

• ORIENTATION '76

February 23 to 27 has been designated as the period for "Orientation Week 1976."

It is the week directly preceding the start of the University Year.

Why do we have Orientation Week? The answer to this is given by the meaning of "orientation" a noun from the verb "to orientate" which means "to settle", "to bring oneself into clearly understood relations", "to determine how oneself stands (in relation to the University)".

Orientation Week is held to orientate students to University life.

It is a week in which students are invited to enjoy themselves and to make new friends by participating in activities ranging from Introductory Lectures to pub crawls, from folk concerts to surfing contests.

There is something for everybody; and for new students its all free.

All Australian universities have an Orientation Week to celebrate the start of the University Year. But for Wollongong, one of the smallest universities, Orientation Week is something more.

To make university life at Wollongong what it should be (something more than just an "Institute of Lectures"), we need as many students as possible to participate in "non-academic", activities.

We don't want to alienate new students as "freshers" or "first years".

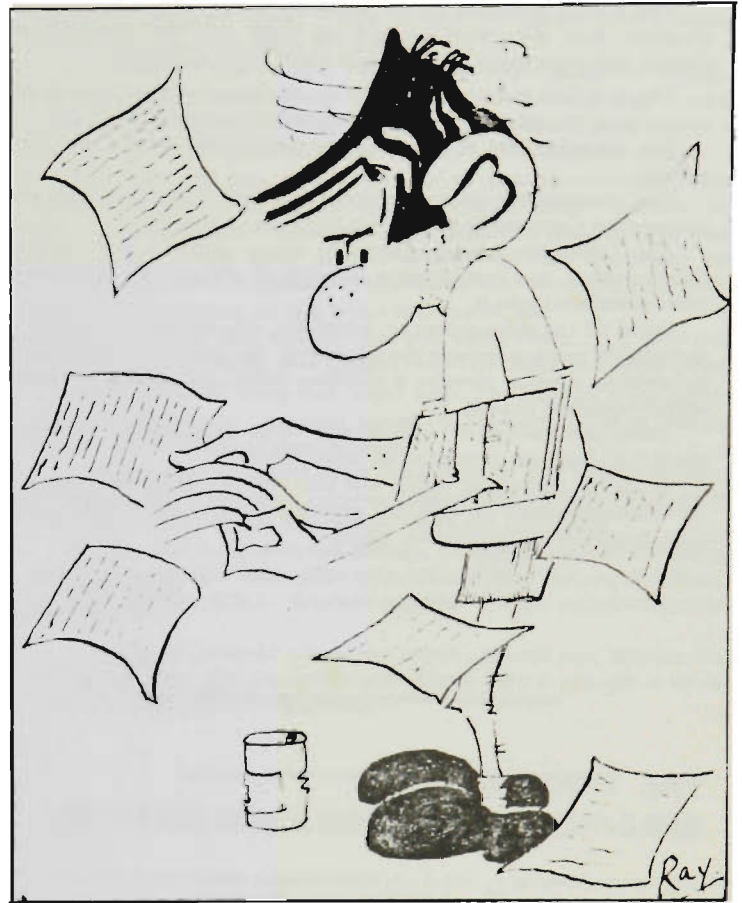
We want new students to become part of this university and to make life here something more than just a succession of tutorials and lectures.

Ideally, we would like all students to participate.

For new students, this is a week in which to learn the big difference between high school and university.

For re-enrolling students, it is a week free of lectures, in which to become re-involved in university life — a re-union of old friends and a chance to make new friends.

Murray Jones,
Orientation Co-ordinator.



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UNIVERSITY ATTAINING NOTABLE IMAGE, SAYS S.R.C. PRESIDENT

The University of Wollongong is quickly attaining an image of a notable and respected tertiary institution.

The Students' Representative Council has played a noteworthy role in the University's early growth and, it is hoped, will continue to do so.

The S.R.C. exercises broad areas of action in the interest of students. And, since Wollongong is still small, with many aspects of campus life underdeveloped, there is much work to be done.

The S.R.C. has been successful in having several services introduced, with the assistance of other bodies within the University.

The establishment of a Counselling Centre was an early and high priority.

Past inadequacies of the Library have been impressed upon the Universities Commission with some fairly pleasing results.

This University's loan scheme to needy students has received close scrutiny, and considerable amounts of University money have been channelled into it.

Some of the more recent or, hopefully, new additions to student services on campus include the following: the introduction of legal aid services, medical services, a pushbike rental service, and a student accommodation service.

These are services of considerable value to students, for which the S.R.C. has been pressured for some time.

Areas for continued action this year will be: improved residential accommodation on campus, improvements in the T.E.A.S. scheme, and local environmental issues.

Tony Nutt,
S.R.C. President

THE THREE R's: READING, 'RITING AND REMEDIATION

By Professor Ray Southall,
Professor of English

Irrespective of your general level of intelligence, if you have difficulty in mastering the written word you will discover not only that knowledge is hard and often impossible to come by but also that you are incapable of making known to others what knowledge you do have.

To begin with, therefore, you need to determine whether you can read efficiently and appraisingly at the level expected of you and whether you can express yourself in decent English.

This will become apparent in class and in the comments of staff upon written work submitted to them.

At times staff will be able to help you make good your deficiencies. However, it is not their responsibility to instruct you in rudimentary language skills. That responsibility rested with your school and now rests solely with you.

What should you do, then, supposing that, faced with the written word, your powers of comprehension and expression are below par for your course?

It is an unpalatable and hence an unfashionable truth that you must do a great deal of hard and unexciting work to improve them. I suggest you take the following measures:

1. Use a dictionary. This is the only way to enlarge your vocabulary and improve your spelling.

2. Seek guidance on punctuation from, for example G.V. Carey, Mind the Stop, Pelican.
3. Purchase and master a simple grammar, for example, J.R. Bernard, A Short Guide to Traditional Grammar, Sydney University Press.
4. Spend 'a Saturday or a Sunday reading Gower's Complete Plain Words and add it to your 'bench' collection.
5. Cultivate the habit of criticizing whatever you write and of correcting your expression before making a final draft of work to be submitted for marking.

An improvement in your expression will almost certainly lead to an improvement in your comprehension. In reading observe one cardinal rule: read slowly and with care.

It is infinitely more profitable to spend what time you have in understanding one text than in failing to understand a dozen.

THOUGHTS ON THE TRANSITION FROM SCHOOL TO UNIVERSITY

By Professor Ron King,
Professor of Education

Ah, Glorious university - a house of paradox. This place is at once a haven for meditation and reflection and a teaching factory concerned with certification and the continuing supply of cannon fodder for the nation's economy.

It is a vanguard with freedom for research and development in any field the mind can imagine and yet it is a bureaucratic monument to those whose livelihoods are guaranteed by its continued existence.

A student may pursue his dearest interests here -- provided they can be fitted into a preconceived program structure and the banalities of the timetable.

A university is a crucible for the boiling down (or up) of social issues without fear or favour and yet it is often self-conscious and oversensitive about what powerful outsiders might think.

We are autonomous institutions whose autonomy can be damaged or destroyed with the stroke of a money pen held by an intransigent politician.

The student too, is expected to be a living paradox -- studying seriously but enjoying life to the full; thinking critically and independently but toeing the line at examination time with the answers the lecturer thought important.

A good sense of balance and of compromise probably saves both the institution and the majority of students in most universities from being torn apart between these obvious paradoxes.

For many a new student crises are likely to arise in the handling of newly found freedoms, in generating one's own motivation for work and in the priority ranking of available activities.

No-one forces students to attend lectures or tutorials as might be the case in a school.

The timetable is based on formal meetings being arranged only as required and is not used as a custodial device to keep people occupied between 9 a.m. and 5 p.m.

With rare exceptions discipline is assumed to be generated as self-discipline -- the exceptions being in those areas where industrial safety standards must be met.

A new student who quickly becomes aware not only of the personal pitfalls that are available but also the vagaries of the university -- its staff and organisation -- is the one most likely to benefit from whatever the university has to offer.

A final thought. Among all that is worth seeking by the newcomer in a university there will probably be nothing of such lasting importance as those people who show a love for life and living and who approach the most demanding work and the finest leisure with a positive sense of delight.

UNIVERSITY IS A WAY OF LIFE, WITH ITS OWN SPECIAL CHARACTERISTICS

By Dr. Brian Opie,
Department of English

The University is about knowledge. It exists because men and women throughout history have created knowledge by intellectual and practical activity, and because this knowledge had to be shared and passed on to following generations.

Our society, like any other, depends on the transmission of knowledge of all kinds from one generation to the next for its survival and effective functioning: the more complex the society, the more it depends upon the organised discovery and transmission of knowledge, and the longer the process of education becomes.

For many students the obvious reason for coming to university is to qualify for jobs which require degrees. To know what you are planning to do after finishing your study does give learning a sense of purpose.

However, a sense of purpose does not depend upon having a particular job in mind: in some ways, this can restrict your university experience.

Study is work like any other activity requiring planning and effort for its successful achievement.

Most knowledge isn't practical, in the sense that an immediate application can be found for it.

There is no way of predicting, in a situation where our resources of knowledge are growing very quickly and where initial training is rapidly outdated, that anything specific which you learn at university will be relevant in the future.

What will be relevant, however, are the skills which you will develop during your studies.

These skills relate to your ability to understand and apply new knowledge and unfamiliar techniques, to interpret information of all kinds, and to judge the worth of competing arguments and proposals for action.

Your first purpose should be simply to learn all that you can. You will find at university that there are many different kinds of knowledge.

As an undergraduate, you should try to experience as many of them as possible, because they represent different ways of understanding the world in which we live.

It is very important for a student studying humanities and social science to know something about science, and for a student studying science and technology to know something about the arts.

What you learn, and how much, is your responsibility. You will need to discover quickly how to organise your work, and what are the expectations of the departments in which you have enrolled.

The way to do this is to talk with staff members from time to time, so that you can check on your progress. If you wait until the results of an end-of-session examination to find out how you are doing, it will be too late.

Because you will be expected to do much of your work by yourself, it is important to develop contacts with staff and other students. Don't wait for others to make the first move.

Discussion with others is central to university life and work. Not only is it valuable to share knowledge with others, but the two major threats to successful study, a sense of isolation and loss of purpose, can be overcome this way.

University is a way of life with its own special characteristics. If you find it unlike what you are used to, you can be sure that most other students are finding the same. This applies whether you are still living at home, or have left home to come here.

For most students, being at university coincides with an important period of intellectual and personal development. University can be a stimulating and valuable part of this process, if you want to make it so.

FALLS OF PITS

By Jim McLennan,
Counselling Psychologist

"All human interaction is based on consent the prisoner consents to his imprisonment no less than the patient consents to his treatment." Gordon R. Dickson.

When I was asked by the Information Officer to prepare a piece for Campus News on "avoiding the pitfalls of university life", my first reaction was one of fervently wishing for a pit into which said Information Officer could fall or be pushed.

That reaction stemmed partly from a reluctance to publicly assume a claim to god-like omniscience (actually, of course, I want people to privately attribute that to me), and partly from a feeling of futility about the point of such an exercise.

If you are a new student reading this, then I guess the thought of sitting down and working out how to avoid all the things in some super-list of WAYS IN WHICH YOU MIGHT FALL is about as inviting as a cold-porridge sandwich. In any event, no such list exists.

You have had your own unique set of background experiences. There are common "tasks" for students to accomplish - like working out your own values framework about how you want to both treat and be treated by other people, establishing how important uni-work is in relation to socialising and recreation, developing the scholastic skills necessary to pass essays and exams, etc.

But just how you handle these and other tasks..... God only knows! What is OK for one student might be disastrous for another.

About the only thing that might help is to have an acute attack of personal honesty - are your stated (to yourself!) goals of being a student consistent with your actions?

You will probably have some difficulties of one sort or another anyway - that is the sheer perverse cursedness of the human condition (that should impress Philosophy Professor Chapman!).

Maybe, the most effective strategy to develop would be one of seeking appropriate help when difficulties arise. Tutors, lecturers, library staff, the S.R.C., Student Admin. - are all potential sources of help.

If you have personal difficulties which concern you, Monica, the other counsellor, and myself are available to help if you get in touch with us at the Counselling Centre.

ADVICE TO NEW STUDENTS ABOUT T.E.A.S.

New students are advised that payment of allowances, under the Tertiary Education Assistance Scheme, cannot begin until they advise the T.E.A.S. Office that they have enrolled.

All eligible new students are sent a Confirmation of Enrolment form which they should complete and return immediately after enrolment is finalized.

Completed "Confirmation of Enrolment" forms either can be handed to the T.E.A.S. Representative, Marty O'Neill, in Room 210, A.C.S. Building, or posted directly to the T.E.A.S. Office: Department of Education, P.O. Box 596, Haymarket, N.S.W. 2000.

Mr. O'Neill will be on campus on February 19 and from February 23 to 27.

ALL STUDENTS ARE AUS MEMBERS

All students are members of the Australian Union of Students (AUS). The annual membership fee is paid by the S.R.C. from S.R.C. funds.

The AUS Head Office is at 97 Drummond Street, Carlton, Victoria. A member of the S.R.C. is appointed each year as the AUS Officer and may be contacted through the S.R.C. Office.

Benefits available to AUS members include: dental/medical and hospital benefits; insurance; and travel.

Details of each of the above and other services are available from the S.R.C. Office.

THE ACADEMIC SENATE

By Prof. Alan Cook,
Chairman,
Academic Senate

"..... a means to promoting scholarship and to providing an environment within which effective teaching and learning can take place."

The Academic Senate is one element in the committee structure which has been set up within the University of Wollongong. It is intended to be, through the Vice-Chancellor, the major link on academic matters between the academic community and the University Council.

The relationship to other elements in the structure can be represented in a diagrammatic form (see Diagram A).

Much of the detailed business of the senate is conducted through or with the assistance of committees. Apart from the Resources Committee and the Agenda committee, some or all of the members of the committees (other than the chairmen) are elected by the Academic Assembly or by the Faculties.

The committee structure together with some of the details of the responsibilities and chairmanship are set out in Diagram B.

The Registrar is in attendance at meetings of the Academic Senate and a member of his staff is Secretary to the Senate. The Registrar and his section are frequently called on for advice and requested to prepare proposals on some issues where it is clear that the Senate needs more information before it makes a decision.

Meetings of the Academic Senate are open to members of the University, but in practice not many people attend, with only a few issues ever having attracted an audience of more than one or two.

The Chairmen of the Faculties may be invited to speak to items relating to the business of their own faculty if they or the Senate request this.

Business for meetings is prepared by the Secretary in consultation with the Chairman. The Senate's Agenda Committee provides a set of draft resolutions which is circulated to members in advance and forms a basis for the discussion by the Senate.

In practice, a majority of these draft resolutions is accepted without further discussion permitting Senate to give more time to difficult and controversial issues.

A major part of the time of the Interim Academic Senate (the body which became the Academic Senate subsequent to the University of Wollongong becoming autonomous) was devoted to developing new degree regulations and trying to develop an academic structure.

This phase is now largely over and the majority of Senate's business usually consists of operating within the existing structure, although alterations to this structure are recommended from time to time.

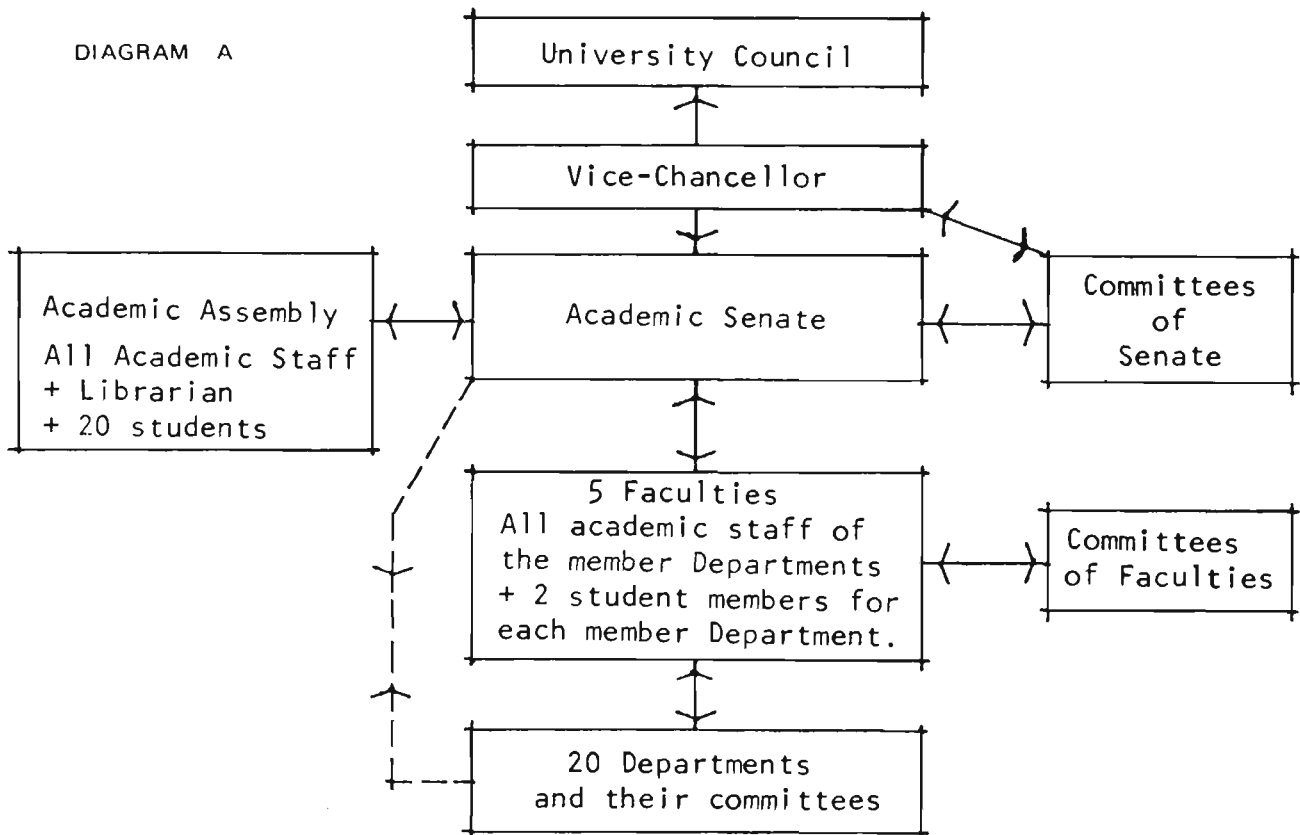
However it is clear that there is a need for an ongoing review of policies and structures, a need which has been heightened by the cuts in the rate of growth of funds coming to the University.

While the possibility of a need for change in its internal structure must be recognized, it is important that the University does not become too introspective.

The academic structure and the Senate itself are intended to be a means to promoting scholarship and to providing an environment within which effective teaching and learning can take place.

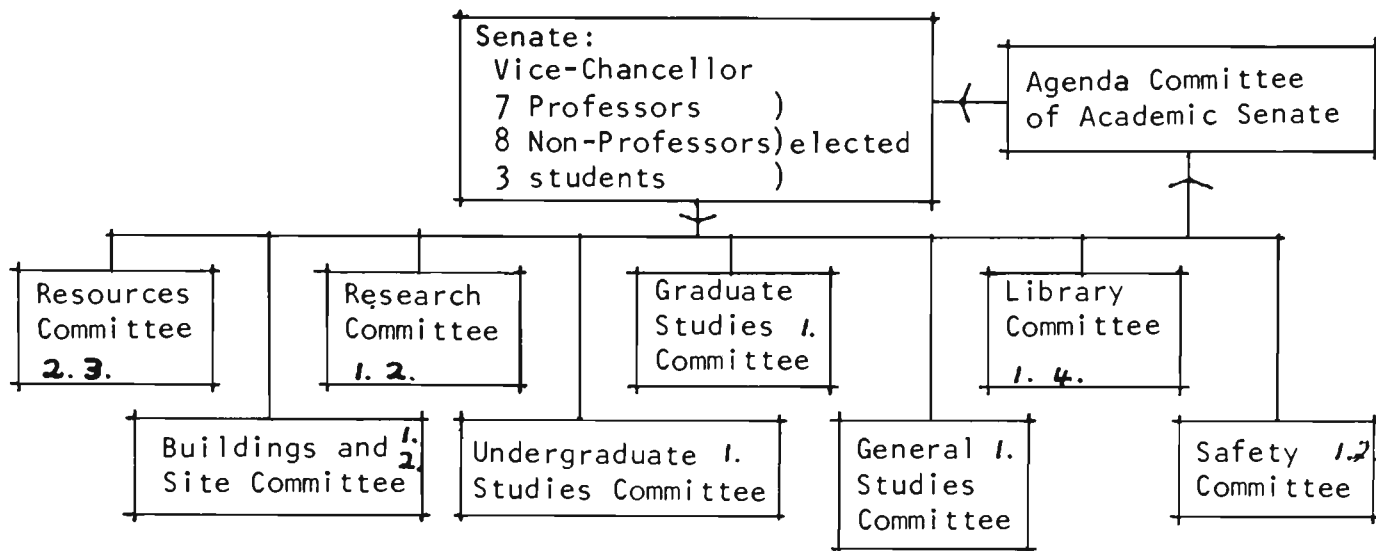
The University will ultimately be judged by all of these scholarly activities rather than by its committees and the elegance of its internal debate.

DIAGRAM A



UNIVERSITY GOVERNMENT

DIAGRAM B



1. Chairman elected by and from the Academic Senate.
2. Report directly to the Vice-Chancellor as well as to the Academic Senate.
3. Vice-Chancellor as Chairman; all of the members are elected by and from the Academic Senate.
4. Advisory to the Librarian as well as to the Academic Senate.

STUDENT POWER AND THE ACADEMIC SENATE

By Glenn Mitchell,
Student Member, Academic Senate

In 1975, the student body elected three students to the highest academic advisory body on the Wollongong University campus, the Academic Senate.

The election of student representatives has raised a number of pertinent issues.

Issues such as the reasons for electing students to the Senate, the role of representatives and the degree of general student knowledge, and understanding and even care about the functions of Senate and what can be achieved through student representation have largely failed to be understood by the general student body and the leading student organizations.

By gaining representation on all major university governing bodies, particularly the Senate, students have taken the initial steps to the implementation of student demands.

We have gained a significant voice in university government, a situation many of the world's student bodies have been seeking to gain in other universities.

Gaining representation has proved to be simple, the utilization of this representation has proved to be less simple.

If students are going to work within structures of university government, the two leading student organizations need to address themselves to a better understanding of themselves and their functions and roles as student leaders.

Both the Students' Representative Council and the Student Co-ordination Committee have so far failed to do this, although the Student Co-ordination Committee has recently perceived its role and responsibilities in a far wider perspective than has the Students' Representative Council.

The term "student power", as defined by Alexander Cockburn, has yet to be fully understood in terms of this university:

..... it is worth remembering that student power, often attacked as a limited and distorting phrase, still means what it says: the power of students to determine the structure and content of their education..... the immediate power of the student lies in his university, his college, where he works as a student.¹

Yet despite these failings, student representation has had its positive aspects.

Direct student involvement on Senate has shown that boundaries and limitations formerly imposed and unchallenged by academics can be broadened.

Academics are now starting to appreciate the potential of student representation. It remains now for the students to fully realise this potential.

1. Alexander Cockburn and Robin Blackburn (eds.) Student Power: Problems, Diagnosis, Action, (Penguin, 1969) p.14

Note: Glenn Mitchell can be contacted through the Department of History or the S.R.C. Office.

The other student members of Senate are Jo Anne Symes and Rob Pedersen. Jo Anne can be contacted through the S.R.C. Office or at 156 Corrimal Street (29 7103). Rob can be contacted through the S.R.C. Office.

HOW TO INFLUENCE THE SYSTEM

By Robyn Rowland,
Student Member,
University Council

Rather than discuss alternate systems emphasising an increased student participation to the point of real power, I feel in the short space available that it would be more profitable to encourage all students to use the available system to best advantage.

It is difficult to examine the merits of our system with respect to student participation because it has really only been in full operation twelve months.

As the Council of the University has only two students on it, and the Academic Senate only three, real influence is obviously limited, and this of course is the aim of this system.

However, on a positive note: a student's influence begins with the vote she/he can exercise when each election comes around. All student positions are of equal importance because the elected student not only has the right to speak and vote on issues but also bears the responsibility of presenting the student image.

Obviously, our first concern must be the Students' Representative Council. It appears this body has been a failure in recent years because it refuses to take strong stands on any major issues, neglecting student needs, such as housing and child-care facilities, and taking conservative and lifeless positions, convenient, nevertheless, to a conservative administration.

You should be more interested in where your S.R.C. fees are being spent. Is the S.R.C. working for you? If not, make sure you elect people who have something other than self-interest at heart.

Elections come up early in Session One. Learn about the candidates and vote.

Now to the various other positions, whether they be on Departments, Faculty, Academic Assembly, Academic Senate, Council, or associated committees.

Some positions are for two years, so elections may not arise this year, but find out who fills these positions so that your grievance or inquiry may be taken to the appropriate student.

Again, when elections arise, make sure you vote. These are all moves the interested student can take without investing too much time.

For those seeking greater involvement, the positions are available. Utilise them to the greatest extent. Be prepared to stand for them, and once elected prepare yourself for each meeting.

Demonstrate the intelligence that got you where you are, by not accepting everything you're told at face value.

Don't be afraid to argue and stand firm on any issue you think is important. Most importantly, be discriminative about all that smiling advice being handed to you, because your vote does count and can at times be crucial.

If you are interested in student politics or are just concerned about being properly and responsibly represented, the avenues are there. Be constructive in your criticism, if possible producing alternatives, but at least be critical.

I want to encourage all students to participate and use the system to our best advantage. The system we have may work. If the student body is prepared, there are methods of working this system.

We must exercise the power already available to us. Then, if that doesn't work, we will have to seek stronger measures.

"..... a student's influence begins with the vote she/he can exercise when each election comes around."

These subjects require at least eighteen hours per week home study (less if you should happen to be brilliant).

2. The art of university is giving the academics what they want, although there are some who would argue that finding out what they want is the finest art.

3. Attend all lectures, participate in all tutorials and turn in all assignments on time and you can't fail! (says Kevin Turnbull!)

You will often feel tempted to give up, but even when your Professor informs you that you are full of empty rhetoric, don't give up! Take a deep breath, head down, bum up and struggle on, you'll make it in the end.

Most important, don't forget, academics are actually human, though at times one may be forgiven for having doubts on this point; but, on the whole, they are most helpful and prepared to discuss your problems with you/always providing you have demonstrated that you are worthy of their time.

Take heart, don't despair, anything is possible, even success.

Example: S.A.P.'s of '75.

COMPUTER COURSES AND EQUIPMENT

By Geoff Hamer,
Computer Manager

According to a recent survey conducted for the Commission of Advanced Education 1, the growth in computing throughout the next decade is expected to be sixteen to twenty percent per annum.

This is measured in terms of the growing number of Australian organisations using computers, their dependency on computers and the number of personnel who will be needed in the industry. It represents a five fold increase by 1985.

The report recommends that a major expansion in the provision of computer education of all forms should be launched, in order to provide the professionals, the specialists and the teachers to meet the challenge.

The University has recognised that the demand for computing courses has been growing in most subjects and in recent years has allocated substantial resources to equipment and staff needed to provide them.

The University's main computer is the UNIVAC 1106 which is located in the Computer Centre, in the south-east wing of the A.C.S. Building.

The central-site equipment comprises a powerful central processor, a 131,000 36-bit word memory, four large disc drives, three tape drives, a line-printer, and a card reader.

A communications network links several departments on the campus directly to the central computer site.

Remote facilities for students comprise on-line teletypes in the Engineering, Metallurgy, Science and Social Science Buildings, in addition to a pool of four teletypes in the A.C.S. Building. Three card punches are also available for students' own use.

Two NOVA mini-computers, in Electrical Engineering and in Chemistry, are also being linked to the 1106 and a third NOVA is on order for Physics Department. Also in 1976 it is planned to start a Laboratory for Computing Science, based on a PDP40 mini-computer.

Computing courses and projects are promoted by most academic departments in the University and the languages taught include Fortran, Cobol, Algol, Basic, PL1 and Assembler.

Several subject-orientated software packages are also used on the 1106 as research tools in statistics, linear programming, simulation, civil engineering and computer aided design.

Students' work is either submitted in "batch" mode, i.e. in punched card form, to be run normally the same day, or in "demand" mode from a teletype, whereby the student communicates interactively with the computer.

In this way the student can develop a sound basic computing ability very quickly.

1. Barry Smith & Barry de Ferranti Computer Education Needs in Australia - The Next 10 Years, Nov., 1975.

A FEW CLUES FOR S.A.P.s OF '76

Dear S.A.P.,

Welcome to Wollongong University. Herewith a few clues to ensure your continued existence throughout the year:

1. Careful, the contact hours are no indication of the hours you will have to expend on each subject. This applies particularly in the following subjects: Psychology and Psychology and Psychology.

ORIENTATION '76 PROGRAMME: FEBRUARY 23 TO 27

MONDAY, FEB, 23

- 9.30-12.30: Introductory Lectures - Compulsory for new students.
 9.30-10.30: MATHEMATICS Lecture Theatre.
 10.30-11.30: ACCOUNTANCY Lecture Theatre.
 BIOLOGY Physics Lecture Theatre.
 11.30-12.30: ENGINEERING Lecture Theatre.
 PSYCHOLOGY Physics Lecture Theatre.
- 10.30-11.30: Library Tour (leaves from Library Foyer).
 12.30: Opening Ceremony for Orientation '76 and Welcome by the S.R.C., followed by political speakers (Common Room).
 1.30: Free Concert on the lawn with the music of "Morocco"; a nostalgic return to the sounds of Crosby, Stills, Nash and Young.
 2.30: How to qualify for Legal Aid and T.E.A.S. Hear our resident Legal Aid and T.E.A.S. Officers (Common Room).
 3.30: Auction. Furnish your house or flat cheaply; or re-decorate with bric-a-brac, ephemera or assorted trivia, (Union Lawn).
 5.00: Staff-Student Grog-On. Consolidate those early credit points.
 5.30- 6.30: Library Tour (leaves from Library Foyer).
 7.30: Rob Lloyd Ensemble. Concert (Union Hall). First-years free: \$1 all others. Entries invited for Tuesday's Chess Tournament.

TUESDAY, FEB, 24

- 9.30-12.30: Introductory Lectures - Compulsory.
 9.30-10.30: GEOGRAPHY Lecture Theatre.
 10.30-11.30: PHYSICS Lecture Theatre.
 11.30-12.30: ECONOMICS Lecture Theatre.
 GEOLOGY Geology Laboratory
- 10.30-11.30: Library Tour (leaves from Library Foyer).
 12.00: Treasure Hunt outside the S.R.C. Offices. Try your hand at cryptic clues.
 12.30- 1.30: Musical Society Lunch Hour Concert (Common Room)
 1.30: Chess Tournament begins (Common Room).
 2.30: Free Film. "Harold & Maude", with music by Cat Stevens (Union Hall).
 5.00: "Amanda Marga" - Yet another religious group with Maharishi overtones.
 5.30- 6.30: Library Tour (leaves from Library Foyer).
 7.30: Sing-a-long, Elephant Castle Nite, plus Keg Tasting (Common Room).

WEDNESDAY, FEB, 25

CLUBS AND SOCIETIES DAY

- 9.30-12.30: Introductory Lectures - Compulsory.
 9.30-10.30: CHEMISTRY Lecture Theatre.
 HISTORY & PHILOSOPHY
 OF SCIENCE Physics Lecture Theatre.
- 10.30-11.30: Library Tour (leaves from Library Foyer).
 11.30-12.30: Chancellor & Vice-Chancellor's Welcome Address. Followed by question-answer session (Common Room).
 12.30: Bar-B-Q beneath the fig trees. Free steaks and grog. Join any Club or Society if you wish.
 Sports Afternoon to be arranged by Clubs during afternoon.
 5.30- 6.30: Library Tour (leaves from Library Foyer).
 7.30: Film Evening featuring "The Three Musketeers" plus "Dirty Mary and Crazy Larry" (Union Hall).

THURSDAY, FEB, 26

- 9.30-12.30: Introductory Lectures - Compulsory.
 9.30-10.30: FRENCH Lecture Theatre.
 10.30-11.30: Library Tour (leaves from Library Foyer).
 10.30-12.30: English Dept. Films (Contact Dept. of English for details).
 12.00: Treasure Hunt outside the S.R.C. Offices.
 12.30: Ross Ryan Free Concert (Common Room).
 2.00: Pub Crawl.
 2.30: Free Film. "Goldfinger", starring Sean Connery (Union Hall).
 5.30- 6.30: Library Tour (leaves from Library Foyer).
 7.30: Folk Concert, featuring the John Currie Folk Revue, plus other Sydney artists (Common Room).

FRIDAY, FEB, 27

- 7.00-12.00: Surfing Contest. Valuable prizes - Open to all. Meeting at the Fairy Creek end of Stuart Park.
 12.30: Bar-B-Q. Bring your own food and grog (Stuart Park).
 Rest of Afternoon: University Sports' Carnival, plus Guinness Book record attempts.
 7.30: Orientation Dance. Music by Ayer's Rock. This will be their last concert before going overseas (Union Hall).

STUDENT EMPLOYMENT SERVICE POLICY

The Student Employment Service policy on advertising jobs and wages has changed this year.

JOBS

Jobs will be advertised on notice-boards in the Counselling Centre and in the Union. There will be a time limit set on applications for each position. If no student applies within that limit, the job will be allowed to lapse and the employer will be notified accordingly.

Jobs will be advertised under the following categories:

Tutoring, Part-time, Casual, and Vacation.

Each job will be allotted a number. For additional details not included on the cards, take down the number and the appropriate category and ask for the information from the Counselling Centre Secretary.

There will no longer be a Student Employment Register for part-time/casual work. Due to varying lecture/tutorial times during the day, it is difficult to contact a student personally; and since most positions require someone to work at short notice, the register is not being effectively utilised.

A vacation work register will be maintained.

A register for those students wishing to undertake tutoring, as well as a list of names and addresses of those who require this service, will be kept in the Counselling Centre.

WAGES

Some recognised jobs (e.g. storeman, waiter, etc.) are covered by award rates. If under award wages are being offered, the position will still be advertised and the student is then free to decide whether to accept or reject the job under the conditions advertised.

Where the work is not covered by award wages (e.g. gardening, lawn-mowing, baby-sitting, etc.), the payment quoted by the employer will be advertised. An example of approximate minimum rates is as follows:

- Gardening, general, odd jobs, domestic work, etc. - \$2.50-\$3 an hr.
 Lawn-mowing, if the employer provides the mower - \$2.50-\$3 an hour; if the student provides the mower - \$5 an hour.
 Babysitting - \$1.50 to \$2 an hour.

Marion Allen,
Student Employment Service

COMMITTEE TO ADVISE ON STUDENT-STAFF ACCOMMODATION

The Vice-Chancellor, Professor L. M. Birt, has recently set up a small committee to advise him on:

1. the development of staff and student accommodation at the university and, particularly, the construction and/or management of non-collegiate accommodation.
2. implementation and operation of a scheme of sub-leasing to students of university-leased flat and house accommodation.

Under item 2, the committee is requested to advise the Vice-Chancellor on such matters as the negotiation and approval of leases; the selection of tenants and termination of tenancies; the setting of rent levels and other charges and the action to be taken in the event of non payment; and the investigation of complaints and recommendation on appropriate action.

The Committee consists of the President of the S.R.C., Mr. A.J. Nutt; a member of the academic staff, Associate Professor W. Charlton; and a member of the Registrar's staff, Mr. T.R. Moore.

The Committee has decided to recommend to the Vice-Chancellor that 1976 be considered a pilot year and that, initially, possibly six properties be leased by the university for sub-leasing to students. It is anticipated that these flats and cottages will each accommodate two, three or four students.

Conditions of tenancy, rents etc. are still to be determined, however, groups of students interested in sub-leasing such accommodation are asked to leave their names with Marion Allen in the Counselling Centre.

NOTE TO MEMBERS OF STAFF. Members of academic staff going on study leave, and considering leasing their homes to the University for sub-leasing to students, are asked to contact Mr. Tom Moore, ext. 387.

LETTER TO EDITOR

The Editor,
Campus News.

Dear Sir,

The Department of English advises students that in its view residence at International House is not conducive to academic work in English.

Yours sincerely,

R.G.T. SOUTHALL;

Chairman, Department of English.

EDITOR'S NOTE. The Registrar, Mr. R. F. Stewart, advises that the Academic Senate has requested him (Resolution 44/75) to provide it with information (based on a survey over a period of at least four years) so that the significance of student residence on academic performance can be evaluated.

Mr. Stewart said: "Preliminary results of the survey, based on one year's data, indicate no significant difference in performance. I hope to be able to complete the report to Senate this year.

"With reference to Professor Southall's comment on performance in English of students in residence at International House, the following table is an extract of the performance in 1975 of first-year, fulltime, Arts students taking English as one of their subjects while in residence at International House."

Eng	HPS	HPS	HPS	Geog	Geog	Hist	Hist	Hist	Psy1	APsy1	BSoc1	
Stud.	101	110	120	130	101	111	101	202	201	101	102	100
1	F			P	P	CR						D
2	F						P			P	P	P
3	F									F		F
4	F						F			F	F	
5	P							P	CR			
6	F	P	P					P				P
7	F			P	P	P						CR

ELECTION PROGRAMME FOR 1976

Students, who currently have a two-year term-of-office on the Academic Senate, one of its committees, or Faculty are advised that their continued membership rests on their being enrolled for a degree or diploma in 1976.

Students, continuing in or standing for office, are required by Friday, March 12, the closing date for new undergraduates for payment of late fees (other than with the express approval of the Registrar), to have enrolled or re-enrolled and have paid their fees or have sought and received extension of time to pay. (So that the electoral process may be begun without undue delay, the closing date of March 12 will be applied to all undergraduate and postgraduate students.

The first series of elections, which involve principally the general student body, will be held at a venue to be announced and will be conducted from 12 noon to 8.30 p.m. on the first day and 9 a.m. to 7.30 p.m. on the second day. Subsequent series of elections will be held on one afternoon and the following morning.

FIRST SERIES

Notice of Elections: Monday, March 22. Close of Nominations: Monday, April 5. Voting: Monday, April 12 and Tuesday, April 13.

- Twenty students by and from among the students to the Academic Assembly.
- One student by and from among the students to the Academic Senate.
- One student by and from among the students to the Library Committee.
- Six students by and from among the students of the Faculty to the Faculty of Engineering.
- Seven students by and from among the students of the Faculty to the Faculty of Humanities.
- Two students by and from among the students of the Faculty to the Faculty of Mathematics.
- Eight students by and from among the students of the Faculty to the Faculty of Science.
- Nine students by and from among the students of the Faculty to the Faculty of Social Sciences.
- Three professors by and from among professors to the Academic Senate.

SECOND SERIES

Notice of Elections: Monday, April 19. Close of Nominations: Monday, May 3. Elections: Monday, May 10 and Tuesday May 11.

- Four members by and from among the Academic Assembly to the Academic Senate.
- Three members by and from among the Academic Assembly to the Academic Planning Committee.
- Two members by and from among the academic staff members of the Academic Assembly to the Buildings and Site Committee.

THIRD SERIES

Notice of Elections: May 17. Close of Nominations: May 31. Voting: Monday, June 7, and Tuesday, June 8.

- One member of the Academic Senate to the Research Committee.
- Two members of the Academic Senate to the Resources Committee.

FOURTH SERIES

- May meeting of Senate.
- Election of Chairman, Deputy Chairman of Senate, and as required, chairmen of Senate committees.
- Election of Faculty members of committees will be conducted at Faculty meetings as required.

NOTE: The members of persons to be elected given above may need to be varied when final enrolments are completed.

Sporting News

A LOOK AT THE SPORTS ASSOCIATION

By David Lear

The University of Wollongong Sports Association was formed in 1964 and is an autonomous organisation within the University serving the areas of competitive sport and general recreation.

The Association shares a common administration with the University Union. All enquiries about the Association and its affiliated clubs should be made at the Union Office, which is located on the second floor of the Union Building.

The Association's affairs are controlled by a General Committee consisting of representatives of all affiliated clubs, as well as an elected president and vice-president, and administered through the Association's executive-secretary, Ian Dunn.

The current Sports Association Executive has the following members: President, David Lear; Vice-President, Nigel Smith; other executive members, Judith Harrison, Martin Bunder, and Neil McKinlay.

The Association's activities and its constituent clubs are financed by an annual fee of \$14 per member and an entrance fee of \$6 for new members.

If your own particular sport is not, as yet, represented in the list of affiliated clubs, why not form your own.

All you need are a few enthusiastic members. The Association's executive-secretary is only too pleased to assist wherever possible with the formation of new clubs.

INTERVARSITY SPORT. The University of Wollongong Sports Association is a full member of the Australian Universities Sports Association, and all affiliated clubs can compete in the annual intervarsity contests which are held at the various campuses around the country.

These intervarsity competitions are undoubtedly the highlight of many clubs' activities, and the Association provides generous subsidies to assist clubs with travel and accommodation expenses.

As well as being able to compete in intervarsity contests, members of campus sporting clubs are also eligible for selection in Combined Australian Universities teams.

Three members from Wollongong were selected in teams to tour New Zealand in 1975.

SPORTING FACILITIES. The Sports Association is responsible for the control and upkeep of the various indoor and outdoor sporting facilities on the campus.

The outdoor facilities include tennis courts, and hockey, football and cricket grounds.

Where facilities are not available on campus, the Association provides financial support to assist clubs in the hiring of other areas in Wollongong.

The Association also controls the use of the new Sports Pavilion at the northern end of the campus, the Hockey Hut, and the new Squash Courts which are part of the Union Building.

Recreational table tennis facilities will be available in the Union Hall, and the Association hopes to be able to expand the general range of recreational activities over the next few years.

Of particular importance to the provision of campus recreation facilities is the construction of an indoor Sports Centre, and it is hoped that the Australian Government will provide sufficient funds for Stage I of this project in the 1977-79 triennium.

The Sports Association invites all new students to participate in the various club and recreational opportunities available to them during their stay at the University of Wollongong.

AFFILIATED CLUBS. The following clubs are affiliated with the Sports Association and thus receive financial and material support from it: Rugby Club, Rugby League Club, Men's Hockey Club, Women's Hockey Club, Soccer Club, Australian Rules Club, Basketball Club, Cricket Club, Tennis Club, Table Tennis Club, Fencing

Club, Outdoors Club, Badminton Club, Squash Club, and Sailing Club.

Initial enquiries about any of these clubs should be made at the Union Office, where a register of the various clubs' office bearers is kept. Potential club members can then be directed to the appropriate person from each sporting club.

RUGBY UNION CLUB IS OUR OLDEST

The Rugby Union Club is the longest established club on campus, having been formed in 1962.

Since the club's formation, it has been a force in the Illawarra competition with the following achievements:

1st Grade - 6 Finals, being minor premiers in 1969.

2nd Grade - 1 Grand Final and two Finals.

3rd Grade - 2 Grand Finals and two Finals.

When the 3rd Grade side was formed in 1964, University became the first club in Illawarra to enter 3 teams in the local competition.

In the twelve years to date, the club has had an average of three players each year selected in Illawarra District sides. Two players have represented N.S.W. Country and one has played for N.S.W.

Since 1974, the club has been invited to attend Rugby Intersarsity as a club. Before this, our representatives went as part of the University of N.S.W. team.

To date, Wollongong has performed with credit both on and off the field at Intersarsity competitions at Melbourne and Macquarie Universities.

We will be going to Melbourne again in May this year and to Brisbane in May next year for one week of Rugby and associated social activities.

During 1975, we organised a two-day visit against Macquarie University. Steps are being taken to make this clash an annual event. Competition will be for the prestigious "Silver Slipper Trophy".

Since winning a battle, against the Illawarra District Match and Grounds Committee, which allowed us to remain in the First Division Competition, we have resolved to take positive steps to ensure our club again is a force in the local competition.

Part of our campaign has been to have two of our current players elected to executive positions on the District Executive.

They are Cliff Johnson (also a life member), Chairman of the Match and Grounds Committee, and Bob Wiley, District Vice President. They will give us a bit more muscle at the District level.

We will also be fielding 1st, 2nd and 3rd Grade teams in the 1976 competition.

We call on new, present and old students, and academic and university staff to support us, both on and off the field.

Our members will be available during Orientation Week, and especially at the clubs and societies barbecue, to answer questions, and to introduce new players and supporters to each other, and to existing members.

We need your support.

Any persons wishing to participate in club activities and training should contact Cliff Johnson on 28 7303 after 5 p.m.

Brian Noone, President,
Rugby Union Club.

GUIDE, CALENDAR PROVIDE INFORMATION

For general information about the University, students should refer to the booklet, The University of Wollongong: A Guide.

The booklet is free. Copies can be obtained from Student Enquiries, Administration Building.

Students should refer to the 1976 University Calendar (\$1 a copy) for information about admission and matriculation, undergraduate/postgraduate enrolment and re-enrolment, fees, scholarships, student procedures, examinations, admission to a degree diploma, the bachelor degrees, description of study, and postgraduate study.

AN INTRODUCTION TO THE LIBRARY

In 1976, students will find Library facilities vastly different from their previous experience.

New students will be using a collection which is much larger than they have used before and which has a wider range of material.

Continuing students will be aware of significant changes in the Library building itself.

Ground Floor

ENTRANCE LOBBY: A broad, covered entrance provides excellent cover in all weather. Beyond the first line of doors, a lobby provides access to a cloakroom for brief cases. It contains a public telephone, a cool-water unit, and a soft-drink machine.

CIRCULATION DESK, RESERVE COLLECTION and CATALOGUES: The Library foyer contains the Circulation Desk, where loans are arranged and material is returned; the Library's Catalogues to the collections in two sequences of Subject and Author/Title; and the Reserve Collection of material in heavy demand. This area has ready access to the stairway to other floors, to the Reference Collection, to the Photocopying Room, and to Library staff offices. An officer on duty at the Reader Assistance Desk will answer reference inquiries.

LIBRARY STAFF OFFICES. From the foyer, it is possible to locate various Library staff and offices, including the University Librarian, the Secretary to the University Librarian, the Reference Librarian, the Technical Services Departments of Acquisitions and Cataloguing, the Reader Education Office, and the Interlibrary Loans Workroom.

REFERENCE AND RESERVE COLLECTIONS: The Reference Collection is located at the northern end of the ground floor to the right after entering the main entrance. This will assist users in reference queries and contains many abstracting and indexing publications. The Reserve Collection represents material in heavy demand and is subject to a time limit.

PHOTOCOPYING: A separate Photocopying Room is located near the Reference Collection and contains a variety of machines for copying as well as change machines. Users must observe the conditions of the Copyright Act when photocopying.

First Floor

COLLECTIONS: Books mainly required by undergraduates are located on this floor and consist principally of monographs.

CASUAL READING: A casual reading area is provided on the eastern side adjacent to new book display. An outdoor balcony is accessible for relief from study fatigue.

INDIVIDUAL STUDY, GROUP STUDY and SEMINAR ROOMS: A block of rooms is located near the casual reading area on the eastern front, providing two, group-study rooms for casual reading and discussion; ten, small, study rooms for one or two people and which are designated for higher degree students and academic staff; and two seminar rooms.

Second Floor

This floor contains most of the serial collection and some monographs all interfiled in one sequence. In addition, there is a serial display area and modest holdings of audiovisual materials and microforms, which can be used in an open area located at the northern end.

Library Rules

Students are advised to read the Library Guide for 1976 very carefully. This will give advice about Library hours, borrowing periods and, in particular, Library fines which are a necessary part of ensuring a fair sharing of books.

THE LIBRARY Orientation Tours

Monday, February 23, to Thursday, February 26, inclusive.
10.30 a.m. – 11.30 a.m.
5.30 p.m. – 6.30 p.m.



The University of Wollongong

CAMPUS NEWS

Vol. 2 No. 1 Wed., Feb. 18, 1976

Published regularly throughout the academic year by the Information Office. Distributed to students and staff, and to local, regional, state and national individuals and organisations.

Typesetting, IBM Composer by B.C.H. Printing Co. Text set in 8-point Univers, headings in 11-point Univers. Printed in the University Printery on special offset paper.

Campus News strives to provide objective coverage of matters of interest to the University community. Letters and submissions are welcome. Send to the Information Office, Admin. Building. Deadline next issue: Tuesday, March 2. Editorial matter may be reprinted freely; credit would be appreciated.

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