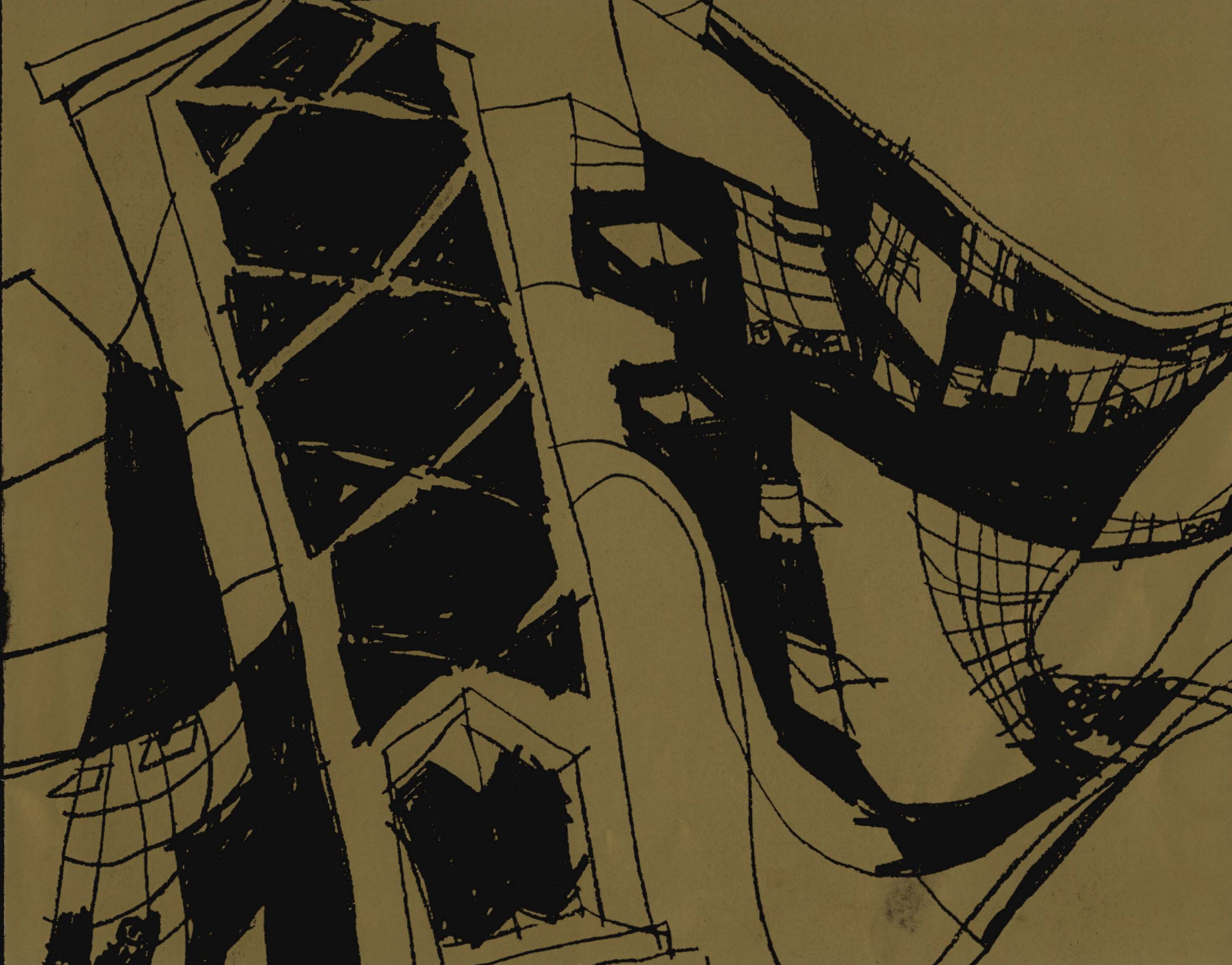


**gryphon  
caulfield institute  
of technology**







The year 1968 marks the beginning of a new stage in the development of our educational establishment. Caulfield Technical School opened in 1921, in the two-storey building on the Railway Avenue frontage, with a separate block for wheelwrights and blacksmiths. The Railway Avenue building was extended in 1925 to accommodate woodwork and chemistry, and the Kernot workshop block was built in 1938.

Diploma classes started in 1944, and the Diploma Wing, on the Dandenong Road frontage, was built in 1946. The relative importance of diploma courses increased steadily, and in 1958 the school was re-named the Caulfield Technical College.

In 1963, the Junior Section moved into a new building on the corner of Queen's Avenue and Railway Avenue. Now, in 1968, this section becomes a separate school, the Caulfield Technical school, under its own Council and Principal. At the same time, the Senior Section becomes the Caulfield Institute of Technology.

The new Institute of Technology will be responsible to the Victoria Institute of Colleges for its tertiary courses, and to the Education Department for non-tertiary Certificate and trade courses. It is anticipated that a corporate body will be set up to control the tertiary work, and that the Council will have substantial autonomy. Tertiary teaching staff will be employed by the Council, and other teaching staff by the Education Department.

At present, Caulfield Institute of Technology is one of a group of eleven colleges affiliated with the Victoria Institute of Colleges, and the number of affiliated colleges is likely to increase. Any new diploma courses introduced will be subject to the approval of the V.I.C., and the V.I.C. will have power to award degrees for higher level courses which may be established in affiliated colleges.

With the new interest of the Commonwealth Government in providing financial assistance for tertiary education outside the universities, there are very encouraging prospects for the improvement and expansion of technical colleges in Victoria.

There are also very interesting possibilities for the development, under the V.I.C., of post-diploma degree courses specifically designed to meet the needs of diploma students. I hope, however, that we shall not lose sight of the great value to the community of strong diploma courses, designed for students who will enter industry with diploma qualifications. It is important that we should not become so enthusiastic about degrees that we yield to the temptation to modify our diploma courses until they become mere stepping-stones to degrees. If this happens, the diploma courses will no longer provide the best training for the students and the industries they have served so well.

**A. E. LAMBERT**  
**PRINCIPAL**



CAULFIELD INSTITUTE  
OF TECHNOLOGY  
1967-8

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Photography:

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Printed by:

Research Publications Pty. Ltd.  
426-8 Canterbury Road, Surrey Hills  
Vic., 3127  
Phone: 83 1160

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To me Caulfield Institute of Technology was an intense disappointment. The three years I spent there did not do for me what I hoped they would. I hoped to find a lively intellectual atmosphere in which I could hear the products of thinking being offered to the world. All I ever found was a mixture of beer-swilling children intent on fooling Dad and Mum for just one more year, or the dreary type who was only concerned with getting his ticket to a secure position in this cock-eyed society. I found artists unapproachable and clannish. Art students, from whom I expected some progressive ideas on society, never dared bring these ideas down from that group of rooms known as "the tit floor".

But the lesson to be learnt is not that there is **no** concern in C.I.T. with social progress or Henry Bolte's periodical "judicial murders"—the lesson is that if you want to talk about these things you must search until you do find the people who will co-operate.

Whatever you expect to find at C.I.T. you must go and seek. If your aspirations go no further than a diploma—concern yourself with classes, the library and studying. However, if you consider that there is more to a Tech. education—a chance to enter into more mature personal relationships—to discuss and learn about topics that are not on the syllabus—then the lesson is the same.

Personally I consider acquiring skill at creating relationships and thinking of those non-syllabus subjects like Religion, Sex, Morals, Politics, etc., **far** more important than getting a diploma.

The effect the environment of C.I.T. will have on your personal development will be far more durable than your capacity to retain the facts and principles learned for your diploma.

If you are fortunate enough to be able to spend 3-4 years as a Tech. student you will be amazed at the difference in your attitudes and your behaviour when you finally leave Tech. Consider the advantages you have over the person that leaves school at Leaving standard.

There are approximately 1,000 people of roughly the same age at the C.I.T. Therefore you have an immediate reservoir of potential personal contacts. The different types of people you can meet, the social occasions that can be enjoyed, are practically limitless.

While at C.I.T. you can develop your mind in any manner you wish—there are no shackles to semi-privately expressed views or behaviour. The working teenager must conform to his employers wishes in dress, the views he expresses and the way he behaves. Similarly he is brought into contact with the immense problem of gaining recognition of his adulthood at the age of 18, pressures we don't experience at that age.

Besides this you are being instructed in a course of learning which will be of some benefit to you when you leave C.I.T.

The tragedy is that if people even realize the advantages of going to C.I.T. they don't fully use them. Most never even realize the advantages.

You may see this as exclusively a personal tragedy—but I feel it is something more—it is a tragedy for the whole of the human race.

For man to continue to exist on this planet he must solve problems. Consider some of the problems that are immediate—Vietnam—the food problem in India—the amazing amount of poverty in the Western nations—the degradation of the Australian Aborigine—the revolt of the American Negro—Chinese antagonism and mistrust of Western countries—dictatorship in Greece—the ever decreasing freedom of people in "democracies". These are immediate urgent problems that **men** must solve to avoid catastrophe.

At this point in your life you are not really passionately concerned with these problems, for it's too hard to think about what it's like not to have eaten for days after you've eaten Sunday dinner.

May I ask when you are going to think about these problems—with the definite aim of solving them? How long can you ignore your responsibilities to mankind? Do you think the next war will be caused by an infringement of territorial rights? I don't. I think it will be the product of Indians, South Americans, American Negroes, Chinese and Vietnamese peasants seeing Westerners making gluttons of themselves while they are starving.

# editorial

To solve problems man must **progress**. To progress mankind needs exceptional people—not one in a century—but thousands. It is logical that as a technologically advanced nation, Australia must provide a greater number than undeveloped nations can. These exceptional people should come from those who have had the benefit of an extensive formal education.

You, sir and madam, are directly responsible for the progress of mankind.

As one grows out of the teenage through the 20's into the 30's, progress is not an act of some people across the world or miles away in Canberra. It should be something that you, as a person who has enjoyed the environment of a tertiary institution should be directly concerned with.

Do you think that you are working towards assessing this responsibility?

The magazine this year is new—it has a new shape and a new concept is involved in selecting articles.

We sought relevance—all the major articles, we hope, will have some direct meaning and will enable you to see the possible advantages in being a student at C.I.T., apart from getting a diploma.

I hope that the message is across that you are not at C.I.T. just to get the diploma. I hope C.I.T. can mould some exceptional people that will help mankind progress.

Whatever your motivations in coming to C.I.T. I hope you achieve them—if this magazine has broadened these aspirations its purpose has been achieved.

ALEC MacLAREN



The young Engineer, Physicist or Geologist, whose professional qualification is being "generated" at a Victorian Senior Technical College now faces the most dramatic change to the system under which he or she is being educated since that very system was evolved.

This is a consequence of the so-called "Technological Revolution" in which we are immersed and which has been incited by years of frustration within the old Technical College system.

Like a lily in a muddy pond, the image of a fresh, dynamic Technological Education system is beginning to emerge discarding once and for all the "second rate University" image.

The impetus for such a revolution has been largely provided by the Victoria Institute of Colleges—the Technological equivalent of the Australian Universities Commission. The V.I.C. will be responsible for the academic, material and intellectual development of the students within its affiliated Colleges. "Intellectual" is not used here in the dirty sense of the word—this is reserved for the object of Red Guard fanatacism. It is used to describe a professionally qualified person who is also able to think about and "feel" for the human values of life. A person who can clearly communicate his ideas to others and a person who can tolerate the imperfections of others, if only because of an appreciation of his own inadequacies.

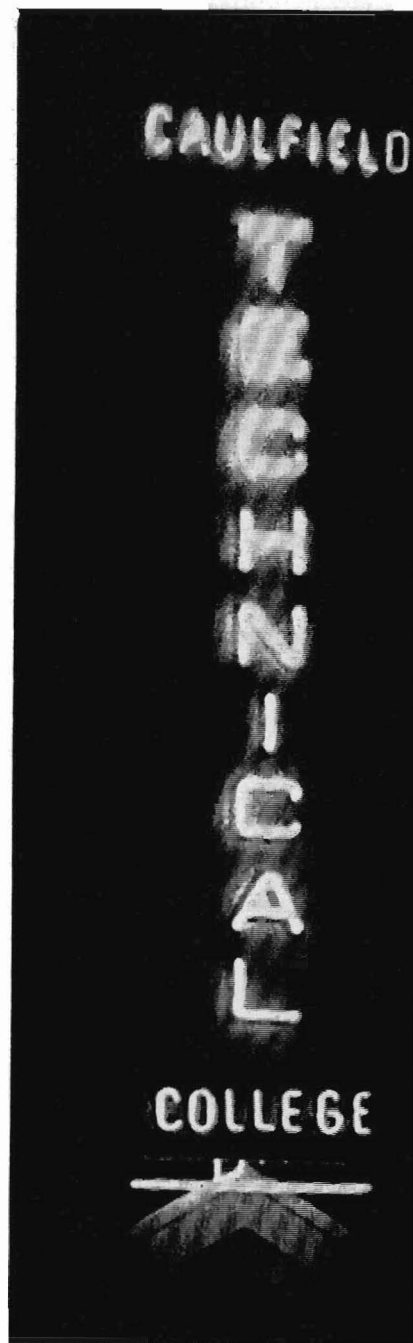
There is no suggestion intended however that we are creating a Technological Utopia. We are certainly not! At least however we now know where we are heading. We are not trying simply to imitate Universities. Instead, realising that society requires both University Graduates for pure research, and Technological Graduates for applied re-

search and design, we are providing the latter. The Government, Industry and Universities appreciate this and recognise in many cases the academic equivalence of Degree and Diploma. Appropriately enough, Technological courses which are of degree level are shortly to be called Degree courses—a title which is protected by act of Parliament.

While not trying simply to imitate Universities however, we should never hesitate to learn from them where appropriate.

Materially speaking, the "Technological Revolution" is showing itself by the upsurge of new buildings, which for the first time suggests that we are thinking more of our students than to cram them into abominable sheds and factories, in many cases, and at the best into uninspiring hovels.

The Ballarat School of Mines and Industries which was once an affiliated College of the University of Melbourne, is being completely rebuilt on a new site with abundant land for student amenities, sporting facilities and future expansion. For the first time in the history of an Australian Technological Institution it is including a Hall of Residence. The same applies to the Bendigo Institute of Technology, and R.M.I.T. is being rebuilt at a cost of \$28 million. Swinburne College of Technology is undergoing a complete rebuilding which started after the students had been provided with fine new lounges, Cafeteria, hall, and Student Organisation offices. In all these examples the



trade sections of the Colleges are being removed or isolated from the professional sections. Many other Institutes are similarly embarking on redevelopment schemes.

At last we are even beginning to recognise that students are capable of having, and indeed should have, some role in the management of their own affairs by providing them with facilities which most Universities would consider to be the bare essentials—lounges conducive to student discussion, club and society rooms, facilities for student newspapers and publications, together with facilities for a student organisation such as an SRC, to enable students to show their capabilities at managing their own affairs as University students have capably done for so long.

Accepting then that developments are occurring in Technological Institutions at the Academic and Material levels, the problem now boils down to one at the student level. Can the present generation of Student Representative Councils provide Union facilities and a student life comparable to that at Universities? Are the SRC's sufficiently experienced or even responsible enough to administer to the "Intellectual", social and physical well-being of students?

Here, in many cases, is where our semi-Utopia breaks down. Most of our SRC's have simply "got a lot of living to do". It's not that Technological students are less capable of self administration than University students, but that in many cases their activities have been inhibited by ultra-conservative and over-paternal College Councils.

Nevertheless, SRC's don't deserve the Councils until they can show suitable respect and trust of their College responsibility. This is the difference between developed and "primitive" SRC's. At R.M.I.T. and Swinburne, two more developed SRC's, remarkable progress has been made in this sphere. Twenty-three years of SRC's at R.M.I.T. have produced a working relationship between the Institute and Student Councils which is more highly advanced than at many Universities. Swinburne SRC is approaching this level also.

If the interest shown by SRC's last year in the potentiality of the Victorian Association of Students of Technology (V.A.S.T.), as a reformer of student organisations, is any indication of the changes to come within SRC's, then there is cause for hope. The fact that in one year, last year, Swinburne SRC was able to progress as much as it did should be an encouragement to all. A number of other SRC's have also taken big steps forward in '67 as a result of their work in V.A.S.T.

The Victorian Association of Students of Technology is composed of all of Victoria's Senior Technical College SRC's including those as far away as Yallourn and Warrnambool. Its founders foresaw the Association as a potentially powerful group and recognised that the most essential work to be done initially was to develop SRC's into more autonomous and widely regarded examples of effective student government. At that time, the imminence of a "Technological Revolution" was not apparent to most Technical College SRC's which were content to remain in the primitive state from which they had operated for a number of years. Their main concerns being social in nature were frequently ineffective and limited by inadequate

finance. These same SRC's were not taken seriously by their College Administrations, were not looked up to for leadership by students, nor were they able to give such leadership.

At its monthly meetings which are held in a different College each time, SRC Executive, student newspaper editors, and interested students from all constituencies conduct the business of the Association (together with a certain amount of social activity). The meetings include reports by members of the "Host Constituent" SRC which discuss operations and problems of its particular SRC. General discussion follows during which in the past many valuable suggestions have been made and subsequently put into effect. New ideas such as newsletter production have been introduced, SRC's have embarked on Administrative and Constitutional updating programmes, and a more responsible attitude to student affairs has been fostered. Moves are now being made in many quarters for greater SRC autonomy, and for student representation on College or Institute Councils. The history of V.A.S.T. is a short one but one in which strong ties have been built between Victorian Senior Technical Institutes. This is a prerequisite of reform.

The closer contact between SRC's resulting in healthy competition, has probably had the greatest effect on individual SRC's. Furthermore, while University students have for many years had a National Student Union to present their views, Technological students for the first time now have the means to do likewise. Determination of student views on such issues as Vietnam, Conscription—issues on which students should

have views—means SRC surveys. Surveys which require student discussion and thought.

In '67, V.A.S.T. chartered a light plane to Warrnambool to allow the Chairman and the SRC presidents of Caulfield and Swinburne S.R.C.'s to see first hand a so called professional Institute where students including undergraduate Engineers were not allowed to smoke, wear shorts, beards, polar kneck jumpers, and were not even supposed to drink on weekends! Press publicity from this trip resulted in a lifting of many of these restrictions.

At present V.A.S.T. is considering proposals for a Victoria-wide Technological Students' newspaper. It is also doing a survey on compulsory 80 per cent attendance at lectures with the intention of assessing students' feelings towards these, and if necessary taking appropriate action. The Education Department has been requested to supply particulars about the new compulsory tuition fees to be introduced in '68. A combined Colleges Ball is being contemplated.

'67 saw V.A.S.T. meetings being held at R.M.I.T., Swinburne Gordon and Bendigo Institutes of Technology. The first meeting for '68 will be held at Caulfield Technical College.

Now more than ever before major developments to Technological education are being made at the Academic and Material levels. V.A.S.T. has an important role to play in development of Technological education at the student level.



In the minds of many students and teachers the Victoria Institute of Colleges holds great promise. In this article one of the facets of its educational and administrative policy which could require increasing clarification is discussed. Status, incomes, security and citizenship are all at stake.

**Could it be that clarification of the degree to which regimentation and fact cramming on the one hand, and the development of mental skill and flexibility on the other, both receive emphasis is fundamental? the debate as to who are to be degree-conferring bodies universities, technical colleges the new Institute, may be much simpler if this clarification of emphasis in education is even partly resolved.**

**It would then be possible to suitably recognize the standards reached at any of these institutions in clearly defined areas of knowledge or mental training or both.**

Life's jolts and rebuffs—and its successes—have led many teachers to believe in a system of education which requires rigid adherence to deadlines. They implement a discipline in line with that required in later life. Life as they see it is a cut-throat procedure, results are the only criteria, incomes depend so often on qualifications. It is a world of dog eat dog, of potential failure, of possible lack of professional recognition unless reports are not a hundred per cent complete and delivered on time. These teachers know that poor quality can lead to broken and unprofitable contracts and ruin.

These most conscientious citizens, to help their students in later life demand and force a high quantity and quality of work from their pupils.

On the other hand there is the humanist anxious to remain a friend of all his students. Why? He prefers to encourage the development of the personalities of these responsive, flexible, open-minded, teenagers. He is casual and easy going about marks and assignments. This teacher desires that students learn to express themselves in a world short of imaginative, yet logical, thinkers who can meet the demands of a rapidly changing industrial technology. He knows that practically all the work of the technologist of diploma/degree standard is implemented through people. He knows that a substantial proportion of a professional engineers time in Australia is spent in administration, not in the mathematics of design. He regards maths and fluid mechanics as fascinating yet primarily as mind training media of outstanding importance.

This teacher believes that there are as many problems solved in life whether as citizens, as members of our families or as engineers or commercial artists for example, by logic

and an understanding of people as warm responsive components contributing to the development of a programme.

These, not quite so demanding, teachers desire that their pupils learn to take their places in a rapidly changing world not one that always works to systems of rote and regimentation, without consideration of ultimate implications.

The fact remains that people steeped in the first type of approach, that of rigidity and regimentation, can in many instances be surpassed in real results by those with a human approach who understand working with people. The administration requirements of large groups, the needs of the merchandising portions of many businesses, the needs of supervision and delegation, the importance of understanding the viewpoint and personality of fellow specialists—all these important qualities require a major emphasis on the human approach. Even the transfer of specific technical information in classes is smoother when the teacher and the students are human rather than mechanical in their relation to each other.

Let us not underestimate the effect of stressing our bodies and minds so that the best results are obtained. Some of us respond remarkably under pressure. Deadlines and high standards as targets in life are necessary for most of us.

You will no doubt find at this college and at other technical training groups such as University engineering departments, R.M.I.T., Swinburne, Geelong, Ballarat, and other metropolitan colleges of high technical standard, that there are many fine teachers who work in both these ways. What we know is that if everyone worked in the first fashion, students would run out of

time and become nervous wrecks or automatons. If everyone operated in the second form—without sufficient discipline the college would be too lax and insufficient accent would be placed on the stress which promotes thought and enterprise. The standard of living in the community would drop and result in frustration compared with other "more prosperous" groups in the world.

In planning your approach to the work at the college and associated sport, entertainment, and social activity, it does not seem necessary to draw a balance between these two approaches to training. Remember the dilemma of your teachers and the college administration as they weave a torturous path between these two facets of teaching.

Results expressed as a percentage of pass credits and passes relative to the total in the class are more often higher for a teacher using a more demanding approach. Sometimes however these results are at the expense of results in other subjects and a weaker personality development in the individual.

In your turn your approach to your teacher is most important. You can regard him as a dictator, an advisor, a fellow student or even as part of the furniture!

You could find that if you approach your teacher and your classes remembering that your teacher is an individual who responds to your interest, who you expect will lay down targets and set high standards, you will in your turn obtain best results from him. At the same time regard him as a person with whom you can share many of your thoughts and experiences.

Remember your teacher is human. This may incidentally assist him while he carries out his exacting schedule, to fully recognize that you are also, as a student, both human and a volunteer.





## 'Well, what does the SRC do for me?'

The inevitable question, "What's in it for me?" has been mildly paraphrased into "What does the S.R.C. DO for me?"

Once the Fresher realizes he has paid an S.R.C. fee he will quite validly ask this question. His attitude at first will be one of interest and curiosity as to what this seemingly muddled organization does. However, this attitude will change very smartly once the Fresher has come into contact with more experienced students. The question will then be asked a little cynically, and he will begin to regard the S.R.C. as a not-too-serious group, who in rare serious moments think they are helping the student.

The criticism is ultimately expressed more clearly by the Fresher seeing the S.R.C. as a "social club".

The aims of the S.R.C. are dealt with later. To achieve these aims the S.R.C. must be hardworking and efficient. The point that the critic of the S.R.C. often makes is that although the aims of the S.R.C. are honorable, the S.R.C. is inefficient because it is just a "social club".

My intention now is to show that the S.R.C. is necessarily a "social" organization, and that this necessity by no means makes it automatically inefficient.

Consider the S.R.C. compared with a business organization. Very broadly they are comparable — they are both organizations of people working together to achieve stated aims. For either organization to continue achieving aims, the people must continue to work — for if all the people left the organization would collapse. Therefore something must exist that will keep the people in the organization. It is obvious to me that the ordinary worker doesn't stay with an employer just because he wants to see his employer make a profit. The worker stays because he needs financial security, he needs the social contacts achieved at work and, among other things, he needs some outlet for self expression. It is just as obvious that the ordinary S.R.C. member doesn't stay in the S.R.C. because he happens to believe passionately that the aim of promoting student welfare is good and honorable. He joins and stays, not for financial security — there is none.

It is quite obvious that the strongest force motivating a person to join the S.R.C. and stay in the S.R.C. is the social contacts that can be made.

If this "social need" was the force behind **all** members staying in the S.R.C. then I believe it would be inefficient. But referring to the business organization model again — there are some people (management) who are primarily concerned with profits and with the continuity of the business. Similarly there are people in the S.R.C., hopefully the Executive, who are primarily concerned with promoting student welfare.

For the S.R.C. to be efficient and worthwhile the Executive must exploit the congregation of people, and direct those people into doing useful tasks. Just as management must direct employees towards work that is profitable.

That is my case for the S.R.C. — as you will no doubt surmise I feel the success or failure of the S.R.C. rests with those who must do the leading. For the S.R.C. to succeed the President and the Executive must show rare talent and maturity for students — but that wasn't the point I was arguing.

Before considering aims let's examine the question again. The late John F. Kennedy once said "Don't ask what your country can do for you, but what you can do for your country." While not being so precocious as to suggest that the country and the S.R.C. can be compared in importance, I do believe the analogy is valid and that the point is clear.

If we can now accept two basic facts about the S.R.C., i.e. that it is necessarily a social organization, and that it is not so much a question of what the S.R.C. can do for you, but what you can do for the S.R.C., then the discussion can now concentrate on the possibilities of the S.R.C. doing concrete "things".

The usual constitutional definition of S.R.C. aims and responsibilities is:

- (1) To promote the educational, social and general welfare of the students.
- (2) Encourage various activities of student committees and societies.
- (3) To represent the student body in matters affecting its interest.

"Promote the Educational welfare . . ."

The S.R.C. should be dynamic enough to keep itself informed of the advances or regressions in the Educational field. Not only in the particular environment of C.I.T. but on a State, National and International basis. An informed S.R.C. and student body can, if it acts promptly and with some unison, embarrass every one from the inadequately trained teacher right up

to the elected representative ultimately responsible for educational policy.

It is the S.R.C.'s responsibility to be informed on Education; and it is the S.R.C.'s responsibility to firstly, provide room for expression (newspaper), and, secondly, present opinions on the subjects (open forum).

The S.R.C. can establish itself as a power group if it shows it has the maturity to go about publicising inadequacies in education in such a manner as to leave no doubt in the public mind, or the minds of the staff, administration or Government that they are not doing this stirring for their own personal glory but for the "educational welfare of the student." Of course one often finds the S.R.C. is either too shortsighted, gutless or bogged down in its own hideous bureaucracy to even see that Education is not doing what it should. This might well happen this year; but this year there will be a regular newspaper, with, hopefully, a sympathetic and courageous editor. Barring an over paternalistic administration, there will be opportunity for expression of views from informed students. The role of the "informed student" (or staff member) cannot be underestimated. Rarely will one find an S.R.C. mature enough or responsible enough to take on the role of discussion of controversial topics — this is perhaps the reason that Open Forum is such a breakthrough. Although the S.R.C. won't back the speakers' views or present any sort of case, at least they are trying to create interest.

"Promote social welfare . . ."

A Government regards "social welfare" as the provision of social benefits or financial relief. Not so the S.R.C. Up until this year the prevailing thought was, "Let's have a rot and all get canned as Hell!" Well, organized booze turns under the patronage of the S.R.C. are gone forever.

The Campbells and Roberts of C.I.T. may lament this but they are a minority and naturally when it comes to decisions concerning the public image of the S.R.C. their opinions must be disregarded.

It is time the S.R.C. did some very drastic rethinking on "social welfare". The value of the old "rort" as a catalyst to new relationships, particularly for Freshers, is very doubtful. At these "turns" one usually saw the same people in much the same group talking about much the same things. The organized dance, party or ball does not promote "social welfare". The rethinking referred to above must essentially be a widening of horizons — to encourage the increasing contact of students from different faculties. I do not feel the S.R.C. should act as a sort of "Lonely Hearts Club", mainly because I feel no student should be so personally dependent on the S.R.C. for social contact.

The framework should include basically social things — like the Commencement Ball and the Annual Ball, the Revue, the Raft Race — things that C.I.T. students can go to in a group as students from C.I.T. But the more important level of this promotion should come from assistance and encouragement in the establishment of clubs and societies. I do not feel the S.R.C. should formally set up the clubs and then advertise for members — but it should informally, but actively, encourage and assist people interested in forming clubs or societies — possibly with the proviso that they be inter-faculty. Assistance and encouragement should be financial, and in the provision of facilities. There should be no interference from the S.R.C. once the clubs are set up.

"Promote General Welfare . . ."

Who can say just what this term

"general welfare" was meant to include? Does it include everything that is not specifically Educational or Social?

This is possibly an objectionable inclusion — although the people who drafted the Constitution may not have had the intentions that I am going to associate with it.

To me it seems that the S.R.C. wants ultimately to "Govern" the lives of the students. If by General welfare we can assume an all consuming involvement in the student's life then this is an undesirable section. No student should put up with a "Big Brother" S.R.C.

The S.R.C. should restrain itself to dealing with problems that arise because the person happens to be a student at C.I.T.

To me the S.R.C. should attempt to do, on behalf of the students, what the individual students cannot do individually. It should provide a "united front" for the student so that he may be able to lift himself out of the abominable position he is in now — particularly regarding the education system.

If the S.R.C., and therefore students, had organized themselves better in the past we would not be putting up with the archaic system and conditions we are now.

The S.R.C.'s and students of the colleges affiliated with the Victorian Institute of Colleges, and those of the Universities, could be one of the most powerful pressure groups on educational policy. Indeed, they should be. Educational policy is formed by politicians and ex-teachers that have been in the non-teaching positions of the Education Department for so long they have forgotten what it's like to suffer a hopelessly inadequate library, or classrooms that are an insult to an in-

dustrial society. Only recently have Technical College teachers found the courage, and become so disgusted with what policy formers are doing to start to resemble anything like a pressure group.

Now it is time students started to do likewise. If you don't want to give time from your studies to think about the conditions you're putting up with — spare a thought for the people that are going to attend this place in years to come. One of the most mistaken views held by the "general" student is that he is at a Tertiary Institute solely to train for a position in industry. If you hold this view then you have a lot of **learning** to do. They can only teach you principles here — I don't care if you get 95 per cent for every exam you do — if you can't see that a problem exists where it is not apparent; distinguish between the problem and the symptoms — come up with several alternatives — and then make a decision; then you can get Diplomas from now to doomsday, but you're not going to be any use to industry. Problems don't come in text books when you've left C.I.T.

I venture to say that active participation in extra curricular activities will go further towards promoting these qualities than the formal syllabus. Of course in our cock-eyed society the Diploma is a ticket, so a balance must be found.

The ultimate result of any attempts at forming a pressure group of students and S.R.C.'s depends solely on the manner in which the decision was reached and in which publicity was carried out. It is no use being responsible enough to see that some thing needs to be done about a point of educational policy and then publicize it by throwing flour bombs at each other. The public abhors this behaviour

and it is a very good weapon for politicians — for who is going to take any notice of you when a politician can say you're immature and prove it.

You may still ask, "What's the S.R.C. going to do for me?" If you continue to hold this attitude, probably nothing. I've tried to explain the possibilities of the S.R.C. — reasonable possibilities, which can be achieved by responsible and mature students.

The S.R.C. this year is off to a far better start than last year. It is an enthusiastic S.R.C., but it is not radical and probably a little too concerned with keeping on the right side of the Administration. I hope that the informed students and staff will realize their responsibilities and take advantage of the new enthusiasm and especially the newspaper.

For any cynics who still happen to be reading I hope my enthusiasm may promote a little confidence in the whole concept of S.R.C. and its possibilities — if not, and you still remain cynical of the S.R.C., then all I ask is that criticism be mature and constructive.

To the apathetic (who surely couldn't still be reading), it can only be said that if you don't feel the possibilities mentioned are desirable — then please don't complain of the conditions, facilities, teachers, Administration, Government policies, lack of activity around the Institute, or the bureaucracy of the S.R.C.; and don't have the impertinence to enjoy the improvements that will be forthcoming from a strong S.R.C. supported and inspired by people, who, unlike you, are mature and responsible enough to be informed and work for the S.R.C.

Alex MacLaren

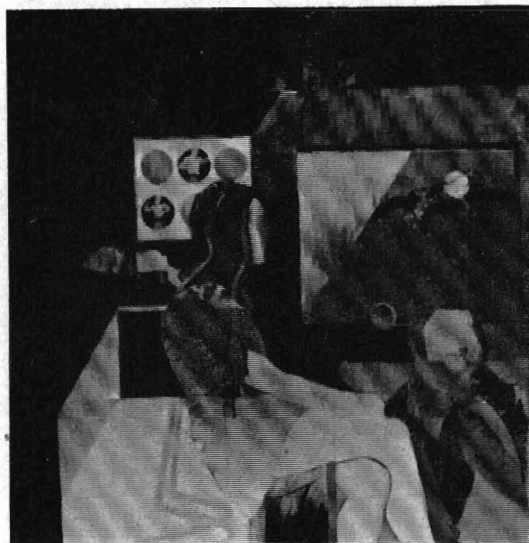








John Krzywucki  
"Yesterday's Nowhere Man"



Barry Wrattan  
"Party Machine III"

## "Zetetic EX"

Mid-year last year two beams of light probed the darkened walls of Argus Gallery and over two hundred hushed "opening nighters" watched the beam grow and flicker into a flashing crescendo of huge back room sound.

This "Zetetic-Ex", an exhibition of student work was officially, even if unofficially, opened.

The exhibition included environmental "organise-it-yourself" sculpture, electrically motivated constructions of spectator-involvement type, and a sense compartment—an electronically operated audio-visual experience machine so real some visitors were reluctant to participate. More conventional media and image such as "op", "pop" and "trad" in oil on canvas, charcoal on paper, litho, cast bronze and photography complemented the total exhibition, 50 per cent of which was first year work.

General, even individual, response was positive and active in the form of press, TV and radio documentation, apart from the gratification gained by removing student work stacked high in studio corners to a professional venue and a catalogued gallery-type exposure—surely incentive enough to try again for future exhibitions?

It has been the custom over the last decade to encourage increasing numbers of people to raise their aims in educational achievement. Early, little thought was given to Technical colleges as a possible convening place of higher education. The traditional line was that the Universities were considered the only place for a person who was to approach a professional career or one at administrative level.

As such, parents became resigned to trying to push the children towards a University education without regard for an alternative for those who required a different style of education. This brought pressures to bear on the government as the more people who chose a higher education the fewer positions were available. In an effort to relieve these pressures the Commonwealth Government set up a committee (The Murray Committee) in December, 1955, and, as a result of its findings, established the Australian Universities Commission, in 1959. In 1961 it set up a committee on the future of Tertiary Education in Australia—The Martin Committee—which made a critical review of the whole national picture of tertiary education.

In this report the need was stressed for a form of tertiary education that would be an **alternative** to that provided by universities, one that would be strongly orientated in a vocational direction. Specific mention was made of a broad base for such alternative tertiary education as that which already existed in Victoria, in the form of its senior technical colleges and institutes of technology.

It also drew attention to the excellence of many of the existing diploma courses in these colleges, the keen demand by industry and commerce for their diplomates and to the future expansion needed in this field. It was also recognized that the starving condition of these colleges could be rectified only by providing large grants of money to develop faculties and improve the image presented to the community.

It was therefore recommended by the Martin Committee that expansion of Universities to the extent required was unsuitable as a future course in Australia. At this point in the committee report, an important break-through for technical education appeared. The findings of the committee indicated that a body be set up that might be called an Institute of Colleges to co-ordinate and direct the proposed development of such an alternative educational structure. It listed a number of Victorian Institutions which had the potential to develop as tertiary colleges, including some which were not technical colleges. As all this progressed other committees were appointed by the State Government to advise it upon the future provisions for tertiary education in Victoria although these were superseded by the later proposals of the Martin report. This then is the general background to the formation of the Victorian Institute of Colleges—V.I.C.—by the

Government in June, 1965, when the V.I.C. Act was passed.

The objects of the Institute are set out in the Act as follows:—

- (a) to serve the community and in particular the citizens of Victoria—
  - (i) by fostering the development and improvement of tertiary education in technical, agricultural, commercial and other fields of learning (including the liberal arts and the humanities) in institutions other than in the universities of Victoria;
  - (ii) by assisting and encouraging affiliated colleges to develop and improve tertiary education to meet the needs of the community in general and enrolled students in particular;
  - (iii) by awarding degrees, diplomas and other awards to enrolled students of affiliated colleges who have attained standards approved by the Institute of examination in courses approved by the institute.

Provided that no degree shall be awarded by the Institute to any enrolled student unless that student has successfully completed a course of study which is comparable in standard (though not necessarily similar in kind) to that required for the award of a degree at the Universities of Victoria;

  - (iv) by fostering the general welfare and development of enrolled students;
  - (v) by making arrangements for the transfer of enrolled students between affiliated colleges; and
  - (vi) by entering into arrangements with universities and other institutions for the recognition of work done by enrolled students at affiliated colleges and for the recognition of work done at universities and other institutions by the affiliated colleges and the Institute;
- (b) to provide such facilities for the aforesaid objects as the council deems necessary or conducive for their attainment.

This then is the broad basis on which the V.I.C. started operations. The Act has undergone many amendments, however, the above outlines the extent of interests the V.I.C. should serve.

After reading through the provisions of the Act and being aware of the present position of development within affiliated colleges, we must realise that the success of the V.I.C. would require a very considerable amount of money. The provision of such funds became possible when the Commonwealth Government in March, 1965, endorsed the recommendation of the Martin Committee for the organization and development of such colleges and, in August, 1965, set up the Commonwealth Advisory Committee on Advanced Education to make recommendations to the Government on the distribution of Commonwealth funds to institutes of colleges or their equivalents in the various States.







From the various published reports on the V.I.C. it seems generally accepted that the outcome of the V.I.C. will be for the country as a whole an expanding system designed to prepare the community for a more adequate understanding of, and participation in, the life of a complex modern technological society.

For the individual desiring education beyond secondary level, it will provide an alternative to university education: not an alternative less demanding or inferior in standard, but an alternative that is different in **nature**: more practical than abstract, more specific than general, and designed to provide for students whose talents and preferences lie in these directions and are not satisfied with what a university can provide.

For industry, commerce, and government service it will produce large numbers of highly trained technologists, technicians and administrators with the scientific, technical, and cultural background required for competence in this new age.

This then illustrates the background to the V.I.C. with regard to formation and aims. We must now consider the development of the V.I.C. over the short period of its existence.

Of the Technical Colleges which have applied for affiliation the following have been admitted—

Royal Melbourne Institute of Technology.  
Swinburne College of Technology.  
Caulfield Institute of Technology.  
Footscray Technical College.  
Gordon Institute of Technology.  
Ballarat Institute of Mines and Industries.  
Bendigo Institute of Technology.

Unaffiliated—

Preston Technical College.  
Yallourn Technical College.  
Pahran Technical College.

There are also various colleges of advanced education which are affiliated, i.e.—

Pharmacy College of Victoria.  
Occupational Therapy School of Victoria.  
School of Physiotherapy.  
Victorian School of Speech Therapy.

Thus the first step in affiliation of the colleges of advanced education has been pursued. Now to consider the effects and changes in construction of these colleges. We find out significantly little has been accomplished.

Royal Melbourne Institute of Technology has an autonomous council, as has been the custom in the past. However, the V.I.C. does little to curb its activities or control its thinking. Footscray Technical College has not an autonomous council, neither has it a principal. Since June, 1967, Footscray has lacked the controlling force and prestige of a principal because the Education Department

has ceased to concern itself with this aspect of administration of this college and the V.I.C. seem to be unable, or unwilling, to rectify the situation at present. At Caulfield, staff have been uncertain of their future position as the Prime Minister, Mr. Gorton, has stated in his policy speeches that it is expected Caulfield should become autonomous during 1968. Should this happen the staff query is "Will our jobs be thrown open to public advertisement to refill the positions?" If so, many teachers could well be out of a job.

An interesting aspect of autonomy is that on realizing the extent of control exercised by the college council at present. Will they, through a lack of experience, be fully in control of the situation when the sudden landslide of activities arrive with autonomy. A thought which the powers that be will no doubt consider. A small section of these activities are outlined in the amendments to the Act passed by the council of the V.I.C.

This reads to the effect that the governing body of affiliated colleges be empowered to—

- (a) Act as a corporate body in the acquisition of any property and to set up and administer trust funds, administer grants, and gifts in accordance with the audit regulations within Victoria.
- (b) Make and amend regulations for administration, internal government and organization of that particular Institute.
- (c) Prepare plans for degree and diploma courses to be pursued in that Institute.
- (d) Administer maintenance and general well-being of that Institute.
- (e) Obtain the services of Architects and building planning authorities to devise and construct future expansion programmes.
- (f) Should assume control of staffing of that Institute including appointments, promotion, disciplinary, dismissal and remuneration claims.
- (g) Assume authorized control of collection and disposal of fees, grants and administer these in conjunction with V.I.C. policy.

At present extensive building programmes are in progress at Swinburne, Footscray, Bendigo, Caulfield, and R.M.I.T. Since these were instigated before the V.I.C. assumed control, and as yet it seems we are in a between period, these can not truly be attributed to the V.I.C.

To appreciate why apparently little control of colleges has been taken over by the V.I.C., one must appreciate that when such a body is formed by act of Parliament, Statutes, Governing regulations and constitution must all be clearly defined, and offer a very considerable amount of labour to the small work force which must tackle it. It must also be realized that many of these Statutes are highly controversial and must be keenly and warily approached and discussed. This then must be attributed to the time of the V.I.C. council.

Thus, although the V.I.C. has the firm backing of many educationists, including the Prime Minister of Australia who until recently held the portfolio for education, we must still wait to ascertain the outcome of this revolution of the system.







## Revue

"Macnamara's Banned"; "Charlie's Keeping Mum"; "Adam's Apple-Core". These are the names of the last three revues staged by Caulfield. Revue at Caulfield is very much a part of the Institute's life.

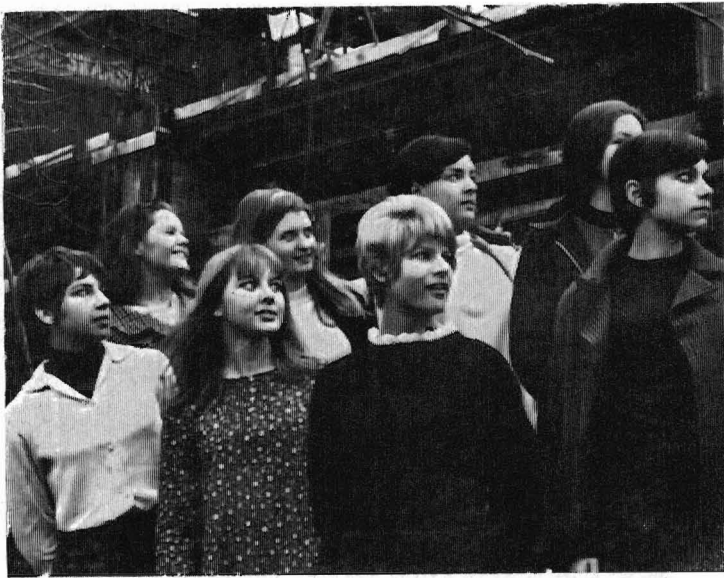
The feeling among theatre people at the moment is that revue is dead, and yet each year Caulfield manages a very successful show. We also take pride at Caulfield in that we stage the first student revue each year and is of high standing amongst professional people and theatregoers all over Melbourne.

The producer is the only outside assistance we receive.

Caulfield, compared to other institutions, is very small and therefore if we can draw publicity away from larger institutions we feel revue has been worth while. Not only does this promote our institute but it also brings the general public to see one of the many activities of our beloved.

Revue not only tries to entertain but it also expresses student views on such subjects as religion, politics and sex in the form of scripts. Therefore revue is a valuable outlet for student expression. Students at present are not held in very high esteem by the general public because of demonstrations relating to crucial issues of the day. At Caulfield views can be expressed through revue, which has a greater impact than demonstrations.

Most important, is the social value — getting to know people. Too many people treat Caulfield as essentially a nine-to-five place of study, and don't realise the many activities open to them. If more students become involved in these activities, especially the revue, the tensions of study can be slackened. Also friends made during revue will make life at Caulfield a much happier endurance.



## Ball Bearers

Miss Cautec's Big Ball was held at Moorabbin Town Hall on 22nd August.

The entrants in the quest were:

Suzy Lipcer: Miss EDP

Mary Lyn Johnston: Miss Chem.

Sue Gerrard: Miss Elec.

Derith Moreland: Miss Sac.

Jenny Mayston: Miss Secretarial

Anne Lamshed: Miss Civil

Esther Rosengarten: Miss Art

Patricia Biron: Miss Mech.

The girls raised \$1,007.13 for the Aborigines Advancement League, who were the beneficiaries of the money raised.

Patricia Biron was Miss Charity Queen, raising \$240, and Anne Lamshed was Miss Cautec.

Each girl received a \$50 wardrobe and a large bouquet of flowers. Many thanks to the judges who devoted a great deal of time and effort into selecting Miss Cautec 1967.



# students responsible?

Study and passing exams immediately come to mind as obligations a student must fulfil for on these his whole education depends; then comes his family who support him through his time. The one who makes his own way through college of course fails only himself.

These surface responsibilities are easily seen and most judged when the lot of a student is taken. More obscure and less taken into account are the intellectual and moral responsibilities.

The best place in our society for free speech is the university. It is the centre of intellectual thought, radical or conservative and there is little fear of retribution from employers or parents when insurgent thoughts are expressed. Therefore a student who enters a university must as a duty take advantage of this freedom. Many do, but don't do so emphatically; they like to feel intellectual but are not sincere. These people destroy the impression of students given to many people for insincerity is easily identified. The scorn of these students by society is transferred to those students who do act with conviction and consequently they are branded as traitors and commies, immature and childish. There is never a thought for the fact that education is not just good schooling. The



reason for education is to enable the student to develop a unique philosophy best suited to his needs. Following on from this the student's personal philosophy must bear hard on two things; his religion and his or her relationship with the opposite sex.

In his religion a person must be most careful. He has been brought up amongst incalculable pressure from his intimates to follow their beliefs. Consequently he arrives at University with an indoctrinated view. He has been conditioned. Many cut loose at University and become atheists or agnostics, free thinkers or religious fanatics (moderates to be sure). Others find their indoctrinated beliefs too grooved in and try to tidy up perplexing points which have bothered them. No matter what the end product it must be a suitable one.

So to with sex, for if a person is going to spend his life with one of the opposite sex he must learn the nature of a stable sex relationship. At the University the atmosphere allows experiment and a relaxation of social tension. A student must make his way carefully and it is his responsibility to do so, for the sex urge is the most driving force a man or woman has and it must be held in control.

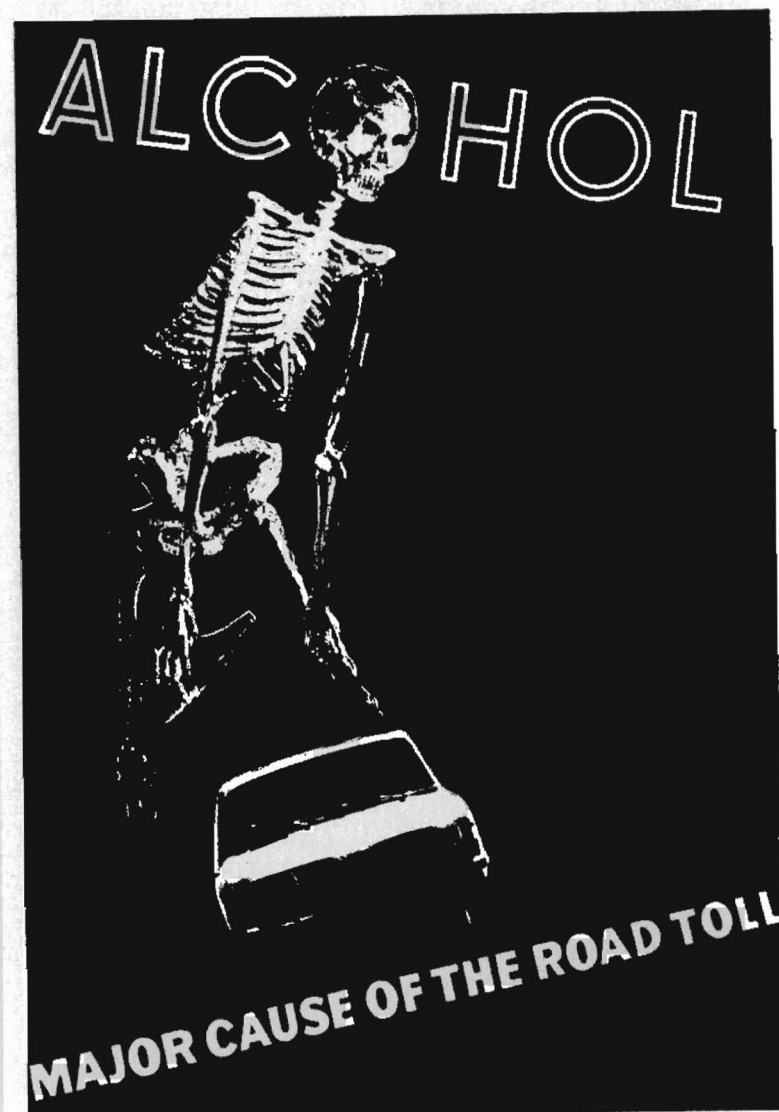
Religion and marriage are fundamental to our civilization and deep thought must be given to both before leaping into them.

Does **all** this happen at C.I.T.? Are we free to do all this and are we free to express our beliefs in thought and deed? These are important questions. Everyone should give a great deal of thought to them and act on his or her conclusions. Until we are free to do this and do actually do this, C.I.T. will remain a super-duper high school; no more and no less.

A point which arises in my mind every time I argue about the role of the student in our society is; to whom and for what is a student responsible? Is he perfectly free to do what he pleases or has he a role to play apart from the obvious one of studying to become a useful part of the productive scene?

Responsibility is at the very centre of a student's life. The impression a student makes depends on him meeting his responsibilities. Ironically, a responsible student to many supposedly educated people is generally the one who makes a bad impression for he is outspoken on many subjects considered taboo.

The student has a responsibility to fulfil in many ways, none less important than the other. In fact the responsibilities of a student as a whole must be upheld, for if one is not the whole is meaningless.



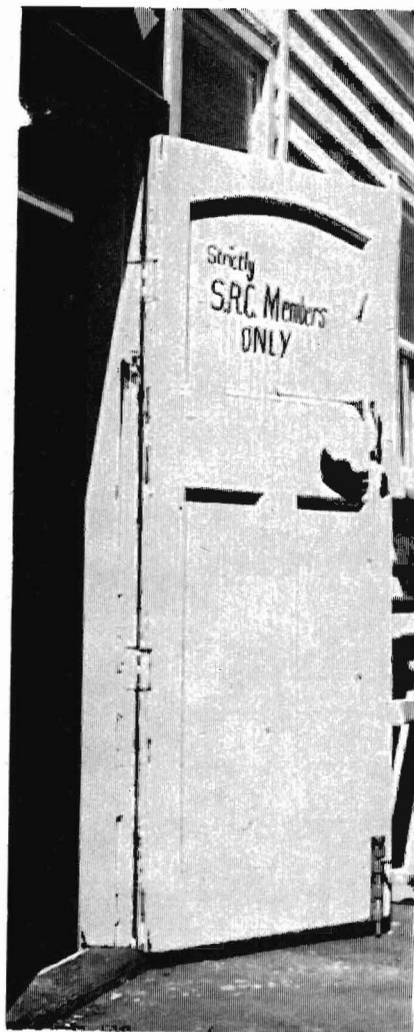
The administration of the Students' Representative Council must be very close knit for a completely successful year. In this year a major change in student council members took place as is the occurrence in every three or four-year period. In these circumstances we find ourselves with many new faces. This then was the situation in '67, when both executive and ordinary members resigned and were replaced by a new and hard-working body. It was the feeling of the S.R.C. executive that students should show a much greater interest in S.R.C. activities and the performance of their representatives.

The S.R.C. this year did not lack compassion as an appeal was organized to raise money for the Tasmanian bush fire victims, who were somewhat unfortunate in the early part of the year. In the final event a cheque for \$30 was sent by the S.R.C. on behalf of the students.

Represented by an executive member (Alec MacLaren, who deserves a vote of thanks for his S.R.C. activities), the voice of the S.R.C. was heard at the meetings of the Parents' Guild. This influential body came to the S.R.C.'s aid in making Caulfield a better place for its students. With the same thought in mind the Staff Association invited the President of the S.R.C. to attend its meetings and participate in discussions and debates. The students will undoubtedly benefit from this closer alliance.

Caulfield has taken an active part in obtaining a firm basis for the Victorian Association of Students of Technology. This body, which is the voice of technical students, is now unified and has the backing of all Victorian institutes.

The S.R.C. in an endeavour to obtain students' interest has obtained monogrammed windcheaters, car stickers, discount cards and other similar items which are available to all students and it is hoped will be of interest. Similarly the student newspaper, "Chronicle", has had various changes in form and composition and it is hoped that it is now more beneficial to the students.



The Open Forum is designed to give the students first authoritative knowledge on a wide range of educational and controversial subjects. Speakers this year included Mr. Hewitt of the United States Consulate, Dr. Phillip Law of the Victorian Institute of Colleges, and Inspector Connolly from the Victoria Police Force.

Students may thank many ordinary members of the S.R.C. for the varied and excellent social functions for the year. Two dances were organized, neither of which lacked enthusiastic attendance. A car rally in the latter half of the year was completed with a minimum of discomfort and much rejoicing. The raft race was certainly more social than sporting and was well patronized by unnamed persons. As you will no doubt find, the Ball and Revue will receive special mention within the bounds of this magazine.

As a result of much pestering and persuasion by the S.R.C. upon the Principal and in turn the College Council, the college has seen fit to grant a form of compulsory student contribution to S.R.C. funds., that is, the office collects a slightly larger composite fee in 1968 and a portion of this increase is allocated to the S.R.C.

In conclusion, the officers and members of the S.R.C. would like to thank Mr. Jones (Maths. Dept.) and Mr. Don Lylle (Humanities Dept.) for the close co-operation and help given during their terms of office as representatives of the administration on the S.R.C.

ROBERT JOHN MCAULAY  
President  
19th Students' Representative  
Council





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J. R. WHITE  
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C. VAN EYSDEN  
C. G. WILLIAMS  
H. C. HO  
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Y. K. K. NG  
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R. STEEL  
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C. L. LUI  
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A. KWAN

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V. SEREDIN  
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A. C. HOLLAND  
S. A. LAWSON  
C. A. PURVIS  
P. S. STRAWBRIDGE

## ELECTRONIC DATA PROCESSING

D. I. STICKELS  
G. W. WILSON

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E. CHU  
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B. E. FOX  
A. J. HALLIFAX  
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J. J. DE VRIES  
D. J. ALLEN  
W. J. BAYLEY  
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M. N. McLEAN  
K. McLEOD  
I. G. ONSLOW  
K. L. REITER  
R. A. SHOVELTON  
J. P. R. TELFORD

I. WONG  
K. J. HENG  
R. J. EDWARDS  
G. R. BRACHER  
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L. J. OGDEN  
T. E. HEWITT  
C. R. COUNSELL  
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G. C. CUTTER  
S. M. CHEE  
S. GEOGIOU  
W. F. ROGERS  
G. T. POYSER  
C. CHARALAMBOUS  
B. J. CLIFFORD

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C. J. GEER  
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E. K. C. LAKUSA  
C. Y. LEE  
E. J. MOORE  
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A. MacLAREN  
P. J. NEWSTEAD  
G. W. ROSE  
W. H. TING  
D. S. H. DOO