



FIRST WRITER IN RESIDENCE ARRIVES ON CAMPUS

The University of Wollongong has its first "Writer in Residence." He is the distinguished English novelist and T. V. writer, Barry Hines, who will be working for the next three months in the Department of English.

The position of "writer in residence" is a well established one in many universities, the writer being invited to spend some time on campus, pursuing his own work and also helping and encouraging students.

Barry Hines is a particularly suitable choice for Wollongong; he is an eminently readable author and the themes that interest him have an affinity with the interests of the people of this city.

He was born in 1939 in a small mining village near Barnsley, in the north of England, the son and grandson of coal miners. His family were only too familiar with the hazards and hardships of a miner's life, one of his grandfathers having been killed in a "fall".

After completing his primary education Barry went to Ecclesfield Grammar School where, he says, his main interest was sport, especially soccer. At the age

of sixteen he left school and went to work in a pit as an apprentice mining surveyor. He lasted six months. "I didn't like the work," he said, "I was no good at it, and anyway it interfered with my soccer. I had to work on Saturday mornings and I was playing for the nursery side of a First Division team which played on Saturday mornings. So I gave the job up."

He went back to school - to a Physical Education College. His great hope was that one day he would be a professional footballer, but he prudently decided that should he not succeed in this ambition he ought to have a congenial job to fall back on. Physical Education seemed to offer such a job and in fact, he taught it until 1972, by which time it had become apparent that he could make a living as a professional writer.

This decision followed the success of his second novel, *Kes*. This was published originally in 1968 under the title *A Kestral For A Knave* and subsequently made into a film under the title *Kes*, released in 1970.

Kes is the story of a little boy, born, like the author, into a mining community. The boy's main companion is a kestrel hawk which he has trained himself but

which remains, like himself, untamed and, the reader feels, doomed.

Other novels by Barry Hines are the *Blinder* (his first), *First Signs*, *The Gamekeeper*, and *The Price of Coal*. The last named was originally written as two T. V. plays and later turned into a novel.

During his stay in Wollongong Barry Hines will meet students of English to help and advise them with their work, visit several schools and give a talk to The Illawarra Writers Group. He has also brought with him a set of cassettes of his T. V. Plays, including *The Price of Coal*, which he hopes to show to interested groups in Wollongong.

The invitation to visit Wollongong as the University's first "writer in residence" was issued to him by Professor Ray Southall, of the Department of English, who met him in 1972 when Barry was taking up a Fellowship in Creative Writing at the University of Sheffield and Ray was lecturing there.

His visit is being made with the co-operation of the Literature Board of The Australia Council. He is staying at International House.

GUINNESS HAS BEEN GOOD FOR HIM

There are 2240 lbs in a ton. What has that got to do with the new north wing of the Social Sciences Building which is rising up on the University of Wollongong campus?

Just that one of the builders on the site is Steve Draper of Dapto who holds the Guinness Book of Records title for pushing a barrow of bricks weighing 2076 lbs for a distance of 22 feet 9½ inches.

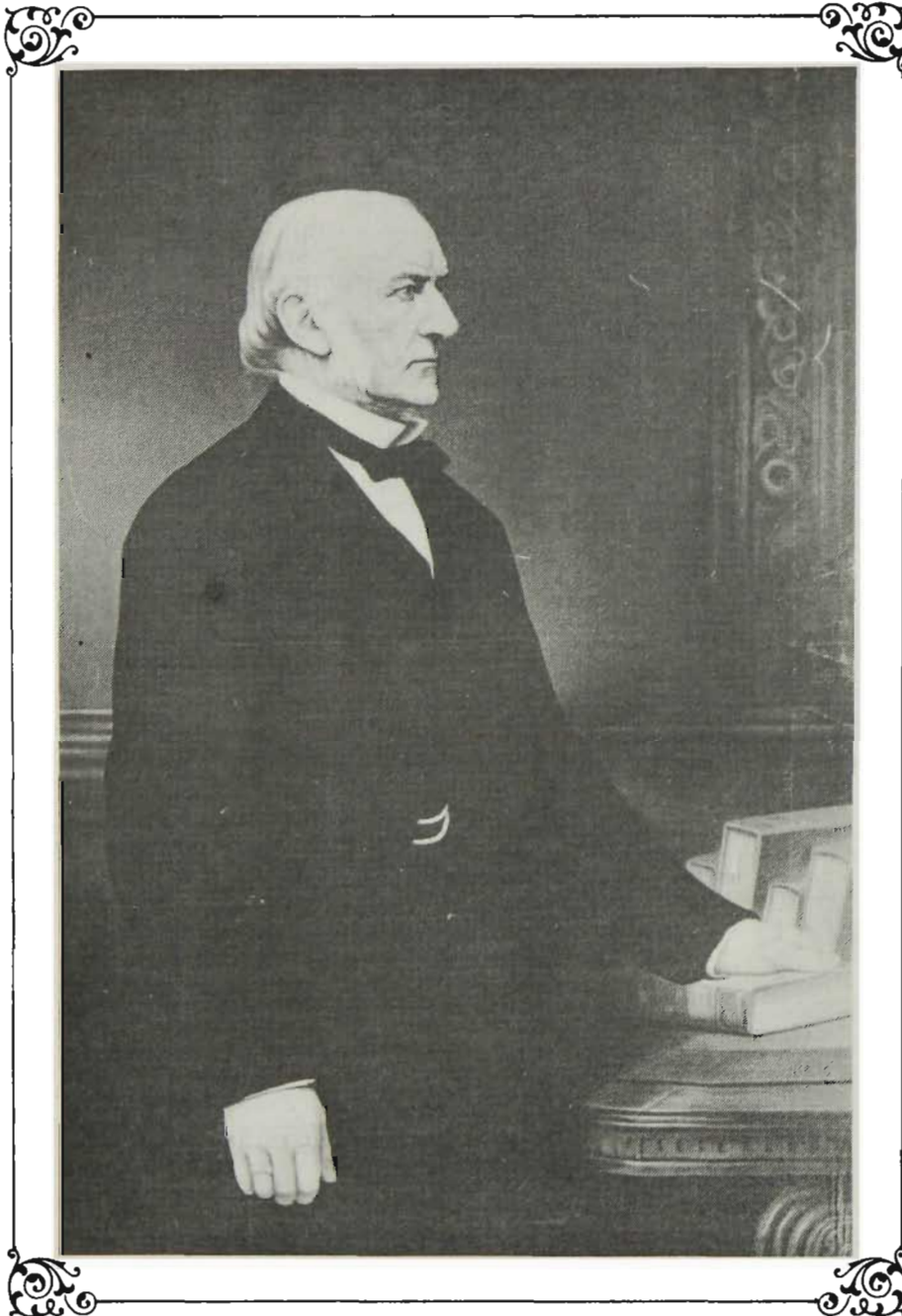
Steve held the record from 1974 to 1976 when it was taken from him by Peter King of the Isle of Wight. In an attempt which left him in bed for a week afterwards, Steve wrested the title back again at the Dapto Mardi Gras in 1978 and he still holds it. On Wednesday, June 27, Steve and his wife celebrated the birth of a baby girl.

The north wing of the Social Sciences building, which is being erected by Hughes Bros. of Port Kembla should be completed on schedule at the end of 1979.



Right; Steve on the job.

PROFESSOR ROSS DUNCAN WRITES ON RECENT STUDY LEAVE



Above: The portrait of Mr. Gladstone which for years has adorned the walls of Professor Duncan's Study.

It is difficult to write an exciting story about my recent study leave. The seven months were not studded with amusing incidents. It was very much what may seem to many an academic ivory tower effort. Only twice did I move beyond the western half of the London underground's Circle line, and then by no more than two stations. I worked in two institutions only, the Reading Room of the British Library and the Institute of Historical Research. I attended few seminars since not many of the topics discussed interested me. My only form of transport was the tube which was normally overcrowded. During the first few weeks of my stay I trudged, not infrequently, through frozen snow. The Times newspaper, which I treasure, was unavailable except during the first three days of my stay in London. Throughout January, and after, one was depressed by striking gravediggers, ambulance drivers, hospital nurses and others whose assistance might well have been urgently required at any time. Eventually I returned home to an industrial situation which brought back a variety of unhappy memories.

Appropriately the first draft of the article, or chapter, upon which I laboured, is entitled "Prognostications of a Strange Death: a Sorry Tale of Liberal Neglect, Division and Decay, 1884-1903". I was, of course, gravely handicapped in this essentially political study by my deprivation, over the last twelve years, of any contact with political scientists on a campus which cannot boast a department of Politics. Worse, my research investigations, seriously undermined my long devotion to Mr. Gladstone whose portrait has for years adorned my study here. It is this unhappy development which I now seek to explain.

It is true that Disraeli once had the impertinence to describe his rival as -

"... a sophisticated rhetorician inebriated by the exuberance of his own verbosity, and gifted with an egotistical imagination that can at all times command an interminable and inconsistent series of arguments to malign an opponent and to glorify himself."

I had, however, always dismissed this as the envious spite of a lesser man. To find that there may be something to be said for Disraeli's view was a cruel shock. Let me outline some of the sad discoveries which have eroded my faith, and try to explain them.

Mr. Gladstone was often described as a pompous hypocrite. His claim that his party, the Liberal party, (never to be confused with the Australian conservative party of the same name) was the "party of Christ" was seen by many as no more than a vote catching dodge. The occasions when, as one of his biographers put it, he was "convulsed, as by an earthquake" of moral

Cont. P. 3.

fervour were noted to coincide rather closely with general elections, and regarded as devious attempts to win Irish and Non-conformist votes. His great moral campaign of the later 1870s to throw the Turks "bag and baggage out of Europe" proved an effective weapon for use against Disraeli's foreign policy. On domestic issues - and this is what I was working on in London - he went to extraordinary lengths to block reforms designed to foster democracy, while warmly supporting them publicly immediately prior to general elections. He was, in fact, incredibly conservative while posing as a progressive when it suited him. Some felt that his forty year nocturnal tramp through London in search of London prostitutes in need of redemption from sin was a fine exercise in Christian progressiveness. Most Tories, however, offered a harsher explanation of his unusual searchings.

Mr. Gladstone was, indeed, a quite exceptional man, to say the least, of enormous force of personality, great intellectual ability and stupendous energy. Many thought him mad, some believed that he was an old cheat and not a few that he was God. After many years study I simply don't know. I still refer to him, unlike any other politician, as Mr. Gladstone. His wife probably understood him more clearly than anyone else. She wrote:

"...he had two sides - one impetuous, impatient, irascible, the other half all self-control, able to dismiss all but the great central aims, able to put aside what is weakening or disturbing...". If anyone thinks that historians can offer a "true" or "correct" or "proper" answer to questions about men of Mr. Gladstone's stature they dwell in cloud-cuckoo land. Nor do we, by any means, fully understand lesser fry. But, then, life is not meant to be easy.

May I add that I thoroughly enjoyed my study leave. I return refreshed.

REPORT FROM SCHOOLS LIAISON OFFICER

The Schools Liaison Officer, Mr. Tom Moore, has reported on a number of activities held over the last few months. Several of these were "firsts" for the University. They represent an effort on the part of the Schools Liaison service to reach parents as well as students. They are also part of the University's efforts to provide accurate and comprehensive information for intending students and to demonstrate ongoing concern for students once they actually enrol.

1. PARENTS OF EXISTING STUDENTS

On Monday, May 28, the University held its inaugural Information Evening for parents of first year students. Mr. Moore gave the aims of the evening as being (a) to inform parents on the kinds of problems we see young people as having on their entry to University; (b) to ask parents if they are experiencing tensions or difficulties in the home, and whether they have any unanswered questions on what goes on at University; (c) to attempt to answer their questions and assist them to overcome difficulties by speaking with University Staff and by meeting other parents in the same situation.

The evening took the form of a welcome by the Deputy Vice-Chancellor, Professor A. M. Clarke, who spoke briefly on the University. Dr. J. Ellis and Associate Professor C. Kiernan then spoke on their perception of the problems experienced by first year students. Mr. M. Breen, from the Counselling Centre, spoke on relations between parents and students. An Open Forum followed and parents and staff chatted for some considerable time over supper.

In view of the favourable comments by participants it is likely that this event will become a regular feature on the University Calendar, but given the response to this trial evening it is possible that several sessions will be needed in future to cater for the likely numbers.

2. SCHOOLS DAY

The annual Schools Day on which HSC candidates visit the campus to attend introductory lectures in areas of their interest was held on Friday, July 20th.

Mr. Moore stated that over 600 senior students took part. He went on to say that not only were the numbers bigger than before but that the young people taking part displayed increased interest in the University and its offerings.

Many departments this year departed from the formal lecture presentation and adopted alternative formats. For example, the Department of Economics gave a brief talk and screened a Bruce Petty film "The Money Game"; the Department of Philosophy presented a number of short talks by members of staff and had some currently enrolled students present to answer questions; the Department of Physics gave a presentation entitled "Physics: An Experimental Science" which consisted of a short introductory lecture followed by a tour of teaching laboratories to view various experiments including lasers and holograms, and a movie.

The academic activities were complemented by presentations by the Library, the Counsellors, the Students Representative Council, and by a representative from the Tertiary Education Assistance Scheme.

3. INFORMATION NIGHTS FOR PARENTS OF INTENDING STUDENTS

On Monday, August 6, the first in a series of Information Evenings for parents of intending university students was held at Smith's Hill High School. Over 60

parents took part. They heard a statement by Professor J. L. C. Chipman on the University of Wollongong, brief talks by Dr. D. Pearson-Kirk and Mrs. Monica Manton on transition to university life, and a statement by the Schools Liaison Officer on applications, enrolment, course offerings and the like.

Mr. Moore stated that the aim of the evening was to give parents some understanding of what is involved in university study, of the transition that young people must make from school to tertiary education and of the mechanics of entry, etc.

DR. PEARSON-KIRK ADVISOR TO COMMISSION OF ENQUIRY

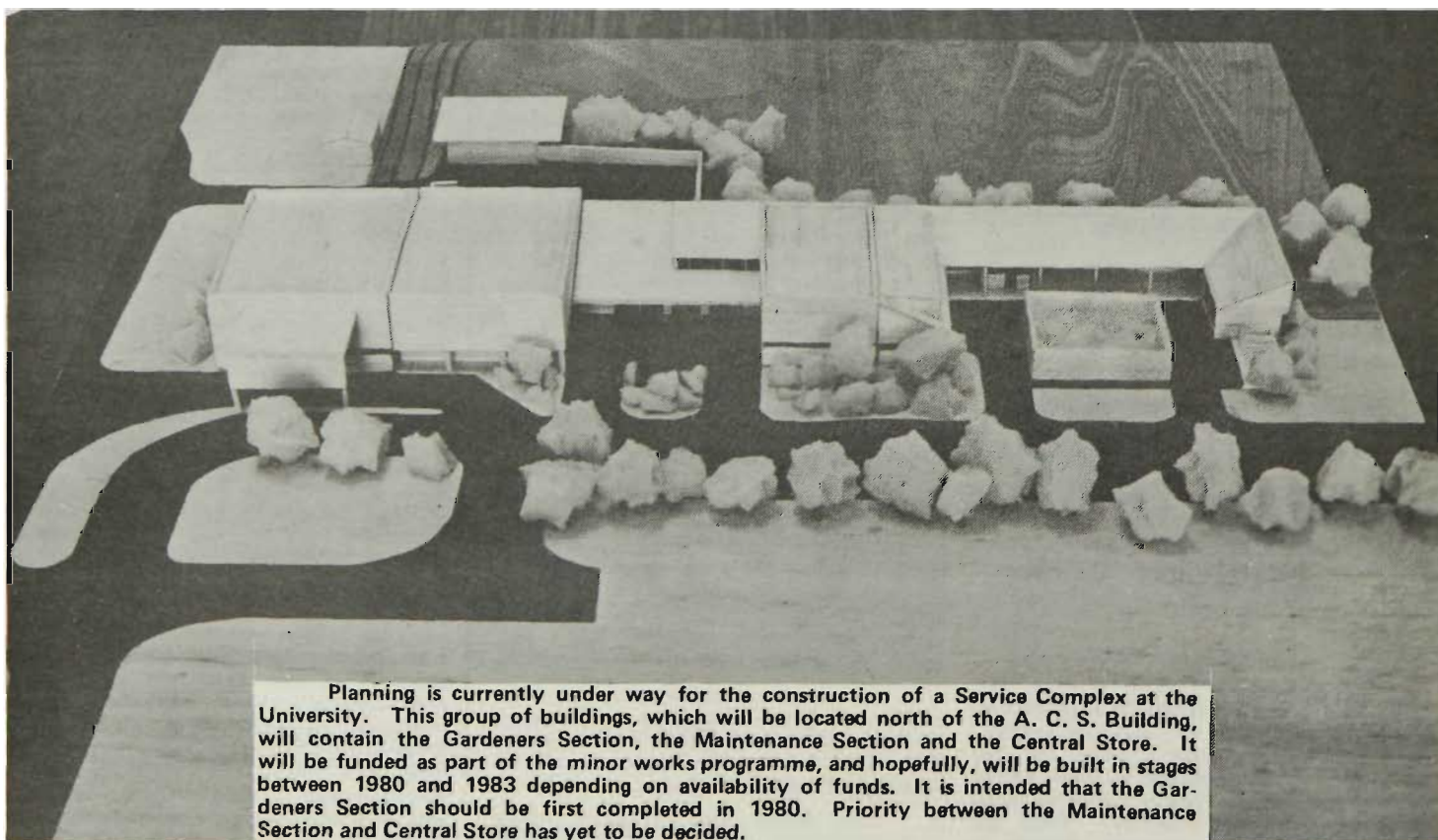
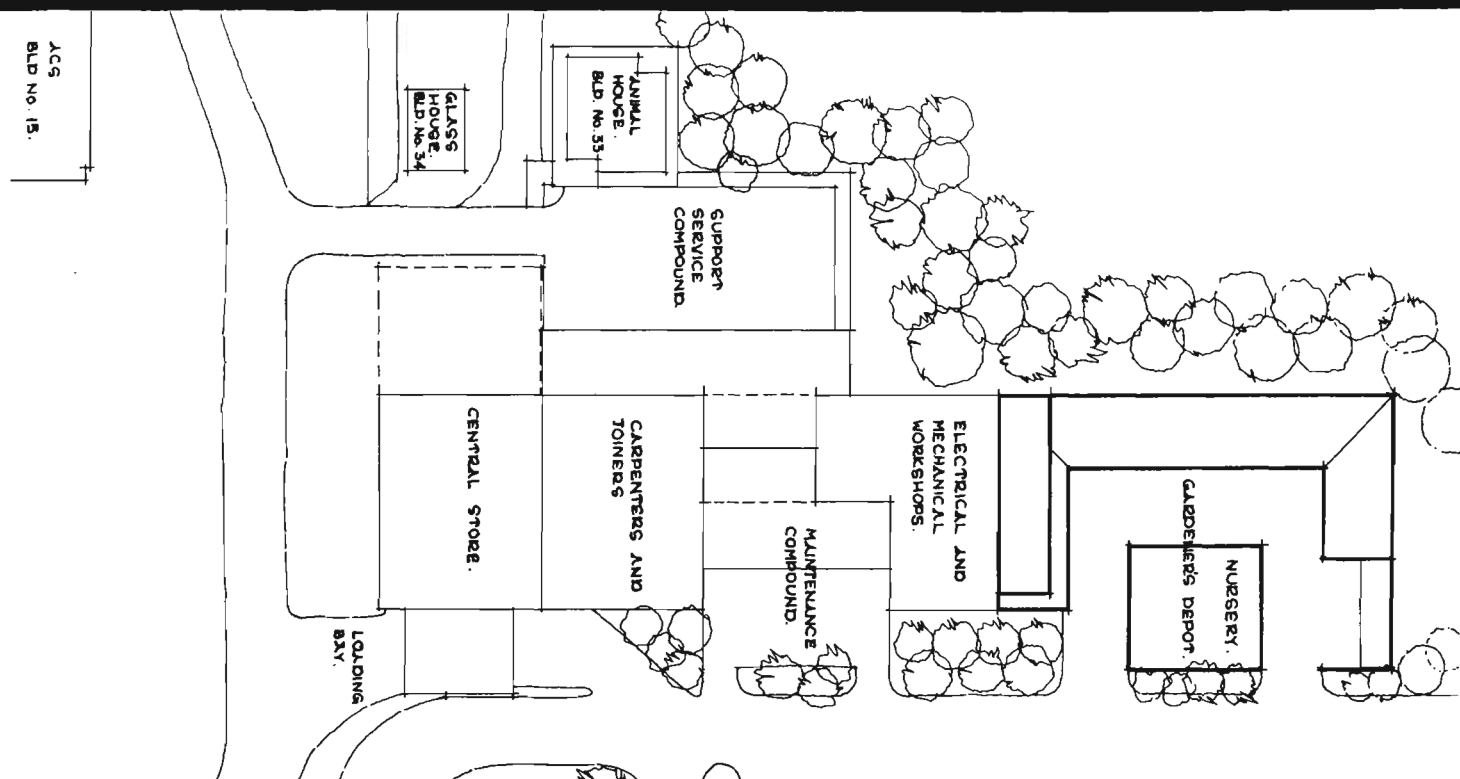
Dr. D. Pearson-Kirk is currently acting as a technical and research advisor to the Commission of Enquiry into the New South Wales Road Freight Industry. The particular areas with which Dr. Pearson-Kirk is assisting are the road pavement, social and environmental problems relating to heavy vehicles associated with road freight operations.

Dr. Pearson-Kirk was granted leave of absence during the mid-year recess to visit the Transport and Road Research Laboratory, Crowthorne, the Department of the Environment, and the Department of Transport in the United Kingdom, on behalf of the Commission of Enquiry, and to present a paper at the Seventh Annual Meeting of the Planning and Transport Research and Computation Organisation (U.K.) in collaboration with the Transportation Research Board (U.S.A.). The paper dealt with the effect that truck operations have on road pavement performance in New South Wales.

The Annual Meetings have been designed to relate European and U. S. thinking within the fields of highways, transportation and town planning, and to promote current awareness of research and advanced practice. New developments in Europe, the U. S. and further afield were presented by specialists in different areas. The 1979 meeting was attended by over 900 delegates from 35 different countries, and the Meeting has now become established as the only forum of its type in Europe.

Dr. Pearson-Kirk has been invited by Freeman Fox International a firm of Consulting Engineers, to inspect highway and port constructions in Dubai and Abu Dhabi, in the United Arab Emirates.

NEW SERVICE COMPLEX



Planning is currently under way for the construction of a Service Complex at the University. This group of buildings, which will be located north of the A. C. S. Building, will contain the Gardeners Section, the Maintenance Section and the Central Store. It will be funded as part of the minor works programme, and hopefully, will be built in stages between 1980 and 1983 depending on availability of funds. It is intended that the Gardeners Section should be first completed in 1980. Priority between the Maintenance Section and Central Store has yet to be decided.

Mr. Bruce Bowman, a local Wollongong Architect, has designed the building, after consultation with staff of the sections concerned. The accompanying plan shows the proposed layout of the buildings. The photograph is of a model prepared by the architect, and shows the easterly aspect of the completed complex.

R.F.X. CONNOR MEMORIAL LECTURE

THE CONNOR LEGACY is the subject on which former Prime Minister, Mr. Gough Whitlam, will speak when he delivers the first R.F.X. CONNOR MEMORIAL LECTURE in the Union Hall, University of Wollongong, on Wednesday, September 26, at 8p.m.

The R. F. X. Connor Memorial Lectures are the brain child of the University's Historical Society. This Society was founded in 1975 with Professor Colm Kiernan as first President. Its aims are (a) to produce a journal in which academics and students can publish their works; (b) to bring historians and other noted members of the community to speak at the University on historical and social issues and (c) to help promote the study of the history of this area.

Despite the success the Journal had with obtaining an interview by present President, Glenn Mitchell with the distinguished historian, Professor Manning Clarke, on his philosophy of history, a topic on which he had never been interviewed before, the Historical Society felt it was beginning to run out of steam, so looked about for some major annual event which it could stage to further its aims. The idea that presented itself was an annual lecture to which a speaker of national importance could be attracted.

Politics apart, it was felt that an annual memorial lecture named after the late Rex Connor would be the ideal event.

Mr. Connor represented the citizens of Wollongong from 1938 to 1977. He was an alderman of the Wollongong City Council from 1938 to 1944, member for Wollongong-Kembla in the N.S.W. Legislative Assembly from 1950 to 1963, and member for Cunningham in the Federal Parliament from 1963 until his death in 1977. He was, moreover, a true friend of the University and a member of the University Council from August 1975 until his death in October 1977.

Having decided to name the lectures for Rex Connor, Glenn Mitchell, Dr. Stuart Piggan and other members of the Historical Society sought for the ideal speaker to present the inaugural lecture. Mr. Gough Whitlam was the first choice, but remembering the Whitlam/Connor split of 1975 they were careful to point out in the letter of invitation that the speaker could talk on any topic of historical or social significance.

They were delighted when Mr. Whitlam not only accepted the invitation but, with impressive generosity of spirit, selected as his topic The Connor Legacy.

The inaugural lecture is open to the public and will be free of charge. It may be necessary to charge in future years but the Society decided the first lecture should be open to all.

The Union Hall will hold 550 persons, but already interest has been so strong that only 300 seats are still available. Those who wish to obtain tickets are advised to contact Dr. Stuart Piggan, Department of History at the University, as soon as possible.

It will be particularly interesting to hear this speech as Mr. Rex Connor was one of the architects of a policy on minerals and energy which has been adopted by the present government.

UNIVERSITY BALL

Various groups at the University have held successful Balls from time to time, but organizers are confident that the most successful ever will be THE UNIVERSITY BALL, scheduled for Saturday, November 3, in the Union Hall. This will be the first general University Ball and organizers, headed by Mrs. L. M. Birt, wife of the Vice-Chancellor, are deep in plans to make it something that staff, students and the general Wollongong community will long remember with pleasure. The theme of the Ball will be "Ethnic"; a delicious and lavish meal is planned featuring food from different parts of the world. Appetizers from Lebanon and the Balkans will accompany the pre-dinner champagne; the entree will be Spanish and the main course a famous and interesting dish from Greece. There will be cheeses from several countries and the dessert will be French.

Bob Barnard's Jazz Band will provide music for dancing and the Zagreb Croatian Folklore Group will provide a special entertainment. There will be gifts of cosmetics for all the women and an excellent "lucky door prize" is being negotiated.

Dressing will be on an As-You-Like-It basis - formal or informal to taste; the organizing committee would be delighted to find that national costumes were worn by those fortunate enough to possess them.

Tickets are priced at \$20.00 single and \$40.00 double - including pre-dinner champagne and red or white wines with dinner.

Tickets may be booked any time from now to the 15th October, and an early booking is advised. Ticket secretaries are listed below:

Yvonne Watkin	28-2464
Beatrice Henderson	28-2988
Noely Pauline	84-6685
Norma Blundell	84-1562
Joyce Brinson	29-4940
Rosemary Wright	29-7129
Elizabeth Dunne	71-3742
Jenny Ellis	61-1100
Judy Wieland	81-9492
Sue Wood	28-7419
Joanne Symes	84-1928

DEPARTMENT OF ENGLISH

The University Council has approved a request from Professor Southall that he be relieved of the duties of Chairman in the Department of English in order to allow him to concentrate more fully on research and post-graduate teaching. It requested that the Vice-Chancellor, in consultation with the Chancellor, make arrangements for his replacement. This has been done and Miss Dorothy Jones has accepted an invitation to be Chairman of the Department for a period of three years, commencing July 16, 1979.

Professor Southall will remain as Professor of English in the Department.

WELFARE GEOGRAPHY

Welfare Geography is the speciality of Dr. Bill Faulkner, who has just taken up an appointment as Lecturer in the Department of Geography at the University. This, he told Campus News, is a fairly new branch of geography developed over the past ten years or so by geographers concerned with the relevance to modern society of their studies. Dr. Faulkner obtained his Ph. D. from A. N. U., his thesis being on Locational Stress on Sydney's Metropolitan Fringe. This involved a detailed study of how people adapt to living in newly developing suburbs where services are fairly late in coming. He concluded that the people most seriously affected were house-bound mothers and children, then proceeded to investigate ways in which they cope with their situation and what sorts of policy changes are needed to make life easier for them.

Before taking up his appointment at Wollongong Dr. Faulkner was tutoring in Geography at Duntroon, where he specialized in the area of "urban change." His wife and three children are still living in Canberra but he hopes soon that they will be able to join him in a new home at Figtree.

HANSARD

From time to time Campus News has published a feature headed "Snippets From Hansard." These have been selected from items not published in the daily press but likely to interest tertiary educators. However, it is possible that the information has already reached our readers from other sources. The Editor would be glad therefore to have the opinions of readers concerning this feature. Would they like it continued or not? Please contact Giles Pickford, on ext. 988, or Peggy Tellick, on 975, if you wish to comment.

STUDY LEAVE IN WESTERN ONTARIO

BY DR. R.A. FACER (GEOLOGY)

My wife, Beth, our two children, Rochelle and Geoffrey, and I have just returned home to Wollongong after a half-year study leave at the University of Western Ontario, Canada. My stay there, in the Department of Geophysics, was most enjoyable and fruitful. Beth was also able to carry out some effective research in her own field (Education) - and, of course, the children both had a great time.

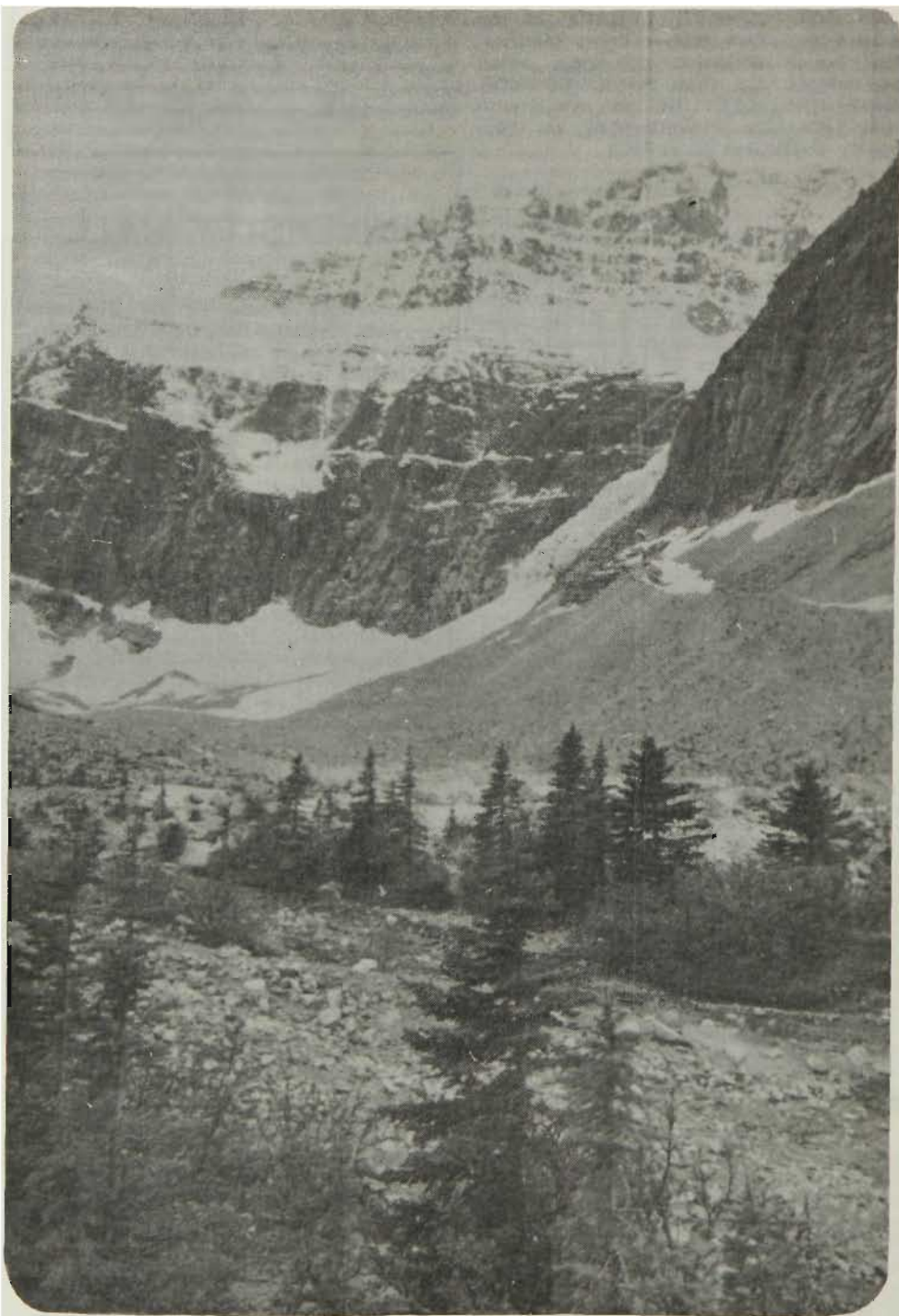
While at "Western" I was able to continue and extend my studies on rocks from the Sydney Basin, and to begin work on some Canadian Rocks. These studies concentrated on the physical properties of the rocks, especially their magnetic and thermal properties. For the Sydney Basin rocks, this work forms part of long-term research into the thermal setting of the Sydney Basin and the effects of the thermal history on the coal in the Basin.

An extension of this work, and my reason for beginning the Canadian study, was to investigate the distribution of the potassium, thorium and uranium in rocks, these three elements being the main producers of heat by radioactive decay in rocks.

In addition, to my work at Western, I travelled away from London (Ontario!) to collect rocks and fossils from both the Precambrian and Palaeozoic rocks of central and southern Ontario. Included in this travelling was a visit to Sudbury for surface sampling. However, as the Inco miners were on strike I was unable to collect samples from underground, but did speak to geologists there, and have since received from them a most informative suite of display samples. Falconbridge Mines geologists will also be adding to my collection when underground access is available.

The Sudbury collection includes, as well as the display material, samples for my research on potassium, thorium and uranium. I myself was also able to collect some shotter cones - structures developed in the rocks and thought to have been caused by meteorite impact.

While in Canada and the U. S. I was able to study the teaching of Geology and Geophysics at several universities, although naturally most contact was with staff, or perhaps I should say "faculty", and with undergraduate and graduate students at Western. Apart from gleaning items of information and observations for my teaching it was most refreshing to see that our standards here compare well.



Looking Towards The Angel and The Ghost Glaciers on the slopes of Mr. Edith Cavell, Jasper National Park, Rocky Mountains.

Cont. from P. 6.

Trends in educational interests of students at University and pre-University levels are similar to those in Australia and there are noticeable similarities in the problems and difficulties perceived by educators, students and public.

Naturally my wife and I were interested in making this second trip to Canada to compare our observations of 1975. There are some strong similarities between Australia and Canada: both our populations tend to concentrate in relatively narrow zones, and there are vast distances between centres away from these zones. Although quite different, both the Australian and Canadian wilderness areas offer spectacular opportunities for the observer and photographer - but more of that later. The obvious contrast of climate provides scope for interesting study. It was most enjoyable to walk to work in London, although temperatures down to -30 (minus 40 when allowance is made for the wind-chill factor) warned against foolhardiness, and a 10 minute walk through ice and snow was quite adequate.

This of course points up a very real problem for Canadians; their life style is dependent on adequate heating of buildings and transportation. Canada appears to have plenty of natural gas and coal, (although not where the main population centres are), a reasonable amount of liquid and solid (tar) petroleum, and is presently about 50% to 60% self-sufficient in oil. Uranium is reasonably plentiful in Canada and there are several uranium-based electricity generating stations. Incidentally, we were living within an area of potential fallout should Three Mile Island have "gone bang" - an experience which served to emphasize for us the need for careful controls over generation of electricity by such means.

Hydroelectricity is also widely used, and the word "hydro" is frequently used where we would say "electricity". The need for adequate energy supplies is creating boom-town conditions in several areas in western Canada, and causing problems for universities in that many students are not staying for graduate studies in Geology and Geophysics because of job opportunities in exploration and exploitation of mineral resources. The increase in energy costs is also stoking the fires of inflation and unemployment in Canada.

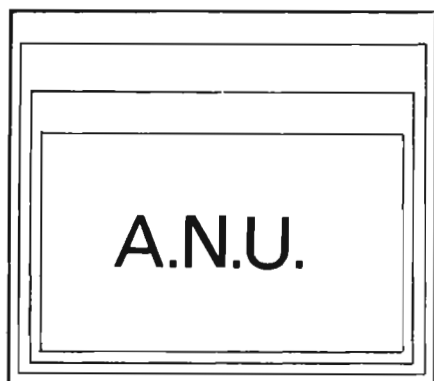
Added to these considerations for the newly-elected Progressive Conservative (sic) government of Joe Clarke is the most interesting movement for Quebec independence.

But, back to photography. Both Canada and the U. S. offer impressive, spectacular, marvellous...etc... scenery for photographing, especially in their excellent National Parks. Accordingly, we travelled as much as limited time and funds would permit, to see and enjoy these sights and to photograph features for teaching. This is being written a few hours after hearing reports of an earthquake on the San Andreas fault system, and as I write, I remember visiting the San Andreas fault in several places to photograph its effects on rocks and topography. This included the Salton

Sea area, a great down-faulted block below sea level in the Colorado Desert. (Son Geoffrey disapproved strongly of rain and snow in the uplands - in a desert!) The glaciers and glacial features in the Rocky Mountains and Coast Ranges of Canada and the U. S. are most spectacular, inadequate though that word may be. The photographs I took struggle to portray some of the excitement of such scenery.

In conclusion, some heartfelt thanks should be expressed. To my colleagues in the Department of Geology here, thank you for shouldering the extra load that study leave causes... and the University of Wollongong for making our trip possible... and, of course, our new Canadian friends. These include not only colleagues in the University of Western Ontario, Departments of Geophysics, Geology and Physics, but the people of London, a city of similar size to Wollongong, who made our trip so enjoyable and thus helped to make my study leave so fruitful.

To the question "How was your trip?" I have generally replied "Marvellous!" because I was able to expand my research and teaching experience in such an enjoyable fashion and thus, hopefully, be able to contribute more to the University of Wollongong.



VACATION SCHOLARSHIPS IN THE INSTITUTE OF ADVANCED STUDIES.

Some of the Research Schools and Centres of the Institute of Advanced Studies, ANU intend to offer vacation scholarships to undergraduates enrolled at other Australian Universities who will have completed the third or fourth year of a Bachelor degree course in 1979. The vacation scholarships are for a minimum of eight weeks and a maximum of twelve weeks in the period December, January and February.

The purpose of the scholarships is to bring to the Institute undergraduate students of high academic calibre who may wish to pursue full-time research after graduating. Under supervision, scholarship holders are given access to facilities and materials for research of a kind not necessarily available elsewhere. The University and the student are enabled to evaluate the student's capabilities in a chosen research field with the possibility in mind of later studies at postgraduate level.

Vacation scholarships are not a form of vacation employment. Scholars are chosen with the expectation that they will undertake a useful piece of research work in a field of interest to them in which the University is able to provide proper academic supervision. Written work will normally be required, and it occasionally happens that the work will be reported in a reputable scientific journal.

Typically, a vacation scholar will have completed three years of a full-time undergraduate course in 1979 and will expect in 1980 to complete the fourth (honours) year. Students who will complete the fourth year of a full-time undergraduate course in 1979 are not excluded, except that if by the time of the vacation scholarship they will have enrolled for a higher degree or postgraduate course a vacation scholarship will not usually be offered. Students completing the honours year in 1979 should, of course, be applying for Commonwealth Postgraduate Research Awards or ANU PhD scholarships rather than vacation scholarships.

Copies of an information sheet describing the terms of these scholarships for 1979/80 are available from Student Enquiries.

GRADUATE EMPLOYMENT PROSPECTS

A warning that the employment prospects in universities for outstanding new graduates in the foreseeable future could be "very grim" is contained in an analysis of university staffing in a stetic situation, published by the Australian Vice-Chancellors' Committee.

The report was prepared by Dr. David Myers, former Vice-Chancellor of La Trobe University.

The AVCC requested Dr. Myers to examine the implications on a variety of staffing issues of the transition of Australian Universities from a period of rapid growth to their present steady-state condition.

In his analysis of the effect of zero growth on university staffing, Dr. Myers pointed out that the reduction in turnover of staff due to a drop in job opportunities would have a substantial effect on recruitment.

He estimated that if turnover was reduced by just half, the rate of recruitment to the lecturing staff would fall by 70 per cent.

"It is clear that the rate of turnover will have a dominant bearing on the career prospects of lecturing staff and of those hoping to embark on an academic career", he said.

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Dr. Myers said that as it was common practice for most recruiting to the lecturing staff to be at lecturer level, this would have an obvious effect on the prospects of tutors.

"If tutorial staff are maintained at the present level, only a small proportion of them can look forward to appointment as lecturer," he said.

"Either this situation is permitted to remain, or the number of tutorial staff must be greatly reduced."

"It is suggested that universities might accept the latter alternative, but provide more opportunities for young graduates by accepting an increase in postgraduate enrolments, with opportunities (as at present) to gain some teaching experience."

Referring to the controversy that had developed over whether staff should have tenure or should be appointed for limited terms, Dr. Myers said that there had been a tendency to overlook the fact that the more tenured appointments there were, the fewer opportunities graduates would have to enter academic life. He said, "While respecting the reasonable aspirations of existing staff, it is necessary to strike a balance so that the reasonable expectations of aspirants for academic appointments can be met. Unless more rigid criteria are adopted than at present for transfer from probation to tenure, or limited term appointments became more common, the prospects for employment of outstanding new graduates in the foreseeable future are very grim."

In his paper, Dr. Myers also examined the effect of no-growth on the increasing top-heaviness of staff positions and the way this would affect salaries and the age structure of university teachers.

He discussed a series of options open to universities including the early retirement of staff, part-time employment, more use of limited, fixed-term appointments and the interchange of staff.

Dr. Myers' report was published by the Australian Vice-Chancellors' Committee as the first in a series of Occasional Papers.

AVCC.

The Australian Vice-Chancellors' Committee has appointed Mr. David H. Solomon as half-time Information Officer. David Solomon has had extensive experience as a journalist and, more recently, as press secretary to the former Prime Minister Mr. Gough Whitlam.

David Solomon will be visiting most universities over the next two months to meet Information Officers and their staff, and to discuss matters of mutual interest.

SCANNING ELECTRON MICROSCOPE

The Department of Metallurgy at the University of Wollongong has just taken delivery of an Hitachi S-450 Scanning Electron Microscope, which will complement the facilities offered by its existing Transmission Electron Microscope. The Scanner (most people abbreviate its name to just that) allows you to look at the surfaces of even quite large objects enlarged if necessary up to 600,000 times. The Transmission Microscope, on the other hand, is used for very small objects and very thin specimens and permits observation of the internal structure enlarged up to 150,000 times.

Not only Metallurgists use the new equipment, but also Biologists, Geologists, Physicists and Chemists. As well as being an important teaching aid the new equipment will be of great assistance to researchers in such fields as:

- * Splat cooling of liquid metals - i.e. changing the structure of metals to gain very high strength and create new materials for the electronics industry.
- * The formation of very fine lamellar structures similar to fibre reinforced composites, as used in the aerospace industry for turbine blades. Such materials are also used in the electronics industry because of their unusual electrical properties.
- * The surface structures of shape memory alloys - i.e. alloys capable of recovering their original shapes. This is of importance to the aircraft industry and to manufacturers of heat activated switches such as fire sprinkler systems.
- * Materials failure analysis such as the investigation of the failure of materials in bridges, aircraft and other structures.
- * Forensic science, such as the study of samples for the detection of crime.

The Scanner operates under a high vacuum, normally at 25 - 30,000 volts and its method of operation is very similar to a T. V. set. When funds are forthcoming the University hopes to purchase a special attachment which will allow the machine to add to its many present uses the ability to analyse the chemical composition of the specimen under observation.

A.V.C.C. REPORTS

NOTES FROM THE A.V.C.C.

The following items have been culled from reports by The Australian Vice-Chancellors' Committee of its two most recent meetings.

The Department of Education has sought the co-operation and support of AVCC regarding a survey of undergraduate finances to be undertaken in September 1979. AVCC has nominated Miss P. M. White, Assistant Registrar, Australian National University to be its representative on the steering committee to oversee the development and conduct of the survey.

The AVCC has agreed to a request from the Association of Southeast Asian Institutes of Higher Learning to sponsor an ASAHL seminar in November/December 1979 on the topic "The Role of Universities and Associations of Universities in Providing Regional and International Development." The seminar will be held at the Australian National University.

The AVCC has reviewed the organization of the Australian-Asian Universities Co-operation Scheme, particularly in the light of the proposed expansion of the Scheme into Thailand and the Philippines in addition to Indonesia, Malaysia and Singapore. As a result, the AVCC has approved the appointment of a full-time Director for the Scheme at a senior level.

The AVCC has discussed the implications for universities of the Commonwealth Government's guidelines on education funding for 1980 which were announced by the Minister for Education on 5 June 1979.

It:-

- acknowledges the difficult economic situation facing the Government at the present time;
 - supports the Government's policy of building up the technical and further education sector of tertiary education; and
 - welcomes the Government's decision to maintain the triennium for recurrent funding and the system of indexation of grants.
- The AVCC nevertheless expresses its continuing concern at the further reduction in the provision for capital and equipment grants to universities and colleges of advanced education, and at the continuing erosion of recurrent grants through the failure of indexation to cover some unavoidable cost increases. These evidences of further tightening of resources are at variance with the Minister's claim that the Government has "maintained the level of Commonwealth support for the delivery of services in each sector of education."

Cont. on P. 9.

Cont. from P. 8.

The AVCC has agreed to express its concern in further representations to the Minister and the Tertiary Education Commission.

The AVCC has reviewed and is monitoring recent developments in regard to student organizations, particularly in regard to action being taken and contemplated by the Commonwealth and Queensland Governments. It has noted with interest the Commonwealth Government's decision to withdraw its legislation to amend the ANU Act to control the activities of students' organizations in respect of that university.

Following the Government's acceptance of the recommendations in the Report of the Independent Inquiry into the CSIRO, the Joint CSIRO/AVCC Committee which was recommended in the Report, has been established and formalized by an exchange of letters between the Chairmen of the CSIRO and the AVCC. The terms of reference for the Joint Committee are:

- (i) to serve as a consultative and advisory body to the AVCC and the Executive of CSIRO on matters of mutual interest and concern to CSIRO and the universities;
- (ii) to provide a means of exchanging information between CSIRO and the universities;
- (iii) to identify major new interests and areas in which CSIRO and the universities might co-operate in research and development;
- (iv) to identify those fields in which scholarships and secondment opportunities tenable either in CSIRO or the universities might be offered;
- (v) to be available for consultation with ASTEC and other bodies regarding matters affecting CSIRO and the universities.

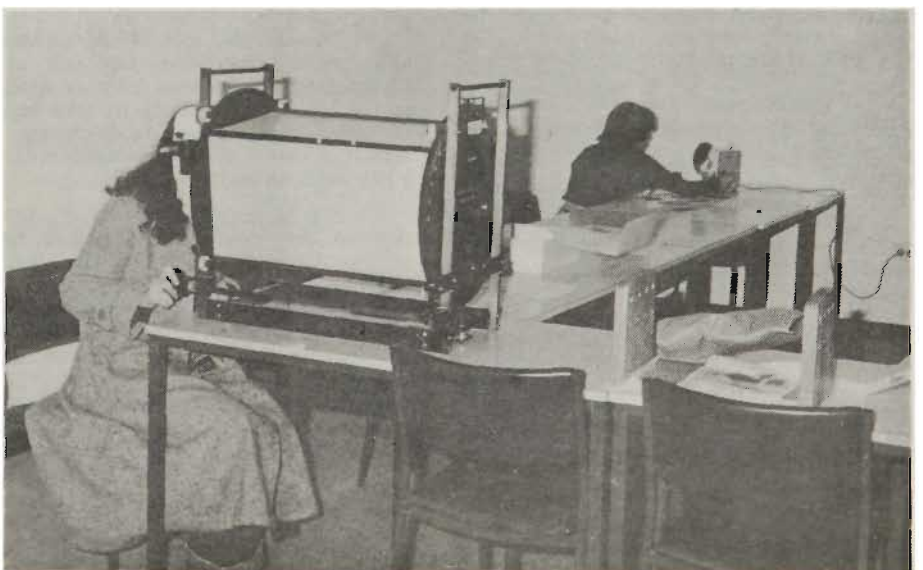
Right; from top to bottom. Looking for sun spots from the roof of the physics wing of the science building.

Local poet, Malcolm Black, reading from his own work at a lunch-time poetry reading session.

Visitors to the Psychology Laboratory using equipment.



UNIVERSITY DAY



UNIVERSITY GOVERNING BODIES

GOVERNOR GENERAL ON THE TEACHING ROLE OF UNIVERSITIES.

At the Conference of University Governing Bodies held at the Australian National University during July, the Governor-General, Sir Zelman Cowen, made a plea for greater recognition of good teachers in universities.

Sir Zelman, a former Vice-Chancellor at both the University of New England and the University of Queensland, said that throughout his years at universities he had been deeply concerned with the importance of teaching.

"My experience overseas, in Oxford and in the great American law schools, was one in which the best and most distinguished committed themselves to undergraduate teaching roles," he said.

"With us, it was said by some, that in promotion and academic reward terms, there was inadequate encouragement for teaching. It was said that 'teaching' quality could not be measured, as a written research output could be measured, both quantitatively and qualitatively."

Sir Zelman however thought that "there has to be some system of reward for the dedicated teaching and mentor service which enthruses and commits students, and which sets them on the path from which honours, postgraduate and research students emerge, so as to give meaning to the proclaimed role of the modern university."

He said, "The Williams Committee makes recommendations about selection procedures, about study of attrition rates, about better teaching, particularly for first year students, and more generally."

"This involves, in the case of tenurable appointments, a greater assurance of satisfactory procedures before tenure is granted."

"Before the winds grew colder in the universities, there were arguments about the onus of proof in the grant of tenure."

"My experience, in receiving reports from tenure committees was that in marginal cases, they were reluctant to reach a final decision against tenure, preferring to postpone it for yet another year, against the hope that the probationary appointee would make good."

"Nothing is more important to a University than the quality of its academic body."

"One of the best assurances of good teaching will be greater esteem, and better reward for good teaching performance."

"No one, I think, will question the importance of and emphasis on honours and postgraduate work and research as a central and distinctive activity and role of universities, but it must not be allowed to devalue the importance of the undergraduate work that the university undertakes."

"Specifically, I believe that the most eminent, the best and the most experienced members of the academic body should play an important and committed role in the teaching of undergraduates," Sir Zelman said.



Points made by other speakers at the Conference are summarized below.

Professor Rupert Myers: Australian Universities at a critical Stage.

"Australian universities have reached a critical stage in their adjustment to changed financial and education circumstances", the chairman of the Australian Vice-Chancellor's Committee, Professor Rupert Myers said.

"Since the mid-1970s, universities have made progressive but not always far-reaching adjustments to their academic and student programmes to take account of government financial allocations considerably below their expectations of only a few years earlier."

"It is now apparent that, for the rest of this century, universities face a totally different situation from that they experienced over the past 20 years. They will be testing times for academics, administrators and all who are involved in the governance and management of universities."

Professor Myers said, "Australia is fortunate in having universities which, by world standards, are very good indeed. They have contributed greatly to the present prosperity of the country. It would be tragic if this high standing we have achieved were to be eroded by lack of attention to important needs."

Senator J. L. Carrick - Education Spending

Universities and Colleges faced some very real problems, particularly in the areas of staffing and redundancy, the Minister for Education, Senator J. L. Carrick, told the conference.

He said these problems were inevitable against the static demographic background and gross overestimates in teacher training programmes in the past.

Senator Carrick said that throughout many western countries, education had tended to proceed by "splurge and squeeze", with very severe cutbacks resulting from current economic conditions.

"In Australia," he said, "we have tended towards a more stable progress."

This is conducive to an atmosphere of reflection and reform. The vital element for the tertiary area is the current restoration of triennial funding for recurrent purposes. This enables sound forward planning."

"In periods of economic restraint, capital programmes tend to be constricted and this has happened here."

"However, the real capital growth in universities and colleges has been achieved in past years and the capital restraints are therefore not as significant today."

"Recurrent funding will be constant in real money terms in universities, colleges and schools in 1980. Against this background, essential reforms may be achieved."

Professor Bruce Williams: Australian Universities to the Year 2000.

It would be a formidable undertaking to improve the quality of universities during the next 20 years, stated Professor Bruce Williams.

Professor Williams, who is Vice-Chancellor of the University of Sydney, was the Chairman of the Commonwealth Committee of Inquiry into Education, Training and Employment and the keynote speaker at the Conference.

Referring to the problem of improving the quality of universities, Professor Williams said finance was an essential instrument of policy and there was a need to increase it.

"Councils and academic boards will need to give a more concentrated and specific attention to objectives to the essential features of university autonomy and academic freedom, and to ways of making best use of available resources," he said.

"And Councils would be well advised to give more attention to keeping the Community and their elected representatives in Parliament informed on the nature of their stewardship."

Professor Williams said there had been a tendency in all countries for Parliaments to respond to larger grants for universities by demanding that they be more accountable.

"That is both understandable and potentially dangerous," he said.

"The effectiveness of the concern of universities for reason, for the adventure of ideas, for the search for truth depends on a substantial measure of autonomy."

"The best safeguard of that autonomy is effective performance in terms of university values and a capacity to establish it."

Professor Brian Anderson: Support the Strong, Deny Support to The Weak.

University governing bodies should protect the strong researchers from the weak - their steeples of excellence from their mud huts of mediocrity.

That is the view of Professor Brian Anderson, who also spoke at the Conference.

Professor Anderson, Professor of Electrical Engineering at the University of Newcastle, is a Fellow of the Australian Academy of Science and a member of the Australian Science and Technology Council.

Professor Anderson stated that protecting the strong researchers from the weak researchers often amounted to protecting the less political members of the university from the more political. And that could even mean protecting people whom university administrators saw little of from people they saw a lot of.

Professor Anderson presented a checklist of questions which he commended to university governing bodies: "What meetings do you have with your best researchers? Are they only when jostling in an academic procession on graduation day, or, before every council meeting. Some meetings I believe are highly desirable if you are to really understand the hopes of your researchers."

He asked: "Do you have antifragmentation mechanisms? If CSIRO were to do a review of university research, they would probably list as their number one complaint excessive fragmentation. Within a university, this means trying to have eight specialities in a department of eight people, rather than two. It does seem that intervention from on top may be needed to cut short this serious problem."

Dr. William Taylor: Warnings Against Openness on Grants.

A leading British Educationist, Dr. William Taylor, warned the conference of dangers which could follow a too successful investigation of the way grants are allocated to universities.

Dr. Taylor, who is Director of the University of London Institute of Education, came to Australia specifically to address the conference.

He said demands for greater openness were commonplace at present, and everyone was in favour of more open government and administration. But there was a need to be careful.

"I understand your Public Accounts Committee is currently examining the work of the Tertiary Education Commission," he said.

"There is considerable pressure on such organizations today, consistent with a press towards open government and accountability, to make explicit the basis on which they allocate resources. Now I do not myself believe that it would be advantageous for either the general public or the universities to know exactly how their grants are calculated. It is often argued that to give reasons only increases the possibility of time-consuming and profitless questioning and dispute. Perhaps so, but this is not my main ground for preserving confidentiality."

"To make detailed information available on the calculation of grant would reduce university discretion, increase the authority of the body responsible for distributing funds and diminish its capacity for responding to the needs of system and society as these manifest themselves in university submissions. A university that knew in advance that particular activities would optimise claims to consideration might stress these aspects of its submission at the expense of academic and social priorities that arose from disciplinary and professional considerations."

"At present, although central bodies give general policy indications from triennium to triennium, they also respond to new needs and ideas that arise from institutions themselves. If universities knew exactly where the best pay-off lay, the possibility of such needs and ideas being articulated and included in a submission would be diminished. It is not invariably the case that the interests of society are best served by the absence of confidentiality and dissemination of additional information."

Sir Richard Eggleston: Role of University Governing Bodies

University governing bodies could be expected to be involved to an increasing extent in the decision of important policy questions, especially the kind of problems envisaged in the Williams Report, Sir Richard Eggleston told the Conference.

Sir Richard is Chancellor of Monash University.

He said that the impact of the problems of the 1980s would vary from institution to institution, but even where there was no shrinkage imposed, the necessity to innovate in some directions if the institution was not to stagnate would of itself exert pressure to eliminate or reduce some other areas of activity.

"Existing machinery for the allocation of resources can be expected to cope with most of these problems," he said, "but in the last resort, if it does not, Council will have to decide."

"What is more important, it is council's duty to protect the weak and underprivileged, and if in the reallocation some important activity seems to be losing ground because in the academic sphere it does not carry a big enough punch, there should be watchdogs who will ensure that the public interest is not sacrificed."

"The increasing 'industrialisation' of academic trade unions presents problems of another sort, with potentially serious financial implications, and perhaps equally serious problems of morale."

Sir Richard said industrial relations were becoming a more and more important aspect of university government.

He warned that "if academic staff continue to insist that their activities should be considered as industrial, it will be necessary for governing bodies to consider whether correlative obligations should not be laid on the academic staff, and the first freedom which is likely to come under scrutiny is the freedom to stay away from the institution."

Sir Richard said public disenchantment with higher education had made it impossible for universities to set their own standards and expect the public to accept their decisions.

Professor F. R. Jevons: Education or Training.

Stronger bridges should be built between employers and universities, Professor F. R. Jevons, Vice-Chancellor of Deakin University, told the conference.

But because there would not be a dramatic increase in the resources devoted to careers advisory posts in current economic circumstances, the most realistic way to strengthen careers advisory functions would be to draw more academic staff into the field. Professor Jevons said there should be a two-way influence between universities and employers."

He said, "If universities can persuade employers to recruit more graduates they would not be just bumping nongraduates a few rungs further down the ladder of job opportunities but they would be improving the performance of the whole system. They would therefore be serving the common good not merely the interests of one sector of the population at the expense of another sector. As for the academic side, I believe if there were greater awareness of the labour market among university staff it would become recognised that the distinction between liberal and vocational education is one that it is better to blur than to sharpen."

Contd. P. 12.

Cont. from P.11.

One change which I believe would come about is the broadening of vocational undergraduate programs and I would welcome this. I think it is desirable to delay vocational decision points as long as possible, so that on the one hand the lead time is shorter with the consequent reduction in market uncertainty and on the other hand a wider base is provided for retraining later on.

Conversely, I think we should take more seriously the suggestions for the incorporation of some vocational units in liberal programs. Why shouldn't a student majoring in philosophy or history do some computing or administration or psychology? I believe we should be not merely permissive about this but positively encouraging. It would not only make it easier for the student to take up some such specialism later on but it would also form a useful background for him in a generalist job.

Lastly, I believe we should continue to move towards lifelong learning. Lifelong learning represents the ultimate extension of the principle of delaying vocational choice."

Professor P. H. Partridge: Accountability and Evaluation.

There was much to be said for the view that evaluation of the academic work of universities was best left to the institutions themselves, said Professor P. H. Partridge, Chancellor of Macquarie University.

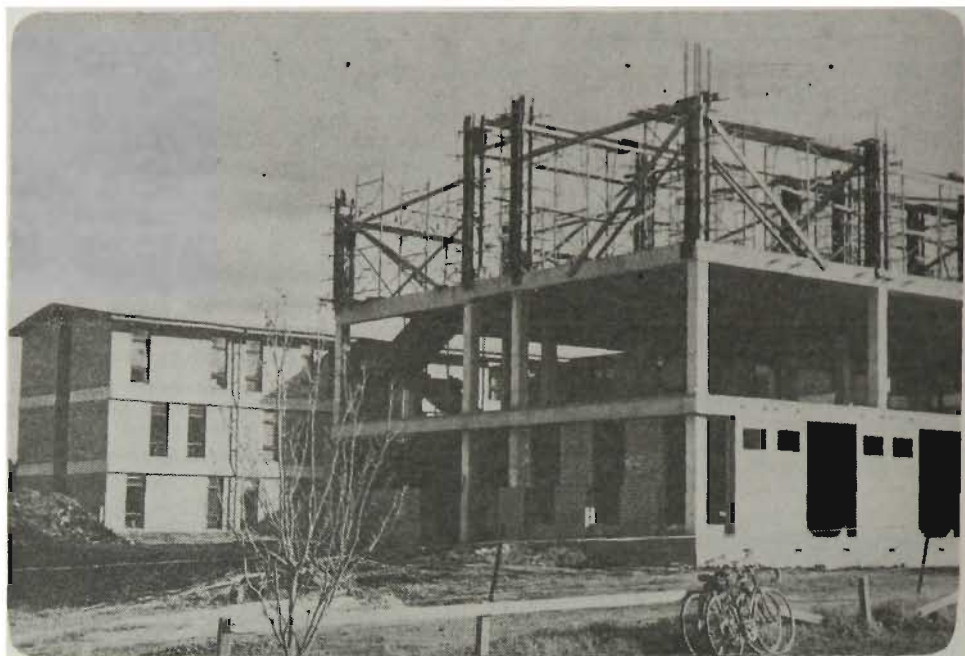
He said there were great difficulties in seeing how external authorities, especially statutory bureaucratic ones, could gain the confidence of institutions concerned sufficiently to make the enterprise feasible.

Professor Partridge said he saw great merit in the well organised systematic reviews of sections and aspects of a university's work that the Australian National University had been carrying out.

He added, "the institutionalising of internal inquiry, criticism, evaluation does, I think, tend to erode the inhibitions that members of staff usually feel with respect to criticism of their colleagues."

CAMPUS NEWS

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Above: The east end of the North Wing of the Social Science Building due to be occupied by first session, 1980.

Below: Campus News records the inaugural (and possibly, last) meeting of The University Fishing Club, as Lina Niko, Jeff Ewins, Tom Knead, Russ Affleck and Helen Whitley try their luck in "The Duck Pond."



THE UNIVERSITY OF WOLLONGONG CAMPUS NEWS

VOL 5 NO. 8

UNIVERSITY DAY FEATURE

The highlight of this year's University Day celebrations was the address given by Professor Bruce Williams in The Pentagon on August 10th. Professor Williams is the author of the "Report of the Committee of Enquiry into Education and Training", the most far reaching and deep enquiry into this subject in the last fourteen years. An audience of about 200 people representing a wide range of interests attended. The full text of Professor Williams' address is printed below.

When the Vice-Chancellor invited me to give this lecture he said that he would be happy for me to speak on any topic, but would be delighted if I decided to develop some of the themes from the Williams Report. He then listed some themes of special interest in that Report:

- : the suggestion about an Illawarra Regional Advisory Committee for Post-Secondary Education,
- : the possibilities of closer association between the universities and other post-secondary institutions,
- : contracting across sectors of education,
- : the sizes of economical operations,
- : the evaluation of performance in universities.

My first response to your Vice-Chancellor's letter was to reject the suggestion that I refer to the Williams Report. I have now given many lectures on it and written many papers about it, and I bore myself so much by repetition that I feel certain that I must bore the listeners also. There is a passage in Psalm 17 - He that repeateth a matter separateth very friends - which warns me not to go on.

However I like your Vice-Chancellor and I admire the work he is doing here, and because he said he would be happy for me to speak on any topic but delighted for me to speak on the Williams Report, the Williams Report it will be.

ACCESS

Access to education depends on the provision of facilities at reasonably convenient places, on the opportunity to use those facilities, and on the encouragement to use those facilities.

Geographically, primary schools are the most accessible, followed by secondary schools, technical and further education colleges and colleges of advanced education. The least accessible are universities of which there are only 20 and only five of them outside the capital cities.

I will consider later the reasons for this increasing geographical concentration of facilities as we move from the most elementary to the most advanced forms of education; and the possible ways to overcome the impediments to access that follow from it.

Location apart; the opportunity to use educational facilities depends on native endowment and on provision for financial support during the years of education. Educational opportunity has been greatly extended by the provision of grants to students and a further widening of educational opportunity will require an extension of provisions for financial assistance. In 1976-77 grants to students were just over one-sixth of total Government expenditure on post-secondary education.

Encouragement to use educational facilities depends on family life, on the culture of the neighbourhood, on the quality of school life. Encouragement is very unevenly spread throughout the community, and even in the education system itself.

There are many pupils who are discouraged from going on by failure to develop the basic skills of reading, writing, and calculation. Some pupils lack an adequate natural endowment to go far in the educational process, but many who have a sufficient basic intelligence have been slow to pick up the basic skills and come to think of themselves as unintelligent.

We had something to say about this in the Report of relevance to teacher education:

R4.11 "The Committee recommends that departments of education in colleges of advanced education and universities give greater emphasis to the ways of teaching reading and number work; also to ways of identifying children who are handicapped or have perceptual problems that might cause learning difficulties and thus have need of special remedial teaching."

and also of relevance to the teaching process, namely the need to give greater emphasis to specifying performance levels at varying stages of education and to base progression on achievement.

I am not an expert on school education, but when I consider the critical importance of primary education for developing the basic skills, and of the importance of those basic skills for further education and employment, I wonder whether primary education has had a reasonable share of the resources allocated to teacher education and teaching. Inadequate teaching at the primary stage cannot be made good simply by adding numbers of remedial teachers to normal schools.

Continued Overleaf

ACCESS AND POST-SECONDARY EDUCATION

There are almost 3 million students in primary and secondary schools, and about 1 million in post-secondary education (a less than ½ million if expressed as full-time equivalent students). In post-secondary education there are about 700,000 full-time and part-time (mostly part-time) students in TAFE; 160,000 in universities and 150,000 in colleges of advanced education.

There are approximately 200 major TAFE colleges and 800 annexes. There are however only 73 colleges of advanced education and 20 universities.

The full explanation of this increasing concentration is complex, but the main factors are these:

- i) the more advanced the level of teaching the greater the dependence on specialised scholars,
- ii) the more the dependence on specialised scholars, the greater the economic size of an institution for a given range of subjects,
- iii) the greater the range of subjects at a given level of teaching the greater the economic size.

For a university which provides for undergraduate and post-graduate students in the humanities, the sciences and social sciences, it is possible to have a good and economical university with 3,000 full-time - equivalent students. But for a university which provides courses also in the technologies - medicine, dentistry, veterinary science, agriculture and engineering - the economic size is 8 - 10,000 full-time - equivalent students.

By contrast it is possible to have a good and economical teachers' college with 800-1,000 students, and it is possible to have a good and economical regional college of advanced education which provides undergraduate degree and diploma courses with 1,500 - 2,000 full-time - equivalent students, depending on the precise range of subjects.

Thinking on these lines makes it easy to understand why there are fewer universities than colleges of advanced education, and fewer colleges of advanced education than TAFE colleges. Many TAFE courses are not tertiary in the sense that they require the completion of a full course of secondary education, and many TAFE colleges or annexes have a very limited range of subjects.

LOCATION AND POPULATION

What size of population is required to support a university or a college of advanced education at a reasonable cost per student?

A normal population of 100,000 would have approximately 22,000 in the 17-29 age-group. If 7 percent wished to enrol in fully-tertiary courses, the potential student population would be 1,550 say 1,300 full-time - equivalent. That would not be enough to support a regional CAE - unless another one-third full-time - equivalents were added by providing residences for out-of-town students and by providing external studies.

For an economical regional college we need to think of more than 100,000 say 120,000 population; for an economical institute of technology 350,000; for a liberal arts university 300,000; for a university with a full range of subjects about 1 million - less in each case to the extent that students come in from outside the region as internal or external students.

That very roughly sets the problem of geographical access. The relevant size of population comes down of course to the extent that Governments are prepared to support high-cost universities or colleges of advanced education in the interests of access and of decentralisation.

There is however a limit to the extent that Governments are prepared to do that. There is also a limit to the extent to which it can be done consistently with the quality of education. To ensure quality it is necessary to be able to attract both staff and students of quality and to provide an environment that is stimulating.

COPING WITH PROBLEMS OF SCALE

It is not possible to transfer the implications of this sort of back-of-the-envelope thinking directly to Wollongong. For although Wollongong is part of a distinctive region, it is not an isolated region. There are, I understand, Wollongong students who travel from the Illawarra side of Sydney, and staff at Sydney universities and colleges who live on the Sydney side of Wollongong.

But there are problems. There is a university with a number of students substantially less than required for good quality education at reasonable cost in a liberal arts type of university, and as judged from the 1971 intake an attrition rate of more than one-half. There is also a college of advanced education which however, as an Institute of Education, provides a very limited range of opportunities at the diploma and associate diploma level.

To deal with the conflict between our interests in access on the one hand, and of high quality but economical operations on the other, the Committee of Inquiry made four suggestions that are relevant to conditions in the Illawarra:

- i) the extension of contracting procedures to cut across sectors - for although these sectors are justified by the opportunities for specialisation of functions in the cities they create problems in smaller communities;
- ii) the further development of a nation-wide programme of external studies to which the regional universities and colleges would contribute;
- iii) the facilitation of mixed modes of study both internal and external;
- iv) the creation of regional organisations centred e.g., in Wollongong, Newcastle, New England and Townsville.

CONTRACTING

The idea of contracting is not new and it is conceptually simple. In Queensland, the regional Institutes of Technology are contracted by the Department of Education to provide Streams 1 and 2 TAFE courses. In Victoria the Department of Education contracts with the Institutes of Technology (including RMIT) to provide for a substantial proportion of TAFE enrolments, including apprenticeship enrolments. In New South Wales and South Australia, TAFE colleges are contracted in effect by the Advanced Education Council of the Tertiary Education Commission to provide some advanced education courses. In Western Australia it is proposed that contracting procedures should be developed by a new type of college in the North West of the State.

In suggesting that contracting procedures be used to cut across the sectors in the interests of greater access and more effective operations in regional communities the Committee was therefore simply bringing into the open, and suggesting an extension of, procedures that already exist and work.

The use of contracting may seem to be a complicated way of overcoming rigidities created by having post-secondary sectors. I was interested to read in the Report of the Committee established by the Higher Education Board of New South Wales to review the future development of higher education in the Hunter Valley region the following passage:

"Had the post-secondary educational needs of the Region been provided de novo in 1978 there is little doubt that a very different pattern would have been established, probably in the nature of a single multi-purpose organisation catering in one structural entity for the wide spectrum of educational provision serving the varied needs of a broad-based economic and social community. It is, however, impossible "to put the clock back", and the Committee recognised the historical facts of the situation. It has, therefore, been one consideration of importance in this Report to endeavour to encourage widespread co-operation between the institutions to minimise the defects resulting from the separate evolution of the tertiary institutions in the Hunter Valley.

To get this in perspective let me go back in time - to September, 1957, when the Report of the Murray Committee on Australian Universities was published. At that stage there were many sub-degree courses and unmatriculated students in Australian Universities. But the Murray Committee recommended that the universities should lift the required standard of entry, concentrate on degree work and greatly increase post-graduate work.

Under certain circumstances it argued it may be necessary to have dual purpose institutions but wherever possible "there should be a clear differentiation and specialisation of purpose as between institutions."

The Murray doctrine, which is I think good doctrine, was in fact applied as if it were general, though Murray - an agricultural economist - knew very well that efficient division of labour is limited by the extent of the market. This qualification - "wherever possible" - was ignored and it became Universities Commission doctrine that universities should not do any sub-degree work.

The Committee of Inquiry had no doubt that in e.g., Townsville and Wollongong, the universities could with profit to the community provide some sub-degree courses which the contiguous CAE's were not in a position to provide. Access to post-secondary education in both places could be increased by such a development, and the universities could develop on a stronger financial foundation. Shortly before its demise the Universities Commission realised that the Murray doctrine had been pushed too far, and it made explicit provision for the new Deakin University to provide some sub-degree courses.

Problems can arise when institutions provide courses at very different levels. If "high level" staff are appointed there is a danger of academic drift which would not be in the interests of students in the sub-degree courses. If to prevent this danger a much "less highly qualified" staff are appointed there may be a danger to advanced work. But the Committee judged that the use of the contract procedure, and the restriction of sub-degree work to about one-quarter of total activities, together with a blend of full-time and part-time staff, should make it possible to avoid the dangers outlined in the Murray Report, and in the Swanson/Bull Report on the location of tertiary institutions in Sydney, Melbourne and Albury-Wodonga.

The Committee also recommended that there should be a Regional Advisory Council to include the Vice-Chancellor, the Director of the Institute of Education and the Director of Technical and Further Education or his nominee. The point of this recommendation is to bring the main planning and executive agents together to make plans on an integrated basis.

There will be opportunities for the co-operative rise of staff and facilities. In Education, e.g., the prospective contraction in numbers could lead to a situation where it would make sense to freeze a vacancy - if only such a freeze did not leave the institution without a specialist in a particular field. But the University or the Institute might be able to provide for that need.

There will be opportunities to provide for new types of courses - in particular to overcome the scarcity of Diploma and Associate Diploma Courses in Illawarra - by co-operation between the University and TAFE or between the Institute and TAFE.

This Regional Council could provide the relevant information and impetus to the development of adequate contracting arrangements.

The Committee of Inquiry made its recommendations conditional on the creation of a post-secondary commission in New South Wales. There is a case for a Regional Council in Illawarra, in New England and Newcastle, even in the absence of a Post-Secondary Commission, but such Councils would be more effective in the presence of such a Commission.

There are of course links between the schools and TAFE just as there are links between the schools, TAFE, colleges of advanced education and universities. But given the complexity of the problems involved in looking at education as a whole, and given the role of the Commonwealth Tertiary Education Commission and its Councils, it may be very foolish to create a single Education Commission in any State.

It is not yet quite clear just what the Government has decided for its proposed Education Commission. The Committee of Inquiry which I chaired had no doubt that the decisions of the Western Australian, Victorian, South Australian and Tasmanian Governments to create post-secondary commissions - to shadow the Commonwealth Commission and Councils - was the right decision.

I hope that the New South Wales Government follows suit. There is a real danger in this State that the scope of the Education Commission will be determined by the membership of the New South Wales Teachers Federation. That is not a proper basis for education policy. If it does in the end become so, it will provide a further example of Marx's comment that sometimes "the past weighs like an alp on the brain of the living."

MIXED MODES

Specialised institutions are adapted to large communities. The problem in regional communities is to make use of the advantages which flow from specialisation and to avoid the disadvantages.

I mentioned earlier that the size of the community that could support a particular type of institution could be brought down by immigrant students, both internal and external.

The CIET gave a good deal of emphasis to the need for a comprehensive net work of study centres and a comprehensive plan for a range of external courses.

The possibilities were considered by the Committee on open University which recommended the creation of a National Institute of Open Tertiary Education (NIOTE). Its proposal was not adopted - partly because of the recession, partly because of objection from the States to the creation of another Federal body.

The Williams Committee judged that the essence of the Committee on open University's plan could be achieved by co-operation between the Tertiary Education Commission and the State Boards and Commissions. Such a development could add to access, and by keeping the major responsibilities for providing external courses to the regional Universities and Colleges - the University of New England already has a major role in providing external courses - it could strengthen the regional institutions.

The implication of such a development is that the external students could get a degree by taking an appropriate collection of courses from more than one institution. It was one of the important functions of NIOTE to give degrees for such students and we thought that the State Boards could arrange for this.

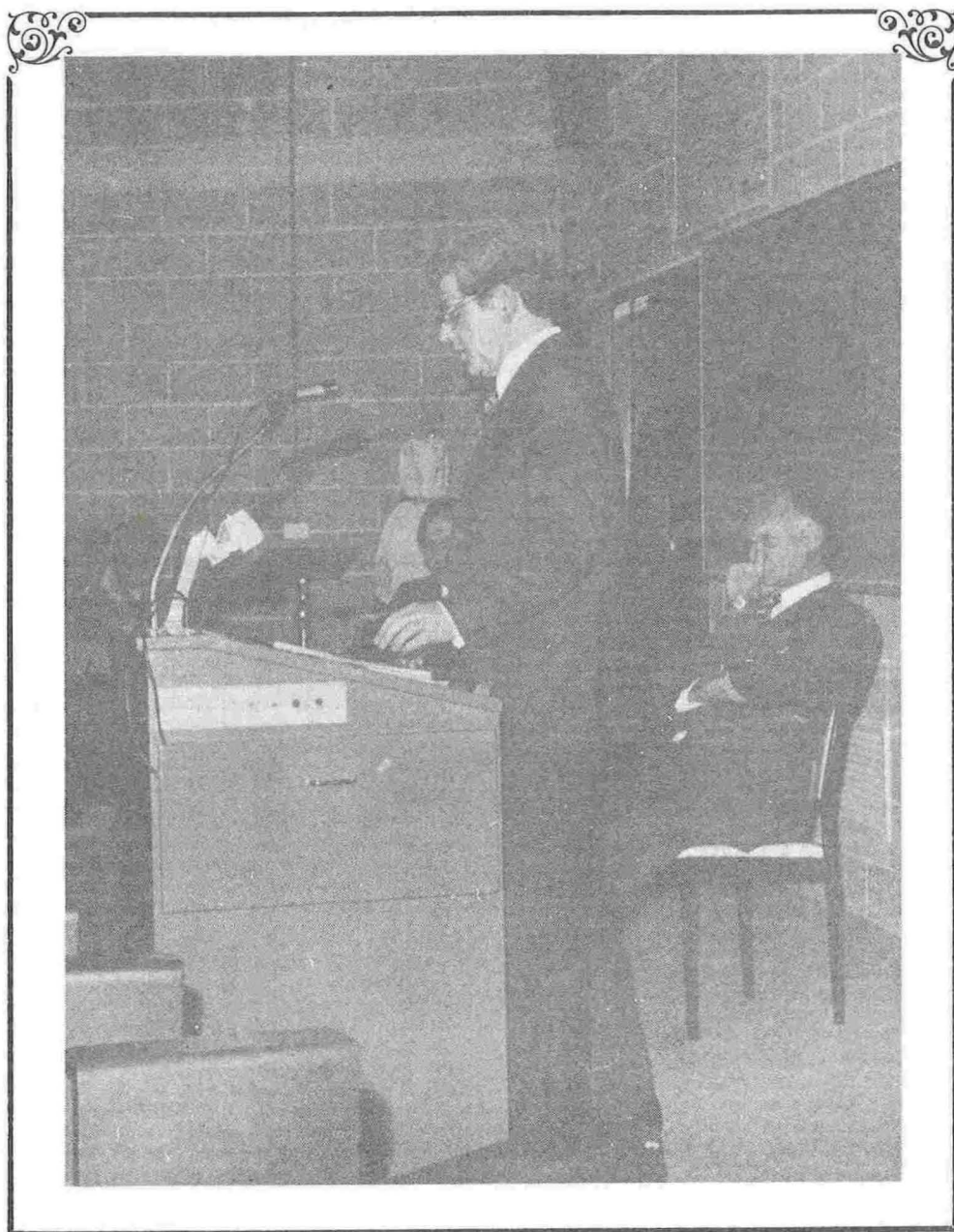
But we thought that we could both extend access and make use of the economies of scale in small communities by providing for mixed modes of study. It should be possible for a student in a small or medium - sized university or college to take some internal and some external courses. Such mixed modes of study make it possible for students in regional universities to combine the virtues of internal study and a wide range of subject choice.

In big universities a major problem is how to seem small though large. In small universities a major problem is how to seem large though small, and mixed modes of study could contribute to a solution.

I have now covered the topics suggested by the Vice-Chancellor - apart from the evaluation of performance. Doubtless there are other solutions - alternative or complementary. One of the major purposes of a Committee of Inquiry is to get people thinking creatively - at the time of the Inquiry and subsequently. We did that at the time of the Inquiry. I hope that the Report of the Committee will extend the process.

There is a passage in Shakespeare that I would like to use as a conclusion

"Our remedies oft in ourselves do lie,
Which we ascribe to heaven: the fated sky
Gives us free scope, only doth backward pull
Our slow designs when we ourselves are dull."
That is from All's Well That Ends Well. May it be so with us.



Professor Bruce Williams speaking in the Pentagon on "The Report of the Committee of Enquiry into Education and Training." Behind him may be seen The Chancellor, Mr. Justice Hope and (partly hidden), the Vice-Chancellor, Professor L. M. Birt.