The University of Wollongong

CAMPUS NEWS

A MAGAZINE FOR THE UNIVERSITY

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D.Sc. for Sir Ian

The Chancellor, Mr. Justice Hope, has announced that the University Council has decided to admit Sir Ian McLennan to the honorary degree of Doctor of Science at the Graduation Ceremony on May 12.

The degree will be conferred during the afternoon ceremony for Engineering, Metallurgy, and Science degrees.

In making this award, the University is recognising the distinguished career of Sir Ian as a leader of industry in Australia, and, in particular, of the mining and metallurgical industries.

The support of Sir Ian and his company, together with other local industry, was of the utmost importance in the establishment, and early development, of Wollongong University College which became the University of Wollongong on January 1, 1975.

Sir Ian's interest in the College's development was reflected in his regular visits to the Campus. In 1965, he officially opened the first stage of the present University Union.

Sir Ian retired as chairman of The Broken Hill Proprietary Company Ltd. on November 30 last year.

He is chairman of the Australia and New Zealand Banking Group Ltd., an appointment he took up on October 1 last year.

He has been chairman of Tubemakers of Australia Ltd., since 1973.

Sir Ian joined BHP in 1933, becoming general manager in 1950, a director in 1953, managing director in 1967, and chairman in 1971.

He is chairman of BHP-GNK Holdings Ltd. and has been deputy chairman of Kimpton Minifie McLennan Ltd. since its formation.

In 1973, Sir Ian accepted an invitation to become a member of the International Council of Morgan Guaranty Trust Company of New York.

In 1976, he became a director of ICI Australia Ltd. and president of the newly formed Australian Academy of Technological Sciences.

He was made a Knight Commander of the British Empire (KBE) in 1963 "For Services to Industry".

Sir Ian has played an active role in public life and is a member of Australian and overseas organisations covering management, mining, metallurgy, engineering, and the technological sciences.

He has received a number of awards including honorary doctorates of engineering from the Universities of Melbourne and Newcastle.

SIR Ian McLennan.

Australia needs engineering, science centre

Australia was still in need of a special institution where engineering and applied science could be fostered at the highest possible level -- at the expense of other disciplines if necessary.

Emeritus Professor Sir Mark Oliphant said this in his Visitors' Day Public Lecture in the Pentagon on March 17.

Sir Mark, a distinguished physicist and former Governor of South Australia, was speaking on "The Future of Science and Technology in Australia".

He said that it was not too late to suggest that serious thought be given to making Wollongong the centre for engineering and applied science.

"Industrially speaking, it is uniquely situated, and on this coastal plain there is room to develop innumerable smaller and more specialised industries arising from its future work.

"With a few outstanding exceptions, like the stump-jump plough, the remarkable blind landing system for aircraft now undergoing international trials, or the ingenious techniques for spectral analysis, almost all Australian technology is derivative.

"Australian industry is incredibly timid about the development and application of new technologies developed to the early stages by Australians.

"It almost always waits till the idea has been proved practicable elsewhere -- someone else taking all the risks -- and then it pays licences and royalties to be allowed to use its own invention.

"Such complete reliance on others can lead to grave dangers in time of war when our inability to react rapidly to changing conditions could prove fatal.

"In today's divided world where, governments are subject to coups of the right or the left, where national policies are the judgements of egomaniacal dictators, Australia cannot go defenceless.

"We cannot rely on the goodwill of the multinational companies, which build our motor vehicles, own and operate most of our heavy industries, our communications and our radar.

"They are but agents of their parent companies who, in the event of war, will be fully engaged elsewhere.

Continued next Page

New poetry book

With the successful launching of the University of Wollongong's Poems in Public Places, a new volume of poetry has just been published.

Entitled *Three Illawarra Poets*, it contains some examples of the work of Robyn Rowland, Trevor Irwin and Don Diespecker.

Robyn and Trevor, together with John Broomhall, produced the first two issues of *Poems in Public Places* (September and December, 1977). John Broomhall has produced the third issue.

The "three Illawarra poets" have known each other for several years.

Trevor was an undergraduate and postgraduate scholar in the University of Wollongong's Department of English. He and Robyn Rowland are now in New Zealand.

Robyn, who has a lectureship in the University of Waikato's Psychology Department, was, until recently, a postgraduate scholar in the University of Wollongong's Department of Psychology.

Both Robyn and Trevor will shortly complete doctoral degrees.

Don Diespecker is a senior lecturer in the University of Wollongong's Department of Psychology and has been publishing stories and poetry for a number of years.

The three writers hope that *Three Illawarra Poets* will be well received. It is on sale at local bookstores and newsagents.

Canadian visits

Professor Parzival Copes, foundation professor of economics at Simon Fraser University in British Columbia, Canada, visited the University on February 28.

A world authority on natural resource economics, he gave a seminar and a lecture.

Staff members, graduate students, fishing industry representatives, and government department representatives attended the seminar, the subject of which was the South Australian rock-lobster industry.

Natural resource economics students and other interested students and staff members attended the lecture on the topic of common property resources, with special reference to marine resources.

Professor Copes's books on regional economics are widely known.

In Australia, he is best known for his work on the economics of the fishing industry, particularly his publications on the Northern Territory prawn industry and the South Australian rock-lobster industry.

The University's Department of Economics invited him to Wollongong because of his work on the theory of common property resources and on the significance of the extension of territorial fishing rights to the 200-mile limit.

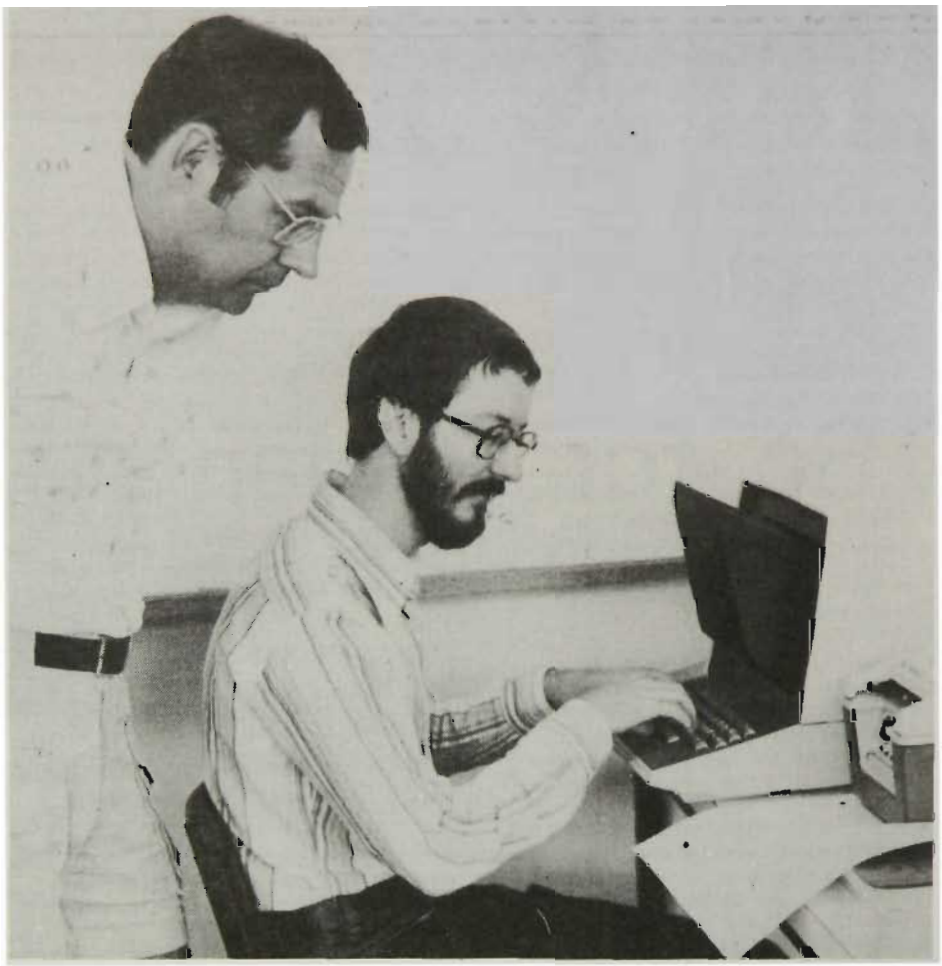
SIR MARK OLIPHANT

Continued from page 1.

"With the British, we established some remarkable facilities in South Australia, but we have virtually thrown these away.

"We've reaped none of the substantial benefits to industry generally which invariably follow as so-called spin-offs from these military developments."

FOOTNOTE: **Further extracts from Sir Mark's lecture will be published in the next edition of CAMPUS NEWS.**



PROFESSOR of Computing Science, Professor Juris Reinfelds (left), and Professional Officer, Mr. Richard Miller, at a computer terminal in the Computing Science Research Laboratory.

Computer research link

The computing science group in the Department of Mathematics has established an important research link with the Computer Science Department of the University of Illinois at Urbana, Illinois, in the United States.

The University's professor of computing science, Professor Juris Reinfelds, said that the two universities would work together to develop portable operating systems for various computers.

He said: "An operating system is a large and sophisticated computer programme which keeps track of what each independent or semi-independent part of the system does and schedules the execution of all other programmes to make best use of available resources.

"Most currently-used operating systems are written for one specific computer system and cannot be easily transferred to another computer system.

"Portable operating systems which transfer easily from machine to machine are still at the computer-science, research-project stage.

"Due to brilliant research work by Mr. R. Miller, a professional officer and a part-time Ph.D. student at the University of Wollongong, it has been possible to show that the UNIX operating system, which was developed by Bell Telephone Laboratories for PDP-11 computers, can be transferred to run production work on Interdata 7/32 computers.

"Using Mr. Miller's transfer method, the amount of work required to perform the transfer is modest and the resulting system is reliable and efficient."

Professor Reinfelds said that the joint research project would follow the leads opened up by the first steps taken by Mr. Miller and study the problems involved in the transfer of system-dependent software from one machine to another and the associated problem of how to adapt system dependent software from one system to another on the same machine.

"This work will indirectly benefit the undergraduate students of computing science at the University of Wollongong," he said, "because the latest version of the operating system is used to run the terminals for the undergraduate laboratory sessions in computing science.

"Hence, the latest and best text-processing tools and other software tools and programmes are made available to our undergraduates from first year onwards."

The first fig-tree forum a success

The inaugural Public Questions Forum on March 15 was an outstanding success.

Held in the shade of the fig tree, it attracted a large audience of students, teaching and other staff, high-school students, and people from the town.

The subject of the forum, "Marihuana: Legal or Not?", was presented by Professor Frank Crowley and Dr. Neil Adams, with Ms. Lorna Cartwright and Dr. Claire Sprague as panel members answering questions.

The speakers and the subject provoked many questions and statements from the audience.

The booklet, *A Citizen's Guide to Marihuana*, written by Crowley and Cartwright, was attacked and defended.

Local news media gave good coverage with full reports of the main speakers' cases, for and against.

The committee organising the forum believes that the idea of having controversial subjects debated on the campus has been more than justified by the success of the first forum. Further forums are being arranged.

Since one of the main political events of 1978 will be the referendum about the future of the New South Wales Legislative Council, the Premier, Mr. Wran, and the Opposition Leader, Mr. Coleman, will be asked to debate the matter at the University of Wollongong.

A topic of personal interest to student couples and others is, "Contraception: Whose Responsibility?"; speakers for a forum on this matter are being canvassed.

Other topics include medibank, uranium, disarmament, morality and authority, trade unionism.

The committee would prefer to be guided in its choice of forum topics by people on the campus, and calls for suggestions.

The Public Questions Forum Committee represents all sections on campus: students, teaching staff, the University Union, administration, other staff.

The members listed below welcome suggestions concerning topics, speakers and other forum matters: Jim Black, student; Ms. Robyn Foy, Recreation Assistant, and Mrs. Susan Stephenson, Secretary-Manager, University Union; Professor Lauchlan Chipman and Dr. Winifred Mitchell, academic staff; Mr. Tony Barker, University Information Officer; and Ms. Liz Hilton, Audio-Visual Unit.

A SECTION of the big crowd at the first Public Questions Forum under the fig trees on March 15. The speakers are in the background.

University to host career advisers

The Vice-Chancellor, Professor L.M. Birt has accepted a Schools Liaison Committee recommendation that career advisers and counsellors from 120 High Schools be invited to an Information Day at the University.

The advisers and counsellors belong to the South Coast, St. George and Liverpool regions of the N.S.W. Department of Education.

They provide information to high school students on such matters as tertiary institutions, entrance requirements, courses, and prerequisites.

The Information Day will be held on April 21.

Schools Liaison Officer, Mr. Tom Moore, said that the day would provide an opportunity for career advisers and counsellors to become aware of recent developments on campus and to discuss such matters as prerequisites and entrance requirements with University staff.

$500 cheque

The Illawarra Branch of the Australian Institute of Management last month presented a $500 cheque to University Librarian, Mr. Jeff Hazell.

The money will be used to buy administration and management journals.

Since 1974, the Institute's Illawarra Branch has donated more than $3000 to the Library for books and serials on administration and management.

The donations are part of the Institute's Parrish Memorial.

Students to Board

Two students were elected to the Union Board of Management at the by-election held on March 14 and 15.

They are Murray Robinson (194 votes) and James Malcolm (148 votes).

Mr. Robinson will hold office until September next year and Mr. Malcolm until September this year.

Altogether 406 people voted and cast 776 votes for a total of nine candidates. Eight of the votes were informal.

Main course discount

People currently enrolled in University of Wollongong courses may obtain a twenty-percent discount on Bistro main courses on Monday and Tuesday nights and at lunch-time on Mondays.

To obtain the discount, people will have to show a current I.D. card or a fee receipt.

A first for metallurgist

Associate Professor Nick Standish, of the Department of Metallurgy, will give the keynote lecture at an international conference at McMaster University, Hamilton, Ontario, Canada, on May 25 and 26.

He will be the first Australian to give a technical keynote lecture on blast furnaces at an overseas conference.

Professor Standish will speak on "Optimum Burden Distribution in the Blast Furnace", which is also the symposium's title.

Speakers from Belgium, Canada, Finland, France, Germany, Italy, and Japan will also give papers.

Professor Standish said that the primary function of the blast furnace was to produce iron of correct specification at the required rate over a long campaign using minimum amounts of energy at the lowest possible cost and highest safety and regard to the environment.

ASSOCIATE Professor Nick Standish, Department of Metallurgy, checks apparatus from which students learn the fundamentals of gas flow in blast furnaces. The apparatus consists of glass columns, manometers, and control valves.

He said: "In its most fundamental form, the production of iron from its oxides in any type of vessel is given by a chemical equation such as $FeO + CO = Fe + CO_2$.

"With appropriate thermodynamic data, this equation will tell us for any condition how much iron will be produced, how much gas will be needed, how much of it will be utilised, and, how much energy will be involved.

"All these pieces of information are important and are the starting points in analysing the material and energy balances of the blast furnace.

"However, the above equation also shows that, before any of this can happen, the ore and the gas must first come into contact.

"Moreover, to obtain optimum performance, we know from kinetics that the contacting must not be indiscriminate; it must be proper contacting.

"Although fine in principle, the achievement of proper contacting to optimize the many technological indices under industrial conditions can be extremely difficult even if we know what the proper contacting should be.

"In a blast furnace where the ore and the coke of different reactivities and size distribution are dumped at the top, where the flow pattern of the solids and the gases differs with height and radial position, where the temperature within the furnace varies greatly from position to position, where softening and melting phenomena are complex and not well known, analysis of what should constitute proper contacting becomes difficult and present ideas are based largely on the experiences gained by many years of operation, innovation and changes in design.

"Though the definition of proper contacting under these conditions may never yield to simple analysis, this should not deter us from examining idealised systems.

"These often reasonably approximate reality and in addition, serve as a rational basis of reference. Moreover, it can also help with the task of elucidating the optimum burden distribution of the blast furnace."

Geographer will direct port development programme

A senior University of Wollongong academic left Australia on February 23 to direct the port development programme for the Economic and Social Commission for Asia and the Pacific (ESCAP).

He is Dr. Ross Robinson, Reader in the University's Department of Geography.

Dr. Robinson, who will be on leave for two years, said that ESCAP was one of five Regional Commissions of the United Nations and was located in the United Nations Building in Bangkok.

It was responsible for United Nations work in the area stretching from Iran in the west to Korea and Japan and into the Pacific to include Fiji, New Guinea, Australia, and New Zealand.

Altogether, ESCAP had forty-one member governments.

Dr. Robinson said that he would be responsible for the development and implementation of research and training programmes related to the whole field of port development activities in the region.

"My task is to define particular needs for the region's ports, to encourage governments to finance those needs, and to implement programmes of assistance based on multilateral aid," he said.

The projects under his control this year were valued at more than $750,000.

They involved studies relating to:

1. Research and training seminars, Port Management Programme Norwegian Government $182,000
2. Research projects:
   (i) "Regional pivot ports and feeder shipping services". (The development of model for the integration of maritime transport systems in the Bay of Bangkok.) $90,000
   (ii) "Analysis of Vessel Delays in Regional Ports". (Further investigation into ship turnround time in ports of the ESCAP region.) $12,500
   (iii) "Job Creation and Unit Load Systems". (An investigation into labour deployment with new maritime transport systems.) $75,000
   (iv) "Optimal Regional Transport Net-Works". (The development of a model of optimal shipping links and port capacity in the South Pacific - ongoing 1977–78.) $220,000

Dr. Robinson said: "All of these projects are being funded by the Dutch Government.

"The 'vessel delay' study will be carried out in-house and other studies will be done in co-operation with the Netherlands Maritime Institute in the Hague and with private consultants."

Dr. Robinson said that a further project related to the development of planning techniques and intra-port planning units. A pilot study at the Port of Bombay had received the go-ahead and the Indian Government would fund the costs of the project.

The Japanese Government was expected again to fund a seminar on unit-load developments, possibly in Hong Kong in 1978, and to fund a number of research projects connected with containerization.

The French Government was also expected to fund further seminars and training programmes on ports and inland waterways developments.

Counselling

This is the second in an eight-part series of articles about counselling, the counsellors, and the Counselling Centre at the University of Wollongong.

The articles were transcribed last year from a tape-recording of a wide-ranging discussion between Counselling Centre staff.

The material was edited and arranged for publication in CAMPUS NEWS.

The Counselling Centre staff is: Monica Manton (senior counsellor); Michael Breen (counsellor); and Marion Allen (secretary).

PART II: WHAT COUNSELLING IS

Michael: I'd like to talk about what counselling is. We are often in a position where we say, "No, counselling is not that."

Monica: It's much more difficult to say what it is, because, what it is seems to me to be involved with expectations and functions that have something to do with the institution that you are embedded in.

Michael: Such as? Giving information?

Monica: Giving information, being involved in things like enrolment and various functions like this. Being responsible to certain people and informing them about what I am doing with my work --- this sort of thing is very much an institutional thing. Also, there are some functions that we perform that are related to this; for instance, things like dealing with people sorting out careers and what they want to do with themselves. That seems to me to be very much a tertiary institutional thing. If I worked, say, in the community, I wouldn't have as much of that kind of function.

Michael: That's specialization, isn't it?

Monica: Yes, but it is related to the kind of institution that you are working with.

Michael: Some of the functions are exactly the same as other places too, aren't they? We are likely to be dealing with exactly the same things as community people, because we deal with more and more families. We are likely to be dealing with battered babies -- matters like that which are part of families. Students are part of families, and staff are part of families, and we consult with all those people.

Monica: Right. So, in that sense, dealing with families is the similarity; but my feeling is that, because of the institution that we're dealing with, the kinds of problems that we are going to get are defined by the fact that they arise here. For instance, a lot of the so-called "family issues", that have arisen this year in my work, have been to do with the person who comes to this institution establishing his or her own identity --- changing it to some extent, disrupting the whole system, the family system, and you take it from there. So, it is, yes, a family problem; but, to some extent, it is defined by this institution again.

Michael: Well, I think that's one of the ways that I would definitely see counselling. People don't come to the University simply to grow in information, or to grow in letters after their name; they come to develop as persons, and we provide various developmental assets. I see that as very much a function of our outfit. Somebody has suggested that a good name for counselling centres might be Human Resources Centres on campuses, and, in a sense, the word counselling is misleading.

Monica: It is.

Michael: What are the things that we actually provide?

Monica: In that particular sphere?

Michael: For people to grow personally, but not necessarily academically.

SIR MARK OLIPHANT with prizewinners in the University's essay competition which was conducted in association with the Festival of Wollongong. Michelle Foster (left), of Woonona High School, won first prize; Veronica Root, of Ulladulla High School (right), won second prize. Sir Mark presented the prizes after his public lecture in the Pentagon on Friday, March 17.

Girls win essay competition prizes

Two girls won the prizes in the University's essay competition conducted in association with the Festival of Wollongong.

They are Michelle Foster, of Woonona High School, who won first prize, and Veronica Root, of Ulladulla High School, who won second prize.

Along with other senior high school students, they had been invited to write essays on the topic: "The Illawarra Region in the Year 2000 -- What Should It Be Like?"

School principals were asked to submit the two best entries from their schools for judging by a panel comprising:

- **Ms. D.L.M. Jones, the University's Faculty of Humanities Chairman.**
- **Ms. J. Southern, Manager, University Co-operative Bookshop, Wollongong.**
- **Mr. I. Fell, Managing Editor, The Illawarra Mercury.**
- **Mr. I. Wakeham, Inspector of Schools, Secondary Social Science, South Coast Region.**
- **Mr. P. Wyles, Regional Director, Planning and Environment Commission, Illawarra Region & Illawarra Regional Advisory Council member.**
- **Mr. T. Moore, the University's Schools Liaison Officer.**

Sir Mark Oliphant presented the prizes to Michelle and Veronica after his public lecture in the Pentagon on March 17.

The prizes were books worth $50 donated by the University Co-operative Bookshop.

The winning essays were published in The Illawarra Mercury.

Experience in industry will assist appointee

Mr. Ken Moran, who was appointed the Library's Administrative Officer in November, believes his industrial experience will assist him in his new role.

In the last twelve years, he was general manager and director of Harbison A.C.I. at Unanderra.

He has a background in mechanical engineering and the ceramic industry for twenty-eight years, during which time he completed studies in management development programmes both in Australia and overseas.

During 1970-72, he was president of the South Coast Centre of the Chamber of Manufactures.

Mr. Moran's responsibilities include the Library building, equipment and furniture, staff appointments, finance, and assisting the University Librarian in intra-Library communication and data collection for the preparation of reports, papers, and general information.

His room number is G04 off the foyer (telephone extension 489).

VISITING high-school students crowd around the Visitors' Day Information Centre in the Union courtyard on March 17. Union secretary-manager, Mrs. Susan Stevenson, helped distribute literature to visitors.

A WORD of encouragement from the Lord Mayor, Alderman Frank Arkell, to this visiting high school student as he worked out on an exercise bike in the Department of Biology's display on Visitors' Day, Friday, March 17.

CITY officials toured the campus during Visitors' Day on Friday, March 17. Here Mr. Jack Williams (left), a senior technical officer, explains Department of Electrical Engineering electrostatic precipitation and materials research facilities to (from left): Alderman Peter Hilton; Estate Manager, Mr. John Bell; Managing Editor, The Illawarra Mercury, Mr. Ian Fell (in background); Town Clerk, Mr. Ron Eggins; Vice-Chancellor, Professor L.M. Birt; and Festival of Wollongong Committee Chairman, Mr. Jim Roche.

ITORS' DAY

About 800 people visited the campus during the University's first Visitors' Day on March 17.

The day was held in conjunction with the City's first Festival of Wollongong.

The visitors, who came from all sections of the community, were taken on guided campus tours.

They saw the buildings, the grounds, and a range of activities within the Faculties of Engineering, Humanities, Mathematics, Science, and Social Sciences.

The volunteer guides comprised students, academic staff, library staff, and administration staff.

Professor Lauchlan Chipman, chairman of the Working Party which organised Visitors' Day, said he would like to thank all those who contributed to making the day the success it was, and the Wollongong media for its generous coverage.

W.I.E. director retires

The director of Wollongong Institute of Education, Mr. Maurice Hale, retired on March 30 after a career of forty-one years in education.

Mr. Hale was appointed principal of Wollongong Teachers' College in 1973 and, when it was re-named Wollongong Institute of Education in 1974, became its first director. In this capacity, Mr. Hale saw the Institute through its recent development to autonomy under its own Council.

Mr. Hale was educated at Sydney Boys' High School and Sydney Teachers' College and obtained an Arts degree with first-class honours in psychology at the University of Sydney in 1940. In 1954, he obtained his Master of Arts degree with honours in psychology.

After serving in schools in a variety of posts from 1937, Mr. Hale began his career in tertiary education in 1946 at Balmain Teachers' College. He also served at Sydney and Bathurst Teachers' Colleges before being appointed as principal of Wagga Wagga Teachers' College in 1961.

An appointment to the head office of the Department of Education came in 1972 when Mr. Hale was named Co-ordinator of Planning in Teacher Education.

Mr. Hale has been active in international education as an associate of the British Psychological Society, as a member of the South Pacific Association of Teacher Education, and as an Australian delegate to conferences in Britain, North America and Pacific countries.

Visit to Peru

University Council member, Mr. Leo Tobin, visited Peru in November and December last year.

He was one of a seven-man team of instructors representing the Illawarra Branch of the Surf Life Saving Association of Australia and the World Life Saving Association.

The team trained and examined members of the Peruvian Police Force Life-saving Corps and civilians for the bronze medallion, and instructors and examiners certificates.

It was Mr. Tobin's second visit to Peru. In April, 1975, he helped to train thirty-eight candidates for their bronze medallions and instructors certificates.

Trainee scheme now underway

The first computer trainees under the University of Wollongong's Regional Computer Trainee Scheme were appointed late last year.

They are Kim Hodgson and Tony Wilson, both 18, who were selected from fifty people who applied for the eighteen-month computer traineeships.

Kim went to Figtree High School and, after completing the traineeship, hopes to obtain employment as a programmer and do a part-time university degree in either accountancy or computer science.

Tony went to Port Kembla High School and, after completing the traineeship, hopes to do a bachelor of science degree, majoring in mathematics or computer science.

Four other trainees will be appointed at three-monthly intervals. All will work in the University's Computer Centre.

The scheme aims to provide opportunities for school leavers to enter the computer industry and to receive basic training and experience; tp provide organisations contributing to the scheme with additional "hands"; and to provide a source of trained computer staff for employment within the computer industry.

The traineeship provides a wide range of experience and consists of nineteen weeks fulltime training in computer operations at the University; a further thirteen weeks of combined operations/programmer training; and a final seven weeks of fulltime programmer training.

At the end of this formal training programme, the trainees will be available to undertake projects such as assisting in the implementation of a new system for a contributing organisation.

The trainees are paid $81.58 a week with an increase after twelve months' training and are on the University's staff for administration purposes.

Rhodes Scholarships

The University Council has resolved that the University bring the conditions of candidature for a Rhodes Scholarship to the attention of its students.

Students wishing to explore the possibility of becoming candidates for a Rhodes Scholarship are invited to contact the Acting Registrar, Mr. B.C. Moldrich, for details.

The N.S.W. Rhodes Scholarship Selection Committee stipulates that a student interested in applying for a Rhodes Scholarship should seek an interview with the selection committee secretary.

The initiative is to be taken by the student and not by a departmental chairman or the student's university.

Stocktake

Mr. Marshall Brown, Estate Division, has been appointed to supervise the plant and equipment stocktaking on a fulltime basis.

He is currently liaising with departments to take physical stocktakes.

COMPUTER trainees, Tony Wilson (left) and Kim Hodgson, in the Computer Centre.

Education: what is it all about?

What is education? In general terms the answer is simple: education is the transmission of understanding.

It is not to be confused with training.

To train is to instil a pattern of behaviour, activated from time to time by a cue, command or signal.

The trainee, whether a pet dog begging or a private soldier jumping to attention at the sergeant's bark, need have no understanding of what is happening or why to be well trained.

An educated response, however, while it may be automatic (as when you are asked to multiply seven by 12), can be amplified or defended with explanation, argument, or evidence.

Today there is confusion about what should be involved in the basic education which, it is expected, every child will receive before he seeks employment or progresses to higher education.

Indeed, some would deny that there are any such things as "basic" subjects or areas of education.

There is just as much confusion about how these areas should be assessed, and who should do the assessing.

These two problems are related, for unless there is agreement on what children should learn, there can be no agreement on how and by whom their success or failure in the learning is to be determined.

The fact that educational philosophy and methods cannot be separated from social philosophy and politics adds to the confusion.

Since Plato's Republic, every ideology and interest group with a vision of how society ought to be constructed has included the education of children within the vision, as part of its implementation or perpetuation.

Our society is no exception.

As ours is, or at any rate aspires to be, a liberal and pluralist representative democracy --- valuing honesty, tolerance and fair dealing while condemning the use of violence, theft or deception for personal gain -- these are the values we have a right to expect to be reinforced through the school system.

Some theorists, however, and a small but influential minority of teachers, see school education as serving what they believe to be a more fundamental social purpose.

They believe that education ought to be the instrument whereby society is transformed in a radically egalitarian direction.

In the past, massive public education was justified as necessary to replace nepotism, and the old school tie as exclusive passports to the more profitable and "better" social positions.

Today, these radical egalitarians contend, educational certification functions as a new discriminatory weapon to ensure that only a small minority of people qualify for society's richest and most respected positions.

Very simply, their line is that knowledge as measured by competitive examinations has become the new entry ticket to the wealthy professions such as law and medicine, to higher education in general, and to the few jobs available to school leavers without higher education.

This article by Professor Lauchlan Chipman, Department of Philosophy, was published in The Sun-Herald's "Think Tank" column on March 5 this year under the heading, "Education -- quality or equality?". It is reprinted here by permission of The Sun-Herald.

An examination elite has replaced a birthright or monetary elite when it comes to the distribution of society's plums.

In their view, schools should combat this new elitism by refusing to be party to the grading or "streaming" of pupils, and by forcing the abolition of assessment by boards heavily influenced by higher education of employment bodies, whose interests present forms of assessment are seen as largely serving.

This is to be achieved in large measure not only by attacking the credibility of external examinations --- examinations set and/or marked by people other than the pupil's teachers --- but more fundamentally by downgrading the importance of such knowledge as can be tested, such as knowledge of facts, and skills in reasoning and calculating rigorously.

In addition, they urge the abolition of selective schools (despite the disastrous failure of the change to comprehensive education in Britain), promoting children through the school system irrespective of how much they have mastered, and oppose the allocation of children within the school to classes determined on the basis of proximate ability.

The logical stopping point of the radical egalitarian's case is that school education should never provide anyone with any reason for preferring any pupil over any other for any purpose whatever.

This position may seem preposterous, but it has already been reached in New South Wales, where the School Certificate is now little more than a certificate of attendance, as thousands of its unemployed young bearers can readily testify.

The trend is demonstrably one of declining standards, but it is not irreversible.

It is necessary to say this because teachers, educational theorists and administrators often speak of the end of external assessment for the supreme school award, the Higher School Certificate, and even its demise, as 'inevitable'.

When senior educational administrators say that the fundamental purpose of education is "learning to be" one can hardly blame them.

The irony is that unless the situation is reversed, employers will have nothing to go on in choosing their new staff except their judgement as to the worth of the school attended, which will once again favour people who went to name schools over people who went to unheard of schools in unheard of places --- the very evil of social inequality which led to demands for the introduction of competitive externally assessed public examinations last century.

A basic education should not only make every child who is capable of becoming so literate and numerate, but it should also provide the child with an adequate spatio-temporal orientation or, in other words, substantial knowledge of the hard facts of history, geography, and the natural sciences.

Reasoning skills and the capacities involved in conceptual manipulation as taught in formal logic, mathematics and foreign language instruction, with a sufficient introduction to fine literature to permit qualitative discrimination, are also of the first importance.

All of these skills can be examined and examined easily.

The best protection for both teacher and pupil, especially in schools which are not well known, is assessment by independent experts.

Admittedly examinations create anxiety, but this is a condition under which people often perform at a higher level than they would otherwise.

It is important to recognise that the tiny minority who never perform competently because of anxiety have a problem which is medical and not educational.

Finally, a renewed emphasis on basic subjects does not necessarily mean a return to "old fashioned" drilling and rote learning.

Educational philosophy is one thing and educational methods are another.

Since we are concerned with education and not mere training, whatever method of instruction is used must transmit understanding and not just conditioned reflexes.

So long as the community at large pays the bulk of the education bill, we must all ensure that our schools do not become the playthings of fanatical and increasingly disruptive anti-elitists whose substitution of equality for quality will produce only an arrogantly ignorant uniformity at the price of the finest resources Australian education has ever had.

FOOTNOTE: Members of the academic staff who wish to contribute to "Think Tank" should submit their copy (typed double spaced) to Mr. Chris Anderson, Assistant Editor, The Sun-Herald.

Co-op concessions

During 1978, the special concessions listed below will apply for University Bookshop members only.

BOOK OF THE MONTH. On the third Friday of each month, a current best seller will be offered to members at one-third off the normal price.

MEMBERS' DAY. On the first Friday of each month, a special offer will be made for members only.

20TH BIRTHDAY SALE -- APRIL. All sale items will display a lower price for members.

NUMBERED COUPON. For a limited period, members will receive a numbered coupon each time they make a purchase. This will give them the chance to win up to $300 worth of books of their choice.

The Bookshop is open from 9 a.m. to 5 p.m.

AN INTENT section of the big crowd which took part in the first Public Questions Forum under the fig trees on March 15.

Workshop a great success

The science fiction and fantasy creative-writing workshop held at the University recently was so successful that participants have decided to form a science fiction and fantasy writers group.

The organiser, Dr. Don Diespecker, of the Department of Psychology, said that the groups proposed name, IF, stood for Illawarra Fantasy. Members included a professional science-fiction writer and a retired journalist.

"IF has implications for those who are willing to stretch their imaginations," he said.

Participants had met in Pentagon Lecture Theatre No. 5 and, in a series of experimental and practical writing exercises, had produced enough material to fill a book.

Dr. Diespecker said: "A science-fiction technique, known as word games enabled each member to produce his or her first story in only thirty minutes.

"Although the procedure was new to most members, everyone was delighted with the results.

"Most participants had not attempted to write science fiction or fantasy before.

"Stories and sketches incorporating 'single changes' were also produced. In this procedure, each writer offers a noun and an adjective for random allocation. The two words received by each member become the title or the theme of a story.

"Each writer also submits for redistribution a single change. The story should then incorporate one item which differs from normal acceptable reality; for example, the speed of light is only ten kilometres an hour or gravity at the surface of a planet is reversed.

"All of the writers found, sometimes to their amazement, that they were successfully influenced by the group. Everyone present completed each assignment, including the writing of space or fantasy poems, in only thirty minutes.

"IF plans to meet regularly to workshop stories, sketches (including comedy) and poetry, and to produce a limited circulation magazine.

"New members are welcome, the only requirement being a willingness to explore one's own creative talents."

FOOTNOTE: *The next meeting will be held on Saturday, April 29, at the University. Interested participants should contact Dr. Don Diespecker, Department of Psychology, Social Science Building (ext. 390).*

Letter
Peter says thank you

Dear Contributors to the Peter Abotomey Departure Fund,

Thank you for your good wishes, expressions of regret and your generosity in donating to the handsome cheque Ray Southall presented to me before I left. I was touched that so many people had contributed and given a reassurance when I had felt so unsure about my place (or ex-place) in the University.

I was grateful, too, for the card. It provided me with hours of entertainment trying to work out to whom the signatures belonged. Some will forever be unknown but appreciation is not in direct proportion to recognition.

Indeed, when I get to Katherine or Birdsville or wherever unemployed academics go, I will fix to the nearest ironbark stump a commemorative plaque to the unknown contributors. Another one, too, must go up to the members of the administrative staff who put a dollar or two towards my taxi-fare off the premises.

In recent years, I have had so little contact with the office staff that one senior officer, meeting me in Keira Street some eighteen months ago, greeted me with the words, "I didn't know you were still with us." My special thanks to my friends and acquaintances in administration whose signatures on the presentation card indicated that, until I actually left, I was still considered one of "us", despite infrequent appearances in the main office block.

As for the cheque, as Bogart said in *To Have or to Have Not*, "Don't be scared I'll waste it; it'll all go on booze and broads." Neither of these luxuries holds much appeal for a fixed-wheel teetotaller, but there are equivalents. Perhaps, tea and taking mother to lunch constitute the exciting alternatives.

Whatever the pleasure, I'll remember the providers, the kind "us's", as I whittle the total down.

Peter Abotomey (one of "them")

Manning Clark will give occasional address

Australia's greatest contemporary historian, Professor Manning Clark, will give the occasional address at the morning graduation ceremony on May 12.

Professor Clark, who is nearing the completion of one of Australia's greatest literary achievements, will address Arts and Commerce graduands.

Late in 1980 he will publish the fifth and last volume of his History of European Civilisation in Australia.

This life-long work will contain the entire history of European civilisation in Australia.

Earlier this year, Professor Clark published his fourth volume which takes Australia's recent history up to 1888.

The fifth volume is planned to cover 100 years, bringing his work into the 1980s.

Born in 1915, Professor Clark was appointed Professor of Australian History in the School of General Studies, Australian National University, in 1949.

The Chancellor, Mr. Justice Hope, will give the occasional address at the afternoon ceremony for Engineering, Metallurgy and Science graduands.

The ceremonies will be held in the Union Hall.

A total of 315 degrees and 72 diplomas will be conferred.

The prophets on Karmel: cutting our losses

By David Dillon-Smith
Co-ordinator, General Studies

The prophets of doom are flourishing these days in many areas, not least in that of university budgets.

No doubt they are right. They've been saying it sweet and low at least since Professor Myers prophesied we might soon be looking back to the affluent sixties.

Now it's coming through loud and clear from the man seated on the academic wool sack. Professor Peter Karmel's address to the Staff Association of Australian Colleges of Advanced Education, as reported in *The National Times* (March 13-18, 1978), confirmed the prolonged financial drought --- to the end of the century, he said.

So the pessimists --- those who are dead scared there won't be enough troubles to go round --- might take comfort. There probably will be. But not enough money.

Nor is the public going to be on our side. As reflected in the tertiary chairman's remarks, the public is not likely to be worried that universities will be unable to keep up their supply of illiterates and innumerates.

So how do we cut our losses? That, I suppose, is the problem for those who are paid to think. It's not mine. But, from my own very limited field of activity, may I offer a few humble suggestions.

In discussing the results of a "no-growth" situation, the desirable aim was said to be "flexibility"; Karmel's rather gloomy expectations were "rigidity" and "conservatism".

With his knowledge of the tertiary scene and his experience of men, he may well be right. Yet, perhaps, these are not inevitable consequences.

Some of our own departments have already shown ability to use new ideas and new methods.

And General Studies, on a mini budget, has, over these last two years, also piloted something of innovation and interdepartmental flexibility. The latter is all I here want to discuss.

The name "General Studies" is misleading: I am sure it must go. Nor am I thinking of anything essentially the same as the present outfit.

But, in the threatened conservatism, may I use a convenient, if ambiguous, shorthand symbol where a GS radical might react with various departmental subjects to produce new and useful compounds.

There are indeed signs of this even in our present academic calendar, e.g. *Science, Technology and Social Progress.*

Perhaps the position has arrived in which a GS-type unit (whatever one calls it) is not only desirable but also necessary for avoiding rigidity and conservatism.

Take just two points in the Karmel prophecy. He foresaw no growth this side of the year 2000. Well, it was mainly against a no-growth prospect that the General Studies Committee saw its role in helping needed innovation, wider subject choices, and relevant updating of curricula.

Hence, too, the document on future directions for General Studies, which faculties and staff have considered and which many have doubtless read.

One of the supposedly weak premises pointed out by some staff when this first appeared was, "You are basing all this on the assumption of a steady-state university. How do you know normal growth will not resume after a year or so?" Well, at least the view from Karmel does not discover anything within a twenty-year horizon --- not a cloud the size of a man's hand.

Secondly, he was reported as saying, "I foresee conservatism in the sense of doing this year what you did last year."

General Studies was doing none of its present programme two years ago. Since then, it has introduced or been supplied with seven new subjects, totalling about 318 enrolments in 1977.

No doubt conservatism of one sort or another is latent in many of us academics; and it may become dominant when an excuse is given like that referred to by Karmel --- no new funds and little new blood injected into the academic stream for a generation to come.

Of course, there are those who are revising and updating courses and looking for opportunities of doing newer and more relevant things within a particular subject department. But this has its limits when funds run dry.

This is precisely what makes the GS principle significant. At least so it seems to me.

Put simply, as I always used to put it, the principle is this. At our university there is little chance of any great diversity or subject choice in the forseeable future.

Since mid-1976 there seemed little doubt of this. Now Karmel's statements make it as good as certain. A pretty safe maxim for tertiary administrators will be, "Blessed are they that expect little for they shall not be disappointed."

Now universities compete for students, and, in this competition, range of subject offering is a mjaor factor. But we cannot afford to set up new subject departments, at least on the old conservative pattern.

How then do we increase our choice and attract students? By using some less expensive and less binding formula. And the one I am talking about can at least be seen to have worked.

This I call the GS principle. The argument has always been strongest in a limited university like ours where GS is more necessary than at a large diversified one which already has much to offer.

There the problem is simply to fill up existing departments from the common pool of students. In the competition of the *haves* and the *have-nots*, the latter (like ourselves) should adopt simpler, more flexible strategies.

GS subjects can be set up at a very small cost. They can be tried out for student response and evaluated by more sophisticated tests; though, be it remembered, even the consumer does know a thing or two.

If the subject is not satisfactory or successful, it can be dropped or radically modified without any of the problems of dismantling a run-down department or waiting for retirements.

Any thought of competition between GS and subject departments is therefore erroneous or shortsighted.

The inevitable competition in the present situation will rather be between universities, especially between the limited and the diversified. The GS principle only acts to enhance the university and thus indirectly its member departments.

A GS board or unit, having available to it ideas and suggestions for possible new directions from departments right around the campus, would certainly be able to benefit them individually and the university as a whole.

The desired effect, which it seems is being minimally achieved even now, could operate to attract and hold students by enriching the range of subjects the university could offer. It might also have some small effect in reducing an unfortunate and damaging swing away from science and technology. How so?

In the past a number of students have plainly said that they welcomed a change from their week of routine lab., workshop or mere information learning to subjects of quite different content and approach.

This remark in reference to "old style" General Studies subjects came as a surprise. But why should it surprise? A change may not be quite as good as a holiday.

Yet it may possibly bring a good balance to one's major course work. And there is more than one science or engineering staff member willing to state the value and interest of subjects like art, architecture or history taken in their General Studies programme.

I am not trying to prove anything. The thing proves itself on the experience of these people.

What I am asking is: can this sort of mixture make courses more meaningful and acceptable?

And it applies on both sides of the divide. I think the popularity of *Art of Physics* and *Concepts of the Modern Universe* with non-science students demonstrates this.

Then, too, a graduate diploma was suggested some time ago in which GS could be the agent for putting together the particular content to suit the specific work-need of the student.

The result could consist of a major element of say economics, chemistry or psychology plus another which would link the diploma with the special work requirement; or again it may be an aspect of research or study which the student is most interested in pursuing but which is not as such offered in our existing courses.

Thus, to some extent, this type of diploma (sometimes a form of retraining) could be tailored to the individual requirement of the student so gain greater relevance.

I respect all disciplines within the university, but I would especially like to see the science-technology faculties able to balance up their enrolments with those in Humanities and Social Sciences. However, this is still cold comfort if we all starve together.

Continued next page.

STAFF CHANGES

APPOINTMENTS

MR. I. PIPER Programmer-in-Training	Computer Centre	29.8.77
MR. P. CLARKE Administrative Officer	Secretariat	29.8.77
MRS. D.M. SIEBER Clerk	Finance Office	29.8.77
MR. T.R. MOORE Administrative Officer	Information Office	29.8.77
MR. R.W.I. McCONCHIE Lecturer	English	1.9.77
MISS B.L. DAVIDSON Lecturer	Philosophy	1.9.77
MR. D.R. GRAY Statistics Officer	A.D.P. Unit	5.9.77
MRS. F.J. HUTCHISON Clerk	Central Services	19.9.77
MRS. A. FERNS Machine Operator	Finance Office	26.9.77
MR. R. MILLER Professional Officer	Mathematics	26.9.77
MRS. A. GILCHRIST Office Assistant	Reader Services	29.9.77
MR. H. ALLA Administrative Officer	Student Administration	3.10.77
MRS. G. CHURCHILL Clerk	Chemistry	13.9.77
MRS. S. STAWANSKI Telephonist Off/Asst.	Central Services	12.10.77
MISS J.J. WHITE Stenographer	Computer Centre	24.10.77
MR. R. ROWLAN Technical Officer	Civil Engineering	24.10.77
MR. G.E. ELRICK Attendant Cleaner	Central Services	1.11.77
MRS. V.T. COALL Secretary	H.P.S.	7.11.77
MRS. A.A. WEBB Stenographer	Economics	14.11.77
MR. S. HARRISON Programmer-in-Training	Computer Centre	14.11.77
MR. K.W. MORAN Administrative Officer	Library	14.11.77
MRS. P.A. SCHAFER Tutor	Mathematics	14.11.77
MISS N.I. BOTTOM Programmer	A.D.P. Unit	14.11.77
MRS. C. PYE Library Assistant	Technical Services	28.11.77
MRS. R. HOLLAND Library Assistant	Technical Services	9.12.77
MISS L. EDWARDS Administrative Officer	Vice-Chancellor's Unit	8.12.77
MISS K. HODGSON Computer Trainee	Computer Centre	12.12.77
MR. L.J. RANGSLEY Officer-in-Charge	Printery	12.12.77
MR. J. FOREST Technical Officer	Science Fac. Workshop	12.12.77
MR. T. WILSON Computer Trainee	Computer Centre	12.12.77
MISS L.G. DARLING Machine Operator	A.D.P. Unit	19.12.77
MISS R.J. CULLEN Library Assistant	Cataloguing	3.1.78
MISS A.T. TITUS Stenographer	Mathematics	3.1.78
MISS R.M. INGOLD Office Assistant	Central Services	3.1.78
MRS. A.L. ARNOLD Lecturer	Psychology	3.1.78
MR. I. MITCHELL Painter	Estate Division	3.1.78
MR. J. HAGAN General Library Assistant	Technical Services	3.1.78
MISS M. TROIANO General Library Assistant	Technical Services	3.1.78
DR. A. BASU Tutor	Civil Engineering	3.1.78
MRS. S. CONDEN Secretary	Civil Engineering	4.1.78
MR. W. GRACE Apprentice Gardener	Estate Division	9.1.78
MR. L.J. SPLITTER Lecturer	Philosophy	1.1.78
MR. R.W. STEPHENSON App. Elect. Fitter/Mech.	Estate Division	16.1.78
MR. F.S.E. BURROWS Carpenter/Joiner	Estate Division	16.1.78
MR. D.C. MALEGAN Professional Officer	Chemistry	16.1.78
DR. G.E. SHERINGTON Lecturer	Education	17.1.78
MISS M. HENDRIKSEN Research Assistant	Economics	1.1.78
DR. O.D. DONALD Lecturer	Geography	19.1.78
MR. R.R.A. McALISTER Technical Officer	Civil Engineering	9.1.78
MRS. H.L. WHITER Typist	Secretariat	31.1.78
MRS. M. CAMPBELL Lecturer (Temporary)	H.P.S.	1.2.78
DR. F.J. PAOLONI Lecturer	Elect. Engineering	2.2.78
MR. T. CLOUT Administrative Officer	Staff Office	13.2.78
MR. J.C. FORGE Lecturer (Temporary)	H.P.S.	16.2.78
MR. G. VAN DER BEEK Research Assistant	European Languages	20.2.78
MR. W. JURKIEWICZ Research Assistant	History	20.2.78
MRS. L. HENDERSON Secretary	European Languages	22.2.78
MR. R.J. DE JONG Technical Officer	Metallurgy	27.1.78
MRS. C.J. McFARLANE Stenog. (P/T)	Student Admin.	13.2.78
MRS. H.M. MAJER Stenog. (P/T)	Student Admin.	16.2.78
MISS H.A. NASH Graduate Assistant	Secretariat	1.3.78
MR. M.B. SCOTT Lecturer	English	1.3.78
MR. V.B. PARKER Technical Officer	Chemistry	6.3.78
MISS V. TREANOR Computer Trainee	Computer Centre	6.3.78

Continued next page.

CUTTING OUR LOSSES

Continued from Page 10.

In the dearth of funds, surely anything which will bring fruitful interaction between departments enriches the whole.

Broadening of choice does not mean weakening the strong teaching now done in the solid-core subjects. But it can give to the whole curriculum freshness and increasing relevance.

Students at enrolment inquire about certain subjects not on offer here. If some of these are desirable and feasible, why look into the dim and uncertain future and, after many working parties and committees, probably let the proposed subject be shelved because the departmental or other organisation is beyond our means.

The GS principle has proved that it can be done within a year or so and get the students. Judging from Karmel's prophecy, might not the alternative be the return to a sort of medieval trivium and quadrivium under a new name?

If having no money means we have to think, that need bring no headache. I am no prophet, but I suggest the austere decades ahead may force us to make all our present staff and subject resources work for us to give the maximum yield.

And I also foresee many of us having to retrain ourselves, by exploring new areas within our own discipline or on its borders, in order to gain that flexibility and adaptability which have allowed living beings to survive and advance.

STAFF CHANGES

Continued from page 11.

MRS. A. MORTON Secretary	Philosophy	6.3.78
DR. A.D. MARTIN Research	Physics	3.3.78
MR. T.W. LEWIS Technical Officer	Chemistry	9.3.78
MR. M.E. MITCHELL Library Attendant	Reader Services	13.3.78
MISS L. FAHEY Professional Officer	Education	20.2.78
DR. E.E. KELLERMAN Research Fellow	Education	1.3.78
MISS F. BINNUCCI Typist/Office Asst.	Library Admin.	14.3.78
MR. P.A. RAYMOND Laboratory Assistant	Elect. Engineering	20.3.78

RESIGNATIONS

MR. J.F. McCORMACK Attendant Cleaner	Central Services	8.9.77
MR. W.M. YOUNG Snr. Technical Officer	Mech. Engineering	16.9.77
MRS. J. GRIGG Machine Operator	Finance Office	16.9.77
MRS. C.J. KUNGL Secretary	H.P.S.	30.9.77
MRS. G.M. ERFURT Library Assistant	Library	21.10.77
MR. J. ROACH Garden Labourer	Estate Division	20.10.77
MRS. Y. HOUBEN Stenographer	Computer Centre	27.10.77
MRS. G. GREGOR Stenographer	Mathematics	16.12.77
MRS. C.E. STOLZENHEIN Library Assistant	Library	18.11.77
MRS. D.T. TER BEEK Machine Operator	A.D.P. Unit	2.12.77
MR. C.W. HART Lithographic Operator	Central Services	2.12.77
MR. H. LYNAS **RETIRED** Snr. Technical Officer	Elect. Engineering	29.11.77
MRS. J. CUARESMA Secretary	Civil Engineering	5.10.77
MRS. NEWTON Cleaner	Central Services	12.12.77
DR. K.M. WILLIAMS Professional Officer	Chemistry	3.1.78
MR. C. KRAWCZYK Librarian	Library Admin.	9.1.78
MISS G.H. EZOLD Secretary	Philosophy	13.1.78
MRS. U. JANISCH Secretary	European Languages	6.2.78
MR. P.G. ABOTOMEY Lecturer	English	10.2.78
MRS. L.M. CROSSLEY Lecturer	H.P.S.	23.2.78
MRS. H. GRIFFITHS Gardener	Estate Division	3.2.78
MR. F. VAN HELDEN **RETIRED** Clerk	A.D.P. Unit	26.3.78
MR. N. BAN Research Assistant	Mech. Engineering	2.3.78
MRS. J. GILCHRIST Typist/Office Asst.	Vice-Chancellor's Unit	2.3.78
MR. P.J. BIOLETTI Laboratory Assistant	Elect. Engineering	
MRS. L. McCAFFERY Library Assistant	Library	23.3.78

A personal assistant's role

Ms. Lynn Edwards took up duties as Administrative Officer in the Vice-Chancellor's unit in December.

She is located temporarily in Room 110C in the Student Enquiries section, Administration Building, and can be contacted on extension 292.

Below she reviews her role as personal assistant to the Vice-Chancellor.

The Vice-Chancellor's personal assistant is essentially, if not quite in the Woodward and Bernstein sense, "on background".

The position involves the preparation of the background material required for discussion and action.

There are the Vice-Chancellor's briefing notes for meetings of University committees, particularly Senate and Council, and external bodies such as the Australian Vice-Chancellors' Committee and the New South Wales Vice-Chancellors' Conference.

The assistant also drafts and edits addresses, submissions and reports on matters relating to University affairs and sifts through the literature, especially tracts on developments in tertiary education and on government policy and projects.

Sometimes, the work involves accompanying the Vice-Chancellor and taking notes of the proceedings when he attends on- and off-campus meetings; it also means assisting with arrangements for visits to the campus by outside bodies such as the Universities Council.

Working with the Deputy Vice-Chancellor is also part of the assistant's brief; and this can require investigation into matters currently attracting attention within the University, such as student numbers and teaching methods.

In addition to these more or less regular commitments, there are ad hoc tasks and special projects which bring with them a constant re-ordering of priorities and emphases.

To revert to the journalese of my opening remarks, the personal assistant to the Vice-Chancellor keeps a "low profile" whilst being committed to work concerned with the on-going development of the University.

Changes in Aussie Rules

The recent annual general meeting of the University Australian Rules Club saw important changes in office-holders.

Long-serving committeeman and club president, Alan Wolfe, stood down from office.

His place as president was filled by Dr. Peter Burton, senior lecturer in the Department of Chemistry. Dr. Burton is a past-president and he stood unopposed this year.

The position of club secretary was retained by talented player David Philips. A newcomer to the job last year, David quickly established his worth and he too was unopposed for this position.

Jenny Rowe was elected club treasurer. An experienced bookkeeper, her services will be invaluable.

For vice-presidents, members voted in top player, John Thorne, and the irrepressible "Busby" Schleicher.

Kevin Cross retained his position as social committee chairman, a position which entails much work and responsibility.

Club newcomers, Herbert Hobbes and Mick O'Brien, gained positions in management.

This year the club has gained the services of Leroy Taylor as coach and has retained the services of experienced strapper and trainer, Jim McIntosh.

The club welcomes all persons interested in the national football code. It is always on the lookout for players, be they experienced or novices, and welcomes all supporters to games and social functions.

CAMPUS NEWS

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Tony Barker . . . . . Editor