MONASH students in Moscow games

MONASH will have at least one student representative — and possibly three — at the World University Games in Moscow from August 15 to 25.

The definite starter is Robyn Farrell, a first-year arts student, who has the third best time in Australia for the women’s 100 metres breaststroke.

On the supplementary list are Peter Fuller, a final year student in medicine, and Brendan Layh, a part-time arts student.

Brendan is the Australian 10,000 metres champion and Peter came fourth in the 1500 metres at the recent Australian athletic championships.

The World University Games are known by the term “Universiade.” The Moscow Universiade will mark Australia’s third participation in the games, which are normally held every two years — the year before and the year after the Olympics.

Australia’s present team is six students — four athletes and two swimmers. Nine students are on the supplementary list. It is hoped that they will also be able to go as funds become available.

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A STEP FORWARD FOR STUDENT RESEARCH

Sir,

Members of various Monash clubs are attempting to establish a Student Research Centre. These clubs are P.I.R.G., Public Interest Research Group, R.I.R.U., Research Information and Education Centre, S.I.N., Social Involvement Club and the Biological Society.

This centre will carry out long-term relevant research by co-ordinating the clubs’ activities and expertise. It will also provide valuable and much needed centre of information. For the first time students are channeling their energies into projects which will achieve meaningful social reform.

Queensland Press wants subscribers

Sir,

The University of Queensland Press is at present attempting to build up a comprehensive list of people interested in becoming subscribers to their post graduate programme. We have been getting a lot of attention lately from various and adventurous publishers, but the message is slow in filtering through to bookshops. Consequently we get a lot of complaints that people are unable to find our list.

In order to remedy this situation we are launching an extensive direct mail campaign. Our first broadcast will be probably be out in August or September, and anybody writing to us now will be placed on the list of recipients.

—Roger McDonald, Editor, University of Queensland Press, University of Queensland, St. Lucia, Brisbane.

Scotland for Student.
**ENGINES \nDO THEIR \nTHING**

Engineers have always had a thing about water, especially now. as the laws of nature, modern engineering has been limited by Newton, Bernoulli and the rest since the 1600s.

Nevertheless, without actually denying the laws of nature, Monash Engineering was determined to have a thing about water, that would delight the eye with its movement, while soothing the ear with the sublimity of water falling on water.

The Dean, Professor R. H. Hunt, invited ideas, workable or wild (preferably workable), fluid or concrete (or very likely both), simple or elaborate (preferably simple), no moving parts (or at most one). You would have thought that this invitation would have released the dammed up aspirations of engineer designers, and brought a flood of ideas and proposals.

**A big drop**

The best, only a single drop, though a big one, a scheme from Jon Hinwood in Mechanical - himself a deep hydraulician.

Hinwood's first design, which after much tinkering, design changes and re-designs, turned out in principle to be the final and elementary laws of hydraulics, flowing out of pipes and sluices into the garden of technology, into the Neumann's pond.

The one moving part was a centrifugal pump - outside.

High pressure water was delivered from the pump to a ring of nozzles around an upper basin and to a ring of nozzles around a lower basin below and surrounding the first. Under the pressure from the pump, both rings of nozzles sent jets of water to a great height - just short of the sky.

If that were all, the jets would go so far into the sky, and fall down again into the two basins, and over the basins, round the pond, and back to the pump.

How typical of the simple minded engineer: a nice, tidy, simple, stable system; but how ordinary, new field - an unchanging set of jets discharging into the heavens.

Ah - but the true engineer, the ingenuity, is more subtle than that.

As the upper basin, say, fills up with water falling back into it, it drowns the nozzles discharging from its rim; each jet, being now drowned, carries up a lot more water but is a much less height.

On the other hand, if the nozzles are open to the air, not drowned in water an inch or two deep, the jets spring clear into the sky, nearly lost to sight.

If only we could have the nozzles at one moment clear, giving high thin jets, at another moment drowned, thicker and cast to a lower height: then we would have life and movement, not dull uniformity.

The clue to this variation in the behaviour of the jets is the principle of the cyclic system: well known in public places though not perhaps in the hydraulics text books.

The upper basin. When the level gets nearly full, the water enters two outlet tubes which, acting as siphons, quickly empty the upper basin into the lower. When the level in the basin falls to the bottom, the siphon is broken and the basin fills up again from the jets falling into it.

While the basin is nearly empty, the nozzles are uncovered and the jets fly clear and high, while the basin is full or nearly full, the nozzles are drowned and so rise thick, but not so high.

Similarly with the lower basin - with a similar pair of siphons, it runs through a cycle of filling up from the down fall of the jets, and emptying into the pond.

So you have a more or less periodic change in the character of the jets from both basins, though the cycles are neither equal nor matched, so the general effect is one of random mysterious liveliness.

How long did all this take - from concept in 1969 to commissioning on June 27, 1973, was four years!

**MONASH BLUES**

Negro blues artists Brownie McGhee and Sonny Terry will give a concert in Robert Blackwood Hall on Friday, August 10.

It will start at 1.15 p.m. and cost will be $1.

McGhee, 57, and Terry, 60, will be appearing in Melbourne for J. C. Williamson Theatres.

In the photograph, Terry is at left and McGhee on the right.

They are two of America's best-known folk-blues artists.

Terry, who is blind, is a renowned harmonica player. McGhee, who had polio as a child, is the guitarist.

According to their publicity blurbs, they were the masters which forced them into music.

"It is no mystery why a lot of Southern black musicians were named 'Blind Boy' this or 'Crippled' that. If you couldn't see, or couldn't walk well, you couldn't work in the fields and you damn well had to find something else to do or you might have found that you couldn't eat either."

**ENGINEERS' water works - the thing, showing the thick jets of water when the nozzles are drowned. The two pairs of siphons tubes can be seen that empty the upper and lower basins. At right is Dr. Jon Hinwood, who designed it, and at left is John Patton-Petty who made it work. Photo: Peter Herfurt."
McDouagh and Krueger acknowledged that, in the context of the general malaise of the period, it had been a good one by comparison with other developing countries. The problems remaining were part of a long history of underdevelopment.

The experts disagreed. Above: President Suharto pondered his next move. Have his decisions benefited the Indonesian people? (Photo: David Jenkins.)

Indonesia, in Suharto's day, had been a world of slogans and charismatics: certainly not an ordered, planned economy or a disciplined society. How was the country faring since 1965? Has the Army, through its policies, reversed the course of events the people or have they continued, as before, in the same direction?

These questions were discussed at a recent Monash forum organised by the Department of Economics and the Centre for Southeast Asian Studies. Speakers included several well-known Indonesian commentators - Faith, Mertinor, Castles and Arndt.

The seminar's opening paper, "Achievements, Problems and Prospects of the Indonesian Economy," was presented by Monash economics professor, Professor Ian McDougall and Professor Ann Krueger. Prof. Krueger, professor of economics at the University of Minnesota, was at Monash in the first semester.

In their 30-page paper, McDougall and Krueger argued that the present regime had proven remarkably successful to date. (Other speakers at the forum disagreed with their stance and next month The Reporter will publish other views-political.)

McDougall and Krueger suggested that the basic contentious issue among Indonesian observers was whether or not the present regime and the economic system it supported could continue to secure the development of Indonesia as it had done since 1965.
TOPIC: Universities and governments.

In no area of government policy has there been a more striking bi-partisanship than in the development of our universities. For the greater part of Australia's history, and especially since the Second World War, governments of all kinds have accorded the universities an autonomy, a status, a financial security in keeping with their importance as defenders of certain primary intellectual and civilised values.

This should not surprise us. If I were asked what quality most fundamentally distinguishes the free society from the totalitarian — in other words what nations such as Australia and the United States hold most dearly in common — my answer would be given without hesitation: the existence of free universities.

Academic freedom is the first requirement of a properly constituted free society. More than trade, more than strategic interests, more than common systems of law or social or political structures, free and flourishing universities are essential to the foundation of our western kinship, and define the true commonality of the English-speaking world. Its disciplines, its most liberal elements, its symbols, its learning, its most internationalist members — these bonds or learning transcended the boundaries extend beyond national borders.

In this context I pay tribute to Sir Robert Menzies, whose name is commemorated by your scholarship fund. It is rare that I have the privilege of supporting wholeheartedly an enterprise bearing Sir Robert's name.

But let me not be grudging in this. No Australian has done more to serve the cause of university education in this country than Sir Robert Menzies. Under the responsibilities accepted by his government, more young Australians were given access to universities, and more money was spent to equip the universities for their augmented populations, than was known or contemplated in the hundred years since the first university in Australia was granted its charter.

Brood sense

I might add that the justification of Sir Robert's policies towards universities — the need for national responsibility — has been the central and exemplary principle behind my own government's approach to education in its broadest sense. What the Menzies government did for universities, the Labor government, I trust, will do for primary and secondary education as well.

SPEAKER: The Prime Minister, Mr. E. G. Whitlam.

PLACE: A dinner given by the Harvard Club of Australia on June 1 in Sydney.

TOPIC: Universities and governments.

The future relationship of universities, colleges of advanced education and teachers' colleges was discussed by the Vice-Chancellor, Dr. J. A. L. Matheson, at a recent degree-conferring ceremony for the Victoria Institute of Colleges.

During his occasional address Dr. Matheson criticised both Federal and State government proposals for a fourth university in Victoria. He was also wary of moves for more centralised control over tertiary education.

Regional interplay

He agreed with the thought of interplay between a university and region it serves.

Dr. Matheson said: "The joint Commonwealth-State support of universities and colleges has worked well although the States, bearing the larger share of the cost, have often been hard pressed to find their share. "In Australia the universities and colleges of the various States have developed in recognisably different ways, doubtless in response to different outlooks and different problems: I do not think that these should be submerged as they are likely to be if Commonwealth Commissions and civil servants can call the tune without reference to local sentiment".

Dr. Matheson said an example of this was in the Commonwealth-Colleges and universities project to establish a new university in the Dandenong area in response to the needs of the growing population to the South East of Melbourne.

"Brusque rejection"

"The brusque rejection of the State's plan for a three-campus university at Ballarat, Bendigo and Geelong, on the grounds that the State did not reply quickly enough to letters from Canberra, is an indication of what centralised control may mean," he said. In the same report the Commonwealth was advised to ignore the State's proposal to establish a new college of advanced education at Knox and, instead, to build the Fourth University in the Dandenong area.

"This proposition, although it could be defended, ignored State opinion in ways it implied a different numerical relationship between the university and the college sectors and it is implied the State's rejection of it is going to make the solution of the crucial problem of selection much more difficult than would otherwise be the case," Dr. Matheson said.

Unfortunately there is a lot of ill will flowing round the education system at the present time and this is going to make the solution of the crucial problem of selection much more difficult than would otherwise be the case," Dr. Matheson said.

There are already V.I.C. and teachers' colleges in the three cities so that, given a little cooperation, viable combined centres of tertiary education could be established; I believe that this is what the Minister is after but, if this is the plan, it pays little regard to the difference of function of universities and colleges.

The division of the tertiary education system into three independent and autonomous units — the universities, the Victoria Institute of Colleges and the new State Colleges of Victoria comprising the old teachers' colleges — made rationalisation difficult but not impossible; the good relations which had grown up between the Victoria Institute of Colleges under Dr. Law and the universities showed what could be done given sufficient goodwill.

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The tripartite arrangement of tertiary education was justifiable only if there was a reasonably clear division of function between the three components and reasonably effective means of steering students into that sector which best suited their talents and aspirations.

While there was fair agreement on the relative functions of universities and C.A.T.'s, the continued existence of teachers' colleges, especially if fees were abolished, was hard to justify even if they were given autonomy within the State College of Victoria.

"It is probably inevitable, and it is certainly highly desirable, that these colleges widen their terms of reference so that they can prepare students for other careers than teaching; the more this is done, and the more the C.A.T.'s develop liberal arts courses, the closer will the Victoria Institute of Colleges and the State College grow; perhaps they will eventually coalesce."
The first evidence of our determination was seen in the report issued this week by the Interim Schools' Committee under the distinguished chairmanship of Professor Karmel. I believe this report will be an historic and pivotal contribution to education in Australia.

In recent years, in America and increasingly in Australia, we have seen a marked shift in the relationship of universities to the rest of society, and in particular to governments. I think this is the theme that I wish to develop further.

Until a generation ago, the classic stance of the university, its real and popular image, was of an institution isolated, remote, apart from the current pressures and the pressures of the world. In this separation lay its strength. It was a strength of independence. It enabled universities to survive as sanctuaries and reservoirs of learning that were resistant to political dictates and, at times, totalitarian systems that might otherwise have crushed them.

The universities today exist in a more prolonged and social and political climate. They can no longer be the squeakered retreats of an intellectual elite.

Nor can the communities that maintain them afford to let universities retreat from that role. Our youth access to the skills and enabling that universities alone can provide.

None of this means that universities must sacrifice any part of their independence. I merely suggest that, whereas their strength lay in isolation, it lies now in participation, in a process of organic involvement with the needs and aspirations of society.

The relationship between university and society, between university and government, was defined in forthright terms by the report of the Murray Committee in 1972: "No independent nation can remain unspoilt by the demands and pressures of society, nor survive as a community of learning. Each university must face the challenge of a new society and its demands on the university." That was written in 1972. Its truth is no less valid today, but universities and governments depend on each other as never before. In Australia, for example, universities are almost totally dependent on public funds.

At the same time, governments depend more and more on universities for advice and research. It is obvious that the process can be carried too far, but it is one in which we are all involved.

The development of imparting and seeking knowledge cannot be ignored. But I would like to see Australian universities not onlySexy logically, but readily in the solution of current problems or seek a more relevant and contemporary role as organs of public service.

If this is our aim, then universities must be open to the widest range of people: tertiary education, and, I think, ever more, must be as accessible as, almost a part of the range of public institutions for the education of all, just as it is today.

It is where governments in the past have failed. One need only look at the universities have yet to be proved in quality and quantity since the national government accepted its responsibilities for them. Yet of the two universities refused admission to 31 per cent of the qualified applicants for New South Wales, 20 per cent of the applicants in Victoria, and 11 per cent in South Australia. Eighty-six university entrance requirements were optional in each university. Only one student in every three at universities and one student in every 10 at colleges of advanced education has received a scholarship from the Australian government.

The majority of places at tertiary institutions have been occupied not by the students best equipped to take advantage of them, but by those who can afford the fees.

This wastage and neglect we cannot accept. The new Australian government will abolish fees. To do so will cost us no more than $13.5 million — the proportion of this cost to all universities will receive, but a large injection of the income of students and their families.

Access to university education will no longer be on the basis of our parents' wealth or poverty, pre-schools, and tenure, but on the strength of the individuals, in many cases, will provide the framework, the guidelines, the underpinning, perhaps much of the inspiration for my government's program of reform.

42 academicians

This program could not be attempted without a body of independent academicians now being provided for us by the United States, where there are 42 senior university teachers currently engaged on these inquiries.

I have referred to Professor Karmel. Let me list some others and the fields in which they are working. They believe that the police would say, assisting us with our inquiries, are those that Professor W. B. MacDonald, of Monash; Professor D. S. Shearing, of Sydney Pre-schools; Professor R. L. Mathews, of the A.N.U. Professor R. I. H. Palmer, of the University of New South Wales; Professor J. W. Hoon, of the University of Sydney; Professor F. J. Herndon, of the University of Sydney; Professor B. G. Peterson, of Queensland; and Professor R. S. Simons, of the University of New South Wales.

Even this, however, falls short of the wide-ranging role universities must play in society. It is not sufficient that they create an informed and literate population; or that individuals should perform specific tasks as government advisers.

To fulfill their true role as "independent centres for far-ranging thought" — I use a phrase of Sir John Rutherford — they must assume the duties of social critic. I want them to stimulate public awareness and understanding.

It is not enough that they should be centres of isolated protest or demonstration. Nothing is more to demoralise public acceptance of the universities' proper role in a free society; nothing did more to encourage the enemies of intellectual freedom than the campus violence of 1970 and 1971.

Rather we must aim to involve universities peacefully in society, working in harmony with elected government, and meeting, as they must, the economic and social needs, drawing power at all levels into a matrix of information, debate and decision, not temptation. I see the academic, like the poet in Shelley's line, as the "unacknowledged legislator of mankind "

I do not wish to put this too highly. Harvard is the finest flower of an American tradition which is often meanly typical of American universities. But it is part of a fabric of educational institutions which gives to our American teaching and affects all classes of society.

A reflection

My friend Sir John Crawford, on his return from the United States recently, visited the Australian National University in March this year, reflected on his years at Harvard University, in these words:

"The universities have remained relatively insulated from public affairs except through student demonstrations... In general terms we cannot divorce our accumulating knowledge from action in the world outside. This has come to be accepted both outside and within universities. I accept that proposition. There is much new, and I believe this report will be accorded a higher priority than education. If the chief thrust of our program is toward a more academic setting, it is in the areas of most pressing need — not because we regard tertiary education as less important. But I think it is a logical step, and one I hope that these distinctions will one day disappear — that the educational community will learn to take its place as one of the driving, and evolving content of instruction and research outside the university, and not as the community which our neighbours, and people, not just the young, are actively involved and engaged.

Security questioned

Universities can no longer assume that their future is secure. The universities are important to the security of Western nations, which are, in the competition for the frontiers of knowledge, are exploiting the nations of Western Europe. They are being used to judge the percentage of gross national product which is available for education; the amount of current exponential growth in the rate of research and development — are doubling every seven to ten years. No previous period in history has witnessed the scale of the current exponential growth in the rate of research and development, of new order and scale: growing urbanisation, mounting population demands, pressures on resources, widespread hunger and pol­ lution, the deadline of our natural environment and delicate ecological balance, a de­structive potential of modem armaments, the challenge to human values and human freedom, to the very structure of nati­onal industrial technology. In such situations, human judgement forms increasingly to totalitarian solutions, to ever more oppressive forms of tyranny and regimentation.

A question remains to civilisation: can the universities be our last — perhaps our only — defence. The values that we hold dear, our knowledge and truth and freedom, must prove a bulwark against these dangers. It remains a matter of conjecture whether or not the universities will survive, in the twenty-first century. If they do, they will not be the same. They will be privileged few, not many. They will be man's chief ally in the struggle and resist our freedom, and our species.
Continued from page 5

"TEACHING BONDS ARE OUTDATED"
- Dr. Matheson

The abolition of fees would make it unnecessary for young people to commit themselves to a teaching career simply in order to finance their education.

"I often wonder how many of the presently teaching or retired academic system can be traced to the ill-conceived and outdated arrangements for recruiting teachers through bonded student placements," Dr. Matheson said.

"At the same time I think that the total abolition of any financial responsibility for their tertiary education will encourage a cargo-cult mentality in students.

"For this reason I hope that the Government will stick to its intention to abolish student fees, even though they may require and receive help to do so through means-tested maintenance grants."

Many students coming up through the schools and having aspirations for tertiary education would no longer be able to choose teaching because of financial necessity but would presumably in each case look to the sector of the system which led most directly towards a chosen career.

Stirring words

At this point the State must face the reality of introducing provision to estimated demand. It would have to decide whether or not to follow the lead of Ontario, where the Commission on Post-Secondary Education had declared that any citizen who wished and was able to make use of the system must have access to it.

Planning must be based on social demand and the Commission rejects any system based solely on the use of manpower projections to determine educational needs, or on a cost-benefit analysis of the educational system in terms of economic returns.

"These are stirring words but I believe them to be hopefully utopian," Dr. Matheson said.

The real world is a sorting process is required so that all society's potential is utilised and with the highest possible rational educational system. Dr. Matheson said that the present sorting process is imperious; some students applied to the teachers' colleges because of poverty; others finishing school early because of the cause they happened to attend technical schools; the universities relied upon that increasingly disliked of it.

"It seems unnecessary that all the resources of educational wisdom should now be directed to devising means of ensuring that high school students receive an adequate secondary education and are then steered in the most promising tertiary direction," he said.

"An alternative, which I have heard mentioned, is that students should be selected for tertiary education by lot, as though they were ciphers whirling round in the entrails of a poker machine.

"This is surely a disgraceful proposal which reduces Victorian educational thinking to the level of a two-up school."

"Apart from the fact that a lottery can be shown to be far less efficient even than the Higher School Certificate the thought that talent and motivation and hard work are of less significance than the number drawn from a hat is totally repugnant.

"The H.S.C. was far from being an adequate filler but the powers of the Victorian Universities and Schools' Examination Board were insufficient to allow it to devise and administer a more efficient machine."

"For this reason a widely based Committee on Arrangements for Secondary Courses and Assessment was studying how to replace V.U.S.E.B. with something more comprehensive, rational and efficient."

"This substitute for V.U.S.E.B., I have no doubt, will make use of formal examinations, T.E.P. and A.S.A.T.-type tests, teacher assessment and many other devices to try to direct real people round into real holes,"

"I will no longer be constitutionally confined, as V.U.S.E.B. is, to operate exclusively in terms of university entrance."

"Hopefully it will make steady progress towards the elimination of educational inequality, so that all children of equal capacity enjoy the opportunity."

"This task will require intelligent and devoted co-operation from all sections of the teaching profession, of which the teacher, primary and secondary, is an integral part of, and tertiary; it is unrealistic to expect every member but the task is so important to the welfare of this country and the happiness and satisfaction of its young people that it should command the support of the whole community."

21 MONASH PAPERS AT ANZAAS

Some 21 academics from Monash are listed to take part in the Perth Congress of ANZAAS in August, the theme being science, development and the environment.

Generally providing the biggest contingent, Professors Logan and Holland, delivering sessions and five others giving papers in Section 31, Geographical Sciences.

Two of the Monash people to give are the presidential addresses to their sections: Professor D. E. Brabazon to Section 34A, Industrial Relations, Dr. A. G. Sible to Section 36, History.

The first congress of the Australian and New Zealand Association for the Advancement of Science was held in Sydney in 1888. The congress at Perth will be held April 29 to May 1.

The purpose of ANZAAS, which covers a whole world, is not so much the exchange of erudite papers during the few in the know, but more the number of inter-disciplinary science to a literate lay public.

JAPANESE POTTERY

ABOUT 50 people filled the Union pottery studio last month to see a demonstration of basic pottery by Japanese potter Fujiwara Yu.

Mr. Fujiwara was brought to Australia by the Department of Foreign Affairs. His demonstration was organised by the Craft Association of Victoria, the Victorian Ceramic Group and the Monash Faculty of Arts.

In the evening, following his afternoon demonstration, Mr. Fujiwara gave an illustrated lecture in RL.

Pottery in popular at Monash.

This semester the Union Activities Office is running a class in pottery with tutors Bill and Mary Hick. About 140 are expected to enrol.

Times and other information are available from the office, first floor, Union, ext. 3180. Other courses this semester include stained glass window making, life drawing and painting, jewellery making, macrame (decorative knotting) and S-F (Japanese ink painting).

The courses are open to all Monash staff and students. Enrolments opened last Monday.

(Mr. Hick said people were welcome to look in on the pottery classes. People often peeped through the door but were kept to enter.)

HEARD OF HERDSA?

The first general meeting of the Higher Education Research and Development Society of Australasia (HERDSA) will be held during the August ANZAAS congress in Perth.

The society, which was formed at last year's congress, has the general aim of promoting research and development of higher education.

It plans to collect and disseminate information on tertiary education and to provide a forum for tertiary teachers and students to discuss educational issues.

Membership is open to any person interested in these objectives. The joining fee for foundation members is $5 and for student foundation members $1. Applications and fees should be sent to Mr. A. J. Loudoun, Hon. Treasurer, HERDSA, c/o Educational Development Unit, Western Australian Institute of Technology, Iway Rd., Bentley, W.A. 6102.

Peter Penaham, is a co-opted member interim executive.

MONASH CONTRIBUTION

Monash, especially the mechanical engineering department, is making a substantial contribution to a coming four-day conference at the Melbourne Town House.

The conference, from July 30 to August 2, is a joint symposium of the Fluid Power Society and the Institute of Instrumentation and Control.

Eight current or past Monash people are giving papers in the 55-paper symposium. They are, from mechanical engineering: Assoc. Prof. Peter Dransfield, J. Black (lecturer), Dr. D. McCloy (visiting scholar from Belfast), B. W. Barnard and E. Rogers (postgraduate students), R. Park (1971 graduate), and D. Payne (masters' graduate).

Dr. J. A. Agnew, associate professor in chemical engineering, is also presenting a paper.

STUDY-BEDROOMS

Monash College in Wellington Rd, has single study-bedrooms available for students who would like to live close to the university. Telephone 544 8800.

Review by Jennifer Strett, senior lecturer in English.

Poems reproduced by permission of University of Queensland Press.

This series provides, at a very reasonable price, collections sufficiently substantial to be fair samples of the poets' works.

While naturally not gauntlet productions, the volumes are attractively and intelligently set up. Only in the Sharpeott volume does cost-cutting cause the poems to be somewhat crammed on to the page. And this crowding is partly a result of the virtue, the extremely generous quantity of poetry included.

When, as here, the poetry is diverse and often of high standard, it is nearly impossible to quote representative lines in a short review.

Of Sharpeott's collection, achievements the most striking are the control of different kinds of movement. He can range from the danger-swept terrain of Bushwhack into the dramatic prose, noted and eerily wounding, of The Trees & Convict Monologue; from the heavy sonnets of that field back to the flexible reflectiveness of Brisbane Walking.

The short poem The Girl achieves distinction by the sheer shock and tension which shape a poetic piece to match that cage which is the omen and defining image of the poem's human relationship. This disciplined movement prevents the response generated by "The Glass Window." Shapcott's characteristic successes are in an area where Sharpeott fails to impress. Sharpeott is a cut poet and it is exciting to see how the Brisbane Walking or Brandy's Golden Builders rise on our byline.

However, if the more glossy poems in the latter collection as in a Room (a way indication, Sharpeott's imagination with any sensualities in the external world may not be for us the "ordinary" map of fleece and garden suburbia seen as the light strikes the mysteries of its living ordinaries and dignities.

The content, at least, do this — and succeed. "Pake" is a sensible, not to say easy, method to write poems that are readable, comprehensible, and symmetrical. A Feeling for Serpents, Alter and Age is the admirably controlled camera, recommended to any hungry mind beginner.

It is always tempting to claim that something not much to your liking was "frustrative," but that poems individually did not impress the writer on the first reading. Some indeed provided a quick snap, like Multiple 1, which spuns off with a close line of the weight.

Collectively, Tipping's poems did not open to the unaccustomed, of intelligence, serve and heart. Sharpeott is quite capable of wit but not that opera of illumination and a defensive scheme which forcibly tries to open from outside. This effect occasionally mars a Slade poem, such as Moonbeam or As the Signed Slade Original.

Deliberate definition of stances — one's own or other people's — can be a sophisticated tool, but Slade can use it to considerable effect to convey the weariness as well as the commitment with which he explores himself and his surroundings to people and places. That exploration, linking most of these poems, makes the collection more manageable, less rich, than Sharpeott's.

Interestingly, Slade's characteristic successes are in an area where Sharpeott fails to impress. Sharpeott is a cut poet and it is exciting to see how the Brisbane Walking or Brandy's Golden Builders rise on our byline.

Shobytown Fugue by Sharpeott

The little ascended girls lump down together over the hill into the shopping centre. The neighbours' ramp of abandon leers over shifty and pinky nobody's life. Can always through the dust like petals.

2. The sky tightens open and bellowed. Bittered Ignition opens rigidly they rob the square air back to parched countrymen to places imaginary. They swiftly bring a plain dry shade that splits.

3. Fourquare Tipdop Golden Fleece organic plantation with neuroties you take fat off and bare your freckles start the day well with cool air among carbonaceous weather forecast.

A WEATHER CHANCE

broad broom powerhouses b'w'own fasterly factories factory beneficent cornus ceratocarum a westerly dust, sandpaper heart to settle in lungs near eye nose throat and the chemists stay in business the doctors extend credit.

Boy's like young sheepish animals the little ascended girls morning dance with shadows blowed away with morning let them stifle over let them be rough with affection they Shapcott them back, all their heads.

Camera I by Slade

Family album still-albums on an afternoon and blissful bath. They expose from before to tear long, holy, and broken, leathery, leaden faces, enjoyed entities, view them and weep. Inside is the garden, the town, the country. Outside is all the leathery faded memories all the dry drizzling facts pronounced.

Young dreamers cannot see the pain, the water, the tears. All of things under counter, out of sight.

This let's stay in Shapcott's profit! There are two photographs of different places of no consequence with slanted angles and augmented weightlessness. They have no coordinates in space or time.
O'BRIEN: TOILING IN TOKYO

The academic staff at the University of Tokyo work very hard—six full days a week—with Saturday devoted to research, seminars and graduate students.

For such hard work, the Japanese are quick to point out that academic staff live at least one hour by train from the campus. The daily working hours are 10 a.m. to 6:30 p.m. to avoid the crush of the eight million people who daily use the railway system.

These facts came from the report of Dr. O'Brien, reader in botany, who spent four months last year at the University of Tokyo under the Leverhulme scheme.

Dr. O'Brien was a member of a group under the direction of Professor M. Furuya. This is one of the leading world groups on research into the effects of light upon plant development.

"It was an interesting experience to be amongst this world famous group. We were well equipped with the latest equipment housed under working conditions in dilapidated buildings.

Money shortage

"Shortage of funds for maintenance and very weakly developed administrative procedures had led to deterioration in buildings and services. Students and postgraduates were only too aware of the need to become aware of the struggle of the Chinese people was all above.

Another power

"If western governments continue to regard China simply as another power, we must try to counter this with the Chinese and the history of their people," Mr. Clarkes plans to write a book with Dr. J. Gregory, of La Trobe University, as a basis for this campaign.
During the May semester break law students from Monash and Melbourne universities hosted a 10-day conference of 100 students from overseas and interstate.

It was the annual conference of the Australian and New Zealand Law Students' organisation consisting of 15 law student societies from Australia, New Zealand, New Guinea and Singapore.

The conference was opened on May 15 by the Deans of Law from Monash and Melbourne, Professors Allan and Ford. It had three main activities: talks by officials and seminars. The Reporter publishes extracts from three papers.

**POLICE FACE IDENTITY CRISIS**

Today's policeman is experiencing an "identity crisis," a law student at the Australian National University told the Asia-South Pacific Law Students' Conference.

The student, Robert Lethbridge, in his final year at ANU, read a paper on "The Role of the Police in a Modern Democratic Society." He described the conflict in role as "the dilemma of the armed policeman with a degree - a modern policeman in his function being required to enforce and, secondly, the socio-economic circumstances which society forced upon the police officer.

Mr. Lethbridge said the law had expanded to a degree where it regulated or prohibited many practices in moral and social areas which everybody enjoyed within the community. An obvious example was the law on motor vehicle owner, which police enforce. The situation often confused the police; on the one hand, they were required to enforce the law; on the other, they could be in sympathy with the cause of the person they were supposed to suppress or hinder.

To enable the police to respond more effectively to the rapid changes in society, Mr. Lethbridge proposed changes in police recruitment and training systems. The modern policeman was often unknown to the community in which he had to operate, and was therefore more likely to receive cooperation.

Mr. Lethbridge said that Police Commissioner Whitford of Queensland had the right idea by proposing policemen should revert to pushbikes.

"There's a good case for getting policemen out of their police-military uniforms, taking away their jack boots, taking off their epaulettes and putting them into say, blue blazers and slacks."

A student from Sydney University, Michael Joseph, also in his final year, said the overwhelming majority of police decisions were made either by the police or by the magistrates' courts in exercise of a discretionary power that was often exercised under circumstances devoid of community attitudes to the police, less likely to give their cooperation.

Mr. Joseph also quoted studies showing that 95 per cent of Aborigines were convicted for drunkenness, compared with 39.7 per cent of whites. Fifty-one per cent of Aborigines were convicted for drug offences, while only 0.2 per cent of whites were convicted of drug-related crimes. Aborigines were almost four times more likely to receive a prison sentence compared with non-Aborigines. Aborigines were also far more likely to be prosecuted on an arrested person's evidence." Police, he said, usually knew the victims and the people who had been found guilty.

Mr. Joseph argued that at least some of its features should be adopted.

**HIGH RATIO OF ABORIGINES JAILED**

- Student Survey

A disproportionate number of Aborigines are jailed in Western Australia, according to a survey recently made by the law students at the University of Western Australia, was based on the prison intake in 1970-71. Aborigines comprised 22 per cent of the daily intake at West Australian prisons. In 1970-71, the total number of Aborigines was 3,161, while the total number of other inmates was 35,769. Aborigines were 13 per cent of the prison intake, compared with 10.6 per cent of the total population.

Further, in 1970-71, 11.5 per cent of adult Aborigines had been convicted for drunkenness terms, compared with 0.4 per cent of white people.

The survey found that the police attitude towards him. The survey showed that only 15 per cent of the total prison intake for more serious crimes were Aborigines.

Fifty per cent of Aborigines were convicted for drunkenness, while only 0.2 per cent of whites were convicted of drug-related crimes. Aborigines were also far more likely to be prosecuted on an arrested person's evidence. Police, he said, usually knew the victims and the people who had been found guilty.

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**PAULING ON THE GOOD LIFE**

Professor Linus Pauling made an impromptu speech when addressing a full Robert Blackwood Hall on Friday May 18.

Tall, white-haired at 72, a good clear voice at a comfortable tempo, with reputation in chemistry and its applications, he gained the audience's confidence immediately. He delivered the lesson he had written down earlier, and honours that fill a column of, as he was completing the career as a chemical scientist. Pauling is a professor of chemistry at the well-known Stanford University, working on the chemistry of nutrition and health.

"If the argument was right, his arithmetic was easy. He pointed the point that everyone in the world, and all who are born into it, should be in a position to enjoy the good life.

Yet one third of the world is without one third of the world is without the minimum of a few milligrams a day that is needed for health. He meant well being, for example, when 10 milligrams a day that is needed for health. He meant well being, for example, when 10 milligrams a day was added to a diet, a diet of food, a diet that is not adequate. A diet of food, a diet that is not adequate. A diet of food, a diet that is not adequate.

"PRINCETON UNIVERSITY

On a recent visit to the USA, Professor Pauling told the audience by Gilbert Vasey that the vitamin consumed properly, or deficient in vitamins, people were being killed by the millions.

But how much of the problem is through our having or acquiring wrong molecules, or deficient in vitamins, people were being killed by the millions. It was not just 100 million, but millions of people who are being killed by the millions.

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But how much of the problem is through our having or acquiring wrong molecules, or deficient in vitamins, people were being killed by the millions. It was not just 100 million, but millions of people who are being killed by the millions.
ABORIGINAL PROBLEMS

Three reports from the 1973 seminar series of the Centre for Research Into Aboriginal Affairs.

Dexter: An official view

A basic shift in government policy towards Aboriginal affairs occurred in recent years, the Secretary of the Department of Aboriginal Affairs, Mr. Barrie Dexter, said at a May seminar of the centre.

``Mr. Dexter, who was speaking on the role of an Aboriginal Agency', said policy statements in recent years in Commonwealth, and generally at State level indicated a clear change from 'assimilation' to integration.``

Mr. Dexter said that the adoption of the principle of the new Government's approach was only one of the changes in education and employment that would have to be made to adopt and adapt the manner of life of the majority of Aboriginal society.``

Aboriginal affairs administration and programs were directed towards helping - or seducing or coercing - Aborigines to make this adaptation.``

Recent statements indicated increasing consciousness of the right of Aboriginals in their own future.``

Mr. Dextersaid that the Aboriginal company would promote the full political men.``

Contact with all forms of government - Federal, State and Commonwealhere necessary.``

Aboriginal identity was being broken down.``

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Contact with all forms of government - Federal, State and Commonwealth - and with government departments.``

Independent arrangements with lawyers to press for anti-discrimination and other legislation.``

Pressure for better housing, schools and medical services.``

Contact with international bodies.``

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McGuinness: A student view

The first step towards the "liberation" of the "blacks" is to unite them and to get them to formulate their identity.``

Mr. McGuinness, an arts student who has been involved in the Black Action Movement, was speaking at the recent Meeting of the Centre for Research Into Aboriginal Affairs.``

Mr. McGuinness envisaged "an aboriginal situation when black people can identify themselves as blacks; when they can unite as one people capable of developing their own ideologies and policies peculiar to their own environment."

He claimed that the process of achieving "black unity" was difficult as white society did not allow the blacks total identification.``

In the years, religious and political indoctrination had created a stigma that "to be black is bad. This indoctrination, he said, had been reinforced by brainwashing on television and in films.

However, he was optimistic that the "barriers" were being broken down. The communication gap between urban aborigines and tribal aborigines, he said, are slowly being bridged, and, hopefully, in the coming year complete identification among the aborigines would be achieved.``

Mr. McGuinness maintained that the first step towards achieving identity among the blacks was to unite them and formulate their own political identity.``

However, he was optimistic that the "barriers" were being broken down. The communication gap between urban aborigines and tribal aborigines, he said, are slowly being bridged, and, hopefully, in the coming year complete identification among the aborigines would be achieved.``

Mr. McGuinness maintained that the first step towards achieving identity among the blacks was to unite them and formulate their own political identity.
ALEX LUNG IN CHINA

Alex Lung, 24, a fourth-year electrical engineering student, who was given six months to live, is now in Shanghai for treatment of a tumour in the throat.

Alex arrived in Shanghai from Canton in the first week of July. Canton is his birth-place.

It is hoped that doctors in Shanghai can find a cure for his tumour, which Melbourne specialists have pronounced incurable.

Last month Monash students raised $3000 to finance the trip. Alex and his wife, Kim, left Melbourne for Hong Kong on June 16. He spent a week in a Hong Kong hospital before travelling to Canton.

A trust fund has been established by the M.A.S. administrative executive to pay travel, accommodation and medical expenses. The amount not used for this purpose will pay for the maintenance, advancement and education of Kim, and their child, Jo Anne, or otherwise passed on to the Anti-Cancer Council.

So far, more than $400 has been donated to the trust fund. Further contributions will be accepted until July 31. Cheques can be made payable to "M.A.S. for Alex Lung."

DIARY OF EVENTS

JULY

July 14: Lunch Hour Concert - Susan Ellis plays works by Vivaldi, Telemann.

July 15: Lunch Hour Concert - Cecil Ross plays works by Beethoven, Schubert.


July 17: Lunch Hour Concert - William Robinson plays works by Haydn, Mozart, Schubert. Room 803, Menzies Building. Admission free.

July 18: Lunch Hour Concert - Kevin Hinde plays works by Vivaldi, Telemann.

July 20: Lunch Hour Concert - Paul Maloney (harpsichord) plays works by Vivaldi, Goulez.

July 21: Lunch Hour Concert - Dr. R. D. Solomon plays works by Mozart, Beethoven.

July 22: Lunch Hour Concert - Elizabeth Chappell plays works by Handel, Telemann.

July 23: Lunch Hour Concert - Luen Cheng plays works by Bach, Mozart.

August

August 1: Elizabethan Trust, Melbourne Grammar School, Room 803, Menzies Building.

August 1: Lunch Hour Concert - Susan Ellis plays works by Chopin, Beethoven, Mozart.

August 3: Lunch Hour Concert - William Robinson plays works by Haydn, Mozart, Schubert.

August 4: Lunch Hour Concert - Dr. R. D. Solomon plays works by Mozart, Beethoven.

August 5: Lunch Hour Concert - Elizabeth Chappell plays works by Handel, Telemann.

August 6: Lunch Hour Concert - Luen Cheng plays works by Bach, Mozart.

SCOLARSHIPS

The Academic Registrar's department has been organizing the following scholarships. The Report has been a great deal of the detail, but the following are among those available. Further information from Mr. G. R. S. Kallie, ext. 509.

A.G.L.S. American Studies Fellowship Program

Awarded to scholars who are teaching in the United States for advanced research in the U.S. university system, or in the United States abroad.

Australian School of Nuclear Technology


Australian Research Council

Open to students to undertake research in Australian Indigenous Studies. Applications close 31 October, 1973.

Australian National University


Sakuragi scholarship to students in advanced research in Japanese studies.

MYER ASIAN GRANTS TO END

The Myer Foundation has the vice-Chancellor's office that it will terminate its program of Asian and Pacific Fellowships and grants in aid at the end of the 1975 academic year. These have been used to encourage and assist post-graduate research in Asia and the Pacific in the social sciences and humanities.

MYER SCHOLARSHIPS

The Myer Foundation launched this particular program in 1964. By the end of 1973 a total of $118,071 will have been paid in grants under the scheme, of which $71,907 was awarded to 18 Monash postgraduate students or staff.

Peter McPhee, Victorian secretary of Amnesty International, will speak on "Torture in the 1970's in the Union Theatre at 8 p.m., July 30. The lecture is sponsored by the Monash Graduates Association. All are welcome.

INTER-VARSITY RESULTS


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