University starts on its archives

"Unfortunately when the closet room gives out, some unerudite and dirty-handed person will have to consign to the flames all but the worthwhile but the worthwhile — and his judgment may not be good."

(Olaf of the University of Illinois, 1924)

The administration of archives was (up until the last war, at least) — "a pleasant occupation for a gentleman".

(Quoted in The Times Higher Education Supplement, 12/4/74)

Sifting our history

Few institutions concern themselves with the record of their past before they have really grown up.

Already, however, Monash is actively engaged in the selection and preservation of its archives.

Yet this is the right moment for such a development because after 15 years of steady accumulation, the University's filing systems need to be cleared of their inessential papers, before valuable among then being destroyed and the valuable transferred to a repository where they will be readily available for reference and research by administrators and scholars.

A scheme for this purpose has to be worked out and installed as an integral part of administrative procedures so that the retirement of unwanted papers from current filing systems takes place systematically and continuously, and not as the University of Illinois official quoted above lamented, in one drastic space-clearing operation after a century or so of neglect.

The University has therefore seconded Mr. Stewart Broadhead of the History Department to the University Offices for a year to make a survey of their records, determine the value of the various categories and produce a plan to regulate their disposal.

Since most of the administrative records of the University either have their origin in the Central Administration or eventually come to rest there, that is where Mr. Broadhead will spend the greater part of his time.

But faculty and departmental records will have to be considered in due course, and it is hoped that student organizations based on the Union will also participate in the scheme so that the archives will offer a complete and balanced record of University activity.

The planning and execution of all this will take some time, but right from the start the archives is anxious to reinforce his work on the official records by locating and recording the existence of whatever private or semi-official material relating to the University's development may be known to staff and students alike. Some of this material may be of potential value if it can make a

Offers accepted

Mr. Broadhead emphasizes that the objective of this appeal is not necessarily to secure the transfer of such material to the custody of the University — though it will be gratefully accepted if offered. Rather, he seeks the opportunity to record its existence on the assumption that it will eventually become available to the University, or at any rate to bona fide research workers and authors.

"It is not easy to offer guidance on what sort of material should be notified," says Mr. Broadhead, "but I will be happy to give an opinion on any item whatever (including artifacts or museum pieces); however, it is always difficult tovalue it in the informed.

"Items of apparently small significance in themselves may turn out to be highly revealing when given their rightful place in a context of related records maintained elsewhere.

"Moreover, personalities and events whose passing has left no trace in the official record may have been quite as influential in shaping the Monash scene as the deliberations of the Buildings Committee or the Provenorial Board, so that the uncovering of information and evidence about them is of particular importance."

Mr. Broadhead suggests that the sort of "fugitive" material that might prove valuable could fall into one or other of these categories:

1. Biographical — both because of the human interest for its own sake, and because personal ambitions, ideas and hobby-horses often decide how and even whether, things happen.

2. "Inside" stories — evidence on what historian Sid Bultin called the "low-down" view of history — that is, the highly arguable proposition that the real decisions are taken in the lobbies and the pubs. Nevertheless, such information can supplement, complement, qualify and elucidate much of the official evidence.

3. Oral evidence — reminiscences that could be taped or otherwise recorded. For some purposes, this is dubious evidence, but if carefully used it can make a valuable contribution to literary and scholarly projects of a perfectly reputable kind.
thoughts on the Open University

LAST July a grand affair was held in the Alexandra Palace in Wood Green, London.

It was a university graduation with all the normal color, the solemnity, the proud students and their beaming relatives, the Nineties.

But there were at least three major differences. One had ever met the people who drew up their courses until the stuffing of the hats, the graduand's family in the audience was more likely to be their children than their parents, and the occasion was shown all over the nation by BBC television.

It was the first graduation of the Open University. About 830 students gained high honors in their courses. The Open University undergraduate, proud students and their beaming differences: re", graduands had ever met Open University. About 830 students than their parents, and the occasion the graduand's family was more likely to take part In the ceremony. He is Professor Don Swift, professor of sociology of education in the Institute of Educational Studies at the Open University. For correspondence, radio, television, tutoring and counselling, self-teaching groups, starting links between students and teachers, and for students. I'm sure that if we thought sleep-learning had a place in the Nine-ties, I'd be using that too," says Prof. Swift.

Prof. Swift, who has no regrets about teaching "conventional" universities, has come to question some of the basic assumptions of establishing academic life.

For one, perhaps the greatest: eye-opener has been that the "traditional university pedagogy is by no means sacrosanct. Teaching in university need not involve the idea of a specialist dispensing bits of knowledge to largely passive recipients. Nor is he impressed with a view of university as a "finishing school" for an elite sector of society.

It's like applying McLuhan to universities. The medium — the way the system works — becomes more important than what is taught.

Prof. Swift speaks with great enthusiasm about the potential of the OU and its place in the development of education. As he repeats the message with regularity — so far he has visited 16 of the evening meetings organised by the Faculty of Arts, at a graduation ceremony in Blackheath he said that the Open University in Wood Green had a place in the development of higher education. And he may force fundamental change in both the attitudes and methods of established universities.

He put his one most succinctly — and colorfully — before the 300 Monash science and medicine graduands on April 19.

Here, Prof. Swift argued that although the concept of "ivory tower" had changed over the last 20 years, it still remained.

Traditionally, Prof. Swift suggested, the concept meant that university life and learning was separated from the real world that surrounded it. Now, ivory tower derived from its "approach as a description of the theory of human ability which it imposes upon its juvenile neophytes".

The ivory tower involved an academic "ring of confusion" which was offered to entrants and denied non-entrants. It was erected on the theory that the pre-university system of education was a means of sorting and sifting academic talent.

"The ivory tower is the sole restriction upon our social role as teachers which follows from this restrictive theory of ability," Prof. Swift told the graduation ceremony.

At the social level the ivory tower operated as the major barrier to democratization of access to knowledge in the society.

"When I taught in a conventional institution, I had a model of myself as an academic who did his subject" before his student," Prof. Swift said. "I held it up before them on the assumption that it was good for them to have an academic mind at work on his discipline."

This was accepted by students with a widely varying degree of satisfaction.

But, said Prof. Swift, he was making an "unwarrantable assumption". The student's interest depended on the way in which he as the teacher conducted his task, and it was this level of interest which determined the student's ability. In sum, the exhibited ability of the student was a function of the quality of teaching, not of the student's own capabilities.

To Prof. Swift the student in conventional universities comes to believe the description of his ability that university life invents for him. The major unifying characteristic of most conventional higher education institutions is the similarity of their teaching methods, for example, a reliance upon unaided lecture method, an omission theory of the transmission of knowledge, and a curious belief that students will learn to retrieve knowledge for themselves if immersed in a smoke-screen of reading lists.

Standard pedagogy

As a consequence of the social arrangement of existing universities — their elitism and their intensive and compulsive use of labor — the pedagogy of universities has become standardised.

It raises the question as to whether these existing institutions can cope with the demands for knowledge that societies of the future will generate. Prof. Swift says no; the task is beyond them. It's like applying McLuhan to universities. universities We invent for him.

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"Trends in wealth, leisure and sensitivity to the environment — the growing revolution against irresponsible growthmanship, and a trend towards recognition that we must jointly work towards improving the quality of life — will inevitably lead us to recognise the need for open access to knowledge," Prof. Swift said.

"Those of us who teach in institutions of higher learning should look upon the proliferation of open learning systems as not so much a threat to cherished academic values, but more an opportunity to share them with the rest of society."

He says that a writer who has no regrets about teaching "conventional" universities, has come to question some of the basic assumptions of establishing academic life.

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Professor Don Swift

When Leonard French was receiving his honorary degree from Monash in 1973 he suggested that there should be painters and sculptors in residence on the campus, not to teach (they can't), he said, but to be seen working in a studio and to be available to discuss their work with members of the university.

It struck Philip Martin senior lecturer in English, that such an idea might be applied to writers, with the difference that they might be involved, as writers, in the teaching program. He and Professor David Bradley worked out some proposals which have been put to the Myer Foundation, and a grant has been made for a pilot scheme in 1976.

The Australian-born poet Peter Porter has already paid a one-day visit to Monash to give readings and discussions of his work. Longer visits are to follow and it is hoped that ultimately a writer may be resident on campus for an extended period.

This month two well-known poets, Gwen Harwood and Bruce Dawe, will be here, for the week beginning May 12. They will give a joint luncheon poetry reading and take part in the week's lectures and seminars for third-year Australian Literature students. The public reading will be on Tuesday, May 14, at 110 p.m. in H2.

It is hoped that a visitator later this year will be a young Australian dramatist.

May, 1974

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MONASH REPORTER
A LOOK AT CHINA THROUGH SCIENTIFIC EYES

Closer communication between Australian and Chinese scientists is advocated by Professor R. D. Brown, Monash Professor of Chemistry, who recently spent three weeks in China as a member of an official Australian scientific delegation.

"During the visit we made tentative plans for future exchanges of scientists," he says. "We would particularly like to see younger scientists involved in this.

"And we also felt it would be desirable if more Australian scientists were to study Chinese with the aim of improving the communication between our two scientific communities."

The nine-member Australian delegation visited China between March 18 and April 9 at the invitation of the Chinese Academy of Sciences, which, in effect, is the Chinese Ministry of Science.

Delegation members visited such major cities as Chongqing, Hanghai, Nanjing and Shanghai, and toured universities, scientific research institutes, schools, communities, suburbs and rural areas. They were also taken to sports performances, ballet and puppet shows, zoos, botanical gardens and observatories.

"Serious science did not begin in China until after the liberation in 1949, and we saw every evidence that they have made remarkable progress since then," says Professor Brown. "The research institutes we saw were equipped with up-to-date apparatus which the Chinese are manufacturing for themselves. The quality of the equipment was certainly comparable with what you would find in major Western institutions.

"Research is strongly mission-oriented — the emphasis is on the solving of practical problems. We saw no evidence of striking new developments in pure sciences."

The most interesting development in China remains the widespread use of science in disease control and in treating patients during operations.

"We saw two operations under this technique at major hospitals, and both patients were certainly fully conscious."

Dignified existence

Professor Brown says that in every major city he visited he was able to get away without a guide and wander around by himself, even in the poorer areas.

"I saw no real poverty," he recalls. "Everyone seems to live a dignified existence. The kids look healthy. The houses, even if they are crowded, are adequately and simply furnished and are well-dressed.

"All these are impressive things. My impression was that people are reasonably content with the present state of affairs. There was no evidence of discontent than there is in many areas of the Western society."

Professor Brown says he also found people to admire the honesty and morality of the people. "Things are safe to leave around — they don't get stolen. Even if you lose something you have every chance of getting it back."

The delegation also gained some fresh insights into the campaign of Confucian criticism which is raging while they were in China.

"It seems a crazy business when you look at it from outside China," says Professor Brown. "But you need to remember that the Chinese authorities see themselves as fighting the weight of hundreds and thousands of years of old Chinese tradition."

The Confucian heritage is part of this tradition.

The authorities seem to feel that periodic campaigns are necessary to overcome old traditions and stir the people out of apathy. Although there is still considerable enthusiasm for the aims of the authorities, the bulk of the population does seem to fall into apathy from time to time.

"So you get these periodic convulsions like the cultural revolution."

The delegation found that the people of China were regimented but that there seemed to be evidence that people were dedicated to the idea of working seriously for the future development of the country.

The ideas of "productive labor" were even carried down to secondary and primary school level, where children worked in the school's factory with their classroom lessons.

These factories were not mere demonstration plants. They were properly equipped for production work. Adults operated the machines and the school-children helped.

One result of this seemed to be that children in China found that settling into the work-force was a less traumatic experience than it was for some Australian children.

Productive labor

University students and staff were also required to spend part of their time in "productive labor" in communities or factories or in army service.

In its relationships with Chinese officials, guides and interpreters, says Professor Brown, the delegation found that "they didn't lecture us on politics."

He says: "They seemed to be willing to accept that we had different views. They would frequently mention Mao but didn't push Maoism down our throats. They were careful to avoid any situation that might lead to a head-on dispute.

"To be sure, there is no political debate in the Western sense within China itself, but officials put the view that debate in our sense of the word is a luxury that the Chinese, attempting radical reform in a gigantic country, cannot afford at present."

Party slogans

Party political slogans are plastered everywhere around the cities, the delegation found. "Of course it seems childish," says Professor Brown. "But then I have to think of the advertising posters around our own cities and you can't really think that what the Chinese are doing is any more childish than that."

On the question of Chinese-Australian relations, Professor Brown comments: "The Chinese like to make speeches, and everywhere we went officials would refer with approval to the establishment of diplomatic relations between Peking and Canberra."

"I believe it is important for Australia to have good relations with China, and I believe this will become increasingly important. China is rapidly becoming one of the most important nations in the world, if it hasn't become that already, and we will suffer more than they do if we don't maintain good relations with them."

Professor Brown will speak on his experiences in China in a lecture at Monash tomorrow, May 7 in R2.
## COURSE ON ABORIGINAL STUDIES TO START NEXT MONTH

A course in block Australian studies will be offered by the Centre for Research into Aboriginal Affairs. Undergraduates in any faculty may do the course.

It is a non-credit course but will be conducted at the level of a normal first year course.

Topics to be covered include:

1. The nature and function of prejudice and discrimination
2. The traditional Aboriginal social organization and its relationship to land: music (illustrated by records); language; religion and philosophy
3. Historical perspective in Aboriginal-white relations (use will be made of the work of personal communities now being recorded by historians)
4. Aboriginal identity in urban society, particularly in the traditional society, in institutions (mission or settlement)
5. Present-day situation of Aborigines involving Aboriginal education (early education); health, employment, legal position
6. Black self-determination; a Aboriginal autonomy; its development from 19th century to present-day Aboriginal institutions (Aborigines in community development - housing, medical, legal, etc.)

## Student travel exchange formed

A branch of an international organisation which provides overseas work experience for students with a technical background, particularly in science and engineering, has been set up at Monash.

About 130 students attended a preliminary meeting on April 24 and about 70 people have now formally joined the branch.

The organisation is the International Association for the Exchange of Students for Technical Experience (IAESTE), a non-profit student body supported by UNESCO.

Australian branches have already been set up at Sydney, Melbourne and NSW universities as well as at Monash, and several other universities are expected to follow later this year.

Students who go overseas with the help of IAESTE will work in salaried jobs for private companies in any of 42 member countries, mostly in Europe.

Jobs can be arranged for periods of a few weeks up to 18 months. Undergraduates and graduates are eligible. Travel expenses are not as yet provided.

It is hoped that the first Monash students will go to overseas jobs during the coming long vacation.

For further details contact Richard Presser on ext. 3277.

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## IN THE MAIL

### Student travel exchange formed

The Professorial Board's vote on semester is a move in the right direction. Replacing a year divided into four parts by one divided into three does bring us closer to the semester system which the one experimented with at Monash last year.

It is hoped that the move will be made in the Assembly of Gods that they know what is best for us all in the Australian Vice-Chancellors' Committee which claims it is introducing a nationalistic framework.

### Undergraduate studies in Aboriginal Studies

Dr. Richard Presser, secretary, has been delivered (by caesarian section) of a problem of unusual proportions. In fact, the problem seems to be a problem of unusual proportions.

The course, which began on June 4, is a problem that is a problem.

### China exchange plan

Griffith University, Queensland's new university due to open next year, is planning an exchange of staff and students with universities in China.

Preliminary plans were held late last year with Chinese university officials. The chairman of the Griffith board of trustees, Mr. T.C. Bray, the vice-chancellor, Professor John Willeit, and the head of Griffith's international office, Professor Ho Peng Yoke, visited universities and officials in China.

Griffith is hoping to send students to China for three months during the summer vacation.

### Coursework masters

Queensland University this year has introduced a series of masters degrees which will be done largely by coursework.

Research will form only a small part of the required content. Applicants with a first class honours degree will be eligible for entry.

The course work masters' degrees to be offered in 1974 are science studies, philosophy, mathematics, education, economics, educational administration and studies, engineering science and studies, law, public administration, surveying, and urban studies.

### Books wanted

Books, magazines and records are wanted urgently for a books sale to be held at Wilsons, Melbourne University, from July 15 to July 22.

The fair, which will open from 9 a.m. to 9 p.m. daily, is in the courtyard of the University's school of science and technology.

Articles for the fair can be collected in donuts and sandwiches at Avenue 12, Bostock Rd., Hawthorn, 11 3424.

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### NEWS FROM OTHER UNIVERSITIES

**Careless women wanted at INU**

'I want some women who don't wear bras'. Miss Rinec announced in the staff centre the other day, 'to feed my mice'. As Mr. Rinec is supervisor of the John Curtin School of Medical Research's Animal Breeding Establishment, it was clear that a problem of unusual proportions had been encountered.

The scene of his conundrum is the JCSMR's brand-new specific pathogen-free animal laboratory. Already the first batch of germ-free mice has been delivered (by caesarian section) to avoid contamination and soon is to be taken, in a sterile plastic box, which will pass via a isolator, to the utterly sterile new SPF facility. There they will be of great interest and value to scientists of several of the Research School's departments, including Microbiology and Immunology.

Later they will be joined by equally germ-free platoon of rats. Producing rats and mice of such bacterial purity, however, is only a part of the problems of Mr. Rinec (and of his chief, Dr. John Smith).

In addition they must provide human attendants for them. As the SPF laboratory consists of five chambers, they need five staff members. In point of fact they have them — but there is a problem.

People who attend the permanent equipment in the SPF facility must be as sterile as their charges. As a result staff members (and they tend mainly to be women) entering the laboratory must first of all go through a procedure reminiscent of entering a space ship in a not too clean environment. First they exchange their outdoors clothes for a gown, then an inner chamber where they are thoroughly showered and disinfected, then dress again in sterile clothing provided by the JCSMR. And there is the rub.

For while women's panties can be purchased in disposable varieties, trousers cannot. And all clothes that are not disposed of must necessarily be sterilised before they can be used again. This means they must be able to stand up to temperatures of 130 degrees Celsius for a period of 60 seconds.

Brass cannot! The heat does something to the elastic which is a necessary part of them. A bra that has been through 130 degrees Celsius is a bra no longer. Hence Mr. Rinec's problem.

In this era of women's liberation, it would seem he has no difficulty. And indeed, some members of his staff have indicated a willingness to work brass for the sake of the mice and rats. Others have their reservations. Mr. Rinec has his too.

—From the A.N.U. Reporter.

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May, 1974

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MONASH REPORTER
By way of reform, attempts had been made to give more emphasis to student-run or seminar-type teaching. But this was not only for the mental dullness of the older professors, it also ran up against the resistance of underaged and uneasy accommodation departments with large enrollments.

However, in isolated cases, real progress had been made thanks to young and enthusiastic teachers, mainly in the lower ranks of the academic hierarchy.

Worth meditation

Professor Barko said that although there was little to learn from the French example, except in a negative way, there were four areas worth "meditating on":

- The serious effort since 1968 to make inter-disciplinary co-operation possible. The new academic structure seemed more open and flexible and allowed more chance for experimentation than in Australia.
- The interesting and, in many ways, admirable legislation on "continuing education" which has become a right of all citizens, and, in enterprises of 10 staff or more, the financial responsibility of the employer. Unfortunately, the legislation looked upon continuing education essentially as vocational retraining, and it also neglected the educational apparatus needed to support it.
- The fact that teacher training will, in the future, be carried out simultaneously with the final year or years of the degree course.
- The great importance being given to foreign language learning at all levels and the study of foreign cultures. All faculties in France, including science and medicine, have made the study of foreign language compulsory in one of the two foundation years of their curricula.

Short-sighted

On this last point Professor Barko commented:

"I believe that similar attention is paid to foreign language study in Africa, Asia, South America and Canada.

But in the last, the prevalence of foreign language teaching in Australia and the United States appears to be short-sighted, anachronistic and pro-vincial phenomenon which cannot fail to put students with non-English brains at considerable disadvantage and in clear cultural inferiority."

Opinion awakened

Professor Barko said that the awakening of French public opinion was without any doubt due to the Government's decision to take the dispute to the International Court of Justice at The Hague. The outcome of the proceedings was of secondary importance, but the whole matter could no longer be ignored.

"Almost all French people we spoke to expressed their disappointment with the government's stand, which they saw as more important than moral grounds or because they feared that the French might have no doubt large sections of the population would not get the news views actively" by their silence.

"The price however, will be paid on the nuclear tests — which is out of the question since this is a minor issue in the eyes of the French, because the impression is that the tests would be condemned by a comfortable majority."
The State College of Victoria
a case of what’s in a name

The State College of Victoria began nine months ago, giving Victoria a distinct third stream of tertiary education. In this article, especially written for the Reporter, SCV Vice-President, DOUG McDONELL, discusses the State College's objectives and its implications for the future.

Many people find our name confusing — because it does not immediately convey the situation that the State College of Victoria is a system, not a single institution.

The SCV is a federation of colleges which traditionally have turned out most of the teachers needed by the Victorian school and preschool systems. There were 13 colleges. But the two smallest — the Larnook Teachers College and the Training Centre for Teachers of the Deaf — were combined with the former Monash Teachers College to produce a more viable institution.

So now there are 11 constituent colleges, with their administration coordinated from a central office at the picturesque and historic 'Invergowrie' homestead in Coppin Grove, Hawthorn.

Geographic location

The name of each college includes the prefix "State College of Victoria." Nine of them are located in Melbourne and its immediate environs. The remaining two — the former Melbourne Kindergarten Teachers College at Kew, now known as the SCV — Institute of Early Childhood Development, and the former Melbourne Teachers College at Coburg, now known as the SCV — Institute of Colleges — are in the two outer suburbs. Because the three-in-one college has no single geographic location — it has campuses in three different Melbourne suburbs — it is called the State College of Victoria, Rutherford, to perpetuate the name of a well-known 19th century Australian educationalist.

This new stream of tertiary education, which has no parallel in the other States, came into being July 1, 1970. Eight months after it was passed by the State Parliament, the State College of Victoria Act was proclaimed.

The SCV's key objectives, laid down in the Act, include:

- Developing and improving the constituent colleges. This task is already under way as a result of the injection into the system of large amounts of Commonwealth funds.
- Producing the establishment of new SCV colleges. One such institution — the College of Special Education — is specifically for teachers of handicapped and gifted children — has been recommended by the Minister for Education.
- Assisting and encouraging the constituent colleges to develop their programmes and resources and to improve their standards.

Degrees awarded

Significantly, the Act provides that one way in which the last objective will be met is through the award of degrees. And the recognition of new nation-wide course accreditation schemes, SCV degrees will rank equally in every respect with degrees granted by any Australian university and the colleges affiliated with the Victoria Institute of Colleges.

Contrast that with the position which prevailed as recently as March. Under the old system, the State and Federal Governments had set up institutions, each with its own curriculum and courses, which were not necessarily designed to meet the needs of the nation.' The student had to work his way through a four-year higher diploma course undertaken in a teachers' college.

The State College of Victoria is now formulating plans to make four years necessary for all teachers, and to do away with the distinction between primary and secondary teachers at least in the early years of their teacher education courses.

If the SCV's establishment means Victoria will in future have a greater number of better-quality teachers, who have received their professional training in improved surroundings tailored to their specific needs, those who benefit ultimately will be the State's school children.

Charter broadened

In addition, the SCV Act broadens the charter of the former teachers' colleges in three important ways:

- So that they can offer courses in the arts, humanities and sciences to people who want to pursue a career other than teaching;
- So that they can extend the range and scope of their external study courses — a development of importance to all Victorians, especially those living outside the metropolitan area;
- So that they can open their doors, outside normal hours, to the general public by offering adult education courses.

Only a small percentage of the 11,210 students undertaking courses in SCV colleges this year, our first full year of operations, plan to work outside the teaching profession. The courses they have undertaken will fit them for vocations in social welfare, librarianship and in recreation and leisure — a field in which both the State and Federal Governments have set up ministries, establishing a demand for specially-trained personnel.

This trend away from an exclusive orientation toward teaching is expected to increase as the SCV system and its expanding educational program, becomes better known.

The extension of external study courses will mean that teachers anywhere in Victoria can upgrade their qualifications without having to travel to tertiary institutions in the city. And members of the public will be able to undertake tertiary studies of their choice, at times convenient to them, in their own homes.

The long-range implications are enormous, and could even lead to the creation of an "open university," with correspondence courses backed up by material beamed into the students' homes by radio and TV. I intend to make a detailed investigation of latent developments in this area — particularly California's exciting "Thousand-Mile Campus" concept — during a working visit to the United States in June and July.

In the field of adult education, the State College of Victoria at Coburg has already made a start, with courses in art and music which began in March. The courses are designed to give adults an opportunity for personal development and to exercise their artistic interests. Applicants for enrolment did not have to meet any set educational qualifications, and the courses do not lead to any formal award.

These are early and tentative steps, and the future will see many more. But they indicate clearly the new directions of the former teachers' colleges and the significance of the SCV system for the whole Victorian community.

ABOVE: "Invergowrie," in Hawthorn which houses the SCV's central office. The house is believed to have been occupied first in 1851.

RIGHT: Douglas McDonell, the SCV Vice-President.

BELOW: The first and only male student at the SCV Institute of Early Childhood Development in Kew is Russell Willis. Here he helps three of the 500 female students at the institute distribute the student newspaper. The Institute was formerly the Kindergarten Teachers College.

PHOTO: Public Relations Section, State College of Victoria.
THE REPORTER COLLECTION

It is now more than 17 months since The Reporter brought to public view some of the lighter moments of the weightier councils of the University — the doodles and sketches left after meetings of the Professorial Board and various committees. This month we publish a selection of the works of art that have accumulated in that time...

STUDENTS IDENTIFY PLANTS

Monash botany students are contributing to a more complete classification of plant life in national parks in Victoria.

Their work ultimately will help park visitors to a wider knowledge of the plants they see around them but may have trouble in identifying.

In one Botany project, four second-year students worked under the supervision of Dr. T. P. O'Brien, Reader in Botany, in collecting and identifying the flowering plants of Churchill National Park. During the Christmas vacation, the students, pictured from left to right, Jenny Powell, Jan Aldenhoven, Louisa McMillan, and Boyd Wykes, gathered a variety of herbs and grasses and then worked at the Monash Herbarium to identify them.

They identified 191 species, and returned these to the Churchill Park Ranger, Mr. Bill Garner. A further 70 specimens await identification.

"School children by the hundreds come to the park as part of their school biology courses and the absence of an identified reference collection of the plants was a considerable handicap," says Dr. O'Brien. Mr. Garner plans to identify trees and shrubs.

Eventually, he says, it is hoped that the Monash material will help in the production of trail guides and visitors' handbooks for Churchill and the setting up of an information centre for visitors.

Photo: Bruce Fuhrer.

May, 1974
THE UNCULTURED FUTURE

In its recent production, the Monash University Musical Theatre Company moved away from its traditional field of musical comedy into the world of rock musicals. This particular one, "Cult," was written by people from Burwood Teachers' College.

Its basis was life in the future—in this case the teachers' college people saw a city with a dome (for protection from the pollution outside), computer programmed babies, and women, having shed the burden of child birth, were in school.

The show ran in the Alexander Theatre to good houses for eight nights until last Saturday.

MUMCO's look into the future would have been greatly improved if the leading lady had had a few singing lessons and if the leading man hadn't forgotten his lines—even at the back we could hear the odd prompt on opening night.

Ironically the reverse was true. The man, Gary Payne, had a pleasant voice; the lady, Robin Joy Fleming, had a breath, confident stage presence. But she had no voice control.

The production itself had some elementary mistakes:

- Why dress the leading lady in white in front of a white background in the first half, and have her in red in front of an orange curtain in the second half?
- Why have prolonged periods when nothing is happening on stage?
- Why hide the best part, the music and musicians behind the back curtain? To have brought them to the front of the stage would have provided the opportunity for more color and action.

In short, the production needed a good deal of tightening. It moved in fits and starts with light cues missed, comedy lines badly spoken, and disjointed choruses.

The sets were uninspiring and did not capture the 2001 plus nature of the show.

For all that, it was good to see the students attempting something a bit different and the large cast of 40 seemed to enjoy the night, except, perhaps, for the leading man.

I.A.

RIGHT: The two leads, Joan (Robin Joy Fleming) and the handiapper (Gary Payne). Photo: The Sun.

BELOW: The Outlanders, the people who attempt to overthrow the rulers in "Cult"—world of the future.

Films, music in two programs for children

Both the Alexander Theatre and Robert Blackwood Hall are planning fall programs of entertainment for children.

The Theatre is extending its Saturday Club which was introduced last year to provide weekend entertainment for children in the Monash area. This year the club will cater for two age groups—6 to 8 and 8 to 13.

The program for the younger age group starts on May 18 with a comic play presented by the Monash Players. There is also a film on June 22, a program of songs, stories and poems with the Players' Caravan on July 20, and puppet theatre on August 3.

The series for the 6 to 13 year-olds started on April 27 with a concert of Australian folk music. On June 8 there will be an introduction to jazz with Melbourne jazz musician Frank Traynor on July 8 a film, and on August 17 a performance by Ballet Victoria.

Membership of the Saturday Club is open to both children and adults at 34 each. Non-members may attend any session if seats are available.

Robert Blackwood Hall has circulared all schools in Victoria telling them about a series of day-time concerts to be presented in the hall. Replicas have come from schools in Gippsland and in central Victoria as well as from schools in the northern and western suburbs.

The series will begin on June 3, 6 and 9 with a five program of Indonesian performing arts with members of the Monash Department of Music.

The other concerts will be on July 30, August 20 and 22, September 17 and October 8 and 22, with performances by the Australian Youth Orchestra, the Melbourne Youth Orchestra, the Queensland Youth Orchestra, the Sydney Youth Orchestra, and the Melbourne Symphony Orchestra.

May vacation films

The Monash Women's Society and the Alexander Theatre Guild are combining to present a week of family films during the May school vacations. The films will suit children of all ages from 5 to 12.

The films will be in the Alexander Theatre at 2 p.m. each day from Monday, May 20 to Friday, May 24. Prices are adults $1 and children (under 15) 60 cents.

Seven classic Soviet films coming to Monash

A series of seven classic Soviet films will be shown over the coming months at Monash by the Department of Russian.

The films, which have English subtitles, are as follows:

1. 'Destroy a Man'—HI, 7.30 p.m., Thursday, May 8. Made in 1960 and based on a novel by Sholokhov.
2. 'Baltic Deputy'—HI, 7.30 p.m., Thursday, May 15. Directed by Yosef Heifitz. Set in the early days of the Russian Revolution (1917) it is the story of a scientist who becomes involved in political conflict in Leningrad. Nikolay Cherkassov was widely acclaimed for his portrayal of the scientist.
3. 'Peter the Great'—HI, 7.30 p.m., Thursday, May 22. Directed by Yosef Heifitz. Set in the early days of the Russian Revolution (1917) it is the story of a scientist who becomes involved in political conflict in Leningrad. Nikolay Cherkassov was widely acclaimed for his portrayal of the scientist.
4. 'Ballad of a Soldier'—HI, 7.30 p.m., Thursday, June 8. A recent Soviet anti-war film with outstanding setting and photography.
5. 'Resurrection'—HI, 7.30 p.m., Thursday, June 15. Based on a novel by Tolstoy. The film, like the novel, depicts Tolstoy's Christian dominated philosophy of life, his struggle between the 'Natural Man' and the 'Ideal Man', and between body and soul.
6. 'Hamlet'—Alexander Theatre, 7.30 p.m., Tuesday, July 23. An award-winning masterpiece of Neo-Realist cinema.
7. 'The Idol'—HI, 7.30 p.m., Thursday, August 1. The film which has also won several awards, is based on a novel by Sholokhov. More details from Joseph Zayda, Russian department, ext. 2253.

MONASH REPORTER
The book will contain full-color illustrations of the 50 to 60 known species of this exclusively Australian genus, with supporting scientific description.

Professor Martin Cann, head of the botany department, is directing the enterprise, which is expected to attract attention around the world.

Mrs. Rosser, whose work has been described by Dr. H. E. Echler, of the Canberra Botanic Gardens, as "both botanically and artistically most important," expects to take up to 300 hours on each illustration.

**Government's grant helps student project**

Monash student research activities are gaining increasing attention in the wider community, with water-colors, they are becoming more and more prominent.

The Public Interest Research Group (PIRG) has recently received a grant of $2,000 from the Australian Government for its Dandenong Ranges environmental study.

Melbourne newspapers have already shown considerable interest in the findings of the Dandenong study. Headlines have reflected the groups initial press releases of its view that the study shows that various official policies are seriously endangering the future of the Dandenongs as a major recreational area for Melbourne people.

Government does have a plan, the Premier, Mr. H. F. Healy, told them, that the State Government does have a planning policy for the Dandenongs, with the Board of Works as the controlling authority.

But, said Mr Healy, if the Monash report showed that the State planning for the Dandenongs was not working then the government would have a look at something else.

**Open University**

**Continued from page 1.**

And how does Prof. Swift think universities will react to his call to open the floodgates. Will they see a lowering of standards? Will their role be so modified that there will no longer be institutions of academica excellence?

First, he vehemently denies that the Open University represents a lowering of standards. On the contrary, by educating more people you are raising the general standards of the community.

We are producing and/or discovering a small proportion of students who are very brilliant. These people who could not go through a traditional hoop into university at 18 and we are now giving them a chance.

"The OU is not neglecting the geniuses — if you broaden the base you will get more."

The OU does not award just a pass degree. There is also an honors degree, a master's degree and a Ph.D. The abstract of the graduate work is done under a supervisor, not by course-work.

**External examiners**

Second, the fact that the OU holds examinations ensures high standards. The marking is supervised by external examiners, always senior academics from other universities.

But, on this point, why does the Open University, an expression of a possible major trend in education, find a place for examinations? The short answer, says Prof. Swift, is that the Open University requires it.

"It is absolutely vital that the OU, for the good of its students, establishes high standards in examinations which other universities can do. I believe we have at least equal academic standards."

And Prof. Swift can see no reason to abolish examinations — as some radical theory would suggest — unless there is a complete change in the society. Just to do away with examinations would mean a different form of social sponsorship where those who were accepted into the various levels of higher education would be those who agreed with the school of thought of the teacher.

Finally, on the question of standards, Prof. Swift says the OU has been accepted into the education system. No institutional rivalry has developed because the OU is an independent university directly funded by the government; it does not have to depend on the grants committee, the British equivalent of the Australian Universities Commission.

Indeed, Professor Swift claims, the OU is beginning to have an impact on other institutions. Its textbooks, their content and their presentation, are causing a good deal of interest. The educational ideas of the OU are being disseminated through the system as many of its tutors are from other institutions, it has consultants from established universities and its students are going to a variety of universities for post-graduate work.

One last thought: Prof. Swift's Open University experience has given him faith in the committees system. "We have a team of people from various areas getting together over two years to produce a course — it involves people from television, academics, administrators, designers, editors and others. They criticise each other and they bring out a very good final product."

**HELP FOR BLIND**

The Monash Library urgently needs more tape recorders for its readings-for-the-blind program.

For its five blind users this year (compared with two last year), the library wants to borrow three machines: four-track, reel-to-reel, with reading microphone. The make of the equipment doesn't matter.

Any owner willing to lend a recorder of this type, even for a short time, is asked to get in touch with Mrs J. Fernando in the Reader Services Department, Main Library (ext. 2975).
SCHOOLS' COMMISSION CHIEF WANTS MORE DIVERSITY IN EDUCATION

The Australian Schools' Commission would like to see greater diversity in Australian schools - diversity in both the conc 0ept of a school and in approaches to the curriculum.

The commission's chairman, Dr. Ken McKinnon, said this when he spoke at Monash last month in the third of a series of public lectures, organised by the University's Faculty of Education, on aspects of the Karmel Report.

Dr. McKinnon, the former director-general of education in Papua New Guinea, replaced Professor Karmel himself as head of the commission, which was set up as a national planning agency in the wake of the report. Talking of the problem of future diversity in Australian education, he admitted, 'we are not yet aware of the extent to which these changes can be achieved within the national framework of government systems.

Present zoning policies, for instance, remain a barrier to diversity. The necessity to stretch resources to the utmost had made zoned enroll ment in schools, without the right of enrolment in a different school, the norm of Australian government education. The zoning could be removed it would be easier for schools to develop an individual philosophy and for parents to find a school congenial to their children.

'It is both possible and timely to abolish zoning,' said Dr. McKinnon. The high s of children in a suburban locality could be safeguarded by guaranteeing them first right of enrolment at local schools. Those unhappy at the neighborhood school could have an opportunity to enrol in any other school which had room. There would be difficulties in the initial phase of setting up new arrangements but these could be overcome.

Zoning - like the teaching of children in a natural group - was in fact an entirely cultural lag from the depression mentality.

One of the more promising lecturers, Dr. McKinnon called the Schools' Commission a 'serious beginning of the two most salient outcomes of the Karmel Report.'

The report had listed the level of educational discourse in Australia. The report was a stimulus to the commission. It had created a permanent body that would be able to plan the teaching of the longer time horizon, creating a mainstream of desirable development.

He gave this warning: 'Some of the state agencies are not sufficiently committed to the concept. They are the ones not committed to more modern methods of teaching.'

In speaking of the need for improved communications between the commission and the State governments, Dr. McKinnon also attacked what he called a serious lack of communication within systems.

He gave this warning: 'Some of the state agencies are not sufficiently committed to more modern methods of teaching.'

In the area of funding for non-government schools, Dr. McKinnon said that the financial support for Catholic schools was appreciated but not sufficient.

One of the trickiest areas was the commission's position on the Karmel Report. Dr. McKinnon and his commission had launched the project 'to look at the spread of school systems."

"The commission would wish to be assured that the neutral helpful body concerned with children and schools rather than politics. But it was too much to expect that trust could come overnight. It had to be a long process, a holistic approach over a period would achieve the best result.

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Dr. McKinnon, who spoke on April 27, is the first in a series of three public lectures, which is organised to provide the first public academic discussion of the Karmel Report in Australia.

Mathematics lectures

About 180 students attended each of the first two in a series of Monash lectures on mathematics for secondary school students. The first lecture, given by Dr. A. J. Wawer, is the first in a series of three public lectures, which is organised to provide the first public academic discussion of the Karmel Report in Australia.

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Universities and colleges: Comparing the climates

Important differences existed between university and college education, the Vice-Chancellor, Dr. Matheson told a recent degree conferring ceremony at the University of Melbourne.

Once, he said, it was a unique characteristic of universities that they were the sole degree-conferring institutions. Now this authority had been extended, in Victoria, to the Institute of Colleges and to the State College.

It was not meaningful to inquire whether one degree was "better" than the other.

But it did seem important that the holder of each degree should be known to have been educated in the same kind of intellectual climate, clearly distinguishable from the climate of the college area of tertiary education.

The simple words could be used to describe these two climates, the words were "inquiry" for the universities and "practice" for the colleges; these words reflected the philosophies of the two systems, as they had developed over many years.

Those systems were now very complex, with increasing diversity within each system. It was hardly surprising that there was overlap, but Dr. Matheson added it was not the intention of university work with the more investigative end of college work.

ENGINERS CAN IMPROVE THE QUALITY OF LIFE

It was not entirely fair that engineers and other scientists should be made the scapegoats for the social and economic ills which, in the present day, development, the Deputy Chancellor of Melbourne University, Mr. Ian Langlands, said at Monash last month.

Mr. Langlands said it was now widely recognised that in society's successful and praiseworthy efforts to improve material standards of living there was no chance to neglect social and environmental problems.

But the engineer was a servant of society in that his way of thought related to the problems of the time. As such, only fairly recently had society reached a stage when, in the words of the engineer, "we can afford to reduce our present emphasis on growth and production and devote greater attention to improvement in the quality of life.

Now the society itself had admitted that a problem existed, said Mr. Langlands, it was up to the engineer, among others, to find practical ways of dealing with it.

Finding such solutions would be possible but would require professional skills of the highest order and a recognition of the need to keep learning, values which were intangible but still very real) constantly in mind in making engineering decisions.

Emeritus Professor J. Nell Grenthe, head of the Institute of Doctor of Engineering during the ceremony, celebrated the 50th anniversary of his appointment to the first chair of metallurgy at Melbourne University, a position he held for 21 years. He was Dean of the Faculty of Science at Melbourne from 1960 to 1966.

But in his speech, he warned against what he called "the present emphasis on growth." He said, he was leading to distressing conditions in which the intellectual development of the modern generation would need to work to a develop a working philosophy to make life good for the majority.

Almost 324 graduates received degrees in engineering and law.

Footy success

Monash last month did well in inter-varsity matches, holding two teams on the same day the University defeated both La Trobe and Melbourne.

Monash and La Trobe competed for the Ellis Perpetual Trophy. The trophy was donated this year by Doug Ellis, deputy warden of the Union.

At the last minute Doug coached the Monash team to a 52-point victory, 14-12 to 6-8, "I retired as coach one minute after the final bell," Doug said.

In the other match Monash and Melbourne competed for the Cowan Trophy, donated by the late Mr. R. W. T. Cowan, warden of Trinity College from 1945 to 1964.

Monash were easy winners, 40-23 (135) to Melbourne's 9-15 (67).

Both games were played at Monash.

Counsellors plan group discussions

The Student Counselling Service is planning a series of group discussions for students who think they will benefit from the experience of talking with others.

The counselling office is currently determining the demand.

"George Cally, head of student counsellors, said that last year five groups were organised.

But he said the demand appears to be greater; so, for the first time, he has been advertising the groups in the Union "Daily News.

The groups will begin early this month.

According to the paper issued to students who show interest, there will be seven different groups. They are described as follows:

- "Basic encounter or sensitivity group: Participants are encouraged to assume an open and honest in a group setting, that they will express in assertive statements their personal perceptions and social opinions and to listen to others.

- "Study groups which will focus on common difficulties students experience in concentrating on their studies and in working efficiently.

- "Relaxation classes: For students who are tense and anxious and worry about exams.

- "Discussions groups: For students with similar interests to meet and talk in a lively atmosphere.

Further information can be obtained from the Student Counselling Office, 1st floor, Union.

GETTING FIT

The Monash Sports and Recreation Association has asked senior physical education students from Rostern State College of Education to devise a fitness program for all interested staff and students. The Readers will be in the weight training room, under the sports pavilion, from 9 a.m. to 11 a.m. each Monday. They will offer advice on individual weight training programs and on physical fitness programs.
**Diary of events**

**MAY**

1. **Lecture** — "Music and atolling in Renaissance art," by Margaret Plant, School of Art, RMIT. Sponsored by Department of Visual Arts. 1:15 p.m. Admission free. Inquiries: ext. 3111.

2. **Lecture** — "Osmosis in the skin," by Prof. G. B. Yeo, Centre for Research in Molecular Biology, RMIT. 1:15 p.m. Admission free. Inquiries: ext. 3111.


4. **Film** — "The Colossus of Milos," by Prof. K. J. Yule, Department of History, RMIT. Sponsored by Department of Visual Arts. 1:15 p.m. Admission free. Inquiries: ext. 3111.

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