250 attend examinations teach-in... Society's demands clash with university ideas

The perennial problem of examinations and assessment was argued for almost three hours in a well-attended teach-in last Wednesday.

Typically, little agreement was achieved between the five speakers or 250-member audience; although some students were boisterously unanimous in opposing the views of Dr. Maurice Balsom, senior lecturer in education.

The problem was summed up by the teach-in chairman, the Vice-Chancellor, Dr. Meilhance, when he said there was a basic incompatibility between the notion of a completely free community of scholars and the demand by society that the university be a certified institution.

"That, if you like, is the real reason we are here this afternoon," he said. His point was echoed later by student speaker, Richard Yeene, who said that all learning was radically conditioned by the university's institutional form. It was a mistake, he said, to imagine an ideal system of knowledge could be accomplished.

Overall grasp

Some of the variety of questions and opinions expressed included:

- Do examinations by essays develop an overall grasp of their subject, compared with the traditional end-of-year examination where they have to bring several months work into a general view at one point of time?
- Does assessment foster a coercive, authoritarian relationship between teacher and student, where superiority over the student must be established and where an academic cannot admit he is wrong (or not often anyway)?
- Is it a barrier to the free expression of criticism?
- Do examinations or formal qualifications abolished how society now recognises the abilities of educational people like lawyers, doctors, accountants?

The first speaker was the head of the history department, Professor J. D. Legge, whose position was a clash of arch reactionaries. Professor Legge went on to argue that the traditional end-of-year examination was not entirely satisfactory but "disturbing features" in current continuous assessment procedures and examinations meant end-of-year exams may be preferable.

Same point

These features included:-

- More accuracy is not assured under the continuous assessment procedure.
- If it can be argued that the traditional system is not sure of what it is trying to do then the same point can be made of the alternative," he said.

- The strain of continuous assessment under the steady grind of examinations was even greater than the traditional procedure. It takes away the student's freedom of choice as to distribution of work: "You can't for example decide to opt out of your studies in second term to engage in political activity or in the arts which is an even more pre-occupying activity."
- Papers and essays must allow for mistakes and for unpopular thinking; they are part of the learning process and should not be used to test ultimate performance. "The best essays I mark in history tend to be careful, painstaking, well-documented and thorough, all most desirable qualities, but not very much challenging of the student's hand," he said.

Romantic visionary

Bill Garney, senior teaching fellow in politics, referring to Prof. Legge's introduction, said in his talk he would like the romantic visionary but unfortunately that was impossible.

"After 22 years in educational institutions, my impression is that I'm virtually incapable of even mundane dreams, let alone the sorts of political and social visions which were my new," Mr. Garney said. "At one stage I was thinking of suing the Melbourne University philosophy department for 'brainwashing.'" Mr. Garney said it was a false belief that examinations could not be abolished. The question was whether it should be done and the answer should not come from education technicians, administrators or bureaucrats. "It should be made by all of us in the light of the society we live in," he said.

Service industry

Universities were a service industry to a highly structured and administered society. Examinations, part of this orderliness, annoyed more people were regarding as important, qualities other than the standardisation of an elite and the efficiency of a highly administered and structured society. The degree and certificate, said Mr. Garney, had come to mean more to people than knowledge. "A person wants a degree, it really doesn't matter what degree as long as it will bring him in $20,000 in five years time," he said.

To abolish the exam, would be to abolish the degree, which would no longer be the mark of an elite group.

Examinations, said Mr. Garney, were part of an assumption that if people were not "laid, taught, structured, pushed and traduced" they would not learn anything or do their own learning. Further, examinations meant a commitment to individualism and competition instead of co-operative work.

Continued on page 4.

SLIM DUSTY AT RBH

The Polk Music Club is adding a local name to the list of notables at Radio Blackwood Hall. Slim Dusty, the artist who has sold more records in Australia than any other person.

Film: "Dusty's Song". Doors open 1 p.m., Tuesday, October 17, at Robert Blackwood Hall. Also on the bill is the Illawarra Jazz and Grass Band. Tickets are 60 cent.
Father's job is main indicator

The father's occupation was the main determinant of the type of education a child would receive, Dr F. J. Hunt said in the third of the Education Faculty's recent lecture series.

Dr. Hunt, senior lecturer in education at Monash, was discussing the results of several years' work on the relationship between a child's social background and school performance.

His study was based on data from most Melbourne secondary schools that taught students of the 1963 Form I cohort. He followed their performances through school.

Dr. Hunt coded the information on father's occupation into seven categories, based on a system devised by Broom, Jones and Zubney at ANU, Canberra.

He grouped the first four categories into "white collar" and the last three into "blue collar".

The pattern which emerged was:

- Of nine collar children: 87.3% attended Government schools, made up of 34.7% in technical, 4% in girls' secondary and 47.1% in secondary schools. 11.8% attended Catholic and 1.2% attended Protestant schools.

- Of white collar children: 64.8% attended Government schools, made up of 14.2% at technical, 1.6% at girls' secondary and 48.4% at secondary schools. 15.3% attended Catholic and 30.5% attended Protestant schools.

Commenting on these figures, Dr. Hunt said: "Differences in father's occupation means that schools in city such as Melbourne differ dramatically and, perhaps tragically, in the resources on which they draw in terms of the backgrounds of children attending."

He stressed that the father's occupation was an indicator of such social characteristics as income, educational qualifications, type of house and lifestyle.

He said attributes of schools varied systematically in relation to the social background of the children.

"Children from families in categories seven and perhaps six, tended to go to schools which poorer families could afford. Facilities, greater staffing problems and fewer advantages than the children from families in occupational categories one and two," he said.

"There is really no contesting the point that schools differ from each other in some of these dimensions mean inequalities in relation to the social background of children."

"In consequence, one is brought to the conclusion that differences of an unequal kind that characterises the social background world's. inequalities are present in approximately the same pattern in schools which then serve to exacerbate and further perpetuate disparities and inequalities between different social groups."

Dr. Hunt went on to present evidence concerning social class differences in the year-long method of school organisation decried as "blue-collar" by radical educators.

Basingly his argument was that because of financial difficulties, blue-collar families could not afford to let their children go to school, unless they found a job within the house. He said in the course data showed that, in failure to more than one thing, blue-collar children terminalised their schooling while white-collar children repeated.

THREE CHANGES PROPOSED IN DIP. ED. SELECTION

By Dr. Maurice Balson

Faced with the need to impose quotas on students seeking admission to the Diploma in Education at Monash, the Faculty of Education will introduce a pilot scheme to test the feasibility of broadening the basis for selection.

It is envisaged the scheme will introduce a number of criteria such as personal characteristics, age and further study in addition to the traditional criterion of academic performance.

It has been recognised for some years now that teacher selection based solely on academic grounds is far from satisfactory in view of the importance of interpersonal relationships in successful teaching.

A combination of measures of teacher characteristics — values and academic achievements is more likely to improve the quality of teachers entering the teaching profession than is any one single criterion.

The current selection position for Diploma in Education at Monash is as follows:

"Applicants will normally be selected on the basis of academic merit as evidenced in their undergraduate course and SAT scores. A notice is taken of results in the first two years of the undergraduate course, while results in the second year of that course are weighted by the factor of 1.5. The score resulting from this calculation is used to arrange applicants in descending order of academic merit."

Three changes

The Diploma in Education Committee has recommended to widen the basis of selection by making three major changes —

1. To provide an opportunity for mature age students, a percentage of places will be reserved for applicants over the age of 30 years.
2. A number of places will be kept for students who, according to their first degree, have undertaken further study in order to improve their chances of selection. This provision is to assist students who are sufficiently motivated for teaching as to pursue further study when their first degree result failed to gain them a place in the quota.
3. The Monash Faculty has agreed that there are certain teaching characteristics — attitudes and values which collectively constitute, for this Faculty, a set of criteria which would differentiate 'good' from 'bad teaching. It has agreed that these teaching characteristics are capable of reliable and valid measurement. An experimental test to determine these characteristics will be held in conjunction with this year's Diploma in Education selection.

The three characteristics which will be measured in the Education Faculty tests have been consistently identified with successful teachers in more than 20 years of US and British research.

The scores derived from such tests when combined with academic performance provide a more useful basis for teacher selection than current practice.

It is proposed to test all Pass degree applicants for each intake for the Diploma in Education on Tuesday, November 28, at 2.15 p.m. in Robert Blackham Lecture Hall.

WHAT'S WRONG WITH JENNY?

The girl in the picture above, Jenny Hoy, is not conducting her scientific experiment in neither the correct nor the expected manner... in fact she is making 43 mistakes.

The picture recently provided the basis for a competition for first year students in the chemistry department.

The students had to spot the mistakes and hazards. The idea was to stress the importance of safety in the laboratory, to encourage the correct use of chemical equipment and to generally create greater interest in laboratory work.

Three prizes of $10, $5 and $2 were offered. the winners were Graham Miller (31 points), Glenn Fournay (35) and Andrew Cockburn (34). Some of the more stylish hazards and mistakes were:

- student should not be sitting on the bench;
- the student's hair should be tied back to reduce the risk of fire;
- student should not be wearing boots which might trap corrosives, and being the lace-up type, the boots would be difficult to remove in case of spillage;
- the bunson tubing should not be wound around reagent bottles;
- working area generally too cluttered;
- rings on fingers could trap chemicals and cause dermatitis.

The chemistry department suggests that other departments might be able to use this type of approach to create interest in practical subjects.

COURSE ON EARTH SCIENCES IS PLANNED BY NEW PROFESSOR

Monash's newest course, earth sciences, is currently being planned by its foundation professor, Bruce Hobbs.

Professor Hobbs is at present set up in the first year physics building.

His course, which will be open to students with at least one year of a science degree or its equivalent, will start next year.

"We haven't really decided which way we will go in the long term," Professor Hobbs said. "We will experiment and see, but a likely precedent is the University of California where the course covers every discipline from geology to planetary science.

"We will be interested in all the geophysical sciences from theoretical to computer simulation of what's going on in earth's upper mantle."

Professor Hobbs, formerly a fellow in the department of geophysics and geochemistry at the Australian National University, has just completed a year as professor of structural geology in the department of earth sciences at the State University of New York.

His arrival here marks the first step towards the establishment of Monash's planned department of earth sciences.

The department will be inter-disciplinary and all students who have done some kind of science course will be welcome.

"After the course, students will be able to follow various vocation routes in teaching, research, straight field geology, exploration, geophysics and engineering," Professor Hobbs said.

However, that really is more for the long term. In the short term, Prof. Hobbs can see the department equipped with high pressure apparatus — such as a machine with a 200,000 lb. per sq. in. pressure corresponding to that to be found 30 miles down in the earth.

Another will have temperatures of about 1800 deg. C., in which solid rock becomes malleable and can be formed plasticly to find out which way rocks flow in such conditions.

Professor Hobbs' current telephone extension is 778, and he would like to hear from any students interested in doing earth sciences next year.

WOMEN ARE WELCOME

Lincoln College, one of Adelaide University's traditionally all-male residential colleges, is to admit women.

And three other University colleges are also considering a similar move.

The Methodist Church, which controls Lincoln, has paved the way for co-residence by about 1974.

The college secretary, the Rev. Kyle Waters, said the decision was 'bowing to the inevitable.'

"University colleges overseas have been operating this way for years," he said.

"The monastic type of community from which universities rose is unacceptable in a world where men and women are taking similar roles and responsibilities."
In the mail

Support for an Anti-Weka campaign

Sir,

Congratulations to Ken ("Cagney") Simpans (Reporter No. 17), we have not had so many belly laughs for a considerable time.

Nevertheless, and with the greatest respect to our colleague, may we suggest that he should have left the weka at the bottom of the thunderbox. Since its introduction to Macquarie Island, this bird, in association with other introduced fauna, particularly the cat and rabbit, is probably responsible for the fact that the true species of burrowing petrels known to have occurred on the Island, only three now breed there.

We are thinking of starting an anti- weka campaign on the mainland, and have already received much support from the various savant managers throughout this University.

Yours sincerely,

W. D. Williams, Reader in Zoology.

J. T. Gathrie, Lavalatory Manager.

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CLARIFYING THE RULES OF CONDUCT

Sir,

Regarding the article (Reporter No. 17) on the "New Rules of Conduct for Students" issued by the National Executive Council of Thailand, I would like to clarify that, so far as I understand, those rules only apply to the primary and secondary levels, not tertiary institutions as implied by the article.

L. L. S. Chaiwattanakul,

R. P. V. M. Siriphun,

Normanby Rd, Clayton.

[ED: The National Executive Council's announcement (No. 131) differentiated between "students" and "students" in the following terms:

"Scholar" means a person who is learning in the elementary or secondary level, both in the regular and vocational courses, of a government, municipal and public school.

"Student" means a person who is studying in a level higher than secondary level of an educational institution under the Ministry of Education not established under a special law on such educational institution.

Hence the variation between the regulations of 1 (for "scholars") and No. 2 (for "students") listed in our necessarily abbreviated report last month.]

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ROCK AND RHAPSODY

UNDER the title "Rock and Rhapsody" the Monash Modern Dance Group last week presented their fourth hour performances in the Alexander Theatre. Two of the dancers, Julie Singer and Ian Tingle-Smith, are photographically illustrated. These were "Rhapsody", a classical-versus-modern pas-de-deux, and "Rock Requiem", which was in the form of a prayer for the Vietnamese people.

Photo: The Sun

Educating social workers

In recognition of the need for improved social work education, the University of Melbourne plans to establish a Chair of Social Work. The new Professor of Social Work is expected to lead the planning of a new two-year course in social work for graduates and for undergraduates who have completed two years of an approved degree course.

October, 1972
HISTORIAN DISCUSSES THE AUSTRALIAN IDENTITY CRISIS

By GEOFFREY SERLE

Australia has undergone such basic changes over the last 30 years that it is hardly surprising we now have trouble in defining our identity — and that it has changed so much.

The most basic change of all has been that Australia has grown out of Empire and Commonwealth.

The turning-point was 1941-2 when Curtin made his appeal to the United States and the Singapore myth was shattered.

And although traditional affection for the homeland and loyalty to the monarchy held up well through the 1950s, the propes of the imperial association were being knocked away: the defence, foreign policy and economic links were all declining in importance. Imperialism in Britain was dead and there was little reason for the traditional sentiment, and the United States had no interest in the Commonwealth and was ready to act as protector.

Australian foreign policy, after a brief burn against independence under H. V. Evatt, in the 50s pulldented between Britain and the United States before swinging firmly to the United States and the Vietnam commitment in the 60s.

Throughout this period young Austral¬

ian writers were encouraged to see themselves as young Australians with almost none of the ties that bound their British fore¬

allores: Australian history and literature began relatively recently for the first time, and there was a wave of popular interest in the Australian past — the bush, thePacific and beyond.

Culturally, moreover, Australia had come into its own. By the 60s the story of astonishing progress (from rock-bottom levels of education, musical composition, drama, ballet and opera)

Shackle of fear

But at the national level, fear, more than anything else, held Australia back from nationhood and genuine independence, fear and the long habit of dependence. People feared the first time, and there was a wave of popular interest in the Australian past — the bush, the Pacific and beyond.

Shackle of fear

But at the national level, fear, more than anything else, held Australia back from nationhood and genuine independence. People feared the uncertainty over identity.

I stress that it is a phenomenon, almost unique in the world today. But it does reflect our confusion and uncertainty with regard to identity, and the natural Australianness of the younger generation — which I find strange: how can anyone stand with some concern and involvement entirely without chauvinism— our traditions, as we have presented them at least, still appear to be too thin to be coherent.

And when an Australian were asked why they are Australian, the answer was always "Because I was born here". The outback rural myth is too distant.

A generation ago we nearly all had relatives with whom we spent holidays up-country.

But today the bushranger Wild Colonial Boy is a used-car salesman (Robin Boyd remaincd 20 years ago), the boundary-rider, a parking inspector.

Oddly, wc were left with LBJ and Robert Lowe and the Rev. John West, were prepared to make any last-ditch stand for the old imperial attitudes or previous generation. Liberalism was held up "well meaning" but there was no resistance to the United Kingdom with dead heroes...

But it turned out there was some basis for it. But at the national level, fear, more than anything else, held Australia back from nationhood and genuine independence. People feared the uncertainty over identity.

In the long run the Vietnam experience may be seen, in one respect, to have been a great benefit to Australia, in that it has provoked great resistance to blind Americanization, and has perhaps possible independent assessment of Australia's political and cultural future.

It is interesting to note how little Australi¬

ans have contributed to the major discussion of the Australian identity, and other than that one has devoted considerable attention to the topic.

The most important books on contemporary Australia have been written by journalists J. D. Pringle, David Lowe and Craig McGregor; and the late Robin Boyd has also been most fertile in his place in History and the Australian Literary and Cultural Review.

Academic class

The tyranny of the disciplines and the in¬

lamentable lack of interdisciplinary ap¬

proach inhibit all but specialist studies.

And, although this is speedily chang¬

ing, the academic class has tentatively to live a vicarious European cultural and intellectual life, and has displayed little commitment to Australian politics: no university has devoted special attention to Australian studies.

It is about time we paid more atten¬

tion to contemporary or near-contempo¬

rary Australian history.

Donald Horne in his book The Lucky Country and The Next Australia and Robin Boyd in Artificial Australians (the Boyds' Letters for 1967) have presented the most civilised plea for a proody Australian independence identity.

Both deplore the derivative, disappointed, implacable society we have known.

We have moved towards an "old world" society, says Horne, "Australia must move towards it the same way. To continue as we are in Europe must be self-defeating. As a European society Australia must always be second-rate.

"You may expect from me no more than an expression of the standard love-hate attitude of the Australian intellectual to his country, no more than what I am sure Professor A. G. L. Shaw said at the recent Sydney ANZAAS conference.

Academic class

It was a mistake to assume that popular agitation, coupled with the threat to use violence, was in any way unknown in Australian history. Professor A. G. L. Shaw said at the recent Sydney ANZAAS conference.

The three mistakes growth, of which I suppose I should conclude on a good On note: 'That'll be the day!' • This article is based on a paper presented by Dr. Serle, a reader in history, at the recent Sydney ANZAAS conference.

They recommend a combination of internationalism and proper patriotism, a reaching out for the best which the world and the Asia-Pacific region has to offer, but also recognition of what our own traditions and achievements have to offer and working both in creative and original ways.

And when an Australian were asked why they are Australian, the answer was always "Because I was born here". The outback rural myth is too distant.

For the next 40 years, Do not expect, says Horne, 'Australia must move towards it the same way. To continue as we are in Europe must be self-defeating. As a European society Australia must always be second-rate'.

A PROTEST AT A MISTAKEN ASSUMPTION

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MONASH REPORTER

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October, 1975
HISTORY

EDUCATIONAL HISTORY

By JOHN LACK

This volume, the fourth of a projected twelve to cover the years from 1788 to 1939, and the second of four planned for the 1851-1890 section, carries forward the most ambitious historical project in our history.

The ADB will stand for a long time as a work without peer in this country, and, as a series, for more than mere casual reference.

It would be possible, for instance, to construct from the 1851-1890 volumes a rich outline of the political history of the colonies in the first or five decades after self-government.

Volume 4 alone covers almost one third of the period of the self-governing colonies up to 1916, as well as numerous biographies of the rulers and notable backbenchers.

It is to be hoped that the final index volume will be a subject, as well as a resource, of the importance of Cleaver's eras.

The immense value of this mammoth venture is only beginning to dawn.

If anything, the volumes of the second (1916-1925) will be more valuable than those of the first (1788-1850), for they illuminate that vast vacuum of Australian history, until very recently truly the "lost decades." Peculiar them with multitudes of politicians, doctors, engineers, merchants, store-keepers, bankers, public servants, trade unions, clergy and, what have you, of the Victorian era.

Volume 4 tells of the author of "Dyarren John Poole," of the "Father of Australian Rules football," and of a politician well-known for his "mutiny" on behalf of Orangemen in Providence against the 'gagging spirit at meetings predominantly Catholic," as well as the cautionary tale of the unrepentant chain smoker who died of mouth cancer at the age of 38.

Reflecting the changed nature of colonial society, administrators (who took up more than 25% of the entries in Volumes 1 and 2) are now less frequent.

The native-born are still well in the minority — about 15% of the total (more than 18% New South Walesmen) — for they illuminate that vast lacunae of Australian history, until very recently truly the "lost decades." Peculiar them with multitudes of politicians, doctors, engineers, merchants, store-keepers, bankers, public servants, trade unions, clergy and, what have you, of the Victorian era.

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Between Australians and their fellow professionals overseas, Professor Murray of Monash's department of surgery was not greatly disappointed by the difference in the art and science of surgical design. "Ignorance seems to be equal," he said.

Professor Murray has just returned from six months' sabbatical leave overseas, during which he has lectured through Canada, a conference in Amsterdam, evidence to a committee in London, and five months in the seed structures department of the Technische Universität in Berlin.

His main theme was the world's West Gate bridges—long space box girders, a design that has come under more than some suspicion. What a difference, Professor Murray said, between the German technical universities he saw in Munich and Braunschweig and ours...

MURRAY: "Ignorance is equal"

MASTERTON: The problem with broth

The American man in space program in the 1960s stimulated work on a completely synthetic diet providing minimum faecal residue after absorption.

However for two reasons that diet was never used in space.

First, it was unpalatable; second, the engineers made it unnecessary; they designed into successive capsules appropriate food and conventional toilet facilities.

But medicine could get a substantial spin-off from the research on synthetic diets. If we avoid intravenous feeding, and if conventional foods and conventional methods of taking them were unsuitable, the only alternative was by some form of liquid tube feeding.

The design of such a liquid faceted two main problems, he said.

First, to avoid excess protein, since that would lead to unnecessary load on the kidneys.

Second to have solutions weak enough to prevent (or reduce to small proportion) the flow of body fluids through the gut wall; a too strong solution could act like a saline purge.

A daily ration of 3 litres would provide 3000 calories, and sufficient minerals and vitamins.

A diet in is the added flavor. According to Dr. Masterton, most of the flavors are too high in their purging effect. Only one is acceptable—beef broth.

Nevertheless, says Masterton, though the beef broth flavor is not unpleasant, it could not be recommended, as a drink to be quaffed by the liter.

Travel Scheme for Staff

Savvas plays it by ear

A Monash staff member has organized a group travel scheme in conjunction with the Australian Student Teachers' Association.

He is Norman Nettleton, a research assistant in the psychology department.

The scheme is the result of the interest of the three Victorian universities. Its travel agent is Travel Bag Pty. Ltd., of Moorabbin, whose manager is Michael Suss, a Monash graduate.

All bookings are made on normal airline flights such as Qantas and Air New Zealand. No charter flights are involved.

Two group flights to New Zealand will be organized for December and the saving is $74.60 on the normal return fare. One is booked; the other, on December 18, has some vacancies.

Travel is also available to India, Indo-China and Fiji. Flights for small, specially-organized groups are planned in the future.

Mr. Nettleton said common employers and educationalists could arrange group affinity travel without the formation of a formal organization.

Four arrangements have been made by Mr. Nettleton with the assistance of his fellow interested colleagues. He is keen to hear from anyone who has ideas for future tours or who would like a copy of the Itinerary.

More formal organization could be established if sufficient interest is forthcoming.

TRAVEL SCHEME FOR STAFF

Savvas: He's a great actor

A fifty-five year Monash law student, Savvas Christodoulos, gave a concert of his own compositions at St. Martin's Church last Sunday.

He was backed by an eight-piece orchestra, singers from the Monash Choral Society and the Monash University Clinical Theatre Company.

Savvas composed music for the recent Monash Players production, "Mother Courage." St. Martin's Theatre administrator, Christopher Moir, saw the play and arranged the concert.

Savvas was assisted by John Wregg, who produced "Mother Courage." More concerts at St. Martin's are planned.

Savvas also composed the music for last year's Alexander Theatre Guild performances, "Pinocchio."

All in all not bad for a student who cannot read music and consequently composes and plays by ear.

Books for sale


B. U. S. O. Historian. Review. E.


B. U. S. O. Historian. Review. E.


B. U. S. O. Historian. Review. E.


B. U. S. O. Historian. Review. E.


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TWO FAREWELLS

GEORGE Boycott was farewelled in the University Offices last month after 18 years as buildings officer overseeing the campus development. The physics department paid a special tribute.

Professor Bert Bolton said that one of the joys of working at Monash was to occupy buildings that, in Sir Kenneth Clark's words, were built "in the scale of rational human endeavour".

And, to show the physicists' appreciation, he presented George with a familiar country edition shown in the picture below.

The Vice-Chancellor, Dr. Matheson, said that George Boycott had proved himself the most competent university buildings officer in Australia. "We'll leave behind a more permanent and enduring environment than George has been able to do," Dr. Matheson said.

And George had a word too - a last, defiant word - on the choice of red bricks for Robert Blacken Hall.

He recalled that the architect, Sir Roy Grounds, with his flair for the theatrical, insisted during the planning stages on describing the brick as not just "red", but "FULLARBOR RED". And constructing a planners' meeting with a slice of red formula to prove his point.

Later, sample structures were erected near the site to gauge reaction to the suggested brick colors. Almost without exception, everybody said: "My God, not the red!"

"But they were ALL wrong," said George. "Time will show that the right decision was taken. When the weather and the fans stipulate have done their work, it will look absolutely marvellous."

George has gone to build a retirement house in Buderim, Queensland, where he will welcome any Monash visitor (who brings a bottle). Geoff Wildman has become acting building officer, pending a permanent appointment.

AND "STEVE"...

TO many Monash people, the Faculty Club and "Steve" the bartender have been synonymous. Steve, whose real name is Vincent Patrick Killahine, retired on Friday, September 25. About 200 people crowded the Faculty Club to say farewell to Steve who spent most of his seven years with the Club as bar manager.

He is photographed below with the new bar manager, Les Brown (left) and two club drink waitresses, Carmel Hensley (left) and Norma Pearse. Students will have the chance to get to know Steve as he is taking up a position in the Main Library.

Photos: Here Alfawati

STAFF CAN SWAP HOUSES

Academic and administrative staff at Monash can take part in an exchange of houses to benefit all the public servants and staff of all Australian universities and the University of New South Wales.

The idea is to exchange houses with a staff member from another university and to save on rental and sale costs. It can be done at any time of the year but is mainly aimed at holiday periods.

The following is a list of contacts at the various universities who will be exchanging the places of staff members working at Monash.

Australia: Mrs. J. Ongton, 18 Downie Place, Hornsby, New South Wales.

Queensland: Barbara Gardiner, 39 Lather Rd, Moggill, Brisbane, 4070.

Western Australia: Mrs. B. N. Wake, c/o Dept. of Civil Engineering, University of Western Australia, Nedlands, Western Australia.

Adelaide: Mrs. P. N. Pak Poy, 5 Fishbourne St, Torrens, South Australia.

Sydney: Mrs. R. T. Butler, 6 The Groves, Mosman, NSW, 2088.


Tasmania: Mrs. Joan Middleton, 122 Nelson Road, Sandy Bay, Hobart, 7005.


Papua and New Guinea: Mrs. Marjorie Box, University of Papua and New Guinea, Port Moresby, PO Box 1144 P.O., Boroko, TPNG.

Mr. C. H. L. Renkau, senior lecturer in inorganic chemistry at the University of Queensland, would like to exchange or rent a house in Melbourne for three to six weeks from December 10. He has a four-bedroomed house at 81 Almon St, Kenmore, about 15 minutes from the University.

Dr. Peter Seilick, department of physiology, University of Western Australia, has a house available in Perth for exchange from mid-December to late February. It is a three-bedroomed house 1 mile from the University.

The Academic Registrar's department has been informed of houses available for rent in London and with contacts at universities around the world. potatoes.

Monash has a house available for rent at the University of Papua and New Guinea from mid-December to late January. Rent for the three-bedroomed house is $5 per day.

Dr. John Williams, lecturer in physics at the University of the South Pacific, Suva, Fiji, has a five-bedroomed house available for six to eight weeks from December 10. Rent for the house is $250 per week.

Monash Film Group: "No War to Treat a Lady", members only, 1:30 p.m. St. David's.

Symposium: "The Challenges of Westernport", sponsored by the Town and Country Planning Board, Rinl, 6 p.m., free. Contact Town and Country Planning Board for registration.

Lunch hour concert - Music Society Choir and orchestra, 12 noon, Monash Arts Centre, St. David's.

Saleroom of the Century, sponsored by the Australian Art and Antiques Society of Victoria, 7.30 p.m., University Union.

Diary of events

OCTOBER

15-17: Musical管理人员 "Roll the Bells" by Springvale Light Opera Company, Alexander Theatre, Melbourne, 8 p.m., $1.50 adults, $1.20 concessions. Reservations, ext. 2274.

15-20: Paint Denial "Desert in the West", sponsored by Monash Department of French, 7 p.m., Arts Centre, est. 224.

17: Mannix College Scholarships: "No War to Treat a Lady", members only, 1:30 p.m., HI.


18: Monash Film Group: "Waste in Politics", sponsored by the Family Life Centre, Cinemon, Rinl, 6 p.m., free. Contact Family Life Centre for details.

22: Monash Film Group: "Speed", sponsored by the Film Society, Rinl, 6 p.m., free. Contact Film Society for details.

24: Monash Film Group: "Zacharias", 12 noon, St. David's.

25: Monash Film Group: "Zacharias", 12 noon, St. David's.

27: Monash Film Group: "Twins of the Century", sponsored by Monash Department of German, Rinl, 6 p.m., free. Contact Monash Department of German for details.

30: Lecture, demonstration and wine reception presenting the latest in computer-aided research on the human retina, 7:30 p.m., Uni House, Rinl, 6 p.m., free. Contact Uni House for details.

30: Copy deadlines for the next issue of Monash Reporter is Monday, October 24.

For further details contact the Graduate Scholarships Officer, First Floor, University Offices.

Scholarships

The Academic Registrar's department has been advised of the following scholarships. The Reporter presents a review of the details. More information can be obtained from Mr. D. Kelly, ext. 3009.

Confederation of British Industry Regional and National Scholarship Scheme

This scheme is aimed at U.K. graduates to undertake postgraduate study in the United Kingdom. Allowance. Applications close 30 November, 1972.

United Nations Space Application School Officer

First Floor, University Offices

MANXIN COLLEGE SCHOLARSHIPS

The Myer Foundation, Asian and Pacific postgraduate fellowships and grants-in-aid are available to humanities and social science graduates at Monash University. These awards are for the first time or applying again for holding scholarship in one year will be eligible for consideration. Preference shall be given to applicants who have gained a good academic record (b) who may otherwise experience great difficulty in pursuing a higher degree. It is to make a valuable contribution to the academic life of the college. Application forms, together with other required documents, must reach the Master, Mannix College, Wellington Rd, Clayton, Melbourne, by November 30.

Copy deadlines for the next issue of Monash Reporter is Monday, October 24.

Geoff Schoenberg, Beethoven, Conductor, Georg. Letters and contributions from staff members should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone 3267).

MANNIX COLLEGE SCHOLARSHIPS

Mannix College offers partial scholarships valued at $500-$1000 to students enrolled for the first time or applying again for holding scholarship in one year will be eligible for consideration. Preference shall be given to applicants who have gained a good academic record (b) who may otherwise experience great difficulty in pursuing a higher degree. It is to make a valuable contribution to the academic life of the college. Application forms, together with other required documents, must reach the Master, Mannix College, Wellington Rd, Clayton, Melbourne, by November 30.

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