in a group being formed by Cathy, save money for yourself and at the same time help the handicapped.

Cathy has organised a group booking for 250 people for the 8.02 p.m. performance on Tuesday, August 21, the

proceeds of which will aid the Concern Quest in which she is an entrant.

Making the booking was easy; now she must find the 250 people! The price is \$6.50 each (as opposed to the normal \$8). Cathy can be contacted at the Union Desk and would appreciate it if bookings could be with her by August 15.

The Concern Quest, to be judged in December, aims to raise funds for a group of centres caring for mentally retarded children and adults. The centres are Alkira, the Melba Centre, Nadrasca, the Oakleigh Centre and the E. W. Tipping Foundation. Together they care for about 600 people.



● Cathy Celona

AUGUST DIARY

- 1: **MONASH PARENTS GROUP** — morning coffee. Guest speaker, Lady Petty who will speak on "Five Wonderful Years in London". 10.30 a.m. RBH. Admission: \$2. For further information contact Mrs M. Smith, 561 1229.
- CONCERT** — "Peter York in Concert" with Telopea Bay, pres. by Monash Evangelical Union. 8 p.m. RBH. Admission: \$3.60, group concessions available. Tickets also available from Keswick Bookshop, 63 8188; Baptist Bookstore, 663 1174.
- 1-24: **EXHIBITION** — Bark paintings from the Leonhard Adam ethnographic collection, on loan from the University of Melbourne. 10 a.m.-5 p.m. Exhibition Gallery, Menzies Building. Admission free. Inquiries: ext. 2117.
- 2: **LECTURE** — "Developments in Communications Satellites," by Mr Don Kennedy, Overseas Telecommunications Commission, Sydney. Pres. by Monash Astronautical Society. 1.15 p.m. Lecture Theatre S3. Admission free.
- 3: **LECTURE** — "Laputa or Tlon — How Real is the Imaginary?" by Dr M.A.B. Deakin. Of interest to Year 11 and 12 students. Pres. by Monash Department of Mathematics. 7 p.m. Lecture Theatre R1. Admission free. Inquiries: ext. 2550.
- 3-4: **SEMINAR** — "Family Life", pres. by Campaigners for Christ. Guest speakers, Dr & Mrs Tim La Haye. RBH. For further information contact 836 0777.
- 5: **LECTURE** — HSC lectures in Economics, pres. by Monash Department of Economics. 9.45 a.m.-4.30 p.m. RBH. Admission free. Inquiries: Dr G. Richards, ext. 2308; Mrs B. Jorgensen-Dahl, ext. 2337.
- 6: **LUNCHTIME CONCERT** — Melvin Cann — violin. Works by Bach and Melvin Cann. 1.15 p.m. RBH. Admission free.

CONCERT — Chamber Singers University of Southern California, conductor — Rodney Eichenberger. 10.30 a.m. — admission: 80c, bookings at RBH; 8 p.m. — admission: adults \$4, students and pensioners \$2.50 (plus booking fee). RBH. Tickets for evening performance at BASS outlets.

MIGRANT STUDIES SEMINAR — "Multiculturalism and other Pluralist Ideologies: Rhetoric or Reality," by Dr B. M. Bullivant, Monash Faculty of Education. 7.30 p.m. Lecture Theatre R3. Admission free. Inquiries: ext. 2925.

7: **ABORIGINAL STUDIES LECTURE** — "Present Situation in Federal Government Policy," by Mr John Moriarty. Pres. by Monash Centre for Research into Aboriginal Affairs. 1 p.m. Lecture Theatre R6. Admission free. Inquiries: ext. 3335.

8: **CONCERT** — "Ten Centuries of Dance Music", by Monash Renaissance Dancers, Monash Modern Dance Club and Ars Nova. 8 p.m. RBH. Admission: adults A. Res. \$4, B. Res. \$3; students A. Res. \$3, B. Res. \$2.

10: **CONCERT** — PLC Senior School, choral and orchestral music including works by Grieg, Wienawski, Haydn. 8 p.m. RBH. Admission: adults \$3, school students \$1.50.

11: **CONCERT** — National Boys' Choir presenting classical to musical comedy. 8.15 p.m. RBH. For further information contact 836 8284.

SATURDAY CLUB (Red Series) — "The Adventures of a Bear called Paddington," pres. by the Actors Theatre Company. 2.30 p.m. Alex. Theatre Admission: adults \$3.75, children \$2.75.

12: **INDONESIAN EVENING 1979**, pres. by Indonesian Community Association of Victoria. Program features Indonesian Ladies' Choir, Keroncong music and dances from Indonesian islands. 7.30 p.m. RBH. Admission: adults \$3.50; students and pensioners \$2.50. School group bookings (teacher free) and family concessions available. For further information contact Mrs Idrus, 221 5035.

15: **PLAY** — "Flexitime", a blockbusting comedy by Roger Hall guaranteed to lift the lid off the Public Service. Pres. by the Victorian Arts Council. 8.02 p.m. Alex. Theatre. Admission: adults \$8; pensioners, students, children \$6;

Alexander Theatre supporters \$6. Group bookings and after show suppers available. "Flexitime" will run until September 8.

18: **SATURDAY CLUB (Red Series)** — Film, "Sammy's Wonderful T-Shirt", from the Australian Council for Children's Film and Television. 2.30 p.m. Alex. Theatre. Admission: adults \$3.75, children \$2.75.

18-28: **WORLD FENCING CHAMPIONSHIPS** RBH. Tickets available at BASS outlets.

21-23: **VICTORIAN INDUSTRIAL SAFETY CONVENTION 1979**. Speakers include Mr J. L. Fahy, Commissioner of Accident Compensation Commission, New Zealand; Prof. David Klein, Dept. Social Science, Michigan State University, USA. For further information contact 651 3359.

23: **ELWYN MOREY MEMORIAL LECTURE**, by Dr Marion Blank, Institute of Mental Health Sciences, Rutgers Medical School, New Jersey, USA. Dr Blank will speak on early intervention programs and learning and development in early childhood. 8 p.m. Lecture Theatre R1. Admission free. Inquiries: ext. 2091.

23-25: **CONFERENCE** — "Infant Imagination", language and play in the first five years. Of interest to professional workers and parents. Organised by Monash Centre for Continuing Education. Fee: \$65. For further information contact ext. 3715.

25: **SATURDAY CLUB (Blue Series)** — "Come — To the Ballet", pres. by the Australian Ballet. An insight into the preparation of a dancer for the ballet and the end product of their hard work. 2.30 p.m. Alex. Theatre. Admission: adults \$3.75, children \$2.75.

28-31: **CONFERENCE** — "Islam and Christianity". Mannix College. For further information contact 544 8895.

28: **CONCERT** — Kontarsky Duo, pres. by Musica Viva Australia. Works by W. F. Bach, Mozart, Brahms, Zimmerman, Liszt. 8 p.m. RBH. Tickets available at BASS outlets.

29: **CONCERT** — ABC Gold Series No. 5. The Melbourne Symphony Orchestra, conductor — Lamberto Gardelli with Nathan Waks — cello. Works by Handel, Haydn, Bruckner. 8 p.m. RBH. Admission: adults A. Res. \$7.70, B. Res. \$5.90, C. Res. \$4.10; students A. Res. \$5.90, B. Res. \$4.10, C. Res. \$3.20.