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## No case for scrapping HSC

— says professor

A matriculation examination such as HSC remains the best predictor of ability to cope with university studies, says the chairman of the Monash department of chemical engineering, Professor Owen Potter.

And a survey of the world education scene reveals no alternative that would justify scrapping it as the sole tertiary selection method, he maintains.

In a detailed defence of HSC published recently, Professor Potter says he considers the present matriculation requirement in Victoria is too narrow.

He says university admission should be based on HSC performance in not less than six subjects including English, at least one history subject, and at least one science subject — either physics or chemistry.

He also suggests that HSC results should be fed back to high school principals, enabling them to identify good and bad teachers.

Another benefit of an impartial general matriculation exam, he says, is that it "dealt a nasty blow" to prejudice of race, school, suburb, religion, and speech.

### "A thousand devils"

"Remove that . . . system and a thousand devils will enter; and each one bears the name prejudice," he warns.

Professor Potter's pro-HSC arguments appeared in a recent issue of "Notes on Higher Education", published by the Higher Education Advisory and Research Unit (HEARU) at Monash.

The publication also contains an opposing viewpoint put forward by a research assistant with HEARU, Miss Ann Smurthwaite.

In his paper, Professor Potter makes some harsh comments on the militant attitude of the Victorian Secondary Teachers' Association (VSTA) — particularly in its opposition to HSC.

Some students seeking admission to universities "have been unfortunate enough to be exposed, albeit briefly, to teachers more often protesting and striking than they are teaching", he claims.

He proposes that universities should add an extra year at the front of their degree courses so that inadequately prepared students can be brought to a sound level.

Those judged to be adequately prepared would enter at the second year level.

The full text of Professor Potter's paper is reproduced, by courtesy of HEARU, on pages 4-5.

Next month, the Reporter will publish Miss Smurthwaite's opposing argument in favor of phasing out HSC and replacing it with "moderated teacher assessment".

## NT find by zoologists



Members of the Monash zoology department have located a large colony of rare dwarf kangaroos that stand only about 30cm (12 in.) high and weigh between 1¼ and 2 kg. Their Aboriginal name is "narbalek."

The colony — of "several hundred" — inhabit an isolated rocky outcrop in northern Arnhem Land, in the Northern Territory.

The rock formation, about 200 miles east of Darwin near the East Alligator River, also contains a sacred Aboriginal site of rock paintings and burial caves.

Local Aborigines gave the academics permission to enter the area.

Zoology department tutor Gordon Sanson and lecturer Dr John Nelson came across the mini-'roos after a three-week search organised in conjunction with Healesville Sanctuary.

Sanctuary director, Mr Graham George, accompanied them for the first week but had to return to

Healesville before the colony was located.

Attempts by the Monash zoologists to capture some of the animals with nets and traps proved unsuccessful, but they plan to try again next year.

Two male specimens were shot — with the permission of the Northern Territory Wildlife Service — for laboratory examination.

The carcasses were embalmed in formalin and freighted to Monash. "They will be the first complete specimens of the animal ever subjected to scientific scrutiny," says Mr Sanson.

"Examination of dead specimens would have been necessary even if we had captured some alive," he explains.

"Besides the need to carry out viable research on the physiological makeup of the animal, we have to know such things as what internal parasites they carry.

"Checking on their stomach contents will enable us to provide a suitable diet for the live specimens that will one day be kept in captivity."

The narbaleks (scientific name, *Peradorcus concinna*) have been known to exist in the area for many years, but sightings have been rare.

"Until now, only three or four people had ever seen them," says Gordon Sanson.

"A live specimen has never been captured and there are no more than 30 examples preserved in museums around the world."

There is intense scientific interest in the animal, especially because of one unusual feature — its ability to grow set after set of teeth as each lot get worn out.

The Monash zoologists found themselves in buffalo territory on their northern safari. Here, Dr John Nelson is approaching a grazing buffalo (arrowed).

The Monash researchers are anxious to obtain live specimens so they can monitor tooth "production" throughout their lifespan.

"From such studies we would hope to determine exactly how many sets they can grow and also just how it happens," says Mr Sanson.

### "Migrating" molars

While other kangaroos, have four molars in each jaw, the narbaleks can have up to eight, plus continual replacements. These "migrate" from the back of the jaw to the front before they eventually wear out and are ejected.

In "normal" kangaroos, this means old animals eventually become toothless and soon afterwards die through inability to graze.

Before setting out on the expedition to find the tiny kangaroos in the wild, Mr Sanson and Dr Nelson studied X-rays of the skulls of all known museum specimens.

"It had been estimated they grow up to seven sets of teeth, but from our research we suspect they could replace molars as often as 10 to 14 times," says Mr Sanson.



Not one of the sought-after "narbaleks", but another fairly rare species — a rock possum, found near the Narbalek uranium mines.

### PORTRAIT OF AN EARLY LEAVER

— pages 6-7

This month, the Reporter takes a look at early-leavers in an effort to find out why, on average, they perform better academically than the general student population.

# New advances in teaching of languages

The role of the Monash Russian Department in the development of migrant language studies in Australia was highlighted by the recent visit of the Yugoslav Consul-General, Dr George Trajkovski.

On the initiative of Professor Jiri Marvan, who took up his appointment only three years ago, VUSEB established a large number of Balto-Slavic languages, including Serbo-Croatian, as subjects at HSC level.

And Monash has scored another first in introducing courses in Serbo-Croatian language and literature as part of the under-graduate course offerings in 1976.

Classes in the Monash course are held entirely in Serbo-Croatian, and the course in the history of 19th and 20th century Yugoslav literature is the first of its kind in an Australian tertiary institution.

Professor Marvan says that at present Monash is the only university which can potentially provide suitable academic qualifications for much-

needed primary and secondary teachers of Serbo-Croatian in a multicultural society.

In that society, he says, bilingual education is beginning to play a new and vital role — for what is, after all, one of Australia's most numerous immigrant ethnic groups.

Dr. Trajkovski outlined the implications of the cultural agreement between Australia and Yugoslavia, and in particular the assistance that the Yugoslav government will offer in the form of staff exchanges, scholarships for students and teachers to study in Yugoslavia, and material teaching aids.

Professor Marvan said he hoped that the University and the community at large would benefit particularly from Article Five of the Agreement, which states that "each Government shall



The Yugoslav Consul-General, Dr George Trajkovski (centre), is seen here with Mr Peter Lombardic, First Secretary (left), and Professor Marvan during the Monash visit last month.

encourage in educational or other institutions in its own country the teaching of the language, literature and culture . . . of the other country."

It is expected that the Yugoslav Ambassador will visit the Russian Department soon, once the cultural Agreement has been ratified, to develop the proposals for academic exchanges which were outlined informally during the meeting with Dr. Trajkovski.

## CAO halts job figures

Monash Careers and Appointments Office has stopped publishing statistics on graduate unemployment because of concern that they are being misused.

"To draw valid conclusions about the extent of and reasons for graduate employment would need a great deal more information than we are able to publish," says a recent issue of the CAO bulletin "Careers Weekly".

"But this has not stopped some people using such figures to bolster political arguments."

The publication does, however, give a non-statistical summary of what it sees as the present graduate jobs situation.

This suggests that the number of graduates who finished their courses since November, 1975 and who are still seeking work has been "declining steadily".

But the number unemployed is still higher than at the same time last year.

# Uni cutbacks in Germany

Partly because of a lack of graduate job opportunities, West Germany plans to restrict future university intakes, according to a visiting professor at Monash.

He is Professor Helmut Kreuzer, Professor of German at Siegen University — one of five "open" universities in West Germany which all started teaching on the same day: August 1, 1972.

His visit to Monash in September was part of an Australian lecture tour.

Professor Kreuzer gave several seminars to staff and students in the Monash General and Comparative Literature Centre and in the department of German.

While in Melbourne, he also gave the Ingund and Bertram Werwie Memorial Lecture at the Goethe Institute.

Professor Kreuzer mentioned his country's plans for dealing with the booming demand for tertiary education in a discussion of the projected role of the "open universities".

He explained:

"They were created by a special law to combine all technical colleges, universities and teacher training colleges and institutions into an integrated or comprehensive university.

"The whole tertiary sector of education was to be under the same roof.

"The idea behind it was that universities have no technical facilities, and technical institutions have no humanities, and pedagogical colleges only have teaching. These new universities were formed to combine studies from all these institutions.

"Teachers, for example, are all educated in these universities, but they have different classes for different

levels of teaching. Practical engineers and academic engineers who once attended different institutions study in the same classes at the beginning — during the first two years — and then separate to complete their studies.

"Academic engineers have to study for four years and practical engineers for three. In this way, the academic engineers learn something of the technical aspects of engineering which will help them to understand their colleagues in the technical side, and vice versa.

"We also try to bridge the gap between the various levels and the various fields. We try to attract Arts students to do economics, and so on.

"We also have bridging courses where people without a high school certificate can complete their high school studies and also do their degree. We have more of these people without high school diplomas who can reach the level of professor than any other kind of institution.

"There are, nevertheless, great difficulties. One of these is that we have professors from different types of institutions assembled in the same institution — and they're all there under different conditions, with different salaries, different conceptions, and different backgrounds, so there is a kind of class struggle within the staff structure. There is a conflict of interest.

"Some of these professors and lecturers have very heavy teaching loads with little or no time for research, and they get paid less than others because of the institution they came from in the first place. Others hardly do any teaching, spend most of their time on research, and get paid a lot more. It should be possible to do the same things for all the teachers, but it isn't.



● Professor Kreuzer

"Our teachers are more scientifically educated than in other colleges or universities because they have a knowledge of what is required in a school and they also have the academic background of a university.

"This kind of university will be the last 'open door' for people without high school diplomas. Because of the economic recession, there will be fewer places.

"The Social-Liberal coalition in power at the moment will achieve its goal of having only one quarter of each year's birthrate going into tertiary institutions when they reach university age.

"These quotas will be introduced to prevent the universities from becoming too crammed, and also to make sure that the students are spread evenly over the range of available tertiary institutions.

"The government is aware that there is a lack of job opportunities for graduates, and this is another impor-

tant factor they are taking into account.

"At the moment, there is a shortage of teachers, but the government is not encouraging more students to become teachers because in the 1980's there may be too many. This is because of the effects of the Pill on the birthrate.

"Since Siegen opened in 1972 with her four sister universities, she has grown at an amazingly fast rate. We now have 300,000 volumes in the library in each of the universities.

"I was most impressed with the progress Monash has made since it first started, especially with the library. You have some beautiful rare manuscripts.

"In each of our new universities we have 5,000 to 8,000 students at the present time. We want to stop at 10,000 at the very most, otherwise they will be as crowded as the old institutes. I taught at Bonn where we had 2000 students in the field of German alone. . . I took seminars with 120 students. They were rather large classes!"



Dr Don Hutton displays a prototype of the pinhole camera that school children will use to record the solar eclipse.

## With the eclipse in view . . .

Three groups of Monash second year astronomy students and staff members will be deployed at widely separated locations to watch the solar eclipse on October 23.

The sites chosen are Ballarat, a property in the Dividing Range, and the University's observatory at Mt. Burnett, in the Dandenongs.

The department of physics, which is co-ordinating the effort, believes the three sites are far enough apart to give hope of clear weather at one of them, at least.

At the same time, hundreds of schoolchildren throughout the State will be taking part in the Centre for Continuing Education's 'Operation Blackout'.

Many of them will be using 'pinhole' cameras made to a design provided by Dr Don Hutton, senior lecturer in physics. The camera, simply made from a four-gallon kerosine tin, is designed to take progressive pictures of the different phases of the eclipse.

The design has been made available to more than 40 schools, so that the children can make their own models.

Of the studies to be undertaken by the Monash astronomy students, Dr. Dennis Coates, senior lecturer in physics, writes:

The sun's corona becomes visible at totality as a large, luminous, pearly-white halo about half as bright as the full moon. At sunspot maximum, the

corona is almost spherical, whereas close to sunspot minimum (which is the case just now), it is asymmetrical, with an equatorial bulge and short spikes near the north and south poles.

We see the corona by scattered sunlight, the scattering being partly from electrons in the vicinity of the sun and partly from interplanetary dust between the earth and the sun.

We intend to photograph the corona both directly and through hand-pass filters to study the scattering from dust and electrons, and in particular to estimate the electron density as a function of distance and direction from the sun.

The photoelectric photometer on the University's Jeffree telescope at Mt. Burnett will also be used to measure the intensity of coronal light in three wavelength bands.

Another project is to use a 16mm movie camera to attempt to record so-called 'shadow bands' which sometimes occur just before and just after totality.

These bands are wavelike shadows, some 50mm wide and 120mm apart, which move rapidly over the ground. They are almost certainly due to light from the almost eclipsed sun interacting with irregularities in the earth's atmosphere.

The film record could yield interesting results about the nature of these atmospheric irregularities.

## Bringing the sky down to earth

Two Monash physics students have decided the sky's the limit when it comes to choosing a project.

Walter Giadini, who's completing fourth year, has designed a mini-planetarium. With help from technical staff, it is now being constructed (pictured at right).

And third year student Ken Jones has designed and built a solar heating unit that harnesses the sun's rays to quickly boil a billycan of water.

Walter's planetarium is being assembled as a permanent teaching aid

in the physics department's astronomy laboratory.

He used a 12ft. diameter above-ground swimming pool as a circular base. This is made of galvanised iron. To it he has added a dome made of moulded fibreglass sections.

The whole unit is 9ft. high, almost reaching the laboratory ceiling.

Senior technical officer Ron Harrison and junior technical assistant Paul Davies have worked for months with Walter to prepare the moulded sections and bolt the dome together.

Another technical officer, Allan Holland, has meanwhile been constructing a special projector to Walter's specifications. When installed in the planetarium, this will show the movement of stars and planets, using the inside of the dome as a screen.

Two other projectors will show the movement of the sun and moon across the heavens.

The planetarium, which should be completed by the end of the year, will be able to hold four to five people at a time, including the person operating the projectors and describing what they show.

Walter has written an initial teaching program which will be used for these commentaries.

The planetarium will be used as a teaching aid for Monash astronomy students from the start of first term next year.

It will also be made available to high schools.

The solar water heater built by Ken Jones looks somewhat like an opened umbrella attached to a stand with the handle pointing at the sun.

The concave surface of the reflector "dish" is made of shiny aluminium-coated plastic.

Ken has carefully calculated the design so it concentrates the sun's heat at a point near the end of the "umbrella handle", where the billy of water is hung to boil.

The outside of the billy has been



blackened with an application of copper oxide to aid heat absorption.

In normal weather conditions, the solar heater can boil enough water for two cups of tea in about five minutes.

Ken says he hopes to refine his design further so the heater can be easily folded and unfolded — making

it a practical piece of equipment for campers.

Meanwhile, while he takes dozens of temperature measurements to gauge its scientific effectiveness, he and his friends find the prototype very handy for cooking an occasional hard-boiled egg.



Ken Jones tests his "billy-boiler."

### HOSTS WANTED

Hosts are wanted to help new students familiarise themselves with the campus during Orientation Week next year.

Host Scheme organiser, Rex Fox, says that people wanting to take part — or who can offer suggestions, criticisms, ideas — should contact him through the Union Desk letter-box, or on the list outside the Contact Office.

Everyone welcome — part-timers, later year students or staff.

### Piscine poet

"It comforts me to know that my visit to Monash did more than turn me into a doctor and that I was also changed into a goldfish.

"In fact, I think I prefer to be a goldfish, especially if I am in your tank . . . and how thoughtful of you to give me a female companion."

This cryptic passage appears in a letter that Joan Elvins, secretary to the chairman of English (Professor Bradley) received recently.

The writer? None other than A. D. Hope, one of Australia's most

eminent poets and emeritus professor of English at the Australian National University.

Professor Hope was awarded an honorary degree of Doctor of Letters at Monash earlier this year . . . but his transmutation to goldfish?

Joan explains it this way: At the time of Professor Hope's visit, she had just bought three new goldfish and, with a fine literary flourish, named them A. D. Hope, John Donne — and, the female, Marigold.

She now reports that A. D. Hope (a handsome fellow with a long flowing tail) and John Donne are thriving.

Marigold, alas, got caught up in the weeds and is no more.

# HSC: THE GREAT DEBATE

With the future of the Higher School Certificate (and the question of tertiary entry standards) still unresolved, public discussion of the topic has reached new heights. Professor Owen Potter, chairman of chemical engineering, entered the lists recently with a challenging paper in HEARU's "Notes on Higher Education." Here, Reporter reproduces his argument. Next month, we'll publish the opposing viewpoint put by Ann Smurthwaite, research assistant in HEARU. In his paper, Professor Potter maintains . . .

## HSC still the best indicator of ability

Our Olympic representatives undertake an exhausting and strenuous preparation which begins several years before they compete in the Games. No one quarrels with the notion that pursuit of excellence in matters physical requires a great deal of effort, even from those who have great natural talent.

Music and the arts are also accepted as very demanding pursuits even when starving in a garret and dying of consumption are no longer universal requirements.

It is not unreasonable then to expect that the intellectual life will require perseverance and perspiration from those endowed with intellectual gifts.

The university is primarily concerned with the pursuit of excellence in matters intellectual; with the use of intelligence in the analysis of problems, the development of new concepts, establishing new facts after searching inquiry and criticism and with inducting novices into the life of the intellect.

'Excellence' is a relative term. To give some body to the term, let us just say that excellence demands an ability to match up to those engaged throughout the world in the same intellectual "trade". Here we come to an important defining aspect of a university. Just as the field of discourse is universal so also is the 'competition' drawn from the best in the world.

### Comparisons with the world's best

By the same token, the excellence of the staff of the university is to be judged by how the university's scholars compare with the best throughout the world in their discipline.

The teaching of these scholars is to be judged, in part, by their success in achieving in their graduates a level which is broadly comparable with that attained throughout the world (in nations where universities have sufficient standing).

Universities are different from Colleges of Advanced Education in two main aspects. The first aspect is the requirement to function as a scholar in a world situation before one can properly be considered as a university teacher. Generally speaking, the teacher at a College of Advanced Education will be able to transmit knowledge already existing, without himself advancing knowledge.

The second aspect is that in the university an appropriate level must be attained by the students on graduation. The student of a College of Advanced Education will learn more slowly and achieve less at graduation. (Honorable exceptions can be expected).

No motion has yet been proposed to the Victorian Secondary Teachers' Association that our Olympic representatives be chosen by lot. Nor that our musical concert performers be chosen in the same way. However, if I am to judge by some of the utterances of this body, such motions can be expected at any time and will win a great deal of support from VSTA members!

For my part, I ask of teachers only that they teach, and that well.

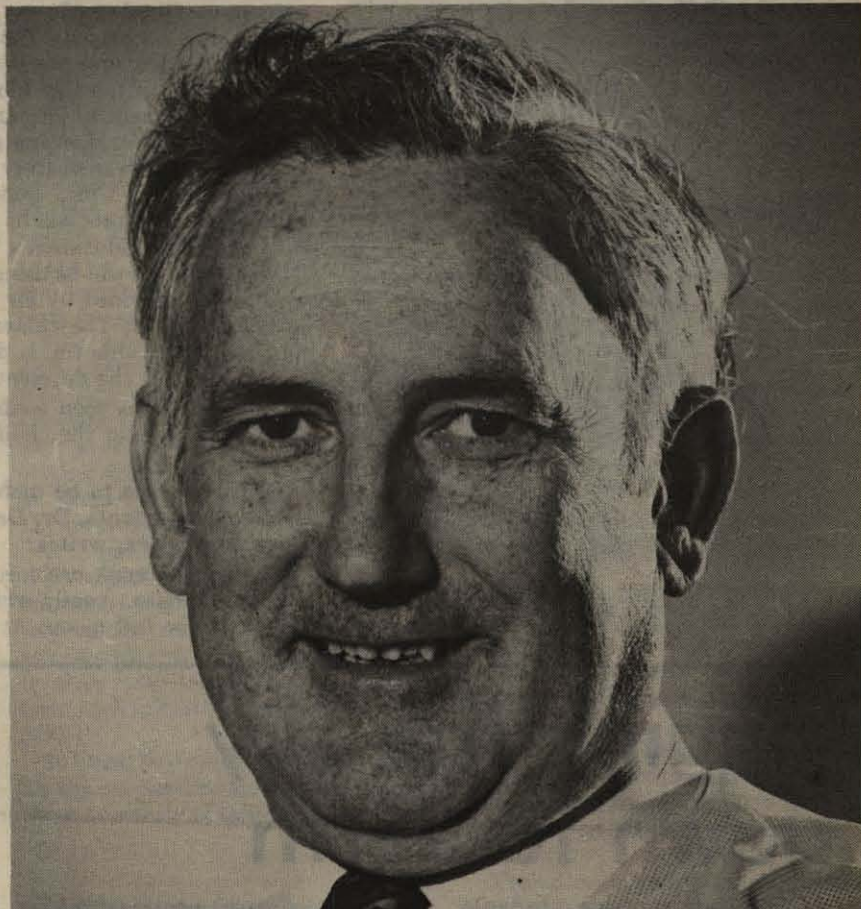
### " . . . more often striking than teaching"

And so I have finally got round to the subject of this short paper. That is: How to select students for admission to the university, given that some of them have been unfortunate enough to be exposed, albeit briefly, to teachers more often protesting and striking than they are teaching, or to other inadequacies in their schooling.

We have seen that university teachers face the problem of assisting their students to attain a 'world' level on graduation. At this point we could perhaps note that this 'world' level is not too well defined. It is, for example, my judgment that an engineer qualifying for a bachelor's degree in Australia will have attained the British graduation level about half-way through the final year of a four-year course.

Likewise, a U.S. graduate in engineering with a Master's degree will have attained a level in engineering slightly beyond that of the Australian bachelor's degree, the difference being partly accounted for by the humanities requirements of the U.S. engineering degree courses.

But we should congratulate ourselves on the fact that standards



● Professor Potter

are reasonably uniform, rather than agonise over the differences. It also needs to be borne in mind that our generalities here do not seek to include within their scope the geniuses and near-geniuses, the number of whom is, by definition almost, very small.

The school in its basic function is a precursor to the university. What is taught in the school, is, or should be, continuous with what is taught in the university. These primary truths have been submerged as school teachers have become pre-occupied with the needs of those young persons who do not proceed to the university.

Certainly many secondary students do not proceed to university but in so far as they are engaged in learning, their studies are continuous with those in the university.

Neither the pace of learning nor the ultimate level achievable are uniform but the university-going group is large enough to warrant special consideration. This group will be the pacemakers in the school, at least in matters intellectual.

Also the proportion of students entering some form of tertiary education has been rising. In the U.S.A. the expectation has been for some time that 50 per cent of an age group would be in some form of tertiary education. I don't know whether this expectation has been realised.

In times of marked unemployment a university costs nothing to run if the alternative is that students go on the dole and either that staff go on the dole or their alternative employment causes others so to do. Academic staff constitute only one-third of the university work-force. The loss of taxation due to unemployment of staff is a very large factor.

Accordingly, everything the university or other higher education accomplishes is pure gain to the community in the present social circumstances. It increases the level of argu-

ment and discourse, of science and engineering at little or no cost to the community.

The same may be said in general terms of Colleges of Advanced Education and Technical Colleges. Since the apprenticeship system is too much influenced by swings in the economy, it should be possible to learn all the 'skill' requirements of a trade at a technical college.

If all these aspects are borne in mind, it is not too much to expect that 50 per cent of an age group will be in some form of tertiary or trade education in the foreseeable future.

School children have the right to establish whether they can cope with intellectual labors and this can only be done by trying and succeeding or by trying and failing.

As a 15-year-old boy, I found it distressing to make some progress as a half-miler only to find the two minute goal unattainable. I conceded mediocrity and allowed that athletics was not a sport in which I could shine.

### The right to explore the intellect

In the same way, everybody has the right to explore the world of the intellect in a range of disciplines in a serious scholarly manner, "weight for age", the object being not only to learn something of these disciplines but to learn something about oneself and one's abilities and interests.

Perhaps we can only attain success in one sphere out of failure in others!

Now if there is continuity of learning between school and university one must hope that the syllabuses set for schools are chosen in such a way as will enable the student to see in some measure how the subject began and developed and where it is heading.

There will not be much room to manoeuvre in physics or the sciences

## 6 What is it that teachers want? Are their cries about syllabuses telling us more about teachers' needs for recognition than about their views on the way in which teaching should be organised? 9

generally in choosing the topics for a syllabus. By contrast, the choice in the humanities is much greater. English Literature, for example, could put forward a syllabus with a very wide selection of readings in prose and poetry including drama. Foreign languages are, however, restrictive in that one is really seeking a level of attainment which native-born speakers of the language would achieve at a significantly younger age.

What I cannot conceive is that syllabuses cannot be devised which would allow reasonable latitude to teachers in framing their courses.

What is it that teachers want? Are their cries about syllabuses telling us more about teachers' needs for recognition than about their views on the way in which teaching should be organised?

It has, happily, always been possible for some teachers to be true scholars and it is to be expected that such teacher-scholars would give a lead to the schools in devising syllabuses.

I myself consider that the present matriculation requirement is too narrow. I support a minimum of six subjects with compulsory English. A student with a bent towards humanities should nevertheless be required to take one "real" science subject. If the bent is towards the sciences one "real" humanities subject should be required.

### A lowering of standards — but . . .

I accept that such a proposal in itself means a lowering of standard at entry in every discipline — but there are compensations.

The undergraduate at Cambridge University in the 13th Century generally entered at 14 or 15 years of age with limited attainments in reading and writing and in the elements of Latin.

As schools became established, it became less necessary to spend the first year of studies in Latin and such instruction began to be looked upon as scarcely forming a part of the university curriculum.

Those who required such instruction were handed over to a special teacher, who was styled *Magister Glomeriae*; his pupils were known as 'the glomerels' and their supervision in matters of discipline was entrusted not to the chancellor of the university, but to the archdeacon of Ely.

At Monash University our recently retired Vice-Chancellor, now Sir Louis Matheson, often urged the need for a first-year college. A better proposal, somewhat on the Cambridge model presented above, would be the creation of Glomerel Hall for inadequately prepared students to be brought to a sound level for second-year studies.

A corollary of such a proposal would be that second-year admission would be normal for adequately prepared students, one year being nominally added to the duration of the course for the degree.

In raising such possibilities I merely have in mind the truism that the university must adjust to the intake of students in one way or another, if circumstances beyond the control of the university prevent it from ensuring that the full possibilities of the age are brought to bear in education for matriculation.

Up to the present time the university has been able to exert a sufficient influence on the matriculation examination to ensure that the standards at entry are in some way appropriate to what those standards might be in this day and age.

Taking the long view of history, I find it odd that we should now be preparing for lower standards and less well-prepared students than those we have been accustomed to.

At Cambridge in the early 16th Century a statute relating to certain students ('pensioners') required satisfactory evidence with respect to character but did not include a similar requirement with respect to learning attainments . . . "and an inlet was thus afforded at both colleges to a class whose ignorance was only equalled by their disinclination to study, and who, as it was soon found, were a scarcely less formidable element of demoralisation than the riotous and the dissolute".

Ascham wrote to Cranmer saying that no evil was more serious in the university than the admission of students who " . . . never intended to pursue their studies to that degree as to arrive at any eminent proficiency and perfection in learning, but only the better to qualify themselves for some places in the State by a slighter and more superficial knowledge."

St. John's College (in the University of Cambridge) was given a statute by Henry inserting a clause requiring that no 'pensioner' should be admitted who did not already possess such a knowledge of Latin as would enable him to profit by the regular course of instruction, and prevent his proving an impediment to the progress of others.

Thus we learn that motivation problems in the modern university are not too dissimilar to those in earlier times, and we see a university endeavouring to control its entry to avoid the presence of those who could be an impediment to the progress of others, whether by defect of character or of learning.

So far as I am aware, most modern universities admit students without character references and this is almost certainly a good thing, provided the university retains adequate disciplinary powers including that of expulsion.

However since the prime role of the university lies in cultivation of the intellect, it is reasonable to demand attainments at entry in the intellectual area.

In quoting some 400-year-old experiences at Cambridge University I have in mind of course certain similarities to our present age, in that weakness of university leaders today could for a time permit the admission of those who had in no way prepared themselves for intellectual discourse.

In Iron Curtain Countries and in Asia (excluding China on the grounds that I do not regularly meet its intellectuals and therefore cannot sensibly comment on the practices in that country) admission to institutes of higher learning is generally intensely

competitive so far as I am aware. This competition really begins in early school life and continues through to university.

In the United States of America, due in some measure to rather non-uniform schooling opportunities in that country, a widely adopted admission system is based on comprehension tests e.g. in English and in mathematics, supported by optional tests in, say, physics and chemistry.

Our schools are far more uniform and a general matriculation examination may well be less troublesome to students than the adoption of a system similar to that of the U.S.A., where the testing system is of course additional to whatever examination proceeds in the secondary school itself.

It is probable that the variations in U.S. school examining procedures are enormous and that universities tend to rely on the results of the widely administered entrance tests and guided by their experience of the way students from each school have performed in the past.

In Great Britain, entrance provisions for the universities are rather similar to those currently obtaining in Australia.

### "Nothing to justify departure from exams"

Thus if we survey the world scene we see nothing that would justify departure from universal testing or examination procedures.

A general matriculation examination confers numerous benefits on the community. First and most important is the direct benefit to the student, who in subjecting himself to a rigorous examining procedure has sought the best form of advice as to whether he could enter the university with a good prospect of success.

I say "the best form of advice" because there is not a perfect correlation between matriculation and university performance. However the matriculation examination is objective and is the best predictor of ability to cope with university studies.

There will always be exceptional cases but the system copes with these in some fashion.

The matriculation examination only imperfectly tests 'character' and 'perseverance', which are qualities of the individual leading ultimately to rather large differentiation among those who seemed to have the same potentiality at entry.

Among those who fail the matriculation examination there will certainly be some who have the necessary qualities to succeed in university studies. For these there should always be alternative forms of study, whether part-time or at Colleges of Advanced Education, where 'character' and 'perseverance' or perhaps the motivation arising from an interesting job lead to success.

I very much support the concept of alternative routes, together with the

possibility of transfer. Thus it has been important in the past that technicians should have the opportunity to switch over to university or CAE studies where they have demonstrated the necessary capabilities.

Many CAE diplomates have transferred to the university. Many failed university students have successfully transferred to the CAEs and thereby salvaged a career.

Today all the above transfers should continue to be possible. We need in addition a system for transferring at an earlier stage from the CAEs to the universities those who are capable of flourishing in the university environment.

### Regular system of transfers is needed"

Most but not all of the difficulties in such transfers arise at the CAE where nothing is done to persuade able students to transfer to the university. This overlooks the needs of the student who thereby suffers from lost opportunity.

Accordingly a regular system should be set up to ensure ease of transfer between institutions offering different levels of training.

The second benefit of a general matriculation examination is the weight thus conferred on ability and achievement at the expense only of prejudice.

Prejudice of race, school, suburb, religion, speech, is dealt a nasty blow by the administration of an impartial examination system. Remove that impartial examination system and a thousand devils will enter; and each one bears the name prejudice.

Remove an impartial examination system and the community will lose far more than it could possibly gain.

An able pupil at an indifferent school in a miserable back-water has most to gain from a public examination.

It has to be conceded that a moderate student at the same school will have less chance of entry than a candidate of perhaps the same natural ability at a better school. It is not, however, the mission of the university to correct such social situations but rather to offer a sound education to those who have shown that they can pass the matriculation exam (and get into a quota).

The third benefit of a general matriculation system is the information it provides on teachers and schools. This information is welcomed by good teachers and not welcomed by bad teachers.

In my view we don't use the information sufficiently. The records of the Examination Board could tell us that at school xyz the teaching of chemistry is pathetic, that of biology unsound, of history fair, and so on.

Among the reasons for presenting a variety of subjects could even be the need to average out the effects of good and bad teaching.

It would be possible, I believe, for an Examinations Board to devise procedures which would not only determine the good and bad teachers but also correct the marks awarded, in order to achieve a better assessment.

● Continued on page 8

6 Prejudice . . . is dealt a nasty blow by the administration of an impartial examination system. Remove that . . . and a thousand devils will enter; and each one bears the name PREJUDICE. 9

Recent studies — at Monash and other universities — indicate that “early-leavers” achieve markedly better results than the general student population. This prompted the “Reporter” to prepare this . . .

# Profile of an

## 'Many come to university but still outrun those

Each year, about 40 “early leaver” students are accepted to do degree courses at Monash. There is now a total of 107 students participating in the scheme, and some of them should complete their courses at the end of this year.

The scheme started with the selection of 39 applicants who began their studies in 1974.

Its purpose is to make places available at university to people who could benefit from a tertiary education, but who for various reasons, such as educational disadvantage, have not obtained an HSC pass.

The main types of educational disadvantage covered by the scheme include disrupted or shortened secondary schooling because of family or financial reasons, persistent or recurring ill health, being of Aboriginal or part-Aboriginal descent, having a mother tongue other than English, attending school with deficiencies such as staff or equipment shortages, or having taken two or more subjects by correspondence.

More than 200 people from all walks of life apply for admission under the scheme each year and approximately 40 are finally accepted, most between the ages of 25 and 54.

Eligible applicants sit for two two-hour exams — tests of “scholastic aptitude” — and the selection is finally made by the faculty concerned.

For mature age students, one of the main advantages of the scheme is that they do not have to spend two or three years studying for their HSC. To many, this is a most welcome short-cut.

Each Monash faculty can offer up to four per cent of its total intake to early

leavers and so far their choices seem well-founded. Recent figures compiled by the Academic Registrar's Branch show that early leavers do better at their university studies than the general student population. (Monash Reporter, August 3, 1976).

Ann Smurthwaite, Research Assistant with the Higher Education Advisory and Research Unit (HEARU) feels that this situation has arisen from the attitude which early leavers have towards university and their studies.

“I think that most early leavers are dedicated and enthusiastic because they're highly motivated and know exactly what they want and why they want it,” she says.

“They are also fairly realistic in knowing what will be required of them at university. If anything, initially they tend to exaggerate the difficulty of the work. They really want to study, and this strikes you most when you see what many of them have given up. They have many difficulties — financial and personal. Mostly they're at university because they've thought about it carefully.

“For many younger students, university may just be another step in the road. It's something they take for granted. But for the early leavers, it's a considered decision.”

According to Miss Smurthwaite, many early leavers are highly successful in their jobs before they come to university, while others feel confined



• Ann Smurthwaite

## NORAH COBBY

Mrs Cobby is married with four children and is 43 years old. She is in her final year of Arts, majoring in Spanish.

“When I first came to university, I was terrified by the whole experience, especially in the Spanish classes because I'd never learnt a foreign language before. It was at least six months before I dared to open my mouth and the first time I was asked a question, I nearly fainted!

“It was really quite by chance that I came here at all. I saw the advertisement in the paper and decided to apply. I thought that nothing could be lost by applying and even if I didn't get in, well, at least I would have tried,” she says.

Towards the end of 1975, during her second year, Mrs Cobby decided to apply for the Vallejo Gantner Memorial Travel Fund for travel in Asia, the Pacific Islands, Africa, India, South America or any developing country. The award consisted of a \$1000 travel grant, and was open to any second year undergraduate in Arts or Economics and Politics.

“I was most surprised when I won it, and decided to go to Argentina for five weeks. My language improved overnight.

“I've enjoyed it at Monash very much and could never have come here except for the scheme. I left school when I was 14 because everyone left school at that age, and then did a year at business college. When I was at school, it was during the war and most of the teachers were away. The quality of teaching wasn't very good and it was out of the question for someone in my circumstances to do matric anyway.

“When I finish, I hope to do technical teaching and will probably start training next year.”

## JIM BAILLIE

Jim Baillie is 28 and single. He is in his second year at Monash and was majoring in politics and sociology. He has now decided to discontinue.

At the end of his first year, he got a credit, distinction, and high distinction.

“The reason I came back this year was because my results were so good, and my lecturers and tutors gave me a great deal of encouragement to continue, even when I thought that university wasn't really for me. I couldn't see myself staying on, and the only things I really enjoyed doing were the essays, but the subject matter didn't really turn me on.

“I went back blindly this year, and because I was disappointed with the

work I was doing, I got all my doubts back. I started arguing with lecturers about things that were on the courses and just wasn't happy about the whole thing.

“I still wish I had a degree — maybe I'll complete the course sometime.

“Before I went to university I had all sorts of jobs. I was a boat-builder, truckdriver, worked in a service station and a bank, had my own lawn-mowing business, and also worked as a builder.

“I'm very adaptable,” he said.

## HELGA KUHSE

Mrs Kuhse, 36, married with one daughter, 11, is in her second year of an Arts/Politics course, and is majoring in politics and German.

At the end of her first year, she passed all subjects, gaining three distinctions and a credit. This year she is doing German honors and hopes to do politics honors next year for her double honors degree.

Before coming to Monash, she was a secretary in the automotive industry, and was also studying part-time for her HSC. She had done one subject — politics, for which she was awarded a high distinction — at night school, and was determined to study at University.

“Being able to come to university

without doing HSC first was a marvelous opportunity,” she says.

“It saved me so much time. . . I'm glad, in a way, that I did that one subject for HSC because I then felt that I could get a degree. . . I would have been nervous about coming to university without having done something first. I think it helped me.”

Mrs Kuhse has not yet decided what she would like to do when she graduates: “For now, I just want to study,” she says.

She feels that being a more mature student helps her in both literature and politics:

“In literature, you don't tend to look at issues in a narrow perspective, and in politics, one tends to be rather idealistic and one-sided in one's youth. When you're older, you are more able to see both sides of a situation.”

## JANET WRIGHT

Mrs. Wright is 29 with two young children aged five and six. She is divorced. She is doing combined second and third year Arts, majoring in history.

“Before I came here I was a physiotherapist — and that's quite a depressing job because you help people who are paralysed to get dressed, you feed

# early-leaver

*in hobnailed boots —  
in tennis shoes'*

by the jobs they're in and see a university degree as a way to widen their scope.

"Most come from a low socio-economic background and feel the need to develop themselves, and a number had their education cut short by the war, or through disruptions in their family life.

"Very few come from families which have had any other members at university."

## Most are married

"Almost all are married or have children. Therefore they have a fair number of adjustments to make. They also have other people depending on them, so that can be an added strain, especially if they have to suffer financial hardships. Some get TEAS but this doesn't amount to much for people with a family, and those who get into financial difficulties have to ask for loans, otherwise it would be impossible for them to continue.

"Although the ages of these students range from 25 to 54, most of them are in the 25 to 35 age group. There are more men than women — more women apply, but fewer are selected. In 1974, about 60 per cent of the intake was male, although that's gone down to about 56 per cent in 1976.

"Many people think that the women who come here to study under this scheme are bored housewives from suburbia. In fact, for the most part, they are highly motivated people who go through a great deal for the privilege of studying at Monash," she says.

"Quite a few early leaver students

have changed from pass degrees to honors and double degrees such as Arts-Law and Ecops-Law. I suppose that, because they are prepared to change their lives in such a dramatic way, they are more open to changing their opinion with regard to their courses.

"It should also be pointed out that this is a group of very highly selected and intelligent students. Many of them come to university in hobnailed boots and still outrun those in tennis shoes.

"The University could, without much risk and to the advantage of the community, increase the numbers selected under the scheme.

"I think that some of them are very realistic about university life and don't expect very much at all. As a consequence, they may get a great deal out of it. Others get disillusioned because they come to university looking for answers which university can't give them.

"It's also an interesting situation with the drop-outs — and a number of these are what we have called 'successful' drop-outs who were doing well in their studies — that there are proportionally fewer early leavers dropping out than those in the general student population.

"Early leavers who drop out have a reason for doing so — nearly always have a very specific reason for discontinuing their studies — whereas younger students often seem to do so through confusion. Early leavers drop out because of financial difficulties, illness or the demands of their personal or business lives," Miss Smurthwaite added.

## Help at hand

Sir: As an early leaver student, I would like to emphasise the aspect of comparative isolation which mature age students experience when entering a university primarily geared for full-time immediate post-secondary students.

Mature age students usually relate well to the younger students but they do have a different perspective of university life due to their age and experience. They also find that their friends/family can stand just so much academic discussion without being bored and this can be experienced as rejection.

Realising that these difficulties were being experienced by a number of its members, the Monash Part-Timers Association recently formed a Mature Age Students Group, to cater for both full and part-time students. This will now widen the scope of the association and more importantly serve as a focus group between a larger number of students. Currently the committee is negotiating for an area in the Union Building to serve as a drop-in/contact centre.

— Graham Dean  
(Buildings and Grounds Branch/Arts 1).



At 75, Fedora Anderson (right) was Monash's oldest graduate. Though not an "early-leaver" in the strict sense (she did HSC at the age of 68), Mrs Anderson found her path to university was longer (in time and distance) than for most. Here she offers some . . .

## Tips on bridging the generation gap

Many students — and older folk — have asked me: "But didn't you find a generation gap? Didn't you feel out of place with so many young students?"

I can tell you that there could be a difference between 18 and 75 years . . . but there need not be.

I was very happy to see that Monash was willing to admit people like me, who had finished my state school education at the age of 14, the year the First World War broke out.

I had no further formal education (except through the Workers' Educational Association and the Council of Adult Education) until 1968, when I took up matriculation study. So from state school to university level there was over fifty years to bridge.

Here, then, a word of encouragement to young people — and to those in between with families, especially young families: **If you are willing to work hard and continuously and, as I did, burn the midnight oil, there is no reason, short of insanity, why you cannot gain a university degree.**

Many Australians today eschew academic folk, their behaviour and their status, but I feel, in several ways, the university is good for one. It was for me.

For one thing, every student has equality. I found that, amid the different races, religions and ideologies, one could express one's own ideas and be an individualist, even in a group of over 12,000 students.

I would say that in first year English it seemed better to "keep to the book." After all, I suppose when one meets modern writing, especially modern poetry, one has to be shockproof to new ways of writing and expression. This is one instance where discipline comes in — and that's an asset that is hard to acquire.

But I really enjoyed second year English because my tutor gave marks for originality in practical criticism

and because he embraced a wider than English Literature curriculum approach, bringing in Greek and Classical allusions. Here I would like to say that the knowledge I gained from doing the Classical Civilisations (Greek and Roman) course was a great help.

I am no actress, but I revelled in the Modern Drama course, because it revealed to my mind the different kinds of levels in society, the strata and the people.

One good feature of this course was the flexibility, exercised by the tutor in charge. There were nights when we students stayed back, to read, for the sheer joy of it, plays not necessarily on the curriculum or for public reading.

Another good feature was the encouraging of students to write their own plays as part of the year's assessment.

## Poetry workshop

One poetry workshop was a great success and I feel could be more often repeated. Students gathered in a circle while four readers set at different points read the students' own contributions. These were graded by the professor and the lecturer.

I had always said I couldn't write poetry, but it so happened I had two short pieces written over the years which I counted lightly. Mine were read and I managed to get a middle grade. Up to this year, the year of my graduation, two was my total.

Somehow, this year, I have turned out about 20 pieces (I hesitate to call them poetry). I never could have done

Continued overleaf

# HSC: THE GREAT DEBATE

Continued from page 5

*We'll cry both arts and learning down,  
And boy! then up go we!*

One of the problems of the modern teaching profession is that a number of teachers feel an overwhelming desire to play at being God. A notable example of this disease is the slogan of the Schools Commission: "Equality of Outcomes".

Now we are all equal in the sight of God, who sees us as moral beings, but this has never implied that we should all be able to run the hundred metres in the same time, understand an argument of Euclid with the same facility or write the same stumbling prose that you read here.

I know of only two systems which have attempted to achieve Equality of Outcomes. The first such system was undoubtedly the Bed of Procrustes.

My classical dictionary informs me that Procrustes, or "the Stretcher", was a surname of the famous robber Polypemon or Damastes. He used to tie all travellers who fell into his hands upon a bed; if they were shorter than the bed, he stretched their limbs till they were of the same length; if they were longer than the bed, he made them of the same size by cutting off some of their limbs.

What the travellers, in whom Equality of Outcomes had been

The inequalities in opportunities are so great that many have come to think that merely improving on the opportunities offered to the socially handicapped is to do nothing.

A century of improving opportunities has not got rid of the very poor; has not made our society more equal. This argument contains a grain of truth.

However, taking the larger view, is it not worse that the gap between poor nation and rich nation is widening? And has not this gap arisen because of improved conditions for all in the richer nations, among whom Australia must be numbered?

To what extent can we toy with dubious social experiments designed to produce more equality in Australia but doomed to failure, when the gap between rich and poor nations is so disturbing?

Earlier in this paper I stated that a general matriculation examination is the best predictor of university success. Opponents would no doubt claim that it is not too good a predictor.

And perhaps they might go on to suggest that choosing students by lot, without any form of examination, would do as well.

I have endeavoured to counter such an argument by reference to experience at Cambridge in the 16th Century when the admission of students who had not prepared

Faculty of Arts should conceal this information from the student.

Thus, in contrast to the view that examinations are meaningless I am offering a counter view that while an occasional individual examination result may be highly misleading, the overall result is not.

In all the university examining in which I have been engaged, I have been more surprised by the remarkable consistency of results than by any inconsistency.

University admission requires a universal general testing procedure or ex-

amination which will select those candidates for admission who have demonstrated that their preparation for university studies is such as to give some assurance of success in university work.

Admission should be based on performance in not less than six subjects, including English, at least one history subject, and at least one science subject, chosen from physics or chemistry.

The universities should ensure the maximum feed-back to schools from such universal testing procedure or examination, advising principals on a confidential basis of the 'good' and 'bad' teachers.

Results from internally assessed subjects should not be given much weight.

## PROFILE OF AN EARLY-LEAVER

from page 7

this, I believe, if it hadn't been for the way we were taught to tear a poem to pieces and the way we were made to squeeze every drop of juice from what appeared to me to be vague and impenetrable poems.

The jigsaw of a poem, when completed, gives a whole picture: it can take much time to put it together once it has been disassembled (what I mean is, if we take a poem to pieces, surely we can put it together again). Do try it, for making a poem can be such a relief in difficult and trying times.

University life is good for more reasons than learning a subject, doing a course or getting a degree.

The tutorials I found very helpful, because, when you had to pit your mind against those of other students, you could learn to modify your views, widen your knowledge and also become aware of each person's right to a voice in the discussion. I certainly became more tolerant of others through associating with fellow-students in these small groups.

### Communication

Communication with other races, Asian and Malaysian, among the exchange students, is good too, especially in tutorials.

Perhaps the greatest of all things was to get a smile and give a smile (or vice versa).

When end-of-year assessment comes, some of the credit will be due to those who have encouraged the successful student.

One slight disappointment I had was in a history tutorial (I understand the tutor is no longer at Monash). I was in a group of several girls (fresh from matriculation success) and one small white-faced boy. Well, I used to prepare two or three foolscap sheets of notes just in case I had to say something to fill a gap. I soon learned I was laboring in vain. This tutor, a knowledgeable fellow, chose to ignore me. Perhaps he wanted to bring out the younger ones.

Anyway, it taught me that I could put the extra time into essays and exams (as one student told me she did). This was the easiest and simplest tutorial I attended and I found I could sit back, take it easy and listen to others and the tutor who summed up excellently and appropriately. Even

here, perhaps I could learn to be a better listener.

I went to the University because I love learning (Monash's motto is *An-cora Imparo*, which means "I am still learning"), but I feel that character-building is important, too. A student in distress may speak to another student, be referred to a counsellor and be encouraged not to "drop out" — where parents have failed to help.

The hitching-posts very often claimed my attention. I have not seen them at other universities, and they seem to be a very effective innovation. On each post is indicated the direction where cars will be travelling, thus helping the students to choose the nearest way home.

Not only have I been enlightened by tutors and exchanged views with students, but once even the Dean gave me a lift to a tram. The long distance from Northcote to Monash became an enchanted ground with the variety of thought exchange and personality.

The main Library was a fount of many blessings to me. After sampling Melbourne University's (Baillieu) Library and La Trobe University's Library, I have no hesitation in commending the staff and administration at Monash for keeping a quiet place to foster learning. It is certainly the best conducted of the three mentioned.

### Innovative

In summing up, I would say that Monash is a home, whereas La Trobe is a verbal hunting-ground, and Melbourne once a dream beyond me. As one Melbourne student remarked to me: "Melbourne is traditional: Monash is innovative. I put in for Monash, but got Melbourne. I wanted to go to Monash."

I like that word "innovative" because it fits in with the Monash motto and because it is my motto.

I preferred to go to Monash rather than La Trobe (which was nearer to me, and where I had gained a place), because Monash was more than a school — it was a home, where I heard no bickering or quarrelling, where I could not only get a "lift" mentally but a physical lift — part, if not all, the way to my domestic home in Northcote.

My four years at Monash are a filigree of happy memories, with little criticism, set in an unbroken circle of learning.

**6 We can only be made equal by the love of a caring community which seeks to provide opportunities for those who would not otherwise have them . . .**

achieved, were good for thereafter is a matter I must pursue with the Professor of Classics.

The other system is that of handicapping whereby a fancied horse is given a heavier weight in order to slow it down, or a start may be given to those competitors who are slower, with faster competitors being 'on scratch' or 'behind scratch'.

Whereas the Procrustean Bed and the system of handicapping, by making the task more difficult for some, are two systems which are unacceptable, we cannot so easily reject the concept of a good start for those who need it.

Thus in a region where parents don't own books, a good library is necessary. Municipal playing fields are more necessary in poor suburbs than in wealthy ones. Good teachers should be offered inducements to attract them into poorer schools.

This is to say that the older slogan "Equal opportunity" embodies a fairly satisfactory view whereas the new slogan of "Equality of Outcomes" has the Procrustean Bed as its progenitor and is not acceptable.

I can understand that teachers are perplexed by the differences, between human beings, with which we all have to come to terms sometime. I cannot understand that teachers can feel we can all be made equal by government decree or by strikes of teachers.

We can only be made equal by the love of a caring community which seeks to provide opportunities for those who would not otherwise have them. We will be more equal when we have learnt to love all more equally.

The revolution needed is always the one in our hearts.

themselves thoroughly for entry produced many problems for the academic community.

I would begin by choosing teachers' leaders by lot and that could be a sensible development which would spare us hopefully from much foolishness.

When one is seeking a representative opinion, choice by lot of those who are to speak, subject always to statistical control, is a sensible way of proceeding when the numbers are too great for all to be able to speak. Such a method of choice would give us more truly representative governments than we have ever had.

In admitting students to university, however, one is not seeking a representative group but those who have demonstrated that they can best profit from the opportunity, and choice by lot cannot determine this.

Also, choice by lot is itself discriminatory since the choice is to be made presumably only from those seeking admission to the university. This is a group which is already select, and to choose from such a select group will not promote equality in the sense sought.

Individual examination results are much more subject to error than the group of examinations as a whole. I remember questioning the abandonment, by the Arts Faculty of Monash University, of the High Distinction category in their examinations.

Certainly there is greater uncertainty in Arts-type examinations than there is in the Science-type examinations. Even so, a candidate who has been awarded four Higher Distinctions is being given useful information about himself, and I see no reason why the



# Biology leads in popularity

Biology is one of the subjects most favored by Victorian children in their later years of secondary schooling.

Chemistry and physics are significantly less popular, and there is a marked drift away from mathematics. Foreign languages rate poorly.

These are some of the findings of a comprehensive survey recently completed by the Victorian Education Department and Monash University.

The survey, known as STEP (Secondary-Tertiary Education Planning), began last year.

It studied in detail the subjects and subject-combinations chosen by more than 76,000 pupils in years 10, 11 and 12 at Victorian government and non-government schools, with the exception of technical schools. A total of 343 schools co-operated in the survey.

One aim of the project, which is continuing this year and next, is to gather and analyse the kind of data essential to the planning and use of existing tertiary education resources.

The material will also prove useful to counsellors, careers advisers and subject and form co-ordinators in schools.

The report has been compiled by Mr Barry Walsh and Mr Warren Mann, of the Monash Careers and Appointments Office, in collaboration with the Planning Services Division of the Victorian Education Department, the Advisory Council on Tertiary Education for Victoria, the Victorian Universities and Schools Examinations Board (VUSEB) and other government departments and agencies. It has been published with financial support from the Schools Commission's Special Project (Innovations) Program.

## "Sombre picture"

The editors of the report say that the picture revealed is a "sombre" one, with a variety of fundamental changes in progress.

"With declining growth in the population age-groups traditionally regarded as educable, and with school retention and tertiary participation rates no longer rising rapidly, the education system as it now exists is under challenge," they say.

"Changes in the interests and aspirations of young people have far-reaching implications for educational institutions and for various professions, trades and occupations.

"The large and still growing output of the education system is confronted with a range and volume of occupational outlets which are not expanding quickly enough to absorb it, and which, in some important areas such as teaching, are showing signs of contracting.

"If these facts are not widely understood and squarely faced, the frustration of educational aspirations and vocational expectations could have grave social consequences."

"STEP 76" illustrates graphically the changing subject preferences of fourth, fifth and six-formers in Victorian schools.

The emerging patterns (in 1975) included:

● In Year 10, English was taken by virtually all students, and science, geography and history by more than two-thirds.

Other significant subjects were mathematics, consumer education, art, graphic communication (boys), and woodwork (boys in government schools).

Nearly 60 per cent of girls took typing, and more than a third took needlecraft and home economics.

Only about a quarter of all students studied a foreign language.

● At Year 11 there was a drift from mathematics — about half of all boys and 60 per cent of girls were not preparing themselves to take a branch of mathematics at HSC.

Biology was the most frequently chosen subject, particularly by girls (60 per cent). Chemistry (chosen by 30 per cent of all pupils) and physics (25 per cent) were significantly less popular.

Differences between the sexes became more apparent in Year 11. With boys, mathematics and economics were the most popular subjects. Commercial and legal studies was popular with boys in government schools (41 per cent), but less so in the non-government system (29 per cent). The two most popular subjects among girls were biology and history.

● The pattern for Year 12 follows closely VUSEB calculations based on studies of students presenting for HSC. These have revealed the following broad trends:

1. The proportion of students taking three or more science subjects has tended to decline since 1970.

2. There has been an absolute decrease in the numbers taking the combination chemistry, physics, pure mathematics and applied mathematics since 1970.

3. In 1972, for the first time, the number of girls satisfying HSC requirements exceeded boys; this pattern has continued and has become more pronounced.

4. The distribution of subject combinations is significantly different between girls and boys, and it has remained stable in the period studied.

5. Growth in the numbers completing HSC is largely accounted for by increases in those taking combinations which include biology and general mathematics and in those taking combinations which include no science subjects.

"Lectures can be linked to girls in a beauty contest. They need a good bone structure, and plenty of flesh in the right places. . . . And if they have a smile or two, so much the better." — Professor W.K. Lacey, University of Auckland Teaching Workshop. (Reported in "University of Auckland News")

# Battle won: he's off to Oxford

The month of August will be remembered by Dr Ray B. Muir, senior tutor in physiology, as pleasantly satisfying.

In that month he received notification of his Nuffield Dominions Trust Demonstratorship at the University of Oxford. August also saw the termination of what Dr Muir cheerfully describes as a "conservation war" in his home district of Belgrave.

Dr Muir, who has been researching at Monash into the central nervous system's control of movement, will enter, at Oxford, into closely related studies. These will involve investigations on nerve cells in the spinal cord which control specific muscles in the limbs and studying the functional aspects of the influences on these motoneurons of other cells in the spinal cord.

The long-term aim of these studies is to discover which parts of the central nervous system are responsible for controlling particular aspects of movement and the specific roles played by these parts.

Eventually the work will contribute to neurological knowledge and will benefit those who suffer from movement disorders such as epilepsy and spasticity.

While Dr Muir has been unobtrusively conducting his research projects and assisting his students through the complexities of their chosen discipline, he has been actively involved in a battle to preserve the essential character and charm of two small hamlets, Belgrave South and Belgrave Heights.

Developers, backed by the local council, and contrary to the advice of two independent planning authorities, planned to go ahead with two commercial construction projects. These were a complete shopping centre in Belgrave South and a smaller single supermarket in Belgrave Heights.

The local Progress Association, of which Dr Muir is vice-president, believed that both projects were unnecessary and inappropriate from a town planning point of view.

"The outcome of this conflict between conservationists and developers," says Dr Muir, "demonstrates what ordinary citizens can do when they become united on an issue."

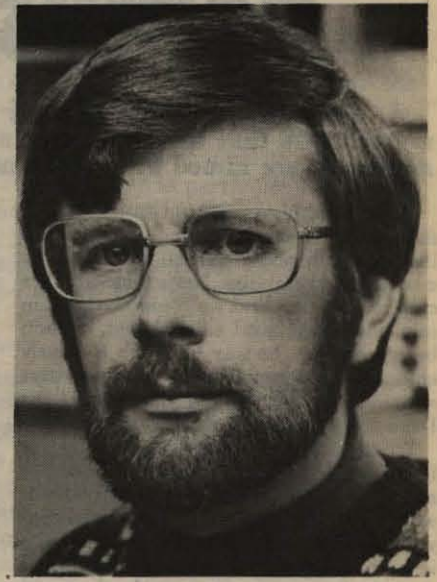
After 338 appeals had been lodged against the council decision with the Town and Country Planning Board in the city, a residents' action group was authorised to employ legal aid to fight the decision in the Town Planning Appeals Tribunal.

## Malcolm to visit

Malcolm Muggeridge, whose present visit to Australia is sponsored by the Festival of Light, will give a lecture at Robert Blackwood Hall on October 7.

The title of the lecture will be "Changing Society". A panel will put questions to Mr Muggeridge on abortion, homosexuality and drugs.

Malcolm Muggeridge has been labelled a "moral crusader" and has strong views on the need for Christian values in marriage and the dangers of easy divorce, abortion and contraception irresponsibly used.



● Dr Ray Muir

Sufficient funds poured in from local residents to employ a barrister and solicitor and Dr Muir received news that the case was won on August 24, seven days after receiving notification of his Nuffield Demonstratorship.

To crown the month for Dr Muir, the conservationist candidate sponsored by the members of the Action Committee and Progress Association of the Shire of Sherbrooke was elected to the council.

Physiological research relies heavily on engineering principles and it is not surprising today to find a man whose first degree was in engineering established in the department of Physiology, recording with micro-electrodes the electrical activity of single cells in the central nervous system.

After obtaining his electrical engineering degree at the University of Melbourne and subsequently designing telephone exchanges for the PMG (now Telecom Australia), Dr Muir felt drawn to the field of biology and medicine. He completed a unit in biology at the University of Melbourne, attending evening classes.

In 1968 he was appointed a research assistant in the department of physiology, which theoretically allowed for part-time post-graduate studies. He enrolled for a Master's degree in Physiology.

Four years later when it became evident that the time for study was not available, Dr Muir became a senior tutor in the department and converted to a Ph.D. under Professor Robert Porter, who had originally encouraged him in his desire to enter the physiological field.

The meeting at Robert Blackwood Hall is by invitation or on application to The Festival of Light, Box 654E, GPO, Melbourne, 3001.

## . . . and Gough

The Leader of the Opposition, Mr Gough Whitlam, will visit the campus on Oct 20.

He has been invited by the Town and Country Planning Association of Victoria to give the R.A. Gardiner Oration in Robert Blackwood Hall.

The title of Mr Whitlam's talk will be "The Federal Role in Urban and Regional Planning."

# Sociolinguistics demystified

A necessary but insufficient prerequisite for good teaching materials is that the writer has a clear picture of the audience the materials are aimed at and the needs of this audience.

Publishers, however, tend to be wary of such materials on the grounds that specifying one's audience will entail limitations on a book's marketability. Nevertheless, in the case of this new and welcome textbook in sociolinguistics, good sales should, in fact, be ensured by the way in which it clearly embodies the specific aims of the writers and their experience with students in the Department of Linguistics at Monash.

What's more, I suspect that not only will it be well received by the writers' captive audience (their own students) but also it will do much to promote the subject by convincing other students that sociolinguistics is both interesting and manageable, and that it is an area to which they can themselves make a worthwhile contribution.

The authors state, in their Introduction, that the latter is their aim — that is, they want "to encourage the development of competency in a fascinating field of study by active participation in its research, even if only in a small way."

To this end, the book is very much what its title claims: a workbook. A great deal of care appears to have gone into developing the points for discussion, the practical exercises and the assignments which accompany the presentation of each topic.

There is also a practical and unforbidding appendix on field methods. This concludes with some optimistic notes on "Snags" (p.191). The fourth snag could be that "everything goes wrong":

The informants are unco-operative. The tests prove to be unsuitable or the cassette recorder breaks down and, worst of all, your results are not what you wanted in any case. Cheer up! This can happen to anyone doing this kind of research and working with such unpredictable elements as human beings and electrical equipment. Consider it valuable experience, note your mistakes (if there were any) and start again on another project!

## Beginners' role

What is this subject that actually has teachers who want to encourage students, who want to demystify their work and who feel that even beginners can make a worthwhile contribution?

Despite growing literature in the area, this is still a legitimate question for those who are unfamiliar with language studies. The vast majority of potential students probably know nothing about linguistics and sociology (to which they rightly might try to relate it), apart from feeling that linguistics is indeed esoteric and difficult and that sociology has been around too long for them to admit ignorance of what its concerns might be.

In fact, sociolinguists themselves seem only in the past couple of years to have stopped being preoccupied with discussing what their authentic field of study might be.

The writers introduce sociolinguistics as a study of language "seen and discussed in relation to the context in which [it] occurs." Language use is investigated at the micro-level, where, for example, utterances such as the following could be analysed: "I suppose you're going to take out the garbage". (p.5)

The sociolinguist is not so much interested in the "grammar" of utterances such as these, but in the conditions under which the above could be regarded as a statement, request, order or complaint, etc.

At a slightly less "micro" level, students are set an assignment to investigate the speech variety of a small speech com-

munity, for example, a professional or social group (p.41).

This type of investigation highlights some important issues for sociolinguistics, namely, that under the cover-term "the English language", for example, numerous more or less discrete varieties of English can be found: American English, British English, Australian English and, within and across these broad categories, working class English, Western District English, possibly Geelong College English, scientific English, the English of the drug scene, and so on.

The way in which one group differentiates itself from others through language use (within and across languages) has tremendous implications for, among other things, people's social mobility, employment opportunities and treatment by the law.

## Instrument of power

The present racial unrest in South Africa, sparked off by the enforcement of Afrikaans in schools, is an example of language being used not simply as a symbol but as a real instrument of the power of one group over another.

These latter issues are some of the concerns of the "macro" end of sociolinguistics. Other areas dealt with in the book include: Bilingualism and multilingualism, pidgins and creoles, the media and "playing with language" (e.g. jokes, nonsense words, nicknames, children's rhyming games).

Like any good teaching resource, there is more in this book than can be used in any one course: the teacher and student have a lot of interesting work to choose from. And because there are vast amounts of exciting data waiting to be mined, students can really make a worthwhile contribution.

The writers open up the field not simply through practical work. One of their subsidiary aims is to meet "the common complaint . . . that often, when starting a new subject, students are overwhelmed by massive reading lists and strings of unfamiliar and unexplained terminology and concepts." (Introduction)

To date, students of sociolinguistics could be referred either to oversimplified surveys of the literature or to works which are very often loaded with terminology and unnecessarily complex language.

## Anti-noise course planned

An intensive five-day course on "Noise and its Control" will be held by the Monash department of mechanical engineering from November 22-26.

The course, designed for engineers and architects in industry and private practice, is being held in response to numerous requests.

Director of the course, Dr Robin Alfredson, says there is no easy, cheap solution to noise pollution. "It is a long, hard struggle and people must be prepared to pay for noise reduction if they wish to live in a quiet environment."

Students of the course will study methods of reducing noise in buildings and in industrial and domestic machines at the design stage.

"The siting of building constructions is important in the reduction of noise in a community," says Dr Alfredson.

Emphasis will be given to noise in



**Book:** The Social Significance of Speech: an introduction to and workbook in sociolinguistics.  
**Authors:** John T. Platt and Heidi K. Platt.  
**Review:** Helen Moore, Lecturer in Teaching English as a Second Language, School of Education, La Trobe University.

The best example I've found is from Fishman,\* one of the great names in the field:

However, the fact that the formulation of a regular association between language (variety) and large scale situational behaviours may be difficult to come by is no more indicative of a dubious relationship than is the fact that grammatical regularities can rarely be explicitly formulated by native speakers is to be considered as calling the abstracted rules themselves into question.

Perhaps the language of sociolinguistics could benefit from investigation with a view to reform!

Unfortunately then, the claim that teachers of sociolinguistics seek to demystify their work cannot be borne out in many cases. This sad fact is, however, another reason why this particular textbook is so welcome. It is clearly written and, furthermore, gives students a way into reading the writers' more uncompromising colleagues in the field.

This is not to say that the book spoon-feeds its readers. It is a workbook in this sense too, in that it avoids the trap of synthesising and resolving the arguments of important scholars in the field; rather, it introduces students to various points of view and, through the discussion questions and the annotated bibliographies in each chapter, it leaves the student to resolve the issues and make decisions for him/herself.

At the moment, unfortunately, I'm not in the position to teach a full course in sociolinguistics. This book makes me itchy to get back to it.

\* Joshua A. Fishman, *Sociolinguistics: a brief introduction*, Rowley, Massachusetts: Newbury House, 1972, p.52.

## Protest visit

An American nuclear engineer who resigned his job earlier this year to join the protest movement against atomic power plants will lecture at Monash this week.

He is Mr Dale Bridenbaugh, who was a senior management engineer with the General Electric Co.'s nuclear energy division.

He will be visiting Melbourne from October 7-10 as part of an Australia-wide tour for the Movement Against Uranium Mining.

The Monash lecture, organised by the university's Community Research Action Centre (CRAC), will be given in the Alexander Theatre on October 7, from 1-2.15 p.m.

Mr Bridenbaugh resigned from General Electric on February 2. Two other senior nuclear engineers quit at the same time.

## MAP DISPLAY

If your interest in maps extends beyond using a street directory, you could be interested in an exhibition now being held at Melbourne University.

It's a display of Swiss cartography (mapping) presented by the Foundation Pro-Helvetia, in collaboration with the University of Melbourne Library and the Australian Map Curators' Circle.

Also on show are cartographic items of Australian interest from the library's map and book collections.

The exhibition, in the Leigh Scott Room on the first floor of the Baillieu Library, continues until October 27.

## Words, words words, words

Ian Anderson, former editor of Monash Reporter, now working at Stanford University, California, finds that language has taken on rich new meaning.

"For example," he writes, "a person is not affected by such-and-such, but is impacted; a shuttle bus service on campus did not end, but was deactivated; a department does not discuss a proposal with another, but prospects; and you don't advertise a position, but recruit for an open position."

But one of the finest examples of language-mangling he's come across so far appeared in a press release quoting an education professor:

"We have never successfully mounted a well-planned, sequenced, timely, issue-centered, skill-oriented, decision-making curriculum of sociocivic learnings and experiences."

(The professor's topic, Ian says, was "the national decline in the skills of reading and writing".)

Other gems in Ian's growing collection include:

- A document entitled 'Work Program Training Developmental Sequence Proposal'.
- 'Potential safety related vehicle defects'.
- 'Affirmative Action accountability staff training seminar'.
- 'A pre-addressed postage paid rate request coupon'.
- 'A human resource development practitioner'.

## MIME AT THE ALEX

The only performances in Melbourne of the Canadian Mime Theatre on their Australian tour will be given at the Alexander Theatre on November 8 and 12.

On each of these days there will be a morning and afternoon performance of a program designed specifically for young people.

At 2.30 p.m. on October 16, the Baranggay Folk Dancers from the Philippines will present their only Melbourne performance as part of the Alexander Theatre's Saturday Club program.

Thirteen hundred children are subscribers to the Saturday Club, which ranges in its activities from puppetry workshops to full scale ballet presentations.

The aim of the Club is to nurture children's appreciation of the performing arts in an established theatre situation.

"Theatre-going and cinema-going is a family born habit which waned during the second world war and became even less popular with the advent of television," says Philip A'Vard, manager of the Alexander Theatre.

"We hope that by introducing children to a wide variety of live performances we are creating audiences of the future."

And what is the value of live theatre that audiences should be created for it?

Mr A'Vard believes that the intangible contact between the performer and the recipient, the two-way reaction, forms a human situation of value which cannot be achieved through film and TV.

## SCHOLARSHIPS

The Academic Registrar's department has been advised of the following scholarships. The Reporter presents a precis of the details. More information can be obtained from the Graduate Scholarships Office, Ground Floor, University Offices, Extension 3055.

**Australian Kidney Foundation — Summer Vacation Scholarships 1976/77**

Open to Medical and Science undergraduates for research related to the kidneys or urinary tract. Tenable for six to eight weeks at Australian Universities or Institutes. Value: \$40 per week. Applications close October 1.

**Shell Postgraduate Scholarships — 1977**  
Tenable for higher degree studies in the U.K. Value: \$2750 plus economy return air fare. Applications close October 1.

**Fellowship for Medical Research — Edward Wilson Memorial Fellowship 1977**

Open to Medical and Science graduates for medical research at the Alfred Hospital and overseas. Tenure: one or two years. Value: Return economy airfare, stipend \$8000-\$18,000. Applications close October 11.

**Senior Hulme (Overseas) Scholarship — 1977**  
Tenable in any field of study, for up to three years, at Brasenose College, Oxford. Available for junior members of staff and postgraduate students. The award includes University and College fees, and a stipend of 1250 p.a. Applications close October 31.

**Frank Knox Memorial Fellowships — 1977/78.**

Open to recent graduates or those about to graduate. Tenable at Harvard University, renewable for two years, and available in most fields of study. The award includes tuition fees and a stipend of \$3400 p.a. Applications close October 31.

**Gowrie Research Scholarships**  
Available to members of the Forces or their children, for recognised research study overseas or in Australia. The value of the scholarships is \$2750 and they are tenable for two years. Applications close October 31.

**Australian-American Educational Foundation Travel Awards — 1977**

Available to Australian citizens to go to the U.S. for research, study or lecturing at U.S. Universities and other institutions for projects commencing between 1 July 1977 and 30 June 1978. Categories: (1) Senior scholars; (2) Postdoctoral Fellows; (3) Postgraduate students. Applications close November 1.

**St John's College Fellowship — 1977**  
Free accommodation and honorarium of \$500 available to academic staff on one year's study leave. Tenable at Cambridge. Applications close January 15.

# Playful times in the English Department

There'll be a fine end-of-year flurry of activity in the Monash department of English this month.

First up, the newly-formed Modern Drama Players will present a full-scale production of Chekhov's comedy *Uncle Vanya*.

This will be followed by the English Staff Players' production of Christopher Fry's celebrated verse comedy, *The Lady's Not for Burning*.

Both plays are being produced by Dr Dennis Davison, who formed the Modern Drama Players from among students taking his modern drama option.

Dr Davison writes: "During the year the Modern Drama Players have given acted readings of Genet's *The Maids*, Sartre's *In Camera*, Ionesco's *The Lesson*, and several short plays written by students.

"*Vanya* will be played by John Sheehy and Yeliena by Phillipa Adgemis. Others in the cast are Judy Gamble, Fiona Cossar, Sheelagh Wennersten, Ross Huggard, Nigel Lawler and Greg McDermott."

Of *The Lady's Not for Burning*, Dr Davison says:

"Fry's exuberant verbal fireworks will make a refreshing change from the meagre vocabularies of some contemporary playwrights, while the



A lady's virtue is not won easily when chaplain Garry Kinnane (right) is around. Others in this scene from *The Lady's Not for Burning* are, from left: Ariella Crema (Alizon), Peter Fitzpatrick (Humphrey), and Gay Fitzgerald (Jenne). Photo: Herve Alleaume.

bewitching witch and the bumbling Mayor provide a pleasant mixture of romance and humor.

"Richard Pannell plays the male lead — taken by Gielgud in 1949 — and Gay Fitzgerald is the inflammable Lady.

"Other roles are by Ros Myer, Ariella Crema, Alan Dilnot, Dennis

Douglas, Peter Fitzpatrick, Garry Kinnane, Tony Cousins, Dennis Davison and (a guest artist from Classics) Saul Bastomsky."

Both plays will be presented in the recently-christened "Ground Floor Theatre" — Rooms SG01 and SG02 of the Menzies Building. Admission will be \$1 (students 50c).

## Society's values stripped naked

The Alexander Theatre's recent production of Joe Orton's "WHAT THE BUTLER SAW" is an interesting interpretation of a challenging play. It is a very funny comedy with a quite serious aim: to expose the disorder, hypocrisy and inversion of values in society.

Orton uses the form of the conventional bedroom farce, but gives it a macabre twist by setting it in a lunatic asylum. The sexually neurotic couple are a psychiatrist, Dr Prentice, and his wife, while the bedroom is replaced by his clinic and couch.

On one level, the play is a very comic exploitation of all the conventions of farce, including the accumulation of mistaken identities, complicated situations and sexual confusions.

However, by placing these within the context of degrees of sanity and insanity Orton creates a satiric dimension which underlies the farcical structure of the play.

Dr Prentice initiates the bedroom farce by attempting to seduce his curvaceous new secretary and then pretending she is an insane naked patient when he is interrupted by his wife and the inspector of psychiatrists, Dr Rance. Thereafter, every new farcical complication in his attempts to

save the situation are interpreted by Rance as proof of sexual abnormality, perversion and insanity.

The accidental, ridiculous disorder of the farce becomes "ordered" by Rance into systematic insanity. He takes control of the play, imposing the real disorder of his insane logic on the other characters — for example, "You must be insane because I've just committed you." As the insane authority posing as sane, he makes his victims appear insane.

### Asylum on stage

Orton's satiric implication is that the asylum on the stage is not merely a farcical convention but is an image of the disorder of the real world.

The play is often brilliantly funny on both of its levels of farce and satire, and the Alexander's production does justice to this duality of movement.

Malcolm Robertson, the director, has obviously decided to keep as close as possible to Orton's intentions, and is careful to maintain a delicate balance between the dramatic possibilities of both levels.

The characters at either extreme are excellently portrayed. Judith McGrath luxuriates in the farcical

confusion as the increasingly hysterical wife. Michael Duffield provides a beautifully dry, poker-faced contrast to this as the insane super-psychiatrist, Dr Rance. Both actors fully exploit the exaggerated stylisation of their parts, and the strength of their acting makes the play's duality theatrically successful.

John Wood has a harder job as Dr Prentice. Caught between the two roles of comic victim and social victim, his acting is of necessity more restrained, but nevertheless very effective.

The other three members of the cast give solid performances in their rather limited roles as comic pawns in the plot: John Bowman as the policeman looking for the missing parts of Sir Winston Churchill, Elspeth Ballantyne as the secretary, and Harry Scott as the over-sexed porter.

The production is never allowed to degenerate either into pure comic farce or total satiric nihilism. At times the pace is slowed a little to do justice to the verbal subtleties as well as to the situational comedy.

The play is an interesting attempt to manipulate a stylised comic form for serious satire and the Alexander's production recreates the aims and tensions of the play's structure.

— Carolyn Pankhurst.





Members of the Music Department rehearse with Thai instruments. Poedijono is second from left, front row, and Panya second from right.

# Monash leads in Asian music

The Monash music department is one of the pace-setters in Australia in the field of non-Western music, according to its chairman, Professor Trevor Jones.

Professor Jones says that, over the past four years, the Monash department had made great progress in this area because of the variety and calibre of visiting instructors teaching within the department.

"At the moment, we have three instructors teaching musical performance from their different cultures," Professor Jones said.

"Mr Poedijono from Indonesia, Mrs Pandé from India, and Mr Panya from Thailand. I think this situation must surely be unique in Australian universities," he said.

"Mr Poedijono has been with us for about four years, and can play every instrument in the gamelan (Indonesian orchestra). He is a superb dancer, and can also teach all aspects of puppetry and storytelling.

## Indian singing

"Mrs Pande has been with us for two years, and is teaching Indian singing and tabla drumming. Indian classical music is very highly developed, and you have to study an instrument for at least 10 years before you can play it.

"Singing, however, is considered to be the purest musical form in Indian music, and Mrs Pande gives our students the benefit of learning this. The tabla is also a very complicated instrument — this form of drumming is far more difficult than any form of Western drumming, but our students are learning.

"Mr Panya is here on a three-month Leverhulme Scholarship and came complete with a pipat, a small Thai ensemble. Mr Panya paints while the pipat ensemble performs," Professor Jones explained.

"We see all this as of immense value to our students, to other students, and to the community at large," he said.

"First, it is of value within our department as a back-up for course work in non-Western music. European and other Western music is available elsewhere, but if we want non-Western music, we have to do it ourselves.

"It is essential to have this kind of background in non-Western music for

our students, in the same way that it is essential in Western music. The instruments themselves are used for organological and ethnological studies for honors theses as well as for performances and enjoyment," he said.

"Secondly, it is of value outside the department, but within the university, because it gives any staff and students the opportunity to come together with others from very different outlooks and backgrounds to play together. They can come here and learn a number of instruments, from the very easy to the very difficult. They don't have to be able to read 'music', or to have spent years of lonely practice before joining in. It's open to anyone who wants to learn an instrument.

"This sort of activity is very good for intervarsity understanding and cooperation, especially with departments and centres such as the South-East Asian Studies Centre.

"Thirdly, it enables us to give performances of non-Western music to audiences within the University as well as to the general public — what I call the passive audience approach. This includes performances at country centres and interstate. A few weeks ago, our gamelan went to Tasmania.

## Videotapes available

"We also promote performances of visiting professionals from Indonesia, India, and Thailand, and we make videotapes of these performances which are available to anyone who is interested. We can send these out to schools, institutions and so on. It is important to note that these performances are more than just playing and singing: they also involve dancing, gesture, puppetry, mime, costumes, story-telling.

"As our collection of instruments grows, we also mount displays for the students and general public."

Professor Jones says that this non-Western line of development is spreading to other universities and colleges. He hopes soon to expand into African music and explore certain aspects of music from China, Japan and Korea.

# Royal music at Monash

Music composed by a king was performed at a lunch-hour concert of Thai music in the Monash Music Auditorium this week.

King Prajathipoq, whose reign ended absolute monarchy in Siam in 1932, composed the two romantic pieces "Krun Gratob Fung Homerong" (Sound of the Surf Overture) and "Retreepradab Dao" (Starlit Night).

These pieces were part of a program presented by ethnomusicology students of the department of music, on their newly-acquired pipat orchestra.

The orchestra consists of stringed, woodwind and percussion instruments, some of which date, in type, back to the 13th century. Their shapes resemble bas reliefs on ancient temples.

The orchestra was brought to the Monash music department by Mr Panya Roongruang, who is here on a Leverhulme Fellowship and is the author of a book on the history of the Central Thai Court, the only book on this subject in existence.

The 14 performers at the concert included two Thais, Mr Panya and the dancer Mrs Absorn Sriratana, who is a Ph.D. student in biochemistry at Monash.

Some of the stringed instruments in the orchestra are similar to Chinese fiddles in appearance, whereas some of the bronze percussion instruments



Mr Panya

resemble those of a Javanese gamelan orchestra.

But Thai music has its own unique styles and music theory. The instrumental music is fast, gay and brilliant with virtuoso treatment of the xylophone. In contrast, vocal pieces with orchestral accompaniment are introspective.

Mr Panya provided the vocal solo of the two pieces composed by King Prajathipoq. The lyric of "Sound of the Surf" is a love story from Thai literature and tells of the Ocean King's wedding.

## Big bands on the upswing

The big band boom has found Monash "in the mood" to take part in the current world-wide nostalgia for the disciplined sounds of a few decades ago.

In the month since its formation, the Big Band Club on campus has attracted 25 player members.

From these, one 17-piece group — the Monash University Concert Big Band — has been formed. And members hope to put together a second orchestra in the near future.

"We're still after members, especially trumpet players," says club organiser Jack Holmes,

"While we play from a written score, interested musicians shouldn't be put off if they're not experts at this. We're more than ready to teach them."

The club rehearses every Monday night in the Union basement, starting at 7 p.m.

It aims to encourage members to write music as well as play — all in the style of a modern orchestra using standard big band arrangements.

## OCTOBER DIARY

- 7: CONCERT — ABC Festival of Great Composers. Works by Mendelssohn, Mahler. Associate artists: Melbourne Youth Choir and Australian Boys' Choir. RBH 8 p.m. Admission: A.Res. \$6.20, B.Res. \$4.70, C.Res. \$3.20. Music students and pensioners: B.Res. \$4, C.Res. \$2.70. Concessions to ABC Red, Gold and Youth Series.
- 8: CONCERT — Kontarsky Duo. Program includes works by Mozart, Schubert, Stravinsky, Debussy. RBH 8.15 p.m. Admission: A.Res. \$5, B.Res. \$4, students \$2.
- 8-16: MUSICAL — "Whitehorse Inn" presented by Cheltenham Light Opera Company. Alexander Nightly at 8 p.m. Admission: adults \$3, students and children \$1.50. Bookings: 59 3269.
- 14: PARENTS GROUP — Basket luncheon. Guest speaker: Mrs Doris Greaves, Astrologer. RBH 11 a.m. Donation: \$2.50. Ticket Secretary: Mrs P. Cruise, 56 3700.
- 15: FILM — "Stresemann" (G), presented by Monash Department of German. 8 p.m. Lecture Theatre H1. Admission free. Inquiries: ext. 2241.
- CONCERT — Whitehorse Youth Orchestra. Works include Beethoven, Haydn, Dvorak. RBH 8 p.m. Admission: adults \$2.50, students and pensioners \$1.
- 16: CONCERT — Victorian Junior Symphony Orchestra. Works by Beethoven, Smetana, Haydn. RBH 8 p.m. Admission: adults \$2.50, students and children \$1.25.
- SATURDAY CLUB (Blue Series — 8-13 years-old). "Baranggay Folk Dancers". This group on tour from the Philippines, consists of 26 dancers and instrumentalists portraying the customs and traditions of the Filipino people. Alexander 2.30 p.m. Admission: adults \$2.50, children \$1.75.
- 17: LECTURE — "Changing Society" by noted British journalist Malcolm Muggeridge. A panel will discuss questions of abortion, homosexuality, drugs, etc. RBH 3 p.m. Admission on application for entry card from The Victorian Festival of Light, P.O. Box 211,

Camberwell, 3124; or call at 433 Camberwell Road, Camberwell.

- 21: SEMINAR — Special development. Topics are "recent American thinking on agricultural development economics" and "an AAUCS course on agricultural extension work in Bali recently". Presented by Monash Centre of Southeast Asian Studies. 2.30 p.m. Room 515, Menzies Building. Admission free. Inquiries: ext. 2197.
- 22-23: MUSICAL — "Orpheus in the Underworld" presented by Springvale Light Opera Company. Alexander Nightly at 8 p.m. Admission: adults \$3, students and children \$1.50. Bookings: 546 9616. Performances also October 27-30.
- 23: "OPERATION BLACKOUT" — a state-wide program of school-based investigations, centred on the total solar eclipse. Further information: Centre for Continuing Education, ext. 3718, 3717.
- 26: WORKSHOP — "Efficient Reading", designed for the reading needs of administrators and managers in business, industry, public services and education. 6 sessions. Deadline for enrolments: October 15. Further information: Centre for Continuing Education, ext. 3718, 3717.
- 30: SEMINAR — "The Continuing Education Unit is Australia". The CEU system for recognition of non-credit forms of continuing education will be discussed. Deadline for enrolments: October 11. Further information: Centre for Continuing Education, ext. 3718, 3717.

The next issue of Monash Reporter will be published on November 3. Copy deadline is October 21.

Letters and contributions from staff and students should be forwarded to the editor, Information Office, ground floor, University Offices (ext. 2087, 3087).