WHO praise for ‘safe sex’ stand

The World Health Organisation has praised the initiative of Monash students in setting up a “Safe Sex” stand as part of Orientation Week.

Roger Short, Professor of Reproductive Biology at Monash and a member of the WHO sub-committee on AIDS, says the organisation does not know of any other student group in the world which is developing its own AIDS awareness programs.

Who has asked for a report on the highly-successful “Safe Sex” stand, one of the busiest booths in the “orientation market”.

Among the attractions were give-away condom keyrings, a novelty which drew people from all over campus. They were given only to those who were prepared to at least attempt a short quiz on AIDS, and the whole supply of 400 keyrings was gone in just two days.

Organiser Sandy Fieldhouse, a medical student and member of the university’s AIDS Information Committee, said doing the quiz involved people in a discussion with booth-holders on the subject of safe sex.

“We wanted to make people realise that AIDS is a here-and-now thing and something they can control,” she said.

“We set out to give them the medical viewpoint, and to destroy the myths.”

Ms Fieldhouse said three students dressed as condoms wandered around the campus drawing people’s attention to the booth. Their costumes were borrowed from the Health Department.

A graffiti-board set up alongside the booth and headed “101 uses for condoms. Your ideas, please”, proved very popular, even among those who were embarrassed by demonstrations of such things as how to put on a condom.

The head of the University Health Service, Dr John Green, said he thought the booth was one of the best health education activities he had ever seen.

The booth was staffed by medical students and members of homosexual groups on campus, all wearing Safe Sex T-shirts.

The university’s AIDS Information Committee provided AIDS brochures for inclusion in orientation “show bags”. The brochures will soon be available for general distribution.

Women ‘not welcome’ in the top ranks

Australia has few women professors because women are just not welcome in the upper strata of academe, according to Felicity Allen, a Ph.D candidate in the Faculty of Education.

Eight per cent of senior lecturers (on national figures) are women, whereas only two per cent of professors are women.

For her thesis, Ms Allen set out to unravel the mystery of this wasted talent.

She began by analysing the relationship between publication output, advancement, and appointments of men and women at the University of Melbourne between 1975 and 1984. She measured qualifications and publications.

Soon she was zapping myths in all directions:

- Myth 1: That women had less merit. “Just not so. They were equally qualified.”
- Myth 2: That women publish less. “They don’t. They publish more.”
- Myth 3: That women are less ambitious. “They are not. They are systematically discouraged.”
- Myth 4: That women leave to have babies. “They don’t. And even when they stay they don’t get promotion.”
- Myth 5: That you need a Ph.D to get on these days. “The University of Melbourne appointed a man with a bachelor degree a professor in 1982.”

So what was stopping women in their tracks? They just weren’t welcome.

Ms Allen said that women told her of numerous incidents of active discouragement or lack of encouragement. Publications were suppressed and opportunities to do research were denied.

They were blocked by the ‘Old Boy’ network, and the self-reinforcing barriers of men having men protect and men preferring to work with people with whom they could identify (that is, men).

Knockbacks

And some of the knockbacks were for the most cynical reasons.

Ms Allen said a very qualified woman found that her appointment was blocked because of the lack of toilets. “Go out and rent one,” the woman witteringly told the authorities. She then became known as “Porta-pottie R .. .”. She got the job. There were, of course, secretaries employed by the institution who had toilets to go to.

Then there was the qualified young man ‘with potential’ from another university. “He would make a great member of your team”, so he would get the job. Women, Ms Allen said, were appointed on their achievements men on their potential.

In the days before affirmative action, women having legal rights to promotion wouldn’t pursue them. “I can’t face the hassle, the day-to-day unpleasantness.”

But this is changing. Women are standing up for their legal rights, and when they do they should get a pat on the head, said Ms Allen.

The suppression of the talents of women was a waste that neither the universities nor the country could afford.

Ms Allen, a senior lecturer at Lincoln Institute, is presently seconded to the Victorian Government to work on statistical analysis of the WorkCare program.

Monash has always prided itself on having been “on the side of the angels” in the number of female professors on its payroll — a higher percentage than at any other Australian university.

Here’s the latest roll call:

- Professor Maureen Brunt (Economics)
- Professor Enid Campbell (Law)
- Professor Mollie Holman (Physiology)
- Professor Margaret Plant (Visual Arts)
- Professor Millicent Poole (Education)
- Professor Jean Whyte (Librarianship)

(Professor Marie Neale, professor of Education since 1970, retired at the end of 1987.)
Boost in overseas student numbers

The number of full-fee paying students at Monash has increased rapidly over the past two years and the university is actively promoting its courses overseas.

More than 200 full-fee paying overseas students were enrolled at the beginning of last year, compared with about 40 last year, and more are expected to begin in July in the Master of Business Administration course.

Jubilee award for Tan

One of the last Singaporean students to complete his degree under the Colombo Plan has been awarded the Monash Jubilee Postgraduate Scholarship.

The award means Randolph Tan, 24, can do his Ph.D in Econometrics at Monash before returning home to fulfil his obligations to the Singaporean government.

Mr Tan was a student at Nanyang University College for his pre-university studies (equivalent to VCE) when he was selected to apply for the Colombo Plan.

He came to Monash in 1984, with five others, as one of 20 to benefit from the Australian aid program to Singapore.

The jubilee scholarship will provide him with nearly $10,000 a year over three years, an amount which he is supplementary by working as a tutor.

He must pay $6000 in university fees.

The scholarship, which goes to the best applicant provided the applicant is of sufficient merit and of outstanding academic ability, was first awarded last year. The recipient was Mr Jae Jung Sung, a Master of Arts candidate in Linguistics.

Exchange programs tend to be one-way

More and more overseas students are taking advantage of exchange programs to do part of their courses at Monash.

But the 'free' tertiary education system in Australia is difficult for Monash students to reciprocate because there is no system of government-backing.

Under exchange agreements between Monash and universities in the United States, Canada and Europe, tuition fees are waived but other expenses, estimated at a minimum of $10,000-$12,000 for the year (including air fares and accommodation) must be met by the student.

"Despite the difficulties, there are many benefits to living and studying overseas," says Anne Mennell, Academic Services Officer.

"Day-to-day life in another country, experiencing a different culture and education system and having to be independent and self-reliant, is a real learning experience," says Ms Mennell.

"For the ambitious it looks good on your curriculum vitae; a prospective employer is likely to assume you have initiative, independence, maturity and a broad outlook on the world," she says.

American exchange students at Monash this year include Pete Tobia and Vicki Thorenns from the University of California at Davis, who both planned and saved for a number of years so they could take part in the scheme.

Their families also helped towards what they saw as a worthwhile part of their children's education.

A trip to Hesley Sanctuary soon after Vicki's arrival had her really excited about Australian animals. The Californian exchange student pictured in the grounds at Monash.

Certain conditions have been set for the program, including a standard of entry no less than that for Australian students, and a requirement that full-fee paying students not be given any special treatment.

The students must meet their own expenses, which include course fees and accommodation and living expenses.

Mr Peter Campbell, director of the newly-established Marketing and Recruitment Centre for International Students (MARCIS), says study in Australia offers many advantages, including proximity, climate, relative safety and a favorable exchange rate.

"Most students have weighed up the costs of education in the United States, Canada, the United Kingdom and parts of Europe and have found Australia offers the best value," he said.

The 'marketing' of Monash courses began in earnest in late 1986, when the Assistant Registrar (Economics and Politics), Mr Ivan Gregory, represented Monash in Thailand, Indonesia and Malaysia as part of an AUSTRADE-organised educational mission.

He was joined by Mr Campbell, then Assistant Registrar (Engineering), who also went with the mission to Singapore.

Dramatic

As a result, the number of full-fee paying students at Monash in 1987 increased dramatically and it became obvious there was potential for rapid expansion in this area.

The enrolment for 1988 again expanded after a series of educational promotions were held last year in Malaysia, Singapore, Hong Kong, Thailand, Indonesia and Korea.

Other opportunities for marketing exchange programs include international marketing agreements with Rikkyo University in Japan, will complete her four-year BA here with majors in sociology and linguistics.

Eri Shibayama, the first student to come to Monash under an exchange agreement with Rikkyo University in Japan, will complete her four-year BA here with majors in sociology and linguistics.

Eri, who wants to work in tourism and hotel management, will also be taking a close look at Japanese studies to see if Australian students are taught about Japan.

Her interest in Australia goes back more than 20 years, to when her grandparents lived in Canberra as members of the service staff at the Japanese Embassy.

Inquiries about exchange schemes should be directed to Ms Mennell on ext. 3011.

Malaysian 'twin' scheme

Monash is one of six universities offering courses through a 'twinning' arrangement with the new Sunway College in Malaysia.

The college, set up in May 1987 by the Sunway corporation, will enrol students from Malaysia and nearby regions for the first year, and their courses will be completed at the relevant universities on a full-fee paying basis.

The twinning arrangement gives the 'host' universities full control over enrolment procedures, course content, teaching materials and assessment.

Degrees conferred through Sunway are identical to those conferred at the universities.

Benefits to students include reduced 'culture shock' in their first tertiary year, and substantial savings in fees, accommodation, living expenses and the other costs of studying abroad.

Sunway is offering 13 courses and the other 'twinning' universities involved are Leicester (United Kingdom), Western Michigan (United States), Curtin, Western Australia and Flinders.

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Monash courses include a 'twinning' arrangement with Sunway College in Kuala Lumpur (see separate story) whereby students enrol for the first year at a B.Ed course at Monash. The course is completed in Australia on a full-fee paying basis.

From 1989 a number of courses offered by Sunway will be expanded to create a flow of students into most Monash courses.

Monash has plans well underway for the development of an English language centre on campus which will be accredited by ELICOS (English Language Intensive Courses for Overseas Students).

The university is also planning to attract students from the United States through the Study Abroad program.

Until the Federal Government imposed a quota system a few years ago, Monash had generally accepted overseas students on academic merit.

As a consequence, many Monash graduates have returned to their home countries, especially in the Southeast Asian region, as ambassadors for the university.

Under the quota system, there is a limit of 10 per cent of overseas students. A full-fee paying students not be given any special treatment.

Inquiries about full-fee paying courses should be directed to Mr Campbell at MARCIS on ext. 3011.


*May be offered in 1989.
Graduate returns bearing government gifts

Mr. Jolly, an Education graduate, was back at Monash to launch a State Government-funded project - a Chair in Public Sector Management. Pledging a grant of $100,000 a year for the next five years, Mr. Jolly said that his government's assessment of competitive strengths in the Victorian economy had shown the need to upgrade skills and boost tertiary education.

This government recognises the importance of the public sector being equipped with management skills to improve not only efficiency but also the inter-relationship between the public and private sectors," he said.

The chair will be located in the Institute of Public Sector Management within the university's Graduate School of Management.

Mr. Jolly also announced that the government would provide a grant of $150,000 to Melbourne University for the establishment of a public sector management unit within its National Business School.

Introducing Mr. Jolly, the Vice-Chancellor, Professor Logan, said that the Victorian Government had the only State Government which took higher education seriously.

"The Victorian Government is already providing up to $2 million for Monash a year, and we are very grateful for this further assistance to a particular part of the university," he said.

Professor Logan congratulated Professor Allan Fels, director of the Graduate School of Management, on his initiative in "finding a niche in the marketplace.'

Open days provide useful careers advice

Open Days are a very important source of career information for secondary school students, according to a recent report.

But most prospective students received their initial information on tertiary courses from careers teachers, says Karen Tang, a Master's candidate in Librarianship.

For her thesis she surveyed 58 publications and included the opinions of 240 students offered places in Arts and Engineering at Monash.

She found that most of the publications written to inform students about university courses were not read by most students, and that four out of 10 students became really interested only after they had received offers of places.

Among Monash students, 88 per cent in Arts and 75 per cent in Engineering gave their careers teachers as their prime source of information, with "open days" (49 per cent and 56 per cent) the next most valuable.

Karen Tang

The Monash publication most popular with students was the faculty handbook, but it too was mainly used after students had received their offers of places.

Ms Tang said that the possible reasons why students did not read the publications or did not read them until after they had received offers of places were:

- Lack of interest and concern
- Feelings of powerlessness about the course of their choice.
- Lack of time to obtain and digest publications.
- Ignorance of the existence of publications.
- Ignorance of the differences between courses at various institutions.
- Preference for other sources of information - friends, parents and so on.

Ms Tang said that information publications were proliferating, and this could lead to greater confusion among students.

Earlier closing dates fixed by the Victorian Tertiary Admissions Centre would tend to leave less time for students to read the VTAC Guide before applying.

And as the growing number of entries in the guide became more condensed, students would have to go elsewhere for additional information.

Ms Tang said she hoped her thesis would underline the need for more specialised training of careers teachers and better coordination of efforts to inform students about courses, especially throughout years 11 and 12.

Indonesian media shows the way

In the worldwide climate of newspaper closures and concentration of ownership, the quality and success of London's newest daily, The Independent, has been like a breath of fresh air.

But there is a similar success story closer to home in what would seem, to Australians, to be a most unlikely place - the "controlled democracy" of Indonesia.

In this country of 150 million, which is suspected by Australians of having a captive press and which has certainly stamped on over-enthusiastic Australian reporters, the leading weekly news magazine, Tempo (the Indonesian equivalent of Time) has been operating for 17 years as a kind of co-operative in which staff are the major shareholders.

It was started in Djakarta by the then governor, Ali Adikin (now a dissident), under the auspices of Jaya Raya Foundation, a private non-profit organisation which retains ownership of 47 per cent.

"The rest is owned by employees," says the editor, Goenawan Mohamad, who established the magazine and who spent three weeks last month at the Monash Centre of Southeast Asian Studies on a George Hicks Fellowship.

He says that Tempo, like all Indonesian publications, must tread fairly carefully when it comes to political issues, particularly those relating to the First Family.

"We can be banned without warning; it all depends on the mood of the different ministers.

"All newspapers and magazines must be licensed and if you upset the government your licence is taken away.

Despite this Tempo has been banned only once, for a two-month period in 1985, but it was able to meet its expenses - including salaries - for that time.

The 112-page magazine is published in Bahasa Indonesian, the only language common to this nation which covers 13,000 islands and more than 3000 languages. It has a circulation of around 135,000 a week.

Mr. Mohamad applied to come to Monash because the university has an extensive collection of old Indonesian newspapers. He is researching Indonesian politics in the 1960s, and has read some papers in the Main Library's underground collection which he could not easily obtain from the National Archives in Djakarta.

He is the first George Hicks Fellow and another Indonesian researcher is expected to come to Monash on a fellowship later this year.

Bush dance in Jogyakarta

A group of Monash students on a study tour in Indonesia attracted a lot of interest from the Student Centre's Staff.

"This study tour coincided with an "Australia Week" to mark the bicentenary. The students introduced Australian culture in a bush dance on a Tamils read about Monash research

Stories about Monash research projects turn up in the most unexpected places.

According to a letter from an Indian teacher, Mr. D. Gengai Muthu, more than half a million Tamils are now able to read about Dr. Dennis O'Dowd's and Dr. Sam Lake's research on Christmas Island crabs through their own weekly news magazine, Muththakam.

Mr. Muthu, a researcher at Gangsa Bhawan school in Aruppikkottai, is translating stories from Monash Review into Tamil for the benefit of his students, and he sends the translations to Muththakam and a number of other Tamil magazines.

He says publications from Monash are also widely read by his colleagues.

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Rod Andrew, Monash's founding Dean of Medicine, dug this article out of an old Monash Reporter. It was written by the legendary Jack Marshall, our first professor of Zoology, and appeared in the first edition of *The Australian* (Vol. 1, No. 1, 15 July 1944). Professor Andrew detected considerable sentiment regarding the atmosphere of "turbmoil and change" that characterised the higher education scene today...
Easing the way for change

Few business organisations in Australia have not felt the effects of the shrinking economy.

This was reflected in the range of participants at a recent workshop at Monash on organisational change.

Government departments which sent staff to the workshop, organised by the Centre for Continuing Education, included the Victoria Police, Public Works, Health, Education and Immigration, Local Government and Ethnic Affairs.

The largest group represented from the private sector was Coles-Meyer.

Mr Robert Hockley, a Sydney-based psychotherapist who led the workshop, stressed that the different social and economic situation made change inevitable in the public and private sectors.

Changes could be seen as challenges or threats, depending on the ways they were handled and the ways people adapted to them, he said.

There were three main stages in the process of adapting to change:

- Letting go of the old position and the old identity associated with it. Such letting go could be very painful and at this stage a manager could be supportive by being clear about the scope of the loss, acknowledging the person's feelings and indicating that their reaction was normal.

- The transition period, when people may find themselves in a kind of neutral zone where there may be a sense of confusion. This is the time when people may feel that "everything has fallen apart". If they can recognise it as a passing condition, most will be able to ride it out.

- A new beginning. Reorientation and the adoption of new goals, new plans for the future. The energy invested in the old order is now available for the new.
Education has a hidden component—humanity

Distinguished Aboriginal scholar, Eric Willmot, Chief Education Officer for the Australian Capital Territory Schools Authority, gave the 10th annual Oscar Mendelssohn Lecture at Monash on the subject of Human Empowerment: Education. Hidden Distinguished Aborigina/ groups in the Australian Capital Territory.

Twenty-five years ago an old man watched me carefully while I explained the process of schooling and my new conceptions of human learning.

This old man was an Aboriginal man steeped in the intellectual and educational traditions of Australia. As a first human society, he was a young newly educated teacher.

This old man considered my explanations carefully and then he said to me: "Why do you want to spend so much time doing this to these children? Why don't you just teach them in a way that you want them to learn?"

Some five years later in New Guinea, another old man and I were encouraging his son to continue his schooling with me. He said, "This man will give you the power when it is time."

I tried to explain that my kind of education was not some kind of cargo. It was simply a body of knowledge and skills applied to a process of learning. It was not something that I could bestow.

Both these old men were members of first human societies. These were the human societies which began to come into being at the end of the Pleistocene period. These old men had a survey of a rapid decline of the remaining members of this first approach to human education. For some of these societies, such as the Eskimos, the old man on the coast of Australia it has meant almost complete extinction. Others such as the Inuit of Northern Canada have had significant social shift fully or partly into second human societies.

The problem of change goes beyond cultural associations because the extreme problems of first and second humanity. First human societies were virtually all based on a fairly strict nature mechanics and engaged in a nature (nurturing the perfection) of nature in their own societies. This usually demanded using nature's methods to achieve the results. For example, societies often had to accept infanticide and, in general, ridding the societies of genetically inferior individuals.

Secondly, first and second humanity. First human societies were set apart from the society from which they descended. This was the case of the children of a new, second human society. These children are the changelings between our two worlds. Most importantly they have the capacity to profit from the same education system that others Australians successfully experience.

In almost all cases these first and second human societies were born with the possession of a peculiarly learned ability we call literacy. The lack of this special tool has also been noted as characterizing other powerless groups.

I think the first and most devastating discovery by first human societies is that technical literacy (decoding language into written symbols) does not create the required change, nor is it sufficient to gain significantly from education. Unless people become "culturally literate" (have their behavior significantly changed by becoming literate), access to useful tertiary education is virtually denied. We transmit it through our education system, we cannot believe that this is the correct version of his talk some of minds.

But if a society is held together in any sort of viable intellectual situation, then there are certain pre-requisites that must not be exceeded. This is not to say that in some societies people do not exceed these limits, and the pressure to try to do this is probably the basic force that has created the world's religions.

The devices societies like ours use to extend reality vary but the one dominant principle observed in action are language and mathematics. The interesting thing about language is that literacy tends to force to a situation where it can no longer be used efficiently for this purpose. We see this exhibited among novelists for instance, such as David Ireland. In his novel Woman of the Future he present a very edge of reality. The problem with nature of English, reaches a sharp hard limit past which he cannot easily proceed. He solves this by stepping into a realm of surrealism of course the breaches the rules of sense-reality. It happens to be a socially acceptable literacy device, and hence continues to exist.

Non-literate languages, such as those used by the first human societies, are quite able to comprehend and cope with the expansion of reality which was so characteristic of the first human society. The problem with the problem of alphabetic literacy is that it is a very blunt instrument and, immediately it is applied to a language, the extent of the meaning of the language is lost, and any attempt to use simple literate languages to describe an expanded reality assumes the character of nonsense.

This convoluted character of literacy is even more pronounced when the language or the object of alphabetic literacy is a pidgin-like English. The people of course is immediately overwhelmed by the first language English-speaking intellectual elite, because they are offered a package which can include the highly refined second language of mathematics. While I believe mathematics is certainly the ultimate extra element of such a package, there are other varieties of the package which are of education in the discourse sense in a language even like English.

Now, I am a member of a non-literate society, however, the total package is seldom fully realised or, indeed, even offered at any level of awareness. Worse still, the people rarely ever conducted beyond technical literacy, and are never in the position to make a choice about cultural literacy. Under these conditions new education becomes something like learning to read music, but never learning an instrument or hearing music. The two old men I spoke to at the beginning of this lecture were somehow aware of this and were asking a question which I was, at the time, too ignorant even to understand, let alone answer.

Now, after 25 years, I understand what the old men were saying to me. I realise that they and those who still live in first human societies understood something about education which took me 25 years to learn. They were telling me that there was another component of education. They had observed their children the simple outcomes of a modern education system, but they were not acquiring that special quality which made them like the children of the first human world.

It is human empowerment; that special capacity to influence others to act autonomously to set goals and achieve them. The real challenge of human world lies hidden in all of our roots in first humanity. We transmit it through our education system, we do not know exactly how to bring the hidden outcome which we expect but barely recognize. And may indeed be some sort of bestowal process. We can to some extent observe it in action in our most ancient educational institutions, universities.

The student who has acquired all the artifice of higher education must wait quietly for the ceremony in which he or she is admitted to a degree and empowers.

In the institutions more responsive to our second human world mentality, like schools, the TAFE system and advanced education, we tend to discount this process. Degrees and diplomas are awarded not because the process is complete, but because the process system and advanced education, we tend to discount this process. Degrees and diplomas are awarded not because the process is complete, but because the process.

But the process itself must also be part of the phenomenon. Unfortunately we are unsure which curriculum, literacy is certainly the first step but only that form of literacy which is able to alter our behavior sufficiently to ready the phenomenon is really able to achieve this outcome.

We have recognised this phenomenon of empowerment for a long time, but we have never given any serious problem. Unfortunately we are unsure which curriculum, literacy is certainly the first step but only that form of literacy which is able to alter our behavior sufficiently to ready the phenomenon is really able to achieve this outcome.

We have recognised this phenomenon of empowerment for a long time, but we have never given any serious problem.
Monash Deans of Engineering seem to delight in the snobbery.

Last month, Professor Peter Darvall (wearing a T-shirt emblazoned on the front with the legend “Kiss me, I’m Dean” and on the back “Stab me, I’m Dean”) was sent downstairs to his new office after a party marked by some highly sophisticated poetry readings (see story at right).

Almost exactly 12 years ago, his predecessor in office, Professor Lance Endersbee, caused a stir when he arrived in Port Phillip Bay in his 31ft racing cruiser Margarita to begin duties. Professor Endersbee, who came to Monash from the Tasmanian Hydro-electric Commission, is a keen sailor and home-built Margarita was on its maiden voyage when he sailed from Hobart to take up his new post.

Our picture shows the crew of Margarita on arrival at Sandringham. Below, the new Dean hams it up at his farewell/welcome.

Who is this man whom we honor tonight?
This elegant man who has weathered the flight
From long-haired hippy with flowers in his hair,
To arrive at this point to take the Dean’s chair,
Though President of PAUSAs, he’s had the odd fall
As he’s tilted at windmills in defence of us all.
The gentleman farmer, a black sheep as well
In a family of lawyers and doctors so swell.
A man renowned for his wit so sublime,
A fine sense of humour, a fine sense of rhyme.
Though the Faculty’s richer for his move beyond,
“Tis true that we’ll miss him in our Civil pond.

Peter’s a man of high and pure thought,
His dreams are of concrete, distracted by nought.
He publishes papers, goes on a binge
About softening in concrete, column and hinge.
His bloopa are a legend revered by the trade;
His students who read them have all got it made.
But Peter’s own interests extend far beyond
The hinges and boats of which he’s so fond.
He often is seen in his Ute with those crates
Of pigeons, released and left to their fates,
As they wing their way homeward, travelling fast
To avoid Peter’s anger, when they come in last.

By this you might think he’s apart from the throng
That’s attracted by wine and women and song.
That’s not strictly so, he’s not one to cower
At his desk all alone in his ivory tower.
A drink in his hand, a song on his lips,
And he will read in just one or two sips.
Then a fine pair of legs as a bird ambles by,
Bring a devilish gleam to the old ... we’ve easily seen.
The III-fitting trousers that made him look
Like a particularly oddly-shaped headless chook.

On 18 March, Dr Peter Darvall,
Reader in Civil Engineering, became
Professor Peter Darvall, Dean of the Faculty of Engineering.

Peter was given a rousing send-off at a Civil Engineering function on the evening of 16 March.
The dinner, at which Peter and his wife, Leanne, were guests of honor, was attended by 42 of
Peter’s colleagues and partners from the department. Master of Ceremonies was lecturer in
structures, Raphael Grechietta.
The tributes to Peter were all in
either poetry or song (see below left)
to commemorate his own renown
with iambic pentameter, and his interest
in racing pigeons. The toast,
proposed by Professor Noel Murray,
followed a main course menu which included baked pigeon breast
with softened concrete stuffing.

Professor Eric Laurenson, Chairman of the Department, astonished
everyone with a poetic tribute, without notes, of which Socrates
would indeed have been proud. In
his reply, Peter spoke at times elo-
quently and at times hilariously of
his 18 years in the department.

He was presented with an inscribed
T-shirt and a hollow, carved pigeon’s egg, containing a tape
with the enthusiastically-sung Concrete Song on it. Other tributes in verse and song were by Paul Grundy, Russsel Mein, Chris Haber-
field and myself.

Peter’s early years as a counter-
culture flower child were com-
memorated by the presentation of a
flowered head-band.

— Dr Bob Keller

Satellite link-up

More than 800 senior secondary school students gathered at Robert Blackwood Hall last month for the Inaugural Australia Day, which was delivered “live” around Australia by satellite from the Sydney Opera House. The receiving dish is pictured below.

During the lecture, hosted by television’s Richard Wilkins, the students’ attention was held with spectacular lighting, laser projection effects, films and graphics. Students in each state were able to take part through a live link.

The lecture was a joint project of Aussat Pty Ltd and the Institution of Engineers Australia.
Rescuing the Bosanquets from history's dismissal

Forty years ago Alan MacBriar completed a doctoral dissertation gently but precisely undermined the Fabians' collective imposition of their interpretation of late Victorian and Edwardian history on succeeding generations.

This was published in revised form in 1962 as Fabian Socialism and English Politics 1844-1918, which together with Eric Hobsbawm's article in Laboring Men formed the starting point for any inquiry into social and political issues involving the Fabians around the turn of the century.

Now the master has returned to the same era to rescue the Bosanquets from the enormous dismissal of post-1944-41; and Stalin's Secret War (1981), an analysis of Stalin's security purges. Neither has a single index entry for the Bosanquets.

Who were these defiantly party of the Fabian version of collective Liberal Britain? People remember the Webbs, but who were the Bosanquets? Bernard was an idealistic philosopher and leading organiser of the Fabian Socialist study group for the three years between 1903 and 1907 and he considered himself a radical Liberal.

His wife came from a non-conformist background, was one of the early graduates of Newnham College, Cambridge, and also became heavily involved in the women's movement in the wider sense. Her articulate analysis of social issues in a range of publications, resulted in her appointment to the Royal Commission on the Poor Laws, where she found herself in opposition to another formidable female champion, Beatrice Webb. He never gave up his commitment to the adoptions of the working classes, and was always a fierce advocate of women's development of the child. Over the years, he and his wife, June 1901, are still in limbo according to the Minority Report.

Certainly the content in the Royal Commission had all the elements of a good mixed doubles match. Points were scored by lightening strokes and rallies were long and fiercely contested, with a good variety of ground shots and overheads. But the Bosanquets, in particular, did break the rules by going public with the Minority Report and shamelessly trying to influence the umpires, if one may so describe Asquith's Cabinet.

Courtsship

The focus of the discussion was the change of the public space and the treatment of the poor in Edwardian Britain. The Webbs championed environmental and social causes and sought to break up the Poor Law and replace it with a series of agencies to deal with clearly defined types of social casualties.

The Bosanquets stressed the moral and personal responsibility of the individual, arguing that misguided interference by philanthropy, the Poor Law and the State could destroy that character on which society depended. Arguments and evidence were marshalled by both sides in a controversy which seemed to erupt in every forum for intellectual and political debate in late Victorian and Edwardian England.

MacBriar's is a sure guide to the complexities of the changing positions of the Webbs and Bosanquets, and their myriad of supporters and critics. In this rich and packed work we are given much more than a narrow conflict between the two sides. The principal is not just on a rescue mission. His main purpose is to reconsider an important episode in the formation of British social policy, to provide a fresh insight into what appears to be a settled area and to demonstrate the way in which the debates over the issues were conducted. According to him, this was a civilised debate, played largely by the rules, and with very little ad hominem abuse.

The metaphor of the tennis match, suggested by Lawrence Phillips in 1911, has its merits. It is highly appropriate in that social tennis became one of the key elements in the arranged courtship of the lower middle classes in late Victorian Britain, though it is not recorded that any of the central figures here were devotees of the game.

Siblings needed for study

More volunteers are needed for a study on the play behaviour of siblings.

Children are required from two age groups: 1-3 years and 3-6 years. They can be brothers, sisters or brother and sister.

The study, which will be done obtrusively, requires the mother and her children to attend five playgroup sessions in the Psychology department during the year.

Volunteers should contact the department's general office on ext. 3968. After hours calls can be made to Jenny Hatiz on 817 5260 or Kanthi de Silva on 543 8726.
Mutual agreements work best in industrial sphere

IN REVIEW

Industrial Relations Reform: A Policy for Australia
by William A. Howard and Carol Fox
Longman Cheshire Melbourne 1988

This book by Bill Howard, Associate Professor of Industrial Relations at Monash, and Carol Fox, a former academic staff member at Monash and now an industrial relations consultant, is the result of a study of industrial relations reform which was sponsored by the Committee for Economic Development of Australia (CEDA).

In a succinct 90 pages the authors put forward an argument for reform which should stimulate a great deal of discussion among industrial relations specialists and the wider management community.

The structure of the book takes the form of a traditional debate and the reader is taken through the argument with each chapter: chapter 1 examines the case for reform of industrial relations in Australia; chapter 2 outlines the authors’ proposals for reform; the various problems of implementation are discussed in chapter 3, and chapter 4 speculates on the likely impact of the proposed reforms. The final chapter is a brief restatement of the central argument of the book.

The authors are refreshingly clear about their views from the start of the book. In the first few pages they state that: “the proposition on which this book is based is that relations between employer and employee, between manager and managed, are likely to be better and more productive if these are arranged by the parties themselves.”

This opening chapter then outlines the case for reform of the existing industrial relations system. For those who believe in a centrally determined IR system (sometimes referred to as ‘IR Club members’) this chapter will not make for comfortable reading. As the authors note: “the case for reform in industrial relations is all but overwhelming. The reason it does not take place is because powerful institutional interests act to preserve a mechanism which does a good deal to grant them legitimacy and existence.”

This is a key point in the book because it could be argued that the primary reforms proposed by the authors (the provision of a taxation incentive to encourage labour and management to undertake private labor contracts and the encouragement of alternatives to the existing industrial tribunals) are less controversial than the question of whether such reforms are possible. The authors discuss implementation problems in some detail in chapters 3 and 4, but readers who subscribe to the “industrial reality” school (a belief that any fundamental change from the centralist approach is doomed to failure) are unlikely to be convinced.

Like many important social issues, the issue of reform of industrial relations can only begin to be addressed at a political level — in this case there would be a need for federal and state governments to agree to the partial “deregulation” of industrial relations in Australia which the proposals by Howard and Fox would require. For this to occur, there needs to be substantial support from the business community for the notion that a decentralised approach to industrial relations is both desirable and feasible.

This is not the case at present but there is evidence that the business community is moving in this direction. A comprehensive study on industrial relations currently being undertaken by the Business Council of Australia is an example of this trend. I am not sure whether the specific proposals put forward by Howard and Fox will be adopted in Australia, but I would predict that their emphasis on decentralisation and the importance of the workplace will be vindicated. For a juridical analysis of these issues, a close reading of Industrial Relations Reform: A Policy for Australia is highly recommended.

Peter Dowling
Graduate School of Management.

Mature-age students favor arts

Mature-age students — those who begin study at age 23 or later — continue to favor English and History courses, but Politics is “a big improver,” according to the Monash Careers and Appointments Service.

Women mature-age students easily outnumber men, particularly in Arts where 72 per cent of mature-age graduates do their degrees.

These trends are reflected in a survey of graduate destinations prepared by the service for the Graduate Careers Council of Australia. The survey covered a sample of 169 pass and honors mature-age graduates at Monash.

The most popular courses (other than English with 39 mature-age graduates, History with 37 and Politics with 21) were: Arts (Geography 19 and Sociology 17); ECOPS (Politics three, Accounting and Economics two each); Law (Arts and Jurisprudence three each, Economics two); and Science (Immunology three, Applied Mathematics, Geography and Computer Science two each). Engineering had a mature-age graduate in Chemical Engineering and another in Electrical Engineering.

The Careers and Appointments Service people say that the private sector has a miserable record as an employer of mature-age graduates. Only 20 of the 169 graduates found employment in the private sector, and seven of those were law graduates doing articles.

The State and Federal Public Service, the Council of Adult Education, and institutions like universities and teaching colleges, placed 47.

Older students favor arts

A series of bioethics lectures on issues in Patient Care will be held at Monash College during first term.

The program is as follows:

12 April
Dr Larry Osborne, Medical Director, Mercy Hospital.
Resource Allocation in Health Care.

19 April
Professor Victor Yu, Director, Neonatal Intensive Care, Monash Medical Centre.
Ethical Dilemmas in Neo-Natal Care.

26 April
Dr Bernard Clarke, Respiratory Physicin, St Vincent’s Hospital.
The Ethics of the Critically Ill and Dying.

3 May
Mr Kevin Andrews, barrister.
Informed Consent.

10 May
Professor Richard Ball, Professor of Psychiatry, University of Melbourne at St Vincent’s Hospital.
Lies, Comforting Lies.

The lectures will begin at 8.15pm in the Senior Common Room on the first floor of the Administration Building, Wellington Road. Refreshments will be served.

Latest Margin available now

Margin Number 19 1987, containing articles on George Essex Evans, Gene- view Ward and others, is now available from the English department.

Margin is published three times a year for a subscription of $4 per year. Inquiries to Dr Dennis Davison, department of English, Monash University, Clayton 3168.

A little musical Acord

- Pictured with rebs are Richard Excel and Carol Williams who, together with Margaret Arnold, make up the Early Music Ensemble, Acord. The ensemble will give a free lunchtime recital at Monash on Thursday 28 April, titled Anthology of Early Vocal Music. It will begin at 12.30pm in the Music department’s auditorium, 8th floor South, Humanities Building.

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IMPORTANT DATES

The Registrar advises the following important dates for students in April:
8 Graduation Ceremony — Economics & Politics. Confirmation of enrolment forms sent to all students.
9 First Term ends for Medicine VI (Prince Henry’s Hospital students).
16 First Term ends for Medicine VI (Prince Henry’s Hospital students).
18 Second Term begins for Medicine VI (Prince Henry’s Hospital students).
20 Graduation Ceremony — Engineering and Science. Students who have not received a Confirmation of Enrolment form through the post should call at the Student Records Office to complete and lodge a replacement form.
22 Last date for lodgement of Confirmation of enrolment forms at the Student Records Office before late fees are imposed. Students who lodge their forms at Student Records after 20 April will incur a late fee calculated at the rate of $15 for up to one week late; $20 for between one and two weeks late; $35 for more than two weeks late. Last date for discontinuation of all studies by not-for-degree, diploma, bachelor degree, masters’ degrees by coursework and masters’ preliminary candidates to quality for 75% refund of the 1988 semester fees (not applicable to candidates taking Summer Term subjects).
23 First Term ends for Medicine IV.
25 Last date for applications to reach the Registrar from undergraduate and graduate students wishing to undertake academic work in 1989 in the University of California while enrolled for a Monash University degree. Anzac Day.

Scholarships

The Australian Academy of Science is accepting nominations for 1989 for the Selby Fellowship and the Ian William Warke Medal and Lecture. The Selby Fellowship is awarded to distinguished overseas scientists to visit Australia for public lecture-seminar tours and to visit scientific centres in Australia. Length of tenure is determined by the Council of the Academy. The Ian Warke Medal and Lecture is awarded biennially to a scientist who has made an eminent contribution to the prosperity of Australia through the advance of scientific knowledge or its application. The lecture will be delivered in an appropriate capital city.

Nominations close on 30 June 1988 and nomination forms are available from The Executive Secretary, Australian Academy of Science, GPO Box 783, Canberra ACT 2601. Telephone inquiries, Mrs Hilary Beck (062) 47 5777.

The academy is also inviting applications for scientific exchange programs in 1989-90 in the United Kingdom and China.

Applications for the Australian Academies and Royal Society Scientific and Technological Exchange Program with the United Kingdom close on 1 July 1988. Applicants must be Australian residents of at least post-doctoral or comparable standard, who propose a collaborative research project or specific activity developed in consultation with appropriate host scientist in the UK.

Applications for the exchange program with the Chinese Academy of Science (Academia Sinica) close on 1 December 1988. They must focus on visits to Academia Sinica institutes, proposing a scientific project or program developed in consultation with scientists at the institutes they wish to visit.

Application forms are available from the International Exchanges Officer, Australian Academy of Science, GPO Box 783, Canberra ACT 2601. Telephone inquiries, Mrs Bonnie Buss (062) 47 3966.

Free food vouchers

All Monash Young Engineers who donate blood when the Blood Bank visits the Menzies Building on 18-19 April will receive free food vouchers to McDonalds Mutlgrave and Hungry Jacks.

Leading scientists to attend ANZAAS

Leading international scientists specializing in fields of current community interest and concern will attend the Centenary ANZAAS congress to be held at the University of Sydney, 16-20 May, 1988. This year’s theme poses the question, “What Use Science and Technology?” Among the noted international scientists who have been invited to speak are: Dr Paul Bottomley, an Australian research scientist with General Electric in the United States; Dr James Beniger, from the Annenberg School of Communications at the University of California; Dr E. Penhoet of the Chiron Corporation in California; Dr June Osborn, of the University of Michigan, adviser to President Kennedy (speaker in the AIDS symposium); Dr Eric Jones of the Los Alamos National Laboratory in New Mexico; Dr Jean-Pierre Charmoux, a Chief of Mission of the French Ministry of Posts and Telecommunications.

Dr David Suzuki, Professor of Zoology, University of British Columbia, Vancouver, will deliver the inaugural Peter Mason Lecture as part of the Youth ANZAAS program. Members of the public are invited.

Those interested in presenting papers or registering for the congress are asked to contact the Congress Liaison Officer, Christine Williams, as soon as possible on (02) 552 1995.

Monash staff who are presenting papers are particularly invited to let the Information Office (ext. 2087) have advance copies for possible publicity use.
The Monash Centre for European Studies is about to launch a major new series of monographs — Monash European Studies Series.

The aim of the series, which will be published by Berg (Oxford-Hamburg-New York), is to provide a focus for work in the field of European Studies in Australia. It will build on work in a variety of disciplines (history, politics, literature, cultural studies, social theory, etc.), but particular emphasis will be given to interdisciplinary projects, with a stress on the modem period.

Proposals for the series (original manuscripts, conference papers, etc.) will be welcome.

Dystemstic is police medico's aim

One can't imagine Victoria's new police surgeon, Dr David Wells, sitting at his Russell Street desk for a long time in any one day. Even if his job didn't oblige him to be on call at any time, he is too much the energetic type.

Before he graduated at Monash he was a member of the Monash Players and appeared mainly in Shakespearean roles, continuing to satisfy a taste for acting that he acquired at Trinity Grammar School.

After graduation, he had three years at Prince Henry's, some time at Horsham, a year hiking and climbing in Central and South America and some time in London.

He has been a grape picker, a garbage man and a night porter.

Oakleigh Football Club made him a life member recently, recognising his services as supporter and club doctor over 10 years.

Dr Wells, an apologist and a bushwalker, has a wife and two sons and lives in East Hawthorn, and he is taking further studies in criminology.

His aim in his new job? To "demystify forensic medicine which he sees as a "rapidly expanding but neglected field of study".

It tends to be regarded as a pure science but it has many variables and gives great opportunities to get close to people, albeit at times of crisis in their lives, he says.
Don't let a rubbish bin blow your cover

"Your litter costs you dollars" is the theme of the Union's $15,000 anti-litter campaign.

But expense is not the only problem. If you are a litterbug you could be very embarrassed by a rubbish bin which calls out and chases after you.

Such a bin paid a visit to Monash recently, courtesy of the Environmental Protection Authority. It was accompanied on its rounds by two students, Elaine Geryga, left, and Aneeta Krishnasanthan, who handed out litter bags and EPA badges.

The money set aside for the campaign is just a small part of that allocated to cleaning each year and the Union Board is keen to bring home this fact to members.

Consequently the walking-talking bin is likely to be back soon on campus, and in the meantime, would-be litterers are asked to "Do The Right Thing".

Photo — Scott Fitzpatrick

New look at child care

Child care facilities at Monash are being revamped following the appointment of Bernadette Muir, the first child care co-ordinator for the Student Welfare Office.

Ms Muir's tasks include the compilation of an information booklet about services on campus and in the local area; the development of school holiday programs; an assessment of existing facilities and a forecast of future needs.

She is already involved in setting up school holiday programs for June and September this year, and interested people are invited to contact her at the Student Welfare Office (ext. 3126) as soon as possible.

Ms Muir, who has a background in youth work, child care, and hospital administration, is doing postgraduate work in community education at Chisholm.

She is planning 'high quality' activities for the holiday programs which will include films, animal studies, sport and educational tours.

Qualified staff will run the programs, assisted by students on 'placement' from child care courses.

High fliers tell their stories

- Recent graduate, Andrew Daddo, above, star of the ABC show, The Factory, was one of three "success stories" who took part in the university's first Orientation Lecture, organised by the Joint Orientation Committee. The other speakers were Senator Kay Patterson, a member of the University Council, and Professor Carl Wood of IVF fame. The lecture, titled University degree — a ticket to success, was presented in the Alexander Theatre. Photo — Richard Crompton.

- Newcomers who signed up for the Monash Host Scheme were given their own orientation a few days early, and after guided tours of the campus they were treated to lunch in the Forum. Our picture shows the students lined up at serving tables where they put together pocket bread salads. The Host Scheme also sponsored a performance by the "59 Sharp" band featuring rock songs from the late 50s and early 60s. Photo — Tony Miller.