



MONASH REPORTER

An unofficial bulletin for the information of members of Monash University

INSIDE:

- ★ What the Law Reader is Writing
- ★ Students and Stress
- ★ Anatomy of Revolt

CONTENTS

What the Reader is Writing	1
Student Health	7
The Anatomy of Student Revolt	15
New Faces at the Alexander	28
University General Lectures	32
"Monash Bull and Monash Mule"	33
New Ruling on Public Statements	35
The Friends of the Monash University Library	36
Scholarships and Fellowships	39
Departmental News	41

WHAT THE READER IS WRITING

The following interview was with Mr. P.E. Higgins, Reader in Law.

This is the second in the series of articles on Readers at the University.

Question: You are best known for your book on "The Law of Partnership" and as co-editor with J.G. Starke, Q.C. of the Australian editions of Cheshire's and Fifoot's "Law of Contract."
What are you working on now?

Answer: A book on the Law of Torts.



Mr. P. E. Higgins

Q: Why are you working in that field?

A: As a graduate of London University and, therefore, with some reservations, a Benthamite, I am interested in Contracts and Torts and, to a lesser extent, in Partnership, because I feel that a greater number of people are directly affected by those branches of the law than are affected by the more esoteric

aspects of legal activity.

On my arrival in Australia some eight years ago I was dismayed to find that apart from Professor Fleming's book on Torts, there were no standard works which reviewed and restated the common law in my fields, in the context of Australian case and statute law.

In consequence, Australian law students tended to learn English law as modified by case and statute law of the State in which they pursued their studies. The books I have written, if they have accomplished nothing else, direct attention to the many distinctions between the laws prevailing in the various States of the Commonwealth.

In working in the field of Contracts, I became increasingly aware of the very large overlap between the Law of Contracts and the Law of Torts and of the danger of students learning those subjects in isolated compartments. My former Dean, Professor David Allen, now at Monash, also keenly appreciated that danger, and similar views were held by the Professoriate of Monash Law School. As a result I regard my present work on Torts as complementary to, and an integral part of, my previous work on Contracts.

Q: What are some of the particular questions you are dealing with?

A: The possibilities of publication in this field are largely conditioned by demand, so that for some time to come my work will be primarily directed to coverage in breadth rather than depth. One hopes that as the population of Australia increases there will be a growing demand for books confined to an examination of specific areas of the common law in much greater depth and detail.

However, some particular aspects of the Law of Torts are currently being examined by the New South Wales Law Reform Commission and the work will contain some consideration of their recommendations, particularly in the fields of defamation and the tortious liability of occupiers of premises.

Q: What are the particular problems in writing these books?

A: Although the common law concerns itself primarily with the solution of actual problems, one is continuously searching, if not for underlying abstract principles, at least for a discernible pattern of judicial and legislative thought.

In the context of the Law of Torts one is constantly confronted with at least two basic questions. First, in what circumstances does the law interfere with a person's freedom of action and, secondly, when it does interfere, does it do so for the purpose of deterring anti-social behaviour, or merely with the object of compensating those who have suffered some loss as a result of the anti-social behaviour of another? It is the consideration of these questions that gives rise to a substantial overlap between the Law of Torts and the Criminal Law.

One of the most difficult practical problems is generated by the difficulty of dealing with the, at times, conflicting legislation of seven different Australian jurisdictions. A single example will illustrate. After an exhaustive search of the statute books, one finds that Queensland alone has enacted the provision of the English Trade Disputes Act which provides substantially that no act in furtherance of a trade dispute can give rise to an action in tort only because it induces

the breach of a contract of employment or that it interferes with the trade, business or employment of some other person.

The operative sections of the Queensland Act and the English Act are identical, but further investigation reveals that the Queensland Act defines "trade dispute" in much wider terms than the English Act. That is a comparatively minor source of irritation. Exasperation sets in when after you have juggled with seven statutes and satisfied yourself that the wording of each is identical, you suddenly notice that some of the draftsmen (no doubt ambitious remittance men of the Victorian era) have decided to sprinkle a few commas and apostrophes around, with the result that in their jurisdictions the legislation means something quite different from what it does in those States where the draftsmen had no literary susceptibilities and were quite oblivious to the illiteracy of the mother parliament in Westminster.

It is when you don't notice the commas, etc., until you have written the relevant chapter, that you are faced with more problems. As a conscientious searcher for truth, do you re-write, or do you leave what you have written in the hope that no one else will notice those adjectival commas, etc., or do you throw the whole thing into the waste paper basket, and book passages for self, wife and cat on the next available plane to England where the Constitution does not (pace the Welsh and Scottish Nationalists) permit more than one government at once, and where even Harold Wilson has not yet sprouted seven heads, simultaneously all saying different things.

I make no apologies for this little excursus. I know you didn't ask me how I like Australia but you did ask me about my particular problems. In short, I have problems. They are seven in number

and if ever New England emerges as an eighth I personally shall go and occupy the administration building at Armidale and take the risk of Professor Zelman Cowen having me impounded for distress damage feasant or whatever.

Q: When do you expect to finish this current work?

A: I hope that it will be in the hands of the publisher some time this year, and published early in 1970.

Q: Are you working on anything else?

A: I am acting as a consultant in a project for the publication of selected judgments of Sir Owen Dixon and at the moment am preparing a paper on Invasion of Privacy to be delivered at the Research School of Social Sciences in the Australian National University.

Q: What future work do you hope to do?

A: Like Dr. Serle, I too am often distracted by dreams and in particular I dream of a really vitriolic work, after the manner of John Knox, entitled "Seven Blasts of the Trumpet Against a Monstrous Regiment of Parliamentary Punctuators."

However, I like my job, and, if an academic may dare to say so, my wife, cat and I enjoy being in Australia. For all I know, the dream project might land me in some antipodean equivalent of Bentham's dream panopticon. I shall, therefore, probably confine my future activities to the preparation of subsequent editions of my published works and to the writing of articles on topics which have not yet been the subject of legislative interference.

Q: Why do you write? Why are you presumably a research man rather than a teacher?

A: I write because it helps me to formulate my thoughts. I write for publication because the time lag between the formulation of ideas and their appearance in print, as it were, severs the umbilical cord and enables me to evaluate the ideas which I have expressed, with greater objectivity. I also get a few dollars by way of royalties.

I don't really understand the second question. As I see my function in the university it is simply the promotion of knowledge in my chosen fields. I feel that I cannot promote that knowledge amongst the students in my classes unless my own ideas on the subject have been properly formulated and, as I have said, I, personally, cannot properly formulate my ideas unless I write. I cannot write unless I do a fair amount of research.



For all cat lovers - Mr. Higgins' cat

STUDENT HEALTH

In this article Professor B. S. Hetzel, head of Monash's new Department of Social and Preventive Medicine, discusses the rapidly growing world-wide interest in student health problems.

He reports on university health services that he recently visited in the U.S.A. and Britain, and outlines the need for his department's research project into the social, demographic and university environment factors that contribute to student ill-health, particularly mental and emotional.



Professor B. S. Hetzel

There is a world-wide and growing awareness of the problems posed by the mental and emotional ill-health of university students.

Awareness on the part of Australian university administrators of the extent and importance of student mental and emotional problems is evidenced by the increasing number of Student Counsellors being appointed by universities, and by the extension of University Health Services to include psychiatric consultation facilities.

Nevertheless, Australian universities still have relatively little researched information available on the actual patterns of student mental illness; and on the role played by social and demographic factors and by particular environmental stresses of university life in causing mental illness.

In Britain and the U.S.A., considerable research has been done over the last 10 - 15 years into student mental illness. This research has been done in the belief that:

- (a) Prognostic screening techniques could be developed to identify those students most prone to mental illness, so that university health and counselling services might be better placed to avert or attenuate such illness;
- (b) Stress points within the university environment, shown to be causally related to mental illness, might be modified or eliminated.

Students, of course, are subject to the same mental and emotional disturbances as are other groups of young adults within the community. However, investigations have consistently shown that, because of the particular nature of the university environment - with its academic demands, its interaction with family and social background, its stresses and its freedoms - students exhibit a special pattern of mental illness.

Professor C.B. Kidd, in discussing his research at Edinburgh University into psychiatric morbidity amongst students, wrote:

"Students are a highly selected, intelligent and important group of individuals. It is argued that among them there is a high proportion who develop psychiatric disorders or

emotional stress, and that these conditions, because they occur at this vital time, constitute a major threat to the student's personal happiness, his ability to study, and his chances of success. This proportion is believed to be the highest among first-year students."

The student community is not only readily accessible to investigation, and, hopefully, intelligent enough to benefit from health education programmes; it is also important because:

- (a) Student mental illness is occurring at a crucial time in life. The illness may determine the success or failure of an individual, in whom the community has invested maximally, and from whom the community can expect a whole life-time of "professional" output;
- (b) Certain "stress points" within the university environment are amenable to change.

Dr. D. Farnsworth, of Harvard University Health Service, has written: "I believe that all of us (student health and counselling personnel) should be students of the environment of higher education. Those of us who take care of sick students are impressed with the futility of our efforts, in the face of the many influences that are at work in checking them. In other words, the psychiatrist and psychologist who do psycho-therapy are fighting a losing battle unless some attention is paid to altering conditions which can produce emotional conflicts."

A number of University Health Services in the U.S.A. have incorporated new facilities and attitudes in an attempt to improve the health of the university community.

The U.S.A.

The best equipped Student Health Service I saw during my Special Overseas Leave late last year was that provided by Harvard University. It is really a University Health Service, providing not only for students but also for Faculty employees and families, giving a total population of nearly 50,000 who can use this service. Students pay \$96 a year for this service which is well-valued and accepted by them.

In general, the physical examination has been given up at Harvard as at the University of California, Los Angeles (U.C.L.A.). A form is sent out to each new student, to be filled out by the family physician, calling attention to any problem he feels should be known by the Health Service.

The capital expended in the Harvard Service totals 3 million dollars. The current budget is 3 million dollars a year, providing a staff of three hundred. The Service last year provided 157,000 visits for a Faculty population of 9,000 and a student population of 15,000 and a graduate student population of 14,000.

Last year the Psychiatric Service was used by 19% of female students, 13% of medical students and 8% of business and law students. Parental difficulties were the major reason for students to seek help.

The service at U.C.L.A. is provided for 29,800 students, including 10,000 new students each year. A questionnaire is distributed but no physical examination is carried out.

The staff at U.C.L.A. includes six full-time generalists with two full-time psychiatrists. The Health Service is in the major teaching hospital

of U.C.L.A. and makes full use of all specialist services provided in that institution. Finance by the students totals \$70 a year for the Health Service. For the teacher-training programme, a very careful review was carried out by a special committee on the mental health of teacher-training students. This was based primarily on behaviour in the classroom rather than on interviews as this had been found to be much more reliable. If the students were inadequate they tended to be excluded when academically mediocre, but if good academically, an attempt was made to provide psychiatric treatment. Many students with some physical defect record a very good performance.

At Massachusetts Institute of Technology (M.I.T.) the Health Service includes twelve staff members for the Psychiatric Service, dealing with 1,000 cases a year. Six are full-time and six part-time, and include a social worker and a psychologist. Often the social worker works direct with the students. There has been a gradual increase of 10-25% in numbers per year. The total population is 18,000, comprising 17,000 students, 1,000 Faculty families and employees.

It is worth noting that M.I.T. is an institution providing maximum pressure academically to outstandingly qualified academic students taken from all over the U.S.A., and distinguished in Mathematics and Physics particularly.

Physics students are more likely to present in their sophomore or freshman years, while Maths students most likely present during their final year. This provides an interesting opportunity for study in adaptation.

A twenty-four hour emergency cover is provided by the Psychiatric Service, including emergency beds.

The experience of the Psychiatrist-in-charge has enabled him to make a useful contribution to the overall administration and academic policy of M.I.T.. Current studies are designed to document the response of students, including their emotional response, to the great educational pressure. Attempts are made to reassure students that they will not be tipped out in the first year and this had made them more ready to talk about their problems.

Britain

At the Student Health Service at the University of Aberdeen a medical examination was no longer compulsory. There has been an attempt to try to prevent drop-outs (20% tend to occur in the first year). Questionnaires were given before and after, and a special orientation course was held in the second term of the first year with groups of ten students. These results are being analysed. Three full-time doctors provide a service for 5,000 students.

Dr. R.V. Kapur, a young Indian psychiatrist, who is working in Professor Carstairs' Unit in Edinburgh, is particularly concerned with the prediction of academic performance from psychological, social and academic correlates.

He has developed a questionnaire which was administered to all freshman students at Edinburgh University who had not been to any other University before. 1,960 students (99% of the cohort) completed this in the first three weeks of term. Special sections concerned with symptoms and certain personality features, especially a hostility measurement, were included. An effort is being made to determine whether those who have internally directed hostility do better than those with externally directed hostility.

A second questionnaire is sent out after the first term to assess the influence of the University. A 94% response was achieved.

Particular interest is being taken in the personal disturbance or symptom and hostility scores in relation to academic performance. This might enable some correction to be applied to the marks. There is an impression that students marked high on the personal disturbance score often do well or badly - they do not figure in the middle of the class.

The aim of this investigation is to find a high risk group and give help from the start with appropriate counselling. It is not proposed to influence selection in any way.

The University of Edinburgh has four psychiatrists providing a continuous service of one session daily for 10,000 students. General practitioners in the Service deal with the simpler problems; a weekly meeting is held with the psychiatrists to review the cases.

Conclusion

The quickening pace of overseas investigation underscores the growing importance of student health problems from the point of view both of the community and the individual student.

In the belief that similar investigation is needed in Australia, the Department of Social and Preventive Medicine is undertaking research into the background and environmental factors associated with student morbidity, especially mental and emotional disturbance, with a view to -

(a) devising a useful prognostic questionnaire,

- (b) determining "stress points" within the university environment that might be amenable to change.

The motivation behind this research project is the belief that there is a significant level and a particular pattern of mental and emotional illness among university students.

The human and economic consequences of this illness necessitate an investigation of the epidemiology in order to devise practical preventive measures for the reduction of its incidence.

* * * * *

THE ANATOMY OF STUDENT REVOLT

The following article entitled "The Anatomy of Student Revolt", appeared in the Spectator on March 7

It was written by John Searle, a professor of philosophy at the University of California at Berkeley. In 1964 he was a faculty leader of the Berkeley Free Speech Movement and from 1965 to 1967 acted as special assistant to the Chancellor for student affairs. He was himself educated at the University of Wisconsin and Christ Church, Oxford.

In several years of fighting for, fighting against and simply observing student revolts in the United States and Europe, I have been struck by certain recurring patterns of action and internationally common styles in the rhetoric of confrontation.

Leaving out student revolts in Turkey, Czechoslovakia and Spain - all of which have rather special features - and confining ourselves to the U.S. and the advanced industrial democracies of Western Europe, it seems to me to be possible to discern certain family resemblances in the successful campus rebellions. In general, successful student revolts in these countries tend to occur in three identifiable phases or stages.

In the beginning, the revolt always has - at least in the mythology of local administrations - the same two features: there is only 'a very small minority' of troublemakers, and 'they have no legitimate grievances.' These conditions, I

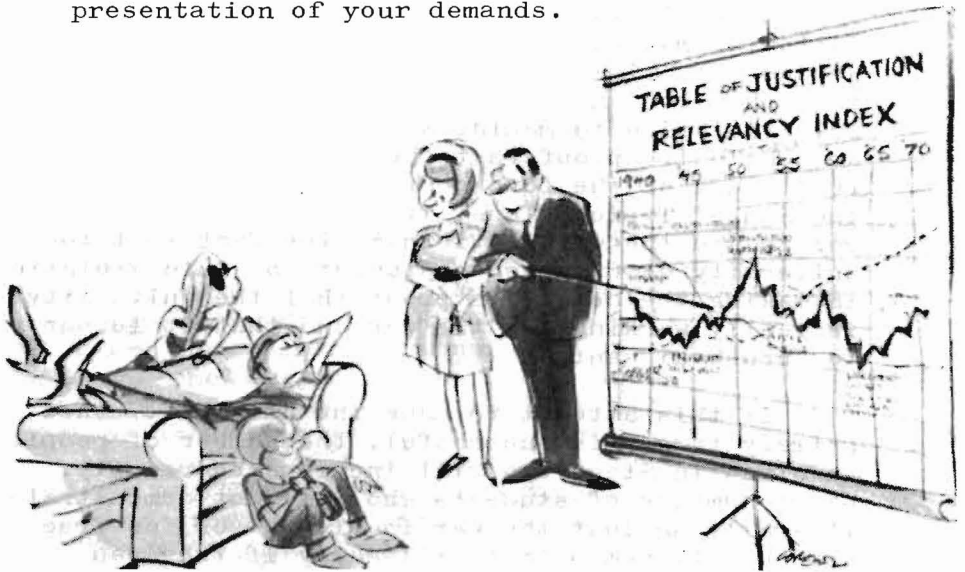
have found in visits to campuses all over the U.S. and Western Europe, are, by common administrative consent, universal. They are also the reasons why "it won't happen here;" that is, they are always the reasons why "this campus won't become another Berkeley," or, "another Columbia." I have discovered, incidentally, that a legitimate grievance is defined as one in which the students win. If you win, it turns out that your grievance was legitimate all along; if you lose, then alas for you, you had no legitimate grievance.

"The small minority with no legitimate grievance" starts out by selecting an issue. Curiously, almost any old issue will do. At Berkeley it concerned the campus rules on political activity; at Columbia it was the location of a gym; at Nanterre a protest at the offices of TWA and the Chase Manhattan Bank; at Essex it was a visit by a representative of the Ministry of Defence; and many places have used recruiters from the Dow Chemical Company and other variations on the theme of the war in Vietnam.

Almost any issue will do, provided it has two crucial features: (1) It must be an issue that can be somehow related to a Sacred Topic. In the United States, the Sacred Topics are the First Amendment, race and the war in Vietnam - in that order, though I believe that in the last year race has been pulling ahead of the First Amendment. (In France, la révolution is itself a Sacred Topic. If the issue can be related to a Sacred Topic, then the majority of students, even though they would not do anything about it themselves, will at least be sympathetic to the demonstrators' position in the early stages. (2) The issue has to be one on which the university authorities cannot give in. The authorities must initially refuse your demands. If you win, you have lost. If the authorities give in to your demands there

is nothing for it but to pick another issue and start all over.

The demand, therefore, has to be presented in the maximally confrontationalist style. This usually requires a demonstration of some sort, and sit-ins are not uncommon at this stage, though a "mass meeting" or march to present your demands will often do as well. The number of people in Stage One is usually small, but they serve to "educate" the campus, to "dramatise" the issue. It is a good idea, though not always necessary in Stage One, to violate as many campus rules or civil laws as you possibly can, in as visible a manner as you possibly can during the initial presentation of your demands.



"Now, here we are in the early fifties — a time, may I remind you, when McCarthyism was rampant. Your mother and I were in the thick of that protest, circulating petitions and distributing literature attacking his methods and those of the house committee on un-American activities . . ."

In other words, you should challenge the authorities to take disciplinary action against you, and generally they will oblige by suspending a few of your leaders.

Stage One closes when the administration rejects your demands, admonishes you to better behaviour in the future and, if possible, brings some of your leaders to university discipline for rule violations in the demonstrations. Berkeley 1964 and Paris 1968 are the models of a well-managed Stage One.

In Stage Two the original issue is transformed so that the structure of authority in the university is itself the target. This is achieved by the following method. The fact that the university rejected the original demands and, even more, the fact that the university disciplined people for rule violation in making those demands are offered as conclusive proof that the university is the real enemy of the forces of truth and justice on the Sacred Topic. Thus, if the original demand was related to the war in Vietnam, the fact that the university disciplined a student for rule violation in making the demand is proof that the university is really working for the war and that it is out to "crush dissent."

If this attempt to make the university the primary target is successful, the number of people involved in Stage Two will increase enormously. Large numbers of students who will not demonstrate illegally against the war in Vietnam or for free speech will demonstrate illegally if they can demonstrate against someone's being disciplined for illegally demonstrating against the war in Vietnam or for free speech. The original issue is made much more personal, local and "relevant" to their life as students by being redefined, with the university authorities as the main enemy.

The war in Vietnam is a long way off, but the chancellor's office is just across the campus. This redefinition of the issue so that the university authorities become the main target is crucial to the success of the entire operation and is the essential characteristic of a successful Stage Two.

Speeches, leaflets, meetings and articles in student papers all serve to create a certain rhetorical climate in which charges that would normally be thought to verge on the preposterous can gain currency and acceptability.

In Stage Two certain new and crucial elements enter the fray - television and the faculty. It sounds odd to describe the jobs television does but here they are: it provides a leader and it dignifies the proceedings. The mechanisms by which television provides the movement with a leader are not generally well understood. It looks as if the movement chooses a leader and he addresses the TV cameras on its behalf, But that is rarely what happens; in fact, that almost never happens.

What happens is that among the many speakers who appear at rallies and such, some are more tele-genic than others; and the TV reporters and cameramen, who can only use a small amount of footage anyway, are professional experts at picking the one who will make the most interesting news shots. The man they pick then becomes the leader or spokesman or symbol of the movement. Of course, his selection has to be approved by the movement, so any TV selection is subject to ratification by the crowd. If they don't like him, the TV people have to find somebody else, but among the many leaders who are acceptable to the demonstrators, television plays an important role in the eventual success of one or another.

Thus Mario Savio in Berkeley, Daniel Cohn-

Bendit in Paris and Mark Rudd at Columbia were people with relatively little leadership position prior to Stage One, but who, as a result of their own qualities and the fact that the television people chose them to present as leaders, were elevated to the status of leaders, at least symbolically. Both Savio and Rudd have complained of this television exaggeration.



Daniel Cohn-Bendit

Actually, Cohn-Bendit is the purest case of mass publicity as a factor in selecting a leader, for Jacques Sauvageot, the leader of the student union, and Alain Geismar, the head of the teachers' union, were both authentic campus leaders and organisers well before Stage One ever got going, but neither is much good on TV, so neither ever attained Cohn-Bendit's symbolic stature. In a sense, the fact that television plays such an important role in the selection of the leader doesn't much matter because it is a feature of this type of political movement that leaders don't lead (they may manipulate, but lots of people who are not "leaders" do that as well).

In a crazy kind of way, television also dignifies the proceedings. If you are at a demonstration at noon and you can go home and watch yourself on the six o'clock news, it suddenly means that the noon behaviour is lifted out of the realm of juvenile shenanigans and becomes genuine historical stuff. If you are there on the box it must be pretty serious, an authentic revolutionary event.

This is a McLuhanite generation, raised with a feel for publicity in general and TV in particular. When I was an undergraduate, if you got

kicked out of university you went somewhere else and tried to forget about it; nowadays you would immediately call a TV news conference and charge that you did not get due process. As a news medium, television requires the visually exciting, and campus demonstrations are ideal telegenic events; they are dramatic, colourful, often violent, and in slack moments the cameras can rest on the bearded, barefoot hippies or the good-looking, long-haired girls. In return for useful footage, the media men provide the dignity and self-respect that ordinary people derive from mass publicity.

It is very important in Stage Two that a few faculty members side with the demonstrators "on the issues." In general, they will not directly condone rule violations, but by supporting the issues of Stage One they add a stamp of approval to the whole enterprise and thus have the effect of indirectly excusing the rule violation: "It is unfortunate that there should be any disruption of the university, but it really is awful that the administration should kick poor Smith out just for sitting peacefully and non-violently on the dean's desk for a few hours, especially when Smith was only trying to end racism and the war in Vietnam."

More important, the approval of faculty members provides a source of security and re-inforcement of convictions. An undergraduate engaging in a disruption of university operations is not (at least, not yet) engaging in a conventional and established form of political behaviour. He feels deeply insecure, and the stridency of his rhetoric should not conceal from us the depth of his insecurity. The apparent passionate convictions of most university demonstrators are in fact terribly fragile, and when away from the crowd many of them are fairly easily talked out of their

wildest fantasies. A few faculty members can provide security and reinforcement, and are therefore a great aid in recruiting more student support. Old-fashioned people, Freudians and such, would say that the student needs the faculty member to play the role of an older sibling in his revolt against the administration-parent.

At the end of Stage Two, there is a large scale demonstration against the university on the issue of Stage One as transformed by the rhetorical impact of Stage Two. In the United States, it takes the form of a large sit-in, though this has recently been developing into the seizure ("liberation") of a building, complete with barricaded doors and windows. (In Paris, it was also a matter of building street barricades, but street barricades are a French tradition, not easily exportable, that somehow seems to survive; the survival is aided by the presence of small cars that can be used as building material.) When the sit-in or seizure occurs, the university authorities are strongly inclined to - and usually do - call out the police to arrest the people who are sitting in. When that happens, if all has gone according to the scenario, we enter Stage Three, and we enter it with a vengeance.

The first characteristic of Stage Three is an enormous and exhilarating feeling of revulsion against the calling of the police. The introduction of hundreds of policemen on the campus is regarded as the ultimate crime that any university administration can commit, and a properly led and well-organised student movement will therefore direct all of its efforts in Stages One and Two to creating a situation in which the authorities feel they have no choice but to call the police. Large numbers of faculty members who have so far watched nervously from the sidelines, vaguely sympathetic with the students' rhetoric but un-

willing to condone the rule violations, are suddenly liberated. They are rejuvenated by being able to side with the forces of progress against the forces of authority; the anxieties of Stages One and Two are released in a wonderful surge of exhilaration: we can hate the administration for calling the cops instead of having to tut-tut at the students for their bad behaviour. On the students' side, there is a similar euphoria. In Berkeley, the student health service reported in 1964 a sharp decline in the number of students seeking psychological and psychiatric help during Stage Three.

In the transition to Stage Three, the more police brutality you can elicit by baiting and taunting (or the more the police are able to provide by themselves in the absence of such incitement), the better, but, as any competent leader knows, police brutality is not, strictly speaking, necessary because any large-scale mass arrest will produce accusations of police brutality no matter what happens.

In the face of the sheer horror of the police on campus, the opposition to the movement especially the opposition among the liberal and moderate students, becomes enfeebled and usually collapses altogether. At this point, there is a general student strike with fairly strong faculty support, and quite often the campus will be completely shut down.

Furthermore, the original demands of Stage One are now only a small part of a marvellously escalated series of demands. Sometimes, as in Paris, the Stage One demands may be pretty much forgotten. Who, for example, could remember on the barricades what Cohn-Bendit was agitating for back in Stage One? A typical list of Stage Three demands would comprise the following.

The president must be fired (he usually is, in fact).

There must be amnesty for all.

The university must be restructured so as to give the students a major share in all decision-making.

The administration has to be abolished, or at any rate confined to sweeping sidewalks and such.

The university must cease all cooperation with the Defence Department and other official agencies in the outside community.

Capitalism must end - now.

Society must be reorganised.

Meanwhile, interesting things are happening in the faculty: committees are meeting and drafting resolutions, alliances are being formed and petitions circulated. The faculty government, by tradition a sleepy and ill-attended body that gently bickers about parking and by-laws, is suddenly packed with record numbers of passionate and eloquent debaters. There are endless amendments and fights over the symbolism of a "whereas" clause. Great victories are won and symbolic defeats sustained. Also, in the general unhooking of Stage Three many faculty members discover all sorts of long-forgotten grievances they have against the administration. There is simply no end of good grievances; indeed, in our best universities I believe this could be one of the conditions of continued employment: if you can't think up half a dozen really good grievances against the place you are probably not intelligent enough for continued employment in a university of top calibre.

More important, deep and abiding hostilities and hatreds grow up among various factions in the

faculty. Those who are active find that their political role is more important to their standing in the community than their scholarly achievement. No matter what the issues, more energy is expended on hostilities within the faculty than on battle with any non-faculty foes, and the passionate feelings usually go far beyond those found in the democratic politics of the real world. Like nuns struggling for power in a convent, professors seem to lack the distance and detachment to see Stage Three university politics for the engagingly preposterous affair it usually is.



Mark Rudd

So now we have come from the halcyon days of Stage One, in which there was "only a small minority with no legitimate grievances," to the full-blown revolutionary ecstasy of Stage Three; the place is shut down, the president is looking for a new job and the effective authorities are a handful of fairly scruffy-looking and unplausible-sounding student leaders. How does it work? What is the fuel on which the mechanism functions?

Before I answer that, I need to make the usual academic qualifications about the model: it is intended only as an analytical framework and not a complete empirical generalisation. Certainly, not all successful student revolts go through these three stages, and I can think of many counter-examples, and so on. Nor do I mean to imply that anybody on either side actually plans his behaviour with these three stages in mind; I am not suggesting that student leaders sit in cellars asking themselves "Are we in Stage Two yet?" Furthermore, I am not saying that the demonstrators are either in the right or in the wrong on the demands they

make. Student demonstrators, like university administrators, are sometimes right, sometimes wrong. I am just trying to describe a common pattern of events that has recurred in many places and with quite different issues, but it will be obvious from what I have said that I find it at least an inefficient method of resolving campus disputes.

Getting back to the question - What makes it work? - the unique feature of the present situation in universities is the pervasive dislike and distrust of authority. Far more students in the western democracies today - more than, say, ten years ago - hate their governments, police forces and university administrations (there are complex historical reasons for this, most of which have nothing to do with universities). I can, for example, remember when it was quite common for university presidents to be respected and admired, even on their own campuses. Now it is almost unheard of (except after they have been fired).

The strategy of a successful student movement is to unite this existing mistrust of authority with genuinely idealistic impulses on one of the Sacred Topics in such a way that assaults on university authority become a method of expressing that idealism. Each new exercise of authority then becomes further proof that the administration is an enemy of the idealism, and this serves to undermine authority even more. The transition from each stage to the next, remember, is produced by the exercise of authority; and eventually, with the use of masses of policemen - if all has gone according to plan - campus authority collapses altogether. The strategy, in short, is to pit "the students" (and not "the radicals" or "the small minority") against "the administration" in a fight that appears to concern a Sacred Topic, and then to undermine the administration by pro-

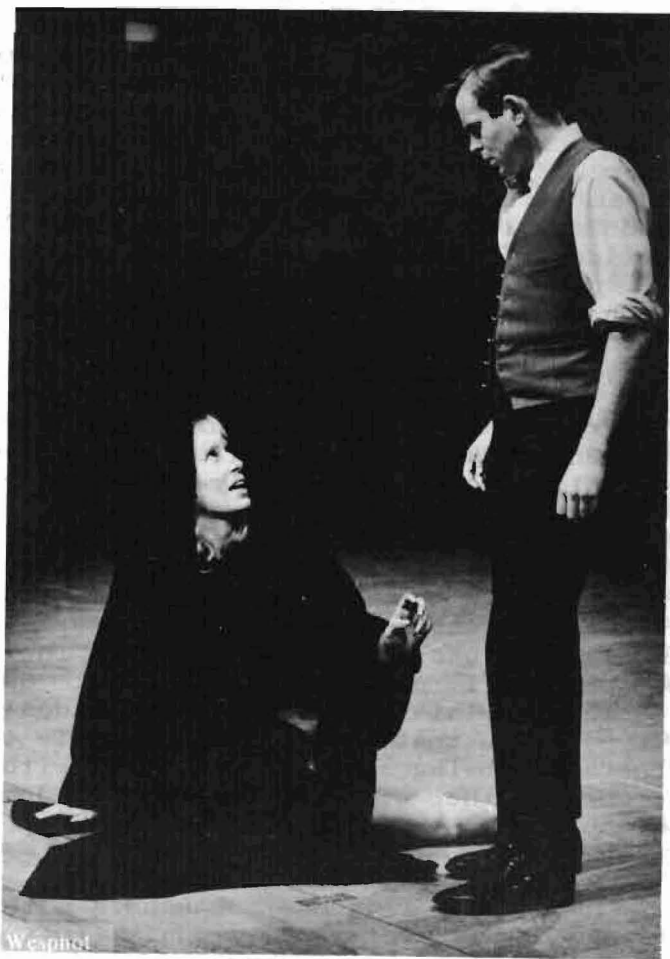
voking exercises of authority that will serve to discredit it. The three stages, then, should be seen as a continuous progression, beginning with the creation of an issue (or issues) and ending with the collapse of authority.

The demonstrators are always puzzled by the hostility they arouse among the liberal intelligentsia outside the university. But what the demonstrators perceive as the highest idealism often looks from the outside like a mixture of vandalism and imbecilic dogmatism. Though they can convince themselves that, say, Columbia, Stanford and Berkeley are racist institutions, few on the outside ever accept this view.

When administrations are defeated, they almost invariably go down as a result of technical mistakes, failure to grasp the nature of the struggle they are engaged in and, most important, their own demoralisation. A confident administration bent on defending intellectual values, and consequently determined to destroy the power of its essentially anti-intellectual adversary, can generally win. Victory for the administration requires a readiness to deal with each of the three stages on its own terms and certain overall strategies involving internal university reforms and the intelligent use of discipline (even including the police when it comes to the crunch). Curiously, many college administrations in America don't yet seem to perceive that they are all in this together. Like buffaloes being shot, they look on with interest when another of their number goes down, without seriously thinking that they may be next.

* * * * *

NEW FACES AT THE ALEXANDER



Death, played by Mary Saunders, and the Bridegroom, played by Kevin Ryan, from the play "Blood Wedding"

"Blood Wedding", to be presented in the Alexander Theatre from July 9 - 12, introduces a number of new faces to the Alexander stage, together with some familiar ones. The dominant figure of the bridegroom's mother, obsessed with hate for the killers of her husband and son, is played by Adrienne Holzer; her son, the bridegroom, by Kevin Ryan. Molly Wilson plays the bride, trying by her marriage to escape her passion for her former sweetheart, the intense brooding Leonardo, played by Saul Bastomsky. Frances Banks takes the part of his unhappy young wife.

The Calton family turns out in force - Barbara is getting great fun out of the part of the bride's talkative, very knowing servant; daughter Margot appears on stage for the first time as the little girl; son Simon plays one of the bridegroom's young friends, and Kit Calton makes an appearance as a woodcutter.

We also welcome Mary Dean, who has worked behind the scenes in drama companies in Australia and England, and at both St. Martin's and Russell Street; 13-year-old Laura Cox; Andrew Selvay from the Clayton Theatre Group; and the Moon, who makes a rare appearance on stage in the guise of Richard Pannell.

Federico Garcia Lorca is perhaps the best known of Spanish dramatists outside the Spanish-speaking world, due partly to his identification with the tragedy of the Spanish Civil War, during which he was killed in mysterious circumstances. His Republican sympathies prevented commercial performance of his plays in Spain until the sixties, but his value as both poet and dramatist was appreciated elsewhere and his work has been extensively translated, performed and studied.

Lorca wrote plays reminiscent of the puppet

theatre, his first love, and avantgarde works, as well as the three tragedies of which "Blood Wedding" is the first. He saw life itself as poetry, in the sense of mystery, beauty and unknown forces, and the theatre as the embodiment of this poetry. His brother, Francisco, writes in the Introduction to the Penguin translation of the tragedies that there is "a tendency always implicit in his theatre - that of handling dramatic values, whenever possible, with the freedom of purely poetic ones." And he adds: "Any interpretation of his theatre made from a viewpoint other than a poetic one will lead to wrong conclusions."

This concept has little to do with mere verse, and in these plays formal poetry is gradually reduced until in "The House of Bernarda Alba" only the poetic essence remains. This play also sees a relatively greater individualization of characters, which he generally presents as symbols of certain passions and attitudes. In "Blood Wedding" on the other hand, the characters are inexorably impelled by forces beyond their control. Lorca conceived his characters all of a piece and their psychology has to be intuited rather than analyzed. His plays are difficult to perform and, especially for anglo-saxon audiences, to understand, but if we remember Lorca's own attitude, that it is much more important to feel than to understand, a performance of his work can be a satisfying and moving experience.

Tickets are available from the theatre.

"The Balcony"

Later in July, the Melbourne Youth Theatre returns with a season of Jean Genet's play "The Balcony".

Season: Friday and Saturday, July 18 and 19
Wednesday to Saturday, July 23 to 26
Tickets: \$1.00 and 70¢ (60¢ school parties).

Le Tréteau de Paris – 1969 Australian Tour

In 1960 Le Tréteau de Paris (literal translation: The Portable Boards of Paris) first came to Australia and presented to enthusiastic audiences a modern dress staging of Molière's "Le Misanthrope" in Sydney, Melbourne and Adelaide. In 1967 an extensive tour repeated the Company's previous success in seven Australian cities with two productions: "Les Femmes Savantes" by Molière and Jean Anouilh's "Antigone".

For their third visit this versatile Company will present two excitingly diverse productions which have already received high acclaim during tours of North America and Great Britain earlier this year - Molière's sparkling satire, "Tartuffe", and Beckett's modern classic "En Attendant Godot", both of which will be played in the original French at the Alexander theatre on Wednesday, July 2 and Thursday, July 3.

The tour is presented in Australia by the Australian Elizabethan Theatre Trust under the auspices of L'Association Francaise d'Action Artistique of the Government of the French Republic and with the patronage and assistance of the Australian Council for the Arts.

* * * * *

UNIVERSITY GENERAL LECTURES

The University General Lectures are intended as an annual series of lectures on a topic of broad general interest to all sections of the University. The theme of "Protest" in various of its aspects has been selected for 1969. The series is open to all members of the University. The lectures will be held in the Alexander Theatre on Thursdays at 1.10 p.m. during Second Term.

SPEAKERS	SUBJECT	DATE
Archbishop Frank Woods Archbishop of Melbourne	Protest and Religion	July 3
Professor Zelman Cowen Vice-Chancellor University of New England	Protest and the University	July 10
Associate Professor H. Mayer Department of Government University of Sydney	Protest and Politics	July 17
Professor P. Brett Professor of Jurisprudence University of Melbourne	Protest, the Community and the Law	July 24
Professor A. G. Hammer School Applied Psychology, University of New South Wales	Protests, Motives and Personalities	July 31

* * * * *

"MONASH BULL AND MONASH MULE"

Following an address by Mr. David Scott, Executive Director of C.A.A., a Monash University Community Aid Abroad group was formed. The annual subscription was set at 20 cents, and the group is open to both students and staff.

Two projects have been undertaken by the group, and it is hoped that the \$540 necessary for them can be raised this term.

One is for the "Monash Mule". The Ha Chooka village in the mountains of Lesotho (Africa) is served by a Mission which works in an area covering 2,000 square miles, providing seven schools and running a hospital for the district. Crops in this area are poor, soils infertile and they face severe problems of erosion, frost, hail storms and short and unreliable seasons. With seven schools scattered throughout the mountains (highest peak is 11,425') there is a problem of providing them with supplies. The most suitable form of transport for haulage is by mule. The present mule is very old and about to die. \$110 will provide the funds for a replacement pack mule.

The other project is to provide the "Monash Bull".

In India and Pakistan, milk is a vital source of animal protein. Their present cow population is not very productive in milk terms, and by supplying top quality cows and bulls productivity can be increased.

Indigenous cattle do not calve until they are about three years old, and then they give barely

enough milk to keep the calf alive. When these animals are crossed with a quality animal, cross-breeds calve earlier, and give almost four times the quantity of milk per day. When it is realised that through artificial insemination centres, one stud bull can service several hundred village type cattle, increases in milk production can reach considerable proportions.

Bulls are needed for pure breeding, for cross breeding programmes, and for up grading village cattle. Various centres are in existence in India and Pakistan for such projects e.g. the Key Village Centres in West Bengal. The immediate request is for 200 Friesian and Illawarra cattle for farms at Rawalpindi and Lahore in West Pakistan. Monash C.A.A. hopes to provide one of these.

Costs: Registered bull	\$400
Hay and feed en route	15
Transport	10
Veterinary costs	<u>5</u>
	\$430

We trust staff will join with students in fund raising activities to support these schemes. The Monash group plans a coin spiral, the selling of "Mule" and "Bull" badges, a film show (Squizzly Taylor) and also hopes that staff members might wish to make donations.

As 1969 is being celebrated as the Gandhi Centenary Year, the C.A.A. group felt that it would like to participate in some Monash celebration of this event. C.A.A. would like to hear from staff members or groups who would be willing to plan and participate in some form of Gandhi Centenary year programme. Enquiries and donations to C.A.A. box in the Union, or to the staff committee members, Dr. R.H. Snape (Economics) and Mr. Alan Gregory (Education).

NEW RULING ON PUBLIC STATEMENTS

Council has approved a recommendation of the Professorial Board that a 1961 Council ruling on public statements by members of the University be replaced.

It was pointed out that the 1961 ruling was open to misinterpretation and could deter members of staff from properly entering into public debate on controversial issues.

The new ruling reads:

"The Council is of the opinion that all members of the University have the right to express their views on any matter of public interest, but brings to their attention the need to exercise this right with due regard to the interests of the University.

"Members of staff are urged to exercise particular care when making public statements in relation to official University policy. The Council recognizes that when a member of staff makes a public statement within the range of his own expertise it is proper, and may be essential, that he should give the University as his address and mention his appointment. There may be cases where it is important that a staff member makes it clear that he is stating a personal view, or uses his private address, or both.

"The Council has no intention of limiting individual freedom and prefers to rely on the good sense of the staff in these matters rather than lay down detailed rules."

THE FRIENDS OF THE MONASH UNIVERSITY LIBRARY

At a time when governments have long since assumed the major role in the financing of Australian universities it is legitimate to ask what function an organized group of private donors can have in helping and influencing the growth of libraries beset by the enormous needs of students, teachers and researchers. The Friends of the Monash University Library, like similar groups elsewhere in Australia, in the United Kingdom and all over the United States, believe that they can bring support in a way that is not adequately represented by their modest monetary contribution to the Library's annual budget.

University libraries, serving rather special communities and building collections to suit the requirements of selected categories of scholars grouped in academic departments, can all too easily withdraw from the wider world catered for by the public reference and national research libraries. Yet unimpeded contact with the community at large is essential both intellectually and materially to the University library.

The relatively late appearance of studies of modern literature, history and the social sciences in the university curricula is one example of academics following not preceding amateurs.

Australian studies owe demonstrably more to prescient collectors of the nineteenth century like David Scott Mitchell and E.A. Petherick than they do to the university men of the same period. Bibliophiles are more often trendsetters than is recognized. An Association of Friends can bring to a University Library the stimulation of this

of contact, and at the same time opportunities to acquire, by gift, by bequest, or by purchase, collections which future generations will value very highly.

No less important is the part the Friends can play in developing the Library's holdings in interdisciplinary fields, or in traditional areas not yet touched by the University's teaching and research.

Nothing is more valuable to a Library than information - on what to collect, and on when and how to collect it. Another purpose of the Friends is to provide a clearing House for such information, by becoming an effective meeting place for members of the University and bookmen from outside. Thus the Friends are not a mere fund-raising organisation. They aim to provide a bridge between the Library and the rest of the University, and between the Library and the public at large. If the Friends of the Monash Library are to fulfil these ambitious functions their membership must grow, and in due course attract significant gifts, especially in books.

These would parallel benefits which have flowed spontaneously from the public and from staff and students at the University since it was founded. But given the facilities for communication that the Friends help to provide, such generosity can be made more purposeful and productive, and offer a valuable adjunct to the Librarian's budget.

The support of the University's staff for the Library and its Friends is a condition of wider public interest, and the Friends are somewhat dismayed by the small numbers who have joined them, and by the contrast between them and the flourishing society of Friends of the Baillieu Library at the University of Melbourne. Moreover, they can-

not help feeling that if members of staff think - as is not uncommon in the U.S.A. - that access to a well-equipped library provides a substantial saving in expenditure on books for teaching and research, they may also look on membership as a matter of enlightened self-interest.

Since the active life of the Association began in August 1968, the Friends have held regular meetings to hear talks on subjects of general interest to library - and book lovers. Dr. Love has spoken on "Swift and the Publishers" - a lecture to be published along with a catalogue of the Library's collection of Swift and Swiftiana; Dr. D. F. Mackenzie has spoken on the History of the Cambridge University Press, and Dr. Kirsop on "Libraries and Collectors in Europe in 1967". When the current Library building is completed it is hoped to hold exhibitions, as well as such lectures.

The Friends know no distinction of Faculty and support all parts of the University Library. The Friends act, and spend money, only after consultation with the Librarian. The qualification for membership of the Friends is to make a minimum annual gift of \$5.00 (or a book or pamphlet of equivalent value). Since gifts are paid direct to the University, they are allowable deductions for income tax.

Enquiries and application to join should be addressed to the Secretary, Wallace Kirsop, Department of French.

* * * * *

SCHOLARSHIPS & FELLOWSHIPS

Churchill Fellowships for 1970

Churchill Fellowships are normally tenable in any part of the world outside Australia for periods from three to twelve months.

Further information and application forms may be obtained from:

The Regional Secretary,
The Winston Churchill Memorial Trust,
146 West Toorak Road,
SOUTH YARRA, 3141

with whom applications should be lodged not later than July 21, 1969.

Australia-Japan Business Co-operation Committee Scholarship

Applications are invited for two scholarships tenable in Japan in 1970 awarded by the Australia-Japan Business Co-operation Committee and the Commonwealth Government.

Applicants should be single and have a good knowledge of Japanese. Each scholarship is for approximately \$A3000. Full particulars are available from Mr. D.K.R. Hodgkin, Registrar, Australian National University, P.O. Box 4, Canberra, A.C.T. 2600. Applications close on July 11, 1969.

Saionji-Hamersley Scholarship

Applications are invited for the Saionji-Hamersley Scholarship tenable in Japan in 1970. Preference will be given to graduates who are single, who have a good knowledge of the Japanese language and who are graduates or of equivalent

standing.

The scholarship provides for one person: fares, fees, and a monthly maintenance allowance of \$A225.

Full particulars are available from Mr. D.K.R. Hodgkin, Registrar, Australian National University, P.O. Box 4, Canberra, A.C.T. 2600, with whom applications close on July 11, 1969.

* * * * *

PROFESSOR HUNT TO BE ACTING VICE-CHANCELLOR

Council has decided that Professor K.H. Hunt, Dean of the Faculty of Engineering, will become Acting Vice-Chancellor during absences of the Vice-Chancellor between July 1, 1969, and June 30, 1970.

Should the Vice-Chancellor and Professor Hunt both be absent, Professor K.C. Westfold will act as Vice-Chancellor.

* * * * *

THE REPORTER

Copy for the July issue will close on July 4, and for the August issue on August 1. Copy should be addressed to the Editor, Monash Reporter, Vice-Chancellor's office.

* * * * *

DEPARTMENTAL NEWS

Chemical Engineering

Two meetings of the Institution of Chemical Engineers were addressed by members of staff recently -

Professor G. Narsimhan spoke on "Dynamic Programming as a Tool for Optimization".

Dr. J. B. Agnew spoke on "Some experiences in Computer Control".

The Society of Monash University Chemical Engineers (S.M.U.C.E.) an undergraduate body, recently held its third annual dinner in the Union. 92 persons attended, including 16 guests from industry, undergraduate students from all years, and from Melbourne University, postgraduate students and staff. The guest speaker was Mr. W. Yeo, Refinery Manager of Petroleum Refineries, Australia, at Altona. Mr. Yeo spoke on the duties of a technical manager and of the attributes required to achieve success.

Later in the evening, a new record of 6.0 seconds was set for the traditional Tankard (one pint).

Civil Engineering

Professor O. C. Zienkiewicz of the department of Civil Engineering, University College of Swansea, visited the department and delivered a series of lectures entitled "A general introduction to the Finite Element Method of Analysis". The lectures were followed by a colloquium, and discussion on research with staff and students.

Electrical Engineering

Mr. Eric Wolfendale, Deputy Managing Director of Racal Research Limited, visited the department and gave a very interesting "State of the Art" lecture on the use of digital computers in electronic circuit design. Using the programming systems developed by his team, a circuit designer can, in a few hours, develop circuitry that might take a team of engineers many days to complete even if more conventional digital computer techniques were available to them. Mr. Wolfendale also presented a film on how a graphic terminal for a computer can be used to take the difficulty and tedium out of microcircuit and printed circuit layout and mask production procedures. Our final year students are now clamouring for such facilities to take the tedium out of their design exercises.

German

Nine members of staff and one post-graduate student from Monash were present at the fourth Graduate Workshop in Canberra from May 28 - 30. Professor Bodi gave a paper on Course Structure in University Teaching of German and Dr. Clyne on The Application of linguistics to the Teaching of Literature.

A new association, to be known as the Australian and New Zealand Association of University Teachers of German, was formed at Canberra. Dr. Michael Clyne was elected Treasurer of the Association and Dr. Walter Veit is Convener of a committee to inquire into the organization and pooling of German book resources in Australia and New Zealand.

Professor Victor Lange, Chairman of the Department of German at Princeton University and President of the I.V.G. (International Assoc-

iation of Germanists), will spend some weeks in Melbourne in second term as a Fulbright scholar. Professor Lange is attached to Melbourne University, but will spend one day a week at Monash and will participate in our undergraduate and graduate teaching programmes.

Dr. Herbert Bower of Kew Mental Hospital gave the last paper in a series of graduate research seminars on the relationship between psychology and literature. The seminars were given on an inter-departmental basis and included students from the departments of Classics, English, French, German, and Russian.

Mechanical Engineering

Distinguished Professor

In the week beginning June 16, we were delighted to welcome Dr. Kettleborough, Distinguished Professor, College of Engineering, Texas A & M University, who is touring Australia for about three weeks. He presented a paper within the Geophysical Fluid Dynamics Seminar series and spoke on methods of analysis relating to hydrodynamic impact. This work is geared toward elucidating the dynamics of the Apollo Command Module.

A Visitor from Holland

It was also a pleasure to welcome Professor L. Vahl of the Delfte University early in the month. He spent some time discussing problems in Heat Transfer.

Passage to New Zealand

It was at once a regret to farewell Associate Professor D.C. Stevenson and at the same time a gratification to send Professor Stevenson on his way recently. Professor Stevenson is by now testing the springs of his Chair in Mechanical Engineering at the University of Canterbury, Christ-

church. His work of 7 years at Monash, his contributions to the activities of the Fluid Mechanics Group of the department, his achievements in the laboratory development, his success in interesting students, his expertise in Applied Acoustics are already being missed. We look forward, with some assurance, to continue liaison with him.

Passage from India

Early in June we were especially pleased to welcome Assistant Professor S. Durvasula as Visiting Scholar. Professor Durvasula brought with him from the Aeronautical Engineering Department of the Indian Institute of Science at Bangalore, his wealth of specialist knowledge in dynamics of elastic systems; and through discussions and his presentation of a graduate lecture series in "Dynamics of Plates" he provided great stimulation with both profundity and intensity.

It was rewarding, too, to hear his presentation of a paper at the conference on Vibration of Machines on May 29 and 30.

Vibration and Machines

An unusual conference, which may well set a pattern for future assemblies of engineers, took place on May 29 and 30 at Clunies Ross House under the auspices of the Technical Committee of Applied Mechanics of the Institution of Engineers, Australia, under the Chairmanship of Professor K.H. Hunt. By emphasizing presentations of Case Histories, the participation of practising engineers more than equalled that of their academic colleagues, offering opportunities for rapport probably not previously possible. Just under 200 delegates heard more than 40 papers presented in parallel sessions by dashing from room to room, to the mild confusion of the schedule but to the apparent satisfaction of most.

Physics

We welcome to the department Dr. Rudolf Weber who has taken up a lectureship appointment. Dr. Weber graduated from Technische Hochschule, Vienna, in 1963, and was awarded the Dr. Techn. in 1967 for a study of the use of flux pumps for generation of high currents in superconducting circuits. He has been employed for the last four years in the Siemens Laboratories, Erlangen, in Western Germany.

Dr. J. H. Smith has been selected as Monash out-going Fellow for 1969/70 under the terms of the Leverhulme Trust Fund Interchange Scheme. He will spend 3 months collaborating with Professor Soshin Chikazumi (who worked in this department in 1967 under the Leverhulme Scheme) at the Institute for Solid State Physics, University of Tokyo. During his visit he will also be supported by the Japan Society for the Promotion of Science, in connection with its Visiting Professor Project.

During the last week in May the Australian Institute of Physics and the Federal Department of Education and Science jointly sponsored a conference at Clunies Ross House, Melbourne, on the training and employment of physicists. Dr. Jack Goldman, formerly director of Ford Research Laboratories, Dearborn, Michigan, U.S.A. and now Group Vice-President in charge of research at Xerox Corporation, Rochester, New York, delivered an address and subsequently visited the department. Martin Wood, who is at present working with us (Monash Reporter, April 1969) also spoke on the topic "How to make Advanced Physics Pay".

Politics

Professor Davis has been invited to be Visiting Professor at Berkeley Department of Political Science and to give lectures there during the Spring Term, 1970.

Professor R.H. Pear, Professor of Political Science at Nottingham University, is due to arrive late this month to give lectures on American government and Professor Utrecht, from the University of Bali gave lectures and seminars at the Monash Centre of Southeast Asian Studies from June 9 - 13.

Dr. Zawah Hanfi's translation of Ludwig Feuerbach's "Preliminary Thesis on the Reform of Philosophy", together with an introduction, is being published in Arena, and is the first English translation of this work.

Mr. Max Teichmann and Mr. Joe Camilleri both spoke at the Social Studies Conference at La Trobe University.

Dr. John Dalton appeared on Channel 9's Today to discuss communal problems in Malaysia.

* * * * *

AUSTRALIAN INSTITUTE OF MANAGEMENT Combined Groups Meeting

Mr. B. K. Smart A.A.S.A., A.C.I.S., A.B.I.A., Dr. L. A. Brodribb M.A. Ph.D., S.A.I.M., and Mr. Sam Volard B.A.(Melb.) M.A. (Michigan State) will speak on "Management Effectiveness - Its needs for today and tomorrow", on Tuesday, July 8 from 6.30 p.m. to 8.30 p.m.

Anyone interested in attending should telephone Miss M. Elms, extension 608, University of Melbourne.