



VOL. 5 NO. 7

SPECIAL GRADUATION ISSUE 1979

V.C. WRITES TO GRADUATES

Dear Graduates,

I was tempted to begin this letter to you with, "Hello! Hello! Is there anyone out there?" We were beginning to feel that most of you had joined the Foreign Legion or, perhaps, the Ten Lost Tribes of Israel, immediately after graduation. But even a brief period of reflection made us realise that, particularly in the last two years, the University had perhaps not really done much to maintain contact with you.

As members of Convocation, you receive voting papers, from time to time, but the procedure preserves the anonymity of the secret ballot. You might find the candidates for positions on the University Council more and more unfamiliar whilst the concerns and deliberations of Council itself either remain unknown or seem irrelevant to your everyday lives. The University is now trying to redeem this rather sad situation; we hope that, in the interesting times ahead, you will become more aware of and involved in our current activities and our future plans.

To use that rather quaint term, reminiscent of American college movies of the 1950's, the University is your "Alma Mater". The University gave nourishment to your intellect and continues to be deeply concerned about your activities and your interests. It would be fitting and filial of you, to turn, to care about the University's welfare and to take an active interest in the changes in its circumstances and its appearance. From our side, we would like you to let us know about your experiences and problems as graduates, and especially as graduates of the University of Wollongong. We shall be sending you copies of Campus News regularly so that, from your side, you can comment on what we are doing; get to know about our problems, and tell us what our image is like in the community, both regional and national. (You might even be inspired, for example, to suggest a motto for this University - Latin or otherwise).

The University does have a Graduates' Association and you are a member. We hope, with your help, to revive the Association and would, once again, appreciate any suggestion you might have about its activities. The Graduates' Association can provide for social gatherings, lectures and the exchange of information about matters of interest to graduates (such as graduate employment and the literacy and numeracy debate). You will find more about the Association in a special article in this issue. (See page 6).

All Australian universities are currently experiencing what might be called an identity crisis. For many years, we have thought that we knew what we were and why we were here. We use phrases like "community of scholars" and invoked Cardinal Newman's statement about universities being concerned with the cultivation of the intellect. In the favourable economic climate of the 1950's and 1960's, universities were very comfortable but, in the early 1970's, university education found itself constrained by financial and, consequently, political and social pressures. "Relevance" seemed to be required of all sectors of education as their only or, at least, most important aim. With immediate problems of unemployment and energy shortages occupying the public mind, people began to accuse universities of being inefficient, isolated and, most tellingly, ineffective institutions.

The public criticism, the Government enquiries and the calls for accountability and efficiency have been beneficial in many ways. The universities have been shaken out of their relative complacency; they need not surrender to the pressures for short-term relevance but they can, and they are, beginning to reassess their role and function. At the University of Wollongong, we began this process even before it was given the imprimatur by the recent Williams Committee on Education and Training. We recognized that universities are one of society's great adaptive mechanisms; they have the knowledge and the analytical and predictive skills to be able to influence and promote change. You are part of this University and, thus, of a large international family of universities and we are inviting you to take part in this very important stage in the thousand year old history of university education.

I am looking forward to hearing from you and to being able, initially through Campus News and the Graduates' Association, to let you know what I and the other members of the University are thinking and doing. If you are in the district, please visit the campus, particularly if you have been absent for a while, for you will be surprised, I am sure, at the amount of development that has already taken place and is continuing despite the current constraints. Let us know that you are still interested in this University, especially at a crucial time in its relatively short but already eventful history.

Yours sincerely,

L. Michael Birt

L. Michael Birt,
Vice-Chancellor.



The Vice-Chancellor, Professor L.M. Birt.



Over three hundred and thirty students graduated in three ceremonies held during May 1979. The Occasional Address at the first ceremony was delivered by His Excellency, the Governor General, Sir Zelman Cowen; at the second by Sir Hermann Black, Chancellor of The University of Sydney; at the final ceremony by Professor Peter Karmel, Chairman of the Tertiary Education Commission.

The three ceremonies were held in The Union Hall. Incidental music was provided by Mrs. Lorraine Jones at the Organ, and by The University Singers, conducted by David Vance.

THIS SPECIAL ISSUE OF CAMPUS NEWS IS DESIGNED AS A SOUVENIR FOR ALL WHO GRADUATED ON THESE OCCASIONS.

MULTICULTURAL CENTRE INTERESTS

GOVERNOR GENERAL

OCCASIONAL ADDRESS BY HIS EXCELLENCY
SIR ZELMAN COWEN, A.K., G.C.M.G., K.St.J., Q.C.,
GOVERNOR-GENERAL OF THE COMMONWEALTH OF
AUSTRALIA
AT THE GRADUATION CEREMONY OF
THE UNIVERSITY OF WOLLONGONG
THURSDAY, 10 MAY, 1979.

I am very pleased to come again to the University of Wollongong. I say 'again' because I came here during my time as Vice-Chancellor of the University of Queensland for a meeting of the Australian Vice-Chancellors' Committee. It was the good practice of that body to meet at Universities around Australia. Some Universities, like the Australian National University, by virtue of their proximity to what I think Lord Snow would describe as the 'corridors of power', had rather more than their share or burden of such meetings; other Universities remote in distance, rather less. These were opportunities to see what was going on in other Universities, and from my own experience, I believe that it was also good for the University which was being visited. There were opportunities not only to meet with one's fellow Vice-Chancellors - that happened quite frequently - but there was the less frequent opportunity to meet members of the University visited, and that was valuable. As time and the pressures of meetings and other obligations grew, the length of visits was cut down; from two full days to an evening, followed by a full day. So we had to cut out the regular walk around about the University visited to see what was being built and done, and how the site was being developed. That meant a loss in experience and knowledge, and was one of the unfortunate compromises which ever increasing busy-ness dictated.

I am pleased to return here in my present Office. I see that as far back as March 1962, there was a visit by a Governor-General, when Lord De L'Isle opened the new buildings of Wollongong University College, which had been formally established almost a year earlier. In the course of my occupancy of this office, I have visited, or more correctly revisited, a number of Universities to speak at graduations, and I have also visited a number of Colleges of Advanced Education, some multi-purpose and multi-vocational, some specialised, and I have also had an opportunity to see some TAFE operations, in some cases incorporated within Colleges of Advanced Education. All of this has given me a practical opportunity to see the sweep of the responsibilities of the Tertiary Education Commission in a way in which I did not see them when I was a Vice-Chancellor of a University, and very much involved in that sector of tertiary education. I am very much interested in what I see.

I am pleased to come to graduation ceremonies and I have been coming to them for a long time. Forty years ago, this year, I graduated for the first time as a Bachelor of Arts and that seemed to me to be an important event. Since then, I have attended many graduations: my own, those of my children, and a large number as a presenting Dean, as a Vice-Chancellor, and as a speaker. They have always seemed to me important occasions which mark achievement for the University and for the graduates. I am pleased to be here today to attend this graduation in Commerce and Science.

This is a very young University: as an autonomous University, it is little more than four years old. It was formally established as such on January 1, 1975, and I have seen a photograph of a meeting of the University Council on that very day - and I am sure that it must have been the only governing body of a University, meeting on that day - with members of the Council in shirt sleeves. January 1 was no doubt a warm day in Wollongong, but that picture seems to suggest that running a University is a purposeful and a coatless job. In a spiritual sense, I suppose it is. The whole of the University's history has been encapsulated in little more than a quarter century. The first steps were taken in 1951 when the New South Wales University of Technology established a Division at Wollongong.

When it was proposed to establish it as a College of the University of New South Wales, which the New South Wales University of Technology became, there was substantial practical support from the industries and people of Wollongong. The Mayoral Appeal Fund which was organised in 1959 to raise money for the establishment of a University College yielded some \$375,000 over a nine month period. I am reminded of the beginnings of the University of New England, of which I was Vice-Chancellor from 1967-70. It was established as a tiny College of the University of Sydney following a public appeal for funds. Both Universities had their roots in the aspirations of their rather different local communities, this one industrial, the University of New England rural. In our day, we see something of the same spirit in support for regional Colleges, and last month I had the opportunity to see Mitchell College at Bathurst. It is good to know that this University continues to enjoy the active support of its area, in particular the support of industry and the local media.

The University College was established at a time of growth in the history of Australian Universities. From an enrolment of 308 in 1962, it has grown into an autonomous University with almost 2,700 undergraduate and 179 higher degree enrolments. There has been a substantial growth in the University's departments. The prospects for Australian Universities are now for slower growth in numbers and resource and I see that the Williams Committee of Inquiry into Education Training and Employment invites this University to explore the possibilities of 'contracting'. 'Contracting' involves agreement with other non-University institutions to provide appropriate courses and services. The University will wish to explore the implications for itself; it seems to me that it may be a useful line of development which can serve both the University and the bodies with which it may contract.

I am much interested in the development of the Centre for Multicultural Studies which, as I understand it, is established partly in the University and partly in the City of Wollongong. In his message to students in Orientation Week this year, the Vice-Chancellor spoke of the Centre as "so relevant to the needs of the community that surrounds us" and said that this sort of interaction with the local community is a special Wollongong feature. As I understand it, the University, through the Centre, is offering for the first time this year a post graduate diploma in inter-cultural (Migrant) education. This recognises the diverse population structure of the area and the high proportion of migrant population. There is, I think, a growing awareness of problems associated with migration and of relationships within a multi-cultural Australian community. This is the thrust of the Galbally Report on Migrant Services and Programmes (1978) which in the context of education has been followed by a discussion paper on Education in a Multi-Cultural Australia. Since 1947, over three million immigrants have come to settle, 55% from non-English speaking countries, and they and their Australian born children now comprise more than one-fifth of the total population. There are wide intra-group and inter-group differences in this immigrant population. They include more than sixty distinct ethnic groups of diverse racial origin, they speak many languages, they are diverse in religion. Within a group there may be wide socio-economic and educational differences; there are inter-group differences related to rural, urban or provincial background. There are widely differing attitudes to such matters as the education of children, the position of women, to interaction with the host society. There are differences of skills and attitudes to skills, differing residential and living patterns, attitudes to inter-marriage vary.

The problems of the migrant child are often formidable. He lacks a familiar frame of reference; he experiences difficulty in learning a new spoken and written language while living in a family which uses the traditional language; he often has the problem of mastering instruction in special fields with unfamiliar technical terms. The social and psychological problems of adjustment in the school milieu can be difficult and painful. Then there are the problems which arise outside the school, where the disparities between the school and the home culture can be substantial and

GOVERNOR GENERAL'S ADDRESS (CONT. FROM P.2.)

create severe tensions. As the child matures, the tensions may persist in conflicting cultural and national allegiances; at this time, particular problems, such as those which arise as between Australian and parental attitudes, to relationships between the sexes, may become pressing.

In the case of young people who come to Australia in their latter 'teens, there are special difficulties in adjusting to Australian affluence and standards, in understanding the handling of credit and like matters. They may suffer from the compound problems of adjustment to the prevailing culture and imperfect understanding of the operations and procedures of the work place.

Apart from the migrant groups, there is the indigenous group: aboriginal Australians who, with the Torres Strait Islanders, comprise about 1% of the population. They live mainly on reserves, cattle stations, on the fringes of country towns and in urban areas. Some have traditional tribal oriented lifestyles, while others are non-tribal in outlook. Since the early seventies there has been a stronger aboriginal awareness of their group problems, and a greater determination to improve their lot while preserving what remains of their culture.

The current thrust of social and educational policy, as pointed out in the Galbally Report, is to support and encourage multiculturalism. This envisages a society in which groups coexist harmoniously, secure in their cultural diversity, and equal in their access to resources and services, to civil and political rights. All adhere to a set of common concerns and values which provides the basis for the cohesion of the society. That confronts an older view, still held by many, that the cohesion of Australian society can be achieved only by identification with the culture of the dominant group.

The education of children is a central issue in the implementation of such policies. Both the Galbally Report and the discussion paper on Education in a Multi-Cultural Australia deal with the problems, perforce generally. The achievement of multiculturalism has implications for teachers, for the curriculum, for the wider society. Sympathetic and well prepared teachers are vital in translating the multicultural philosophy into reality. It is necessary that multicultural objectives should pervade the whole curriculum and the whole school environment; this means pre-service and in-service training for teachers and educational administrators to make them aware of the multi-cultural reality of Australian society and its implications for the schools. It may involve teachers in seeking parental involvement in their tasks, where the schools' values are, or appear to be in conflict with the home values of students. It will not do to ride over such value differences and impose accepted rules and practices.

In terms of school programmes, it is suggested that a redefined core curriculum for all Australian schools may be a necessary constituent of successful multi-cultural education. The first priority is seen in programmes aimed at increasing positive attitudes towards cultural diversity in majority groups. This must be done carefully and with great skill: there is the risk that well intentioned programmes may be counterproductive.

The success of the enterprise, however well designed and intended, depends on community support and understanding. It is not only a problem of education for children; for effectiveness we need to increase in all adults an understanding of the society in which we live, and of the need to work towards a harmonious multi-cultural society. This has many implications outside the formal educational system. Community organisations, the media, work places and families all have significant roles to play, and they need encouragement, guidance and support.

I hope that the initiatives taken by this University can make a distinctive contribution to the successful implementation of multi-cultural educational programmes, and the establishment and work of the Centre for Multicultural Studies encourages me to think and hope that this can be done.

May I say again that I am pleased to have been given this opportunity to participate in this University of Wollongong graduation. I offer my congratulations to the graduates, and to parents, spouses, relatives and friends who are here to celebrate the event with them. I hope that the University days of those who have graduated have been stimulating and satisfactory, and I wish you all well for the future.



Above: Sir Zelman Cowen delivers his Occasional Address. Below: The Vice-Chancellor, Professor L.M. Birt, addresses new graduates.



SIR HERMANN BLACK ADDRESSES ARTS GRADUATES

OCCASIONAL ADDRESS BY SIR HERMANN BLACK CHANCELLOR OF THE UNIVERSITY OF SYDNEY AT THE UNIVERSITY OF WOLLONGONG GRADUATION CEREMONY (MORNING) 11TH MAY, 1979.

Mr. Chancellor, My Lord Mayor, the Deputy Chancellor, Vice-Chancellor, and Members of Council, Members of Staff, Recent Graduates, Ladies and Gentlemen.

The Graduates who have just taken the Testamurs of their Degrees are the centrepiece of this ceremony. May I therefore immediately join my congratulations to yours. Each of them is an individual, there is no mass here - each is an individual story culminating in an achievement saluted this day and as I saw each of you come forward I recalled in my own mind's eye, alas long ago, my similar first walk to take my Testamur - a mixture of nervousness, of pleasure and of pride; and I think you can take on this occasion a proper pride in yourself without fear that some ancient Greek will arise and chide you to beware of Hubris - that arrogance that puffs up men and women with a good opinion of themselves, because yours today is an achievement.

Secondly, Mr. Chancellor, may I acknowledge the honour and courtesy done me by the University of Wollongong in inviting me to deliver this Occasional Address. I am delighted to share this happiest of occasions with you and both Lady Black and I are grateful for the opportunity to be here in Wollongong, where in fact, we have been many a time and are frequent visitors. I am particularly sensitive to the invitation of the University of Wollongong to myself as Chancellor of another University because it accords with a view I hold of how the relationship should be between universities. That relationship is, I firmly believe, best expressed by adapting to our case some words by St. Paul delivered in a different context - the words "Be ye members one of another". Our location may be different, our age different, our scale, or functions and our organisation different; they are not the definitive things. What matters is what you, Mr. Chancellor, have referred to, what matters Sir, is that we see ourselves to be and behave as members of a community. We are not an industry with master/servant relationships or with the mores of a factory floor. We are a community of scholars, teaching, researching and learning and I therefore offer you on behalf of the University of Sydney the warmest fraternal greetings, for we are flesh of one flesh. I am acutely aware, Mr. Chancellor, that on these occasions, however, one ought to recall the warning of the Bard Alexander Pope - "Words are like leaves, and where they most abound, much fruit of sense beneath is rarely found," which I sometimes think might be inscribed on the walls and desks of members of parliamentary debating chambers, and perhaps inscribed in a few lecture theatres also. Hence the danger on these occasions of lapsing into cliché, but I was immensely encouraged recently, to read again some writing by Philip Udalla, who had a reputation for wit in the twenties, when he said that he had always believed that cliché was a suburb of Paris; whereas he discovered to his delight that it was a street in Oxford.

So, Mr. Chancellor, at the outset, may I say that my pleasure in being here is based on many experiences. In this area, my late brother and his family lived and some relatives still do. I used to come here from Nowra in 1928 to conduct a tutorial class for my university at Port Kembla. The main street then there unsurfaced, one only really good hotel to stay at, powdered dust, with blue metal as it were, the crusher having spread it everywhere, and Wollongong at the stage of what might be called civic infancy. And when teaching at Nowra, in order to bring the children further south into sporting contest with Wollongong, we hired a special train and steamed proudly into Wollongong Station, only to steam out again with our well-licked tails between our legs. So I have a few long-distance memories of these parts. But with its rural environments, its industry, had you forecast then that a university would arise in these parts that would have led to a sigh - would that it was so. But here is the University of Wollongong and I hope that all who

live and move and have their being hereabouts feel as I do, that it is a focus for support for generous benefaction, a place of opportunity for the young, an institution to be maintained in academic independence, with excellence its eternal pursuit, and one as you have said Mr. Chancellor in the company of the nineteen universities of Australia - a community.

Could I make another point by a further personal story? As a youth, the world not one of abundant opportunity, with growth and full employment not even formalised as economic goals, the avenues of advancement were few. But I had my aspiration based on my love of the sea, I would become a midshipman in the Australian Navy or what the British call a "snotty" - this being based on their habit in the cold northern hemisphere of wiping their wet noses on their sleeves. To this end I studied and passed all the examinations to enter the training college at Jervis Bay, only alas to miss out in the final selection of the limited successful few from the one hundred and twenty who had qualified. This, Mr. Chancellor, is the sad story of why I never became an Admiral in the Australian Navy, and what it would have meant, had I been at the commanders post in the Second World War, history mercifully did not have to record. Not being chosen I was disconsolate, no heart breaks into more pieces than that of a young boy. I had so wanted a life of action doing great things upon the high seas. To console me my stepfather took me for a day's tour of Sydney and late on one afternoon, the sun sinking in a blood-red sky, I feeling that it was like Wagner's *Götterdämmerung* - the end of the world. He walked me down City Road and then said kindly "Son, never mind son someday you'll go there" - pointing to a long line of buildings on the horizon the University of Sydney. I looked at them without emotion and finally asked my stepfather "What do they do there?" Taken aback, there was a long silence on his part, and finally he said "Oh, oh, they think." "Think" I thought scornfully, "think", and I who had yearned for the blue water and to do things would have none of it - think, indeed! Now how strange is it that this early attitude of mine wanting activity, scornful of thought, was the basis of a most pertinent observation on the culture of Australia by a most distinguished philosopher visiting here in 1950. None other than Bertrand Russell.

In his departing address, he said that he was much encouraged by what he had seen here. He said "we were, a nation of doers" but he added that he hoped for more emphasis on what he called "the contemplative life". For those of you who do graduate in Arts with its emphasis upon liberal studies, there is much personal pertinence in his comment on the need to enhance the contemplative uses of mind throughout our national life.

It's interesting that a French historian of Australia, gave us his opinion - and I quote it - "Australia" he said "is less than 200 years old and its conditions of birth and growth have been largely unfavourable to the cultivation of intellectual things". He modified this judgement in relation to the contemporary scene asserting that the supreme intellectual achievement had been made by our scientists; but he noted our literature, our music, our artists, and he conceded the originality of our painters.

Well perhaps the point is made by a different writer, the German sociologist, Weber, who spoke of the subjects which comprise degrees in Arts as "civilisational" Not that we need categorise scientists as barbarians, or practise a sort of cultural chauvinism on our side, the sort of chauvinism as led to that very ironic limerick about the celebrated Oxonian, Dr. Jowett - "I am the Reverend Benjamin Jowett, what there is to know, I know it. I am the Master of Balliol College, and what I don't know isn't knowledge". Not that we need to feel either particularly backward in cultivating the contemplative virtues - Bertrand Russell gave evidence of the lack of response in the older civilisations to the great seminal work which he and Alfred North-Whitehead had produced in the three volumes of the *Principia Mathematica*. I asked Bertrand Russell, what kind of financial return he had received for the publication of this great work. And



Left: Sir Hermann Black addresses the new graduates.

he replied crisply "Minus ten pounds"; and perhaps there is another moral in his answer to my further question as to why they never wrote the fourth volume. "We just got sick of it" he said - a very forgivable response, I think, in this case.

Well what am I trying to say? You particularly as Arts graduates can bring, increasingly into the stream of Australian culture elements of reflection, taste, innovation, vision, with the proviso that you sustain each other, that you never flag introducing the fourth volume of your lives. And this University having put its mark upon your mind, you will be in a sense a custodian of its reputation, but also a custodian of the civilisational qualities of an educated person. You will often be judged by the manner in which you cope with the stream of situations which is the ongoing scenario of your life. How will you show yourselves as an Arts graduate? Not of course as the pharisees thanking God that they are not as other men are. Then how? First it will show in your relations with others, in the style of your mind, its openness, its tolerance, its readiness to view experience from new perspectives and in discourse with people you will, to adapt a piece of the ancient language of one of the psalms - "You will have grace upon your lips". Secondly, it will show in the fruitfulness of your mind.

May I make the point this way - long ago in my University, the Chair of Philosophy was held by Sir Francis Anderson, and in ringing voice, he always began his first lecture to unphilosophical students with the words "To think is to relate". Now fruitfulness of mind shows in your capacity to breed and to formulate and to shape new hypotheses, to ask new questions. Let me give you a couple of examples, one of which I hope you will find amusing.

First, the late Belgian historian Mark Bloch, whose life was cut short when he was caught in the resistance movement and executed by the Nazis, was once asked what history was. "History," he replied, "history is the answer to the questions which each generation asks of its past." Now that has a deceptive simplicity. If history is the answer to the questions, which each generation asks of its past, then history of any period, epoch, person or happening is never finally and definitively written, but is always to be written, as each generation asks new and different questions of its past than heretofore. For example, who was Mrs. Macquarie? Oh, wasn't she the wife of Governor Lachlan Macquarie? She who used to sit on a rocky seat somewhere overlooking Sydney Harbour. But who was Mrs. Macquarie? Elizabeth Cohen asked that question of our past and produced just recently a charming book as answer, and as a result, she stands forth, a remarkable integral woman, a person in her own right. She is the fruit of a different question asked of our past.

Whatever the central subject of your interest is in your degree, the manner in which you sustain a lively inquiry by new questions and attempt to answer them by forming new hypotheses, will test your fruitfulness. The same point has been made in a more philosophical manner by Sir Carl Popper, when he asked the question - "How does there occur a growth in science?". One way he said, and you may be surprised that he called it "unimportant" - one way was by the accumulation of knowledge "visible", he said "like a growing coral reef", but the other way "the important way" he said "was by a method more revolutionary than accumulation, by a method which destroys changes and alters the whole thing, changing theories and myths, a revolutionary process: creative, destructive, creative, "Destroy that principle", he said "and the light

of truth is put out". You can make that light of truth to shine unless you sink into mental apathy and find yourself like Goethe's Faust with useless learning cursed.

Well I have no personal formula to offer you to apply in this creative process of formulating new hypotheses, but just try to guess how it occurred in the following amusing instance. Just exercise your mind on this case.

A certain English writer, using John of London, as his pen name, wrote a series of short articles called 'Unposted Letters' and in one of them he describes how a former chief of the special department of Scotland Yard, Sir Basil Thompson, viewed his great fictional rival, Sherlock Holmes. In the course of an address to the Royal Society of Arts, no less, Sir Basil gave his view and I quote Sir Basil as follows "I have often asked myself when I have had a particularly difficult problem to solve, what Sherlock Holmes would have done in such a case. I imagine him for instance examining with his piercing gaze, a bit of mud on a gate, the only clue to a crime. I see him go to a cupboard where he keeps samples of the mud of every street in London. He scrutinizes each sample intently and ponders for a space of a few seconds, presently he turns to Dr. Watson who is standing in openmouthed wonder beside him, and with a significant puff of his pipe, says casually 'Watson, I am now going out to arrest the Archbishop of Canterbury'." What a magnificent hypothesis latent in a bit of mud. But that's the way it may come out. You will with your knowledge and experience have opportunities to diversify the intellectual climate of Australia and enrich it and by your fruitfulness you will be known.

Well Mr. Chancellor, is there a tail piece to what I have tried to say? First, I repeat Mr. Chancellor, I reiterate my pleasure in being here. Indeed I had, Sir, a mischievous thought to address this audience at the outset, partly in the language of the best seller of one of my Professors, Professor Wilkes, whose book you may know - *A Dictionary of Australian Colloquialisms*, in which I case I would have begun Sir, with the following words - 'You beaut. It's nice coming here to bat the breeze with you, I am glad I agreed to talk to this push, I've got some good mates around here and I do like spruiking with them'. But you know if there is a moral in what I said I take it from the writing from two people - one, the great philosopher and psychologist from Harvard, William James. In his essay titled 'A Certain Blindness in Human Beings' he says to us "neither the whole truth nor the whole of good is revealed to any single observer, although each observer gains a partial superiority of insight from the peculiar position in which he stands. Even prisons and sick rooms have their special revelations." It is enough, he said, to ask of each of us that we should be faithful to our own opportunities and make the most of our own blessings. That's for the new graduates to think on.

And the other who speaks to us is the great name in Physics, in Quantum Theory, Max Planck, when he says to you "We are in the position similar to that of a mountaineer who is wandering over uncharted spaces and never knows whether behind the peak which he sees in front of him and which he tries to scale, there may not be another peak still behind the higher up. "The value" he says "is not in the journey's end but in the journey itself". Today is not the journey's end but a point in your journey. Every congratulation and the best of luck go with you along the road.

GRADUATES ASSOCIATION NEEDS SUPPORT

The Graduates' Association was established in 1976 to promote continuing contact between the University and its past graduates. The Association recently became a member of the Australian University Graduates' Conference (A.U.G.C.) which is an Australia-wide organization of graduate bodies from the various universities. In 1979 a delegate from the University of Wollongong Graduates' Association attended the Annual Conference. The link with A.U.G.C. should prove invaluable in relation to gaining information and experience from those universities which have long-established graduate associations.

Unfortunately, over the past two years or so, the Association has been inactive. This situation can now be remedied by way of the regular mailing to members of Campus News, and the formalization of the relationship between the Association and the University through the Development and Planning Office, which will allow contact to be maintained far more effectively. The first formal step in reviving the activities of the Association is that of elections.

The Constitution of the Association provides for a Board (of Management) consisting of eleven elected members, who shall hold office for a period of two years. The Board appoints an Executive Committee consisting of the President, two Vice-Presidents, Honorary Secretary and Honorary Treasurer. Please see below for details of the election of members to the Board of the Association.

Some of you are recent graduates of the University and so have not formally been included in the membership of the Association. If you wish to be included, merely write to the Secretary, University of Wollongong Graduates' Association, C/- the University, giving your latest address for purposes of future correspondence. A future issue of Campus News will include a list of current members. The Association can also provide a service to the University by supplying addresses of past graduates, who are members of Convocation, whose present address is unknown. Since Convocation elects three of its members to the University Council it is important that as many members as possible exercise their vote in such elections.

As soon as the membership of the Board is determined an Annual General Meeting of the Association shall be organized at which future activities may be discussed and new members may be welcomed. For the time being, best wishes to all graduates and all members.

ELECTION OF 11 MEMBERS TO THE BOARD OF THE UNIVERSITY OF WOLLONGONG GRADUATES ASSOCIATION.

- NOMINATIONS ARE HEREBY CALLED -

Nominations, signed by the candidate, may be sent directly to the Secretary of the Association, at the University. Nominations should contain the full names, addresses and signatures of a proposer and the nominee. No seconder is required.

The closing date for receipt of nominations is **Monday 24th September, 1979.**

See above for further details of the functions of the Board of the Association.



UNIVERSITY MEDALLISTS 1979



Two University Medals were awarded this year. Recipients were Maurine Ann Gan (above) and Brian Arthur Kelly. Maurine, who already has a B.Sc. (N.S.W.) and a Dip. Ed. (N.E.) received a Bachelor of Arts - Honours. Brian, pictured below being congratulated by the Chancellor, Mr. Justice Hope, received the degree of Bachelor of Engineering Honours (Civil Engineering).



GRADUATION DAYS



Above: Dr. Barry John Allen with daughter Juliet. Dr. Allen, a physicist at Lucas Heights Atomic Energy Station, received his Doctor of Philosophy degree.



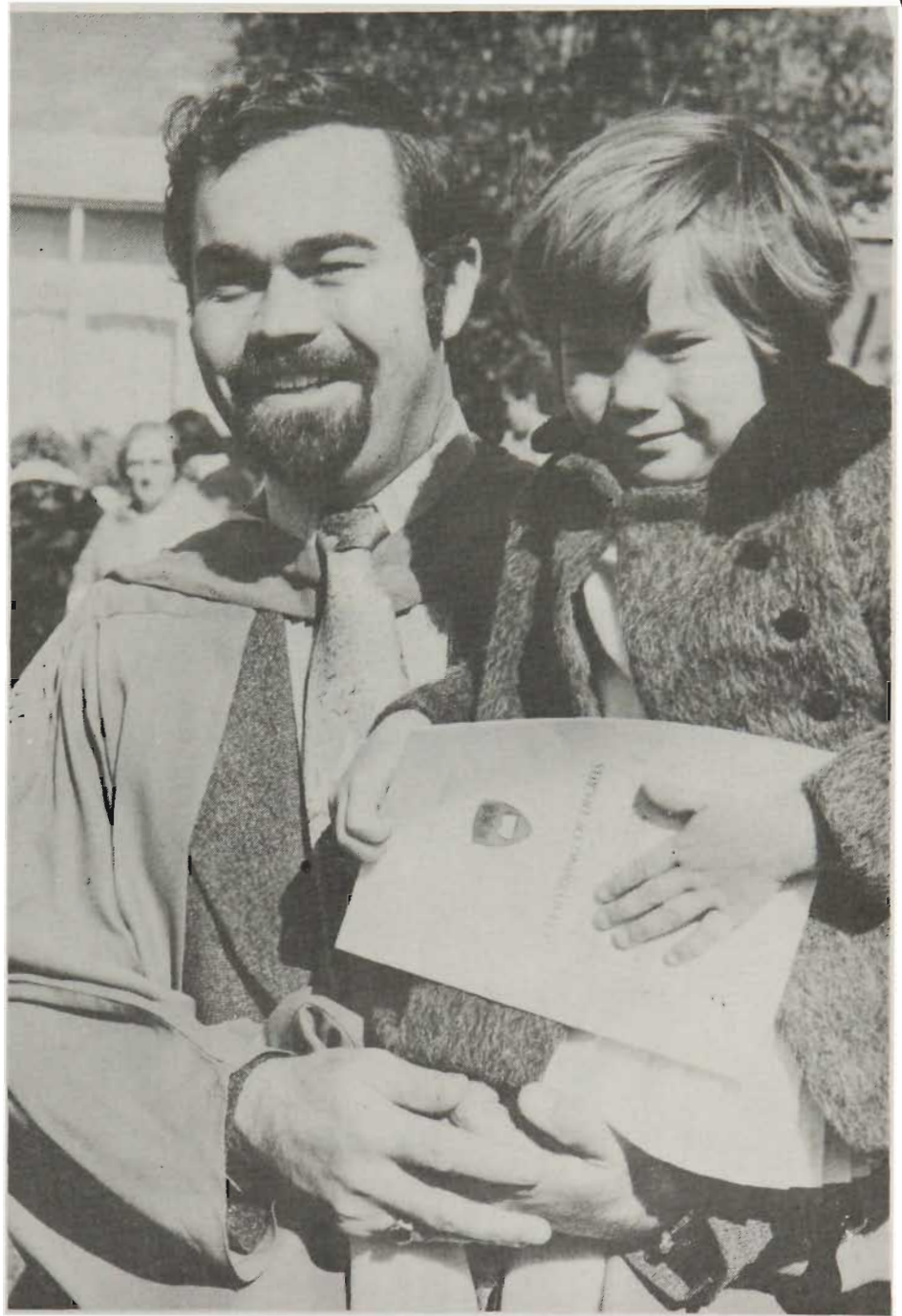
Above: Denis John O'Neil, B.Sc., chats with his Mayor Frank Arkell. Both are at the graduation ceremony.



ARE FAMILY DAYS



Hara, who graduated
with his parents and Lord
Below: Tea and con-
tains followed each



Above: John Clarke, of Albion Park Rail,
who received a B.A. degree, with proud
daughter, Kirsty, aged 3.

NEWS MAKERS OF 1979

The 1979 graduation ceremonies provided the University with some notable "firsts".

- * The first occasion when Honours degrees were awarded to students who had undertaken all their studies at this University.

- * The first occasion at which Special Admission Programme students graduated with Honours.

- * The first occasion at which there were graduates in Mining Engineering.

Pictured here are (right) Mr. Allan Barlow and Mrs. Jill Hiddlestone, both Special Admission Programme students, who received the degree of B.A. - Honours. (Below, from left) David Paul Cameron and John William Wood, who received the degree of Bachelor of Engineering (Mining Engineering) with Professor Bonamy.





Three members of the Askew family of Mt. Keira, Mark, Michael and Bernadette, and their cousin, Peter McGovern, of Wollongong, received degrees on the same day. Mark, a Bachelor of Education degree; Michael, Bachelor of Arts - Honours; and Bernadette, a Bachelor of Arts. Peter also received a Bachelor of Arts degree. Mr. and Mrs. Askew are pictured (above) with their children and Peter (centre).

Below: Mr. Cornelius Abdipranoto flew from Indonesia to see son Albertus receive his degree of Master of Science. He is pictured here with Albertus and with his daughter-in-law, Jeanette.



PROFESSOR KARMEL ADVOCATES INTEGRATED POLICY FOR YOUTH.

OCCASIONAL ADDRESS BY PROFESSOR PETER KARMEL
CHAIRMAN, TERTIARY EDUCATION COMMISSION
AT THE UNIVERSITY OF WOLLONGONG
GRADUATION CEREMONY
FRIDAY, 11 MAY 1979 (AFTERNOON)

Many of you who are graduating today will have found jobs only recently and some of you may still be seeking them. The job market today is a very different one from the halcyon days of the 1950s and 1960s. This is especially so for those who are launching into their careers, whether they are graduates or early school leavers.

During the 1950s, 1960s and into the early 1970s surpluses of people with particular skills seldom appeared, and then only temporarily. There was little general unemployment and no particular concern about unemployment among graduates or among the unskilled young. There were many reasons for this:

- The period was one of rapid population growth assisted by a substantial migration program, of expansion of manufacturing and mining industries, of growth of consumer credit and of the enlarging of the infra-structure in education, health, power, roads etc. These strong underlying forces underpinned the growth of the economy and created an expanding labour market;
- The population of working age was not expanding as rapidly as the total population; in addition, increasing retention at secondary schools and increasing participation in tertiary education held back the number of young people coming on to the labour market as new recruits. Consequently the supply of labour tended to lag behind the demand for it; the substantial increase in participation of married women in the workforce occurred partly in response to this;
- The economy was not only growing steadily but the level of economic activity was pressing against available resources with resultant full employment;
- The public sector was expanding: The public sector is a large employer of skilled labour, in particular there was an apparently insatiable demand for school teachers;
- Technological changes required a more highly qualified workforce;
- In the early 1950s the workforce had relatively low educational qualifications and shortages in many categories of skilled and highly qualified manpower were common. These persisted through to the early 1970s.

As a result of these factors not only were the highly skilled rapidly absorbed into the workforce but even poorly educated early school leavers found jobs with little difficulty. Unemployment among adults averaged about 1 per cent and among the 15 to 19 year olds about 3 to 4 per cent.

Today the situation is quite different. Unemployment is now about four times these levels. The economy is expanding only slowly; the underpinning growth factors of the 1950s and 1960s are no longer present and the international economy offers a less congenial environment for national growth. At the same time the economy has become more sensitive to inflationary forces and this has inhibited the willingness of Governments to expand the public sector. The level of economic activity is not pressing against available resources and there is a comparatively low rate of job creation. This has resulted in a general shortage of jobs with employers preferring those with experience to those with little, the mature to the young, the well qualified to the poorly educated.

The tighter market for labour impinges with special force on the young, because few new jobs are being created and because it is more economical to employ experienced than inexperienced workers. Unemployment is therefore highest among those seeking work for the first time whether early school leavers or graduates, and it is particularly concentrated among the young unskilled.

While a resurgence of the economy is the present aim of Government policy and some improvement in economic conditions is to be expected, it is generally agreed by business, by labour and by economists that a return to the low levels of unemployment of the 1950s and 1960s is improbable. It is therefore necessary to adapt to a situation in which general unemployment is more common and unemployment among the young is at a significant level.

However, even if unemployment among adults were brought close to pre-1975 levels, unemployment among the young would probably remain significantly higher than it used to be. There are structural reasons for this relating to the willingness of employers to hire inexperienced workers and to the availability of unskilled jobs at rates of pay acceptable to both employers and employees.

There are few areas today in which there are still shortages of highly qualified manpower. The so-called over-supply of teachers, doctors, engineers, lawyers, social workers and so on is now common currency. Moreover, present outputs of graduates will ensure a rising proportion of graduates in the workforce for many years to come. In the space of little over twenty years the output of bachelor degrees from universities has risen from 3,000 odd to 24,000, and at the same time colleges of advanced education have built up to a similar output of degrees and diplomas.

With this rate of production it is scarcely surprising that shortages that had persisted over such a long period have now been overcome and that with the present structure of jobs and salary rates there appear to be surpluses. Under these circumstances people with higher education will be forced to accept jobs lower down the job hierarchy: promises of high level employment for graduates can no longer be fulfilled. Indeed this is a continuation of a long term trend by which the level of qualifications required for a specific job has been steadily rising with the general expansion of education in the community. Moreover, the increased availability of highly qualified manpower will almost certainly operate to reduce its level of earnings relative to the rest of the community.

These trends are not necessarily to be deplored. If higher education contributes not only to professional skills but also to personal satisfaction and good citizenship, the availability of a higher proportion of graduates in the community should be to the good. At the same time if the premium for higher education in terms of earnings is somewhat reduced this will contribute to greater equality.

To react to the large numbers of graduates by restricting entry to universities and colleges would be quite wrong. To do this would maintain a monopoly position for a privileged few. Worse, it would reduce access to the opportunities through which people can aspire to high level occupations: there may be a limited number of prizes but all should be given a fair chance to compete for them.

In practice, some graduates will find that they cannot obtain jobs to meet their aspirations and they will be forced to lower their sights. Graduates now take longer to find jobs that they used to and they may have to accept jobs which they consider to be not entirely appropriate to their qualifications. Nevertheless, given time, most do obtain employment; unemployment among graduates is lower than that among adults generally.

For those at the other end of the educational spectrum the situation is much gloomier. As pointed out earlier, changes in occupational structure and in employers' willingness to employ young inexperienced, unskilled workers have had special impact on early school leavers. High relative wages for juveniles, the substantial costs of on-the-job training, the lack of basic skills on the part of early leavers and their attitudes to work, and competition from married women have placed certain groups in the community at a particular disadvantage. Those in the lowest socio-economic groups, aborigines, non-English speaking migrants, are especially disadvantaged. Unemployment among the young is by no means evenly spread; it is heavily concentrated in these groups.

While it is true that the shortage of jobs is the result of economic conditions, many young people do not have the skills that make them readily employable in the kinds of jobs the economy now provides. It is difficult to put a figure on the proportion of teenagers who fall into this category but it may well be 15 to 20 per cent of the age group.

Schemes like EPUY (Education Program for Unemployed Youth) and CYSS (Community Youth Support Scheme) have been developed by the Commonwealth Government in response to this situation in an attempt to improve the basic skills and employability of the most disadvantaged young. The problem of transition from school to work has been before the education and employment authorities for several years; it is reflected in the terms of reference of the Williams Committee and referred to extensively in that Committee's report. It is a matter for the deepest social concern.

Ever since the introduction of compulsory elementary school a century ago, society has assumed some responsibility for the education of the young. With the passage of time this responsibility has been extended horizontally to aspects of health and social life, and vertically to cover a greater span of years. In Australia schooling is compulsory to the age of 15 years (16 years in Tasmania) and large sums of Government money are devoted to providing school services. Beyond the age of 15 governments also accept some responsibility for many young people. Thus, in the age group 15 to 19 years nearly 50 per cent of young people are in full-time education, many of whom are also supported by living allowances; another 20 per cent enjoy educational services on a part-time basis; and yet another 10 per cent are either in employment subsidised by Governments or are in receipt of unemployment benefits.

Notwithstanding the great expansion in education since the Second World War, the schools appear to be not providing a significant proportion of the young with appropriate cognitive and affective skills to operate effectively in a modern industrial society; for many young people there is poor articulation between the world of school and the world of work.

What is required is an integrated policy for youth which would provide each individual with an activity in the form of education/training/work/recreation or a combination of these directed towards facilitating the transition from youth to adulthood. Such a policy would involve:

- (a) the schools accepting a responsibility at least until the completion of compulsory schooling for ensuring that students have basic cognitive skills (literacy, numeracy and oracy) and basic affective skills ("life role competencies") to acceptable minimum standards of competency. This should be essentially a responsibility of primary and junior high schools but it might involve remediation of both cognitive and affective skills by special post-school activities undertaken in TAFE. Some students find the atmosphere of traditional high schools uncongenial and it is quite possible that they may be able to learn more successfully in the adult environment of TAFE classes. As suggested by the Williams Committee minimum standards would have to be laid down and testing devices developed. Teachers would have to pay more attention to and deal with individual differences among their students;
- (b) the provision of a system of counselling commencing in the latter part of compulsory schooling so that each young person can be worked into a satisfying activity and inducted into the world of adult life and work. Such a system might be better placed outside the schools so that it can operate for people whether at school or at work or in some other activity. Moreover, the counselling should have a strong pastoral emphasis; counsellors should take responsibility for a number of individuals over the necessary period of years. At present there are about 1½ million persons aged 15 to 19 years in Australia. In my judgement the counselling service would have to give intensive attention to perhaps about 20 per cent of these and casual attention to another 20 per cent; a service of some 5,000 counsellors might be necessary. Such a service would take some time to establish.
- (c) a diversification of opportunities for youth after the age of school compulsion. Unemployment ought not to be an acceptable option; indeed up to the age of 18 years education and training allowances should be available for those who need them, not unemployment benefits. Allowances should be uniform and not vary from scheme to scheme as at present. Options for youth over the age range of 15 to 18 years might include the following:
 - (i) traditional senior high school leading to tertiary education, mainly at universities and colleges of advanced education;
 - (ii) pre-skill training of a broad kind, including general education, either at schools or at TAFE institutions leading to technical and further education (including apprenticeships). Provision should be made for the possibility of transfer to institutions of higher education at a later stage;
 - (iii) Integrated school/work programmes on a half and half basis. This might involve work activities run by schools (e.g. school firms, school factories, school craft shops or other entrepreneurial or community activities) and/or employment in the public or private sector at appropriate (i.e. relatively low) rates;

- (iv) combinations of school and work undertaken independently. It should be noted that over 80,000 young people are at present combining full-time study with part-time employment;
- (v) employment subsidies in the form of payments to employers to undertake the training of the young people concerned (e.g. as in the existing Special Youth Employment Training Program (SYETP) of the Commonwealth Government). Such training should be under external supervision organised by an appropriate authority;
- (vi) specially created jobs for youth in the public sector; or
- (vii) employment under normal industrial conditions.

Such a policy would imply a closer relationship between post-compulsory education and the labour market than has been customary. New administrative and institutional structures at State and Federal levels would be required to make it effective; the system of counselling would be one aspect of this. The nature of some secondary schools at both senior and junior levels would have to change and new institutions might have to be developed to accommodate the policy.

It would be important to ensure an appropriate balance between educational and labour market interests so that educational principles were not sacrificed to the short-term exigencies of the labour market or labour market requirements overlooked by the educational authorities. The co-operation of public and private employers as well as the union movement would be necessary.

A policy of this kind could not be implemented without significant cost, but already substantial Government funds are expended on three-quarters of the 15 to 19 years age group. The proportion of the age group to which government expenditure is directed has been steadily increasing over the past 30 years and, with rising participation in education and growing youth unemployment, is bound to continue to increase.

Finally, it should be emphasised that such a policy cannot guarantee permanent employment for all members of the workforce. This depends on the creation of an adequate number of jobs and an appropriate mix of them; this is a matter for economic rather than educational policy. The integrated policy for youth outlined above, however, aims at providing appropriate and satisfactory activities for all young people and at moderating the sharpness of the transition from school to work.

Such a policy will be necessary in a world in which youth employment is at a level lower than that we were accustomed to in the 1950s and 1960s. Full-time employment for the 15 to 19 year olds has been declining since 1966 (it has in fact declined by over 20 per cent). Notwithstanding this, participation in the workforce for teenagers in Australia is still comparatively high relative to other developed economies. Further reductions in employment of the young seems inevitable and it is society's responsibility to ensure that the years between childhood and the assumption of full adult responsibilities should be a journey of creative development rather than a treadmill of frustration.



Above: Professor Peter Karmel.



Above: The Right Rev. Chaplain General, Kenneth Short, with Mrs. Short and daughter Gloria, who came to see son David graduate with the Degree of Bachelor of Arts.



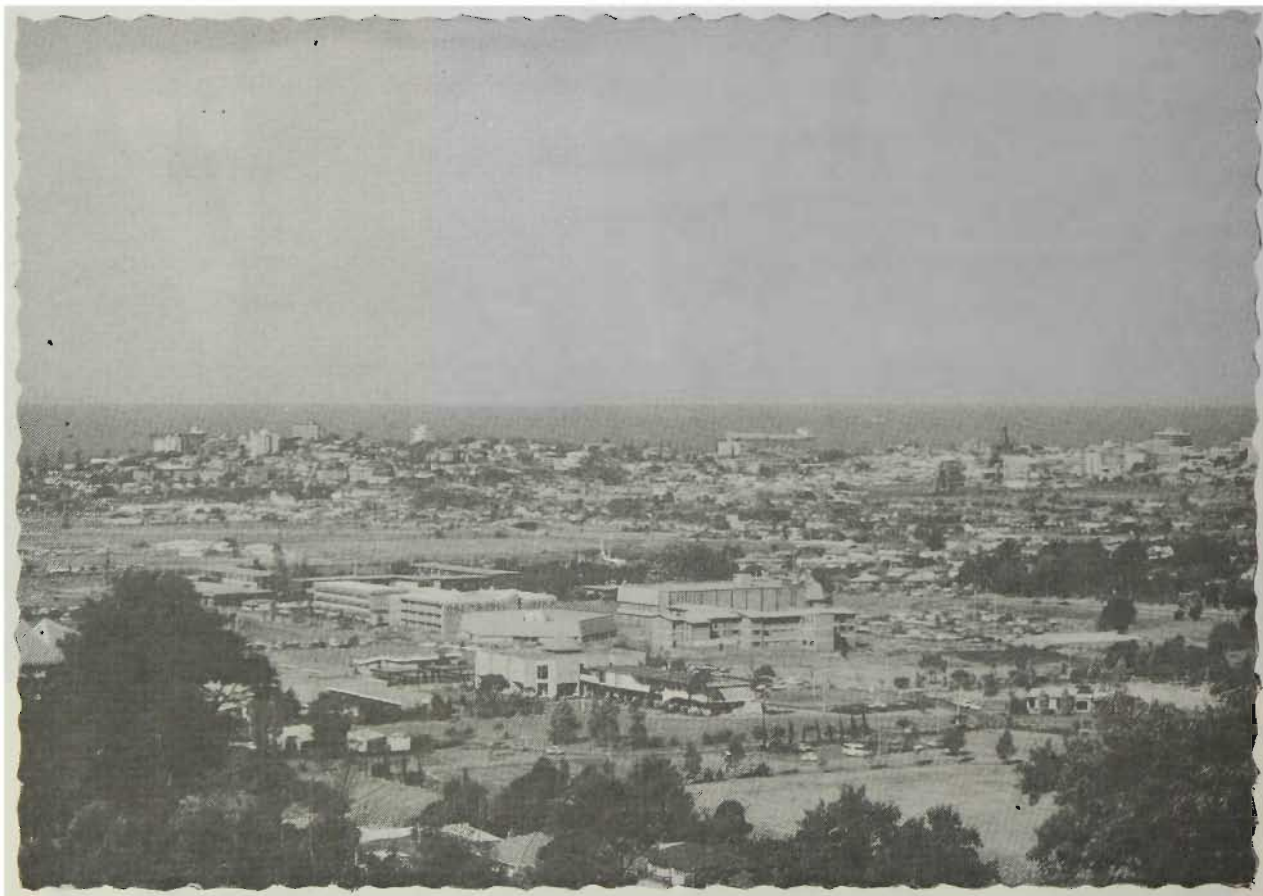
Left: The University Singers, conducted by David Vance, provided a delightful musical interlude at each of the Graduation Ceremonies.



Above: Romona Barracough, who graduated Bachelor of Science, pictured here with her husband, Mark Barracough, and her parents, Mr. and Mrs. W. Werakso of Mt. St. Thomas.

Below: Glynis Arber, who received her B.A. degree, pictured with her parents, Mr. and Mrs. Len Arber, of Corrimal.





The University has produced very attractive post cards showing an aerial view of the campus and giving an excellent impression of its beautiful setting. These are available for 25 cents each from the Finance Office, Administration Building. They are ideal for informal correspondence and allow graduates, students and staff the opportunity of publicizing the University in appropriate and dignified fashion.

CAMPUS NEWS

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