Official opening of Robert Blackwood Hall:

SERVING THE COMMUNITY

WITH the opening of Robert Blackwood Hall, Monash University has greatly enhanced its capacity to serve the community—particularly in the rapidly growing south-eastern sector of Melbourne.

This was the main theme of the speeches delivered at the official opening on June 19.

Already the hall has proved a valuable addition to the university’s facilities. On Friday, June 25, more than 1000 students gathered there for a Forum on the Indo-China war, organised by the Public Affairs Committee of Mas, and it has been in almost daily use for mid-year examinations over the past two weeks.

The next major public function will be a free Sunday concert to be given by the Melbourne Chorale on July 18, and on July 29 students have organised a forum on New Guinea.

Sir Robert Blackwood, after whom the hall is named, told 1200 guests at the opening ceremony that a university needed a meeting place where formal ceremonial functions could be held, where speakers could expose their scholarship in public, and where music, drama and other intellectual pursuits could be indulged in to remind people of the objects and ideals for which a university existed.

The new great hall provided the means to meet those requirements and would also satisfy the intellectual needs of the surrounding community.

Vision of the future

The Vice-Chancellor, Dr. J. A. L. Matheson, said he had a vision of the time when people would form the habit of coming to Monash regularly—for further education, for enlightenment, for interest and for sheer entertainment.

This is surely as important a responsibility of a university, especially in these days of increasing leisure, as the more conventional undergraduate education which has been our main preoccupation so far,” he said.

Earlier, Dr. Matheson spoke of the achievements of the university during its first decade of academic work, and went on:

"These positive accomplishments have unfortunately, been to some extent overshadowed in the public mind by the publicity which has been accorded by the media to the behaviour of some of our radical students.

"Nevertheless our academic reputation is a very solid one and it has come about, not by accident nor by the benign operation of the Australian Universities Commission, but because of deliberate policy decisions which Sir Robert Blackwood instigated and which have been continued by my colleagues and myself.

"In these egalitarian days, it is fashionable to pretend that the contributions which students can make to academic policy-making is as significant as those which come from the senior staff.

"Although I myself believe that the student voice must be heard in all the governing bodies of a university, and welcome their creative participation in all our affairs, as long as that participation is creative and not destructive, it surely cannot be seriously contended that in matters of scholarship they are more much more than ornamental.

"Indeed, although it is seldom admitted, they come to this and other universities for the express purpose of putting themselves under the influence of the academic staff, and the more distinguished the staff the more they want to come.

"Those of us who were among the first group to be appointed by Sir Robert and his colleagues on the Interim Council recall very vividly that while we were determined to

Continued on page 3
**More people in the outback?**

The problem of achieving and maintaining socially and economically viable communities in Australia's sparsely populated outback was raised by Prof. B. L. C. Johnson in his ANZAAS paper.

The issue is largely felt over the whole national community in terms of living standards, economic opportunities and "quality of life" enjoyed by metropolitan centres, Prof. Johnson said. "In an egalitarian, economically highly developed society, the outback must be concerned in the public interest to prevent economic isolation between remote rural and metropolitan areas, must plan, legislate and invest to make life in outback sufficiently attractive to the people of the metropolitan magnets," he said.

Prof. Johnson, who is Professor of Geography at Monash, will leave at the end of this term and take up appointment as the head of the geography department, School of General Studies, Australian National University.

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**Teaching the handicapped**

TEACHERS, psychologists, counsellors and parents have to be prepared for the handicapped, Prof. Marie Neale told the conference. 

Educators must be involved in planning of course services and continuing education for the handicapped, Prof. Neale said. 

There is a wealth of knowledge that must now be translated into general education as we recognise that minor variations and deviations may impede the development of the normal child. 

In special education there was a need to rethink and plan anew for interdisciplinary facilities. 

At the Social Science Research Institute at Macquarie there was a need for research into more effective ways of predicting and, or dealing with the emotional or psychological needs of children. 

The lessons learned from research in other countries must be understood in time to avoid costly replication in Australia and New Zealand, particularly for migrant and aboriginal children, Prof. Neale told the delegates.

It must be understood by the community that mental illness lies in improving socio-economic conditions "so that we do not find ourselves politically pressured into establishing hospital and special school facilities which may be quickly outdated." 

**Socio-engineering**

"The crippling effects of segregation are now being understood while the problem of integrating minority groups requires sensitive socio-engineering," the said. 

"The simplistic view that all research leads to a meaningful solution might be avoided in education if teachers were familiar with the facts that only partial answers and hosts of questions ensure from laboratory research." 

In her introduction to the paper Prof. Neale made a strong plea for understanding of the motivations and ideas of modern youth. 

She said: "A return to nature, idealism mixed with enjoyment of the senses and sensation, freedom from controls, individualistic traditional schooling and examinations, protests against discrimination, upsurges against established modes of authority, against racism and war - these are the standard deviations in behaviour of contemporary youth."

"But, behind the many forms of deviant behaviour which have proliferated and persisted in our community, concerned with these variations from normal standards, there can be traced two recurrent themes, a vigorous support for humanism and a critical view of government. The critical view is to be found fortbatt opposition in institutions policies or theories which appear to mutilate or degrade individuals of their right to personal development."

"For this reason we need to devote effort to develop useful indices even if they are rough ones."

"Gross national product is a useful, practical index despite the problems of its compilation, but education develops satisfactory indices for evaluating its systems, we may have much of our evidence and changed by the use of less satisfactory indices."
Come and see for yourself . . .

A university today, by its very nature, is a restless place, on endlessly searching, questioning—occasionally turbulent—place. It is not, can never be, remote and inaccessible.

Yet . . . there are times when even those who work within a university cannot see the effects of their work on the community at large (until they read some of the more lurid accounts in the press).

On the other hand, the general public often knows little of what actually does go on in universities—again, apart from what they read in the papers or see on TV.

In a significant way, then, Open Day is an exercise in understanding—a chance for us to show our paces and gauge public reaction; a chance for the public (who, one way or another, have invested more than $140 million in Monash) to see how that money is spent . . . not to mention for themselves what a university is all about, free from distortion or wrongful emphasis.

Welcome to Monash!

Ten years of rapid growth

Continued from page 1

achieve academic excellence we were under pressure to do so very quickly. The reason for this was that the number of high school students desiring tertiary education was rising very rapidly—far too rapidly for Melbourne University to keep pace with even if it had wanted to grow any more, which it certainly didn't.

"The Murray Committee thought that it would take about six years, from 1958, to get the University going but Sir Robert thought differently and we all adopted his target, March 1961, as the one we had to hit; and we did hit it.

"We also determined to keep on growing fast enough to keep up with student demand and we did, in fact, double in the each year for four or five years and then increased by more than a thousand students a year throughout our first decade.

"Over this period our average rate of staff appointments was one every 2.8 days.

Was it worth it?

"This was an immense effort, achieved by the devotion and hard work of a rapidly growing band of academics and administrators. Today, when we are celebrating the culmination of a decade of struggle and achievement, one can well ask whether it was worth it, or whether we might just as well have settled for an easier life and a more measurable growth rate.

"I must say that when I hear the starting immortal 'monash time' ringing in my head, visions of being mere pawns of the capitalist-imperialist conspiracy, and of

Surveying treasured and outstretched orthodoxy instead of the shining truth of the New Left, I wonder why we struggled as we did. Was it only so that these characters should not lose the opportunity of a university education?

"When I spoke of the academic excellence which we have to achieve I was not thinking exclusively, or even mainly, of the distinguished research and writing of many of our academics although it is by the dissemination of this work through the world of scholarship that we get known.

"This reputation is very important, for many reasons; one is that our brightest students, seeking overseas scholarships and appointments, find it just that much easier when they are supported by a professor with an international reputation and, too, 'the better the reputation of a university the more easily can it recruit first class staff.'

"But I want now to emphasize especially the care and thought that has gone into developing the academic programmes so that our students could have the benefit of the latest thinking on curriculum and on pedagogical technique. I have, on occasion, worried lest we were being too orthodox, too solidly based on pre-existing achievement, not ready enough to try out something new that shows promise of offering a fresh approach.

"But when I actually argue these matters with my senior colleagues and hear about the immense care that is taken with the planning of the courses, with the supervision of the teaching, and with the assessment of tests and examinations, I have to agree that we really do give enormous attention to our responsibilities as teachers. Those who have not at the universities for neglecting their teaching, or the expense of their research, have not examined what goes on here.'

"Dr. Matheson said that many thoughtful people had considered that a university had a responsibility to ensure that some of its graduates was turned loose on the world without being able to give some sort of answer to the question "Why?" as well as being competent to explain how.

"I must at this point insist that the value that students get out of their time here certainly does not reside exclusively in the formal courses which they are required to attend," he said.

"If the Monash environment fails short of being ideal, it is at least well-adapted for self-education on almost every conceivable topic. Any fair assessment of the education which is obtainable here must give some credit for the side-effects, as well as for the primary therapy.

"There are two main reasons why great care is taken not to bias formal courses in a particular direction, however enlightened that direction may seem to be.

"The first is that, although this view is often challenged by young people impatient for reform, it really is important that university teaching should be impartial and objective, accurate as to fact and penetrating in analysis.

"The second reason is that most of the important questions that face mankind are technically difficult to solve, and therefore is our duty to produce individuals who are as technically competent as time and technical development will allow and by technical development, I mean, for example, not only good chemical engineers who will know how to protect our environment but good economists, lawyers, political scientists and so on, who can bring good engineering into reality by good government.'

Nearing the target

Looking to the future, the Vice-Chancellor said that Monash was now approaching its target size of 12,000 undergraduates, and saw no need for any new faculties.

"The most important new development which we hope to bring about is to follow the very successful example of the Centre of South-East Asian Studies, which has been running for some years, and establish a series of co-operative centres which would link departments and faculties for the study of topics in which they have a common interest.'

"They include such areas as astronomical sciences, neurosciences, materials science, environmental studies, business research and legal research, and their function would be to foster research and advanced studies and especially to institute courses for graduates and others who wish to update old knowledge and acquire new. They will play a central part in the programme of continuing education which I hope to see developing strongly in our next phase.'

Monash is a very young university. It is just 10 years since it received its first students. Today it is, by any standard, a very big and complex institution.

It has a student population of 11,034; a staff (academic, administrative and general) of some 2,500. It spreads over 250 acres of land. There are seven faculties (Arts, Economics and Politics, Education, Engineering, Law, Medicine and Science)—comprising more than 50 departments. Then there are all the ancillary departments and services: the libraries, Robert Blackwood Hall (opened just a few weeks ago), the Alexander Theatre, the computer centre, audio-visual aids, health services, student union, halls of residence . . .

Today, you—as a visitor—may not have time to see all that you would like. But we hope that what you do see you will find exciting, challenging, stimulating—and that you will come back again.

STUDENTS TOP RED CROSS APPEAL

The biggest single cheque handed to Red Cross for the Pakistan refugee appeal has come from Monash students—$2300.

A Red Cross spokesman told the Reporter that Victorian public donations had reached more than $30,000—more than half the total Australian public contribution channelled through Red Cross.

The students collected the money during a week-long appeal. Many collection points was in the Union foyer where the major highlight was the handing over of $1000 in 20 notes by a young man who left the building before he could be identified.

THE COMPTROLLER, Mr. F. H. Johnson, atting the Mace, leads the academic procession from Robert Blackwood Hall at the end of the opening ceremony. More than 1300 people attended the opening.

July 9, 1971
CHAMPERS AND SMILES

Leaving school and going to permanent employment or proceeding to further training in some full-time advanced course inevitably brings problems of transition for secondary school students.

Many prospective students provide evidence, I believe, that too many students are unnecessarily fearful of the progression to higher education. It can be a normal progression.

Success in a venture requires a knowledge of yourself and a good appraisal of the difficulties ahead. Students throughout their school life have already participated in a continual process of transition and adjustment.

However, one would be foolish to disregard the unfortunate tensions which our system has developed in the final years of secondary school and particularly in Sixth Form where the Higher School Certificate has come to assume such daunting importance.

The teen-age years with their personal development, the challenging adulthood, and individual emotional development, have their own transition significance without the additional strain of a critical academic assessment certificate.

We know each person develops self-confidence and emotional understanding and control at different rates. Everybody is not ready for the H.S.C. examination at the same age. Yet the school system assumes that students will face up to the demands of these assessment tests at the Sixth Form level.

The H.S.C. is not just a qualification. The subject marks at present are used for selection into available places in advanced courses.

Once a student has gained entry into a course of advanced study he, or she, has to reach the level of the common pass standard to be qualified to continue on course. Having gained selection into a course there is good reason for expecting conscientious students to succeed.

Cause for concern

In too many cases the final year at secondary school has more cause for concern than the study programme at tertiary level.

Increasing numbers of students are remaining at school and attempting the H.S.C. Many of them are the first in their family to reach this level of education. Almost certainly many of them have not the personal interest with the necessary scholastic ability to expect success in tertiary courses. Some who have the necessary "quality" are immature and not yet ready for the demands of advanced study courses.

Our school programmes tend to be directed towards preparation for entry into tertiary courses. We need to re-think our educational aims. There is little wisdom in confusing our judgment of a person's "quality" with our assessment of his scholastic talents. A good person is not necessarily a gifted scholar.

In the present system, many secondary school students will fail to reach the grades set for entry into advanced courses. To regard all these students as failures is unjust and unfair.

A student who has worked conscientiously may have made commendable academic progress, and may be developing towards worthy citizenship and still not achieve a place in a university or advanced college.

Skillful teaching and an anxious study may enable some students to gain selection into courses for which they are not fitted.

I suggest, therefore, that when we consider the problems of transition into advanced courses we should remember that too many students proceed to tertiary study before they are adequately fitted to do so.

The process of successful transition commences before entering to start a course. Experienced teachers are usually able to spot a student to discover if he, or she, has the necessary skills and maturity likely to ensure success.

With so much emphasis being placed on advanced training in the modern world one must expect scholars, and their parents, to be ambitious. Remembering the existing standards of even the minimum pass that gives a higher qualification we must surely expect some students not to succeed.

For some, having tried unsuccessfully can be a worthwhile experience; for others, the failure to qualify can be a serious disappointment. Too much emphasis cannot be placed on the widest possible choice of an attainable objective.

Preparation for hazards

Being wise after a calamity is relatively easy. How many senior students seek out adequately from the information available an understanding of their probable future difficulties? One could argue perhaps that too little information is provided, but the number of student services is certainly being continually increased. Accept the invitation to seek assistance.

One of the main hazards in a course of advanced training is that students are expected to do much more for themselves. Those who have not been adequately trained at school and at home to develop habits of self-reliance and self-help are seriously handicapped as tertiary scholars.

In places of higher learning the student must take increasing responsibility for decisions about his training. He will not be subject to continual supervision of the use of his "free" time. He will be set demanding programmes. Assistance will be available, but usually the student must seek it. Continuously he must plan his use of time and learn to establish priorities.

In universities and advanced colleges there is an interesting range of extra-curricular activities. How much time to devote to such pursuits, particularly in the vital first year, is an important area of choice.

Most places of higher learning are large institutions often with many thousands of students and instead of a class of 20, or 30 (or was it 40?) the new student could find himself in a lecture with more than one hundred total strangers, and he may yearn for his well-known, former teachers.

The student who must live away from home is likely to have additional transition problems of living expenses, loneliness, and perhaps the need to prepare his own meals. He could have the good fortune to live in a residential college or one of the halls of residence but has to adjust to the communal problems in this strange new home.

Kinds of scholars

I have said there are many differences between individual scholars. We can classify the individuals into three groups.

First there is that happy band who take the difficulties easily in their stride and tend to make the rest of us develop inferiority complexes. They read efficiently, they take useful notes of lectures, they readily understand new concepts and complex arguments, they have penetrating comments and questions ready for tutorial, they have time for frequent coffee breaks of lengthy discussion and debate, they have essays and assignments completed on time, they enjoy diving into unusual aspects of each subject, and they pass their examinations at the first attempt in spite of playing tennis or chess all of the previous afternoon. Would you believe there are students who behave in this manner? No wonder they have their peculiar adjustment problems though they frequently conceal them well.

Secondly there are those who seem to lead a more haphazard life. These lesser mortals frequently show signs of anxiety and they experience the results of badly planned allotments of time and various other misjudgments forgivable in those who undertake difficult programmes. By timely emergency measures they usually manage to cope though their pass rate is not 100 per cent. They learn from their mistakes. Their fears and tensions usually result in a constructive and successful effort.

Finally there are those similar to the second group but with one important difference. By their lack of skill and foresight they get into difficulties and have cause for worry and fear of failure, but their worrying is not constructive. They allow their problems and worries to increase and fail to take any necessary action to cope with their tasks. They usually know where they have gone wrong and can tell us what they should do. They spend more time worrying and less time acting constructively. To escape from their dilemma they begin to seek excuses and often busy themselves with tasks that have little to contribute to the goals they believe they wish to achieve. They often become accustomed to their lack of success. At best they appear to keep trying.

If you are a student contemplating an attempt at some difficult course of advanced study I suggest that you should seriously try to describe accurately the kind of scholar you believe you are and the kind of student you believe you could become, and would like to become. The more accurately you know yourself the greater your chance of choosing a suitable course and succeeding in it.

Information to assist students in planning a suitable transition from school to some university course can be obtained by writing to the Appointments Board at the University of Melbourne or the Careers and Appointments Office at La Trobe or Monash. As a new student experience can be at times confusing. Similar advisory services are available from the various colleges of advanced education. Youth Officers in the district offices of the Commonwealth Employment Service and in New South Wales Centre provide a further information service.
LATEST aerial view of the campus dramatically illustrates Monash's growth from open countryside 12 years ago to a vital vigorous centre of learning, with an average daily population of more than 13,000 people. (Ritter-Japanen photo.)

WELCOME TO MONASH UNIVERSITY'S FOURTH OPEN DAY... In these pages, Monash Reporter attempts to show just a few of the things you'll see as you move around the University. We cannot hope to cover all the attractions - but if there's anything you wish to know, you'll find many willing people to help you. The full guide appears on pages 6-7.

On display in the Department of Chemical Engineering is some equipment which should be of interest to all those who drink beer or malted milk or who eat any of the many food products containing malt extract.

The equipment is used for research on the development of a continuous process for production of malt extract. This research project is being conducted by Henry Plucinski for his honours thesis in Chemical Engineering Science.

The picture shows Liz Manton, 20, a third-year student in the Department of Chemical Engineering, filling the feed hopper with a fresh supply of crushed malt.

On Open Day visitors will see was the first full-scale performance by the Monash Modern Dance Group.

More than 1500 people filled the Alexander Theatre over the three days to see the 60-member group perform. Nearly all the cast are Monash students.

The show, called "Then and Now", will be repeated on Open Day in the Alexander Theatre.

The picture below, taken by student Julius Burnside, is from "Then and Now". The show has been produced by Ms Shirley McKechnie, a Beaumaris housewife who is studying full-time at Monash.

Shirley is the artistic director of the Australian Contemporary Dance Theatre and she is a professional teacher. She takes the Monash dance group for classes at lunchtime on Tuesday and Friday.

The other choreographers for "Then and Now", Janette Liddell, Glenda Lem and Antonio Rodriguez, also take two classes a week at Monash in various dance forms - primitive, jazz, Afro-Cuban and contemporary.

Linda Snaity, a third-year science student and one of the main organisers for the dance group, says there are 160 student members making it one of the largest and most active at Monash.

She says there is a need for more males - only 10 per cent of the membership is male.

"Although the group was formed in 1967 we have really only increased our membership in the last year and "Then and Now" is our first main public appearance," Linda said. "We hope to stage public evening performances in the future."

Both Linda and Shirley would like to see a resident dance theatre at Monash.

Considering only 75 per cent of the students in the group have danced before they believe the standard and potential is pretty high. See for yourself on Open Day.

Monash University
Open Day '71
July 10, 11 a.m. - 5 p.m.
GENERAL INFORMATION

FIRST AID is available at the Health Service, 1st Floor, Medical Building (No. 12 on map) 1:30 - 4:30 p.m., or in the Sports Medicine Centre (on map) 3 - 5 p.m.

ENQUIRY DESK: The Union reception office, eastern end of the Union on the ground floor, will be open for general information between 11 a.m. and 5 p.m. or (on map).

LOST PROPERTY: will be at the Union reception desk. Enquiries after Open Day may be made by phoning 544-6811, ext. 3111.

PUBLIC TELEPHONES are mainly located in the Union (ground floor, eastern end) and in the Humanities Building (basement) (9 and 10 on map).

GUIDEWALKS are mainly in the Union (both floors) and the Humanities Building (basement) (9 and 10).

CATERING is provided in three areas in the Union. Light refreshments: Coffee Lounges, Grill Room and Cellar Room, all 11 - 5.30; Lunch: Grill Room, 12 - 2 (9).

CARES AND COURSES INFORMATION CENTRE is at the Union, eastern end, upper floor (9).

THE UNION THEATRE will have cartoons and shorts running continuously throughout the day for parents who want to leave their children in a safe place while they tour the university (9 and 10).

A BARBECUE LUNCH will be available in the foyer of the Engineering Lecture Theatre from 12 noon. Organised by Monash Engineering Students' Society.

Comments and suggestions about Open Day will be welcome and should be sent to: Mr. H. R. Delahay, Careers and Appointment Office, Monash University, Clayton, 3168.

ACTIVITIES, DISPLAYS

Numbers in brackets refer to map key.

ACADEMIC DRESS

Display on mezzanine floor, Robert Blackwood Hall, 11.30 - 3.30 p.m. (on map). Includes gown worn of graduation and other official ceremonies, the University mace and relics of Sir John Monash.

ALEXANDER THEATRE

Tours with theatre manager, Mr. P. A. Vaud at 11.15 a.m., 12.15 p.m. Performances by Monash Modern Dance Group at 1, 2, 3. 4. Tickets for Richard II available at box office. (6 on map).

ANATOMY

Human Anatomy Museum, open all day in Medicine (12).

ANTHROPOLOGY AND SOCIOLOGY

Primtive Art Museum, 10th floor, Humanities Building, open all day in Room 10215. Tours every 15 minutes throughout the day for parents and children who want to see people, films at 11 and 3 in lecture theatre HE (Humanities - 10).

Displays include "motherhood of Man", "North Indian Village" and "The Bushmen".

ART DISPLAY

Monash has built up a substantial collection of art works over the last ten years and these are normally displayed throughout the University. A selection will be exhibited in the Conference Room, Union (9).

Other interesting pieces that can be seen on Open Day are: John Perceval, Artist's Studio (1st Floor Law, 11); Arthur Boyd, Landscape (2nd Floor Law); Fred Williams, Lanscape (Main Library); Michael de Rerch, Rough (Main Library); Clifton Pugh, Baths (Exeter Zoology Lecture Theatre, 19); John Perceval, Ceramic Sculptures (Vargrave Library, 20); and a collection illustrating, (Engineering, Science and University Offices).

AUDIO VISUAL AIDS

Display in Medicine (12). Colour TV van on open for inspection, some television from AYRA studios, video tape on open.

BIOCHEMISTRY

Film, Biochemistry Teaching Laboratory opposite Bio-Medical Library (18). The display will cover: The Brain and Memory, Molecular Dysphoria and Neural Degeneration, Diabetes, Fermentation and Brewing, Cartilage and Articulations.

BOOKSHOP

Open 10 - 5, Union (9 on map).

BOTANY

Ground Floor, Biology Building (16 on map, enter by north door). Display by staff and students of research and teaching activities and of hot-botul plants, (e.g. field work in Wyperfield Park; Salt marshes of Westernport; plant survey of the State; trees of the Botanic Gardens; light and electron microscopy).

CAREERS AND COURSES INFORMATION CENTRE

Eastern end, upper floor, Union (9). Prospective students and their parents are welcome to discuss problems about courses and graduate careers with the staff from 11 till 5. During the year, including most school holidays, a similar guidance service is available by appointment for prospective students.

CIVIL ENGINEERING

Film, Civil Engineering Building 5 (see 31 on map). The department undertakes teaching and research in stress analysis, theory of structures, soil mechanics, surveying, water resources and transportation. On display will be various equipment and research projects by staff and students including: Fatigue Test Equipment (Large Bridge Test Panels); Periscopic Concrete Structure, Post tensioned concrete beam under test. Similar to: Laboratory Computer, 500 Ton Compression Testing Machine, Soil Mechanics Testing Equipment, X-Ray Equipment.

July 9, 1971

YOUR OPEN 4

CHEMICAL ENGINEERING

Laboratory area open for inspection all day, engineering building 5 (33). Equipment shows work of chemical engineers in minerals processing, food processing and biological waste treatment, including the treatment of dairy whey. Films will be shown in room 6 of building 6 from 11-12.30 and 1.30-5. An analog computer will be running in building 4 (30).

CHEMISTRY

Films and lecture demonstrations in Lecture Theatre 56 (32).

Display of research equipment and techniques, first year laboratory (23). Includes: microwave spectrosomtry, infrared spectrometry, atomic absorption spectrometry, automatic titration apparatus, vapour phase chromatography, x-ray diffraction and crystal and molecular structures, glassblowing demonstrations, vacuum line and dry box handling, techniques and preparative chemical techniques.

Demonstration by 1st, 2nd and 3rd year students of some typical experiments normally carried out during their practical chemistry sessions. Audio-visual aids used in 1st year practical classes also on display.

CLUBS AND SOCIETIES

Many of the 81 student hobby and cultural societies will have displays or other activities in the Union. See Union notice board for details. Weaving and pottery in rooms west of grill room, Union, 11-4 p.m.

COMPUTER CENTRE

The Centre (32) provides computing facilities for all university departments plus programming courses at both elementary and advanced levels.

Two computing systems are currently available, a Control Data 3200 computer and a Burroughs 50000 system. The replacement cost of each machine is about one million dollars.

The Computers will be on view throughout the day, plus displays and demonstrations of various equipment items and Centre projects. The displays will be "manpower" by students from the Department of Information Sciences who are studying computer technology.

ECONOMICS

Talks in K3 (Humanities, 10). 2.30: Geoffrey Spence, "Economics in History", 3.30: Dr. J. D. W. Ward, "The Socialist Challenges", 4:30: Combined information and coffee centre with politics, staff room 374 (Humanities).

ELECTRICAL ENGINEERING

Displays in Engineering building 4 (30 on map).

Power Laboratory: high voltage and heavy current systems, network analyzers, novel electrical machines and electrical protection systems. Ground floor.

(2) Control Laboratory: A position hierarchy in connection with satellite receiving sites, also an analog computer system and a logic tutor; Rooms 104-107, first floor.

Microwave Laboratory: includes a microwave security device, a microwave communication system and examples of microwave propagation. Rooms 104-107.

(4) Second Year Laboratory: Second year experiments including phase display and electromagnetic induction. Rooms 104-107.

(5) Electronics and Communication Laboratory: Includes instruments for the blind, a solar-powered audio system, an electronic organ, electronic telephones and undergraduate experiments. Room 215, 2nd floor.

EDUCATION

Mr. P. Bannock, Reception Desk, can introduce you one of our student guides. We suggest you go: Ground Floor: 402 Lecture Room, 003 Seminar Rooms, 007 The Dom's Conference Room, 023 and 031 Social Interaction Laboratory, 041 The Science Laboratory, 039 - continuous showing of educational films - 11-4.30 p.m. Enter and leave as you will.

Child Study Centre: Special rooms and kindergartens, 11-1 p.m. Faculty members will be in attendance with people who have volunteered for the demonstrations.

Kindergarten: In attendance — the director, Miss Lewis, teachers, Mrs. Plummer and Mrs. Biddington, Chairman of Child Study Centre, Professor Maine, and Secretary of Kindergarten, Mrs. Catschef. They will discuss details concerning the functions of the Centre.

First Floor: 105 a typical Seminar Room, 101 TV Studio, some equipment in operation. The Curriculum Laboratory is open — with sets of school texts and teaching materials, and other teaching resources.

You are welcome to visit other floors where Seminar rooms and a number of Staff Studies will be open for inspection.

ENGINEERING SERVICES

Purposes of the department is to construct and maintain research and teaching equipment in engineering Faculty, (31 on map). Display includes operation of the following machine tools: Cylindrical and Surface grinder; Lathe — Demonstrating turning with copy attachment for milling shaping and drilling; Electric and Die families. Profile frame cutting.

FRENCH

Demonstration of use of language laboratory, lab. No. 4, 3rd floor, Humanities (10) all day. Documentary films on France (The Rhone Valley, La Savoie, Vincent van Gogh) in laboratory 1, 2nd floor, Humanities (10), at 11, 12, 1, 2, 3, 4, 5 and 6.

MONASH REPORTER
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### KEY TO PLAN

1. SPORTS BUILDINGS
   - ROBERT BLACKWOOD HALL
2. UNIVERSITY OFFICES
3. ALEXANDER THEATRE
4. RUTSCHI
5. WELSH CENTRE
6. UNION
7. HALLS
8. SPECI.
9. FIRST YEAR PHYSICS BUILDING
10. EASTERN SCIENCE LECTURE THEATRES
11. NORTH BLOCK
12. ENQUIRIES
13. BIO-MEDICAL LIBRARY
14. CENTRAL SCIENCE BLOCK
15. BIO-BLOC
16. BIOLOGY
17. ZOOLOGY
18. FIRST YEAR BIOLOGY LABORATORY
19. ZOOLOGY LECTURE THEATRES
20. SENIOR CHEMISTRY
21. HANCOCK LECTURE THEATRES
22. SENIOR PHYSICS
23. FIRST YEAR CHEMISTRY
24. EASTERN SCIENCE LECTURE THEATRES
25. FIRST YEAR PHYSICS
26. HARRASEEKET LIBRARY
27. ENGINEERING BUILDING 3
28. ENGINEERING BUILDING 4
29. ENGINEERING LECTURE THEATRES
30. ENGINEERING BUILDINGS 4
31. ENGINEERINGS 5
32. MACHINERY
33. BODLEIAN
34. HANCOCK LECTURE BUILDINGS AND CENTRAL STORE
35. ANIMAL HOUSE
36. ROBERTS HALL
37. FARMER HALL
38. BIOLOGICAL SCIENCES
39. CENTRAL BUILDING
40. DEAN HALL

### MATERIALS ENGINEERING

**In Engineering Building 5 (21 on map), first floor.** The department is concerned with the relationship between the structure and behaviour of materials of engineering interest, and covers the fields of metals, ceramics, plastics and rubbers. Undergraduate and research laboratories will be on view illustrating various aspects of the study of materials.

Working exhibits will include: Transmission electron microscopy of alloy, Optical microscope of metals; Laser diffraction equipment; Mechanical testing of materials; Leittivation testing by high frequency induction; High temperature (10,000°C) high frequency plasma apparatus.

### MECHANICAL ENGINEERING

**In Engineering Building 5 (21), open all day, involves operation of test rigs showing research and teaching in fluid mechanics, acoustics, applied mechanics, thermodynamics and heat transfer.** Fluid mechanics: Small and large wind tunnels, tests on water flow.

Production Science: high speed lathe, a test rig using a Bolens gun for a study of machining processes at an extremely high speed cutting rate (up to 8000 ft. per sec.).

Acoustics: aerochamber models behaviour of noise sources, e.g. industrial machines.

Heat transfer: the performance of a relatively new type of heat exchanger (a rotary regenerator) is being studied, using a full scale model.

Engineering dynamics: includes machines for producing vibrating forces, for balancing rotors, for studying the whirling of shafts, etc.

Hydrofoil laboratory: wide range of precision measuring equipment which examines microscopc deviations from perfection.

Fluid power systems: the complex behaviours of both hydraulic and pneumatic control and power systems are displayed in a series of experimental rigs.

**MUSIC**

3.30-4.30: Monash Chamber Orchestra, Religious Centre (28).

### NORTH-EAST HALLS

Residential colleges open for inspection all day. N.E. corner of University grounds (26-40 on map).

### PHILOSOPHY

A display of historically important and influential philosophicai works is in the Library.

Short 5-10 minute talks on philosophy on the teaching, of philosophy at Monash, followed by a question and discussion time. These will take place at 11.30, 2 and 3.30 in the Library.

The Department of Philosophy is on the sixth floor, West. Members, Humanists (26), Tutorial, lecture, staff and seminar rooms will be open to visitors inspection.

### PSYCHOLOGY


### PHYSIOLOGY

Mehodisciplinary Lab., Medical School (22).

1. Measurement of human ecacy of hearing, and tests of colour blindness.
2. Conditioned tours of the electron microscope.
3. A human viscometer co-ordination test.
4. Measurement of the speed at which a nerve conducts messages.
5. Recording from sensory nerves of the frog skin.
6. Recording from single cells in the salam gland.
7. Smooth muscle of the rabbit's ileum.
9. The isolated recycling used heart.


### PHYSICS (All 11.5).

1st Year Teaching Laboratory in 1st Year Physics Building, Lab. 3. Ground Floor (25). Demonstrations of Equipment: Ripple Tanks, Microwave Apparatus, Diffraction Experiments, Toroidal Apparatus, Optical Experiments, Spectroscopy.

2nd Year Teaching Laboratories, Senior Physics Building, Lab. 2. 2nd Floor, (22). Equipment: Velocity of Sound Experiment, Griger Counter, Relaxation Oscillator, Determination of m/s using Magnetic Effect, Scintillation Counters, Cloud Chamber.


### Laboratory Workshops, Senior Physics Building, Ground Floor and 1st Floor (22). Equipment: Machine Tools, Electron Equipment.

### Later Laboratory, Senior Physics Building, Ground Floor (22). Demonstrations of Lasers on research projects.

### Elective Museum, Senior Physics Building, Ground Floor (22). Demonstrations on J.E.O.L. Electron Microscope.

### Photographic Laboratory, Senior Physics Building, 1st Floor (22). Demonstrations of: Variable intensity photo-flash unit, Monochromatic and polarising micro-photographic system, Automatic exposure point light, Printed circuit production.

### Lecture Theatre S/5, Adjoins Senior Physics Building, Ground Floor (22). Demonstrations of: Linear Air Trough, Method Theory Model, Other demonstration equipment.

### Research Laboratories, Senior Physics Building, Ground Floor (22). Selected research laboratories will be operating under normal conditions including: Low Temperature Research, The Monobaker Effect, Electron Spin Resonance.

### POLITICAL

Debate: "Devolution is more than a tactic, it's a way of life."

2.5, (4) (Humanities lecture theatre, 10 am) Information bureau with economics, 3rd floor staff room, 2-5 Humanities (10).

### RELATED CENTRE

There are two chapels, with stained glass windows by Leo Kosnitz and Leonard French. The building is used by students and staff, without denominational restrictions. The centre is open for inspection from 11-5.

### ROBERT BLACKWOOD HALL

Open 11.30-3.30. (2 on map).

### RUSSIAN

Film: "A Journey across Russia", colour, in English, 20 minutes (23).

### LANGUAGE LABORATORY No. 1, 3rd Floor, Humanities (10).


### LANGUAGE LABORATORY No. 2, 3rd Floor, Humanities (18).

### SPECIALS

An exhibition of books on Spain and Latin America, Room 111, First Floor, Humanities (10). All day.

### SPORTS

(a) Baseball, hockey and football matches, main sports area commencing 2.15, behind building 1 on map.

Kerusal foundInterval running in the forest, if the weather permits, otherwise in the Sports Centre at times to be posted. Accompanied swimming training sessions, 2-5 p.m. Small gym, Sports Centre.

### ZOOLOGY

Open all day, (17 on map). Fossil fish, 350 million years old, found recently 100 miles north-east of Monash. Displays on high seas, ants, Cape Barren geese, marsupial rats, bandicoots and fire ecology.

Student group, EECO (Environmental Research and Information Centre) will hold display on Westerway Bay, Union Fever (3), and Zoology (27).

**MONASH** has its own cannon—a Bolens gun used by the Mechanical Engineering department to test metal cutting action. The insert reports results of tests.

July 9, 1973
ONE SECTION of the Biochemistry Department display will be devoted to explaining the research of Professor J. Borstein's group into diabetes.

A feature will be a new instrument, which enables the measurement of the blood glucose level in a mere 90 seconds.

Developed by the Ames Company, long experienced in the preparation of test papers for detecting glucose and other biological chemicals, this instrument has recently been specially flown to Australia for demonstration on Open Day.

The Biochemistry group in the Biochemistry Department has concentrated its work on a research project dealing with muscular dystrophy; a crippling muscular disorder occurring in its severest form in male children and for which there is no cure.

The fight against pollution

NOISE, pollution, wind turbulence - three of the scourges of modern urban living - are under constant, close scrutiny in the university's Department of Mechanical Engineering.

Open Day visitors to the department (Engineering Building 5) will see a fascinating array of equipment, tests and experiments used by staff and students seeking the answers to these and many other problems.

Among the major items of equipment now nearing completion is an anechoic chamber - next to the vacuum, the nearest contains 'transducers', computing elements.

Check their time for these:

One of the weapons in the fight against pollution is this "Torpedo", used in a study of turbulence in coastal waters - particularly in checking currents in Westport Bay.

A feature of the display in the Education Faculty is the Ethyn Money Child Study Centre. This is a specially designed purpose. It provides a kindergarten for the children of staff members and families in the Monash area and, secondly, it allows students to observe and study the individual differences in the development of pre-schoolers. Pictured above is the view through the centre's observation booth, and three children in free expression lessons. The booth has a two-way mirror so children can be observed without knowing.

Continuous displays, demonstrations:

All day Pooh Club.

3.30 Film: Salamanderson (26); Law School Inspection.

4.00 Film: Russian Films. R.5.

4.15 Music: Chamber Orchestra.

4.30 Film: Video tapes.

5.00 Dance Exhibition. Alexander Theatre.

5.30 Film: Russian Films.

6.00 Film: Religious Unit.

6.30 Film: Russian Films.

7.00 Film: Music: Concert.

7.30 Film: Russian Films.

8.00 Film: Russian Films.

9.00 Film: Russian Films.
RICHARD II AT MONASH

by DAVID BRADLEY, Professor of English

RICHARD II, Shakespeare's story of the deposition of Richard Bordeaux by Henry Bolingbroke, will be performed at Monash later this month.

It is one of the most ceremonially decorated of Shakespeare's plays and offers actors some of the finest lyrical roles in our theatre repertoire.

At the same time it is a serious and gripping play about politics and has many close parallels with modern problems, not excluding problems of campus confrontation.

The Monash Players are fresh from their recent success with Indian Legend which was performed both at the Alexander Theatre and at St Martin's.

University cast

The cast of Richard II is drawn from students and staff of the University. The production is the first experiment in co-operation between the Players and the newly formed Theatre Guild which has been set up to encourage performances of high standard, and to ease some of the burden which busy University groups find in mounting productions on the scale, and with the finish, demanded by the Alexander Theatre.

In keeping with the desire to present the best possible productions and to foster closer links between the professional and campus, Max Burtell well-known actor and director has been invited to play the starring role of Richard.

He has been closely associated with the Players and the Alexander Theatre during the year, as director of Indians and Othello, and has given a strong impetus to University drama generally through his workshop masterclasses and private lessons.

The costumes have been designed by Susan Cooks, a graduate scholar in English, who has recently come to Monash from the University of Birmingham where she has worked in the Shakespeare Institute both as a student and a designer.

The setting has been designed by an Arts student, Mark Matos as a modified version of an Elizabethan tiring-house facade and many helpings from all Faculties in the University are busy about the preparation of the show.

This production of Richard II is designed to emphasize in contemporary appeal and bedding is by no means a mere academic exercise - it has its function in the work of the University.

My own research work is Elizabethan theatre and a number of graduate students are also working in this field. The productions drawn on some of their investigations, while also helping the teaching of the English Department, in whose syllabus some of Shakespeare's recent works is currently set for study in the first and second years.

Bookings for Richard II may be made at the Alexander Theatre, at the Monash Players table in the Union, or by ringing the box-office 541-3992. It opens on July 29 for a seven-night season, until August 7 - no performances on August 2 and 3. Tickets: $1.50, student concession, $1.00; School parties N.C.

Note: Professor Bradley will direct Richard II. He was one of the founding members of the Monash Players in 1961 and has produced for them Shakespeare's A Midsummer Night's Dream, A Comedy of Errors, Much Ado about Nothing and Marlowe's The Jew of Malta.

THE PAPER WORK OF MEDICAL MEN

The Monash Faculty of Medicine has been one of the most prolific contributors to the paper mystique held throughout Australia in recent months.

This is revealed in figures compiled by the Casuist, Professor R. K. Andrew, of recent months. Each paper presented by all Australian universities, medical schools and societies and associations, cultural bodies, etc.

The following table shows the number of papers presented by the nine oldest departments in the faculty against the most recent (and important) meeting of the association or society to which they contributed:

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<th>Department/Percentage</th>
<th>Total</th>
<th>Papers</th>
<th>Contribution</th>
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<td>166</td>
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Professor Andrew commented: "The Monash contribution in aggregate shows 88 out of 559, i.e. 16%. For the biological and clinical sciences this reflects the very significant contribution to research, particularly in the light of the fairly recent establishment of some of these departments.

Banking on Monash

When the Monash University Library was established in 1961 its stock of books represented an average of 116 volumes per student - more than adequate number.

Today, because of a disproportionate growth in the student population it has only 36.7 volumes per student, compared to the Australian Universities' average of 66 volumes.

The University now aims to increase this figure to 70 volumes per student - but this will mean the purchase of up to 60,000 volumes a year over the next eight years. Shortage of money will make this difficult.

This financial year alone, desirable expenditure will exceed the funds available by $60,000.

In an effort to solve the problem, the University has launched an appeal for Library funds directed to parents, graduates and friends of Monash.

Those interested in Monash and the Monash Library are being asked to contribute multiples of $8 (the average cost of a selection). The response to date has been most encouraging.

One hundred and seventy parents have contributed more than $2500 - sufficient to buy 214 books.

To staff, students and visitors is invited to inspect the library fund display situated in the main library and to contribute to the fund.

THE JOE JOB

Current economic conditions in Australia suggest that the numbers of jobs for graduates in most categories would be less this year than they had been for some time, Warren Mann said in the June 18 issue of the Community Weekly.

"This probability, taken in conjunction with the growing output of graduates from the three universities, and the increasing competition from diplomats of the colleges of advanced education, leads me to believe that some graduates will have difficulty in securing suitable positions," Mr. Mann said.

Mr. Mann is the Careers and Appointments Officer at Monash University.

Although arts and science graduates are those most likely to be affected, the position is by no means secure for those in engineering and economics," he said.

"The people who get the jobs, and in particular those who get the best jobs, will be those who have prepared themselves most fully and most realistically," Mr. Mann said.

Mr. Mann said students should register immediately with the Careers and Appointments Office, see a variety of employers during the second term Employer Interview Programme and read the Graduate Careers Directory from the O.A. office.

July 9, 1971
International outlook

for university club

by Jenny Cunningham,
an Economics student.

The opportunity to travel and work in a foreign country, to meet overseas students and to enter the ever-changing world of business - are only part of the story behind AIESEC (pronounced - 'ay-see').

AIESEC (Association Internationale Des Etudiants En Sciences Economiques Et Commerciales) is the international association of economics and business students.

It was founded in 1948 when students of seven European countries exchanged a total of 89 traineeships. Since then over 50,000 students have taken part in the exchange programme and more than 350 universities in 47 countries are now involved.

Australia received its first AIESEC trainee in 1964 and now there are seven active local committees in Australia, including the University of Western Australia, Northern Territory, South Australia and Victoria.

AIESEC is the main co-ordinating body in Australia and is supported locally by the National President to aid the efficiency of the organisation.

The function of trainees is made by computer where the requirements of the company are matched with the applications of the students.

On average, Monash University receives 6 or 7 trainees per year and for this year Monash has received four trainees.

Betty Dunham, from Alabama, is working with the State Electricity Commission on an eight-month traineeship. She is an Africanist and won a scholarship to travel to the USA and Europe to study the effects of racism in her country. She is also interested in computer science and has been involved in the Student Computer Society.

Monash has also received a trainee from Sweden, a student who is working with the State Electricity Commission; her specialty is power generation.

Another trainee, Peter, is working on a traineeship with the State Electricity Commission on a project to improve the efficiency of the commission's computer system.

Fees for overseas students vary, but they are generally lower than for local students. Monash University, for example, charges AUS $250 per semester for overseas students.

The second international student to arrive this year was from the University of Western Australia. She is a psychology student and is working with the State Electricity Commission on a project to improve the efficiency of the commission's computer system.

The third trainee, from the University of Western Australia, is working with the State Electricity Commission on a project to improve the efficiency of the commission's computer system.

The fourth trainee, from the University of Western Australia, is working with the State Electricity Commission on a project to improve the efficiency of the commission's computer system.

THE BIG STUDENT MOVEMENT

by Peter Hicks

Doiing anything this summer? Why not go to Peking for real Chinese food or trying skiing at the South African Summer Olympics? It's not too late.

Can't afford it! Nonsense! Under the AUS (Association of Undergraduate Students) scheme, a student with AUS $500 can afford all this and more.

This year almost 3000 students are expected to take part in the AUS scheme. AUS is the way the Australian University Students of Victoria, a national tertiary students' union, refers to the scheme.

It was first started in 1962 at the University of Melbourne with a group of eight students. The students felt that overseas travel was too expensive - a three-month Christmas vacation was a high priority of many students.

The scheme has grown. In 1970 more than 2000 students were exported to almost every country in the world, and now preparations are underway for the largest group ever to travel.

Mainland China is included in the scheme. The organisation is almost completely professional with a full-time student National Travel Director and the backing of the World Travel Service.

Most university campuses have their own AUS travel office.

AUS schemes do more than simply land students on the doorstep of foreign hosts - many of the trips are worked on the basis of exchange schemes.

This year AUS is hosting students from Japan, Fiji, USSR, Britain, Europe and the US. Students have been offered homestays with Australian families and are then let loose on the general populace for the remainder of their visit.

International outlook

for university club

by Jenny Cunningham,
Accordmg to the evidence...

Monash Faculty of Law scored a notable "first" with the premiere last month of 'According to the Evidence', a half-hour teaching film on the techniques of adducing and testing evidence.

The film has already been enthusiastically acclaimed by other Australian law schools, and it is hoped that copies will be sold in other States and Territories.

Professor David Derham, then dean of the faculty, some time later the University of Melbourne, first suggested the film five years ago as an educational research experimental legal education.

A pilot committee was formed in 1967 to oversee the project. It consisted of Mr. H.R. Connell, sub-dean of the faculty (chairman), Mr. E.D. Lloyd and Mr. A.J. Gibb, of the Victorian Bar, M. Collins of the Law Institute, and Mr. W.T. Chater, special lecturer in law. Mr. N.P. Williams, senior lecturer, was later co-opted.

Mr. Lloyd wrote the script and Crawford Productions was commissioned to produce the film, using a cast of professional actors.

The film is an adaptation of an actual case which involved a woman who said she turned into a pumpkin? (It should be explained that according to Einstein time "slows down" appreciably for tourists moving near the speed of light (C) relative to the earth.)

Cinderella suffers from the social handicap of turning into a pumpkin if she leaves home at 7 p.m. and does not return before 12 p.m. by her watch.

Cinderella leaves home at 7 p.m. with a constant velocity V = 4/5 C relative to earth's frame.

Cinderella leaves Saturn at 1.10 p.m. by her watch (this is 12 p.m. by earth time) to return to earth.

At what time, by an earth clock, does she turn into a pumpkin?

The Prince (there is always a Prince) leaves Saturn 1/12 of an hour (by an earth clock) after Cinderella and chases her with speed V = 9/10 C relative to Saturn frame.

(c) Calculate whether he gets to her before the change.

What they are saying...

"The function of a law school is to teach basic principles and the ability to think based upon those basic principles. It would be a mistake and no service to students to depart from this basic function." Professor H. Ford, Dean of Law, Monboune University, at a recent Monash graduation ceremony.

"Physics protects vital cells from damage by ultra-violet solar radiation; their deficiency in fair-skinned people, to be regarded as a genetic defect in a sunny country such as Australia, often leads to skin cancer. Racial admixture with dark-skinned people could in time help to correct this defect." From the abstract of a paper given at ANZASA by Professor A.K. McIntyre Professor of Physiology.

"I think there is a mood growing in the Universities and has been growing for some time that they should be out-of-the-box institutions, looking out to society and seeing how they relate to it.

"I think this has been led to a marked degree by the so-called 'student revolution', but I think there are also academics who feel they want to work relating to the outside world. I would like to think that this connection with industry, is one way of doing it. It means that academics, one would hope, would be less narrow, if they are, and would always try and relate their work to the outside world." Dr. John Rushbrooke, an Australian nuclear physicist and Fellow of Downing College, Cambridge University, interviewed on ABC radio.

"Many adults are being denied access to newer schools because of limited resources, facilities and funds...

"...the present Australian programme will be unable to approach a level of achievement comparable to that prevailed by countries whose economic status is comparable to ours until additional funds and facilities are available." From the press release issued last month after a two-day conference on adult education at Monash.

"To gain a university place a student will struggle very, very hard with whatever he thinks will get him good marks. If Hamlet is set for study, the student will read it ten ten times rather than study Shakespeare as a whole." Professor S.S. Dunn at his press conference on the first day of his new appointment as Dean of Education.

"Australia's overseas educational aid is misdirected and totally inadequate. It is obvious that the government is not sympathetic to the requests of some of the major countries, and is to blame. The Colombo Plan," Ken Newcombe, Education Vice President Australian Union of Students, in a June press release.

Books for Sale

The Monash representative on the Women's Committee of the Australian Federation of University Women, Alice Lawlor, has written a book: "The Monash representative on the Women's Committee of the Australian Federation of University Women, Alice Lawlor, has written a book: "A Pilgrimage of Women, the Story of Monash University's First Women's Committee, 1945-1975." The book is available for $4.50 and can be ordered from the University's Book Store.

SCREEm TEST

SCREEm wants to encourage research projects on university education and will give financial assistance in 1972 for selected projects.

The steering Committee on Research and Experiment into Education - and is part of the Australian Vice-Chancellors' Committee.

In 1972 the committee plans to encourage research into the following fields of undergraduate education:

1. the possibilities and problems of teaching in groups of different sizes (including teaching in small groups);
2. studies of attitudes, objectives, perceptions and skills of university teachers;
3. evaluations of the effectiveness of teaching by TV and by the use of other audio-visual aids within Australian universities;
4. evaluations of the effectiveness of different forms of examinations and of different examining practices;
5. studies of work-loads placed upon undergraduates, including the manner in which they are affected by the requirements of separate departments, or by the introduction of different types of examining practices.

Note: Preference will be given to projects which have a strong collective interest for all the Australian universities or which involve cooperation or co-ordination between the universities. None of the projects supported in 1971 was in areas (2), (4) or (5) above and the above broad areas will not necessarily be the ones to receive support in 1973.

Members of university staffs are now invited to submit proposals for projects which fit within the areas specified above. Applications should set out in all cases the objectives of the proposed project, the manner in which it will be carried out, the personnel who will be involved, the estimated length of time required for completion, the estimated cost of the project, and the amount of financial assistance required, together with a statement of the manner in which it is proposed that the results of the experiment will be evaluated.

Applications should be received by mid-August, 1971, be addressed to Dr. K. H. Star, P.O. Box 182, RANDWICK, NSW, 2031, and be forwarded through the Registrar of the applicants' university.
NEWS IN BRIEF

NUCLEAR COURSE

The Australian School of Nuclear Technology, Lucas Heights, NSW, will hold a course in radiological physics to be conducted from September 13 to October 1 this year.

The course is intended for those who have knowledge in mathematics and atomic-nuclear physics comparable to at least first year, preferably second year, university standard and are working in the field of radiological protection or falling this field because of work in the future.

It will be given by staff of the University of NSW and the Australian Atomic Energy Commission with the cooperation of the Radiation Protection Officers at Universities, Officers State Health Departments and of the Commonwealth X-ray and Radiation Laboratories.

Applications, which close on August 9, should be sent to The Principal, Australian School of Nuclear Technology, Private Mail Bag, Sutherland, NSW. 2232. The fee is $300.

COMMONWEALTH BURSAID SCHOLARSHIPS

Applications are invited for awards under the Royal Society Commonwealth Bursaries Scheme which makes a means for scientists of a proper ability to work with scientists of another Commonwealth country.

The bursaries will enable scientists to pursue research, learn techniques, or follow other forms of study in the natural and applied sciences. In the latter, Royal Society Commonwealth Foundation Bursaries will be devoted especially to agriculture, fisheries, forestry and the development of international resources.

Application forms and copies of the detailed regulations governing the scheme may be obtained from the Executive Secretary, The Royal Society, 6 Carlton House Terrace, London, S.W.1, to whom completed forms should be returned before 15th March 1971 each year for proposed visits commencing during the same year and later, and before September 15 for proposed visits beginning in January of the following year and later. These closing dates cannot be varied.

RESEARCH FELLOWSHIPS

A.J.N.E.H. Research Fellowships are offered by the Australian Institute of Nuclear Science and Engineering for outstandingly qualified persons wishing to undertake research projects within the Institute's field of interest. Candidates for these awards must be nominated by an Australian University or the Australian Atomic Energy Commission.

The closing dates are 28th February and 31st August each year, and all nominations received by the institutes after one closing date, will be considered together after the next closing date.

Research Fellowships are intended for scientists and engineers who have qualifications equivalent to the Degree of Ph.D., and are at a relatively early stage of an independent career. Minimum tenure is two years.

Further information may be obtained from:- The Executive Offices, Australian Institute of Nuclear Science and Engineering, Private Mail Bag, Post Office, SUTHERLAND 2232, NSW.

MEDICAL ENGINEERING

The ninth international conference on medical and biological engineering will be held at the University of Melbourne Medical Centre from August 23 to 27

Delegates are expected from Canada, Scotland, USA, Britain, Scandinavia and Japan.

The main object of the scientific programme will be to show which the engineering sciences have contributed to the solution of medical and biological problems in such areas as diagnostic, therapeutics, hospital automation, aids to medical research.

ACADEMIC VACANCIES

The Career and Appointment Office receives notices of vacancies from most universities in Australia and some from overseas.

As a service to members of staff and senior students, these notices are filed in the careers library of the Office, where they can be consulted during working hours. Further Enquiries should be made to Miss Lois Hall, 3152.

LEBANON

The Australian Embassy in Lebanon has suggested that Australian scholars travelling to Europe on biblical study should consider giving lectures in Beirut on the way.

The Department of Foreign Affairs and Department of Education and Science have passed the request on to the Australian Vice-Chancellors' Committee.

The Secretary of the Foreign Affairs Department wrote: "The costs of these side visits would appear to be limited to accommodation expenses with, at the Minister for Education in Lebanon has suggested, his Ministry would also be prepared to consider meeting these expenses where necessary."

"However, there is the problem of language. We understand that French is still the predominant European language in the Lebanon, and the Australian lecturers would probably have to deliver their lectures in French if they were to reach a wide audience.

Lecturers interested in taking up the invitation are asked to get in touch with the Secretary, Department of Foreign Affairs.

SEX — NEXT MONTH

The article on the sexual knowledge needed by Monash medical students has been delayed and will be published in next month's Reporter.

MACQUARIE UNIVERSITY

Chemistry: Professor L. K. Strong, an American, is now Head, Indiana, USA. From July to December.

FRENCH STARS HERE

WHO'S WHERE

Each month the Reporter will list academic visitors serving during that particular month at Australian universities.

AUSTRALIAN NATIONAL UNIVERSITY

Anthropology & Sociology: Associate Professor Alan Yencken, University of Western Australia as Associate Fellow for 2 and 1/2 years. 

University of New South Wales as Honorary Fellow, from July 14 for 2 years.

Academy of Science, History, Professor Alan Beattie, Sydney Commonwealth of Australia, will arrive in France on July 17 for 10 weeks.

Economics: Professor P. Frankland, of Economic Research, Zürich as Visiting Professor for 1 year.

University of Victoria, Department of Research, Unit: Professor E. J. A. L. de Scelles, University of Toronto, from July 10 to August 10, 1971.

Univokes de Seville" by Beaulnauas, and King Michel will be published in the Zürich Edition of the Academy of Science. The company has had much to say about the opportunity of touring the world.

The French theatre group, Le Trettace de Paris, last month made its third visit to Monash in five years. The company, which spends much of its time touring the world, performed plays by Ionesco, Beaumarchais and Giraudoux.

The photo shows a scene from "Le Barbier de Seville" by Beaumarchais with Guy Michel (Figaro) and Anazik Blanchet (Rosine).

The company gave one matinee and one evening performance in the Alexander Theatre at Monash. It had an eight-day season at the Princess Theatre.

The Trettace is on its fourth world tour. This current Australian tour is managed by the Australian Elizabethan Theatre Trust with the patronage and assistance of the Australian Council for the Arts.

New Zealand awards

Two Fellowship are being offered by the New Zealand Government to Australians for 1972. The purpose of these awards is to give young men and women who have achieved distinction or have shown potential in the professions, primary and secondary industry, education, commerce, public service or the arts, the opportunity of training, studying or furthering their professional experience in New Zealand.

Application forms may be obtained from the Secretary, Department of Education and Science. (ANZAC FELLOWSHIP SCHEME) P.O. BOX 826, CANBERRA CITY, A.C.T. 2601. The closing date is 2 August, 1971.