

# 'Radical' Swift



## MONASH REPORTER

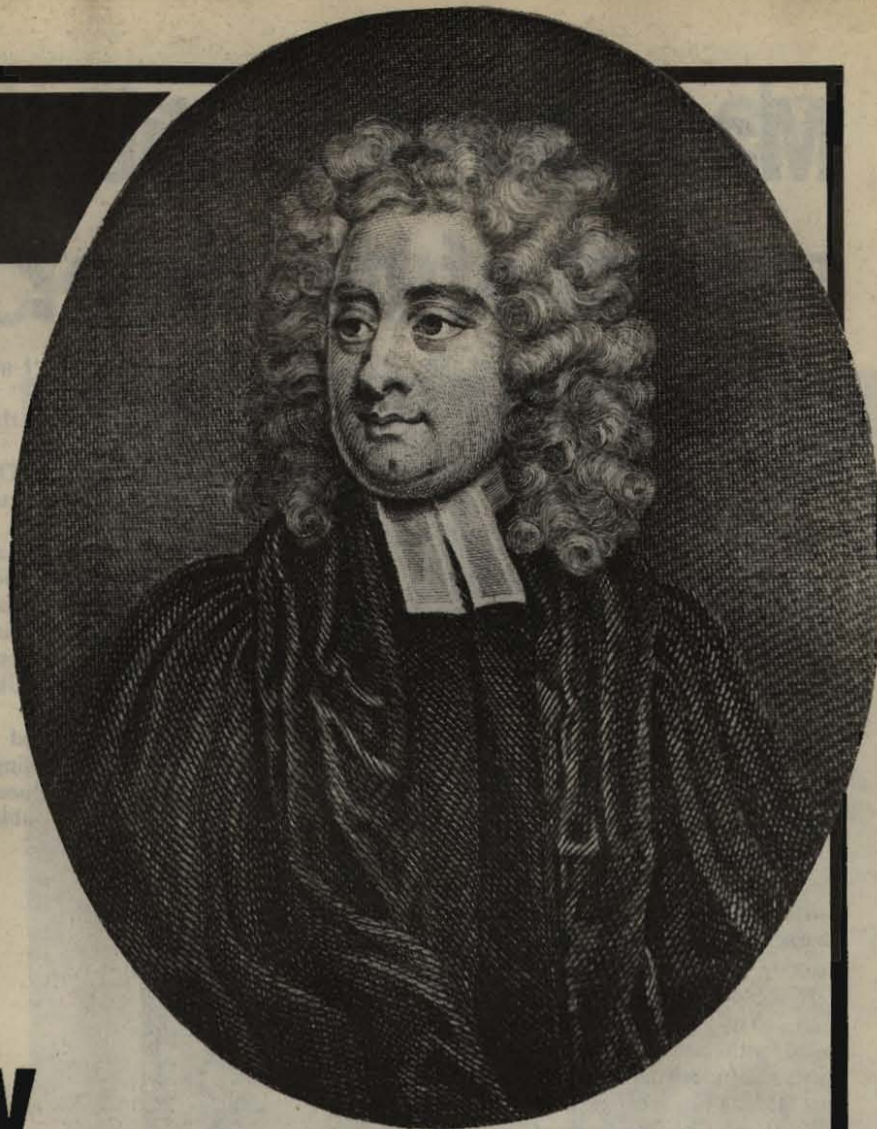
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# At Monash, he's 'around the next corner' — literally.



• Portrait of Jonathan Swift engraved by James Basire. (Monash collection.)

For W. B. Yeats, Jonathan Swift, the most radically original writer of the 18th century, was always "just around the next corner".

That description has peculiar significance at Monash: the University Library's rare books room houses one of the world's finest Swift collections.

And, on the subject of "world's finest", the collection has its origin with one of the world's finest oboe players.

It now consists of some 2100 volumes in all, including 900 books by Swift and other works about Swift or his time.

There are valuable first editions, rare annotated volumes, a letter in Swift's own hand and a portrait of him.

A recent addition, acquired by The Friends of the Library which has contributed much to the collection's development, is a 1719 "Map of the Whole World" by the Dutch cartographer Herman Moll. The map was traced to form the basis for the real and fictional places in Swift's *Gulliver's Travels*, published in 1726.

Two people who work day-to-day with the collection are Professor Clive Probyn, chairman of the English department, and Dr Maureen Mann, Assistant Rare Books Librarian.

Professor Probyn has published two books and numerous articles on Swift. He was a postgraduate student at the University of Virginia of Irvin Ehrenpreis who has just published the third and final volume in a monumental piece of scholarship, *Swift: The Man, His Works and the Age*.

Dr Mann is compiling a detailed descriptive bibliography of the holdings for

eventual publication as **The Monash Swift Collection**.

Working first on the books by Swift himself she has discovered features of the Monash volumes which vary significantly from the standard descriptions.

The nucleus of the collection was acquired by Monash in its very first year, 1961, from the distinguished Australian-born musician, David Woolley, a friend of Emeritus Professor W. A. G. Scott, first professor of English at Monash and Deputy Vice-Chancellor when he retired in 1981.

### Grown fourfold

Since 1961, the size of the collection has grown fourfold, due largely to the vigilance of Dr Harold Love, Reader in English, Mrs Susan Radvansky, Rare Books Librarian, and Mr Adrian Turner, Selections Librarian.

Mr Woolley, who has played with the Melbourne and Sydney Symphony Orchestras, is principal oboist at the Royal Opera House Covent Garden.

Those who know him say that music is his bread and butter but that his passion is Swift. For more than 30 years he has collected Swift and corresponded with Swift scholars around the world.

He has seen through the

press the late Herbert Davis' edition of *Swift's Poetical Works* for Oxford University Press, re-edited with Angus Ross Swift's complete prose for OUP, and is editing Swift's poetry for a volume in the Oxford English Poets series.

Since the original sale of his collection to Monash, Mr Woolley has advised and acted

on behalf of the Library in the purchase of other items.

Professor Probyn says that the Monash collection now contains first editions of almost all of Swift's works and "a good spread" of other editions, including some ornately illustrated ones.

Some of the complications in collecting early Swift were

pointed out by Dr Love in a description several years ago of the embryonic Monash collection.

Publishing in Swift's early years was a tremendous free-for-all, he said.

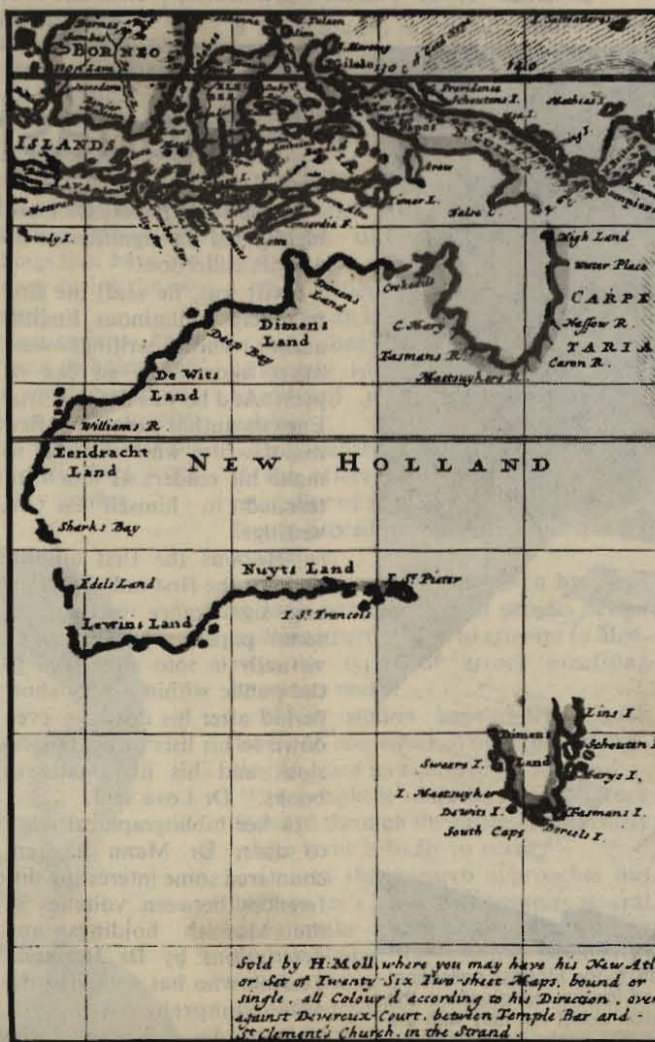
"The situation concerning the type of publication that Swift himself preferred — topical, preferably surreptitious and often only just on the windy side of the law — was especially chaotic," he said.

"One can argue that all this had its positive aspects: that if these conditions had not prevailed Swift may not have published at all. There was a sense in which he loved the jungle and was never so happy as when he was stalking in it using the same weapons of deceit, mystery, and misrepresentation that were being used against him."

The fact was, however, that much of his work was being pirated or perpetuated in a mutilated form. And, indeed, work that he had not written was being fathered upon him.

He offered a canon, if only a token one, in the two sets of *Miscellanies* (1711 and 1727) and later in the four volume *Faulkner Works* (1735).

• Continued next page.



Detail from Herman Moll's 'Map of the Whole World' (1719), acquired by Monash recently. The map was traced to form the basis of real and fictional places in Swift's *Gulliver's Travels* (1726). By description, Lilliput should be located off Australia's east (and uncharted) coast, but was erroneously placed in what is either the outback or somewhere near Perth (see illus. page 2).

Sold by H. Moll, where you may have his New-Atlas or Set of Twenty Six Two-sheet Maps, bound or single, all Coloured according to his Direction, over against Devereux Court, between Temple Bar and St Clement's Church, in the Strand.

# Madman — or the sanest of his time?

Today Pac-Man, Space Invaders and Donkey Kong probably sit on shelves once occupied by Robinson Crusoe, The Pilgrim's Progress and Gulliver's Travels.

Those three books, it has been said, were most likely to be found in any home, firing the imagination of generation after generation of young readers.

Jonathan Swift did not write "Gulliver's Travels" as a children's fantasy, of course, but rather as a skilful and at times savage satire on man's follies and self-interest.

Gulliver's first two voyages — to Lilliput (land of the small people) and to Brobdingnag (land of the giants) — are perhaps the best known.

It is in book four — A Voyage to the Country of the Houyhnhnms — that Swift is at his darkest. In it he brutally characterises man as the despicable Yahoo.

It could only be written by a mad man, so the critics said, which dovetailed with conventional wisdom that Swift was indeed deranged when he died in 1745.

Swift scholar, Professor Clive Probyn, professor of English at Monash, says that this misconception still persists. Swift, in fact, suffered from Ménière's Syndrome, a disease of the inner ear only identified in the 19th century. It causes, among other complaints, dizziness, vomiting and noises in the head.

Such was Swift's pride, says Professor Probyn, that he would not let himself be seen in public after the savage onset of the disease in the last four or so years of his life. He was cared for by a committee of guardians.

Among his last words were: "I shall

die at the top like a tree" and "I am what I am".

Discovering who, indeed, was this extraordinary man is no mean feat.

Professor Probyn says of Swift: "The more you study him, the more difficult he becomes".

Born in Dublin in 1667, the son of an Englishman who had settled in Ireland, Swift was educated at Trinity College. He left for England in his early 20s, finding friendship with writers like Pope and Gay and public figures like Bolingbroke.

From 1710 until 1714 he played a significant part in the Harley-Bolingbroke Tory Ministry, under Queen Anne, as a pamphleteer — Tory public relations manager, as it were.



● Professor Clive Probyn

Professor Probyn says that while Swift was a Tory in Church politics — supporting, for example, the Anglo-Irish Protestant ascendancy in Ireland at the expense of the Catholic majority — he was Whiggish in other respects — in, say, his attitude towards "democratic" constitutional government.

With the collapse of the Tory Ministry in 1714, Swift was "exiled" to Ireland, as Dean of St Patrick's Cathedral, Dublin.



● This hand-colored engraving by Rex Whistler of a scene from Gulliver's travels to Brobdingnag (land of the giants) appears in one of the most ornate editions in the Monash collection.

It was, says Professor Probyn, equivalent to being sent to Siberia even if Dublin at that stage was one of Europe's leading capitals.

Swift had a love-hate relationship with the country of his birth.

Professor Probyn says that Ireland being then the subject colony of England, existing exclusively for the benefit of the mother country, it became Swift's intention to champion the cause of Irish independence and nationhood under the Crown.

It was the period of the "Draper's Letters", "Gulliver's Travels", and "A Modest Proposal".

Swift became Ireland's first and greatest Irish patriot ("news perhaps to the IRA," says Professor Probyn). The people celebrated his birthday with bonfires and street processions.

Yet Swift was culturally and socially

"English" and did not have a simple relationship with the Irish. He refused to see the downtrodden victim of oppression and political bullying as necessarily virtuous.

Another complex aspect of Swift's life was his relationship with women.

He had what the scholar Irvin Ehrenpreis describes as a "motherly-wife" substitute in his friend Esther Johnson (Stella) and a "daughter-mistress" substitute in Esther Vanhomrigh (Vanessa).

He formed a series of friendships throughout his life with younger women but Professor Probyn says these were almost certainly non-sexual.

"It was not unusual for a cleric in the Church of England to be celibate at that stage," he says.

Later this year Professor Probyn will travel to Munster for the world's first Swift Symposium.

● From front page

## Monash's Swift collection

In the same paper, Dr Love highlighted the significance of a Swift collection.

Swift was, he said, the first relatively voluminous English author whose writings were never allowed to go out of print. And he was the first true English author-hero: the first major writer who was able to make his readers as much interested in himself as his writings.

"He was the first author, perhaps the first individual, of any significance whose personal papers were preserved virtually in toto and given to the public within a very short period after his death — even down to his lists of his possessions and his marginalia in books," Dr Love said.

In her bibliographical work to date, Dr Mann has encountered some interesting differences between volumes in the Monash holdings and descriptions by Dr Hermann Teerink who has compiled the only comprehensive Swift bibliography available — the "standard text" for scholars.

Says Dr Mann: "Frequently our copy varies — sometimes significantly — from the description in Teerink. Whether this is due to his description being incomplete, or whether our copy is in fact so different from those he described has yet to be established.

"To date, at least 10 of our volumes appear to be unique in their collation and arrangements of contents. These will be assigned our own variation of the Teerink number."

Dr Mann says that many of the Monash volumes have contemporary handwritten marginal notes or commentaries on the text which give them an extra interest, and in some cases — for example Verses on the Death of Dr Swift where the many censored or blank lines and spaces have been carefully filled in — make them extremely rare and valuable.

She says that the bookplates of former owners and inscriptions, some with addresses, show how widely read Swift was.

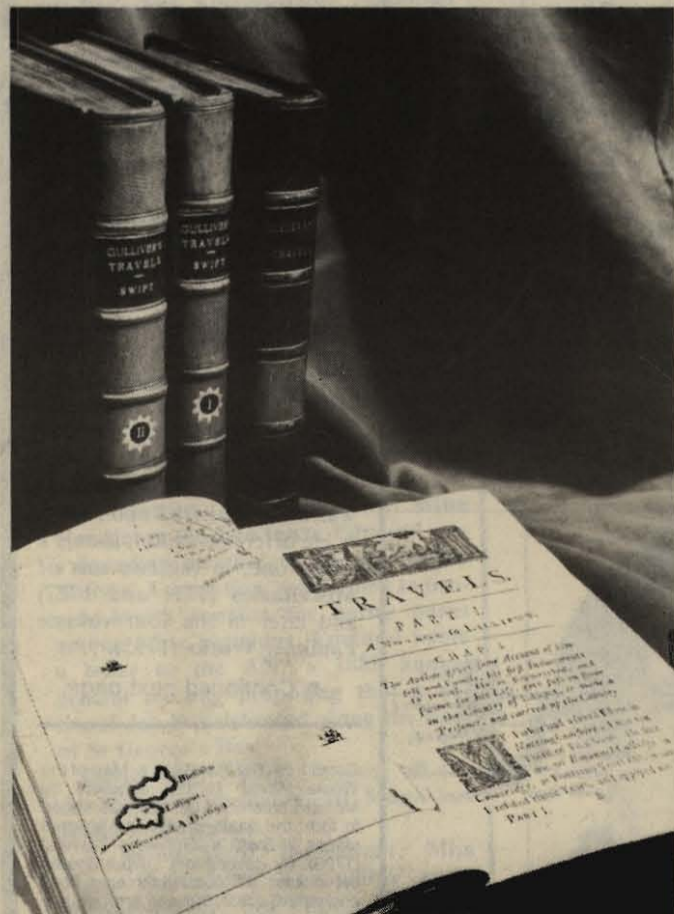
"The most far-flung I have encountered is a book which once belonged to the lighthouse-keeper at Barra Head, the southernmost tip of the Outer Hebrides. Others come from the libraries of the nobility, of scholars, and even from Dr Teerink himself."

Professor Probyn says that a discriminating approach has been taken to the growth of the Monash collection.

"We are now after the best items," he says. "And of course so are others. The special things cost us an arm and a leg."

Among recent "special items" are the Herman Moll map and a first edition of Swift's mock sermon A Meditation on a Broomstick.

The Library would really like to find "just around the next corner" a first edition of A Modest Proposal, an essay in which the master ironist argues that for the Irish to sell their babies for food is the best defence against economic starvation by England.



● Two sets of 'Gulliver's Travels' (1726) in the Monash collection. Herman Moll's map (page 1) was traced for the real places in the illustrations, but fictional Lilliput's location does not tally with the description in the text. There are some 900 books by Swift in the Monash collection. Photos: Rick Crompton.

## Swift Family Australian

While some see Jonathan Swift as a great Irish patriot, one of his descendants may be regarded as an Australian patriot, as the first person to propose, in the 1880s, that we celebrate an "Australia Day".

That's one of the interesting tidbits to emerge from a side study Dr Maureen Mann, Assistant Rare Books Librarian, has been doing on Swift's descendants in Australia.

Jonathan Swift never married and had no children. Any descendant, then, is through that thick growth of any family tree known as cousins. And anyone with Swift in their veins is also likely to have Dryden — the poet John Dryden being a cousin twice removed of Swift.

The fruitful source of the Australian connection was cousin Edmund Lenthal Lewis Swift (the family reverted to the old spelling of its name with an "e" in the 1830s), junior counsel for George IV and Keeper of the Regalia at the Tower of London from 1813 to 1852.

Edmund married four times and had an enormous family.

At least two of his sons and one daughter made their way to Van Diemen's Land in the 1830s.



• Dr Mann

One of the sons, Theophilus, a school teacher, had a memorable encounter with one Martin Cash, an escaped convict-cum-bushranger.

Through the brick wall surrounding his Campbelltown schoolhouse, Theophilus overheard Cash make an assignation with a local lass.

Theophilus turned up at the designated time and place to confront Cash who bashed him for his trouble. It is said he never fully recovered.

A sick man, he needed a doctor urgently one night. In the haste and in the dark, the doctor gave Theophilus a lethal dose of the opium-based laudanum instead of his medicine.

One of Theophilus' sons, Edmund Henry Lenthal, crossed Bass Strait and made his way to Ballarat in 1864.

A farmer, financier and mine manager in the gold town, Edmund was a founding member of the Australian Natives' Association, established to provide health benefits for native borns among other functions. Edmund wrote a letter to the ANA's 1885 annual general meeting proposing that a national day be celebrated along the lines of St George's Day.

Interestingly enough, among all the Australian descendants, Dr Mann has found no Jonathan.

A living Swift descendant, Miss Margaret Radcliff, Theophilus' great grand-daughter, has helped Dr Mann construct the Australian family tree and presented the Library with a small collection of Swift-family-owned books. Some of these contain signatures dating back to 1722.

APRIL, 1984

# Study on best methods to check human error

The chance of a major public structure failing either while it is being built or after construction is extremely small — probably less than one in a million.

But when such an event does occur, the consequences are usually enormous, creating large costs and perhaps loss of life.

While major disasters are extremely rare, buildings, bridges and other structures do suffer occasionally from lesser forms of "failure", which can be very costly to put right through repair or replacement.

An example is the world-wide increase of concrete reinforcement corrosion problems. These are particularly evident in bridges or in apartment blocks built near the sea shore. Such problems are acute on the Gold Coast.

While there is much research in engineering on the precise technical reasons for the occurrence of such problems, it is perhaps remarkable that there is relatively little research worldwide into the reasons why apparently known problems recur.

"One of the difficulties is that engineers, like other professionals, don't like talking about their mistakes," says Dr Robert Melchers, senior lecturer in Civil Engineering and head of a Monash team which is interested in structural engineering failure.

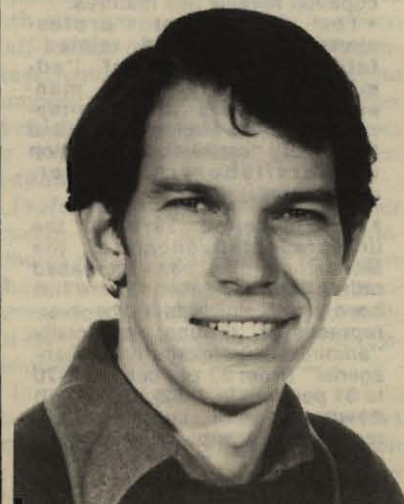
"While the medicos are said to 'bury their mistakes', those of the engineering profession are usually there for all to see, if you are willing to look for them".

Legal liability reasons also shape their attitude.

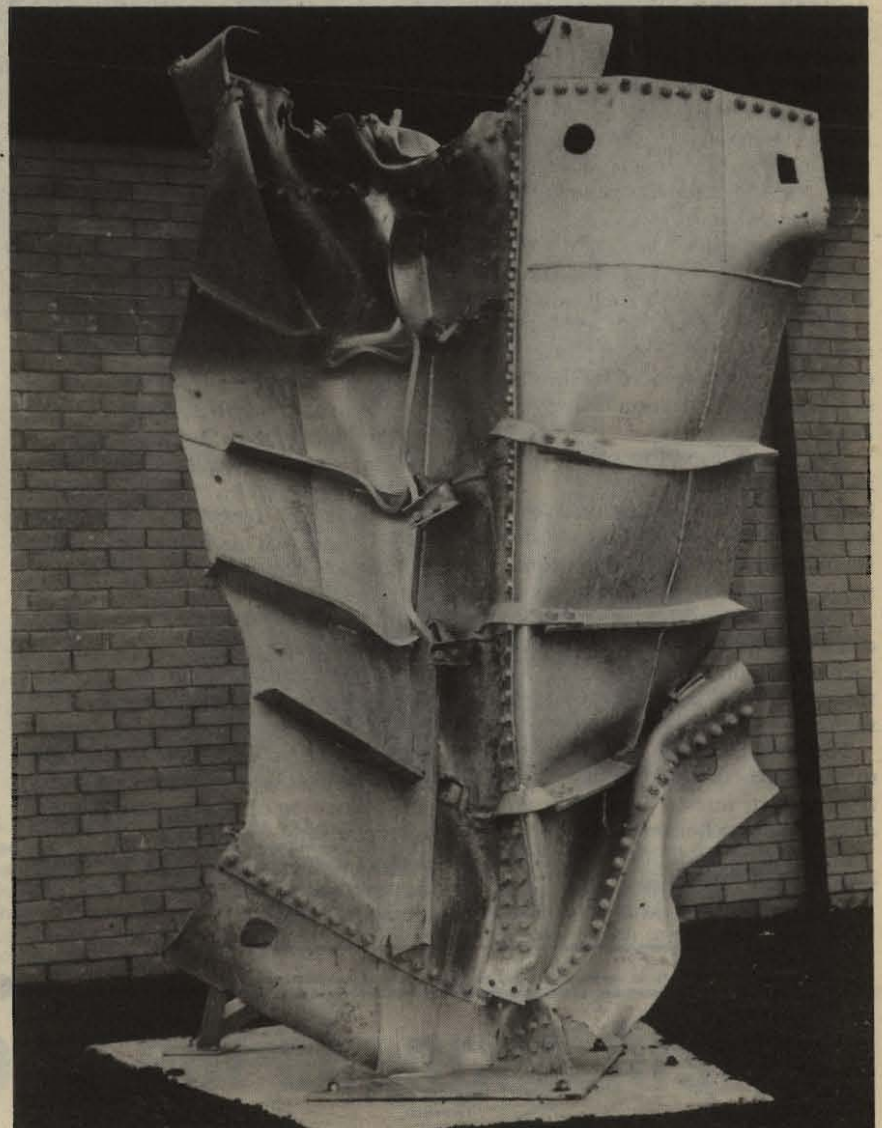
One solution, being developed in the US and elsewhere, is to set up an Engineering Performance and Information Centre to which impartial assessments of particular failure cases can be sent for collation and eventual distribution back to engineers in practice.

Such a resource has great potential, says Dr Melchers, but it is important to understand that careful investigation of a number of major failures has shown that there are many things that have the potential for going wrong during the execution of a large project.

A number of investigations have shown that there are both technical and non-technical reasons which contribute to failure. Such factors might involve control inadequacies, working conditions, communication difficulties, work pressures and personality clashes.



• Dr Robert Melchers



• The possibility of a major structure collapsing is probably one in a million. When it does occur, the consequences can be great, as in the Westgate Bridge collapse in 1970 which saw the loss of 35 lives. Portions of the span of the bridge which collapsed have been a teaching and research aid at Monash since the mid-70s. Along with an explanation of what went wrong, they form an interesting historical exhibit, located at the south-west corner of Engineering Building 5.

"These findings are probably not surprising; such difficulties occur daily in all types of enterprise," says Dr Melchers.

The difficulty, he adds, comes in assigning an importance to these factors in any one particular project and ultimately to be able to predict the likelihood of structural problems arising.

Dr Melchers is particularly interested in the effect of human error on the reliability of structures and the most effective procedures for safety and quality assurance.

The approach he has taken has been to look systematically at project design and construction and to attempt to identify the types of errors practising engineers make.

"Most studies have worked back from the consequence of error, attempting to trace its source," he says.

"I thought it could be useful to work forward through the process, to identify where error is likely to occur."

One of the research approaches has been to set a group of engineers several design tasks — working out windloading on a building, for example. Such tasks involve use of building codes — professionally accepted procedures based on internationally recognised research results and practice.

Dr Melchers says that analysis of the completed tasks provides interesting insights.

Whether the errors identified are significant in terms of the structure ultimately produced is still under investigation.

In the normal course of events, most errors are picked up by the engineer or his colleagues during the design process.

There are also formalised checking procedures before building approval can be given. Typically, project designs are submitted to a local authority for checking and approval.

The procedures used for this vary, says Dr Melchers. One of the things he would like to be able to define is how such checking should best be organised.

Interest in the subject of structural reliability was evident at the recent seminar on "Quality Assurance, Codes, Safety and Risk in Structural Engineering and Geomechanics" organised by Dr Melchers.

Nearly 60 professional engineers and academics from all over Australia attended the two day meeting at Monash.

Twenty-two papers were presented, including seven authored by the Monash team.

Dr Melchers says that the success of the meeting was such that another is being planned for two years' time.

# Report on Access and Equity at Monash

## Study pinpoints disadvantaged groups

Monash is slightly ahead of Australian trends in its enrolment of women.

Females comprise 51 per cent of the University's undergraduate enrolment compared with 38 per cent in 1970. It has been estimated that women will be in a majority in university undergraduate courses throughout Australia in three to four years' time.

The picture is not so bright for other groups regarded as being disadvantaged in their access to higher education.

Inequity in access exists at Monash as at other universities, says a paper on Access and Equity prepared by the University's Higher Education Advisory and Research Unit.

"And with respect to socio-economic and ethnic backgrounds it may indeed be getting 'worse' rather than better," says the report which was written by HEARU Director, Dr Terry Hore, and senior lecturer, Dr Leo West.

The University is at the end of a long chain of decisions and/or selections, each of which contributes to the mix of students who ultimately reach Monash, say the researchers.

They do add that it is difficult to say to what extent the final social mix results from lack of interest by certain groups or barriers that limit access.

Equity in access to higher education is very much a "live" issue.

The Education Minister, Senator

Susan Ryan, has urged tertiary institutions to make special efforts to attract those social groups at present under-represented.

Two recent reports — the Commonwealth Schools Commission's *Participation and Equity in Australian Schools: The Goal of Full Secondary Education* and Anderson and Vervoorn's *Access to Privilege: Patterns of Participation in Australian Post-secondary Education* — have drawn attention to questions of participation and equity in Australian schools and post-secondary education.

The latter report makes the point that, to avoid social conflict, broadening access to higher education must mean, in the longer run, expansion of the system.

"While capacity remains restricted and there is competition for scarce places, those well up on the social ladder will win," Anderson and Vervoorn comment.

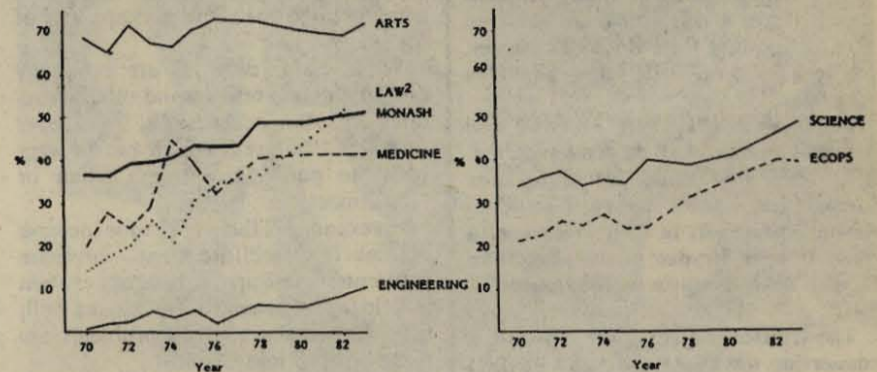
In their study, Dr Hore and Dr West use University statistics and the sociological audit of first year entrants that HEARU has conducted since 1970.

They say that a survey population of first year first enrollees in bachelor degree courses is much more sensitive to the observation of change than the total undergraduate population in which changes in trends tend to be shielded by the averaging effect of second and subsequent years.

## The pattern of enrolment

### 1. By sex

FIGURE 1 Percentage of females in Monash first year undergraduate intake



1. 1983 data extracted from university statistics.
2. The number of students doing first year Law only courses (LL.B. B.JURIS/LL.B.) has declined over the years. By 1983 the total was only 10. Consequently no percentage is quoted for 1983.

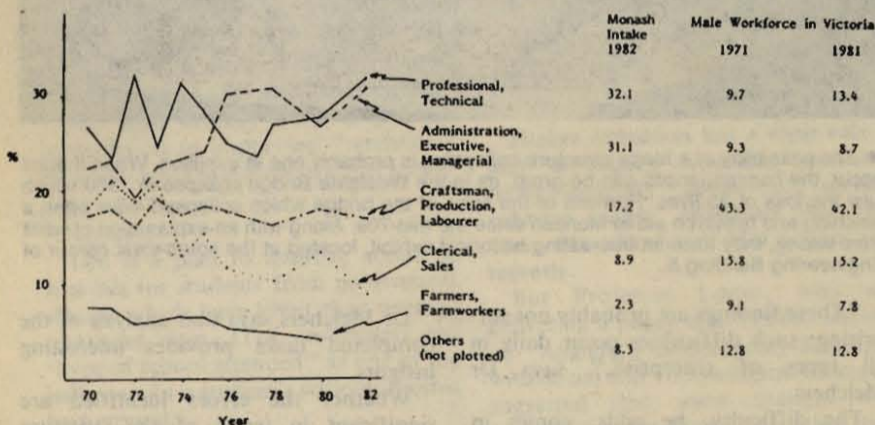
Overall there has been a steady rise in the percentage of females in the Monash intake — from 38 per cent in 1970 to 51 per cent in 1983.

This general rise is reflected in all faculties except Arts (where the figure has been around the 70 per cent mark over the period). In part, the Monash trend is a reflection of increased participation rates of girls in upper secondary school where they are now the majority.

The dramatic rise in female enrolment in Medicine in 1973-74 is thought to be related to change in the selection score at that time. There are no obvious reasons for the remarkably constant 40 per cent in that faculty since 1978.

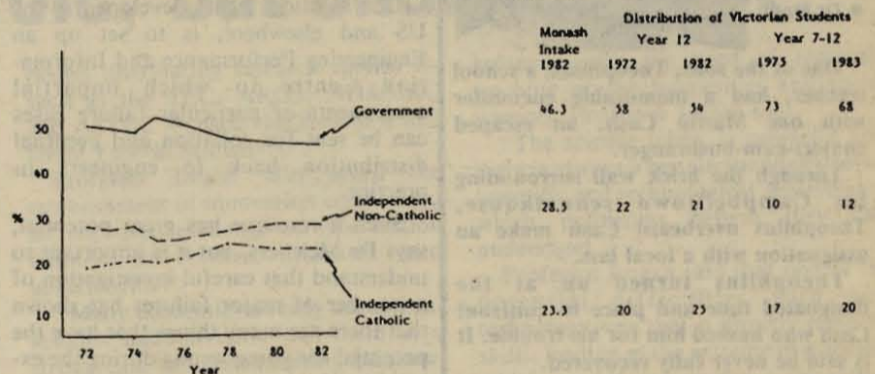
The percentage of women doing higher degrees at Monash has risen from 18 per cent in 1970 to 34 per cent in 1982.

FIGURE 2 Father's occupation of entrants to Monash (first year undergraduate intake) compared with occupation of male workforce in Victoria (percent)



### 2. By socio-economic background

FIGURE 3 Type of school attended for most of secondary education by students in Monash first year undergraduate intakes (percent)



Measurement of socio-economic background is a somewhat contentious issue, say the researchers. They use two criteria — father's occupation and type of school attended for most of the student's secondary education.

An inspection of father's occupation reveals two features:

- The children of "professional/technical and related" fathers and those of "administrative/executive/managerial" fathers are over-represented in the Monash intake and those of "craftsman/production workers/labourers" under-represented.

- In the period 1970-82, the unrepresentativeness of the Monash intake has increased rather than decreased. There has been a drift upwards in the over-represented groups, especially "administrative/executive/managerial" (from 23 per cent in 1970 to 31 per cent in 1982), and a drift downwards in some under-represented groups, especially the "clerical/sales" group which has fallen from 19 per cent to nine per cent over the period.

Data on type of school attended are presented for the years 1970-82. For comparison, the distribution of year 12 students across the three school systems is presented for 1972 and 1982 as well as the distribution of all secondary students across the three systems.

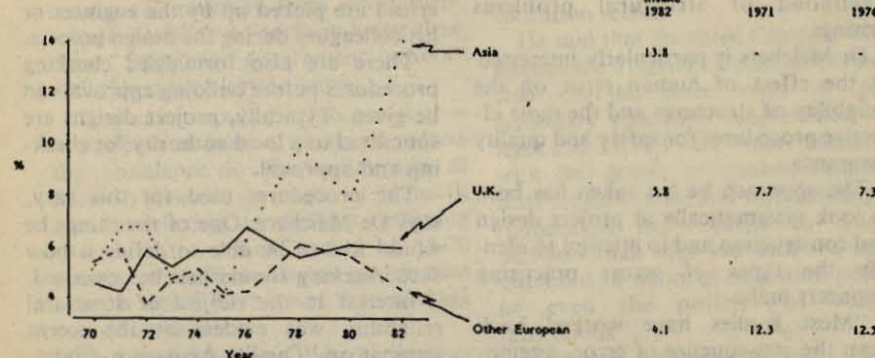
Several trends emerge:

- Using HSC distributions, students from high schools are under-represented at Monash and those from non-Catholic independent schools are substantially over-represented. Looking at the distribution of students in all secondary schools, the differences are in the same direction but magnified (due, in part, to the different year 12 retention rates in the three school systems).

- Over the period 1972-82, there is a trend towards a declining participation by students from high schools, a steady participation by those from non-Catholic independent schools, and an increasing participation by those from Catholic schools. These trends are matched by similar trends in relative enrolments in the three systems, however.

### 3. By ethnic origin

FIGURE 4 Birthplace of students in Monash first year undergraduate intakes (percent)



The researchers use student's birth place as an index of ethnic background although they acknowledge it is a category "everybody understands but which is difficult to define operationally".

The figures show that, compared with Victoria's overall population, the children of parents from the UK are marginally under-represented, while those from

Europe are substantially under-represented.

They say that such comparisons for Asians are irrelevant because so many come to Australia for higher education. More interesting in their case is the substantial growth since 1975. From 1970 to 1975, about five per cent of the Monash first year undergraduate intake was Asian born. From 1975 to 1982 that figure grew to nearly 14 per cent.

# Three remedial actions proposed

Monash's Higher Education Advisory and Research Unit has suggested three courses of action the University could take to change the social mix of its student population in favor of currently under-represented groups.

In the report "Access and Equity", HEARU Director, Dr Terry Hore, and senior lecturer, Dr Leo West, identify two groups of students — those from a lower socio-economic background and those not born in Australia — as suffering inequality of access to Monash.

The researchers say that remedial action at Monash would be in line with Federal Government objectives for access to higher education.

Importantly, Dr Hore and Dr West say that the strategies would not jeopardise standards of academic excellence at the University.

The suggestions deal with the under-representation of certain groups based on existing entry selection procedures. They do not discuss the question of selection procedures to replace or supplement HSC.

Two of the strategies seek to improve "transition" — the continuation by disadvantaged groups into post-secondary education at Monash.

One of these deals with the selection of under-represented groups who are likely to perform at least as well as current intakes. The other is a proposal for the selection of under-represented groups followed by the provision of sufficient assistance to ensure they will perform at least as well as current intakes.

The third strategy is for a Monash contribution to improving "retention" by disadvantaged groups in upper secondary school.

### Action 1

This is a plan to improve access to Monash for students from government schools which have lower than average transition rates. (The researchers use "type of school attended" as one of the indicators of a student's socio-economic background.)

Dr Hore and Dr West say that HEARU studies support research elsewhere which indicates that students coming to university from government schools are likely to perform better than those from non-government schools with the same selection score.

They say it would be thus possible — in principle at least — partly to redress the imbalance in the social mix at Monash (based on type of school), without relaxing standards, by offering to reduce the cut-off scores by 15-20 points of students from government schools which have lower than average transition rates.

The researchers say that the strategy should be implemented as a pilot scheme and carefully monitored. Its cost would be minimal.

### Action 2

Monash already has two schemes which seek to discriminate positively in favor of disadvantaged groups. One is the Monash Orientation Scheme for Aborigines which had its first intake this year (Reporter 1-84); the other is the Special Admissions (formerly the Early Leavers') Scheme which seeks to give ac-

cess to disadvantaged mature aged entrants without HSC.

The researchers say that the performance of students from this second scheme has been exemplary in Arts. In other faculties, especially where specific backgrounds are required, they have been either not admitted or have had limited access.

Dr Hore and Dr West say that efforts should be made to encourage such entrants into Science, Engineering, and Economics and Politics by providing, in addition to the selection test, a bridging course to provide potential entrants with an appropriate background. Funds for such initiatives may be available from the Commonwealth Tertiary Education Commission in 1985.

### Action 3

As part of a National Program in Participation and Equity, the Schools Commission is identifying its own group of target schools with low rates of retention and transition to higher education.

Dr Hore and Dr West suggest that Monash establish a close relationship with a sample of these schools by, for example, providing special lectures, Monash visits, work experience in laboratories or libraries and the like. There is scope for this to be co-ordinated with Action 1, they add.

Such a program might be funded by the target school program.

**Higher education has a clear role to play in helping Australia become a technologically advanced, socially cohesive society, Monash's Pro Vice-Chancellor, Professor Mal Logan, said recently.**

But Professor Logan, who was delivering a paper at a VPSEC seminar on "Aligning Post-Secondary Education with Social and Technological Change", suggested that some changes were necessary within higher education itself to better equip it to fulfil that role.

There was, he said, a case for greater management by objectives in the higher education sector.

He said that the three Councils which advised the Tertiary Education Commission on the three areas of post-secondary education (universities, colleges and TAFE) were "more concerned with the details of student numbers, staff-student ratios and with funding arrangements tied heavily to student numbers than they are with the larger questions of national education policies or even the policies of various institutions".

Professor Logan continued: "Their concern with these matters has contributed to a segmentation of the higher education sector where the various components in a sense bid against each other for resources rather than tackle the problems collectively."

In research too, there was a strong case for the identification of priorities and for a more co-ordinated effort on projects of national significance such as high technology, he said.

At the moment, the major public



● As Monash gears up for its 'graduation season' this month and next, Reporter flashes back to the last graduation ceremony for 1983. Among those receiving their degrees in December was Merran Evans, wife of the Federal Attorney-General, Gareth Evans. Merran, who holds Arts and Science degrees from Melbourne University, completed her Ph.D. in the Economics and Politics faculty. Her thesis was titled 'Inference and non-ideal conditions in the linear regression model'. Dr and Senator Evans are pictured outside Robert Blackwood Hall.

## A clear role, but changes first

bodies distributing research money — such as the TEC, ARGS, NH&MRC and ASTEC — each reported to a different Federal Minister.

Professor Logan also urged the establishment of innovation centres and an improved exchange of information among universities, industry and government.

"Many academics already act as consultants and advisers, but there is a strong case for disseminating information from researchers by means other than through learned articles in refereed journals," he said.

### Special effort

"Traditionally, scholars have concentrated on the production of new knowledge and assumed it will eventually trickle down to the user; now we continue to need new knowledge but, as well, more effort is required to digest, interpret, analyse and evaluate the new ideas."

Professor Logan said that the volume of material on new technology and the rapidity of change also raised questions about the length and amount of regulation of teaching programs in various fields.

Some, for example, had argued for longer, more flexible degree courses in high technology areas and for more problem-oriented teaching generally. Others had pointed to the need for secondary schools to become more involved in scientific and technical teaching.

Any such changes had to be carefully

balanced with the need to maintain teaching of the humanities and social sciences, Professor Logan said.

"The science lobby is powerful and there is always a certain simplicity about scientific and technological achievement which politicians believe they can understand."

Professor Logan said that one of the potential difficulties with new technology was that it directly replaced skills, leading at the extreme to a society which needed only a few very skilled people on which a lot of money had to be spent.

It had been suggested that the most effective way of adapting to technological change was to reduce the working life.

If this were so, higher education had a role to play by delaying entry into the workforce and by giving workers an opportunity to withdraw at intervals from it, he said.

Tertiary institutions would need to be open to more part-timers and to make better provision for community access generally.

Professor Logan said:

"Here I am always surprised by the silence of Australian trade union and industry leaders, neither of whom seems to place great value on the potential benefits of continuing education."

"Indeed, Australian industry has never provided a very fertile field in which new ideas and technical innovations might flourish. It is important to keep this in mind when assessing the fairly weak links between industry and higher education which exist in this country."

# Rutherford — and his impact on our education scene

A Monash postgraduate student in Education has argued the intriguing case that the structure of tertiary education in Australia — with its division of research-oriented universities from vocationally-oriented colleges of advanced education — can be traced to the ideas of a British physicist who died in 1937.

The physicist was Ernest Rutherford, whose major interest was in nuclear physics. His firmly held belief in the supremacy of basic research over industrial application, so the argument runs, set off a chain reaction through the thinking and actions of his students at the Cavendish Laboratory in the University of Cambridge when they took up positions of responsibility in later life.

Among those students were Australians Mark Oliphant and Leslie Martin who, on return to Australia, were to play significant roles in the development of tertiary education.



● Master and pupil. Ernest Rutherford and Mark Oliphant, ca 1932.

Susan Davies, who is a Ph.D. student in Education and interested in the history of science, argues her case on the impact of Rutherford on the teaching of physics in Australian universities and on the education scene generally in an article, "Rutherford and Physics in Australia", published recently in *The Australian Physicist*.

Ms Davies calls Sir Mark Oliphant and the late Sir Leslie Martin "disciples" of Rutherford, Director of the Cavendish, England's leading physical laboratory, from 1919.

She says that Rutherford was no conventional teacher and had a persuasive personality.

He did not devise an educational program for his research students at the Cavendish, nor did he bother with detailed supervision. This he left to others.

But he played an active role in drawing up a list of problems for his students and took great interest in the results of their experiments.

Ms Davies says: "It was the science that mattered. But in discussion with individual students, and, collectively, on his rounds of the laboratory and at the fortnightly meetings of the Cavendish Physical Society, Rutherford communicated far more than mere scientific information.

"He communicated his immense enthusiasm for research and a good many of his prejudices. For Rutherford was a man of strong opinions who did not hesitate to express himself forcefully at every opportunity."

One of those strong beliefs, says Ms Davies, was that pure research was the highest form of activity.



● Lord Rutherford of Nelson (from the portrait by Oswald Birley in the possession of the Royal Society).

"He was not technically minded, nor was he interested in the application of research," she says.

It was not until the last years of his life, when he was appointed Chairman of the Advisory Council of the Department of Scientific and Industrial Research in 1930, that Rutherford came to look seriously at the requirements of industry, and to recognise the need for the application of scientific principles and methods to industrial production.

Ms Davies says: "He could see that the prosperity of the nation depended upon the application of scientific discoveries in industry, but he did not consider this to be the task of Cavendish men. They must devote their energies for research."



● Susan Davies, Ph.D. student in Education.

Ms Davies says that Rutherford was also for experiment against theory. And to him nuclear physics was all-important; he found it difficult to acknowledge important work in other areas of physics, let alone other disciplines.

Mark Oliphant entered the Cavendish in 1927 and eight years later was appointed its Assistant Director of Research. He left shortly before Rutherford's death in 1937 to become Professor of Physics in the University of Birmingham.

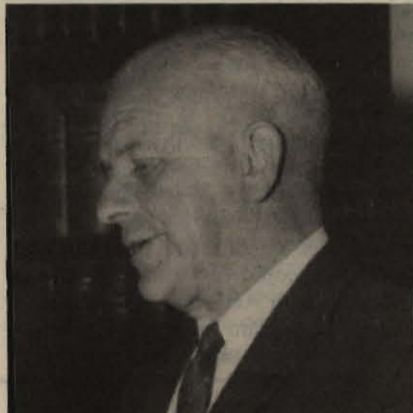
In 1950 he returned in triumph to Australia to become first Director of the Research School of Physical Sciences in the Australian National University.

His first plan for this school was that its resources should be devoted entirely to research in nuclear physics. Others ensured that its scope was broadened.

In his early days in Canberra, Oliphant took a leading role in moves to establish an elite body of scientists on the model of the Royal Society of London. He was Foundation President of the Australian Academy of Science from 1954-57.

Ms Davies says that it was thought the Academy would represent all scientists in Australia as its British counterpart did. A preponderance of pure scientists to the virtual exclusion of applied scientists and technologists led in 1976 to the creation of the Australian Academy of Technological Sciences, to which Oliphant was elected the first honorary fellow.

She says: "Oliphant supported the creation of a separate academy. He



● Another Australian 'disciple', Leslie Martin.

recognised the importance of the technological sciences but did not consider work in the applied fields to be the equal of research in the basic sciences — an attitude illustrated in his comment, "The training of technologists is no part of the proper function of a real university."

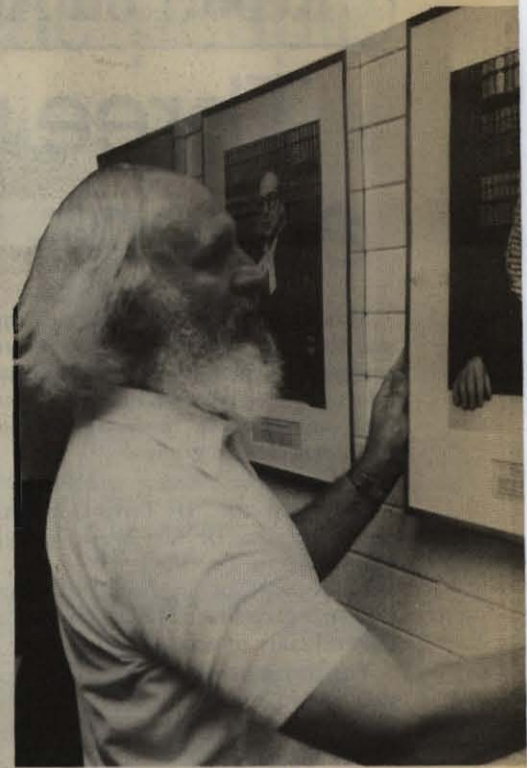
Leslie Martin was a research student in the Cavendish from 1923 to 1927. He returned to the post of senior lecturer in Melbourne University's Physics department under the chairmanship of Professor Thomas Laby, himself a Cavendish man. Martin succeeded Laby in the Chair in 1945.

Ms Davies says that his many government appointments after the war, together with extensive experience in administration at the University of Melbourne, recommended him for appointment, in 1959, as Foundation Chairman of the Australian Universities Commission.

Sir Leslie used his position to secure substantial increases in government funding for Australian universities and to promote research.

As well, he acted as Chairman of the Commission's Committee of Inquiry into the Future of Tertiary Education in Australia.

The Martin Report (1965) provided the rationale for a binary policy of higher education in which the universities would devote themselves to research and new institutions (which became known as colleges of advanced education) would perform a vocational role and equip students for their employment in the community, says Ms Davies.

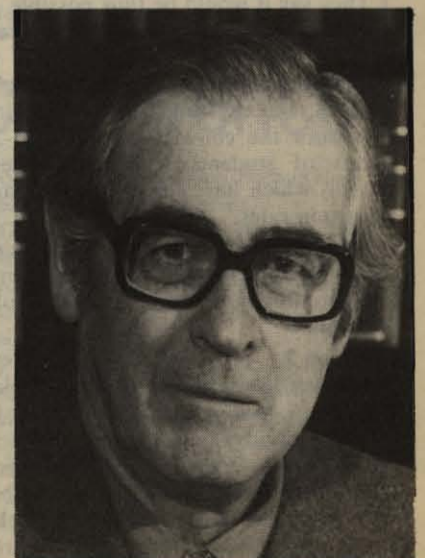


● Peter Balmford hangs Chief Justice Sir Harry G. in another legal history project with which he has portrait gallery of High Court judges in the Monash

## Winners of the p Supreme Court Monash University

- 1968 Mark Isaac Aronson  
Charles Robert W
- 1969 Kevin Sol Pose
- 1970 Christopher Neil J  
Mark Samuel Wei
- 1971 Edward William V
- 1972 Andrew Barrie
- 1973 Garry James Sebo  
Stephen William F
- 1974 Stuart Ross Morris
- 1975 David Bruce Moor  
Gail Ann Owen (né
- 1976 Andrew Jar Ma
- 1977 Jack David Hamm
- 1978 Adele Michele Byr
- 1979 Geoffrey Gordon l
- 1980 Peter Thomas Pow
- 1981 Wendy Wilson Pet
- 1982 Mary Anne Fergus

## Among winners v



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# Tracking the footsteps of some promising starters

**What did they go on to achieve?**  
That's the ambitious question **Mr Peter Balmford** has asked of the 156 students who have topped final year law examinations at the University of Melbourne since 1864 and at Monash University since 1968.

In providing the answer, Mr Balmford, a senior lecturer in Law at Monash, has made an outstanding contribution to the field of Australian legal history. The fruit of his labour, an article entitled "The Pursuit of Excellence", is published in the March issue of the *Law Institute Journal*.

Since 1891 at Melbourne University and the first Law graduation at Monash, the student topping the final honours list in Law has been awarded the Supreme Court Prize, made by the Judges of the Supreme Court of Victoria.

Twenty Monash graduates have been awarded the Supreme Court Prize in the 16 years it has been awarded — two people sharing it on four occasions.

(Mr Balmford's article covers the years 1968 to 1982. The 1983 Prize was awarded early this year to **Miss Glenys Fraser**.)

Interestingly, four of the first five Monash prizewinners have made their way back to law schools as teachers.

One of them, **Mr Charles Williams**, is a Reader in Law at Monash. Another, **Mr Mark Weinberg**, was appointed Dean of Law at Melbourne University this year. Mr Weinberg was also a Vinerian Scholar at Oxford in 1972 — one of six of the total number of prizewinners who have held this scholarship.

One other, **Mr Kevin Pose**, now at the University of Melbourne, was a lecturer in Law at Monash from 1973 to 1977.

**Dr Mark Aronson**, who shared the first Monash prize ever awarded with Mr Williams, is an Associate Professor of Law at the University of New South Wales.

A 1973 co-winner, **Mr Garry Sebo**, has been Victoria's Commissioner of Land Tax, Payroll Tax, Probate and Gift Duties since 1979. **Mr Stuart Ross**, the 1974 winner, is a senior member of the State's Planning Appeals Board.

The other Monash winners are working in the legal profession.

The first woman graduate to be awarded the prize at Monash was **Gail Ann Owen** (nee Richards) in 1975. The last three winners — **Wendy Peter, Mary Anne Ferguson** and **Glenys Fraser** — have been women.

Many Melbourne University winners have later been associated with Monash.

Included in this number are two of this University's former Chancellors — **Sir Douglas Menzies** and **Sir Richard Eggleston**.

## First Law Dean

Monash's first Dean of Law, **Sir David Derham**, later Vice-Chancellor of Melbourne University, was also a winner.

So too was **Mrs Gretchen Bartlau** (nee Kewley) who has been a research fellow in Law at Monash since 1981. **Mr Leslie Glick** was a lecturer in Law at Monash from 1973 to 1981.

In addition to the Monash Chancellors, two Melbourne University winners have served on the Council of Monash University — **Mr Percy Feltham** and **Justice Richard McGarvie**, now Chancellor of La Trobe University.

Looking wider afield than Monash, two of the Melbourne University Supreme Court prizewinners, **Sir Isaac Isaacs** and **Sir Zelman Cowen**, went on to become Governors-General of Australia.

One, **Sir Robert Menzies**, became Prime Minister.

Three, **Sir William Irvine**, **Mr Ian**

**MacFarlan** and **Sir Rupert Hamer**, were elected Premier of Victoria. **Irvine** and **Sir Frederick Mann** were appointed Lieutenant-Governors of Victoria.

A total of 28 of the winners have been appointed judges. **Sir Isaac Isaacs** and **Sir John Latham** have served as Chief Justice of the High Court of Australia.

Some 23 prizewinners, almost one quarter of those who completed their law course before 1950, have been knighted.

What have been the ingredients of success for these 156 individuals?

"Some prizewinners attribute their academic success mainly to hard work and others attribute it in part to a degree of luck," says Mr Balmford.

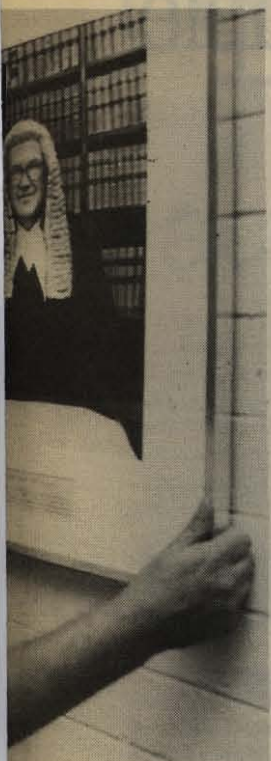
"I have little doubt of the importance of application and concentration, organising one's work, avoiding too many distractions such as student politics or student theatre, and swotting when the time for swotting comes.

"There needs to be perhaps a singlemindedness of purpose, even a degree of aggression, and an ability to remain cool in the time of testing."

Mr Balmford believes that competition for high academic honours may be greater among students today than it once was.

He says that in earlier years students were inclined to think that good academic honours were not relevant to success in the profession — "and perhaps they were right".

"Nowadays, however, students are aware of the advantages to be gained from good results: in getting articles of clerkship; in obtaining congenial and rewarding employment, both in the law and out of it; in enhancing the prospects of promotion in government or company employment or at law schools and prospects of partnership in established firms of solicitors; and perhaps in increasing the chances of obtaining work and succeeding at the Bar," he says.



...s, or his photo at least, been associated — the Law Library.

## Principal Prize at 1968-1982

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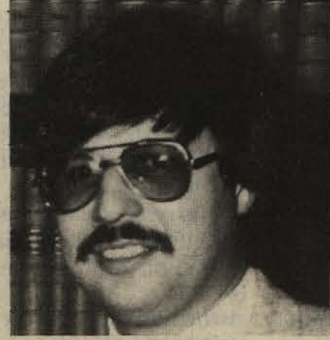
## with Monash links . . .

**Richard Eggleston**, a retired Judge of the Commonwealth Trial Court and former Monash Chancellor.



**Gretchen Bartlau**, research fellow in Law at Monash.

• **Mark Weinberg**, appointed Dean of Law at Melbourne University.



winners and cousins — **Sir Douglas Menzies** (a Monash honoree) and **Sir Robert Menzies**, after whom the Humanities was named.



# Her job is to take bioethics issues to the people

In the last three and a half years, Monash's Centre for Human Bioethics has pioneered study in Australia on the ethical, social and legal problems arising from biological and medical research.

The Centre has, for example, done research on and promoted forums for the early discussion of such issues as in vitro fertilisation, and the donation of sperm, eggs and embryos in the treatment of human infertility.

Among issues that researchers associated with the Centre are currently examining are the problems raised by the birth of premature infants and the legal and ethical aspects of transsexualism.

For the last six months a new Centre for Human Bioethics staff member has been attempting to inform a wider audience of the Centre's work and make known the resources it can offer community groups.

She is **Dr Anna-Marie Cushman**, the Centre's Community Liaison Officer — a part-time position supported by the Myer Foundation.

Dr Cushman sees her role as twofold.

One aspect is facilitating contact between researchers and the community — "to encourage discussion at a grass roots level about some of the ethical issues on which research is being done at the Centre."

The other is encouraging use of the Centre as a forum for discussion of bioethical issues, particularly by self-help groups whose voice might not otherwise be heard.

As an example, the Centre proposes to run a workshop on adoption and privacy.

It will explore an issue — the right to privacy — that some feel the Adoption

Legislation Review Committee neglected in its recent findings on access to information for adoptees and relinquishing parents. The issue has not been widely aired, says Dr Cushman, because many of those concerned about it, and personally involved in adoption, do not wish to be identified.

Dr Cushman is also helping to facilitate discussion of ethical issues within such diverse groups as the Western Region Health Care Centre, the Victorian Consultative Council on the Disabled, the Haemophilia Society and Home Birth, an association concerned with the right to choose the birth environment.

Dr Cushman's own Ph.D. study, completed in the department of History and Philosophy of Science at Melbourne University, has been on the role of facts and values in moral judgment.

"The conclusion I reach in my thesis is that one can argue rationally for moral conclusions — that there are significant similarities between scientific and moral reasoning."

She intended to do her thesis on case studies in medical ethics but realised that, first, there was a need to look at the philosophical foundations of moral problem solving.

"I thought it was essential to develop a clear framework for dealing with moral problems in general," she says. "Without it, confusion and inconsistencies can arise."

Dr Cushman took her first two degrees from La Trobe University where she was a tutor in the Philosophy department for three years. She was appointed as a fixed term lecturer in the department of History and Philosophy of Science at Melbourne in 1977 and, in November of that year, course co-ordinator of off-



• Dr Anna-Marie Cushman

campus studies at Deakin University. She started her Ph.D. work in 1979.

Dr Cushman began work as an ethicist when she was asked to write a paper for the Thalassaemia Society of Victoria. She discussed the issues raised by predictive diagnosis (thalassaemia is a genetic disorder of the blood) and the philosophy of genetic counselling.

She has since helped organise two conferences for the Society — one on

predictive diagnosis, the other on quality of life — and another on bone marrow transplant, with **Dr Henry Eckert**, Director of Haematology and Oncology at the Royal Children's Hospital.

Dr Cushman also lectures part-time in the department of History and Philosophy of Science at Melbourne University and in a course on medical ethics offered by that University's department of Community Medicine.

## Applications sought for TIPs program

Applications have been invited for funds under Monash's Teaching Improvement Projects program.

TIPs funds are provided by the Vice-Chancellor through the Higher Education Advisory and Research Unit.

They seek to "seed" staff-initiated projects in all disciplines which give promise of improving both the quality and efficiency of undergraduate education.

The functions of the program are:

- To identify major problems in the areas of the curriculum, the learning/teaching process and the utilisation of staff, financial and physical resources.

- To stimulate and conduct research which will suggest solutions to identified problems.

- To undertake projects and studies which give promise of improving both the quality and efficiency of the undergraduate programs.

- To support and provide service to groups interested in experimentation with new procedures and methods in learning and teaching.

- To identify and communicate progress in research, experimentation and implementation.

Projects may include, for example, development of improved instructional procedures, analysis of curriculum lead-

ing to new courses or modification of existing courses, or a review of departmental working procedures.

HEARU Director, **Dr Terry Hore**, says that TIPs applications may be made at any time, but the budget is small so an early application would be advisable.

For further information contact ext. 3270.

## Scholarships

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

### AIMLS Scholarship

Open to graduates for research (full-time or part-time) in the field of medical laboratory science, including administration and data processing. The award is made to cover living or educational expenses. Existing funding will not prejudice applicant. Tenable for one year in the first instance. Applications close at Toowong (Qld) on October 31.

## Bioethics lectures

Monash's Centre for Human Bioethics this year is organising a series of lunchtime lectures which will look at ethical problems raised by current clinical and research activities at the University.

In the first of the lectures last week, **Dr Victor Yu**, Director of Neonatal Intensive Care at Queen Victoria Medical Centre, examined the issue of extremely premature infants — "to treat or not to treat?"

Next up, on April 18, **Associate Professor V. Krishnapillai**, of the Genetics department, will speak on **The New Human Genetics — Achievements and Prospects**.

Other confirmed lectures (with more to follow) are:

May 9, **Professor P.I. Korner**, Director of the Baker Medical Research Institute: **Medicine Today — Immediate Cure or Long Term Prevention of Heart Disease?**  
June 20, **Professor R. Short**, Physiology: **Injectable Contraceptives — An Ethical Dilemma**.

July 4, **Associate Professor W.A.W. Walters**, Obstetrics and Gynaecology, and **Associate Professor H.A. Finlay**, Law: **Medical, Ethical and Legal Aspects of Transsexualism and Sex Reassignments**.

All lectures will start at 1.10 p.m. in lecture theatre R6.

## Study skills conference

A conference for people interested in promoting study skills at tertiary institutions will be held at Deakin University in May.

Organising the conference, which will be held over three days from May 16, is **Mrs Rosalind Meyer**, formerly at Monash and now literary skills adviser in University Community Services at Deakin.

Mrs Meyer says that papers will focus on the importance of good communication in speech and writing — "without which no one can learn".

"Since mathematics is also a language," says Mrs Meyer, "one or

two mathematicians have been invited to speak on remedial courses."

Other topics include instruction by computer and by video, postgraduate studies, distance education and the mature student, and English for native and migrant speakers.

**Professor Roland Sussex**, of the Russian department at the University of Melbourne, will give an exposition of E/MU — a system of computer-aided instruction relevant to secondary and tertiary teaching.

Participants will have the choice of registering for the whole three days (\$20), one day (\$15) or a half day (\$6).



# Exploring the surrogate mothering issue

Early this year a "surrogate mother wanted" advertisement in *The Age* caused a flurry of excitement.

The Victorian Health Minister, Mr Roper, said that any payments made to a surrogate mother "could . . . involve legal questions of slavery".

In a separate case in Sydney at about the same time, a woman and her de facto husband were accused of selling their baby for \$10,000.

In the United States, at least one institution — the Infertility Center of New York run by one Noel Keane — has put surrogate mothering on a business footing.

And, following a number of court cases, Bills have been introduced in three US State Houses to enable and regulate surrogate mothering.

In the 1984 Oscar Mendelsohn Lecture delivered last month, Victorian Law Reform Commissioner, Professor Louis Waller, on leave from the Monash Law faculty, considered ethical and legal questions raised by surrogate motherhood. His lecture was entitled "Borne for Another".

Professor Waller chaired the Committee on In Vitro Fertilisation which last year reported to the State Government.

He said that the goal of surrogate mother arrangements, of having a child borne for others, was human happiness — that of the would-be parents and those close to them.

"But," he warned, "the means may result in 'The Baby in the Factory'."

Professor Waller said that surrogate mothering had been condemned chiefly because of what was termed in one US case "the mix of lucre and the adoption process".

"While its supporters have labelled the payments made or promised a fee for the surrogate's services, opponents have called them the price of a child. Which characterisation is right?" he asked.

Professor Waller said that there had been unanimous opposition in Australia to trade in human tissue.

"How much more inhuman is the sale of a living child," he said.

"It is as inhuman to treat a baby as a thing produced as it is to traffic in tissue.

"All talk about human rights assumes the unique quality of humanness. It was, perhaps, the most terrible lesson of World War II to learn that human beings had been characterised as *untermenschen* — sub-persons to be dispatched like billets into the infernal furnace of the Moloch of our century."

## Volunteer surrogates

Professor Waller said that the situation of the volunteer surrogate was more attractive than that of the highly-paid surrogate.

But he took issue with those who compared such a volunteer to a sperm or ovum donor, and with those who likened surrogate motherhood to an "early form of adoption". Such arguments have been made in favor of enabling legislation in the US.

He said: "The gamete donor does not undertake a nine-month pregnancy and delivery of a child who will be disposed for others.

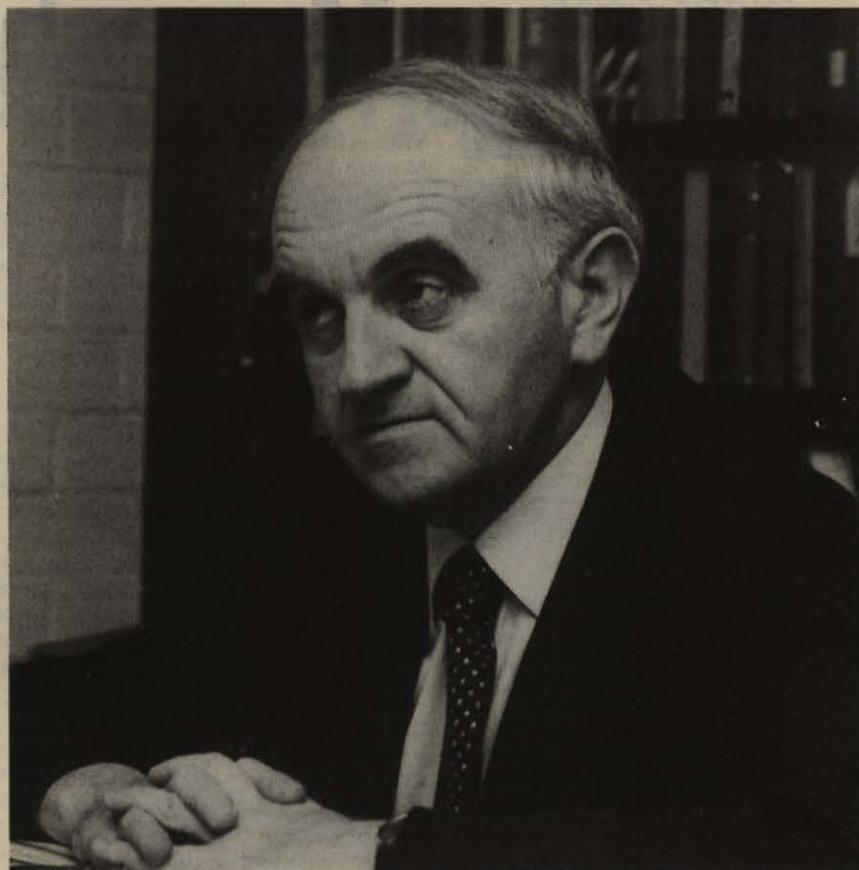
"The baby born after sperm donation is the biological child of the woman who bears for herself and her husband.

"Even in the most difficult case, that of embryo donation, the child born is nurtured from embryo to full term and borne for herself and her spouse by the woman who received the embryo. She has the pangs and pains — 'in sorrow thou shalt bring forth children'.

"The child is not borne for another.

"There is no real analogy with ordinary adoption, where a child already born is handed over to others.

"Where a single mother decides not to rear her baby, or where a couple whose circumstances have changed cannot or won't bring up their baby, there is no deliberate creation of a child for others, planned as such from before conception."



• Professor Louis Waller

## A question that must be answered

Professor Louis Waller ended his Oscar Mendelsohn Lecture with a question. No examination of the issue explored in the lecture — surrogate mothering — would be complete without an answer to it, Professor Waller said.

The question is one which Fyodor Dostoevsky puts into the mouth of one of *The Brothers Karamazov*:

Imagine that you yourself are building an edifice of human destiny that has the ultimate aim of making people happy and giving them finally peace and rest, but that to achieve this you are faced inevitably and inescapably with torturing just one tiny baby, say that small fellow who was just beating his fists on his chest, so that you would be building your edifice on his unrequited tears — would you agree to be its architect under those conditions? Tell me, and don't lie.

## Why students enrol in sociology

### Why do students enrol in Sociology?

The Careers and Appointments Service sought to answer this and related questions by surveying Monash graduates of 1982 who majored in Sociology.

The survey was completed by 46 out of a possible 62 graduates, more than 80 per cent of whom were female.

The findings revealed that about one-fifth of the students chose Sociology because it is a pre-requisite for entry into Social Work in third year. Yet only four applied to enter Social Work.

Other students chose Sociology for more general reasons: because they were interested in human behaviour and how society worked (40 per cent) or simply because the subject seemed interesting (41 per cent).

Most students first became aware of Sociology at Monash either in their last year at school or when they first saw the faculty handbook prior to enrolment.

Of the group, seven intended to do honours and 12 a Diploma in Education. The younger students, those who came straight to University after high

school, were more likely to be seeking work immediately after they finished their degree.

Of those seeking employment, most did not apply for jobs where Sociology was either prescribed (91 per cent) or preferred (72 per cent).

The jobs they eventually found were quite diverse and included: secretary to a Member of Parliament; director of an overseas tennis club; social worker for a church welfare organisation; and an industrial relations officer for a supermarket.

Study in the future was a possibility for more than half of the respondents with about one-third intending to return to study in the next two years. The main areas were law, education and more sociology . . . with fashion design and theology also getting a guernsey.

As with their HSC subjects, there was a wide variety of subjects which the students studied, aside from Sociology, in their University course. The most common were Politics, Psychology, History and Anthropology.

## Medical graduates concerned about jobs

A survey of the Monash medical graduate 'class of '82' shows that far fewer of the females than males expect to be in specialist practice in five years' time.

Some 37 per cent of male survey respondents believed they would be specialists compared with only six per cent of the females. Half the males and more than three-quarters of the females thought they would be in general practice towards the end of the decade.

This contrasts with the findings of a survey of 1981 medical graduates. Some 62 per cent of the males and 64 per cent of the females in that group thought they would be in general practice five years after graduation.

The surveys have been conducted by Monash's Careers and Appointments Service which hopes to survey the same graduates in several years' time to compare aspirations with achievements.

There were 141 medical graduates in 1982. Some 69 per cent of these responded to the survey.

It identifies a high level of concern among the graduates about the security of their employment in medicine. Some 68 per cent of the males and 50 per cent of the females were concerned about the future of their careers.

The findings contain a rap over the knuckles for those who counselled the young doctors before they started their medical studies.

### Sources of information

Respondents listed their major sources of information about a career in medicine as careers and other teachers (24 per cent); literature, TV and radio (20 per cent); friends (14 per cent); parents (13 per cent); and the medical profession itself (10 per cent).

But only 40 per cent thought that this information was helpful. Fifty per cent thought that it was either irrelevant or misleading.



## Adapting dams for wildlife

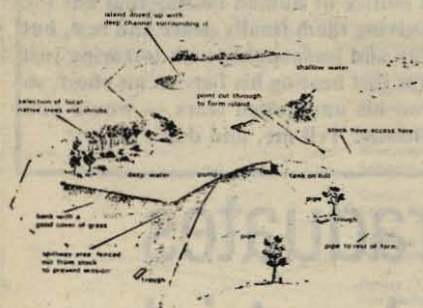
A new publication gives farmers practical advice on adapting their dams to encourage wildlife, the benefits of which can be measured in aesthetic appeal — and in dollars and cents.

The 50-page booklet, *Wildlife and Farm Dams*, has been written by David Hill, a Monash Master of Environmental Science graduate, and Nick Edquist, a Masters candidate.

It has been jointly sponsored by the Graduate School of Environmental Science, the R. E. Ross Trust, the Soil Conservation Authority and the Fisheries and Wildlife Division.

Mr Hill and Mr Edquist say that Victoria's 300,000 farm dams (covering a probable area of 30,000 ha) have the potential to make a real contribution to the conservation of wildlife in this State.

Unfortunately, though, most existing dams do not naturally provide a high quality wildlife habitat throughout the year. But they can be adapted in inexpensive ways, such as construction of islands and raising the full supply level, which make them more attractive to wildlife.



• A wildlife dam showing 'islands'.

The authors say that there is no general agreement on what is good and bad wildlife.

"However, nearly all the native wildlife associated with farm dams does benefit the farmer and it is in his interest that natural ecological processes should be allowed to work on every portion of land not needed for agricultural use," they say.

Some of those benefits are aesthetic, others scientific — wildlife provides a genetic pool for future research.

But there are hard-headed economic benefits and recreational ones too, say the authors.

Birds provide a natural form of pest control which is continuous and free. They eat huge quantities of insects and pests such as rats, mice, hares and rabbits. They also clean up carrion which could otherwise breed blowflies.

Fish are valuable from a recreational point of view and in some instances from a commercial one. Ducks provide sport for shooters as well.

Copies of the booklet can be purchased from the Soil Conservation Authority.

# A critical look at the Monash transport report

**SIR:** After reading the report of the Monash University Transport Working Party (on which an article appeared in *Reporter* 1-84), it is clear that the authors have perceived the "chicken in the egg" dilemma:

"Is public transport not a great problem for those who attend Monash?" **OR** "Do only those for whom public transport is not a problem attend this University?"

They do not, however, appear to have addressed themselves to the problem.

The result is that if the report had to be summarised in one sentence it would be along the lines:

The average student, coming from an average middle class background, living in the eastern suburbs, doesn't have much trouble with transport once he gets a driver's licence.

The report notes: "Some transport difficulties are experienced by certain segments of the University community, notably new first year undergraduates and students with very limited means."

And "... students eventually (adapt) their travel patterns — or their term address — to suit the situation."

This surely is an admission that public transport does not provide a viable alternative for many people. They have to either get a car or move closer.

The report states that the University is quite poorly served by public transport because of its position between two railway lines. It discusses the significance of the radial nature of Melbourne's railway network, the difficulties that arise where changes in mode are necessary, and the costs. However, the report does not see it as a problem because of the relative ease of travel by car.

The authors of the report appear to be consistently working from the premise that everyone at a university has access to a car and will use one once they turn 18.

Some comparisons of Monash and Melbourne University are highly misleading.

"Monash and Melbourne are both relatively inaccessible by public transport compared with private car," says the report.

Melbourne University with its tram connection to the hub of the radial railway network, with all the trams from the north and west passing very nearby, with many of the trams from the south stopping within walking distance and with buses from the east also passing not far from the University, is one of the best supplied areas of the city with regard to public transport.

The infrequent nature of the bus services to and from Monash, compared with trams to Melbourne University, is a very important factor which has been statistically dismissed by looking at 9 am arrivals and 5 pm departures Monday to Friday.

Some 21.2% staff and 13.7% students at Monash reside in the Waverley Local Government Area but the buses are infrequent. One to the heart of this area runs only three times daily. At nights and weekends the services are almost non-existent.

I have conducted my own study of how much location affects University enrolment, using data presented in the Transport Working Party report.

Looking at the top 12 LGA on the



• 'The infrequent nature of the bus services to and from Monash, compared to trams to Melbourne University, is a very important factor which has been statistically dismissed by looking at 9 am arrivals and 5 pm departures Monday to Friday' — Dr John Green.

VUAC list 1978-79 — the areas where the greatest number of potential students would be living — the effect of distance becomes plain. Few students attend Monash from Broadmeadows, Heidelberg and Preston while on the other hand very significant numbers come from Waverley, Nunawading, Caulfield and Oakleigh. By comparison, enrolments at Melbourne are far more evenly spread over all 12 areas.

For a clear indication of the effects of ease of public transport one needs only look at Camberwell which is located almost equidistant from all three universities. Some 259 students from this LGA attended Monash, 1302 Melbourne and 285 La Trobe.

Of the four LGA which had no students enrolled at any university in the sample quoted for 1978-79, three (Dandenong, Cranbourne and Hastings) are very clearly closest to Monash and are in what would have to be regarded as a Monash catchment area. This

highlights the effects of the lack of public transport to the University.

The Transport Working Party report appears to have ducked what is a crucial question. How much does the lack of public transport affect which students come to Monash? How many students of high ability who perhaps fail to gain entry to their course of first choice at Melbourne feel they are unable to attend Monash (or La Trobe) because of transport difficulties?

In my opinion if Monash University accepts this report, it accepts a position that its intake will be heavily biased towards three groups — overseas students; middle class students from the eastern suburbs who can afford a car; and mature aged part-time students who also have access to a car.

If this is what this University is happy with, as the report says there really is not a problem except in first year.

Dr John Green  
University Health Service

## Monash poets launch joint volume

Remember last issue of *Monash Reporter* in an article about *The Open Door*, the magazine of the Monash Poetry Society, we quoted this first verse of a poem:

There was panic in the Common Room, commotion in the Lab.,  
And the Chief Researcher poured himself a drink,  
For his blonde research assistant, while escaping from his grab,  
Had slipped, and spilled the ova down the sink . . . ?

Someone other than the blonde research assistant slipped. So too did the editor of *Reporter*.

That poem, "The Invitreous Advent of Septimus", was attributed wrongly to Karyn Sassella.

It is in fact by Isobel Robin, secretary to Professor Frank Jackson in Philosophy until last year. Isobel originally wrote the poem under the pen name Tess Choob.

"Perhaps I should have let Tess take the credit all the way!" she remarks.

To make amends, *Reporter* is able to announce that a joint volume of poetry by Isobel Robin and Nan Bowman is to be launched in the English Drama Studio on Thursday, April 12 at 1 p.m.

The volume, entitled *Pen Friends*, is being published in the *Medal Poets* series edited by Dennis Davison, senior lecturer in English.

Nan Bowman is completing a Ph.D. in the English department and until last year was a tutor there. She married Professor Henry Albinski of Pennsylvania State University and now lives in the United States though is expected back for the book launching.

In retirement, Isobel has enrolled part-time at Monash as a student in English. And for those still keen to read the above poem in full, *The Open Door* is available at \$2 a copy from: **The Editors, The Open Door, Union Building.**

# First Spanish trip a success — and another is planned

Twenty students — from Monash and Auckland universities and ranging in age from 19 to 70 — have returned recently from the first organised study tour for university students of Spain.

And many of those who returned (three NZ students and one Australian chose to remain in Spain for the rest of the year before returning to their Spanish studies) leave no doubt that, circumstances permitting, they'll be back in early 1985 for the second tour which is now being planned.

Organisers of the tour were Sally Harvey, tutor in the Spanish department at Monash, and Roy Boland, lecturer in Spanish at the University of Auckland.

## Madrid-based

The group was based in Madrid where members attended an intensive course of practical Spanish four hours a day at the Vox Institute, a leading language academy.

The course was divided into four levels, from beginners to advanced, and the students shared classes with students from other countries, including Japan, Iran and Finland.

"By the end of four weeks of saturation in Spanish, there was considerable evidence of improvement in the linguistic ability of students," says Sally Harvey.

In addition to the language classes, the students were given the opportunity to immerse themselves in Spanish culture. They attended a performance of *Absalon*, the Golden Age classic by Calderon de la Barca; a recital of Flamenco dance and music at the Centro Cultural de Madrid; a Zarzuela (light opera); a performance of the National Ballet; and numerous film screenings. They also visited museums and art galleries.

## Historical cities

The tour included excursions with Spanish-speaking guides to such historical cities as Toledo, Avila, Segovia and Aranjuez, as well as weekend trips to Salamanca and Granada.

Sally says: "We also visited Madrid Racecourse where we were assured by a leading trainer that the slowest Australian racehorse could not fail but win the richest trophy in the Spanish racing calendar!"

That wasn't the group's only encounter with horses. They were invited to go riding in an equestrian establishment outside Madrid.

Sally tells the story: "It was not until they had ventured too far to turn back that they discovered that the track along which they were riding ran parallel with a Wild Animal Safari Park inhabited by lions and tigers — to which the horses not surprisingly took exception. Despite the unexpected excitement, it was generally agreed to be one of the best days of the holiday."

The visit caused a considerable amount of interest in Madrid.

One of the highlights was a civic

welcome by the Ayuntamiento de Madrid (Town Hall), with a personal message from the Lord Mayor.

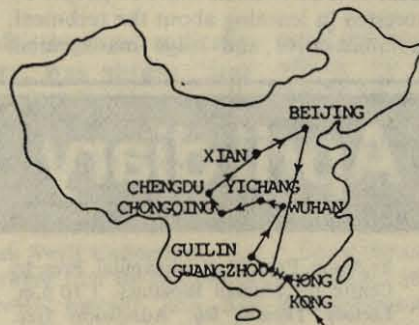
The organisers were also invited to deliver a lecture on Hispanic studies, culture and tourism in the Antipodes before a gathering of some 150 people, among them the President of the Spanish Federation of Tourism.

Sheelagh Wennersten, a Monash Spanish student, says that her appetite for Spain has been whetted and she is likely to return on Tour Two next summer.

"Even if I could not visit new places on the next trip, it would be worthwhile returning to the towns we visited this year. It is impossible to see everything and savor the beauty of each place in one short trip," Sheelagh says.

Anyone wishing to be kept informed of plans for the next trip should contact Sally Harvey, room 128 in the Spanish department, on ext. 2262.

## Or China?



If the castanets don't call you perhaps the panda will . . .

Ron Breth, lecturer in Economics at both Rusden and Burwood campuses of Victoria College, is leading a tour of China from December 26 to January 21.

The tour is being organised by the Friendly Travel Service and takes in Guangzhou, Guilin, Wuhan, Yichang, Chongqing, Chengdu, Xian and Beijing.

The estimated cost is \$3080 which is fairly much all-inclusive.

Ron Breth has written several books on socialism including two on China. For further information about the tour contact him on 555 1340 (home).

## Spanish speaker?

Native Spanish-speakers are being sought for a research project in the Psychology department.

In the experiments, the volunteers will perform simple reading tasks.

The research — in the field of psycholinguistics — is being conducted by Rosa-Maria Sanchez-Casas, a graduate student from Madrid University who is continuing her work at Monash which has a strong reputation for work in psycholinguistic studies.

Rosa-Maria is able to pay a small fee to those assisting her in the research. Sessions can last from 10 to 40 minutes.

If you can help, contact Rosa-Maria on ext. 2073 (room 422 in the Biology building).



ABOVE: Two of the students admire — and contemplate buying — some fine Spanish lace.

BELOW: A welcome sign in the middle of Spain! On the road to Granada the group passed this guest house and restaurant run by a Spaniard who settled for a time in Australia. He was delighted to talk about old times, says Sally Harvey.



## Law's role in world conflicts

An internationally distinguished historian will give a public lecture at Melbourne University tonight (April 4) on the efficacy of international law in three recent conflicts — Lebanon, El Salvador and the Falklands.

He is Professor Geoffrey Best, of the School of European Studies, Sussex University.

Professor Best will also discuss the

strengths, weaknesses and limitations of International Red Cross operations during the three conflicts.

He will speak in the Laby Theatre at 8.15 p.m.

Professor Best is in Australia to research the national archives for his next book on the making of the Geneva Conventions of 1949 and the additional Protocols of 1977.

# Theatre co-ordinator seeks to utilise 'promising venues'

When Stephen Dee took up his position as Student Theatre Co-ordinator eight weeks ago, he had a lot to learn in a short time.

With only four weeks to prepare for Orientation Week Stephen was really thrown in at the deep end.

However, the 27-year-old New Zealander had a wide range of experiences to draw on.

As an Arts student at Auckland University he was active in both student theatre and amateur theatre companies.

After completing his degree with a major in English Literature, Stephen — who originally wanted to be a teacher — did a one-year postgraduate Diploma in Drama. This proved to be a turning point in his career. Stephen realised that the theatre was the place for him.

Although he had been keen to do a Masters in English, Stephen discovered that the theatre is really an "animal activity". Taking an academic approach to theatre is a contradiction in terms.

In 1981 Stephen came to Australia looking for the stability of the "real world". After working in a finance company for six months he was desperate to return to the theatre. According to Stephen, the real world of big business is more unreal than the make believe world of costumes and lights in the theatre.

Before coming to Monash, Stephen

worked as a freelance stage manager for the Melbourne Theatre Company, the Australian Opera and the Victorian Opera.

Although full of energy and new ideas, Stephen has his feet on the ground. He would like to see more co-ordination between the various elements of theatre at Monash and more liaison between academic and non-academic staff.

According to Stephen a university is an "idea, not a set of buildings". The idea involves the pursuit of knowledge, but unfortunately students usually specialise in academic areas and neglect the arts. Stephen is all for a holistic approach to living and learning.

As Student Theatre Co-ordinator, Stephen's main aim is "to expand the parameters of the theatre".

Monash is fortunate to have such a number of venues with great potential, he says. He is excited by the possibility of staging performances in, for example, the foyer of Robert Blackwood Hall and the gallery of the Arts and Crafts Centre, along with the gardens and courtyards scattered throughout the campus.

"Robert Blackwood Hall is an ideal venue for a performance which could combine the Monash Choral Society and Orchestra with singers from the Vic-



• Plans start to take shape for Monash's Festival of Theatre, traditionally held in second term. Pictured above, Stephen Dee (centre) discusses ideas with Alistair Killick and Katie Purvis from the Monash Choral Society and Austrine Oh, (right), of the Student Theatre Committee.

torian College of the Arts and the Victorian State Opera. It is acoustically far superior to the Melbourne Concert Hall," he says.

While there is usually no shortage of participants for the more glamorous side of the theatre, Stephen claims that student theatre is often short of people interested in learning about the technical, administrative and stage management

aspects of theatre. He plans to offer a series of workshops in theatre-related activities such as audition techniques, stage make-up, voice, clowning, comedy, screen printing and poster design.

There will also be a series of lunch-time shows presented throughout the year. Further information about Student Theatre activities is available from Stephen Dee on ext. 3108.

The events listed below are open to the public. "RBH" throughout stands for Robert Blackwood Hall. There is a BASS ticketing outlet on campus at the Alexander Theatre.

- 4: **EXHIBITION** — "A Melbourne Mood, Cool Contemporary Art", from the Australian National Gallery. **Exhibition Gallery, Menzies Building.** Admission free. Inquiries: ext. 2117.
- 4-7: **MUSICAL** — "Man of La Mancha", presented by Melbourne Music Theatre. Nightly at 8.15 p.m. Matinee at 2.15 p.m. on April 7. **Alex. Theatre.** Admission: adults \$14.50; students (full-time, under 25), pensioners \$11.50; children \$8.50 (no concessions Friday or Saturday nights).
- 4: **ENVIRONMENTAL FORUM** — "Sustainable Communities: the Role of Government Facilitation", by Paul Goldstone, Ministry of Housing. 11: "A Small Company's Experience of Marketing Solar Homes", by Ken Baker, Landmark Homes Pty. Ltd. 18: "The Promise and Illusion of Rational Planning: The Case of Metropolitan Melbourne", by Trevor Blake. All forums at 5 p.m. **Environmental Science Seminar Room.** Admission free. Inquiries: ext. 3840.
- 5: **EDUCATION FACULTY SEMINAR** — "Sports Psychology", by Dr Christeena Lee, Lincoln Institute of Health Sciences. 11 a.m. **G19, Education Building.** Admission free. Inquiries: ext. 2868.
- ABORIGINAL STUDIES LECTURE** — "Bush Foods of Victoria", by Dr Beth

Gott 12: "Post Contact History", by Mr Peter Pinnington, University of Melbourne. 19: "Urban Aborigines", by Ms Eve Fesl. 26: "The Nature and Function of Racism", by Ms Lorna Lippman. Community Relations. All lectures at 1 p.m. **Lecture Theatre R6.** Admission free. Inquiries: ext. 3348.

9: **LUNCHTIME CONCERT** — Organ Recital by John O'Donnell. Works by Anton Heiller, Jehan Alain, Andre Raison, Samuel Scheidt and Johann Sebastian Bach. 1.15 p.m. **RBH.** Admission free.

11-19: **REVUE** — "Let's Talk Backwards", presented by Melbourne University Revue Group. Nightly at 8 p.m. **Alex. Theatre.**

12: **LAUNCHING** of "Pen Friends", a volume of poetry by Nan Bowman and Isobel Robin, published by department of English. 1 p.m. **English Drama Studio.** Admission free. Inquiries: ext. 2135.

14: **EXHIBITION** — "Change and Persistence in Turkish Culture", an exhibition of posters, books, carpets and copper carving to illustrate aspects of Turkey and Turkish culture. Pres. by Centre for Migrant Studies and the Australian Turkish Friendship Society. 2 p.m.-5 p.m. **Rotunda Lecture Theatres.** Admission free. Inquiries: exts. 2925, 2825.

**SATURDAY CLUB** (Blue Series, 8-13 year-olds) — "Toes" dance presentation. 2.30 p.m. **Alex. Theatre.**

16: **LUNCHTIME CONCERT** — Music for flute and piano. Thomas Pinschof — flute; Bracchi Prokofiev — piano. Works by Poulenc and Prokofiev. 1.15 p.m. **RBH.** Admission free.

**MIGRANT STUDIES SEMINAR** — "The Politics of Multiculturalism", by Dr James Jupp, Canberra College of Advanced Education. 7.30 p.m. **Lecture Theatre R3.** Admission free. Inquiries: exts. 2925, 2825.

18: **SEMINAR** — "The New Human Genetics: Achievements and Prospects",

## April diary

by Assoc. Prof. V. Krishnapillai. Pres. by Centre for Human Bioethics. 1.10 p.m. **Lecture Theatre R6.** Admission free. Inquiries: ext. 3266.

**EXHIBITION** — "Selections from the Blake Prize", survey from 1951 onwards. Monday to Friday 10 a.m.-5 p.m., Wednesdays 11 a.m.-6 p.m. **Exhibition Gallery, Menzies Building.** Admission free. Inquiries: ext. 2117. This exhibition will run until May 23.

26: **LUNCHEON** — Monash University Parents' Group. Guest speaker — Mr J.

Rogan, Kozminsky Galleries. 10.30 a.m. **RBH.** Further information, tickets: 583 2822.

28: **SATURDAY CLUB** (Red Series, 5-8 year-olds) — "The Golden Goose", a dramatised story. 2.30 p.m. **Alex. Theatre.** Subscriptions are available for Saturday Club Red and Blue Series.

30: **LUNCHTIME CONCERT** — Organ Recital by visiting American organist James Johnson. Works by Peeter Cornet, Pedro de Araujo, Carlos Seixas. 1.15 p.m. **RBH.** Admission free.

## Important dates

The Registrar advises the following important dates for students in April:

- 6: Confirmation of Enrolment forms will be posted to all currently enrolled students. The forms will list the subjects and units for which a student is enrolled. The forms should be checked, amended where necessary, signed and lodged at the Student Records Office by April 18. Late fees will be imposed for forms not returned by that date.
- 11: Graduation ceremony — Economics and Politics.
- 14: First term ends for Medicine VI (Prince Henry's students).
- 16: Students who have not received a Confirmation of Enrolment form through the post should call at the Student Records Office to complete and lodge a replacement form.
- 18: Last day for all currently enrolled students to lodge their Confirmation of Enrolment forms at the Student Records Office before late fees are imposed. Students who lodge their

forms at Student Records after this date will incur a late fee calculated at the rate of \$5 for up to one week late; \$10 for between one and two weeks late; \$20 for more than two weeks late.

Last date for discontinuation of all studies by not-for-degree, diploma, bachelor and Master preliminary candidates, and by Master candidates defined as coursework candidates, to be eligible for 75% refund of the 1984 Union fees paid (not applicable to students taking Summer Term subjects).

- 19: First term ends for Medicine VI (Alfred students).  
First teaching round ends, Dip.Ed.
- 20: Good Friday holiday.
- 23: Easter Monday holiday.
- 24: Easter Tuesday holiday.
- 25: Anzac Day holiday.
- 26: Second term begins for Medicine VI (Prince Henry's students).
- 27: Graduation ceremony — Law and Science.

### MONASH REPORTER

The next issue will be published in the first week of May, 1984.

Copy deadline is Thursday, April 26. Early copy is much appreciated.

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