Geography at Flinders University, 1966-2003

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Beginnings: 1964-70

Geography was one of the foundation subjects of Flinders University when it opened in 1966 following the rapid post-war economic and demographic growth of South Australia. A site was chosen for the new university on government-owned land in the southern suburbs of Adelaide, 11 kilometres from the city centre. Oral tradition claims that Geography was selected as a foundation discipline because of the concern of the South Australian Education Department that the University provide more training in teaching subjects. It is believed that this was the first occasion when an Australian university offered Geography from its opening day.

Following trends in new universities in the United Kingdom, Flinders University adopted a school system of academic organisation, in which disciplines were grouped into schools of related subjects and inter-disciplinary collaboration in teaching and research was encouraged (Hilliard 1991, pp. 13 and 27). The Discipline of Geography was located in the School of Social Sciences, together with Economics, History, Political Theory and Institutions, and Social Administration. The foundation Chair of Geography ‘with particular reference to its social and human aspects’ was advertised early in 1964, and Murray McCaskill, then Reader in Geography at the University of Canterbury in Christchurch, New Zealand, was appointed to the position. He was an historical geographer whose wide-ranging interests in the interactions between human societies and their biophysical environments, and his appreciation of the significance of changes in these interactions over time, made him particularly suited to develop a role for Geography in the new School of Social Sciences.

Three additional staff were appointed to teach the first class of students in 1966. Les Heathcote, an historical geographer and a lecturer at University College London, was appointed a senior lecturer. He had completed masters and PhD theses on arid lands themes in the United States and Australia. Two lectureships were filled by Ken Bardsley (a graduate of the University of Queensland and then a research student at the University of Birmingham) and Pat Doddridge (then a research student at the University of Tasmania). Ken Bardsley was chosen as a physical geographer who could teach the sub-discipline to social science students, while Pat Doddridge was skilled in theoretical and quantitative approaches to human geography and was to develop close links with Economics. In the Logbook produced to celebrate the 25th anniversary of Geography at Flinders in 1991 Murray McCaskill wrote that ‘The pioneer students ... found a dusty, sun-baked hilltop, barely emerging from a construction site, and remote from transport and services’; Ken Bardsley quickly used this site to demonstrate erosion processes. The first
technical position of cartographer-map librarian was filled by Graham Willoughby from the South Australian Department of Mines.

More staff arrived in 1967. Stewart Fraser, a graduate of Aberdeen University, came from the University of Western Australia with interests in soils, biotic resources and aerial photography, and Alaric Maude, a graduate of the University of Sydney and the Australian National University, was appointed to develop teaching and research in the humid tropics. In the planning stages of the University the Vice-Chancellor and the Chairman of the School of Social Sciences had made it clear that while they accepted the need for some teaching in physical geography, they were unable to provide extensive laboratory space and specialised equipment. The two physical geography staff were therefore selected for their breadth of interests and enthusiasm for undergraduate teaching rather than commitment to specialist research programs, and until the 1990s human geography dominated in both student enrolments and staff interests. Bob Stimson, a graduate of the University of New England, joined the Discipline in 1968 to reinforce teaching in economic, urban and applied geography. Following the move of Pat Doddrige to Macquarie University, Clive Forster, a graduate of the University of Hull, was appointed in 1969 to take major responsibility for developing urban geography. The Discipline’s first tutor, Graeme Hugo, newly graduated from the University of Adelaide, was appointed in 1968. During his four-year tenure he completed his Masters degree at Flinders and then proceeded to a PhD in Demography at the Australian National University. He returned to Flinders as a Lecturer in 1975. The new, and young, staff were therefore drawn from around the English-speaking world, and brought with them experience from Scotland, England, the US, the Netherlands, New Zealand, the Pacific Islands and Southeast Asia, as well as from Australia. They and their even younger families were made welcome by Murray and Margaret McCaskill, who both played an important role in creating a collegial and cooperative spirit in the new Discipline. At first the Geography staff were housed in what became the Humanities Building. Permanent accommodation for the School of Social Sciences’ laboratory subjects—Geography and Psychology—was completed late in 1969 as the first stage of the Social Sciences North Building, and the staff had the unusual experience of being able to select their future rooms while they were still under construction. Since that time Geography’s accommodation resources have remained virtually static, although some space has been redeveloped to cope with growth in the teaching of computing, geographical information systems and environmental management.

The teaching program in these early years reflected Murray McCaskill’s views on the place of Geography in a School of Social Sciences. The single first-year topic in Geography was organised on the theme of man and environment as an interacting system, spatially organised on the earth’s surface. Four topics were offered in the second year: economic geography, the geography of Australia and New Zealand, the arid lands, and the humid tropics. Third year topics were a compulsory subject on theoretical geography and options in urban and physical geography (Table 1). The rigid School structure of these early years meant that most geography students were in the School of Social Sciences, and it was difficult for a geography student to take more than the first year of a Science subject, or for a Science student to take more than the first year of Geography.
Table 1. Topics in the undergraduate Geography major, 1970, 1980 and 1990.

<table>
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<tr>
<th>Year</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
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In the Logbook one of the students in the initial Geography 1 class of 1966, Andrew Sheriff, later to become a journalist in Southeast Asia, wrote of his experiences:

Being a student at Flinders in those early days was enormous fun—and even more so if you were a geography student. The geography department seemed to have the best field trips (those to Clare were truly memorable), very patient and understanding academics, and more than our fair share of the “movers and shakers” in the student body. ... We had the unflappable Kiwi, Murray McCaskill (who 25 years later doesn’t look much older than he did in those days) to cobble together a course for us without really knowing what to expect of his first bunch of students. We were a mixed crowd, but the majority of us enjoyed every minute of it, even if we did not go on to academic careers or fields strictly related to what we had learned at Flinders.

In those days the idea of ‘blurring the lines’ between disciplines such as Economics, Geography and Politics was considered very daring and yet for us that was the way it worked from Day 1. The fact that there was a war raging in Vietnam throughout this period meant that although we spent a lot of time discussing Goyder’s Line and the desertification process in South Australia, there was also a lot of interest in tropical jungles and Southeast Asia in general.

Dean Forbes, another early student and later to return as Professor, remembers the small classes, lectures by distinguished overseas visitors like Gunnar Olsson, the high ability of many of the students, and the ‘freshness’ of the academic environment.
Adapting to change: the 1970s and 1980s

The story of the early years is important because the way that Geography was established at Flinders, and the people who were appointed to the staff, strongly influenced the way the Discipline would develop over the next decades. The story of the 1970s and 1980s is one of restructuring, change and diversification, but without any significant shift in direction. Teaching Social Science students enrolled for a BA or BSc degree remained the core function of the Discipline, and undergraduate student numbers in Geography grew every year but one from 1967 to 1976 (Fig. 1). For most of the decade there were two full-time tutors, and several new lectureships were established in the mid 1970s. As noted earlier, one post was taken by Graeme Hugo, who developed a strong teaching and research program in population geography, assisted in particular by Dianne Rudd, who joined the staff as a Tutor in 1979. Another post, in economic geography, was filled initially by Peter Smailes (from the UK via the University of Oslo) in 1975, and then by John Browett (from the UK via the US and South Africa) when the former resigned to return to Norway in 1977. In the choice of new staff it was decided not to duplicate the strengths of the Department of Geography at the University of Adelaide in physical and cultural geography, but to continue to develop Geography as part of the social sciences. A third post was filled as an annual visiting lectureship, following Murray McCaskill’s experience at the University of Canterbury of the benefits to both staff and students of a flow of visiting academics from outside Australia. This led to a succession of stimulating visitors: Leslie Hewes (1978), Chris Paris (1979), Kevin Woods (1981), Gareth Lewis (1982) and Leo Zonn (1983-84).6

By the mid 1970s there were also three technical support staff—two cartographers providing services to the Discipline, the School and beyond, and one map librarian. Andrew Little, the senior cartographer from 1973 to 1995, established a reputation for creative designs for the covers of School publications, and for the occasional ‘odd sverusive sign’. The current Map Librarian, David Johnson, was appointed in 1974, and became a key element in the Discipline’s teaching. The Logbook records that as the ‘custodian of special collections, [and] receiver and deliverer of essays and projects, David is frequently the first port of call for students with queries and problems.’

Student numbers peaked in the late 1970s. Total student load then declined steadily from 1977 to 1981 (Fig. 1), partly as a consequence of the introduction of new disciplines and new first year topics in the School, and then stabilised. As a consequence one of the tutorships was lost in 1980, and the visiting lectureship was abolished after 1983, as was the post vacated by Bob Stimson on his appointment to the directorship of the Australian Institute of Urban Studies.7

As noted in the previous section, the structure of the initial BA degree at Flinders was quite rigid, and limited the ability of students to take subjects outside their School. A review of the degree, supported by the wave of younger staff appointed by the founders, led to a more flexible structure in 1974. This increased student choice of subjects, and made it possible for geography students to take more Science subjects, including a second major in Biological Sciences. The new degree also required Social Science students to take 12 units (the equivalent of one-third of a year’s load) of multi-disciplinary topics (defined as topics taught by staff from more than one discipline) as a way of encouraging the original aim of fostering teaching that crossed disciplinary boundaries. The Geography Discipline became fully involved in this initiative, and between 1977 and 1981 from 15 to 19 per cent of the Discipline’s total student load was derived from teaching in such topics, which provided some relief from the impact of declining enrolments in geography topics.8
As the Discipline developed, new teaching topics were added. In second year physical geography was strengthened by the addition of topics in Geomorphology (Ken Bardsley) and Biotic Resources (Stewart Fraser), and a Techniques topic was started to improve the applied skills of graduates. In third year new topics appeared on Environmental Perception (Les Heathcote) and Public Policy (Murray McCaskill), capitalising on the expertise and interests of individual staff members (Table 1). In 1984 Professor McCaskill was appointed a Pro-Vice-Chancellor and decided to relinquish the position of Head of Discipline, after 20 years’ work establishing and developing Geography at Flinders. Alaric Maude was appointed Acting Head and then Head of Discipline for five years from 1985 to 1989, when Murray McCaskill resumed the position. The second half of the 1980s was a period of restructuring and of some significant new developments. For example, a major redesign of Geography I took place in 1986, when the introductory physical geography content of Term 1 was replaced with a topic on Water Resources and Australian Society. This change was partly intended to produce a topic that presented physical geography in a way that might be more attractive to Social Science students, by integrating physical and human
geography around a contemporary resource issue, and the growth in Geography 1 enrolments from 90 in 1985 to 155 in 1986 and 207 in 1989 suggests that this aim was achieved. Geography 1 underwent a further restructuring with the introduction of the semester system in 1989. The material on water resources and Australian society described above became the content of Semester 1, while the theme of Semester 2 was Cities as Human Environments, which examined the growth and characteristics of Australian cities. These two themes are still the content of first year geography, but are now taught as separate semester-length topics. First year Geography has therefore been remarkably stable in its content since 1986.

Progressively increasing student-staff ratios in the 1980s (from 10.5 students per teaching staff member in 1980 to 15.6 in 1990), combined with the need to release staff resources to permit the teaching of the more advanced research skills demanded by a changing job market, prompted a basic re-examination of the structure of the Geography major in the mid-1980s. In 1988 a leaner course structure was adopted to reduce staff teaching load and provide a more clearly structured progression through the Geography major, by merging existing topics into three streams—environmental geography, social-urban geography, and economic-development geography—and reducing the number of topics offered in second and third years. A major in Geography now required the student to follow two of the three streams through to the end of their third year. Table 1 shows the resulting course structure for 1990.

The restructuring achieved some economies in teaching, and permitted the introduction of a topic on Research Methods in Geography. However, it meant the cessation of teaching in basic physical geography, except for those components which were incorporated into Australian Environmental Patterns in second year and Australian Environmental Management in third year, and as student interest and employment opportunities began to shift from geography to environmental management, this came to be seen by some staff as a weakness. The reconstruction of the major also involved the deletion of area studies topics—the Geography of Australia, Southeast Asia and the Arid Lands—and this removed one of the ways that Geography might be expected to contribute to the curriculum of a School of Social Sciences.

The major development of this period, however, was the establishment within the Discipline of a full fee coursework Masters Program in Population and Human Resources. The Program was established in 1987 in response to a request from the Indonesian Ministry of Population and the Environment to train population specialists from their regional universities, and was largely an initiative of Graeme Hugo, who had developed strong research, teaching and professional contacts with Indonesian demographers and government agencies. Funding for the training program, the first overseas full fee graduate program in the University, was provided to Indonesia by the United Nations Population Fund and the World Bank. The Discipline then recruited Chris Manning (who also had extensive research and teaching experience in Indonesia) as Director of the Program, and Dianne Rudd, formerly a tutor in Geography, as senior tutor, both in 1987. They were later joined by Ross Steele, a graduate of the University of New England and the Australian National University and another Indonesian specialist, who came from the University of Southern Queensland in 1989. Siew-Ean Khoo was also a staff member of the program for a year in 1989. While the first students were entirely from Indonesia, and that country has continued to provide the majority of students, the Program attracted others from South Asia and Africa as it developed, and at the Doctoral level students have come from India, China, Nepal, the Philippines and Sri Lanka, as well as from Indonesia. A feature of the Masters program
has been the requirement that almost all students must complete a small thesis of 12 or 18 units (one-third or one-half of a year's workload). Despite the burden of supervision, in the opinion of staff this thesis has equipped graduates with skills and expertise invaluable to them and their employers.

Another development that involved Geography was the establishment of an inter-disciplinary undergraduate and graduate teaching program in Development Studies in 1985, in which John Browett played a major role. As he became more involved in School administration his role in teaching and managing the program was increasingly taken over by Susanne Schech, a Geography graduate of the University of Durham, who was first appointed in 1994. She was administratively attached to the Discipline, while other Geography and Population and Human Resources staff contributed topics, and supervised a number of graduate theses, in the Development Studies program.

Towards environmental management, geographical information systems, and institutional renewal: the 1990s and 2000s

Like the 1970s and 1980s, the story of the Discipline since 1990 is also one of restructuring, but change now involved a redirection away from a focus on the Geography major and the BA towards new programs in environmental management and geographical information systems. These changes were initiated by the existing staff, but were consolidated by the retirement of those appointed in the 1960s and the arrival of a new generation. Murray McCaskill retired at the end of 1991, and an external review was held to advise on the future direction, staffing and resourcing of the Discipline. As a result of the favourable report of the Review Committee the Chair was advertised and Dean Forbes appointed in 1992. He had been a student at Flinders from 1967 to 1970, worked as a tutor at the University of Papua New Guinea, completed a PhD at Monash University, and was then a senior research fellow at the Australian National University. He now came back to Flinders to manage the people who had taught him. He was Head from 1992 to 1997, when his growing responsibilities for the University's international programs led him to relinquish the role. Alaric Maude was elected Head for three years from 1998 to 2000, and Iain Hay then took over the position in 2001 and is now in his second term. Graeme Hugo also left at the end of 1991 to become Professor of Geography at the University of Adelaide, leaving a major gap in the research capacity of the Discipline and in the teaching of population studies. He was replaced by Iain Hay, a graduate of Canterbury, Massey and Washington Universities, who taught social geography and research methods.

For a while the emphasis continued to be on efforts to strengthen the Geography major within the BA, but soon new directions were sought. Dean Forbes believed that the future for Geography lay in specialist degrees, and asked Stewart Fraser and Les Heathcote to develop a proposal for a Bachelor of Environmental Management (BEM). At this time the School of Archaeology and Environmental Studies, in the Faculty of Education, Humanities, Theology and Law, had just started a major in Environmental Studies, and there was considerable negotiation between the two academic groups over the ownership and content of the proposed degree. However, before teaching in the new degree commenced in 1996 three of the staff in Environmental Studies took early retirement, and Geography became responsible not only for the BEM but also for maintaining the Environmental Studies major and for teaching its two first year topics.

The new degree was based on existing topics from the Geography and Environmental Studies majors, but also required students to study first year Biology or Earth Science, Environmental Economics, Demography and Geographical Information Systems. Electives
included topics in Environmental Politics, Environmental Philosophy, Sustainable Development, and Environment and Development. Its basic aim was to teach graduates to manage the environment through managing the environmental behaviour of people and organisations, and the program therefore emphasised the social sciences and an understanding of the relationships between human societies and their biophysical environment. In this it maintained the School’s longstanding emphasis on society-environment relations.

As a result of a survey of employers, and an assessment of strengths elsewhere in the University and in programs at the University of Adelaide, it was decided in 1998 to focus the BEM on three environmental areas—vegetation, water resources and catchments, and coastal environments. Teaching in these areas already existed, but was consolidated by generational change. David Bass was appointed following the retirement of Les Heathcote and Stewart Fraser in 1997. He was a graduate of the University of New South Wales, and developed studies in vegetation management, especially of weeds, as well as strong links with Biological Sciences. When Ken Bardsley, who had taught both water resources and coastal studies (the latter jointly with Brian Caton, a part-time lecturer and one of the former Environmental Studies staff), retired in 1999 after a career marked by a devotion to good teaching and the importance of field work, he was replaced by Meryl Pearce. A graduate in Hydrology and Geography from South Africa, she developed new topics on water catchments and groundwater, and established strong links with Earth Sciences. Before Brian Caton ‘retired’ at the end of 2003, a new post was established to continue teaching in coastal studies, and Beverley Clarke, a graduate of Flinders and Adelaide universities, was appointed. With her arrival the Environmental Management program now had three specialist staff, and the School had nearly completed a major generational, and gender, change. The new degree has also had an impact on the remaining staff, as all the human geographers now contribute in some way to the program, whether by teaching new first year Environmental Studies topics, adding environmental material to existing topics, or teaching computing and geographical information systems skills to Environmental Management students.

The Environmental Management program has been extended into a graduate coursework program with linked Certificate, Diploma and Masters awards. This is a fee-paying program, attracting both overseas and local students, which has been very useful in adding to the discretionary income of the School and in producing a stream of stimulating students. In this it has helped to offset some of the loss of income and vitality from the decline in student numbers in the Population and Human Resources program noted below. As a result, the proportion of total student load accounted for by graduate students, which had fallen to nine percent in 1998, rose again to 24 per cent in 2003.

A further new development was the start of teaching in Geographical Information Systems in 1996. An initial attempt to develop GIS teaching had been made in 1989, with a submission for a lectureship, but this had been unsuccessful. Andrew Beer, appointed to the staff in 1993 to teach urban geography and computing methods, then volunteered to take on the task. Using the very basic software that the School already possessed, and limited hardware, he successfully established a new and popular topic. In this he was assisted by Steve Fildes, who in 1996 transferred from the School of Education to help support and teach GIS, as well as to shift the cartographic section into computerised technology. Over the succeeding years hardware and software have been steadily improved, with help from the National Key Centre in Social Applications in GIS, ARC Infrastructure Grants, the Faculty
and ESRI, the software supplier. In 2003 the basic GIS topic (GEOG 3013) was taught in both semesters and had a total enrolment of 124, with students coming from programs in Earth Sciences, Biological Sciences, Biodiversity and Conservation, Marine Biology, Environmental Management, Information Technology, Geography and Archaeology. The development of GIS teaching, in the face of considerable resource constraints, has been a major achievement, with the School becoming the centre for GIS teaching within the University. Topics in Remote Sensing and Digital Image Analysis, and an advanced GIS topic, have since been added, and in 2002 a separate GIS degree was established.

The new degree, the Bachelor of Applied Geospatial and Information Technology (BAGIT), soon to be renamed the more manageable Bachelor of Applied GIS, was designed to provide students with a training in GIS, reinforced with skills in remote sensing, statistics and computing, and the opportunity to study a major sequence in an applied area such as Environmental Studies, Earth Sciences, Biological Sciences, Geography or Archaeology. Industry placement and project topics were included to build links between the GIS core of the degree and the elective major sequence, while developing applied skills. The development of the degree proposal was led by Clive Forster and, somewhat to the surprise of those involved, won funding from the Commonwealth Government’s Innovation Action Plan for Australia in competition with much more science-based proposals. The funding provided for a new academic staff post, to which Mark Lethbridge was appointed in 2003, and a part-time technical post.

The Population and Human Resources program, on the other hand, had declined significantly in student numbers by the early 2000s. Chris Manning left in 1991 and was replaced as Director by Gour Dasvarma, a graduate of Patna University and the Australian National University, and a demographer with extensive experience of Indonesia. However, the move of Graeme Hugo and Dianne Rudd to the University of Adelaide in 1992 effectively split the program in two, although it ran as a joint program for some years. Towards the end of the decade the shift away from the funding of demography programs by international agencies, and the consequent end of international funding to Indonesia for training graduate students in this area, drastically reduced the number of fee-paying students. Attempts to find alternative sources of income, through short courses or new funding bodies, have so far had limited success. Between 2001 and 2003 Gour Dasvarma was granted leave to take a senior position in an Australian aid project on women’s health and family welfare in Eastern Indonesia and then in a United Nations Population Fund project on population and development strategies in Cambodia, and Ross Steele directed the program. Santosh Jatrana, a graduate from the ANU, joined as a lecturer for 12 months in 2001. Ross Steele left in 2002 to an appointment with the South Australian Planning Agency (Planning SA), and was not replaced, leaving one staff member, Gour Dasvarma, to run a smaller and leaner program. Yet between 1987 and 2003 the Program had produced over 120 Diploma and Masters graduates, and 10 PhD graduates, and earned over $2.5 million in fee income for the University, an impressive record for a small program. At its peak in the early 1990s graduate students accounted for between 19 and 27 percent of total student load in the Discipline/Department of Geography, although in both these years a proportion of these students also came from Development Studies.

The effects of the developments of the 1990s and 2000s, including staff changes, on the undergraduate teaching program of the School are shown in Table 2. By 2003 there were new topics like Computing Methods in Geography (Clive Forster), Society and Space (Iain Hay), Asian Regional Development (Dean Forbes), and Geographical Information Systems
(Andrew Beer). Two new first year Environmental Studies topics had also been developed when the School took over responsibility for the Environmental Studies major—Environmental Studies (Meryl Pearce) and Environment, Economy and Culture (Iain Hay and Dean Forbes). Individual staff members now taught in both the Geography and Environmental Studies majors. In addition, staff in the Population program taught Demography, and Susanne Schech convened Culture, Power and Change in International Development, and Sustainable Development, in the Development Studies undergraduate major. The increasing diversity of topics also meant that the streamlined and more rigid structure adopted in 1988 steadily broke down.

Table 2. Undergraduate topics taught by Flinders University School of Geography, Population and Environmental Management staff, 2003.

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<th>Year</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
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<tr>
<td>GEOG</td>
<td>Water Resources and Society</td>
<td>Society and Space</td>
<td>Cities, Geography and Policy</td>
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<td>Cities as Human Environment</td>
<td>Asian Regional Development</td>
<td>Regional Development</td>
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<td>Australian Environmental Change</td>
<td>Research Methods in Geography and Environmental Management</td>
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<td></td>
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<td>Computing Methods in Geography</td>
<td>Geographical Information Systems</td>
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<td>Remote Sensing</td>
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<td>Digital Image Analysis</td>
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<td>Advanced GIS</td>
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<td>GIS Applied Project</td>
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<td>GIS Modelling</td>
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<td>ENVS</td>
<td>Environmental Studies</td>
<td>Environmental Systems</td>
<td>Environmental Weeds</td>
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<td></td>
<td>Environment, Economy and</td>
<td></td>
<td>Coastal Studies</td>
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<td></td>
<td>Culture</td>
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<td>Issues in Environmental Management</td>
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<td>Environmental Impact Assessment</td>
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<td>PPHR</td>
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<td></td>
<td>Demography</td>
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<tr>
<td>DVST</td>
<td>Culture, Power and Change</td>
<td>Sustainable Development</td>
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<td></td>
<td>in International Development</td>
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GEOG = Geography topics
ENVS = Environmental Studies topics
PPHR = Population and Human Resources topic
DVST = Development Studies topics
Another outcome has been a considerable diversification in the types of students that enrol in topics in the School. Whereas in the 1960s and 1970s students came overwhelmingly from the Bachelor of Arts and the Bachelor of Economics degrees, in 2003 they came from the Bachelor of Environmental Management, the Bachelor of Arts, the Bachelor of Applied Geospatial and Information Technology, several of the Science degrees, the Bachelor of Social Work/Bachelor of Social Planning, and the Bachelor of Technology (Ecotourism) (Table 3). While 20 per cent of students still come from the Bachelor of Arts, nearly half of these are enrolled in Environmental Studies rather than Geography topics, another example of diversification. Problems that the table point to, however, are the lack of students from the Bachelor of Economics, Bachelor of Commerce and Bachelor of International Studies programs. The first of these used to be an important source of able students, while the other two are new and popular degrees from which Geography has failed to attract students.

A similar, but simpler, picture emerges from an analysis of graduate student load. In 2003, 34.7 per cent of this load came from students enrolled in the coursework program in Environmental Management (Graduate Certificate, Graduate Diploma and Masters), 20.3 per cent from students in the coursework program in Development Studies, 4.1 per cent from students in the coursework program in Population and Human Resources, 10.4 per cent from students undertaking an MA by research, and 24.1 per cent from PhD students.

The other side of these trends has been the decline in the number of students majoring in Geography in the BA, accompanied by a decline in enrolments in human geography. Although 20 per cent of student load in the School comes from students enrolled in the BA, an average of only eight students a year majored in Geography in 2001-2003, along with another 10 in Environmental Studies. The decline in the popularity of human geography is shown in the large decrease in enrolments in Uneven Development (now Asian Regional Development), Cities, Geography and Public Policy, and Regional Development over the 1990s. Only in the second year topic Society and Space have enrolments held up, because it is now a compulsory part of the Bachelor of Social Work/Bachelor of Social Planning. What human geography appears to lack is a professional degree equivalent to the Bachelor of Environmental Management; the obvious candidate is a degree in Planning, but that is located at the University of South Australia.

<table>
<thead>
<tr>
<th>Degree in which student is enrolled</th>
<th>Percentage of School EFTSU load</th>
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<tr>
<td>Bachelor of Environmental Management</td>
<td>36.9</td>
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<tr>
<td>Bachelor of Arts</td>
<td>20.9</td>
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<tr>
<td>A Science degree</td>
<td>10.6</td>
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<tr>
<td>Bachelor of Applied Geospatial and Information Technology</td>
<td>8.1</td>
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<tr>
<td>Bachelor of Social Work/Bachelor of Social Planning</td>
<td>6.7</td>
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<tr>
<td>Bachelor of Technology (Ecotourism)</td>
<td>4.0</td>
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<tr>
<td>Bachelor of International Studies</td>
<td>2.4</td>
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<tr>
<td>Bachelor of Education (Upper Primary/Lower Secondary)</td>
<td>2.3</td>
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<tr>
<td>Bachelor of Information Technology</td>
<td>1.2</td>
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<tr>
<td>Bachelor of Economics</td>
<td>0</td>
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<tr>
<td>Bachelor of Commerce</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>7.0</td>
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<td>100</td>
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</table>
made significant recent contributions. The role of Geography at Flinders has therefore changed over the years since the foundation of the University from producing Geography majors in the Bachelor of Arts or Bachelor of Economics to a more diverse role: training students in Environmental Management at the graduate and undergraduate levels, providing service teaching in GIS for a range of degrees, being a major partner in the Bachelor of Applied Geospatial and Information Technology, playing a supporting role in several other degrees, and producing small numbers of Environmental Studies as well as Geography majors in the BA.

Given this diversity, the extent to which the various programs now taught by the School are effectively integrated together is an important question. For example, GIS techniques of analysis and modelling are now being used in interesting ways in physical geography and environmental management teaching and research, but much less so in human geography. Much of the GIS teaching is to students outside geography and, in the words of Lees (2002, p. 42), has not yet been applied to foster 'a critically informed quantitative [human] geography'. Environmental Management, on the other hand, has become well integrated into the teaching and research of several of the human geographers, and has been a reinvigorating development. Flinders geographers have also been quite successful in developing or adapting topics so that they can satisfy the needs of more than one degree or major. Research Methods in Geography, for example, has metamorphosed into Research Methods in Geography and Environmental Management, while Cities as Human Environments has added a section on urban environmental problems.

The developments of the 1990s also led to major improvements in the physical resources of the School. The Spatial Information Systems Laboratory became a teaching and research facility containing Silicon Graphics work stations which run ARCMAP, ARCINFO, ARC-View and ERDAS IMAGINE, the School’s primary GIS and Remote Sensing software packages. There is also a number of work stations which run mapping software packages, including Mapinfo which permits access to Australian Bureau of Statistics Census Data. Electronic data sets include census and social survey data from Australia, Indonesia and several other countries. Printing and imaging facilities include an A3 colour scanner together with an A4 laser printer, an A3 colour inkjet printer and an A0 large format colour plotter. Staff and students also have access to the central computing facilities and a number of Faculty PC laboratories for teaching. Part of the map library was divided to provide space for a physical geography laboratory which is used by research students and staff and includes a small herbarium, while the main map library was renamed the McCaskill Resource Centre, in honour of the School’s founding professor. The Centre contains a collection of topographic and thematic maps, aerial photographs, technical pamphlets, statistical reports, atlases, census data and many of the reports and articles required for student reading. It is intensively used by students for study and discussion.

Teaching methods in Geography have been diverse since the beginning. Along with lectures, tutorials and essays, the Discipline/School has emphasised practical skills in data analysis and presentation, interviewing skills, map analysis, poster presentations, role playing, field surveys and report writing. Staff have also contributed to the professional literature in these areas of learning and teaching. Increasing emphasis has been given in recent years to computer skills and applications, and to oral presentations, while in Environmental Management students are taught basic methods of environmental monitoring and analysis. The teaching skills of Iain Hay have been recognised by two Vice-Chancellor’s Awards for Excellence in Teaching (1995 and 2000), and two
nominations as Finalist in the Commonwealth Government's Australian Awards for University Teaching (2000 and 2001), while other staff members like Ken Bardsley have gained an equally strong reputation for their teaching. Field work has also been an important part of teaching. Since 1966 day and half-day trips have been part of first year Geography (and now of Environmental Studies), and several second and third year topics have had 4 or 5 day field camps, both in physical and human geography, which have not only taught practical skills but also generated student enthusiasm and cohesion. As Murray McCaskill wrote to graduates in the Logbook:

...you have all shared common experiences over the past 25 years. You will have pored over topographic maps and learnt the difference between choropleths and isopleths; at the behest of Bob [Stimson] or Brian [Cook] or Graeme [Hugo] or Di [Rudd] you will have asked lots of questions of the bemused citizens of Port Lincoln, Clare, Victor Harbor, Mount Gambier, Berri, Renmark and other South Australian towns and converted them into cross tabulations, pie graphs, dots and correlation coefficients.

You will have been guided around Adelaide ‘from Wingfield to Springfield’, got dirty boots and hands examining Stewart’s [Fraser] soil profiles, shivered on headlands in August gales as Ken [Bardsley] expounded on the delights of coastal scenery, and discovered the magic of ‘Marvellous Melbourne’ (and some un-magical bits) with Clive [Forster] or Murray [McCaskill].

Maintaining field work has been difficult, as costs have risen and budgets remained the same, and particularly as student involvement in part-time employment has increased. Some field camps have been replaced by day trips, but field experience of some type continues to be an important part of teaching, and is being actively continued by the next generation of staff.

The contribution of Flinders Geography: graduates

The primary functions of a university are teaching and research. The primary contributions of Geography at Flinders to Australian society have been its graduates and its research and other publications. Additional contributions of the staff have been through their consulting and advisory work, their role in the administration and development of the School and Faculty of Social Sciences and the wider University, and their service to professional and community bodies.

Much of this is hard to quantify. The output of graduates from the Population and Human Resources Program has already been noted. We do not have as good a record of undergraduate students who have majored in Geography, or of the occupations they have followed and the roles they have played. However, in the preparations for the Geography Reunion Dinner held as part of the Silver Jubilee of the University in 1991, Murray McCaskill and Raymond Quigley identified about 800 students who had completed a Geography undergraduate major up to 1989. Of these, 185 sent in short accounts of what they had done, and the results are tabulated below (table 4), with those who were going on to further study or had not yet found employment excluded. How representative are the data is impossible to tell: they probably over-represent those occupational groups, like teachers, most likely to stay in South Australia. However, they do show the dominance of teaching in the student cohort of the 1960s, when Geography at Flinders was clearly meeting the wishes of the State Department of Education noted at the beginning of this chapter. The percentage of graduates entering teaching has fallen since then, as demand for Geography teachers has declined, and at present is very small. On the
other hand, increasing numbers of graduates have gone into planning, usually via a Graduate Diploma or Masters degree in Planning at the University of South Australia (sometimes described as a finishing school for Flinders and Adelaide Geography graduates). Growing numbers have also gone into the private sector, including those who have trained as accountants after their first degree. A growing proportion have also applied the skills they have learnt in Geography as research assistants, research officers or project officers. There appears to be no similar growth in the proportion joining State and Commonwealth Government agencies, but note that some of the graduates classified as planners or research officers work for such agencies. Very few graduates from any of these decades are recorded as working in environmental management, which is surprising given that the topics taught in these years provided a basis for such a career. The overall pattern is one of increasing diversification in the employment of Flinders Geography graduates.

Honours students are a particularly important part of the graduate output. They have received a more intensive education in specialist topics and in research skills, have often contributed to the intellectual life of the Discipline and School, and tend to enter more specialised occupations than those with a three-year Bachelor Degree. The Honours programs in Geography, Environmental Studies and Environmental Management all involve a thesis accounting for half the year’s work load. The other half is chosen from a range of specialist topics, but the Honours Degree in Environmental Management has a compulsory 6 unit Industry Placement which has proved very successful in helping students gain confidence and improving their employment prospects. Between 1969, when the first intake of Flinders students reached Honours, and 2003, the Discipline/School supervised 158 Honours and Diploma theses in Geography, 38 in Environmental Management, 10 in Environmental Studies and 16 in Development Studies.

Table 4. Percentage of Geography graduates in each occupation by decade of initial enrolment at Flinders University.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1960s</th>
<th>1970s</th>
<th>1980s</th>
</tr>
</thead>
<tbody>
<tr>
<td>School teaching</td>
<td>50.0</td>
<td>29.3</td>
<td>14.9</td>
</tr>
<tr>
<td>Research assistant/research officer/project officer</td>
<td>2.4</td>
<td>13.8</td>
<td>14.9</td>
</tr>
<tr>
<td>Planner</td>
<td>4.8</td>
<td>12.1</td>
<td>13.5</td>
</tr>
<tr>
<td>Business</td>
<td>2.4</td>
<td>5.2</td>
<td>16.2</td>
</tr>
<tr>
<td>Commonwealth Government agencies</td>
<td>7.1</td>
<td>3.4</td>
<td>8.1</td>
</tr>
<tr>
<td>State Government agencies</td>
<td>4.8</td>
<td>3.4</td>
<td>8.1</td>
</tr>
<tr>
<td>Tertiary teaching</td>
<td>4.8</td>
<td>8.6</td>
<td>4.1</td>
</tr>
<tr>
<td>University administration</td>
<td>2.4</td>
<td>0</td>
<td>4.1</td>
</tr>
<tr>
<td>Accounting</td>
<td>2.4</td>
<td>6.9</td>
<td>1.4</td>
</tr>
<tr>
<td>Environmental management</td>
<td>0</td>
<td>1.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Other</td>
<td>19.0</td>
<td>15.5</td>
<td>13.5</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The training of postgraduate students has also been important. Up to 2003 the Discipline/School had produced 17 Masters research theses and 20 PhD theses in Geography, 10 PhD theses in Population Studies and three in Development Studies. In the coursework Masters programs there had been another 61 theses of varying sizes in Development Studies, 98 in Population Studies and three in Environmental Management, mostly produced by students from outside Australia.18

Research and scholarly output

Flinders University has had a strong research culture from the start, and ranks highly amongst the newer Australian universities for its research output and impact. Flinders geographers in turn have a strong research record, and almost all staff members have been
active in publication. Les Heathcote, Graeme Hugo, Dean Forbes, Iain Hay and Andrew Beer all have an outstanding record of research grants and publications, and Graeme Hugo has the distinction of once being ranked equal 69th amongst the world’s English-speaking human geographers as measured by the frequency of citation by others. Andrew Beer currently is part-time Director of the Southern Research Centre of the Australian Housing and Urban Research Institute, which fosters research into housing and related urban issues in South Australia, Tasmania and the Northern Territory. Given the location of Geography within the School of Social Sciences research has, until recently, emphasised human rather than physical geography topics, although from the beginnings there has been a strong theme of environmental perception and resource management. The main areas of research are outlined below, illustrated by details of the books published by staff.

A major publication that covered several areas of geography was:


The Atlas of South Australia was produced for the State Government to mark the 150th anniversary of the European settlement in the State. It was edited by Trevor Griffin, from the Department of Geography at the University of Adelaide, and Murray McCaskill. This is perhaps the most significant publication on South Australia’s geography in the second half of the 20th Century, and certainly the most widely distributed, with most of the first printing of some 10,000 copies being sold within a few months of publication.

1. A long-standing theme has been the relationships between society and the biophysical environment, including the management of the human impact on this environment. This has involved research into historical and contemporary management strategies in the Australian and global arid and semi-arid zones; societal perceptions of the environment; responses to the threats from natural hazards, such as drought and earthquakes; and the historical geography of European land settlement and resource conflicts and management in Australia and North America. Recent work has been in environmental education, coastal management, and community participation in environmental management.


2. Social and urban geography. This has involved an analysis of mining communities in Australia; regional cities; commentaries upon the primary data sources in official atlases of census materials (such as the Atlas of the Australian People); studies of the journey to work, work force participation and access to employment of the population of Adelaide; critiques of the concept of locational disadvantage; and analysis of residential location preferences and residential segregation. Housing has also been a significant area of recent research.


Beer, A., Bolam, A. and Maude, A. 1994, Beyond the Capitals: Urban Growth in


3. Geographies of oppression. This research area explores mechanisms of exploitation, marginalisation, powerlessness, cultural imperialism and violence; ways in which those mechanisms are played out in and through places and across scales; and means of overcoming them (including education and other forms of activism).

4. Demography and population studies. This has included analysis of demographic trends at various scales within Australia and Indonesia; studies of population mobility in Australia and Indonesia; research on counterurbanisation; analysis of Australian immigration policies; and studies of medical demography, including reproductive health and child mortality.


5. Development studies, including research on famine, development theories and policies, trends in global capitalism, gender and development, culture and development, information technologies in development organisations, and studies of urbanisation and urban governance in Pacific Asia.


6. Economic geography and regional development, including research into the rural sector of the South Australian economy; rural regional development in Malaysia; the theory and practice of economic geography; the wine industry in South Australia; and regional development agencies in Australia.


7. Applied physical geography. This topic includes research into the spread, ecology, impact and control of environmental weeds; groundwater hydrology and quality; and catchment hydrology and management.

8. Geospatial applications and analysis—research into the collection, synthesis, analysis and modelling of spatial information in a decision support role.

9. Geographical education, communication and professional development (including ethics), and books for schools.


Hay, I. 2002, Communicating in Geography and the Environmental


Consultancy is closely linked to research, and Flinders geographers have produced numerous reports for local, state and national governments. The University’s Advisory Committee on Academic Posts, in a review of the Discipline in 1980, noted: ‘The discipline’s research activity invites particular comment on the considerable amount of applied research and consultancy activity which Geography is called upon to provide for various bodies.’ The report named six of the nine academic staff as involved in such activities. Applied research and consulting has continued since then, and has helped to fund research infrastructure (including computers and data sets), graduate student research, staff research and conference travel, and research assistance. Some staff have also assisted government enquiries, again at the local, state and national levels. An early highlight was Murray McCaskill’s chairing of the South Australian Government Enquiry into Citrus Marketing in 1977-78. This was remembered for some time because it funded the first staff air conditioner in the Discipline, in a building that could be unbearably hot in summer yet which did not become fully air conditioned until 2003.

The research output summarised above represents a solid contribution to the advancement of knowledge, and to applied research of use to governments and communities. While there has been a natural focus on South Australia, research and consulting has also been undertaken nationally, and in Indonesia, Malaysia, Cambodia, Vietnam and the US. This work has in turn been used to invigorate teaching and assist graduate student research.

Other contributions

Flinders Geography staff have made significant contributions to the development and management of the School and now Faculty of Social Sciences, as well as to the University. Alaric Maude helped to establish Asian Studies, including the teaching of Indonesian, within the School in the 1970s, and served as Director of Asian Studies between 1982 and 1984. John Browett was Director of the Centre for Development Studies for some years. Geography staff have also contributed disproportionately to their numbers to the administration of the School, Faculty and University. Murray McCaskill was Chairman of the School of Social Sciences in 1975 and 1976 and a Pro-Vice-Chancellor from 1984 to 1989, while Dean Forbes was appointed Chair of the International Committee in 1997 and has been Pro-Vice-Chancellor (International) since 2000. John Browett was Deputy Head of the Faculty of Social Sciences from 1994 to 1997, and has been Head (now Executive Dean) since 1997. During this period he has successfully kept the Faculty intact and financially stable. Other staff have chaired School and Faculty committees, been members of the Council and the Academic Senate, and President of both the Staff Association and the Staff Club. Clive Forster in particular has been regularly called upon to manage School and Faculty committees. Stewart Fraser played a major role in establishing and maintaining the Foundation Course, a Flinders innovation that helps prepare mature age students to undertake university study. These students have considerably enriched classes with their life experience and motivation, although sometimes scaring younger students straight from school.

Geography staff have also been active in scholarly organisations at both the state, national and international levels. Murray
McCaskill and Les Heathcote have both served as President of the Institute of Australian Geographers and also as President of the Royal Geographical Society of Australasia (S.A. Branch). Iain Hay was Joint Secretary of the Institute of Australian Geographers between 1998 and 2001. Murray McCaskill was Editor of both Australian Geographical Studies (1973-78 and 1992-97) and the Proceedings of the Royal Geographical Society of Australasia (S.A. Branch) (1970-73). The latter, now the South Australian Geographical Journal, was edited by Iain Hay from 1996 to 1998 and is currently edited by Les Heathcote. Andrew Beer was Editor of Regional Policy and Practice, and then largely established and now edits Sustaining Regions, both for the Australian and New Zealand Regional Studies Association International. Graeme Hugo was President of the Australian Population Association, while Dianne Rudd was Secretary. Iain Hay co-founded the International Network for Learning and Teaching Geography in 1999, which has over 200 members in more than 10 countries.

Since 1989 Alaric Maude has co-edited (with Deirdre Dragovich and for the Institute of Australian Geographers) the Meridian Series: Australian Geographical Perspectives, a series of textbooks published by Oxford University Press which now has 14 titles. For this work he was awarded a Professional Service Commendation by the Institute of Australian Geographers in 1997. More significant awards were a Fellowship of the Institute of Australian Geographers to Murray McCaskill in 1989, the election of Les Heathcote, Graeme Hugo and Dean Forbes as members of the Academy of the Social Sciences, while Les Heathcote has the rare distinction of receiving an Honors Award from the Association of American Geographers in 1989, the Griffith Taylor Medal from the Institute of Australian Geographers in 1997, and the John Lewis Gold Medal of the Royal Geographical Society of South Australia in 1998. The US award recognised his 'sustained perceptive study of arid and semi-arid lands, including their environmental perception, especially in Australia and the United States'. As is not unusual in Australia, international recognition came before national and local acknowledgement. He was also Chair of the National Committee for Geography of the Australian Academy of Science from 1993 to 1997.

Within South Australia the Discipline has been, since its foundation, the major external influence on geography teaching at senior level in secondary schools, and has thus had a significant influence on the education of successive cohorts of school students. Through two major revisions of the Geography Year 12 syllabus (the first led by Murray McCaskill and the second by Ken Bardsley31; and through contributions to the former Public Examinations Board and the current Senior Secondary Assessment Board of South Australia, particularly as Chief Examiner, staff have assisted the development of high school geography. The Discipline has also run four Summer Schools for geography teachers, while staff members have contributed regularly to annual in-service conferences, and written textbooks for students and handbooks for teachers, in close cooperation with the Geography Teachers' Association of South Australia.

These varied activities, undertaken in addition to teaching, research and consulting, have made a valuable contribution to institutions, professional bodies and the wider community in South Australia and Australia.

Conclusion

This account of the establishment and development of Geography at Flinders University has necessarily been selective. It should also include mention of the enormous support given to the Discipline and School by successive secretarial, technical and computing staff. Particular note should be made of Jenny
Elliott (1974-79), Jean Lange (1979-91) and Louise O'Loughlin (1989-), secretaries without whom our work would have been much more difficult. A succession of tutors have also contributed greatly to the quality of teaching, and reduced the load of senior staff. Dianne Rudd (1979-92) and Cecile Cutler (1989-), in particular, have both made major contributions to teaching, as well as being indispensable research assistants, research associates and co-authors.

The story since 1966 of the Discipline and Department of Geography, and now School of Geography, Population and Environmental Management, is one of successful adaptation and innovation. The opportunity to develop a graduate Population Program was taken up in the 1980s, and geographers also participated in the growth of Development Studies. In the 1990s, in response to changing employment opportunities and shifts in student demand, Geography developed new programs in Environmental Management, Environmental Studies and Geographical Information Systems. Some of this has required the appointment of new staff, but much has been achieved through the adaptability of the existing staff. These changes have been achieved in spite of a doubling of the student/staff ratio from around 10 students per staff member in the 1960s to around 20 in the 2000s, in turn an indicator of a considerable increase in productivity.

Some of the staff believe that the achievements outlined above are attributable not only to good leadership but also to the ability of the geographers at Flinders to work together for a common purpose. While there have been disagreements, staff have never allowed these to develop into animosity, and our history is marked by a lack of internal division. Successive Heads have worked to foster a collective spirit, through democratic decision making processes and wide consultation. The School has also been spared the strains of a forced merger with another academic unit; it ‘inherited’ Environmental Studies rather than being merged with it. How long this can continue in an age of administratively rather than intellectually driven mergers remains to be seen, but at present there are no obvious partners. While the future clearly has some challenges, the past provides examples of how these can be met.

References


Notes

1 Writing a chapter-length history of an academic department is difficult, because much that could or should be said has to be omitted and, in the case of Geography at Flinders, because all but one of the staff involved in the story are still alive. A number my colleagues, and especially Dean Forbes, provided ideas, information, comments and corrections. I have incorporated most of their suggestions, but not all, and I alone am responsible for the selection of material and the opinions expressed. While I have been a staff member at Flinders since 1967, and experienced the events discussed, others may have a different view of what was significant and what was not.

2 To mark the difference between the academic structure of Flinders and the traditional university structure, academic units were termed ‘disciplines’ rather than ‘departments’, and some of the functions devolved to departments in older universities were centralised at the School or University level at Flinders. For example, the Discipline of Geography did not have its own budget.

3 Some of the early staff recall that one bond between them was the experience of being driven around Adelaide by Murray McCaskill, who was much more interested in showing them the sights of the city than watching the road.

4 For those unused to the way that the meaning of words change, it should be noted that in the 1960s ‘man’ was generally taken, by both males and females, to include both males and females. This was to change in the 1980s.

5 Peter Smailes later returned to South Australia to a post at the University of Adelaide, as recorded elsewhere in this volume.

6 The peak year for visitors, however, was 1991, when the secondment of Clive Forster and Graeme Hugo to other duties funded the simultaneous appointment of Wilbur Zelinsky (Pennsylvania State University), Huw Jones (University of Dundee) and Graham Haughton (Leeds Metropolitan University) to teach for the second half of the year. They were also able to observe and comment on the process of selecting a new Professor of Geography. Graham Haughton has returned four times since then, and has undertaken collaborative research with Andrew Beer and Alaric Maude.

7 Perhaps inspired by this loss of staff, Craig Faulkner, then a Tutor, produced one of the highlights of the 1980s, a video (FEET) in which a giant millipede kills off the academic staff one by one. Or was it actually the work of the repressed cartographers? FEET was regularly shown to new students.

8 Multi-disciplinary topics in which geographers were involved included Ecology of Man and Society, Urbanisation, Recreational Resource Evaluation and Management, Demography, Research Techniques and their Applications in the Social Sciences, Famine, Contemporary World Development and Multiculturalism.

9 Two minor contributions of geographers to the administration of Flinders University were by Les Heathcote, who served two one-year terms as Acting Head while Murray McCaskill was on study leave and succeeded in persuading the University to institute a higher duties allowance for this position, and by Alaric Maude, who persuaded the Vice-Chancellor that a non professor appointed to a term as Head of a Discipline should not be called ‘acting’, on the grounds that three years is a long time to keep up an act.

10 See Maude 1991.

11 Murray McCaskill died in 1999. In his Obituary Stewart Fraser wrote that: ‘Murray McCaskill professed his discipline and led his department as if people really mattered’ (Fraser 1999, p. 346).

12 In a letter sent at the time of their retirement Murray McCaskill singled out Les Heathcote's international reputation as a scholar, and his complex time-space sequence diagrams (known as Lesograms by the cartographic staff), and Stewart Fraser's eloquence and passion for discussion.
When the Bachelor of Environmental Management commenced, the new Department of Geography (Disciplines became Departments when the University adopted a faculty structure) became the School of Geography, Population and Environmental Management. The nomenclature of School is given to academic units at Flinders University that have their own professionally-oriented degree.

Another of the staff appointed in the 1960s, Alaric Maude, ‘retired’ in April 2004, leaving only Clive Forster to represent the ‘old’ generation.

Student enrolment in the undergraduate GIS topics accounts for 15.6 per cent of total undergraduate student load.


For an account of the second syllabus revision, see Bardsley and Maude 1983.

And also through devices such as a formally adopted ‘cake policy’, which goes beyond the usual requirement to produce a cake for a birthday to also recognise major publications and achievements. Staff achievements have also been a regular item on the agendas of staff meetings.

See Harvey, Forster and Bourman 2002.