What a way to start a year!

SALLY MONTGOMERY, 20, a third-year arts student has every reason to look pale and disheartened - she has just been estranged. Sally plays Othello in the Alexander Theatre Guild's production of "Othello" which opens a two-week season in the theatre tonight. Othello - actually well-known actor-producer-writer, Max Barrett - estranges Desdemona, his wife, during the play. Sally has been an active member of Monash Players and she played in Antony and Cleopatra at the Alexander Theatre last year. A discussion on theatre at Monash is on page 9 of The Reporter. (Photo: V. Kohout)

On Wednesday at 10 a.m. in R.1 the Education Faculty will hold a teach-in on "Equality of Opportunity in Education," chaired by Professor Peter Musgrave, professor of education.

Speakers will include Bob Hawke, president of the ACTU and a Monash Council member, and Henry Sweeney, on Orientation Week and its problems and a brief explanation of the official nod of the Orientation Week Council.

Chairman will be Professor W. A. Walters from the Obstetrics and Gynaecology Department of the Queen Victoria Hospital, the Monash teaching hospitals. Speakers will be from the Monash Health Service, the Alfred Hospital, the Queen Victoria Hospital and the Social Biology Department at Melbourne University.

Abortion symposium

"It's Your Affair" is the provocative title of a symposium on contraception, abortion and the student on Tuesday at 2 p.m. in R.4.

This symposium is underwritten by prominent politicians.

The Liberal Club is organizing a series of talks by prominent politicians on Monday, Wednesday and Friday at 1 p.m. in R.1.

Only the first speaker has been announced - he is colour full Federal Labour M.P. for Riverina, Mr. Al Grassby.

During the vacation the Monash Film Makers have been busy interviewing campus identities for a "slightly biased" film on student dissent at Monash. It runs for 1 1/2 hours and will be shown on Tuesday, Wednesday and Friday in the Union Hall.

If you don't want to be hit so soon by internal politics, there are some nice commercial films available - "Rosemary's Baby," "In the Heat of the Night," "Bonnie and Clyde" and "The Silencers.

Providing the weather is kind, one highlight of Orientation Week will be a four-man parachute jump on the sports oval. (see page 12). Also inside are some comments by the Warden of the Union, Graeme Sweeney, on Orientation Week and its problems and a brief explanation of what that test on the Forum outside the Union is all about. - (See page 2).
The Week that always solve it? knowledge, advice and assistance everyone knows that it takes a good But on the principle that it University? Isn't the problem so great problems and complexities which they arc told about during their desire to mix· their effectiveness depends 
Their effectiveness depends on their desire to mix with others.

In the words of John Van Dalfsen, a officially approved C.O.W. and has helped with surveying the area, for the location of the text.

SCENE ONE
A suite of book-lined rooms in Cambridge. The Red Banana, a one-piece pop group of indeterminate gender with a face-obscuring map of ginger hair, an ankle-length red faux fur overcoat, is sitting by the fire. It is known simply as "The Nana." Windy, in a long blond wig and a white nightdress, is sitting up in bed, her chins cupped in her hands. He is 62. "Nana: Like Socrates just makes me float. For me, you know, he is Beethoven and Ho Chi Minh and Fats Domino all rolled into one.

Windy: Nana, you are boring me to distraction. 
Peter: 'Nana gives a growl and bites Tinker Bell. 

Tinker: Hullo, someone's feeling cocky! 
Peter: It's Sergeant Hook! Leave him to me! I've cut his hand off already. 

(He crow.)

As with the Vice-Chancellor, the purpose is to accent the fact that life it is intended to involve the other... for people.

"Inevitably each year the successive and on their desire to mix with others. ... your mortarboard. Where did you get the material?"

Tinker: Come on, ducky! I adore your mortarboard. Where did you get the material? They float out through the window.

SCENE THREE
A student riot in Neverland. The Lost Boys back, hitch, slash, stab and dismember the evil Fuzz who give as good as they get. The stage is slippery with blood, explosions rock the theatre, and CS gas drifts out across the audience. Enter Peter Pan, Tinker Bell and Windy, fighting for their life.

Windy: Oh you! Oh joy! I'm a little bird that has broken out of the egg! Tinker: How topping! 
Peter: Keep back, Fuzz Man, nobody is going to catch me and make me a man! Oh the cleverness of me! (He croaks.)

Tinker: Hullo, someone's feeling cocky!
Peter: It's Sergeant Hook! Leave him to me! I've cut his hand off already.

I call him the Short Arm of the Law. Enter Sergeant Hook, in a policeman's helmet with an iron hook instead of a hand. They fight, and Peter Pan pushes a time-bomb down Sergeant Hook's throat. Sergeant Hook explodes, splattering the walls of the theatre with blood. The Lost Boys cheer.

Windy: Oh, you're so nippy at it! Couldn't you do it again very slowly? Oh I never want to grow up, I want to stay Peter Pan for ever and ever!

Tinker: Charming!
Tinker Bell stabs him in the back with a broken pole, and the evil Fuzz Man example him underfoot with their boots.

SCENE FOUR
As in Scene One. The master, a crabbed figure of 97, is sleeping by the fire in a dog-kennel. Windy floats in at the open window.

Windy: Master! Not in the dog-house again? Don't tell me it's those rotten Lefties rioting! This placard round my neck? But I can explain everything, Master. As a matter of fact I was just about to write a piece for Granta on that very subject.

CURTAIN

The Vice-Chancellor's address is followed by tours of the University with staff and students. This year "coffee-gathering areas" have been organised for get-togethers after the tour.

The idea here is to encourage informal discussions between staff, students and the freshers themselves. As with the Vice-Chancellor, the purpose is to accent the fact that life and relationships at University can be personal rather than impersonal.

Officers from the 150 clubs and societies take tables to tell students about what their particular club has to offer. Many of these clubs will put on films, lectures, displays, social activities etc. for the new students.

"Of necessity it must be a Turbo superficial look at university life. But it is a start - a base on which each individual student can build.

The Week that always... By GRAEME SWEENEY, Warden of the Union

Orientation Week succeeds in raising unanswerable questions.

Here's a few:

* How hopeless and useless a task is it to try to orient students to life at University? Isn't the problem so great that it is a waste of time to attempt to solve?

* Is it completely artificial to talk about an Orientation Week when everyone knows that it takes a good two, three or even four years for most students to work out what a university is all about?

* Does the existence of an Orientation Week make students far more conscious of the difference between professional and tertiary education than is justified?

Inevitably each year the successive orientation committees which consist of both staff and students, ponder such questions. To date at Monash these committees have resolved that some attempt at Orientation is better than no attempt.

Early in their existence the committees recognised the fundamental problem for first year undergraduates - that at the beginning of their first term of University life undergraduates don't appreciate or don't know enough about the problems and complexities which they will face to be able to appreciate the knowledge, advice and assistance which they are told about during Orientation Week.

But on the principle that it is "better to light one candle than to sit forever in everlasting darkness", Orientation Weeks continue to be organised. Their effectiveness depends largely on the students. Students get out of Orientation Week only as much as they are prepared to put into their attendance at the various activities, and on their desire to mix with others.

The activities at Monash begin with a welcome from the Vice-Chancellor. Monash is simply a brief introduction to the University and it sets a personal, rather than impersonal stamp on relationships within the University.

The idea is to encourage and promote the discussion of social issues - "a critique of Society." It is intended to involve the socially-oriented clubs and societies within the University, for example religious clubs, Labour Clubs and the LDP Club.

In the words of John Van Dallen, a member of the P.A.C. sub-committee: "The word 'Couse' is perhaps misleading as it may give an impression of negative, disruptive intention.

"We assure the Orientation Committee that the purpose of the 'Counter Orientation' is essentially orientation - a new attempt to orientate new students to a two-page statement to the Orientation Committee. The Committee has officially approved C.O.W. and has helped with surveying the area, for the location of the text.

March 1, 1971

...another holy C.O.W.

This year there will be one major addition to Orientation Week - a Curtain.

The C.O.W. will centre around a 100 ft. by 50 ft. tent on the lawns outside the Union Building.

Late last year the Public Affairs Committee of the Monash Association of Students passed a motion supporting the concept of Counter Orientation Week and formed a three-man sub-committee to get the project off the ground.

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In the words of John Van Dallen, a member of the P.A.C. sub-committee: "The word 'Couse' is perhaps misleading as it may give an impression of negative, disruptive intention.

"We assure the Orientation Committee that the purpose of the 'Counter Orientation' is essentially orientation - a new attempt to orientate new students to a less selfish view of themselves in the University and Society than is commonly held by most students."

Mr. Van Dallen says that socially oriented groups believe "that not everyone sees the University as a place to just come and get things, but rather as a centre from which people can go and do things for others... for people.

These comments by Mr. Van Dallen were made in a two-page statement to the Orientation Committee. The Committee has officially approved C.O.W. and has helped with surveying the area, for the location of the text.

MONASH REPORTER
**No time for “pigs” or “cricket bats”**

What lies ahead for first year Monash students?

Are they entering into a “community of scholars” in which they will have close personal contact with staff and fellow students in many areas of interest and social debate? Or are they entering into a polarised “we-they” situation, opposed to the academic staff and the administrative officials in a vast, impersonal university?

This question was discussed by Professor J. M. Swan, Monash University's new Pro-Vice-Chancellor, at a Joint University Freshmen's Camp at Mt. Evelyn last Tuesday in a talk on “Equity in the Modern University.”

Prof. Swan said that at Monash only “lip service” was paid to the idea of a community of scholars.

“There is a Staff Association which concerns itself about staff conditions, rating of pay, study leave provisions and so on, a General Staff Association which has a similar concern for non-academic staff, and the Monash Association of Students, which concerns itself with student affairs on a wide canvas.

“Neratively many students see themselves, inside M.A.S., as opposed to the academic staff and the administrative officials, a most unfortunate relationship of the ‘downswept worker-reactionary capitalist’ kind.”

Prof. Swan added as an experiment, a Monash University Student-Staff Association might be set up which would be to protect and encourage the diversity of the University and its proper functions of teaching, learning, research and scholarship.

He said that in the current situation the people who bear responsibility and hence have authority, can no longer assume that students will accede to that authority without question.

“I believe that it is proper for students to question authority and not just authority as expressed in discipline statutes,” he said. “The legal and moral force of the authority of one’s parents, one’s teachers, the Church, the State, the M.A.S., the Professors, these always, more or less, can all be debated within the university.”

If I’m wrong tell me

“If you disagree with my ideas on these matters, I believe it is your duty to tell me so by all means to listen.

“It is not good enough to mutter ‘crap’ or to shout ‘stick the pig’ or me to yell ‘teenage bahaviour’ and look around for my cricket bat.”

“University teachers have a right and a duty to tell their students what their views are on the question of responsibility and authority, and students have an equal right and duty to make their views known to the staff.”

Prof. Swan urged all students from all years and all faculties to speak out.

If present forms of student government fail to make debate possible, say so.

**A DAY OUT FOR THE PARENTS**

When the dust of Orientation Week has finally settled, a second “orientation” will take place — for the parents of new students.

The Monash University Parents Group has set aside Sunday, March 14, as Parent Orientation Day.

The programme includes a barbecue lunch, addresses by the Pro-Vice-Chancellor (Prof. J. M. Swan) and Student Counsellor (Mr. George Cally), introductions to the chaplains and question-and-answer sessions with the Deans of Faculties.

Students wishing to help as guides and to answer questions are asked to notify Miss Caroline Pierce in the Union (3104).

Further details are available from the Group’s honorary secretary, Mrs. H. A. Strickland, 47 Draper Street, Ormond, 3204.

**Prof. J. M. SWAN**

Pro-Vice-Chancellor

**Teachers’ responsibilities**

Prof. Swan then asked the freshmen if they expected a university teacher to have a professional responsibility in the matter of student behaviour.

He referred to the “politically-motivated agitation which has characterised the Monash scene in recent years” which, he said, had “culminated in a series of violent actions involving several invasions of the offices, occupation of the Careers and Appointments office in the union, interruption of discipline hearings and physical obstruction of members of Council preceding to a meeting.”

“We do not have a police force at Monash,” he said, “we do not intend to form one, and we certainly do not wish to use any tactics to abrade our responsibilities to our own students on our own campus by calling in the Victorian Police.”

Nevertheless, the matter of student behaviour has become of real concern, and will remain a matter of concern if the academic staff are unwilling to assume their responsibilities for the behaviour of their students.

“I regard that most of them will not be unwilling.”

**Charges the only way?**

“Th e university has not yet found any way of dealing with militant aggression other than performing charges under the discipline statute against all students who can be identified.”

“He makes no secret of the fact that such identification is not easy, for, who can recognise 200 students out of 11,000?”

Prof. Swan said that therefore a large number of academics might have to front up at the scene of trouble before the 200 students could be named with any certainty.

“Unpleasant though such identification might be, I happen to believe it is part of my academic responsibility, simply because all teachers have to be concerned with student behaviour,” he said.

“Sooner or later I expect that stop at my classroom door — it extends to lectures and tutorials given by my colleagues, to meetings of university committees, to the proper functioning of the university as a whole, and to the duty of every member of the staff and societies, to all aspects of university life.”

“I make no secret also of the fact that I expect an invitation to put you at your place in this.”

Some academics will argue that they have a responsibility only to teach, and have no responsibility whatever in the matter of student behaviour, especially politically-motivated behaviour. I don’t know what such people do if you choose to play merry hell in their lectures — perhaps they just go home. I don’t know how they amalgamate their conscience with respect to the students who come to learn and choose not to play merry hell.”

**No confrontation**

Prof. Swan said that he would never want to see physical confrontation between opposing groups of students, and did not believe that the respect of any one party’s responsibility be shouldered by other groups of students.

“But participation in debate, in student politics, in the Monash Association of Students, in student meetings, in student societies of all kinds, in university governance — this is a different matter.”

“One of the first things a new student learns is that the University is a place where all topics and all issues can be freely and widely debated. The University is properly a place of controversy, a place where new and provocative ideas can be put forward and argued.”

“In 10 short years, Monash has earned an enviable reputation as a lively and provocative university, a place where both staff and students are not afraid to stand up and proclaim new doctrines, to argue for evolution or revolution, to criticise the use and abuse of power, to publish new research findings in science, technology and the Arts.”

“Universities need a system of discipline, but, in the light of the University and protects its proper functions of teaching, learning, research and scholarship.”

Prof. Swan suggested that such a system might be found in his proposal for a Monash University Student-Staff Association.
How the Money Comes and Goes

This year, Monash — in common with many other universities— has had to increase students' fees, in our case by 29 per cent. Why?

The decision was not taken lightly but was inevitable in the face of the rapidly diminishing value of University finances drawn from traditional cooperative sources when all the amount of recurrent grants allocated in respect of each EFTS (equivalent full-time student) will be $1492.

The overburdened taxpayer who must foot the bill for a recurrent cost of 68 per cent of that figure may, or may not, be interested to know that the cost of keeping the AUC at the University this year will be $5698.

Staff Association

Membership of the Staff Association is open to all members of the Academic Staff; members of the Administrative Staff from the Grade of Administrative Assistant 1 and upwards; members of the Library Staff from the Grade of Library Officer 1 upwards; and many of the students from the grade of Technical Officer A.

Executive members for 1971:
President Dr. J. S. Duncan (Geography).
Vice-President Prof. D. A. Lowther (Biological Sciences).
Secretary Mrs. G. R. Blain (Library).
Treasurer Mr. F. R. Harrison (Physics).
Committee: Prof. R. R. Andrew (Medicine), Mr. R. W. Connell (Law), Prof. S. R. Davis (Politics and History), Mr. G. M. Kellerman (Biochemistry), Dr. A. C. McLachlan (Pharmacology), Mr. T. F. Sweeney (Union), Dr. J. R. Wilson (Chemistry). All new staff are welcome to apply for membership. Any of the people listed will be happy to be approached with questions or subscriptions.

Bookshop had a good year

The University Bookshop last year scored sales of 10 per cent above budget and made a net profit of $40,275, according to the annual report.

This has eliminated previous accumulated losses (which stood at $8467 at the end of 1966). Profits of $864 for 1967 and $6588 in 1968 will now be used for further repayment of the capital advance.

According to the report, the improved financial situation resulted from the formation of the Bookshop Board and the new management.

The report says that the University requires the Bookshop to be financially self-sufficient, and goes on:

"In addition, the Bookshop must provide the best possible service to students and staff by making good text and general book supplies available to the whole academic community. This is essential as are long as Monash, particularly with regard to geographical position, which precludes easy access to city bookshops. A Bookshop carrying a wide variety of stock in which a student can browse is a necessary part of any University Campus.

For these reasons the Council does not intend to consider any proposal to sell off any part of the University's bookshop trading.
Wherefore art thou Student Theatre?

By MICHAEL EDWARDS
President of Monash Players

At the very least, student theatre at Monash needs a full time director. Perhaps something similar to George Whalley's position at the University of Melbourne.

Drama does not have the status of a serious learning pursuit at this university. I believe that if the university truly regards theatrical experience as invaluable and serious, rather than frivolous fun, then it should work towards establishing a Department of Drama.

The Alexander Theatre Guild is fine for the general community - but it's not helping students much. It allows "Monash students to gain invaluable experience by engaging in productions with professional actors."

The Drama Department I propose would not have entirely academic emphases. It would train drama teachers, critics, producers, lighting technicians, stage managers and the like.

Students would take on the role of learners, rather than creators. The cost of organisational bureaucracy would be on a full-time professional and theatrically capable staff.

This may seem like the death knell of student-directed and directed theatre. On the contrary there would be a much greater scope for student theatre in a very independent sense.

At Monash, the Players are entirely divorced from non-student control. The activities of productions, workshops, readings, and all the bureaucracy that goes with these things are carried out exclusively by students.

The student theatre has no more standing or significance within the university than any other club affiliated with Clubs and Societies. The same situation applies with the Alexander Theatre - the Players are on a par with any other club or amateur theatre group, on or off campus, which hires the theatre.

It should be realised that if student drama at Monash is to be seen as far more than another extra-curricular activity, then the problems are enormous. Academic commitments and other personnel student group problems make the physical task of mounting a worthwhile production virtually impossible.

It would be misleading to paint too black a picture. Attitudes are changing and advances have been made.

The Union has spent $1000 installing a lighting grid in the Union Theatre which will enable the Players to do intimate theatre and play poetry readings which were not possible in the Alexander Theatre.

An arrangement has been reached with the theatre group whereby the Players will have one Wednesday afternoon a month and five consecutive nights a month in the Union Theatre.

There have been two productions scheduled for the Alexander Theatre. So in some ways the Players have seldom been better off. This outside world will have to prove our worth, but even so it would be nice to see an ad in next Saturday's paper announcing: "Vacant at Alexander Position for Director of University and Student Theatre. $10,000 p.a."

"Alexander CAN help"

An answer to Michael Edwards' plaintive plea - "Wherefore art thou student theatre?" - comes from Mr. Phil A'Vard, manager of the Alexander Theatre, who says that student theatre is currently "in a bit of a slump."

Mr. A'Vard hastens to add that this is a quite normal thing as the activity of any student group depends on the flow of people in and out of the group.

He said that it was quite impossible to predict when a resurgence of activity in student theatre would occur but was hopeful that the activities of the recently formed Alexander Theatre Guild could help it along.

The Guild is responsible to the Alexander Theatre Committee and was formed to ensure a high standard in a number of productions throughout the year at the Alexander Theatre. These productions may be presented by professional companies brought in by the Guild, or by the Guild itself, employing professional producers and actors working with members of the university or by the Guild in association with any theatrical group within or outside the university.

Mr. A'Vard hopes that the Guild's activities will enable students to see intimate and outside productions and to use their performances as a yardstick for comparison with their own work.

He said that it would also give students the opportunity to work with other groups and with professional actors and producers.

"The intention is not to push students out of the way but to assist them," he said.

No theatre booking would be given to an outside group or to the Players unless the requirements of university groups had been fulfilled.

Mr. A'Vard described the Guild as a means "to fill in the gaps in student theatre."

"Last year the theatre was booked only three times by internal groups, that is staff and students."

CAMBRIDGE PLAYS

Corpus Christi College, Cambridge, produces a court side in the academic year 1971-72 four flats for occupation by 2; the Monash University Musical Theatre Company and the Staff Drama Group each have a weekly booking in second term.

NEW MEN IN ENGINEERING

A new B.E. course in Materials Engineering has been introduced in the Faculty of Engineering and two new lecturers have been appointed to contribute to the teaching and research programmes.

Dr. Z. H. Stachurski joined the staff in December from the University of Alberta, Edmonton, Canada. Dr. Stachurski, who has degrees from the Universities of Cracow and Bristol, has research interests in structure-property relationships in plastics. He is aged 28 and is married with two children.

Dr. J. R. Griffiths will join the staff this month following five years with the Materials Division of the Central Electricity Research Laboratories, Leatherhead, England. He is a graduate of the Metallurgy Department of the University of Cambridge and he has been working in the field of fracture mechanics as applied to large steel components.

SHORT TERM HELP

The Australian Academy of the Humanities, in association with the Myer Foundation, is offering four grants-in-aid for short-term study leave abroad during 1971-72 to scholars who are resident in Australia and working in Humanities (Languages, Literature, History, Philosophy and the Fine Arts).

The grants are available to full-time members of the teaching staffs of Australian universities and to distinguished scholars outside the universities. They will normally be made to applicants who have already begun research work of a kind for which a short visit overseas is essential for its further advancement of completion, and who have already published work in a similar or related field.

The Academy expects that the typical university applicant will be seeking aid towards study abroad during the long vacation.

Application forms are available from: The Secretary, Australian Academy of the Humanities, P.O. Box 93, Canberra, A.C.T. 2600. Enquiries must reach the Academy's Canberra office before June 30.

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

Copy deadline will be the 15th of the month preceding the date of issue.

Letters and contributions should be forwarded to the editor, Ian Anderson, of the Information Office, first floor, University Offices - phone 3087.
A LIVELY SUMMER AT MONASH

There was quite extraordinary activity at Monash over the long summer vacation.

Now in its third year and growing rapidly, the Monash Summer School attracted more than 700 people during its 26-month run (see story opposite).

The pantomime Peter Pan, at the Alexander Theatre drew about 10,000 patrons - many of whom might not otherwise have had any contact with a University...

The Language Services department taught English to 60 professionally-qualified migrants... Biochemistry gave 200 secondary school teachers an enrichment course in biology... an American expert taught driving instructors how to teach... and the halls of residence played host to holiday-makers.

Helping the Biology Teacher

Two highly successful in-service training courses for biology teachers were held by the Biochemistry Department during the summer vacation.

The need for such a project became apparent in discussions with the Science Teachers' Association of Victoria. It is evident that school biology is changing and apparent have been felt met at the second second of the High School Certificate biology course. As these concepts are of a fundamental nature, they have now been introduced into secondary education as part of the High School Certificate biology course.

The advent of much of modern biology has presented difficulties to those teachers trained before the conception of many of the present ideas. It was apparent that many teachers would welcome some training in these new concepts.

Owing to the financial problems of many schools, it was realised that monetary aid from an external source was necessary for the course to proceed. The thanks of all concerned should be given to the Myer Foundation who generously decided to sponsor the venture. This sponsorship allowed for a requirement of only a small payment of $10 by the individual teacher or school.

The remedial course was very concentrated and consisted of fourteen lectures, a similar number of tutorials and four laboratory sessions spread out over five days.

An original estimate as to the likely number of participants was made as 75, but to the surprise of all concerned over 360 applications for the course were received. So the Department increased the number of participants to 115, by making some economies to the course. Also it decided to repeat the course at the end of the school holidays - 85 people attended.

The management and execution of these courses was a considerable burden to the Department. One naturally asks the question "Was it worthwhile?" For all participants, both those giving and those receiving, the answer seemed to be an emphatic "YES". The members of the Department found it both enlightening and rewarding. For the University, it was an excellent piece of public relations.

It seems highly probable that such courses will be repeated in the future.

-B. N. Preston, Senior Lecturer, Biochemistry.

...and the professional migrant

Sixty migrants are well on the way to finding better employment in the work force as a result of a two-month course in English held in the Language Services Department over the vacation.

The migrants, selected by the Immigration Department, are all professionally trained but because of the language barrier have not been able to find jobs equal to their training.

The Director of Language Services, Dr. E. W. Bauer, is preparing a report on the course and the migrant problem for the next Reporter.
Students in the advanced course in Italian at the Summer School listen to a language tape during a pronunciation practice lesson. Director of the two-week course, Mrs. Lo Schiavo was assisted by three tutors in teaching the 12 students in the advanced class and the 30 beginners. (Photo: V. Kohout).

More summer, please

By CARINA HACK
Activities Officer and Summer School Organiser

It's quite obvious that somewhere in the calendar, Melbourne ought to have another summer...

Not only because of the dreary Christmas rain, but also to provide more vacances for the Monash Summer School. Seriously, we just can't cope with the members who want to join the Summer School - we had enough inquiries and applications to fill three schools. This week, Monash finishes its third Summer School. A total of 700 people took part in the 31 courses (three years ago we attracted 180 participants to 15 courses).

The success of the school strongly indicates that Melbourne needs more money spent on providing facilities for adult education. Perhaps more tertiary institutions could think about putting on similar schools during their vacations.

At present Monash offers a wider range of courses at lower fees than any other Summer School in Australia. This year more than 60 per cent of the participants were members of the public. These included teachers, housewives, businessmen and secondary school students with ages ranging from 16 to 70.

Two important aims of the Summer School are often forgotten. It should be realised that it is not run just for the general public.

First, it enables students who could not find time during the year for extracurricular activities to benefit from their Union fees during the holidays.

Secondly, it provides a special introduction to the University environment for intending students. The courses are non-profit making and it is expected that less than $500 will be required from the University Union this year to run the school. Course fees have been kept to a minimum and range from $4.50 for Folk Songs and Folk Lore to $20 for Film-Making. Basically the fag money pays for the tutors.

NEW PATHS TO A UNIVERSITY PLACE

AUSTRALIAN students at present attending universities and other tertiary institutions reached their goal, in all but a very few instances, by some measure of success in a highly competitive subject-centred battery of external examinations.

Known in different states by different names (Senior, Matriculation, Leaving Higher School Certificate) these examinations have in common an emphasis on the testing of learned fact, ideas and skills, a task for which teachers and their pupils devote a large proportion of the last year or two of secondary education.

It is possible that, five years hence, entry to tertiary education may be by a rather different route; it is the intention in this article to describe some of the explorations being undertaken in Australia to find an alternative to the system now in force.

Why is an alternative considered desirable?

What is wrong with the current practices?

Answers to these questions can be given on several levels. Tertiary institutions have, over the last few years, increasingly expressed concern at the high failure rate of their students and the inability of many to complete their studies in a minimum time. This issue of the 'inefficiency' of tertiary institutions is a complex one and many teachers in tertiary institutions have tended, rightly or wrongly, to blame the poor predictive power of the end-of-school examination for much of it. Concern with the increasing economic cost of such inefficiency persuaded the Commonwealth Government to provide funds in 1968 for research into the selection of students for tertiary studies.

There is, however, a far more fundamental reason for taking a hard look at the end-of-school examination. As secondary education since the war has increased in popularity so there has also been an increasingly searching look at its quality, its goals and its objectives.

Teachers are no longer convinced, if they ever were, that their one goal is to provide their better students with the facts and skills needed to launch them on a tertiary career and their less talented students with those required by the labour market.

One is, however, a far more fundamental reason for taking a hard look at the end-of-school examination. As secondary education has expanded the pressure on the curriculum has increased in quantity and quality, and the debate has been underlined by the fact that the minimum assessment of standards of education in some states is a form of non-graded schools, a departure from traditional subject boundaries, new resource materials which take as their jumping-off point the interest and environment of the child - and many other widespread innovations.

Assessing real aims

Such new and diverse goals are impossible to achieve in a system where the teaching is geared to an external and very limited set of two- or three-hour examinations at the end of the year. Teachers are convinced more and more to assess real educational aims and objectives and these do not coincide with those of the external examiner, nor can they in any case be assessed by such an examination.

In short, the climate of opinion in secondary education is at variance with the external examination system and will become increasingly so as the materials produced by such projects as the Australian Science Education Project become available for use.

A further, more practical, factor has contributed to the urge for a new look at the system. As greater numbers of students complete secondary education, the burden of examining has grown to the extent that there is considerable doubt as to how much reliance can be placed on the marks awarded as a result of the examining procedures adopted. Yet decisions of vital concern are often made on the assumption that where two marks differ by a small amount, the difference is sufficiently meaningful to offer the student with the greater mark higher education, while refusing it to the second student.

Continued overleaf...
New paths to university

Continued

What then is to be done? Tertiary educators, when they are prepared to comment on such issues, tend to group their requirements of incoming students into three basic areas.

1. Prospective students need to possess an aptitude to cope with the level of post-school studies.
2. Prospective students need to have, already demonstrated an ability, with which teachers are familiar, to convert a hypothetical aptitude into reality.
3. Prospective students need, at least in some faculties, a fund of practical knowledge and elementary skills which the tertiary institutions do not feel it is their role to provide.

The assumption is that the sum of three subject marks at the HSC examination at present used to list incoming students in an order-of-merit ladder provides an encapsulated measure of students' possession of the above desired characteristics. Many of those familiar with the examination and the relatively common observation that a single set of subject examinations taken at the end of the year can only at very best provide an extremely rough measure.

The Tertiary Education Entrance Project (TEEP) began with the development of the Australian Council for Educational Research of a series of aptitude tests in several key areas, that is, Mathematical, Science, Humanities, Social Sciences, Written Expression) which aimed at providing a measure of aptitude of sixth form students on the basis of their development in aptitudes in the specified areas.

No disadvantage

However, no specific knowledge of facts or specialised skills such as might be acquired by a final year school student is assumed. Thus a student who has concentrated on History and Literature, would not be disfavoured in the Mathematics, Science, or Written Expression fields which TEEP aimed at providing the required familiarity with the terminology, conventions and specifics of senior school syllabuses.

It has been necessary to slice five bays off one wing of Richardson Hall to create this separation. Two halls of residence at Monash will feature the new style of bedroom entered from corridors. The North East Halls are designed on a corridor system with single rooms. Each group of four rooms has its own shower, toilet, basin and pantry facilities.

Internal work using the TEEP and ASAT offer instruments for measuring the desired characteristics mentioned earlier. One or other of the instruments described has been introduced, at least as a tentative test, alongside the present examination system, a measure of the first of the three desired characteristics.

The second characteristic (persistence, motivation, willingness to learn) is a far more difficult problem, not least because it changes with changing circumstances (e.g. a new teacher, new institutions, new home etc.), and to such an extent that any prediction of, for example, future 'persistence', based on past experience is a very chancey one. Here the school teachers' knowledge of a pupil is probably the best (though a very limited) guide and it is possible to incorporate a school's assessment of the student on this characteristic into any profile that is to be used in tertiary selection.

Reducing risks

By combining the order-of-merit list based on aptitude testing with a mark based on a school assessment, it is possible to lessen the possibility of arbitrary assessment by teachers that might occur for a variety of reasons. In addition, there are simple mechanisms for producing this combined assessment which avoid the illogical situation whereby an assessment of a student by a teacher in one school can influence the mark of a student in another school.

In short, to any set of marks obtained by a student in the TEEP or ASAT tests, a set of marks can be added based on his teachers' assessment of those qualities not measured by an aptitude test battery.

The additional requirement by some tertiary faculties for a knowledge of skills and facts in certain areas, is a vexed one. Many of those concerned with secondary education would argue that there are very few such facts required by student entering tertiary studies and to expect students to master vast volumes of facts is an overbearing way of providing the minimum competence in a limited number of skills.

Service courses

Further, many tertiary teachers have found that, in any case, a presumed competence (e.g. a pass in a subject) is far from a real one. Increasingly faculties are providing their own 'service' courses to ensure the required familiarity with subject matter. Many faculties simply do not require specific knowledge from their entrants, preferring a broad education and concentration on specifics. In the main it is the technical and science faculties which require, and can provide, courses to do so, a knowledge of mathematics and science whatever a student's proven aptitude or attitudes.

Several solutions to this dilemma are possible. The teachers who have been already referred to, need not be limited to their experience of the subject in hand, persistence, motivation etc., but can include the teachers' opinion on the competence of the student in subject specific facts and skills. Thus a mathematics teacher can testify to his student's mathematical competence without at the same time being forced either to use the assessment as a way of placing the student on an order-of-merit list, or to teach exactly the same course as every other sixth form mathematics teacher in the state.

Another possibility being explored is the development of tests in certain major subjects (Physics, Chemistry, History, Mathematics) of student achievement which avoid the present tendency to examine very specific and limited content areas. Such tests, hopefully, will still provide a measure of a student's achievement in the particular subject. It is as yet impossible however to say whether such tests are feasible.

Thus the major external factor in an alternative 'matriculation' scheme would be a series of aptitude tests taken some time half way through the sixth form year in order that the information on a student's aptitudes could be used to have its own show when authorities very much earlier than at present possible.

A case exists for a far more systematic approach to the fundamental inexperience linking the work being done in Victoria for example where the Victorian Universities and Schools Examinations Board and the Victorian Universities Admissions Committee. A new Tertiary Admissions Board for example could rationalise the present chaotic procedures making the process more satisfactory for student and tertiary institutions alike.

The emphasis throughout this article has been on selection. It is hard to foresee in Australia in the '70's a diminution in the pressure for entrance to tertiary studies. There is no sign here of an 'Open University'. Nevertheless the ideas described above can be of use not only in the selection of students by tertiary administrators, but also in providing to students and their counselors the kind of reliable information needed to guide them in making difficult choices in the face of a bewildering increase in the quantity and variety of tertiary courses and institutions.

In addition to the TEEP battery, the Australian Council for Educational Research has produced a single aptitude test encompassing all the areas of aptitude described above except Written Expression. The Scholastic Aptitude Test (SAT) is being used in experimental trials in several states.

March 1, 1971

HALLS ARE ON THE WAY

The two new halls of residence at Monash will feature different design to the established North East Halls.

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The future for Ph.D.s

Stock in success of government requirements, must be sold now!

By IAN RAE
Senior Lecturer in Chemistry

The Vice-Chancellor, Dr. J. A. L. Matheson, discusses a new book* on...

"THE MODERN UNIVERSITY"

The author of this book, Dr. A. K. Rice, was formerly associated with the Tavistock Institute of Human Relations where for many years he worked on a system theory of organisations. In earlier works he applied this theory in a variety of settings both industrial and non-industrial: now he examines what light it throws on university problems and difficulties.

Dr. Rice starts by examining the objective and goals of universities in an attempt to define the primary task or tasks which the organisation must be designed to accomplish. He soon concludes that a "university is a complex multiple-task enterprise...has to relate to a complex environment". The environment includes its local community, its catchment areas for faculty and students, its state or nation, and the reference groups that pass judgment on its academic status. "Elite universities have major international relationships as well..." All this, and more, has been said before - notably by Clark Kerr who coined the term "multiversity" to describe the modern multiple-purpose institution - but it doubtless is all to the good to keep on saying it. In this instance, the object is to indicate that the appropriate organisation will necessarily be complex.

After discussing his system theory of organisation, Dr. Rice proceeds to see how this theory applies to the managerial study of two main tasks that universities have to perform--the discovery of knowledge (research) and the dissemination of knowledge (teaching). He comments wisely and perceptively on the artificial division between pure and applied research, and suggests the "major discontinuity at graduation" which differentiates under-from post-graduate education and finally re-emerges in the point where he has identified a model organisation for a university.

Here, surely, one might have hoped for a fresh insight that would point the way out of our present troubles but, unhappily, the model organisation turns out to be not very different from the one with which we are familiar and which we know to be not immune from attack.

My conclusion, therefore, is that although Dr. Rice has much to say that is wise and intelligent, he does not offer a prescription for the salvation of universities that is likely to be effective. In default of help from other sources I therefore go on to offer my own thoughts.

"Deep concern" First let me say that I agree with Dr. Rice when he remarks that many people, particularly students in their first year, are deeply concerned about the present system of organisation, regardless of the discipline. From my own experience I have noted that the social and behavioural sciences lag far behind the natural sciences.

But there is nothing new in this. My undergraduate precursors who had to endure the depression when our future prospects of employment were not encouraging, to say nothing of their students who were more successful in the job race, but it seems to confer no particular advantage. False fees and a packed field the employer (government or industrial) can afford to take the short term view. In my view, the quality of the applicant may represent a better long-term investment for any prospective employer. Richer and wiser managers avoid, and one that university Appointments Officers are quick to deplore.

Imbalance is temporary It is comforting to take the view that the present imbalance is only temporary. Certainly, many of the Ph.D. graduates themselves, by their actions, testify to that view as do the aspiring graduates who flock to graduate school.

This situation is not unique to Australia but seems to have a world-wide impact which makes it impossible for anyone to escape from the squeeze. I am unable to offer a panacea, but I believe that the present precarious position of the Ph.D. may not get the job they are looking for. The new appointments do not mean that their interest will wane when events in Germany could already be seen to threaten another war. We were angry and concerned, and we are not, in any sense, likely to be any less so now, and to be any less interested in the Vice-chancellor, or insult our professors.

Why not? Without a doubt, we have been better off if our protests had been more violent? I believe not.

Contemporary student protests differ from those of earlier generations only in that they flourished previously accepted conventions about how one should behave in and towards one's university. They are no more nor no less shocking than the cultural revolution in China which finally destroyed the traditional respect for the old which was supposed to characterise that country.

Student protests can be analysed and excused in all sorts of ways, but they have one unmistakable characteristic - they are directed against "The Administration", that central and anonymous source of all evil. Like the Jews in Hitler's Germany, or the Bolsheviks in Lenin's capitalist society, the Administration in a university is a wonderful target because, by the large, the professors are the Administration, too! And so, when the activists invade the Administration Buildings, many academics are frightened, but they do not protest, and say "Let Admin. cope!"

And why? It is not clear why they should be afraid, or willing, to keep on coping. There are signs that indicate otherwise, "Administr", after all, is just another word for "professor", and their immediate colleagues; it cannot even be excused by the particular circumstances. It necessarily includes the complex...
### To develop at all costs?

By IAN WALLIS, member of the Monash Western Port research team

Industrial development in Western Port Bay has been taking place during the last four years, since B.P. established an oil refinery at Crib Point. Monash University at Flinders, Long Island, Essex-BHP has constructed a fractionating plant. Creaco owns a forest (although production has stopped temporarily because of the current rural recession) and the steel-making consortium of fertiliser plant (although production is established an oil refinery at Crib Point has stopped temporarily because of bulldozed a 1000-acre site for a 590 million cold-strip steel rolling in addition tens of thousands of acres of land fronting on the North Arm of Western Port Bay have been bought or optioned by such groups as BHP, the SEC and East West Development Corporation.

The Government policy is that any possible plan for Western Port would have to be built around these existing extensive industrial land holdings, and that the growing demand for a recreational outlet in Western Port would conflict with the industrial development.

The massive urban development of the southern part of the Bay would require a third land use demand in the area.

Clearly, a bold plan was required because any attempt to balance between these competing demands was to be obtained. In 1969 the Mornington Peninsula and Western Port Regional Planning Authority was set up to examine the regional future of Western Port. The Authority is composed of 12 members: two from eastern Victoria (Geelong and Hastings), Flinders, Mornington, Phillip Island, Bass and Cranbourne. There are also several technical committees attached to the Authority to provide specialist advice on pollution, conservation, industrial requirements and tourism.

The Government policy statements on which the Authority’s planning is based, maintain that the Western Port region will develop with considerable recreational development. Western Port remaining primarily a recreational area.

In assessing these possibilities, factors which must be considered are the natural advantages of Western Port for development, the position of the wildlife reserves, and the hydrologic and ecological characteristics of the Bay.

The natural advantages of Western Port include a protected deep water channel capable of admitting ships of up to 100,000 tonnes, adequate supplies of fresh water, electric power and natural gas and oil, and a nearby labour source and home market.

Of course, all these advantages (except the natural harbour) apply equally well to Dandenong, Broadmeadows and Altona. Given the existing recreational demand in Western Port, it would appear sensible then to limit industrial development to companies strongly dependent on bulk sea transport.

This first conclusion is reinforced by the results of a Monash Administration study published at Monash last month, which suggested that, considering the overall social costs and social benefits, industrial development might be advanced to such extent that it remained at Altona rather than at Western Port. One of the social costs brought out in this report was the high cost of waste treatment required of Western Port industries.

**Development possibilities**

Broadly, there are three development possibilities for Western Port:

- A major industrial region with a large concentration of heavy industry.
- A region of industrial development with considerable recreational development.
- A region of limited industrial development with Western Port remaining primarily a recreational area.

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**The accumulating concentration**

Waste treatment costs are accentuated by the difficulty of flushing effluent from the Bay. In Western Port the industrial area is located approximately 17 miles upstream of the mouth of the estuary. The tidal excursion is approximately three miles. Hence effluent released even at the beginning of the ebb tide never travels more than four miles towards the mouth before the first flood tide carries it back to the discharge point. Such conditions show that, for continuous release of a conservative pollutant, approximately 1000 times the average hourly natural flow remains trapped in the Bay, moving up and down with the tides.

This massive dose of effluent could menace the many species of plants and animals that live and breed in Western Port. There is a delicate equilibrium between the components of the web of animal life, which can easily be upset by excessive effluent discharge into (or by excessive recreational use of) the Bay.

**Major wildlife centres**

If Western Port is retained as a recreational area the major wildlife centres most in need of preservation are:

1. The South East-Woolamai corner of Phillip Island, including the sand bar connecting the Cape Woolamai outcrop with the rest of Phillip Island.
2. The Somers-Sandy Point area, including the sand dunes along the South coast, the unique mangroves in Hahn’s Inlet, and extending westward to support his sanctuaries strongly dependent on bulk sea transport.
3. The north-east corner of Phillip Island including the Rhyll Salt marshes and inland wetlands, as well as the pottoroo habitats.
4. The north-east section of French Island which includes a large sandy beach and islands as well as the pottoroo habitats.
5. The mangrove saltmarsh area of Cannons Creek, Midast this intrusion of rising agricultural biology there are two wildlife sanctuaries—Quail Island and Chirnside Island—which would need adequate buffer zones of.
6. The Nobbies, Seal Rocks, penguin burrows and mutton bird grounds at the south-west corner of Phillip Island.

These wildlife areas represent an extremely valuable natural asset for the relative proportions of industrial, urban, recreational and farming interests in the overall development. If this obvious need be/or industry can be achieved.

**The modern university**

Considered machinery required to operate a complex machine: students have to be enrolled, charged fees, paid scholarships, examined, given certificates. Staff have to be selected, engaged, paid, supervised, provided with houses. Budgets have to be prepared, expenditure against budgets has to be supervised, bills have to be paid, debts cleared. Buildings have to be conceived, designed, constructed, maintained, insured. And so on.

And all this work is carried on by indusitrual people who serve the University well and who are increasingly annoyed by internal pressures. The residents seek for whose benefit, in the last resort, that work is carried out. What if they were to down tools?

The central feature in "Admin", however, is the division of work: work is a necessary evil, and the Vice-Chancellor must take no secret of his belief that this office has become impossible. "No other enterprise," he quotes from Robbins "would impose on its chairman the variety and burden of work that a modern university requires of its Vice-Chancellor." And he goes on to propose a vice-chancellorship, or a presidency, that might consist of as many as four or five men or women who could probably satisfy the multiple demands of the office.

Here again is an organisational or administrative solution to university problems and, while changes of this kind may be necessary, they are not, in my view, sufficient. Universities will be able to perform their former stable state unless the academics decide that they prefer an orderly life, in which they can pursue their teaching and research in a scholarly way, to the "chaotic, inefficient or political" life in which many academics believe their scholarship is at a discount. If the academics do not insist on the side which the relatively small disorder will vanish; if they don’t then no amount of reorganisation of the government or administration will make any difference.

**The first bold decision**

The Government planning objectives are not sufficiently specific. The development possibilities reduce to:

- A major emphasis on industrial development, with efforts to preserve the wildlife where it is economically feasible.
- An emphasis on wildlife preservation and recreational development, while encouraging limited industrial development by industries with high shipping costs.
- Attempting both industrial and recreational development, while accepting that the industrial and recreational areas will be impaired. The waste treatment bill will be approximately 5% to 10% of the total plant expenditure.

The decision should have been made in 1967. It was not and it still has not been made. Even now a bold decision would be sufficient to turn the tide against the current compromise log-sided development.

If the emphasis is to be on industrial development a complete industrial estate should be planned, and positive policies introduced to attract industrial and naturalistic waterfront and wharfage space. Transport and services must be provided to make the combined waste disposal system (with an emphasis on recirculation) efficient and cost-effective. A high percentage of the combined waste disposal system should be designed. Simultaneously, a high percentage of the combined waste disposal system should be developed with adequate wildlife reserves.

If the second possibility of the recreational development with limited industrialisation is chosen, then there should be a high emphasis on national parks, wildlife preservation and game reserves.

Any re-organisation policy is required to help plan industrial waste disposal. For example, a complete waste treatment and disposal system piping the wastes across to the South Eastern Sewerage Outfall would cost approximately $20 million, little more than the cost of a series of separate treatment systems for each individual manufacturer.

If the third possibility, the compromise scheme for balanced development, is chosen, then the risks and uncertainties involved must be investigated. An ecological study, and hydrologic investigation, and the development of a well thought-out scheme to use the natural treatment capacity of Western Port as far as possible, should begin immediately.

This is the most expensive alternative and the most difficult development programme to implement.

**Uncertainty of the present**

Currently there is, no clear indication that this first basic decision for regional planning of Western Port was not made. What does it mean to know virtually nothing about the future, despite the total lack of knowledge about the consequences of development proposals.

Mr. A. Dunivitch Butcher, Director of Victoria's Resources, Sept. Nov. 1970: "Considering the local scene here, the future of Western Port is by no means certain. There is little optimism about the future, despite the total lack of knowledge about the consequences of development proposals."

Mr. A. Dunivitch Butcher, Director of Victoria's Resources, Sept. Nov. 1970: "Considering the local scene here, the future of Western Port is by no means certain. There is little optimism about the future, despite the total lack of knowledge about the consequences of development proposals."
The full complement of the Information Office marched over to my office in the Monash building the other day and proudly announced, "We, the Monash Reporter," as if they were going to be the old ones! I asked, "We hope not," they said. "In fact we want students, and you students, to work with us."

Certainly the Monash Reporter embodied some of the most dire features of the Establishment. You wouldn't have guessed it came from a University, except for the proper names. What with the petty gossip, the Departmental toursing for their white-haired boys, not to mention their gay hatred, the Reporter could have come out of any large firm—GMH perhaps. Who can see the difference? The Monash Reporter has a different name, that's all.

Monash has undergone many changes since I arrived—and almost all of them for the worse. Vintage problems have disappeared. This might have been inevitable in the aging process, so to speak. But instead of realignments or pragmatism taking over, the mood now most prevalent is crusty and sometimes student, mostly staff. Polarisation has set in on several levels. Staff versus students, senior administrators plus the senior academics as opposed to most administrators in alliance with some of the students. The others have suffered from these high-powered biffs as well, but I'll leave that to later.

Crufty middle age

Almost all evidences of radicalism, even liberal radicalism, have disappeared. This might have been inevitable in the aging process, so to speak. But instead of realignments or pragmatism taking over, the mood now most prevalent is crusty and sometimes student, mostly staff. Polarisation has set in on several levels. Staff versus students, senior administrators plus the senior academics as opposed to most administrators in alliance with some of the students. The others have suffered from these high-powered biffs as well, but I'll leave that to later.

The Mathematics Department is planning a "Statistical Workshop," which will be open for the first time to appointment of faculty members every Wednesday afternoon during term time.

It is designed to cope with the increasing number of statistical problems received by the Department for advice on the feasibility of a problem, both for own students and for colleagues in other departments and from research students in experimental areas.

At the end of the evening the "patient" will be asked to explain his problem to an assembly of mathematicians who will discuss it with him.

If the problem cannot be solved at the time, or if further consultation is required, a time will be fixed for further study and a report will be made back to the workshop at the conclusion of the investigation.

The Professor of Mathematical Statistics, Professor J. J. R. M. P., is responsible for an interdepartmental group of applied statisticians.

Further information about the workshop can be obtained from Professor Finch (ext. 2166) or Mrs. M. Deere (ext. 2579).

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Monash graduate Peter Rogers, B.E. (Monash), M.App.Sc. (Melb.), is now a plant superintendent with ICIANZ Ltd. Here he offers future graduates a few words of encouragement on . . .

THE HEREFORER: A world of budgets, deadlines, pollution

Two questions ultimately face Monash students entering industrial occupations after their university studies.

First, how negotiable are Monash degrees? Secondly how will I enjoy life outside the university?

To number one the answer is blunt and unequivocal. Monash degrees are as good as any other Australian qualification.

It is harder to be as definite with the second question. I, like the life. In my limited experience I have found a willingness to delegate responsibility to the young to an extent he is willing to accept. And it is responsibility, job expansion, the work itself and lastly money which motivates most graduates.

Supplement my own limited experience in this matter is a short piece on employers in three large companies (ICIANZ Ltd., APM Ltd., and Mobil Oil Australia Ltd.) the question: "Do you see Monash graduates as a distinct social or educational group?"

In each case the answer was the same. Monash graduates were indistinguishable from the products of Melbourne and LaTrobe, Sydney and N.S.W. universities. One employer suggested that graduates from Tasmania and New England were fresher and less sophisticated. The inanities of politicians and Melbourne newspapers have left employers in large companies unaffected. They are looking for graduates with "drive and a good preference for graduates from either Tasmania and New England or Monash. My experience has been the same."

A distinction can legitimately be made here between economics and arts graduates and science and engineering graduates. With the latter group, their technical ability is more easily defined. Most science and engineering graduates are not so subject to blanketing by employers of the old school with less academic training than their subordinates.

Arts and economics graduates often tend to be kept more in the background and cannot contribute to the full extent of their tertiary training. It is hoped that the differences in levels of academic training between levels in the corporate structure will decrease. Industry only gains if this occurs.

Most science and engineering graduates I have spoken with feel that their schools have given them a good grasp of the scope of their technical training. These employers are then in a good position to use graduates profitably. In the case of arts and economics graduates there is a lack of understanding by many senior executives in marketing and commerce are at their "level of incompetence" (the Peter Principle). These executives become conservative or even defensive. The graduates have been hired for status reasons. Beware of these organizations.

The employers told me they had observed some differences between the courses offered by Australian universities. One said Monash chemical engineers were more practical than their Melbourne counterparts — my chest filled with enormous pride because we had better equipment and "had tin sheds." Business administration course had different slant to Melbourne's M.B.A. and so on.

But despite the industrial compliment, my recollections of much of the chemical engineering course are jaded. Physical surroundings and equipment do not loom as important in the quality of the course organisation. In the earlier days the courses suffered in the rush for good facilities. There were bits and pieces from different faculties. Often indifferent lecturers were lecturing indistinct students (particularly in Chemistry, Chemical, civil, electrical and mechanical engineering subjects are now introduced in the first year of their course).

Experience in the professional world is as necessary to the graduate in forming objective judgments as formal education in the clustered milieu of Monash.

At risk of criticism that I have "sold my soul" to the Big Companies, I believe it is rare that one can hold objective views on society never having experienced both economic independence and operating the means of production. If one is outside not as much a personal discipline as life inside the institution, I am optimistic. Employers may be less amenable to influence by those whose arguments are rational and who have the conviction to stand by their beliefs. Industry is rational. It is concerned fundamentally with efficiency and its own existence. An industry will only exist while the public allows it to exist.

I have never experienced any personal or educational prejudice because of my Monash origins. Rather I have found an acceptance of Monash as among the best and an admiration for and interest in small differences which make it distinct.

Monash will really be jumping in Occupation Week. The university skydiving club is organizing a demonstration on the sports oval.

Four parachutes will jump from 3300 ft. and free fall about 2200 ft. before opening their chutes. It's the first time this type of display has been held at Monash. The day of the jump will depend on weather conditions, but the time should be around 1 p.m. Before they jump a "distributor" parachute will be released from the plane to determine wind directions and to make sure the skydivers don't land on "Snake Gully," the Halls of Residence or "Admin."

Arts student, Bob Courtenay, 20, president of the Monash University Skydivers, will be one of those jumping. He will be joined by members of a regular demonstration team — the Golden Eagles.

Bob, who has 202 jumps to his credit, often jumps with this team.

"Winds at ground level will have to be about 12 mph for the jump," Bob said. "There's inevitably a wind blowing at Monash so we could have a bit of difficulty."

Since its formation in 1968, the skydiving club has trained about 860 people. Of the club total of 700 jumps, the safety record has been marred by only one broken leg and the odd sprained ankle.

PICTURE shows one of the most experienced members of the Monash University Skydivers, Jim Laffey, 22, who is a veteran of more than 160 jumps in just under two years. If, unfortunately weren't be taking part in the Occupation jump, has just graduated from Medicine at Monash. (Photo: The Sun).

DIARY OF EVENTS

MARCH

1: Orientation Week begins and first term begins for Medicine II.
1-12: "Obiee," Alexander Theatre, 8 p.m. daily.
1: Term begins.
8: Parent Orientation from 12 p.m. to 1 p.m. at an address by Prin-Vis-Chat, Professor John Shaw, at 2:30 p.m.
20: The Art Gallery (Foreign Art). K. P. Anderson, Melbourne Art Club, 2 p.m.
26: Black and White Night, R.U.S.S. (U.S.S.R."
28: Opening of Melbourne Theatre Company's production of "The Taming of the Shrew". (Public Press). 3:30 p.m.
1: Annual exhibition of Melbourne University Art Centre. (Public Press).
30: Opening of Melbourne Theatre Company's production of "The Taming of the Shrew". (Public Press). 7:30 p.m.
1: 下午: Parent Orientation from 12 p.m. to 1 p.m. at an address by Prin-Vis-Chat, Professor John Shaw, at 2:30 p.m.
20: The Art Gallery (Foreign Art). K. P. Anderson, Melbourne Art Club, 2 p.m.
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