Probe on infant cot death

A new multi-disciplinary research centre at Queen Victoria Medical Centre hopes to make a significant contribution to the study of life before birth and of one of medicine's most baffling problems - infant cot death.

The unit - the Research Centre for Early Human Development - came into existence officially in August with the appointment of Dr John Maloney as director. Dr Maloney was formerly head of the developmental biology research unit at the Baker Institute. The new Centre has a staff of 14 - scientists, clinicians, research assistants and an engineer.

It directly involves two Monash departments - paediatrics and obstetrics & gynaecology - as well as the Queen Victoria special care nursery.

It also draws support from a number of other areas, such as the departments of anatomy, physiology and electrical engineering at Monash, and the Queen Victoria departments of bacteriology and biochemistry.

Dr Maloney says that in the nature and breadth of its work, the Centre is unique in the world.

It is believed to be the only one specialising in perinatal studies, spanning the pre- and post-natal stages of a baby's development. The perinatal period covers about the last third of the gestation period and the first year of life after birth.

In its studies of the unborn human child, the Centre will use special "non-invasive" techniques to enable it to monitor various aspects of the baby's development, such as heart beat and respiratory rate.

Since it is not possible to make many of the necessary measurements in utero, the researchers are using sheep as a basic scientific back-up.

Top: Director of the new Research Centre for Early Human Development, Dr Maloney (left) with Dr Victor Ye, director of the QV special care nursery, checking the progress of a 1 lb 8oz premature baby in one of the nursery's six intensive nursing incubators. The baby is linked to $20,000 worth of equipment that constantly monitors its heartbeat, breathing rate, blood pressure, temperature and the level of oxygen in the body. Below: In another part of the unit, Dr Green Bowen, an engineer, monitors the baby's heart beat by means of a cardiotograph inserted through the mother's abdomen. Photo: Harvey Alabaster.

They have developed special micro-surgical techniques by which they attach instruments to an unborn lamb and monitor its progress up to the point of birth.

In this way, the group has been able to gather a mass of information that is fed into computers and compared with available knowledge of the progress of a human foetus.

Dr Maloney says: "As far as we can gather in studying, say, the respiratory system, the experience of sheep and humans appears to match.

"Probably the same applies in relation to the heart. We are looking at the control and development of the heart before and after birth, since over many years the foetal heartbeat has been used as an indicator of foetal wellbeing in man."

"The basic scientific work we are doing in this area will yield still greater insights."

Dr Maloney says the Centre also proposes to explore the development of the brain, its architecture and structure.

The group has found it can superimpose very subtle changes in the oxygen environment in which an unborn lamb develops, and it believes that knowledge gained in this area could prove very important in the search for an answer to the cot death riddle.

The proposal for the planned on-campus microbiology building envisages a cash allocation in 1979 of $1.2 million.

In the TEC Report, the general recurrent grant has been reduced for five universities (including Monash) over the past two years, shortfalls in undergraduate enrolments were the highest, and where there is some evidence that the universities concerned have experienced continuing difficulty in achieving planned levels in recent years.

But the reductions made are smaller than the reduced student levels indicated, the maximum cut being less than 1 per cent in any operating grant.

Professor Martin said that one of the most heartening aspects of the Universities Council's advice to the TEC was its obvious commitment to research and research training as "activities which most readily distinguish universities from other institutions of higher education."

The TEC in turn had recommended that an additional $1 million should be added to special research grants in 1979.

"In allocating this additional amount, the Commission has chosen to concentrate the funds within a few universities rather than to provide a small increase to all universities," Professor Martin said.

"Six universities with high levels of activity, both in terms of research and research training, have been selected. "Monash is one of these - and our grant for special research has been increased by 34 per cent." Professor Martin went on: "The financial recommendations for 1979 on building expenditure and on existing funding for this University.

"The Commission has recommended an additional $1 million in capital projects to start in 1979, and one of these is the long-awaited microbiology building on the Monash campus.

"The existing accommodation for microbiology at the Alfred Hospital is totally inadequate, and in some areas hazardous, and the project has been given high priority in recent years by the TEC and the former Universities Commission."

Professor Martin said that the Commission had expressed concern that the amended States Grants (Tertiary Education Assistance) Act 1977 did not permit universities to carry forward, from one year to the next, any difference between actual recurrent expenditure and the approved grants.

"It stresses that it is unrealistic to expect universities, some with annual budgets of up to $75 million, to balance precisely income and expenditure within a calendar year, and asks that some flexibility in the operation of the Act be introduced."

"It also expresses concern about that section of the Act which relates to the finalising of payments in relation to buildings and equipment and asks that the limit of time for making payments for building work undertaken, or equipment purchased, within a calendar year, be removed."

Funding - good news and bad

 Funds available to Monash in 1979, as recommended by the Tertiary Education Commission, will enable it not only to maintain but improve its standards of scholarship and teaching - "provided that our spirit of determination and goodwill prevails".

The Vice-Chancellor, Professor Ray Martin, said this in commenting on Volume 2 of the TEC Report for 1979-81, tabled in Parliament last month.

As reported in SOUND 31-78, the TEC's proposals as they affect Monash contained "both good and bad news".

The bad news was the 0.6 per cent cut in the general recurrent grant - which, in any case, was not as severe as had been feared - while the good news was the recommended increase in funds for building, equipment, and research activities.

Recommended grants for Monash for 1979 are as follows (1978 figures in brackets):

<table>
<thead>
<tr>
<th>Description</th>
<th>1978</th>
<th>1979</th>
</tr>
</thead>
<tbody>
<tr>
<td>General recurrent</td>
<td>$50,125</td>
<td>$50,380</td>
</tr>
<tr>
<td>Equipment grant</td>
<td>$1,470</td>
<td>$1,396</td>
</tr>
<tr>
<td>Special research</td>
<td>$2,195</td>
<td>$2,449</td>
</tr>
<tr>
<td>Teaching hospitals</td>
<td>$199</td>
<td>$199</td>
</tr>
<tr>
<td>Residential halls</td>
<td>$215</td>
<td>$222</td>
</tr>
<tr>
<td>Minor building, site works and site services</td>
<td>$52,604</td>
<td>$52,640</td>
</tr>
<tr>
<td>Microbiology building</td>
<td>$1,295</td>
<td>$1,295</td>
</tr>
</tbody>
</table>

The TEC in turn had recommended that an additional $1 million should be added to special research grants in 1979. "In allocating this additional amount, the Commission has chosen to concentrate the funds within a few universities rather than to provide a small increase to all universities," Professor Martin said.

"Six universities with high levels of activity, both in terms of research and research training, have been selected. "Monash is one of these - and our grant for special research has been increased by 34 per cent."

Professor Martin went on: "The financial recommendations for 1979 on building expenditure and on existing funding for this University.

"The Commission has recommended an additional $1 million in capital projects to start in 1979, and one of these is the long-awaited microbiology building on the Monash campus.

"The existing accommodation for microbiology at the Alfred Hospital is totally inadequate, and in some areas hazardous, and the project has been given high priority in recent years by the TEC and the former Universities Commission."

Professor Martin said that the Commission had expressed concern that the amended States Grants (Tertiary Education Assistance) Act 1977 did not permit universities to carry forward, from one year to the next, any difference between actual recurrent expenditure and the approved grants.

"It stresses that it is unrealistic to expect universities, some with annual budgets of up to $75 million, to balance precisely income and expenditure within a calendar year, and asks that some flexibility in the operation of the Act be introduced."

"It also expresses concern about that section of the Act which relates to the finalising of payments in relation to buildings and equipment and asks that the limit of time for making payments for building work undertaken, or equipment purchased, within a calendar year, be removed."
First, the exam hurdle

The university year enters its more sober phase this month with the approach of annual examinations.

Third term ends on October 21. Examinations begin on Friday, October 27 and end on Wednesday, November 26.

Copies of the examinations timetable will be available on Friday, October 6 in the Union, the libraries and at the student records counter of the University Offices.

Twenty of the figures relating to the examinations indicate the size of operation organising them. Scheduled on the timetable are about 650 examinations which will be held in 19 rooms on campus. A total of 140 invigilators will control the seating and supervision of some 45,000 individual candidates, and distribute and collect the 70,000 script booklets candidates are estimated to turn in.

Six week job

Printing of the exam papers by Office Services is a six week job. It involves printing and collating about 600,000 A4 sheets into individual papers which range from one to 40 pages.

Special examination provisions can be made for students with handicaps.

... then, some summer ideas

Enrolments open for Summer School

If the prospect of another aimless summer fills you with just a touch of ho-hum, the chances of a vacation job aren't good, and in islands, you may have to venture no further than the Monash campus.

Enrolments open for the 11th Monash Summer School which, with 70 courses being offered in 120 classes, is the largest summer program in Australia.

Fourteen new subjects have been added to the program this year. Copies of the summer school brochure are available from the Clubs and Societies Office on the first floor of the Union (ext. 3180).

Enrolments open on October 16 for Monash students only and October 23 for all others.

Newcomers

Each year the summer school attracts to Monash hundreds of people, including housewives and holidaying school children, who would not normally venture here. The only qualifications are that participants be over 15 and pay a minimal fee.

The arts and crafts section is always the school's most popular. Among skills being taught will be painting, drawing, pottery, papermaking, macrame, weaving, embroidery, leatherwork, stained glass making, spinning, sewing, batik, graphics and cartooning.

Music, dance, photography, acting and cinema enthusiasts will be catered for also.

Students requiring additional writing time, bundle or enlarged papers, special rooms, seating or similar facilities should make application by Friday, October 13 to the Examinations Officer in the student records section of the University Offices.

Included with copies of the exam timetable will be details of the procedures to be followed by students wishing to re-enrol for the 1979 academic year.

Education summer teaching

Monash's Education Faculty again will conduct a summer teaching program in its Bachelor of Education course during January.

This follows a successful pilot summer program launched early this year.

The program is geared particularly to meet the needs of teachers, who form the bulk of the full-time students, and whose ability to attend classes at Monash during the year may be limited by pressure of work or distance.

In daily classes, from January 2 to February 2, students will be able to take up to two subjects for credit towards the B.Ed. degree.

While contact will take place during January, students will have February to complete papers and results will be published in March.

The summer subjects will be available to both continuing and new students. (To be eligible for B.Ed. entry, candidates should have a degree and a year of teacher training from recognised institutions.)

Although January is a University holiday, catering and other services will be available in the Union, and the Library will be open. Mannix College will be available for accommodation for country students.

New candidates seeking to enter the B.Ed. course who wish to start their studies in the summer program must submit their applications to the Faculty Secretary by December 4.

Enrolments and re-enrolments for summer program subjects should be made from December 13 to 15.

For further information contact the Sub-Dean on ext. 2829 or the Faculty Secretary on ext. 2843.

Trek in Nepal

Interested students and staff at Monash have been invited to join a small trekking party in Nepal at the end of the year.

For further information contact Jurgen Kell in the Psychology department at the University of Tasmania or phone Hobart 48 5160 (evenings).

'Hippies' head out on a sentimental journey

Students requiring additional writing time, bundle or enlarged papers, special rooms, seating or similar facilities should make application by Friday, October 13 to the Examinations Officer in the student records section of the University Offices.

Remember the '60s, sandwiched in there between the birth of rock'n'roll and the dawning of the Age of Aquarius?

They were the years when beatniks became mods then hippies, and a group called the Beatles scored two entries under "M" — for "music" and for "medical complaint", as it wasmania.

A group of about 20 Monash students will be setting out this summer, much like Sig. Pepper's Band, on a magical mystery tour of Victoria and South Australia with a '60s nostalgia show, bringing the peace-love happiness spirit to today's un-employed and bored youth. And, in case it all sounds too didactic and sombre, to all other townspeople and holidaymakers interested in an entertaining night out.

The '60s show — a yet to be titled younger brother of "Graze" — is being especially written for the Monash students by stage, film and TV scriptwriter, Ian McFadyen.

It is one of four shows, and the most structured, that the troupe will be performing while away during January, according to the director of student theatre, Di Trelor.

The others will be children's theatre, street theatre and caravan park pieces, all written for the group or devised by it.

Auditions for the tour were held recently.

The troupe will travel by bus. The tour will start where last year's finished, at Swan Hill, and will continue along the Murray River into South Australia. It will include visits to the Barossa Valley.

Monash students have been taking holiday theatre to the people every summer since 1974 when it was first toured Tasmania and country areas of Victoria.
The belief that it is very difficult for a father to gain custody of a child after divorce is a myth, according to a visiting academic in the Monash Law faculty.

Mrs S. Maidment, a lecturer specialising in family law at Keele University in the U.K., believes that two recent custody studies in England—one conducted by herself in North Staffordshire and a wider one carried out at Oxford—produced similar results. They showed that the number of contested custody cases was surprisingly low—about 13 per cent—and that mothers and fathers had an even chance of winning them.

The Family Court in Australia is conducting a similar survey. "I would be surprised if the results are markedly different," Mrs Maidment says.

She says that the law has worked in the dark in the area of custody and access to children and has been undermined by "adequate sociological and psychiatric research."

"Judges obviously think that access of a child to his or her natural parents is the right thing and there are examples of it being ordered under the most artificial, even ridiculous, circumstances," she says.

"In the UK it is regarded as a child's right to have the companionship of his or her parents."

A "new adoption Act there makes it difficult for a child to be adopted into a remarriage, thus cutting off the rights of a natural father or mother.

"But all these decisions have been based on insufficient research."

"One does really want to know whether it is important for a child to maintain contact with his real parents. No one knows what the value of access is and what is the right thing to do in regard to it."

**Family Court**

Since being in Australia Mrs Maidment has had a close study of the Family Court which, she says, is an "astonishing example" of what can happen when a political will to create a new system.

"Every effort has been made to bring to the Family Court the traditional aspects of the court and make it accessible to the public. As well, there is a counselling service within the system so it isn't simply a case of lawyers saying 'we'll sort out your legal problems but then it's up to you to sort out your emotional ones'."

Mrs Maidment says a report in England has long been concerned with the establishment of a similar Family Court there, "but the government was not prepared to spend the money."

An area of family law which Mrs Maidment believes is not as highly developed in Australia as it is in England is in relation to domestic violence.

She says the recent strengthening of legal provisions for "battered women" in England was due largely to pressure from the women's movement. In Australia, she says, the movement has been preoccupied with a single legal issue, rape.

But there are two legal aspects to domestic violence which need to be explored.

The first involves the role of the police.

"At the moment the police are very reluctant to get involved unless it is a case of attempted murder or serious injury," she says.

The other is the role of the Family Court in issuing injunctions. These can be of two types—the non-injunction, injunction forbidding, say, a husband from pestering a wife after she has moved out; and the exclusion order which may forbid a husband from entering his home.

Says Mrs Maidment: "Australian judges seem reluctant to issue such injunctions. They seem to be hung up on protecting property rights rather than protecting the individual."

"If the order is not obeyed the offender may ultimately face a contempt of court charge. But for a person to be so charged you first have to get him before the court which can be a long-winded process."

In England judges are now able to attach the power of arrest to an injunction so that if it is disobeyed the offender can be arrested and held for 24 hours pending appearance before the judge.

Mrs Maidment believes that in "way ahead" of England with its one ground for divorce—separation for 12 months. In England there is technically only one ground, the irretrievable breakdown of marriage, but this has to be proved on one of five grounds, three of which are the old "matrimonial offences"—adultery, desertion and unreasonable behaviour or cruelty.

**More realistic**

But, she says, the English procedure of granting divorces is more radical and realistic.

"Where a case is undefended—about 98 per cent of cases—there is no judicial hearing. Forms requesting divorces are processed by a court administrator and the judge simply lists those whose divorces have been granted."

"Mrs Maidment says: "Judicial hearings of undefended cases were abolished because it was felt to be a waste of time for a judge to be sitting on a case in which there was no argument."

"Those who would wish to retain a judicial hearing for all divorce cases who would like to have the extra protection of a court."

**Law a clumsy instrument in dealing with families**

The law was at best a clumsy instrument when dealing with family relationships, a visiting professor of law said at Monash recently.

Professor McClean continued: "In North Carolina but a high proportion of the extra reports turned out to be unfounded on investigation."

He added: "In South Australia, officials indicated that for the three years of mandatory reporting some 20 reports a year, appreciably less than the number of cases identified in hospitals as child abuse cases, and no reports were received from medical practitioners in the area."

"I put alongside those figures the total number of new cases reported under a voluntary, non-statutory system in Derbyshire (pop. 800,000) in 1976 and 1977. There were 587 cases in 1976 and 486 in 1977."

"I cannot believe that the population of South Australia is entirely protected from those aspects of human frailty which beset the good people of Derbyshire."

**Registration system**

"In my view the proponents of register systems are at fault in falling to give sufficient weight to the fear of unjustified labelling of families, particularly where a single register contains cases which are cases of proven, or admitted, assault, some of which are in cases in which there was an unconfirmed suspicion, and some of which are mere predictions based on statistical correlations."

"The lawyer recognises a crucial distinction between facts that can be proved and facts that cannot; he may give too much weight to it, but the experience of the law teaches that that is the right direction in which to err."
Book aims to help with media

A guide for people involved in education on how they might better publicise their activities in the new media has been published recently in Melbourne.

It is titled Media Handbook and has been written by freelance journalist and former Age education reporter, Iola Mathews, with cartoons by Tandberg. It is published by Australian Frontier Inc.

The book attempts a definition of news, gives an introduction to journalists’ terminology and includes helpful practical tips on how to write a press release, what to do with a press release, and how to hold a press conference, how to angle a story for different sections of the media, and what to do when a media visit arrives.

It also includes a comprehensive Victorian media directory.

Says Mrs Mathews in the introduction, “This handbook has been written by an experienced journalist to help people involved in education publicise what they are doing and thus to stimulate a better community awareness of the problems and issues facing education in Australia today.”

Copy of Media Handbook are available from Australian Frontier, 422 Little Street, Fitzroy at $2 each plus 45c for postage.

SCHOLARSHIPS

The Academic Registrar’s department has been advised of the following scholarships. The Registrar presents a precis of the details. More information can be obtained from the Graduate Scholarships Office, ground floor, University Offices, extension 3055.

National Heart Foundation — Vacation Scholarships

Available to undergraduates to undertake research projects related to cardiovascular function and disease. Tenable for six to eight weeks. Value: $800. Applications close October 6.

Frank Knox Memorial Fellowships 1979-1980

Open to recent graduates who are British subjects and Australian citizens. Tenable at Harvard University, renewable for two years, and available in most fields of study. The award includes tuition fees and a stipend of $3,800 p.a. Applications close with the Graduate Scholarships Officer on October 27.

La Trobe University Research Fellowships 1979

Open to graduates with a recent doctoral degree for full-time research in the social sciences or science. Duration, one to two years. Salary: $10,179 p.a. (taxable). Applications close October 31.

Graduate scholar award details

Applications are now open for Monash Graduate Scholarships and Commonwealth Postgraduate Research Awards tenable in all faculties at Monash.

Applicants should be graduates with good honours degree qualifications or the equivalent and with an interest in research who wish to proceed to a higher degree.

A list of the scholarships in which studies may be pursued in the Arts, Economics and Politics, Education, Engineering, Law, Medicine and Science faculties is available from the graduate scholarships office in the University Offices.

For Masters students the awards are tenable for up to two years, for PhD candidates they are normally tenable up to three years with a possible extension into a fourth year.

In the case of Commonwealth Postgraduate Research Awards, there is a living allowance of $4,200 p.a.; spouse’s allowance of $1,652.80 p.a.; and a child allowance of $990 p.a.; an incidental allowance of $100 p.a.; and special allowances, payable in certain circumstances, to assist with travel, setting up residence and the preparation of a thesis.

The awards benefit apply for the Monash Graduate Scholarships except that the living allowance is $4,000 p.a. and the spouse allowance is $1,508 p.a.

While appointees will be full-time research students they may be allowed to undertake part-time academic terms to undertake a limited amount of teaching duties for which additional payment will be made.

Application forms for the scholarships must be lodged with the Academic Registrar by October 31.
This collection of articles, organized around four main themes, is, as Clark Kerr says in his preface, "a valuable historical document, both as it describes the past and the present and as it sets forth problems for future solution."

The Future of Higher Education in Australia, published earlier this year by Monash University, has its origins in a Morgan Institute "crystal ball-gazers". It posed a number of critically important questions for educationists and administrators. So far, the level of response and critical debate has been surprisingly low.

Monash Reporter invited MAX TEICHMANN, senior lecturer in politics and long-time critic of the education scene, to review the book. He added a few thoughts of his own...

Suffice to say that most academics have no taste for such matters, and university rulers even less.

The average academic with even moderately unconventional opinions and some measure of conscience who speaks out, not as the voice of the university, but on his or her own behalf, can at best count upon being regarded as an eccentric or a publicity hunter, at worst as dangerous, because he or she is imperilling the flow of money and privilege upon which most university people come to base their lives.

Nevertheless, many of the more civilised citizens and most students still think that universities are for the intellectually autonomous and socially concerned; and, of course, bitterly distrustful

Refurbish image

Universities and staff associations have most belatedly come to realise something of the measure of outside dissatisfaction with our ways of working; hence are moving to refurbish our image and restart the money machine. (It was only the cutting of money and threatened loss of privileges that converted most of us to an interest in how outsiders viewed us.) Typically, they are revealing their serious misunderstandings and mistakes. How they go about things. Their findings are not especially reassuring — our clientele is becoming disillusioned. Nevertheless, many of the more sophisticated academics say that universities are becoming more self-justifying and intrinsically good, as it were.

The notion of the intellectual and the creative person is involved in all this. I personally think that the fundamental reason why most people want universities, and respect them, is that they believe them to be places of disinterested scholarship and the search for truth for its own sake.

We know that universities have probably never been stages for such edifying scenes, and that most academics are at best intellectuals — many because of irrepressible emotional and intellectual poverty — others because their working styles and the status structure by their institutions so as to make them act and think in quite different ways than they might otherwise have done.

Citizen respect

Similarly, our citizens display a great measure of respect for professors — because they assume that these chaps are among the intellectual leaders of our discipline, and certainly the most eminent of their departmental colleagues.

Governments and the community also want us to be the source of many of the new ideas and innovations, both scientific and humane, which they believe will make possible the social advance we so desperately need. This leads them to the quandary of how new the new products should be, how innovative the innovations — for comfort.

Universities are also supposed, when necessary, to be the custodians of society and its presumed values. As members of society and of its institutions, we are supposed to reflect the quality and tone of society at large, as well as elevating the character and intellect of the community.

Hopefully we sensitise and refine the feelings and expand the imagination of the lucky students, as we develop their intellectual capacities.

Unfortunately few politicians or civil servants could readily say that an educated person looked like, or set out the basic criteria for a good education.

Just as unfortunate, more and more academics are in the same boat; they too, want about these matters less and less, while paying lip service to the ideals of education.

It is just as well that even lip service is paid by most people, for the production of truly educated persons is one of the few good reasons for having universities. The utilitarian-educational activities described earlier are not they can be conducted in many other places — because of differences in institutions. The basic ideal of education should be. Conducted, moreover, without any of the absurd posturing, the rituals and elitist airs and graces with which so many academics set out to bedazzle the general public.

To one of the demands that we produce educated persons is some kind of intuition that the development of the "intellectual power" of the nation (hopefully, those of others) is worthwhile, indeed, valuable, activity in its own right, and that the pursuit of intellectual questions is self-justifying and intrinsically good, as it were.

The notion of the intellectual and the creative person is involved in all this. I personally think that the fundamental reason why most people want universities, and respect them, is that they believe them to be places of disinterested scholarship and the search for truth for its own sake.

We know that universities have probably never been stages for such edifying scenes, and that most academics are at best intellectuals — many because of irrepressible emotional and intellectual poverty — others because their working styles and the status structure by their institutions so as to make them act and think in quite different ways than they might otherwise have done.

Citizen respect

Similarly, our citizens display a great measure of respect for professors — because they assume that these chaps are among the intellectual leaders of our discipline, and certainly the most eminent of their departmental colleagues.

Governments and the community also want us to be the source of many of the new ideas and innovations, both scientific and humane, which they believe will make possible the social advance we so desperately need. This leads them to the quandary of how new the new products should be, how innovative the innovations — for comfort.

Universities are also supposed, when necessary, to be the custodians of society and its presumed values. As members of society and of its institutions, we are supposed to reflect the quality and tone of society at large, as well as elevating the character and intellect of the community.

Hopefully we sensitise and refine the feelings and expand the imagination of the lucky students, as we develop their intellectual capacities.

Unfortunately few politicians or civil servants could readily say that an educated person looked like, or set out the basic criteria for a good education.

Just as unfortunate, more and more academics are in the same boat; they too, want about these matters less and less, while paying lip service to the ideals of education.

It is just as well that even lip service is paid by most people, for the production of truly educated persons is one of the few good reasons for having universities. The utilitarian-educational activities described earlier are not they can be conducted in many other places — because of differences in institutions. The basic ideal of education should be. Conducted, moreover, without any of the absurd posturing, the rituals and elitist airs and graces with which so many academics set out to bedazzle the general public.

To one of the demands that we produce educated persons is some kind of intuition that the development of the "intellectual power" of the nation (hopefully, those of others) is worthwhile, indeed, valuable, activity in its own right, and that the pursuit of intellectual questions is self-justifying and intrinsically good, as it were.

The notion of the intellectual and the creative person is involved in all this. I personally think that the fundamental reason why most people want universities, and respect them, is that they believe them to be places of disinterested scholarship and the search for truth for its own sake.

We know that universities have probably never been stages for such edifying scenes, and that most academics are at best intellectuals — many because of irrepressible emotional and intellectual poverty — others because their working styles and the status structure by their institutions so as to make them act and think in quite different ways than they might otherwise have done.
Fee abolition fails to improve accessibility

The abolition of fees in tertiary institutions has had, at best, a marginal effect on the accessibility of higher education to socially and economically disadvantaged groups.

This is the major finding of a study by a team of researchers of the composition of students in higher education in Australia and the effect of the abolition of fees in 1974 on their composition.

The report, Students in Australian Higher Education: A Study of Their Social Composition Since the Abolition of Fees, was compiled by Dr Don Anderson, professorial fellow in ANU's Education Research Unit, Mr Rick Bovcn, a research assistant with the Tertiary Education Research Centre at the University of New South Wales, Professor Peter Fenham, Professor of Science Education at Monash, and Dr John Powell, Assistant Director of TERC.

The report was delivered recently to the Australian Vice-Chancellors' Committee, the Federal Government's Education Research and Development Committee and the Conference of Principals of Colleges of Advanced Education.

Conclusions in the 332-page report are based on data derived from a national survey of students starting courses for the first time in 1976 in universities and colleges of advanced education (except data from Melbourne and Monash universities which were not collected).

In the report's final chapter, the researchers say: "The conclusion from this study is that the abolition of fees has not had a significant effect on the social composition of students in higher education is small although large numbers of individuals are assisted by the presence or absence of fees and those who are so affected are disproportionately from the lower socio-economic status and other under-represented groups."

Among these other under-represented groups are women, migrant students from country schools, older students and students who live away from home.

But, the researchers add: "We can safely infer that not many upper socio-economic status students of middle-class ability have been replaced by able lower socio-economic status students."

Worst, the abolition of fees can be seen as further benefit to the economically advantaged by transferring funds from the average taxpayer to a student body drawn to a greater extent from the more affluent sections of the community."

They say there are two strategies that may be adopted to better increase the participation of higher education of graduates represented by groups seemingly the aim of abolishing fees.

The first would be to remove those barriers which cause talented young people to fall by the wayside early in their educational progress.

A great deal has already been achieved in this respect and there are fewer reports than previously of highly talented students being forced to drop out of school because of economic difficulty, they say.

"If this be the case that there is little more the schools can do to compensate for the effect of poor family environment or circumstances of change for strategy for change should be directed at improving family circumstances which lead to what has been called 'the cycle of self-poverty'."

The second strategy would be to encourage more students to enrol in universities or colleges. The third is to establish a significant extension of special entry schemes, the researchers say.

In the survey they asked first year university and college students: "What type of course would you have taken this year if there had still been tuition fees?"

A little over 20 per cent of all students claimed that if there had been fees they would not have enrolled or would have had to defer their enrolment.

The researchers say: "If it is assumed that all those who said that they would have deferred or not enrolled because they would have had to pay fees, then it is possible to obtain estimates of the effects of fee abolition on the composition of the student population."

These estimates indicate that, for the universities, the transition from one SES category to the other in the lowest two SES categories would have been reduced by 3.5 per cent. In the metropolitan colleges the reduction would have been 2.1 per cent and in the country colleges 5.2 per cent.

Social mix of Monash students unchanged

The social composition of Monash students — judged on sex, the type of school attended, father's occupation and parents' education has remained largely unchanged over the last six or so years, the abolition of fees in 1974 notwithstanding.

The apparent figures quoted by Anderson, Fenham and Powell in their report "Students in Australian Higher Education: A Study of Their Social Composition Since the Abolition of Fees", but gathered independently of their own survey.

The Higher Education Advisory and Research Unit on campus has collected information on the social composition of the student intake since 1970, making Monash one of the few universities to have done so. Another is Melbourne University.

This data has given the researchers into the effect of fee abolition a direct before and after measure, not possible in their own survey.

They say about the information yielded by the Monash and Melbourne statistics: "It is the fundamental lack of change which makes the overwhelming impression."

"The figures can only be discouraging for the idealist who wants to believe that education alone is sufficiently powerful to break down traditional social inequalities."

"On the basis of these results one could easily be led to the conclusion that higher education is just one more social ephenomenon which reflects established social patterns rather than a force which changes them."

They add: "The direct before and after measure provided by data from Melbourne and Monash universities reveals no discernible effects of fee abolition on social composition."

Comparative statistics reveal the following profile of Monash students compared with Melbourne students: At Monash, as at Melbourne, the proportion of female students has increased greatly over the years, though the large majority of students are still male, especially in the medicine and law faculties.

The proportion of students from rural areas attending Monash has been greater than at Melbourne but the proportion of provincial students less.

As far as type of school attended is concerned, independent schools, which students were replaced by other students with identical socio-economic status, characteristics have remained, then it is possible to obtain estimates of the effects of fee abolition on the composition of the student population.

In 1975 the proportion of Catholic students at Monash jumped by five per cent to 10 per cent. Consistently over-represented at Monash, though not to the same extent as at Melbourne University, are relatively more Monash students than Melbourne students have attended State schools.

In 1975 the proportion of Catholic students at Monash jumped by five per cent to 10 per cent. Consistently over-represented at Monash, though not to the same extent as at Melbourne University, are relatively more Monash students than Melbourne students have attended State schools.

Father's job

The occupational background of Monash students has been even more stable than that of their Melbourne University counterparts. The proportion of students with semi-skilled or unskilled fathers has remained steady around a low 18 per cent, while the proportion with professional fathers has consistently hovered in the high 20s.

Whether the lower figures for the Monash fathers is the result of a steady working-class background, or if the dropping of a decrease in the proportion of professional students or whether they are merely yearly to yearly fluctuations like those of earlier years remains to be seen. In any case, the only occupational category to increase its representation in the student body appears to be the high-ranking administrative workers rather than the lower occupational groups.

The educational background of the parents of students in Melbourne and Monash is very similar to that of Melbourne University students and perhaps even more unchanging. Unlike the Melbourne data, the Monash figures do not show a decrease in the proportion of parents without formal qualifications and both the proportions of those with university qualifications and non-tertiary qualifications have been remarkably stable. The proportion of parents who have not completed more than high school for students than among the population generally.

Monash engineer to head manufacturing task force

The chairman of the Monash department of mechanical engineering, Professor John Crisp, will head a task force, established by the Institution's governing body, to investigate manufacturing industries.

The task force will have 10 working parties investigating different aspects of manufacturing industries.

The Institution's decision to set up the task force was made in an attempt to come up with effective recommendations to improve the state of manufacturing industry in Australia. It is felt that engineers, working from a technological base, might be able to suggest courses of action which have not been fully explored before.

In the September issue of Engineers Australia, Professor Crisp says: "The engineering faculty might have to entertain the idea that some of its current practices will need drastic overhaul."

"It may well be that we will uncover some unpalatable facts — for example, with ventilation, cooling, — but we won’t run away from this."

Professor Crisp, who is chairman of the Institution's college of Mechanical Engineers, said what was needed was a critical analysis by people capable of doing this with some authority.

It was important for the Institution to retain its independent thinking and to ensure that it was not becoming another pressure group or lobby.

Each working party will be asked to report on its survey, analysis and make recommendations. Recommendations might be in the positive proposals of the research survey, and, in some instances, might suggest options which took into account the costs involved.

Professor Crisp said there were two broad types of options: The Institution could do, such as influencing its own membership as individuals or as members of organisations. The Institution could persuade other organisations, like Government, trade groupings, unions and professional groups to do.

Professor Crisp said he was delighted at the interest the Federal government had already shown in the task force.

He also expressed the hope that the task force would be assisted by advisory committees formed by other divisions of the Institution.

In broad terms, the five aspects of manufacturing to be examined are: The need for manufacturing. Manufacturing technology. People in manufacturing. Manpower in manufacturing. Manufacturing industry in Australia.
Shakespeare discovery 'astounding'

With due modesty I may claim to be responsible for some of the more amazing scholarly discoveries made within the Monash English department.

For example, when most scholars were repeating, sheep-like, the trendy theory that T. S. Eliot had been influenced by John Donne, I alone was asserting that in fact John Donne had already been clearly influenced by T. S. Eliot.

I was finally able to prove my daring thesis when I unearthed Donne's lost diary in which he noted that, on leaving St Paul's after his inaugural sermon, he had remarked to Sir John Suckling: "It was cold in the vestry — but it was murder in the cathedral."

This evidence, published in the East Bairnsdale Chicken Sexers' Gazette, silenced all my critics. At least, not one of them wrote to the editor to refute me.

So, with my scholarly reputation already established, I can now venture to disclose something which neither Dr Alan Dinhott nor Mr Philip Martin knew when they clashed stage-swords in the celebrated Lear Debate. Unbelievable as it may seem to you, the astounding fact is that David Williamson's Don's Party was translated into Elizabethan English by Shakespeare himself, and presented at the Foreplay Theatre by Ben Bartholomew.

We know this because a contemporary critic, writing in the Elizabethan Age, headlined his review: "Massacre of Bartholomew's Play", declaring that the rich poetry of Williamson's dialogue had been translated into Shakespeare's blank verse with loving care. It is time for all Williamson-lovers to shout: "Hands off the classics! To touch is to defile!"

Shakespeare's version, retitled Shakespeare's Don's Party, has been brought to Monash by the English Department. Copies can be obtained from room 707 in the English department.

Those of us who have savoured the dazzling imagery and profound character-studies of Williamson's Don's Party will recall our school-days, and who often repeat his expletives lovingly to our wives or dirty comedies and poofier sonnets!"

Williamson 'old hat'

Sir: I have no wish to prolong the Lear correspondence but things move quickly.

It is clear that David Williamson, in trying to be as faithful as possible in character, plot and language to Shakespeare, is already "old hat".

I would draw attention to the following item from The Times (London) of July 27, 1978.

Sex-change horrors.

Theatre companies are always tampering with Shakespeare. The latest is the Avon Touring Company at Bristol, which is changing the sex of Shakespeare's characters in order to discriminate in favour of women. It believes that women have too few good parts, so in its production of Measure for Measure Claudius becomes Claudia, and Pompey becomes Poppea. Carol Braithwaite, their administrator, said the company felt there was no longer a need for making Shakespeare or any other playwright with the sex roles written by the author.

Arthur Brown, Professor of English and Chairman, Australian Theatre Committee.

Poetry issue out now

The fourth issue of "Poetry Monash" — the magazine catering for the University's poets — is out now.

Priced at 50c, the issue features the work of Glen Thomas, a writer and musician associated with Monash as a singer and lecturer on folk songs.

The magazine is edited by Dennis Davison, lecturer in modern drama in the English department. Copies can be obtained from room 707 in the English department.

Living language display at Monash Main Library

A display highlighting Australia's linguistic diversity will be held in Monash's Main Library this month.

The exhibition, titled Our Living Languages, is of material for learning and teaching community languages. It was mounted originally by the Ethnics Affairs Commission of New South Wales and Macquarie University and has been brought to Monash by the Centre for Migrant Studies with the support of the Victorian Ministry for Immigration and Ethnic Affairs.

It will be held in the conference room on the first floor of the Library from October 21 to 25.

The exhibition is composed of books, kits, magazines, games and the like which have been specifically designed to cater for the language needs of Australian children of ethnic and non-ethnic backgrounds.

It includes:

- Material in English which demonstrates the variety of language groups within the Australian population, such as Aboriginal Australians, Irish Australians, Greek Australians.
- Bilingual materials which encourage communication between the various language groups (including curriculum materials for English as a Second Language).
- Material in the various community languages other than English intended to encourage the learning or maintenance of the languages.
A duo recital of sonatas by Beethoven, Martinu, Brahms and Debussy will be given by cellist Tanya Hunt and pianist Brian Chapman in Robert Blackwood Hall on Thursday, October 12 at 8.15 p.m. The works are: Brahms' Piano Sonata in D Op. 102, No. 2 by Beethoven, Sonata No. 2 (1941) by Martinu, data from the Suite No. 78 by Brahms, and Sonata (1915) by Debussy.

Both Miss Hunt and Dr Chapman are seasoned concert performers with Monash connections. Miss Hunt is the daughter of a professor in Mechanical Engineering, Professor K. Hunt, and Dr Chapman is a lecturer in Geography. Miss Hunt studied in Melbourne, with Jacqueline du Pre and in June was a semi-finalist in the Tchaikovsky Competition in Moscow. Dr Chapman studied piano in Canada, and won the Victorian section of the ABC's Instrumental and Vocal Competition in 1958.

She has performed frequently in Melbourne and Sydney, and was a soloist with the Melbourne and Sydney Symphony orchestras a year later.

After studying with Henri Touzeau in Melbourne, Miss Hunt entered the cello class of Andre Navarra at the Conservatoire National Superieur de Musique in Paris in 1970. In 1973 she returned to Australia where she gave a number of recitals, including a performance with the SSO. She also attended the master classes of Jan Sedlacek and Janos Starker and pursued further studies with Starker in the US in 1976.

In the last eight years Miss Hunt has performed in a seemingly endless list of countries, including Japan, the Philippines, England, France, Italy, Czechoslovakia, Bulgaria, Austria, Hungary, Greece, the Middle East, the US, South Korea and Holland.

This year she has been studying in London with Jacqueline du Pre and in June was a semi-finalist in the Tchaikovsky Competition in Moscow.

Dr Chapman studied piano in Buenos Aires, with Roche and Rey. He won the Victorian section of the ABC's Instrumental and Vocal Competition in 1958. He has performed frequently in Melbourne and Sydney and country centres.

Dr Chapman was featured recently as soloist on the first record to be issued by Robert Blackwood Hall.

He has performed frequently in North America and was responsible for bringing to Australia the Rowe and Chopin string quartets. Admission to the RBH recital costs $5 and $3 for students and pensioners.

For bookings contact L Chapman on 580 0802 or the RBH booking office on 544 5448.

October, 1978

Cello, piano duo recital set for Blackwood Hall

Indian concert for flood victims

A charity performance of Indian songs and dances to aid victims of the recent flood will be given in the National Theatre, St. Kilda, on Saturday, October 7 at 7.30 p.m.

The performance is being organised jointly by the Monash Indian Association, the Australia India Society and the India Club.

It follows a sell-out Indian cultural evening held at the Alexander Theatre last month. Several hundred people had to be turned away at the door. A total of $500 was raised on the evening for the India's flood relief fund.

Guest star at the charity performance will be Chandrabhanu, an internationally recognised exponent of the Bharata Natyam, the great temple dance of India. Chandrabhanu is considered perhaps the finest male dancer in his home country, Malaysia, and has performed there with the national dance company. He has lectured in the performing arts at the University of Penang.

Performing in the concert also will be a student of his, Radhika.

Both have Monash connections: Radhika graduated from the University in 1977 and Chandrabhanu is currently completing his PhD thesis in social anthropology here.

As well as performance of the Bharata Natyam other items in the charity concert will include a stick dance from Gujarat, a peacock dance from Maharashtra, sitar music and a South Indian gyan dance.

Admission will cost $5.

For bookings contact Dr J. Rao (350 3381, 379 3134), Mrs K. Naidu (306 6381) or Dr K. Dabie (283 1724).

OCTOBER DIARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>ENVIRONMENTAL FORUM - &quot;Malay Perceptions of Environment&quot;, by Geef Meema, University of Melbourne, Fri. at Monash Department of Environmental Science, 3 p.m. Room 103, First Year Physics Building. Admission free. Inquiries: ext. 2641, 2512.</td>
</tr>
<tr>
<td>6th</td>
<td>CONCERT - &quot;Leonard School concert featuring instrumental group, school orchestra, choir and piano.&quot; RBH. Admission: adults $5.50, children and pensioners $1.50.</td>
</tr>
<tr>
<td>7th</td>
<td>CONCERT - &quot;Peninsula Grammar School concert. Featuring instrumental group.&quot; RBH. Admission: adults $5.50, students and pensioners $1.20.</td>
</tr>
<tr>
<td>8th</td>
<td>MUSICAL - &quot;Oliver,&quot; presented by Boothwyn High School at the Joan Sillars Theatre, 8 p.m. Admission: adults $5.50, students, children, pensioners $2.50.</td>
</tr>
<tr>
<td>9th</td>
<td>SATURDAY CLUB (5 p.m.) - &quot;Young Monashian&quot; presented by The Victorian National Opera and Welsh National Opera, directed by John Hopkins, Alex. Theatre, 8 p.m. Admission: adults $5.50, children $2.25.</td>
</tr>
<tr>
<td>10th</td>
<td>CEREMONY - The Australian Boy's Choir presents a program of sacred music and ballads. Conductor - Keith Glover; conductor - Ian Harrison; associate artists: Ian Hofman - piano, David Lewis - trumpet. Rooms: 6, 7.</td>
</tr>
<tr>
<td>11th</td>
<td>CONCERT - &quot;Clyde and Pinicola Clarke.&quot; 7.30 p.m. Room 175, Education Building. Admission free. Inquiries: ext. 2904.</td>
</tr>
<tr>
<td>13th</td>
<td>MORNING COFFEE - Monash University Parents' Group, guest speaker - Mrs Leah Andrew, Monash Careers and Appointments Officer. For details phone Mrs F. Harris.</td>
</tr>
<tr>
<td>13th-14th</td>
<td>SHORT COURSE - &quot;Fundamentals of Visual Anthropology,&quot; presented jointly by the Monash Centre for Continuing Education and the Monash Indian Association. Admission: adults $6.50, $5.50, $6.00, $5.00, $3.00, $2.50, $2.00.</td>
</tr>
<tr>
<td>14th-15th</td>
<td>SUNDAY CLINIC (10.30 a.m. - 4.30 p.m.) - &quot;Multicultural and Multilingual Education,&quot; presented by the Multicultural and Multilingual Education Committee of the University and Monash Centre for Continuing Education. Admission: adults $5, students $3.50.</td>
</tr>
<tr>
<td>16th</td>
<td>11th EXHIBITION - &quot;Our Living Languages,&quot; materials for learning and teaching community languages, organized by the Ethnographic Section of the New South Wales and Monash University, est. 2718 (A.H., 541 7318). Admission: children $2.50, adults $5.00.</td>
</tr>
<tr>
<td>22nd</td>
<td>CONCERT - &quot;The Dannem of Faust by Berlioz. Presented by The Melbourne Choral Society. Occasional Choral, Marilyn Richardson soprano, Graeme Waller tenor, James Richardson baritone, Peter McDonald bass, with the Kildara College Choir and the Symphony Orchestra of the Victorian Opera, conducted by John Hopkins. RBH. Admission: adults $5, students $3.50.</td>
</tr>
<tr>
<td>23rd-24th</td>
<td>SHORT COURSE - &quot;Participation in Community,&quot; presented by the Monash Centre for Continuing Education. Inquiries: ext. 2718 (A.H., 541 7318).</td>
</tr>
<tr>
<td>26th</td>
<td>WEDNESDAY CLINIC (10.30 a.m. - 4.30 p.m.) - &quot;Multicultural and Multilingual Education,&quot; presented by the Multicultural and Multilingual Education Committee of the University and Monash Centre for Continuing Education. Admission: adults $5, students $3.50.</td>
</tr>
</tbody>
</table>