Ruth the rock hound gives her 'gems' to Monash

A Kew woman will leave her mineral collection, built up over more than half a century and now considered one of the finest in Victoria, to the earth sciences department of Monash University.

Retired secondary school teacher and inspector, Ruth CouI..D, decided to leave her collection to the Department after discussing with second-year student, Allan Pring, at the Waverley Gem Club.

The collection, in two parts, consists of about 2000 miniatures and 3000 larger specimens.

It is as Ruth says, "reasonably scientifically grouped" according to the Dana system, and is presently being re-catalogued.

She is donating 1000 specimens to the University immediately. They are what she calls, "good student working material".

"Students can lump on them, chew them, eat them, do what they like," she says.

Her collection consists of minerals gathered personally or by trading, from throughout Australia and the world. It is very strong on Broken Hill material but there are pieces also from as far away as Mexico, Madagascar, Brazil and Britain.

Ruth's scientific appreciation of minerals gained chiefly through self-motivated study — springs from a refreshingly emotional source.

She says: "I love their color and texture. My father was an artist. I have no artistic ability but I think I have inherited his love of color."

"In minerals I find a dream world." "I can be exhausted, frustrated, sick to death with things, but when I get amongst my minerals and play with them, pet them, I unwind totally."

"Like gardening"

"It's like the gardener who relaxes merely by having his fingers in the soil."

She supports her interest in minerals with a study of the history of Australian mining.

Ruth started her collection when, as a 10-year-old grade six pupil, she found a "wonderful green piece" in the playground of Flemington State School, No. 260.

It was identified by the Assay Office as no more than furnace slag but she was compensated for her interest with a gift of 20 to 30 specimens kept on the family breakfast tray, "much to my mother's consternation."

Her collecting was aided in younger years by two apprentices in her father's engineering business, also interested in rocks. She had greater opportunity for personal collecting when she shifted to the country as a teacher in 1889.

Ruth is believed to have been one of few female collectors until recent years and admits to having encountered some rather bemused males through the years.

"Collecting rocks was considered just a little unadulterate," she smiles.

"I can remember my father, and I loved him dearly, deciding that a book on birds would be better suited to a girl than a book on mineralogy which I had set my heart on as a birthday present," she says.

In a bid to prompt other private collectors to leave their collections to the University also, Ruth (an exceptional girl) said: "I can't think of a better opportunity for endowment made to Monash University by Mr O. A. Mendelsohn with the aim of "promoting the study of humanism, materialism, positivism, and other effects of the application of the scientific attitude to human affairs and thought generally."

Admission to the lecture is free and open to the public.

Sir Mark Oliphant to give Monash university this month.

The title of Sir Mark's address is "The Arms Race and Morality". He will deliver it in the Alexander Theatre on Wednesday, March 16 at 8.15 p.m.

Chairman for the evening will be the University's new Vice-Chancellor, Professor R. L. Martin.

The vote of thanks will be moved by Emeritus Professor D. H. Monro, foundation professor of the philosophy department who retired at the end of last year.

Chairman of the Oscar Mendelsohn Lecture Committee is Professor Peter Singer, who last month took up a new chair in the department of philosophy.

The Lectures are funded by an endowment made to Monash University by Mr O. A. Mendelsohn with the aim of "promoting the study of humanism, materialism, positivism, and other effects of the application of the scientific attitude to human affairs and thought generally."

"I can't think of a better way to link an interest to service. To know that the collection will go on being used after I am gone simply delights me."

NEW V-C STRESSES NEED FOR COMMUNICATION

Monash University has reached a size where a special effort must be made to keep open the internal lines of communication, the new Vice-Chancellor, Professor Ray Martin, said this week.

"There is a real danger that groups could become isolated and, in particular, that the administration could appear to become more and more remote from the other sections of the University," he explained.

Professor Martin was discussing his approach to his new job.

Efforts to avoid a communication gap must extend right up to his own office, he said.

"In the early stages of a developing university such as Monash, where the number of staff and students is small, there is a tremendous feeling of involvement as they solve the various problems that arise," he explained.

"In that situation, I think, there is a sense of being and a sense of single-mindedness which of course gets harder to maintain as the University becomes larger."

"Despite this, however, there remain well-defined lines of communication which should not only be kept open, but which should just as importantly be used."

"While it would be a great pity if a Vice-Chancellor became submerged in personal discussions with everyone who had an issue to raise, I nevertheless believe it is important that he remain reasonably accessible."

"If someone feels it necessary that
Why scientific progress has become a threat

The laisser-faire era of science was over and it may be time for moratoria on work in certain dangerous areas, Professor C. G. Weeramantry of Monash University's Law Faculty said recently.

Professor Weeramantry was delivering an address titled "Will Law Retard Scientific Progress?" at a seminar on Science, Technology and the Law held on campus.

He warned that scientists tended to ignore traditional legal principles by the progress of science.

"The development of traditional law built on the supposition that something was impossible becomes considered correct once technology shows that it is possible," he said.

Professor Weeramantry said that a "brink situation" arose in practically every scientific field. "Brink situation" is the term used to describe a stage where two or three more steps may take all mankind over the brink into an irreversible catastrophe. He mentioned, particularly, dangerous areas in atomic energy research, molecular genetics and genetic manipulation, manipulation of the human brain and the release of substances such as fluorocarbons and lead into the atmosphere.

He said: "If we are uncertain of the effect of any further progress in certain particular danger areas, is it not wise to apply the brakes, halt for a little while, assess our progress, make sure in what direction we are going and take our steps forward only when we are masters of the situation?"

Professor Weeramantry called for collaboration once the ground had been reached as to what legal and lay communities should do with their wisdom together and evolve best interests of the community.

He said: "Is it not the scientist alone who can decide this with the complete dedication to his subject, may still be insufficient by itself to guide the community. The lawyer by himself cannot guide the community because he needs the expertise of the scientist." "The lawyer and the scientist together cannot guide the community because they need feedback from the layman, and that is why there is this special importance in a getting together of these three elements."

Later Professor Weeramantry said "The layman would of course need to provide a heavy upsurge in scientific information, but eventually in a democratic form of government the decision must be his. His money is to be spent, his life is to be affected, and existing mechanisms are not adequate to carry his voice to the point of decision."

Peter Weeramantry said it could be argued that the scientist was as much a human being as anybody else and would not consciously imperil the human future.

"Undoubtedly the scientist is a concerned and dedicated human being, but there are times when all of us are prone and that is, when we are involved in some particular field of communication where the pace of the chase takes us further and further."

"The scientist involved in some particular sphere of activity would no doubt also be victim to this human tendency, which is necessary for him to be assisted in some way through an external assessment of the human and scientific impact of his work."

Professor Weeramantry spoke of the inadequacy of current legal mechanisms in handling the science that we now have.

As one example he quoted Professor Peter Brett's writings indicating that the law generally functioned on the basis of precedent.

"Yesterday's authority is today's law. But in science, yesterday's truth is today's error. And if we proceed on the basis that what was right yesterday is presently right but that what were given before, we may well be wrong today, and that which has been proved to be wrong, he said."

Professor Weeramantry said that the legal machinery needed to be changed.

"Here again it is a matter for lawyers, scientists and community to get together," he added.

He said: "There are many ideas that need to be discussed. The refashioning of legal mechanisms, of court structures, of governmental institutions needs debate and discussion. Perhaps an opportunity may be needed to be set up, empowered to bear disputes of a scientific nature which at present have no forum for their airing."

"There must be an international body called upon to continue some line of research which does not have their complete moral approval. They may be servants of a corporation or servants of a government department, involved in these lines that may arise against their grain."

"Should there not be some tribunal to which they can take their disputes, somebody like an ombudsman who can give a ruling upon the matter at hand."

"Is there a possibility of more international collaboration, seeing that there may be a line of research that may cross borders, and whatever is done in country A must necessarily affect country B? There have been sessions of international bodies to try to work out treaties like the law of the sea treaty. Might there not be an international cybernetics treaty, an international sonic boom treaty, an international, genetic experiments treaty, and that kind of thing?"

"And might there not also be international bodies of assessment that can survey the development of science and take it place in various spheres of science and assess them for their impact upon the community? These are all ideas that need consideration."

In particular there is a practical idea that was sponsored by U.S. Congressman Daddario who was in the forefront of ideas to put forward the notion of technology assessment boards. These technology assessment boards would involve the assistance of lawyers, laymen and scientists. Their main function would be to assess the potential dangers of the impact of technology before it was permitted.
Monash gets a Roman 'tombstone'

A marble plaque commemorating three children who died in infancy in first century A.D. Rome has been acquired recently by the Monash University Parents' Group. The inscription, which measures 12in. x 18in. x 2in., has its front surface cut to resemble a depresed wooden panel surrounded by a shallow lamb’s tongue mould and border. The lettering of the text is particularly easy to read and its form enables it to be dated to the first half of the first century A.D.

Costing $7650, the inscription was bought from the London dealer, Charles Ede. Since being excavated about 270 years ago it has been in Italian and English private collections. It travelled to England with the second Earl of Bessborough as a rather fashionable souvenir of his Grand Tour of Europe. Its original location, however, was what has been described as ‘a prime piece of sepulchral real estate, on the junction of the two main roads leading south from Rome, the Via Appia and the Via Latina.’

In first century Rome it was forbidden to build a separate tomb for a child under the age of thirty days. Trausius Pudens, who was married only six months eleven days, the second daughter of Pudens. The plaque was set up by three people, Gaius Trausius Pudens, his wife Caesia Veneria, and Gaius Trausius Asiatice who was almost certainly the father of Gaius Trausius Pudens.

Three children born to the married couple died in infancy: first, a daughter named Trausia Attica after the grandfather; a son named Gaius Trausius Pudens after his father; and, subsequently, another daughter who must have been born after the death of Gaius Trausius Pudens. That's as far as it was given the same name.

The first line of the inscription is an ancient formula for tombstones and memorial plaques. It reflects an old belief that the dead were minor divine beings with power to influence the living and, as such, had to be placated.

The inscription did not have originally what is now the final line but was set up for Asiatice and Trausius Pudens only. They may have died about the same time.

When a third child also died, the urn containing her ashes was put in the niche which already housed the ashes of her brother and sister.

To record her death the parents could have erected a separate memorial plaque, but this was not done, perhaps because they thought it apt that the ashes of their three children should share the same niche and there was insufficient space on the wall of the columbarium for another plaque.

Instead, the moulding which formed the lower frame of the inscription was cut away, not very expertly, and the stonemason then had enough space to make the necessary addition. It can easily be seen how the symmetry of the stone was thus spoilt.

The inscription is now on exhibition in the department of classical studies’ museum. It is seen as being particularly important for isolated part-time students, giving them an opportunity to meet like students during their limited time on campus.

Who helps the helpers while the helpers help the homeless?

That's a question lecturer in the use of English with the Higher Education and Advisory Research Unit, Gordon Taylor, may well have asked after perusing a recent invitation to a national conference on adult literacy, to be held in Canberra in May.

The invitation reads, in part: “In an endeavour to make a nationally coordinated attack on adult illiteracy, the Australian Council of Adult Literacy has arranged this Conference to enable a rational, organised attack to be launched.”

In order to make an attack the conference has been arranged to make an attack. Quite so.

After cycling around that, try the next paragraph: “We feel that it is essential that as many interested persons as possible attend, in order to ensure the administrative and methodological problems that will arise may have the benefit of our collective wisdom.”

Does that mean that administrative and methodological problems will only arise if many interested persons attend?

Says Gordon: “How can anyone concerned with ‘literacy’ sleep peacefully after publicly circulating this kind of English? God help the objects of their concern.”

“The conference has been designed to suit the preferences of various participants - and to provide a forum for the exchange of ideas between them.”

New offices for Credit Union

The Credit Union now operates a new office in the Celler Room.

The new office provides additional space for the Credit Union to serve its 1800 members.

For those unfamiliar with the Union building, the Celler Room is diagonally to the left when leaving the main wing of the building by the door between the men’s hairdresser and the small cafe.) The Credit Union soon will begin transferring members’ accounts to a new mini-computer. This will save time recording transactions, allowing staff to maintain traditional personal service to a rapidly increasing membership.

The Credit Union’s telephone extension (3196) remains unchanged.
Monash diabetes researcher honored

The diabetes research work carried out over the last 25 years by the professor of biochemistry at Monash University, Professor Joe Bornstein, was honored at a Diabetes Symposium held on campus last week.

Leading researchers in the field from throughout Australia and the world attended the symposium to pay tribute to Prof. Bornstein, and to discuss the development and direction of their work in the 50 years since the discovery of insulin.

In the final session, speakers foreshadowed possible treatments of the disease. These included the use of an artificial pancreas to measure glucose in the blood and transmit a signal to a miniaturised computer in the body, similar to the heart pacemaker, to pump insulin into the blood when needed; and the "biological approach" of transplanting islet cells from healthy donors into diabetics.

Two years ago that the diabetes research picture was far from as sophisticated. Then, it was commonly believed that all diabetics were people with no insulin. Yet, it was found, only a certain proportion of them responded to the injection of insulin.

Prof. Bornstein's work was iconoclastic and, thus, not immediately accepted by many. Time has changed that, however.

He started his research at the Baker Institute in Melbourne after the war and has since pursued it in England, the USA and at Monash, where he has been professor of biochemistry since 1961.

The key speakers at the symposium were Dr R. Levine (Duarte, Calif.), Dr. M. E. Krahl (Stanford, Calif.), Dr. J. Nerup (Copenhagen) and Dr K. W. Taylor (Sydney).

Diversity — that's the key to CCE in '77

There is no link between radiation protection and aquariums in schools. Except, that is, that both will be the subject of a conference or workshop to be conducted by Monash University's Centre for Continuing Education in the first half of 1977.

Such contrasting topics serve to illustrate the diverse professional, individual and community needs for which the Centre caters.

Other subjects for examination in short courses, conferences, seminars or workshops include on-line laboratory computer systems, urban hydrology, efficient reading for business, and computing and the law.

Special professional courses planned for teachers deal with such areas as HSC French and remedial teaching in the classroom, in addition to those aforementioned aquariums. A course for chemistry and biology teachers on the pharmacology of drugs was held late last month.

The first in a series of workshops in librarianship was held in February also. Five more are planned throughout the year.

Adult language classes, conducted by the Language Centre, begin early this month. Chinese, Dutch, Indonesian, Italian, Modern Greek and Russian are among courses being offered at two levels — for beginners and the more advanced.

For further information on the Centre for Continuing Education's activities contact ext. 3716.

Himalayas from the armchair

For those with a penchant for peaks, three films exploring the Himalayas will be shown at the Alexander Theatre this month.

Screening at 8 p.m. on Friday, March 18, and Saturday, March 19, the films are: 'The Living Goddess', 'People of Everest' and 'A Himalayan Journey'. From all descriptions it's highly spectacular. In fact, minus Crosby and Hope.
Sir Geoffrey Wilkinson discusses a student research project with Jill Be Araujo and Penny Corrigan.

British Nobel Prize-winner, Sir Geoffrey Wilkinson, visited Monash University recently and confirmed that laurels can rest heavily.

"Once you are awarded a Nobel Prize you’re expected to be a prophet," he said.

"It can be difficult." Sir Geoffrey, in Australia for the recent Royal Australian Chemical Institute conference, visited Monash to address its Chemical Society.

Before doing so he spent several hours on the 'shop floor', talking in the laboratories with students and staff about research projects.

While in Australia Sir Geoffrey has been quoted on the solar energy issue. He believes that solar power is the world's only long-range energy solution.

\[ \text{Sir Geoffrey Wilkinson} \]

\[ \text{MONASH REPORTER} \]

\[ \text{MARCH, 1977} \]
No Retrenchment on Loss of Study Leave!

It sounds incredible but these heartbreaking comments by students and members of staff. If progressive income tax were to be abolished and replaced with a proportional rate of tax, it would be a mistake to assume that the proposal and its implications are of no significance.

The radical proposal has been widely publicized recently in newspapers and on radio and television. The Victorian Chamber of Commerce has scheduled a seminar on the subject in March. While proponents of the abolition of the progressive income tax have been mainly concerned with the exacerbation of intergenerational wage-price spirals, reduced productivity, and unemployment produced by our present tax structure, it would be a mistake to assume that the proposal and its implications are of less than vital concern to the economic well-being of the community.

Prof. v. tutors

Table 1 shows the effects of progressive income tax on two income levels at opposite ends of the academic salary scale, i.e., of full-time and part-time tutors. It can be seen that, while professors cost 3.07 times as much to employ as do tutors, they "pay" 5.87 times as much tax and enjoy 2.26 times as much private spending power. However, we have also a tax cut for the community, via the tax imposed by its elected government, dictates that a professor is worth 2.26 times the value of a tutor, yet it tolerates the absurdity that the budgetary cost of a professor to the community is 3.07 times the cost of a tutor.

On the other hand it would be irrelevant to claim that social justice requires the "wealthy" professor to pay disproportionately more than the "poor" tutor, because in fact neither of these rates is a "correction" for the cost of expenditure. The pay-as-you-earn (PAYE) system of withholding income tax means that the vast majority of Australian workers never get their hands on the tax money in the first place. For most Australians income tax is something that makes its presence felt once a year in the form of a pleasant refund. The only true payers of income tax, in the sense of having to cover it as a budgetary expenditure item, are either employers of employees, or the self-employed.

When viewed in this light, progressive income tax is seen as a device which places the cost of employing the most skilled employees disproportionally beyond the means of the "poorer" employers in the community. In this sense it aggravates the difference between what the rich and the poor can afford in terms of goods and services, an effect which works in sympathy with selectively high taxes on high items.

We who are advocating replacement of progressive income tax with a proportional system are suggesting that the community should stop deceiving itself in the above ways. The whole range of incomes should be taxed at a uniform rate of 20 cents in the dollar (equal to the present average rate of taxation of all individuals) to ensure that Federal revenue remains unchanged and that taxes are levied in direct proportion to incomes. Since the government will be declaring that the rate of taxation is 20 cents in the dollar for all taxpayers, it must obviously apply the same rate to its own employees in the government sector, including universities. The last column of Table 1 shows how this can be done for professors and tutors without any change in take-home pay. Clearly, due to the fact that the two grades will be identical to the "worth" ratio.

Official figures

The benefits of such a proposal can be appreciated from a study of Tables 2 and 3. The raw figures for Table 2 are kindly made available by Mr B. Amies of the University's Salaries Office. They demonstrate that the cost (gross salaries) of funding the salaries and wages of all University personnel, full or part-time, for successive six-monthly periods commencing July 1974 and ending December 1976. The taxes deducted, as shown in Table 2 do not allow for end-of-year refunds and so there are small errors of quantitative detail in what follows; nevertheless one can safely draw some significant qualitative conclusions.

Maths warning to schools

Monash University's Science Faculty has notified schools that it considers HSC General Mathematics, unless passed at A or B grades, to be an inadequate preparation for successful study of the first year science subject, Mathematical Methods.

Mathematical Methods must be studied concurrently if first year Physics is the choice of their study. The second year subjects of Chemistry, Computer Science, Electrical Engineering, Physics, or any second year mathematical subject, are required.

CONDUCTOR NEEDED

The re-formed Monash Chapel Singers are looking for a "competent, permanent conductor". Any offers (or suggestions) should be made to Ron Keighley (ext. 2290) or Olive Hely (ext. 2100).

MARCH, 1977
The "worth" of the personnel expansion but mainly by wage rises. (Disposable income) has also increased steadily. Despite "tax cuts", but at a significantly slower rate than until the advent of tax indexation (July-December, 1976). The increased about by the interaction of progressive income tax with its own offsetting, the wages-prices spiral. Tax indexation has done nothing more than stop the rut.

On the other hand, if the proposal of proportional income tax were implemented, the percentage increases in the last three columns of Table 2 would always be equal: cost, worth, and income tax would always be tied together in direct proportion. If 20 per cent proportional tax were levied now while maintaining the disposable incomes of all Monash employees at $14,692 million per 6 months, then the saving in gross salaries would be $1.97 million, or $3.94 million over a whole year for this University alone. This should be contrasted with a notional savings of $15 million per annum currently being mooted if study leave privileges were to be withdrawn from all institutions of tertiary education.

However, the advantages of proportional income tax to universities and the community as a whole are not limited to a single shot benefit in the year of implementation. They continue year after year as shown in Table 3. This table examines what might have happened if proportional income tax had been implemented on July 1, 1974. The mean taxation rate is estimated to have been 18.7 per cent in that year; in the following year it rose to 20 per cent where it is now pegged by tax indexation. Table 3 is constructed on the basis of two further hypothetical suppositions: (a) the government explicitly announced an increased tax rate of 20 per cent commencing July 1, 1975, and (b) the budgetary increases in gross salaries followed the same percentage rises as in fact occurred according to Table 2. The disposable incomes of Tables 2 and 3 both start at the same level of $11.009 million. It is evident from Table 3 that the dollar saving in the cost of higher education at Monash alone would have now reached an accumulated total of over $8 million in the 2½ year period, and for the employees of Monash would have had an extra $1.2 million to spend.

Prospects for vacation and part-time term employment for students were reasonably good as long as their demands were realistic, Monash University's Student Employment Officer said recently. He is Ian Mason who is back on the job full-time this year after a part-time period, whereas the employees of Monash relative to Table 2 would have been created, but the intention is to show that introduction of proportional income tax will have two lasting significant effects much needed today: 1) it will diminish wage costs, particularly the cost of wage rises, and 2) it will reduce the pressure for wage demands. These effects arise from the constant high marginal rate of retention of income (80 per cent) in the hands of all employees under proportional income tax.

The particular advantage for higher education is that because tertiary institutions are "top heavy" relative to the national salary profile, their budgetary cost would be markedly reduced (e.g. $4 million per annum as of now for Monash alone). In times of economic stress and governmental cutbacks the political advantage of this can hardly be overstated. True, the budgetary increases of "bottom heavy" government enterprises such as transport and utilities will rise under proportional income tax (i.e., net government revenue and spending will not change), but these enterprises are not such attractive targets for governmental pruning as are universities and the like.

Moreover, it should be realised that the gross incomes requiring upward adjustment on adoption of 20 per cent proportional income tax are those currently under $8140 per annum. This is a fairly low figure compared with a basic wage of $6000 and an average full-time wage of about $5000. Large numbers of workers earning less than $6140 at present are either minors or employers. As neither of these categories involves any enduring social disadvantage it is not clear that they should continue to enjoy disproportionately large disposable incomes relative to their full-time adult colleagues. If progressive income tax was originally devised to tax the rich for the benefit of the poor, it seems now to be taxing the full-time worker for the benefit of the part-time worker.

The campaign to abolish progressive income tax is steadily growing in strength: university personnel should become aware of the immediate and long-term benefits of proportional income tax. This proposal will have for that costly political football — higher education!

Ian has planned a full program of interviews throughout the year with personnel managers of firms in the south-eastern suburbs in a bid to find more and interesting work opportunities. Usually jobs for females are housework, supermarket cashiering, child minding and, for males, laboring. Occasionally though, employment is available in study-related areas.

Ian works from an office near the University Union Building. His service operates on a register system and opportunities are listed on a notice board located in the same area.

He is eager to hear from anyone with "angles on sources of employment, however small" and can be contacted on ext. 3150/1.

Good prospects for student job-hunters' by Dr Brian Chapman

Supreme Court Prize awards

The Supreme Court Prize for Monash's top law graduates last awarded. Mr A. J. Marks, of Hawthorn, has been awarded the Supreme Court Prize for the best student in final year of the Bachelor of Laws course in 1976. The prize for the best final year Bachelor of Jurisprudence student in 1976 went to Miss A. M. Byrne, of Ballarat.

MONASH REPORTER

MARCH, 1977
UNIVERSITY GOVERNMENT

A plain man's guide

For those who are new, and for those who never knew, the following is a brief rundown on the government of Monash University.

While the hierarchical setting-out of the structure seems to indicate the depth and complexity of the activities handled by the bodies and individuals named, it is important to remember one thing:

The decision-making machinery has been designed in such a way that, as far as possible, no one individual or group in the University has the power to act unilaterally. The major part of the power to make proper consultation on any matter that affects any other individual or group, the system allows for full co-operation between the "door" and the "done-to."

The supreme governing body of the University is the Council which is presided over by the Chancellor, currently Sir Richard Eggleston.

The Council derives its powers from the Monash University Act, passed in 1958 but since amended in a number of ways, particularly in relation to membership.

At present, the Act requires that the Council should consist of not more than 39 members (currently we have 36 members). Nine members are appointed by the Governor in Council, of whom Three shall be members of the Victorian Parliament, and Six shall be appointed covering agricultural, professional, industrial and commercial interests, including one nominated by the Melbourne Trades Hall Council. Two other members (not employees or students of the University) are elected by the graduates of the University. Seven members (again not employees or students) are elected by members of the individual Faculties of the University.

Four members elected by the professors of the University. These members elected from among their number by members of the teaching staff (other than professors) of the University.

One member appointed by the Minister who shall be either the Deputy-Vice-Chancellor or the Professor of Education, or a deputy.

Four members (not employees or students) are appointed by co-option by the Council.

Two members — deans of faculties — appointed by co-option.

One member elected from among their number by full-time members of the staff of the University (other than the teaching staff).

Three members elected by the students of the University.

The Vice-Chancellor and the Chancellor are ex-officio members of the Council.

Although it may sound a lofty body, Council does not as a rule initiate changes in the statutes and regulations governing the University. Rather, it acts on the advice and recommendations of a network of committees, boards and bodies closely tied to the day-to-day running of the institution.

The Council depends heavily, too, on the work of its own standing committees covering such areas as finance, buildings, staff and student services.

The Professorial Board is not quite as its name suggests, having a membership, in addition to the University's professors, of the Chancellor, Deputy-Chancellor and Vice-Chancellor; the directors of the Centre for Continuing Education, the Computer Centre and the Higher Education Advisory and Research Unit, and the Librarian; student representatives; and members of the non-professorial teaching staff.

Like the Council, the Professorial Board is guided principally by other bodies further "down the line" (in this case the faculty boards) and by its own standing and ad hoc committees.

The Professorial Board has the power to discuss and submit to Council an opinion on any matter relating to the University, particularly in relation to studies and examinations, admissions, to degrees and discipline.

Responsibility for conducting the academic affairs of each of the University's seven faculties is vested in the appropriate Faculty Board. These boards have varying membership compositions but each ensures the broadest representation of all departments and students.

The academic boards have responsibility for such matters as course structure and content, examination procedures and the like. In turn, they base their decisions on advice from the individual departments. The departments organise their decision-making in a multitude of ways, but all involve full consultation and co-operation.

The question then is: who or what forms that often-heard-about "administration."

The "admin." is, in large part, a servant of the complex decision-making process described. Its main job is in maintaining order, in paying salaries, keeping records and maintaining grounds; allowing academic areas to get on with what we're here for — teaching and research.

The major "admin." figures are the Vice-Chancellor (Professor R. L. Martin), the Deputy-Vice-Chancellor (Professor W. A. G. Scott), the Vice-Chancellors (Professor B. E. Westfold and Professor B. O. West), the Comptroller (Mr. P. H. Johnson) and the Academic Registrar (Mr. J. D. Butchart).

The Vice-Chancellor has a general superintendency over the educational and administrative affairs of the University, like a corporate designator of every faculty and of all boards and committees within the University.

The Controller is, in a way, the "business manager," looking after financial affairs, buildings, non-academic staff appointments and the like.

The Academic Registrar has responsibilities for such things as the maintenance of records, the secretarial work of all academic boards and committees and the administrative management and supervision of exams.

Two other important components of the decision-making process at Monash are the Union and the "student government," the Monash Associated Students of Monash University (M.A.S.M.U.) and the "Oriental Club of Students. The Organisation Handbook gives an outline of the structure and role of these bodies.

While my experiences here are at present limited to the impressions of only a few weeks, I already had my opinion confirmed that there is a liveliness and a still fairly youthful and vigorous approach to the day-to-day things here. I am fortunate in the innovative attitude to research programs, and the capacity for bridging the difficult gap between the "boxes." I am also fortunate in the desirable new initiatives and innovations.

But Monash is nevertheless in the fortunate position that it has achieved a size where it can be considered viable as a fully-developed university. Therefore I believe it will be able to absorb these current pressures which will make life much more difficult for the new and the old alike.

I consider myself extremely fortunate to have joined Monash for its exciting journey through the next decade. I have visited the campus on numerous occasions in the past to give departmental lectures and to attend symposia and I have always found it to be an absolutely stimulating University to be involved with.

"My much closer involvement in the future is made more attractive by the fact that I have been given the opportunity to work in a most beautiful campus — one which I find has a lot of aesthetic appeal."

"The Professor Martin is exalted by the administrative challenges that are posed."

"Monash is a major and highly-respected University in the Australian academic scene and the job of Vice-Chancellor offers a wonderful opportunity to participate and help determine the contribution that the University's faculty make to post-secondary education during the next decade," he said.

March, 1977

8 MONASH REPORTER
IN SEARCH OF THE MURKY METEORITE

MARCH, 1977

Education: a key to Aboriginal problems

As a former school teacher, Colin Bourke has a basic faith in education's role in tackling the problems facing Australian Aborigines.

Colin, at 40, is the new director of Monash University's Centre for Research into Aboriginal Affairs.

He emphasises, though, that the education is two-pronged: it is as much a matter of education of the white community as that of the Aboriginal.

He believes that, by changing white opinion, Aborigines may be able to build up a much-needed power base.

Towards this educative aim, the Centre will launch a black studies lecture series at Monash later this month.

It will allow speakers, mostly Aboriginal, to give up-to-date information and present their viewpoints on a wide range of Aborigine-related issues, such as health, education, welfare, housing and employment.

Colin quotes these figures to illustrate the enormity of problems Aboriginal people face:

Throughout Australia the Aboriginal unemployment rate is between 60 and 70 per cent. With 60 per cent of the Aboriginal population under 14 in some areas, "that means there's very little money to feed a bell of a lot of mouths," he says.

"As a fact, informal education of Aborigines is concerned, Colin believes that few who attain advanced levels are later employed to their full capacity.

In Victoria, he says, there are only four Aboriginal teachers, no doctors, no dentists, no architects, and the professional list is long.

Melbourne universities have only four Aboriginal graduates, Monash two and Melbourne two (Colin is one of them), holding B. Comm. and B. Ed. degrees.

CHANGES ARE NEEDED

As well as placing faith in education, Colin believes there are some basic structural changes which need to be made.

The Department of Aboriginal Affairs should be replaced by an Aboriginal foundation or commission, composed of Aborigines, with its own budget.

He claims that of the DAA's $143m. annual budget, $120m. ends up back in the hands of whites without ever having reached blacks' pockets.

"A lot of it is being spent paying non-Aboriginal people to do jobs they can't do, while competent Aboriginal people are without work," he says.

Colin has been seconded from the Victorian Education Department, for which he has worked for 21 years, to the Centre for an initial term of 12 months.

He was previously vice-principal of Keon Park Primary School.

Footnote: The first lecture in the black studies lecture series will be held on March 22 at 6.30 p.m. in R6. The second will be held on March 29 at 6.30 p.m. in R6. For further information contact ext. 3348.

Speaker at the first lecture will be Bruce McGuinn and speaker at the second, David Anderson.

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JOURNALISM'S DEBT TO CRABTREE -- NEW CLAIM

English poet Joseph Crabtree had exerted a "powerful and pervasive" influence on early Australian journalism, a Melbourne journalist and Crabtree researcher has claimed.

In fact, he attributes the "Olympian heights" of colonial press writing to Crabtree who, he claims to have discovered, was a frequent visitor to the infant settlement.

Mr Keith Bennett, information officer at Monash University and a former newspaperman of long standing, revealed details of his research in the 1977 Crabtree Oration, delivered to the Australian Chapter of the Crabtree Foundation at Monash recently.

The Crabtree Foundation was established at University College, London, in 1964, to foster research into the life and work of the hitherto little-known poet. Crabtree was born on St. Valentine's Day, a distinguished poet. Crabtree was born on St. Valentine's Day, a distinguished

Mr Bennett told the Chapter:

"Crabtree is, of course, an Olympian word meaning 'place of magpies' and, in the awesome stillness of that distant Antipodean wilderness, the evening caroling of magpies can exert a magical influence on the senses."

"Picture, if you will, Joseph Crabtree in that magnificent loneliness. You cannot then avoid the question: Where else but here could Crabtree have composed his memorable 'Ode to a Magpie'?

"Hail to thee, pied singer!
A bard may never write
A poem that could charm the sky
Like the Bird of Booroopki.'"

Crabtree had travelled widely in Australia, Mr Bennett contended, contributing to journals in places as far-flung as Kalgoorlie, Sydney and Melbourne.

He said: "While it must be recorded that there was indeed some pretty lusty and unorthodox journalism (at the time) — the result, no doubt, of the monumental power struggles between competing proprietors — the papers also contained passages of reportage — in prose and poetry — of outstanding delicacy and beauty.

"In fact, it seemed, no reporter of the time could resist the temptation to record the most mundane events — a ship arrival, a petty court case, the price of vegetables — in elegant, flowing verse.

"Much of this I ascribe to Crabtree's powerful and pervasive influence."

Mr Bennett quoted the following passage of a Crabtree poem published in the Poet's Corner of John Pascoe Fawkes' Melbourne Advertiser as an example of the poet's prescient power:

"It is from "Afternoon at Newport": a composition the Orator suggested William Wordsworth was heavily indebted to for his "Yarrow Visited".

"The vapours linger round the heights. They melt and soon must vanish; One hour is theirs, nor more is mine."

MARCH, 1977

MONASH REPORTER
Campus will get arts, crafts centre

A two level arts and crafts centre will be built on campus this year.

Construction of the centre, according to student activities officer, Neil Wentworth, will mark the end of the 'beg, borrow and steal' methods currently used by arts and crafts classes faced with a severe scarcity of space.

The new building, planned around a series of courtyards, will cover an area of about 1200 sq. m. in the area north of the Union complex. It will be built in brick to complement the existing buildings.

Tenders are being called for construction of the centre which has been designed by James W. Sadler, architect. It is hoped that work on it will start in May and be completed within a year.

Neil said that its construction would allow the expansion of present arts and crafts classes and the addition of others. He said that, unlike now, students would be able to work independently, outside class times.

Some 1800 people are involved in such tuition during the Summer School period, with a further 1000 students during the year. Among the arts and crafts classes they attend are Chinese and Japanese painting, life drawing and painting, pottery, spinning, weaving, jewellery making, leatherwork and stained glass work.

Neil nominated glass work as one of the areas in which new classes could be offered when the centre was completed. He said it was hoped that classes would be offered in such techniques as glass painting and etching.

Other facilities the new centre would provide included exhibition space, for work by students, tutors and visitors, and an area for development as an arts and crafts library.

Christina Stead is writer-in-residence

Miss Christina Stead, the celebrated Australian novelist, will be Monash's writer-in-residence for 1977. She will take up her appointment on March 7 and will live and work on the campus for nine weeks.

Miss Stead is best known in Australia for her novels The Man who Loved Children and Seven Poor Men of Sydney and for her collection of stories The Salzburg Tales, but she has published many novels overseas and is widely read in England and the U.S.A.

Her stay with the Monash department of English is jointly sponsored by the Literature Board of the Australia Council and the University.

A previous Monash writer-in-residence was playwright Dorothy Hewett who was on campus from July to September, 1975. Among Ms Hewett's plays are Chapel Perilous and The Golden Oldies which was recently performed in Melbourne at the Grant Street Theatre.

Soldiers march into the past

More than 60 important sites of Aboriginal archaeological significance were recorded along the remote south-west coast of Victoria by the Monash University Regiment during its recent exercise "Mungala Nooral".

"Mungala Nooral" (Aboriginal for "walk in the sand dunes") was conducted in conjunction with the Victorian Archaeological Survey. It formed part of the Regiment's adventure training program.

The information gathered during the exercise will assist the Departments of Conservation, and National Parks and Wildlife in deciding which areas should be set aside from the public and preserved as part of Australia's archaeological heritage.

Field Archaeologist for the Victorian Archaeological Survey, Mr Dan Wittter, said that the work of the Regiment had given the Conservation Department a good archaeological picture of the Port Fairy to Nelson stretch of coast.

He said: "This would not have been possible with the resources available to the Survey for several years. The information provided will greatly assist in identifying sites for later exploration."

A total of 55 Regiment members carried out the exercise, with three teams of ten soldiers traversing the coastline and a group of nine female members handling the communications.

One aim of the exercise was to train members in survival techniques. Soldiers hunted, like the Aborigines in the area did hundreds of years ago, for one meal a day, the "survival stew".

It is reliably reported there was no reluctance to return to home cooking at exercise end.
Better selection, better students, fewer problems

Better selection processes had produced better students at Monash through the years. A consequent diminution of certain sorts of psychological problems, the retireing founding medical officer in the University's Health Service believes.

He is Dr Ian Macdonald, whose period at Monash just about spans the life of the University itself. At 66, and working on campus since 1962, Dr Macdonald retired officially last December, though he has been relieving here during the early part of this year.

Dr Macdonald made his comments recently while reflecting on his time at Monash, during which the service's physical situation has improved from what he felt was a just a bit of a collection (refers to as a collection of "rooms and dungeons") to its present-day location in the University Union.

Dr Macdonald stressed the counselling side of the Health Service's function, perhaps more important, if not widely perceived.

He said: "We see ourselves different from other consultants, we see our work as an extension of the classroom. They are less of a medical service and more of a counselling service... We believe that we can help to prevent trouble but often we are called in only after they have become acute."

For that reason he prefers "medical counsellor" or "officer" in describing his role as opposed to simply "counselling for the Health Service.

Dr Macdonald said that many of the physical problems for which students sought medical aid, stemmed from psychological ones.

He said: "Students face the normal adaption, development crises, exacerbated by the anomaly of being a student - dependent, years later than others, on society, their parents perhaps, and constantly facing assessment in one form or another."

He was quick to point out, though, that while the Health Service had developed considerable expertise in handling such problems, it was not a "divine healer."

"The normal tendency is towards healthy restitution of the individual by himself, through his personal, or by his family, or by his society and his friends," he said. "We see ourselves less as a medical service and more as a counselling service."

"What does the future hold for Dr Macdonald? He hopes to work only now and then, though he still faces a crisis in relinquishing his job rather than simply "doctor" in his narrow role as a medical practitioner..."

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The following weeks are expected to visit Monash during the first term of this year.

ARTS

Anthropology and Sociology: Professor J. W. Bardo, Wichita State University, Kansas, U.S.A. March - October.

English: Professor Anthony Abbott, Davidson College, Davidson, North Carolina, U.S.A. March - August.

Christina Stedt, Fellow in Creative Arts, Australian National University. Nine weeks from early March.

Mrs Pungwon Intanaprapat, junior lecturer, Sriekingwiriw University, Jokchak, Malaya. March.


ECONOMICS AND POLITICS

Accounting and Finance: Dr K. Ferris, Northwestern University, Illinois, U.S.A. March - June.

Professor J. L. Albertsen, Management University, Kiel, Germany, March.

Polynesian Studies: Professor P. T. N. Singham, India. St. Lucia, Flab, India. April. May for one week.

EDUCATION

Professor A. Hearn, University of Oregon, Oregon, U.S.A. March - June.

Professor V. J. Pajak, University of Ljubljana, Yugoslavia. Visiting lecturer, February.

Professor B. P. Denham, Dr Margaret L. Somers, Tompkins Cortland Community College, Dryden, N.Y., U.S.A. February - March. ENGINEERING

Chemical Engineering: Professor Benjamin C. V. Lee, University of Ottawa, Canada. March 14 for six weeks.

Civil Engineering: Professor Georg Thienel, Universitat Essen, Germany. February 16 - September 15.

Mechanical Engineering: Professor J. L. Duncan, McMaster University, Hamilton, Ontario, Canada. Mid-March - mid-August.

Dr Ross Heeks, Director, Institute for Power, Education, Wisconsin, U.S.A. During first term.

MEDICINE

Obstetrics and Gynaecology: Professor Simoncathy, University of Malaysia and University Hospital, Kuala Lumpur, Malaysia. January 1 - March 31.

Surgery: Professor Ivan Johnston, University of Newcastle upon Tyne, Royal Infirmary, Newcastle upon Tyne, England. May 8-20.

SCIENCE

Applied Mathematics: Mr. W. D. Hafford, Massey University, New Zealand. January - June.


Psychology: Associate Professor June A. Adam, University of Calgary, Canada. May.


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A gloomy year at the Alex?
Yes, but not on stage

The Alexander Theatre will be the setting for the age-old dramatic conflict between the forces of Light and Dark in more than one regard this year. And the Prince of Shadows is odds-on favourite to win at least one of the battles.

In a bid to eliminate the cement box feeling of the theatre, and to create intimacy and warmth, the auditorium will be repainted in darker and richer colors before the first major adult production (as opposed to the highly successful children's pantomime, 'The Little Tin Soldier' which ran throughout January) opens after Easter.

As Alexander Theatre manager, Mr Philip A'Vard, says: 'Turn on one light in the auditorium and it is, and the whole place is ablaze.'

Other modifications will be made to the theatre for specific productions during the year to enhance the hopefully new-found intimacy.

In all, there will be 12 major plays mounted during 1977. As well, the popular Saturday Club enters its fourth year, and there is the possibility of two more children's shows.

First up is the Victorian Shakespeare Repertory's production of 'Romeo and Juliet', scheduled for April 15 to April 30.

The man behind the production is former drama director with the Council of Adult Education, Harold Baige.

Baige, as his theatrical colleagues know him, has conceived 'Romeo and Juliet' in a manner sure to outrage Shakespearean traditionalists, but equally sure to be immediately graspable by a young Australian audience.

The Montagues and Capulets will represent opposing sides of national politics, with the star-crossed lovers presumably being the 'Don't know's of the opinion polls. Setting for the Liberal-Labor clash will be an Australian country town celebrating a festival, such as Bathurst or Rutherglen.

Students take Sunset Trip

While most people were considering the best way to take the sting out of summer, 25 people spent theirs touring Gippsland attempting to inject a little more sting — in the most enjoyable of ways.

They were members of the Monash Summer Theatre Tour, students at the University, who last week completed what they termed their '77 Sunset Trip. It was the group's first visit to Gippsland in four years of travelling.

The group met its audience on home ground — in the schools, pubs and factories — and had in its repertoire four shows specially tailored for different audiences.

The programs presented were 'Up the Right Channels', 'The Education of Skinny Spew', 'Bubbledish' and 'Earth in the Year Seven Thousand'.

Funding for the Monash Summer Theatre Tour came from the Victorian Ministry for the Arts, Monash University and private enterprise.

MARCH, 1977

MONASH REPORTER