



MONASH REPORTER

A MAGAZINE FOR THE UNIVERSITY

Registered by Australia Post — publication No. VBG0435

NUMBER 6-83

AUGUST 3, 1983

Sneak preview!
Take a look at a major new science display opening in the Museum of Victoria next month — centre pages.



Focus on Asia

This month **Reporter** talks to a distinguished international visitor about the role of women in Asia. We look also at changes in China's foreign policy and end the Asian 'tour' at a lively form of Javanese theatre. Pp 4, 5.

Also

- Survey on graduates' starting salaries..... 9
- Schools — as they are and as they might be..... 10

PM's private office supports 'political' role

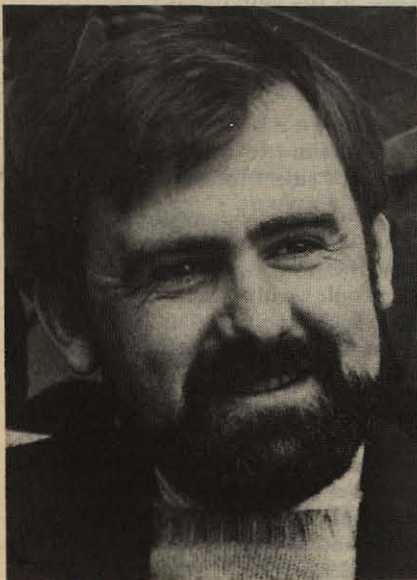
From the Whitlam years on, the private office of the Prime Minister, staffed largely by personally-appointed policy advisers, has developed as a significant, self-contained unit within administration.

Its growth recognises the Prime Minister's need for support in his political function — something in which his Public Service Department cannot easily — or properly — assist, says **Professor David Kemp**, chairman of the Politics department at Monash.

Professor Kemp was a senior adviser on Mr Fraser's staff in his first two years as Prime Minister and was director of the PM's office in 1981.

In the year or so since, Professor Kemp has been researching the elevation of the PM's and other Ministers' offices to ones with a capital "O" and developing a concept of their role in the system. Such a development has also occurred in Britain, Canada and other countries whose government is based on the Westminster system.

At its heart, says Professor Kemp, is awareness that politics and government are not separate and that good government involves competent performance of the political function.



• Professor David Kemp

An inside view

There has been a tendency in the past to view politics negatively, as disruptive of government, and to downplay its significance by loading the whole of the political role on one man, the Prime Minister or Minister.

In essence, he says, the political job is a leadership function. It involves the identification of philosophy and values underlying decision-making, the establishment of priorities, definition of task and the integration of information and ideas from many sources "into a coherent function".

"Political judgment is a major part of a Prime Minister's role and one which, it is now acknowledged, requires assistance. With the increasing complexity of government it would require a super-human effort of one man to do it without staff support," he says.

Apolitical PS

The Public Service cannot properly provide much support for the Prime Minister in his political function. Departments are supposed to be apolitical: their main job is to give "technical" advice and administer policies.

Hence the development of a private office system staffed by non-tenured advisers attuned to the Government's philosophy and aim. In other countries the unit is termed the Political Office.

• Continued page 2



• A jubilant team of chemists — from left, Dr Peter Godfrey, Dr Patricia Elmes, Dr Frank Eastwood and Professor Ron Brown — examine a glass tube coloured by signs of the new carbon oxide. Photo: Rick Crompton.

Monash chemists manufacture new carbon compound

Researchers in the Monash Chemistry department have manufactured a new carbon oxide.

The new oxide is tricarbon monoxide, made up of three carbon atoms and one oxygen atom. It is represented by the chemical symbols C_3O .

The Monash team believes tricarbon monoxide will take its place beside the well-known carbon oxides — carbon monoxide (CO) and carbon dioxide (CO₂) — and the lesser-known carbon suboxide (C₃O₂).

The manufacture of tricarbon monoxide came as a corollary to the team's work examining the molecules which exist in space.

Professor of Chemistry, **Professor Ron Brown**, said one of the most abundant molecules in space was carbon monoxide.

• Continued page 2

It's Courses and Careers Day on Sunday



• What the day aims to do — p. 3

Which garrulous great galahs were going home?



One guess! The notorious Dave and Mabel who rather fancied themselves as Monash students (learning parrot fashion so to speak) are now back at Saba and boring the pants off late night TV viewers. Their 'kidnap' — probably the most widely-publicised Farm Week prank ever — netted the Cystic Fibrosis Foundation \$5000 in ransom money, via the Monash Frontal Lobotomy Society. Eat humble cracker, Prosh Week pranksters!

New carbon oxide

• From front page

"One aspect of molecules in space that has always intrigued me is that there are some very long molecules — molecules consisting of a long string of atoms — but no-one has been able to understand exactly how they are formed, how they got there in the first place.

"One of the things my group has been doing is trying to make other sorts of long 'stringy' molecules to give us the information to see if those other strings are out in space."

Professor Brown said the group was also developing a computer model of the gaseous parts of the universe.

"Looking at the results we get from this model it struck me that in addition to carbon monoxide there is a possibility you could get what I call big brothers of carbon monoxide — instead of just one carbon and one oxygen atom you might have a string of carbons and one oxygen. For technical reasons the most likely big brother of carbon monoxide would be C_3O ."

Professor Brown said that carbon suboxide — the "big brother" of carbon dioxide — had been known since 1907.

"Yet peculiarly, although that oxide has been known for a long time, no one has ever thought about the corresponding big brother of carbon monoxide — C_3O ."

"Chemically it is intriguing that chemists have known all this century of only three major oxides of carbon. This made me feel we ought to try to see if it was possible to make the big brother of carbon monoxide."

Dr Frank Eastwood, Reader in chemistry, Dr Patricia Elmes, a professional officer, and Dr Peter Godfrey senior lecturer, worked with Professor Brown. A graduate student, Mr Ed

Rice, developed the theoretical framework for the experiment.

The team used a relatively new chemical technique of building a very large, but unstable, molecule which, when heated, would break down, leaving the hoped-for tricarbon monoxide.

Dr Eastwood devised a molecule of 12 carbon atoms, 12 hydrogen atoms and eight oxygen atoms — $C_{12}H_{12}O_8$.

And after long hours in the laboratory the team found they had the desired result — the molecule broke down, leaving acetone, carbon dioxide and the new oxide.

Professor Brown said that tricarbon monoxide had proved to be a peculiar compound — although it "lived" for only a fraction of a second it was, in chemical terms, reasonably stable.

And, unlike the other carbon oxides, it was a polar molecule — with a positive electrical charge at the oxygen end and a negative charge at the other. In the other oxides the charge is spread uniformly along the chain of atoms.

Professor Brown said the team would now do more work on measuring the distances between the atoms in the molecule and also examining the chemical properties of a bronze-coloured deposit left in their equipment after the manufacture of tricarbon monoxide.

"Tricarbon monoxide is a simple thing and a very reactive one — there could well be years and years of work, not only for Monash researchers, in following up its properties."

Professor Brown believes there is a fair chance of finding tricarbon monoxide amongst the gases in space, but not in large quantities.

The team will take up this search in February next year using the most advanced radio telescope available at Kitt Peak in Arizona.

Private office's political role

• From front page

In an interview with **Monash Reporter**, Professor Kemp made these points:

• It is essential that the role of such an office be defined correctly. One thing it is **not** there to do is compete with or supplant Departments in providing the kind of advice expected from the Public Service.

• A well-functioning office system, rather than a source of tension with Departments, can help preserve the apolitical character of the Public Service. An alternative would be to politicise the Service by staffing first and second division positions, say, with people who are likely to understand the Government's purposes. This can have disadvantageous effects on Department morale and career structures.

• There is room yet in Australia for a widening of the tasks of "political officers". They should attend more departmental and interdepartmental meetings, sit on task forces and the like, and be more closely involved in the work of Cabinet.

• The strengthened role of the private office — through the Whitlam, Fraser and Hawke administrations — has bipartisan support. It is being emulated, too, in State governments. In the Hawke Government there may initially have been some shift back towards the traditionally influential role of the Public Service. It is only a marginal difference, however.

Until Whitlam, says Professor Kemp, the PM's office was small and staffed mainly by relatively junior officers of the Public Service. The office acted primarily as a mechanism for moving papers between the Department of the Prime Minister and the PM, and organising his appointments.

In the '60s, however, Gorton took an initiative unique to the Australian system. He established policy divisions with the Prime Minister's Department covering every aspect of government activity. These divisions — which still exist — have briefed the PM on submissions from other departments. They could not do much to assist the Prime Minister in his political function, though, and their role has been a controversial one.

The Prime Minister's Office, as it has existed for the past decade, has a staff of

about 25, including some eight senior advisers.

Professor Kemp says that — at senior levels — that is fairly close to the optimum size. It should remain small so that a close relationship between Minister and staff is preserved.

Its "bread and butter" tasks include scheduling the PM's meetings and engagements, managing affairs with his electorate, and handling the most important correspondence. Other functions are policy advisory, speech writing, political information (briefing him on political events throughout the country), media communication and liaison with the political party, in and outside Parliament, and around the country, and with the Public Service.

Professor Kemp says that a major aspect of the political function of the Office is to identify problems which the Government should see as important and requiring action. Its job, then, is to suggest to the Prime Minister possible directions for the Public Service about what kind of policy advice is required.

The Office has a further task in assisting the Prime Minister to evaluate the advice coming back from Departments to determine whether it meets guidelines and whether it presents the options satisfactorily.

Integrating task

He says that the Office also helps the PM to integrate the various organisations for which he is responsible.

Professor Kemp says: "The Prime Minister is the leading person in his own Department, in Cabinet and the Ministry. He is also the leader of his party in Parliament and leader of his political party in the country. And he is leader of the nation."

He is likely to receive input on many issues from all these groups and needs to "pull it all together".

"Again, it is simply too big a job for one person to do without staff support," says Professor Kemp.

Where the development of the private office system has caused some controversy, he says, is with the appointment of people with technical (especially economic) expertise. The criticism then is that they duplicate what is being done in Departments.

On the contrary, he says, the appointment of such experts reflects an awareness by governments that policy advice can never be purely technical — that it must be based, implicitly at least, on values and beliefs on which people and parties differ.

He says: "It is therefore quite sound for political leaders to seek advice from experts known to share their philosophical perspectives. Only such people can adequately identify the value and judgmental components of advice."

Professor Kemp says that being a member of a Prime Minister's or Minister's office can be an insecure position. By definition, members of a "political office" can have no tenure — they can be dismissed at will and, in any case, go when the Minister goes. They have no superannuation and, as a recommendation on their conditions of employment, he suggests that some life assurance provisions be made.

Graduation

'Application to Graduate' forms are now available from the Student Records Office, University Offices, for **bachelor degree candidates in their final year** who expect to qualify for their degree at the 1983 annual examinations and who wish to graduate at a ceremony in 1984.

Applications should be lodged by **Monday, September 5, 1983.**

Students in those faculties in which honours are taken in an additional year who intend to proceed to honours should not complete an Application to Graduate until **August in their honours year.** If the honours year is subsequently abandoned an Application to Graduate with the pass degree should be lodged forthwith.

Gearing up for Careers Day

This Sunday — August 7 — Monash again says "Welcome" to some very important visitors: our students of the future, their parents, friends and teachers.

Following the pattern set last year, Courses and Careers Day differs from the traditional sort of Open Day — for good reasons.

Director of the 'Day' this year is Professor John Crisp, of Mechanical Engineering.

Sunday a success

He says: "Last year's experiment in conducting a counselling day on a Sunday showed us that we could reach our target audience very successfully by satisfying its need for information — given informally, and without strings attached.

"We recognise in addition the desirability of explaining the University to the public from time to time, and this we will do (in 1984, for example) through an Open Day, even though economic conditions are pretty much against us at present.

"I think that we have found a very practical alternating arrangement," said Professor Crisp. "We know that the sort of face-to-face discussion that Counselling Day offers provides a very firm basis on which prospective students can make their decisions. Our experience also suggests that the alternative Open Day satisfies the other need."

The University will be open from 1 p.m. to 4.30 p.m. Copies of the official program for the day are now at the enquiry desk in the Union.



Director of Courses and Careers Day, Professor John Crisp (left) discusses arrangements with Professor Bill Melbourne, chairman of Mechanical Engineering.

At Mannix, too

Mannix College will hold an Open Day to coincide with Monash's Courses and Careers Day.

Mannix, located across Wellington Road from the campus, is an affiliated residential college run by the Dominican Fathers for students of all denominations.

On Sunday, August 7, the College will be open from 1p.m. to 5p.m. Residents will be conducting tours, and afternoon tea will be served in the foyer. Application forms for 1984 will be available.

As well, Mannix students will be available to talk to visitors in the balcony room of the Union.

And now for HSC Economics

Monetarists vs Keynesians, and the prospects for an incomes policy since the Economic Summit.

They're just two of the topical issues to be covered in the annual day of lectures for HSC Economics students organised by Monash's department of Economics.

It will be on Sunday, September 11, 9.45a.m.-4.30p.m., in Robert Blackwood Hall.

As well, the Chief Examiner for HSC Economics, Dr G. M. Richards, a senior lecturer in Economics, will talk to students on examination techniques and marking procedures. Lecturing staff of the department will also be on hand for informal discussions.

This is the sixth year in which the lectures have been held in their present format. Last year an estimated 1200 students attended — about one-quarter of all those doing HSC Economics.

The program is:

9.45a.m., *The Nature and Evaluation of Alternative Economic Systems*, Dr I. Ward; 11.15a.m., *Alternative Approaches to Macroeconomic Theory and Policy — Monetarists vs Keynesians*, Dr G. M. Richards; 12.15p.m., *International Transactions and the Domestic Economy*, Professor R. H. Snape; 2.30 p.m., *Incomes Policy — Prospects for Australia since the Economic Summit*, Dr A. Fels; 3.30p.m., *The Role of the Market in the Australian Economy*, Mr J. C. G. Wright.

The lectures are free and open to interested students and their parents. The department would appreciate hearing from large groups planning to attend.

For further information contact Dr Richards on 541 0811 ext. 2308 or Ms Lisa Gropp on ext. 2385.

Appeals Tribunal has immense powers

A new non-judicial administrative appeals body may make a startling impact on the development of Federal Government policies, according to a Monash law lecturer, Mrs Jennifer Sharpe.

Mrs Sharpe has spent the past three years studying the workings of the Administrative Appeals Tribunal, set up in 1975.

The tribunal has the power in some areas to overturn Ministerial and Cabinet policy.

"This turns the whole idea of ministerial responsibility upside down.

"In the policy review area the tribunal has more power than the High Court. Where a department exercises discretionary powers, the Court can say a decision is legally wrong or was improperly exercised, but it cannot override the Minister's discretion or decide on the merits of a particular policy.

"The tribunal can," Mrs Sharpe said.

The tribunal is staffed by Federal Court judges and others with expertise in public administration and related areas.

It sits in all capital cities and hears cases informally, often without legal representatives being involved.

It can deal only with matters for which it has been given responsibility by government legislation. In some areas



• Jennifer Sharpe

appeals can only go to the tribunal after internal departmental appeal procedures have been exhausted.

The major fields covered at the moment are social security — for example when benefits have been refused — and the deportation of aliens and immigrants convicted of serious criminal offences.

Power to review FOI decisions

The tribunal has recently been given the power to review departmental decisions to withhold information under the Commonwealth Freedom of Information Act.

Mrs Sharpe believes the tribunal should also be given the power to review refusals to issue passports and refusals to grant citizenship.

The tribunal, a body which can overturn government policy, is unique in the Western common law countries and its development is being monitored in the US and Britain.

Mrs Sharpe says the tribunal has pro-

ceeded cautiously, but well, since its establishment.

One of its most controversial activities has been involvement in the review of government policy on deportation.

Although the tribunal only has the power to make recommendations in deportation cases, its decisions have meant the reversal of some Ministerial decisions and have influenced the new Labor Government policy on deportation.

"In the past, government policy on deportation has not made any clear distinction between marijuana users and serious drug offenders; the AAT in its decisions has made a big distinction between different types of drug offences, and its views have been largely accepted by the Labor Government and incorporated into its new deportation policy.

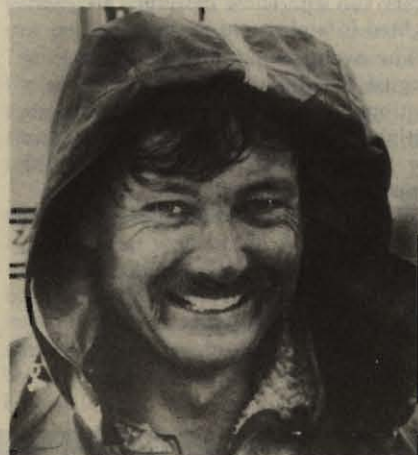
"The AAT has indicated that if the individual has been willing to help the police in their investigations, the tribunal will be less willing to deport him. The Ministerial policy did not make any distinction between offenders who assisted the police and offenders who refused to co-operate.

"The tribunal has also been much more influenced by the interests of other people — the deportee's family — than the government has," Mrs Sharpe said.

Mrs Sharpe said Ministers were now expected to give reasons to Parliament if they did not accept tribunal decisions.

Mrs Sharpe was one of the speakers at a seminar on *Migrant Policy: Decision Making and Review* at Monash last month.

Monash man at the helm



At the helm of Australia II, the America's Cup hopeful, is a Monash graduate.

He is John Bertrand (left) who graduated in mechanical engineering in 1969.

The following year, John, who is 36, sailed on Gretel II in the 1970 America's Cup challenge and then stayed on in the US to do a master's degree in ocean engineering at Massachusetts Institute of Technology.

He has won a host of sailing events and has been an Olympic competitor.

For the last 10 years John has been involved in the boating business full-time, most recently as a sailmaker.

Book for 'Tootsie'

"Tootsie" will be screened at a film evening next month in aid of the Monash Art Fund.

It will be held on Monday, September 26 at 5.30p.m. in the Alexander Theatre. Champagne and sandwiches will be served. The cost is \$8 a head.

The evening is being organised by the Monash Advisory Committee which is convened by Mrs Rena Martin, wife of the Vice-Chancellor.

Bookings can be made at the Alex. or by phoning the ticket secretaries, Mrs Brenda Holloway (857 7171) or Mrs Joan Westfold (20 1101). Bankcard welcome.

Ketoprak: theatre with a double edge

A traditional imagery runs through practically all forms of Javanese theatre.

That imagery circumscribes characters, their manner of speaking and behaviour, and their place in the social hierarchy.

There are several popular theatre forms developed in the 20th century which draw on this traditional imagery in interesting and innovative ways.

One example is Ketoprak — a popular entertainment of villagers and inhabitants of "lower class" city neighbourhoods, or *kampung*, in central Java, especially around Yogyakarta.

A lecturer in the department of Indonesian and Malay at Monash, Mrs Barbara Hatley, has made a study of Ketoprak and observes how its adaptation of traditional theatrical imagery has come to express a sense of identity for its audience.

With what would Ketoprak compare in the West?

"Probably a mixture of TV melodrama and the circus," replies Mrs Hatley.

It is a stage drama played by actors either in Western style theatres or "in the round" in villages. Touring troupes often perform in their own demountable theatres.

The Ketoprak repertoire includes



• Barbara Hatley

traditional Javanese stories but it also draws on wider sources such as Middle Eastern fables.

The focus is on dialogue although performances are usually accompanied by a gamelan orchestra which underlines the action or fills in between acts. The dialogue, in Javanese language, is entirely improvised — there are no scripts.

There are professional Ketoprak troupes in Java, some independent and other government sponsored.

Alongside the professional companies, which tour the countryside performing for a month or two in each location, is a large number of amateur troupes. They make a strong showing for special events such as Independence Day, August 17.

In recent years, says Mrs Hatley, the authorities have promoted this entertainment through competitions and the like as a way of combating the influence of Western culture.

Mrs Hatley says that all Javanese theatre has some potential for parody, for light-hearted mocking of traditional images. In Ketoprak this is particularly well-developed.

"What Ketoprak does is really sharpen the double edge," she says.

It is able to do this because its structure is less rigid than other forms of theatre, its playing less stylised and its stories more varied.

Among the traditions of Javanese theatre, the hero is always delicately featured and aristocratic, the villain a grotesque demon, and lower class figures or villagers misshapen clowns.

In Ketoprak these simple villagers often steal the limelight, leaving the princely characters somewhat upstaged with not a great deal to do. The villager roles are played by the most competent

actors in the troupe: among their talents must be ability to improvise and a quick wit for repartee.

Says Mrs Hatley: "Ketoprak definitely does not challenge upper-class values. However, within the overall structure of traditional stories and theatrical imagery there emerges for low status actors and audience members a sense of pride in what they are."

"Village social life is depicted as warm, intimate and humorous compared with court life which often seems rather stuffy. Ketoprak is an expression of cultural identity for its audience."

In Ketoprak's less strict format, village characters are able to improvise with topical and domestic references not possible in other dramatic forms.

And it gives stronger parts to actresses. Reflecting village life as it is, they are able to make jokes, indulge in repartee, reprimand their husbands and generally appear in control.

"In older forms of theatre, such characterisation of women is confined to village wives, while the aristocratic heroine is the model of refinement, delicacy and submissive dependence," says Mrs Hatley. "But in Ketoprak, heroines too may display a sharp tongue and quick wit in standing up for their own interests."

'Sekda' takes stab at bureaucracy

Melbourne this month will have a rare opportunity to see a production of a play by one of Indonesia's leading — if banned — playwright-poets.

A group of third year Indonesian literature students at Monash will present W. S. Rendra's "Sekda" from August 10 to 12 in the SGO-1-2 rooms of the Menzies Building.

The production — which follows one of another Rendra play "The Struggle of the Naga Tribe" by Nimrod in Sydney last year — is being staged by Mrs Barbara Hatley, lecturer in the department of Indonesian and Malay, Mr Paul Tickell, tutor, and Mr Philip Thompson, drama director.

Mrs Hatley describes the playwright as a highly colorful character.

His interest in poetry and drama has been to critically analyse contemporary social problems in Indonesia.

Rendra studied drama in the US in the '60s. Back in Indonesia in 1967 he established his own theatrical troupe which was based in a lower class community, or *kampung*. He wanted to live among "real people" in order to draw ideas from everyday life.

To this community Rendra attracted young student types who drew a sense of purpose from him and moulded their lifestyle on his.

Rendra's first theatrical endeavours were adaptations and translations of "foreign" plays, ones which explored social and political themes such as Brecht's "Caucasian Chalk Circle" and Shakespeare's "Macbeth".

From the mid-'70s on, he began writing his own plays. Possibly his best known work outside Indonesia is "The Struggle of the Naga Tribe" which has been translated into English. It deals

with the exploitation of a tribal group by a multinational company acting in collusion with government.

Not surprisingly, Rendra's writing drew response from Indonesian authorities. He was banned from performing in Yogyakarta — a prohibition he rather neatly skirted by "rehearsing" plays in public for free in front of his house.

In 1978 Rendra was jailed for a time. For the last four years he has worked for a publishing firm in Jakarta. Attempts have been made to bring him to Australia but he has been unable to obtain an exit permit from Indonesia.

Although his theatre "commune" has now virtually disbanded, former members have gone on to make their own contributions to Indonesian theatre.

Mrs Hatley says that "Sekda" is possibly more humorous and less overtly didactic than some of Rendra's other works.

Sekda is an abbreviation of sekretaris daerah, a middle level bureaucratic position, and the play looks at some of the ridiculous extremes to which bureaucracy can go. These extremes are highlighted in a play within the play.

The overall action takes place during August 17—Independence Day — celebrations. A public speaker in a *kampung* setting is interrupted by a prostitute and the police move in to break up the fracas.

The incident prompts the *kampung* people to think about how bureaucrats run their affairs. They decide to act out the roles of these officials.

In one scene an elaborately-catered-for seminar is held to discuss an epidemic of dengue fever.

Mrs Hatley says that the play is



interesting dramatically in that, although part of the modern stream of Indonesian literature written in the national language Bahasa Indonesia, it draws significantly on elements of indigenous popular theatre. The "play within the play", for example, echoes a common situation in Ketoprak theatre where servants humorously act out the role of their masters.

The play will be performed in Indonesian but with English "subtitles". Mrs Hatley has written into the play two characters — an Australian anthropologist and tourist — who comment on the events they stumble over in the *kampung*.

Performances of "Sekda" will be given on Wednesday, August 10 at 2.15p.m. and on August 11 and 12 at 7.30p.m.

Tickets cost \$1.50 and \$1 (concessions) and may be booked on exts 2232, 2233, 2236.

ABOVE: In rehearsal for 'Sekda' at Monash — Paul Tickell (seated), Julie Giblett and Andrew Bird.

BELOW: The playwright, W. S. Rendra (left), rehearses a play outside his house in Yogyakarta.



China restates independence in foreign policy

Cost conscious, more modest ideologically and with a realisation of limits.

That's how Chinese foreign policy is emerging in the 1980s, according to a leading international Chinese scholar, **Professor Ross Terrill**.

Last month Professor Terrill, a research fellow at the Fairbank Centre for East Asian Research at Harvard University, visited Melbourne, his home town. At the invitation of **Mr John Fyfield**, he gave a colloquium in the Education faculty on Chinese foreign policy.

Professor Terrill said that the cornerstone of China's foreign policy until the 1970s was the three worlds theory which lumped the superpowers, Russia and the USA, together in one world, placed their developed associates together in the second, and the undeveloped nations in the third world.

Two events caused a shift in thinking. Russia invaded Czechoslovakia, marking that superpower as more of a threat. The US seemed unable ultimately to influence events in Vietnam, marking it as less of a threat.

As the tilt towards the US grew during the '70s, China modified the three worlds theory. By the end of the decade it was "out the window".

One characteristic of change during the '70s was China's attitude to revolution abroad, Professor Terrill said. Earlier on, China talked loudly about it; by mid to late '70s a reform-minded approach to internal problems in other countries was being expressed. China was swinging its support behind formal programs for change such as the New International Economic Order.

Superpowers

In the last few years there had been signs of something new again in China's foreign policy, Professor Terrill said. He suggested that they might add up to a partial return to the three worlds theory, with China again tending to equate the superpowers in a bid to be more independent.

There were several factors behind this most recent shift, he said. For one, there was a sense of reduced threat from the Soviet Union and a recognition that the cost of hostility with that country had been too great.

Secondly, China had found its link with the US fruitful but it had not moved on to the mooted "united front".

"Since 1981 that relationship has come back from near alliance to something less," said Professor Terrill.

China, he said, had also seen the cost of theoretical models — both in their anti-US and anti-Soviet Union phases — in terms of its relationships with Third World countries.

Changes in foreign policy were also tied in with China's new emphasis on development and modernisation.

Several traits of this change could be identified, he said.

First, China was conducting a very cost-conscious foreign policy. In relative

terms, it was not spending a lot on defence or foreign aid and this trend was likely to continue, he said.

China still spent a higher percentage of GNP on defence than Reagan's America, he added, but two defence budget cuts in two years had seen that percentage fall considerably. Spending on foreign aid was down to about one-quarter of its peak level.

Secondly, China was adopting a more ideologically modest approach to the world, Professor Terrill said.

One notable feature of that had been the dropping of stern ideological criticism of the Soviet Union.

It was part of a new eclecticism, he suggested, with China looking all around the world for ideas. It wanted something from Russia as well as from the West.

Thirdly, China now had a realistic appreciation of the limits of foreign policy.

Professor Terrill said that China had "learnt a lot" about the third world — in particular that there were divisions between countries other than on north-south lines. It realised that in conflicts such as the Iran-Iraq war, for example, it was not possible to adopt a clearcut position.

Professor Terrill said that China's attitude towards the West was "ambivalent" and likely to remain so.

China had a fascination with the West, he said. At the same time it had a long historical memory and had experienced tensions in Western relationships in such areas as the financing of trade and student exchanges.

Partly because of this, China was now seeking to improve relations with the Soviet Union, he said. Another reason might be that moves towards a united front with the West had achieved one of China's aims — a degree of stability with the Soviet Union.

Professor Terrill said that China saw its own interests being served by a continued uneasy relationship between the US and the Soviet Union. It did not want the two countries to fight, collude or get out of balance in power terms.

China was, he said, "playing for time" in a way. It was in the third world but not of the third world and having identified its weaknesses wanted now to spend time remedying them.

Volunteers?

The department of Psychology is seeking Australian-born Chinese students to participate in a research project on attitudes and values.

The volunteers should be in first or third year at Monash. Participation involves completing questionnaires about social issues.

Those who can help with the study should contact Wendy Watson through the Psychology department general office (ext. 3968) or 578 2813 (a.h.).

• Dr Rounaq Jahan with Norma Sullivan, of Anthropology.



Women of the region share a low status

The low status of women was a common factor throughout the Asian-Pacific region despite vast economic and cultural differences, according to a visiting political scientist.

She is **Dr Rounaq Jahan**, co-ordinator of women's programs in the Asia-Pacific Development Centre, based in Kuala Lumpur.

Until last month the centre was a United Nations body but its funding has now been taken over by most of the governments of South Asia, Southeast Asia and the Pacific.

Dr Jahan was at Monash as a guest speaker at the Women in Asia workshop at Normanby House from July 22 to 24.

Dr Jahan said the higher literacy rates and standards of living of women in the developed countries of the region, such as Australia and Japan, did not necessarily mean a higher social status.

"In Japan and Australia the number of women in commerce, business management and other decision-making positions is much lower than in Thailand, Malaysia and the Philippines," Dr Jahan said.

In Sri Lanka six per cent of managerial jobs were held by women but only one per cent in Australia and Japan.

"That is where taking data from all the countries helps; cultural variations are not so strong as one might expect. It seems the political system may play a role," she said.

Dr Jahan said the stereotyping of men's and women's roles was less rigid in some countries.

"Southeast Asian women have always been in business — it's quite acceptable in the culture, but this would be much more difficult for women in other established business spheres such as Japan or Korea."

Dr Jahan said that some South Asian countries had successfully introduced quotas and targets encouraging women's participation in decision-making bodies.

This was more difficult to introduce in some Southeast Asian nations where similar quota systems already operated for the different ethnic groups.

"But women are not going to get anywhere unless we can increase their participation in decision-making," she said.

Dr Jahan said some of the other issues being investigated by the Centre were the effects of development plans on women and a re-evaluation of the economic value of women's work.

She said the centre aimed not only to identify problems but to give governments of the region plans which would enable them to handle these problems.

The centre has also organised a training program for women establishing "micro-businesses".

Dr Jahan said that in the less developed countries many women were self-employed — at home and in small market and roadside stalls.

"In terms of policies nothing is done for them. Often these women are supporting families but policy-makers are doing negative things — there is no legal protection, often they are harassed by the police, and there is no access to credit," she said.

The Women in Asia workshop attracted a number of leading international scholars to Monash, along with more than 100 participants from around Australia. It was organised largely by **Ms Pam Sayers** and the Centre of Southeast Asian Studies for the Women's Caucus of the Asian Studies Association.

In wake of the student revolt

The late 1960s saw the rise of a student movement against the post-war socio-political consensus.

That was the case in Western Europe especially, where neo-Marxism was the movement's driving force. Australia experienced the revolt also, if to a less significant degree. Here the catalyst was the Vietnam War as it was in the United States.

The torch of that revolt has long been extinguished. What has happened in the decade or so since?

The West Germans have a word for the reaction to the political turmoil of the late 60s — "Tendenzwende", meaning change of direction, change of (political) tendency.

The nature of this Tendenzwende has been the subject of research in Monash's German department which is particularly interested in teaching literature against its social and political context.

Senior lecturer **Dr David Roberts** spent 1981 at the University of Siegen on a Humboldt Fellowship working on changes in German thought and literature since the late '60s. With **Professor Leslie Bodi**, Dr Roberts organised a conference on Tendenzwende in Melbourne last year, the proceedings of which are currently being edited for publication in West Germany.

Dr Roberts sees 1968 as a turning point: May in Paris and August in Prague revealed the limits of political change in West and East Europe.

Revolution illusory

Political revolution in the West was exposed as an illusion — a confusion of political and cultural revolution — as recognition grew that workers were largely integrated into the existing order.

Warsaw Pact tanks rumbling through Prague's streets ended Dubcek's "liberalisation" and the hopes of an internal reform of Communism in Czechoslovakia and the Eastern bloc.

At the same time, however, the student revolt in West Germany signalled the end of the post-war construction and the opening up of new conflicts related to contemporary industrial and post-industrial society.

So Tendenzwende is an altogether ambivalent term, says Dr Roberts.

He says that "Tendenzwende" became accepted in the early '70s as shorthand for the backlash against the student movement in West Germany.

It was first and narrowly used to depict conservative reaction to the counterculture which was suspicious of State and Establishment and was posing some fundamental questions about the nature of contemporary industrial society.

In essence it was a clash between the older generation, which in the years since 1945 had been coming to terms with the Nazi experience and working carefully to re-establish a consensus in society, and the young post-war generation which seemed to threaten that consensus through excessive politicisation.

But Dr Roberts says that Tendenzwende has taken on a much wider meaning and now embraces the decisive shift in values which members of the '60s generation have themselves experienced.

What is notable, he says, in the rethinking of ideas about politics and society is the collapse of the Grand

Vision and the ongoing retreat from Marxist positions.

This is shown in the literature of the 1970s, in which participants in the student revolt came to examine their early experiences in a highly self-critical way.

Even their interest in writing is a sign of Tendenzwende for it is in sharp contrast to their attitudes 15 years ago: literature then was regarded contemptuously as a substitute for action.

In which directions has the thinking of the former student radicals moved?

Dr Roberts says that the oil shock of 1974 had a major impact on the re-shaping of ideas. The reality of the limits of growth had to be confronted.

It was at this time, he says, that the ecological movement came into its own in West Germany. It has developed as a new kind of political movement epitomised by the Greens — half movement and half party — who this year gained Federal parliamentary representation.

The feminist movement and other "alternative" movements seeking a new style of life are also evidence of a shift towards post-materialistic values.

Dr Roberts says the presently-strong peace movement in West Germany has much in common with the ecological movement. The initial target of protest was nuclear power stations, but with the post-Afghanistan revival of the Cold War and the currently crucial issue of the deployment of Pershing and Cruise missiles, the movement has become increasingly anti-American, fuelled by fears of Reagan's policies.

In the peace movement, says Dr Roberts, there are the threads of a revival of German nationalism — paradoxically from the Left.

He says that the peace movement's ambitions to neutralise central Europe is the search for a "way out" of the dead situation of a divided Germany — a first step towards some sort of federal union between the Federal and Democratic Republics.

A "change of tendency" has occurred in countries other than West Germany, Dr Roberts points out. But Tendenzwende has some peculiar aspects which need to be seen in terms of German history.

One centres on an ongoing contradiction in German society. The Federal Republic has been the European industrial success story. Yet there has always been a strong undercurrent of resistance to modernisation and industrialisation which are seen as destroyers of tradition and the environment.

"Germany industrialised later and faster than other countries, opening up the possibility of an explosive reaction to it," Dr Roberts says.

The simultaneous embracing and rejection of industrialism was evident in the Nazi period. Anti-modern values were being loudly trumpeted at the same time as the wheels of the huge armament industry were rolling. Now the importance of ongoing change in values lies in a fundamental questioning of the destructive priorities of industrial society and the ever more threatening arms race.

Monash and the Museum are about to launch . . .

EXPERILEARN

Monash has played a leading role in the design and construction of a major new science display in the Museum of Victoria.

It will be opened by the State Minister for the Arts, **Mr Race Mathews**, on September 26.

The \$100,000 project — **EXPERILEARN** — marks a significant departure for the Museum in exhibition content and style of presentation, and brings together the talents of the Museum and Monash's Education faculty and Physics department.

It will attempt to provide an entertaining introduction to basic scientific principles by inviting visitors to interact with displays — there are nearly 30 of them — which demonstrate those principles simply and vividly.

Says Monash physicist **Professor Bill Rachinger**: "The aim is to excite curiosity about natural phenomena by demonstrating them in do-it-yourself situations.

"The accompanying text labels will provide a succinct explanation and outline applications of the scientific principle. It won't be comprehensive in detail but we plan to make available brochures which will give more information to those seeking it."

The do-it-yourself, bare-facts style of exposition contrasts with the historical approach the Museum has generally taken towards subjects in the past. Similar initiatives in other areas are being considered.

The display is modelled on ventures overseas such as the Exploratorium in San Francisco which have been hugely successful with school groups and with the general public as an outing or tourist attraction.

It will occupy Verdon Hall — a significant part of the Museum's public exhibition space — for a year initially.

Melbourne's **EXPERILEARN** has its origins in visits to the US — and to centres such as the Exploratorium — by Monash educationists **Professor**

Richard White and **Dr Richard Gunstone**.

Back at Monash, they approached Professor Rachinger with the idea of establishing something similar in Melbourne.

Following this, several exhibits were built as a joint Education faculty-Physics department project. These were displayed at Monash on Open Days and, for a short time, in the foyer of Robert Blackwood Hall and then in the Museum over one holiday period.

The project ticked along, attracting funding from organisations such as the Ian Potter Foundation which enabled more exhibits to be built.

It was recognised, however, that what was lacking was a good home where the public would have open access. The Museum then offered Verdon Hall and a joint Monash-Museum planning committee was set up.

A list of exhibits was decided on. The pace has been on in the last few months to construct the new ones in time for the display opening.

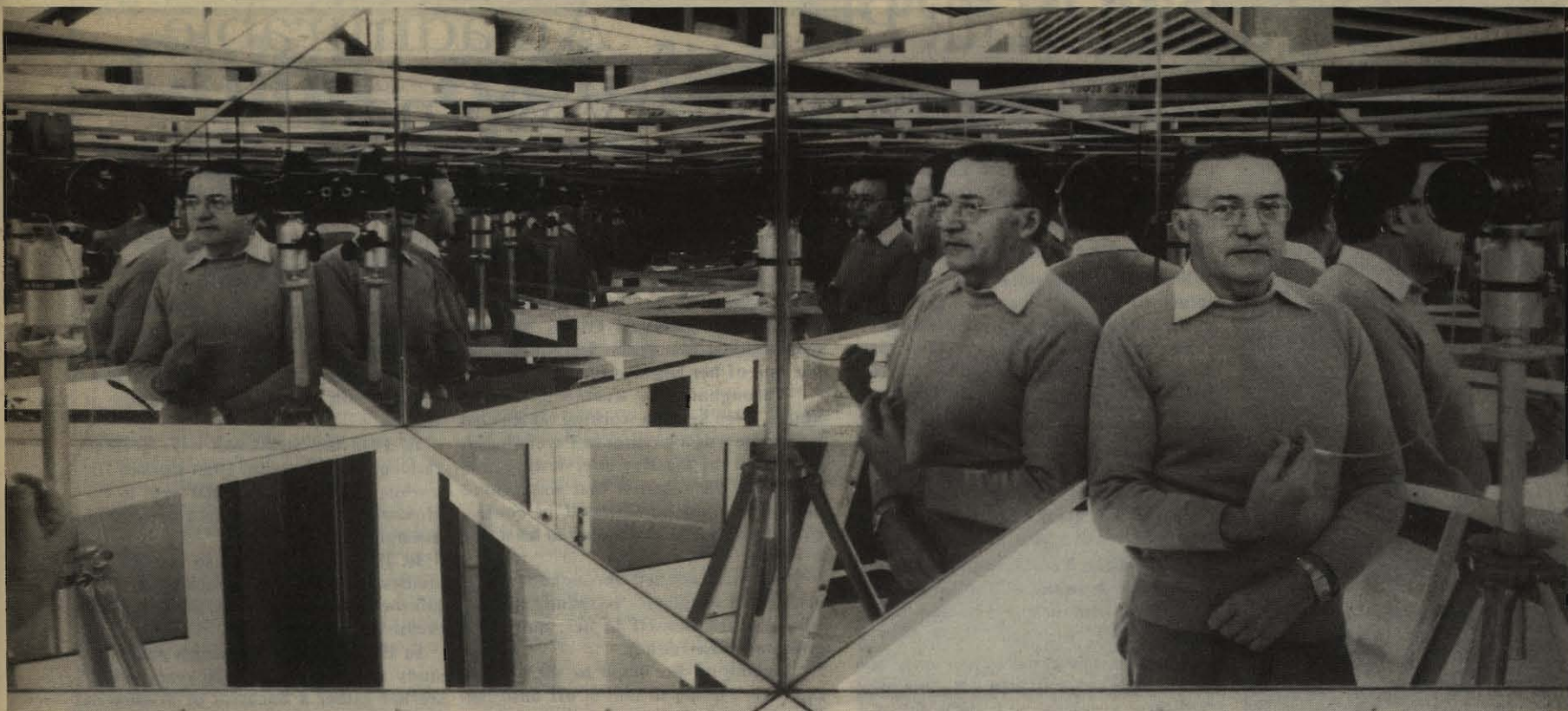
Ray Horan, of the Physics department's mechanical workshop, has organised construction of the exhibits.

But Professor Rachinger says that the success of the venture has depended on the enthusiastic co-operation of staff in a number of Monash workshops. Exhibits have been constructed in the workshops of Education, Physics, Psychology, Zoology, Chemical, Materials and Civil Engineering, and the Medical Dean.

The Higher Education Advisory and Research Unit is preparing a videotape introduction to the display.

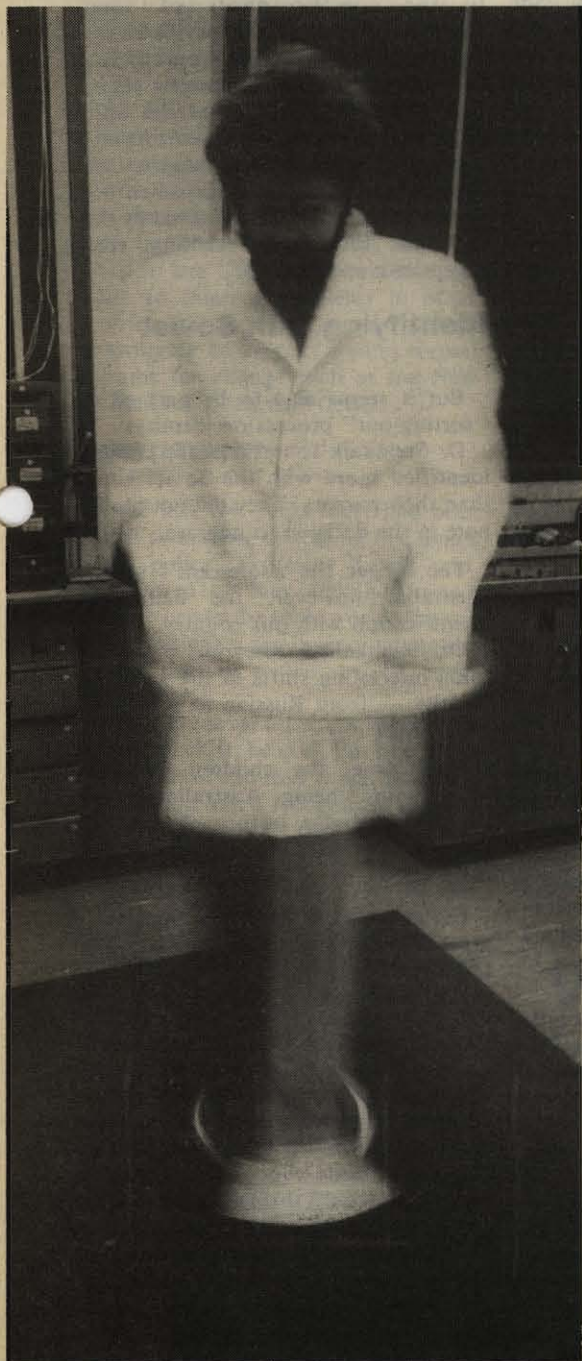
The Museum is constructing the exhibits' "environment" and has contributed expertise on artistic matters and ones of exposition.

It is expected that the new display will play an important part in the Museum's educational programs. It is possible that some of the exhibits will form a Museum travelling exhibition in the future.



ABOVE: An instant supply of Physics professors — one way of overcoming staff shortages! **Professor Bill Rachinger** enters the walk-in triangular kaleidoscope in which the visitor sees himself several thousand times and from many angles.

BELOW LEFT: What do rapidly-spinning ice skaters feel when they pull their arms to their side? A rapidly-spinning visitor can find out on this rotation platform. Here **John Gipps**, of Education, takes a whirl.



RIGHT: A perceptual puzzle — this wooden tri-angle (look closely at it) cannot possibly exist yet it appears to. Senior lecturer in Education, **Dr Richard Gunstone**, looks suitably puzzled.



BELOW: This ball, floating on a jet of air, is more difficult to remove than it appears. It illustrates what is known as the Bernoulli effect. Looking on are **Dr Gunstone**, **Ray Horan**, **Professor Richard White** and **Professor Rachinger**.

● These photos were taken by **Steven Morton** in Monash workshops.



Olga Steinkalk Ph.D.: "An admirable and extraordinary woman . . ."



● Dr Olga Steinkalk

On May 4 this year Olga Steinkalk displayed more of the courageous determination that had propelled her through her Ph.D.

She left her hospital bed briefly to return to Monash to receive her degree at an Education graduation ceremony.

Six weeks later — on June 21 — Olga died, aged 60. She had had a 10-year battle with cancer.

The dedication in the front of Olga's thesis — titled "The Adaptation of Soviet Jews in Victoria: A Study of Adolescent Immigrants and Their Parents" — gives insight into other events in her life.

It is dedicated to her parents, Rachel and Izaak Kowarski, and her sister, Basia, who did not survive the Holocaust.

And it is dedicated to her only son Mark, a young university student who died three years ago in a car accident.

Says Emeritus Professor Ron Taft who supervised her Ph.D. until his retirement:

"Olga could have been excused if she had been a bitter and cynical person, or even more deviant than that. She was none of these. On the contrary she was

remarkably considerate and concerned for others and was most generous with her time, her services and, within her limited means, her money.

"She was both an admirable and an extraordinary woman."

Dr Mary Nixon, senior lecturer in Education, supervised Olga's research over the last two years. Dr Nixon calls her one of her finest students.

"Throughout the treatment for her illness, Olga kept on working (at Rusden where she was a lecturer in Psychology), continued the massive interviewing program and the research that was behind her thesis, and participated in conferences and the like, including at least one overseas.

"She was assisted throughout by a loving and supportive husband, Ignace, who devoted himself to her, and by a group of close friends.

"Having set her hand to the plough she wasn't going to take it off until the job was done."

Olga (her given name was in fact Elka) Steinkalk was born into a middle-class Jewish family in August, 1922 in Vilna, which was then part of Poland.

With the German occupation, she fled into the forests with the help of her husband, thus escaping the fate of her

family and many of her friends. For a year she shared the lot of behind-the-line partisans fighting the Germans, a lot made no easier by semi-blindness because of the loss of her glasses with no opportunity to replace them.

Post-war, Olga and her husband were part of the human flotsam of Europe, fetching up for a while in Rome where she continued her studies at the University, with no previous knowledge of Italian.

In 1948 the Steinkalks were granted residency in Australia. Olga worked for a while in a factory but then went to the Howard Florey Institute as a laboratory assistant.

In 1949 she attempted to resume her studies but received a setback when Melbourne University would grant her no credit for previous work.

In 1963, however, she began part-time study which in the next 20 years would see her gather a Bachelor of Science in Psychology (Melbourne), a Technical Teacher Training Certificate, a Diploma of Educational Counselling (RMIT), a Master of Education and, finally, her Ph.D. (both Monash).

Olga was literate in six languages and had a working knowledge of several others.

The four concerns of Soviet Jewish immigrants . . .

- INTEGRATION
- LANGUAGE
- SELF-ESTEEM
- IDENTITY

A Melbourne study among recent Soviet Jewish immigrants has revealed that precisely those features which determined Australia as their choice of destination can become a source of difficulty.

They include freedom of choice, action and expression — in other words, making decisions of a kind the immigrants would be unaccustomed to making in the Soviet Union (on education, occupation and a place of living, for example).

The Ph.D. study was completed in the faculty of Education by the late Dr Olga Steinkalk.

In 1978 Dr Steinkalk embarked on an ambitious program to interview all the Jews who migrated to Melbourne under relaxed exit provisions which applied in the Soviet Union in the second half of the 1970s. In the event, she interviewed about 90 per cent of the community at that time — some 225 people. She looked at them in two groups — adolescents aged 12 to 20 and their parents. As a background for her conclusions on the adaptation of the adolescents she also interviewed a group of Jewish adolescents born in Australia.

Dr Steinkalk interviewed the immigrants soon after arrival and then two to four years later. In addition, mid-1982 she did an impressionistic follow-up study of the community which had grown by that time to about 2500 in

Melbourne and a similar number in Sydney. (It is unlikely to grow further with Russia's reimposition of restrictions on emigration.)

Dr Steinkalk concluded that what she had found about the early group of arrivals held true for the larger community.

She identified four sorts of problems they were encountering — ones of integration, language, self-esteem and identity.

On the whole, however, she found that members of the group, highly anxious about their new life on arrival, had integrated quite well into Australian society after only a few years. This was despite the fact that many of the adults, who were generally well-educated, had "paid the price" of immigration and were working in jobs below the level of those they left in the Soviet Union.

Differences in identity

Some of Dr Steinkalk's most interesting observations are on how the adolescent immigrants adapt at school and on differences in identity which emerge between them and their parents.

The adolescents attended a range of schools, chiefly Jewish day schools and neighbourhood State schools which had a significant Jewish population.

Dr Steinkalk found that the greatest hurdle the youngsters faced was becoming competent in English. She records a typical anxiety — stepping off the plane and thinking, "I'll never be able to talk properly".

Dr Steinkalk found that in a short while, with the acquisition of adequate English, the adolescents were generally faring well in academic programs at school.

She does warn, though, against schools' overemphasis on the acquisition of perfect English at the expense of other subjects, and comments favorably on the integrated approach taken by some schools in which a Russian interpreter sits with students in the classroom and conducts bilingual instruction outside the timetable.

While the immigrant students integrated well academically, Dr Steinkalk found that they did have problems with social integration at school.

Tuition more important

This showed up in sports participation, for example.

Teachers claimed that the immigrant children "avoided" sport. But for the students and their parents it was simply a matter of priorities. They saw extra tuition as more important to ensure good progress in school. This was considered all-important in establishing themselves at an appropriate level in society.

In any case, the new arrivals had little "feeling" for cricket or football, the males preferring a leisure activity such as chess and the females music and dancing.

In her thesis, Dr Steinkalk urges that schools promote knowledge about the culture of countries from which their students come.

She suggests that programs to increase the sensitivity of teachers to migrant children and their needs have not been entirely successful. They are inclined to focus on the larger and more visible

migrant groups and concentrate on general problems, paying little attention to the specific needs of small, "minority" migrant groups. There is an argument in this for such programs to be tailored to the needs of specific areas.

Dr Steinkalk found that the immigrant adolescents had low self-esteem in their first years here, compared with their parents or their Australian-born peers. This no doubt was caused by their lack of English, preventing ready acceptance at school.

Identifying with Soviet

But it seems also to be part of the "sorting-out" process on identity.

Dr Steinkalk found that the children identified more with the Soviet Union than their parents. They did not participate in the decision to migrate.

The longer the adolescent's stay in Australia, however, the better the identification with this country.

Dr Steinkalk's research shows up some interesting shifts in the group on identity — from Russian to Australian and Jewish.

Over time, the children identified more with "being Australian" than their parents who, in turn, developed a greater Jewish identity than their children.

On arrival, the adults did not have a great deal of contact with Jewish bodies. Over time they became integrated into the Jewish community and their sense of "Jewishness" became more pronounced.

Another interesting difference between parents and children occurred over the continuing use of the Russian language. While the parents were not inclined to regard themselves as Russian to the extent of maintaining a Soviet identity, they wanted to retain use of the Russian language for communication and viewed it as a desirable school subject for their children. The adolescents were less inclined to hold this view of Russian.

Warning on improper disposal of 'hard' waste

Monash's Safety Officer has urged University members to dispose of sharp or dangerous objects in the proper way.

That is in hard waste containers NOT bins intended solely for soft rubbish.

At the moment, says Alan Wilson, broken glass, hypodermic needles and other such objects are being discarded in "soft rubbish" bins.

"As a result of this carelessness, the University cleaning staff who handle these containers do so at the risk of personal injury," says Mr Wilson.

"From time to time the risk becomes reality and a cleaner does get hurt, sometimes seriously — but always needlessly.

"The University cleaners perform a Herculean task. More than five tonnes of rubbish are removed from the campus every day.

"With so much to do, it is impossible for the cleaners to scrutinise the contents of every waste container. While they exercise all due care for their own protection, they nevertheless depend on others to do the right and sensible thing."

It's a warm, wet Winter



... At least at the Monash indoor heated pool where photographer Rick Crompton spotted these Grade 2 pupils from Greenslopes State School and their teacher Ruth Knight. Even in the dead of a Melbourne winter the pool gets good use weekdays and weekends from Monash students and staff and members of the general public. The pool celebrates its first birthday next month.

Signs of job market slump

A survey conducted by Monash's Careers and Appointments Service points towards a marked deterioration in the employment of graduates in the private sector over the last year.

The annual survey is conducted primarily to obtain information on graduate starting salaries.

But this year it has yielded these indicators of the state of the job market:

- In 1982, some 88 private employers participating in the survey (they are selected through their involvement in the previous years' surveys, the University's Employer Information Program, or by a listing in "Graduate Outlook") had recruited a total of 1371 graduates. In 1983, some 85 employers accounted for only 716 graduates.

- Last year six of the companies recruited 50 or more graduates. This year there was only one employer in this category.

- A total of 34 of this year's survey group recruited no graduates at all. In 1982 the figure was 17.

On starting salaries as at April 30 this year, the survey shows up little movement over 12 months. Graduates with combined law and economics degrees recorded the highest percentage increase at 10.5 per cent; Arts graduates majoring in humanities, the lowest at 2.9 per cent.

The small increases (last year employers forecast that they would be in the order of 12 per cent) demonstrate how effective the wage freeze has been, says a C&A report on the survey, and further reflect the deterioration in employment of graduates in the private sector.

Employers predict that the average increase in starting salaries between now and the end of April 1984 will be about 4 per cent.

So how do different graduates weigh

in in the starting salary stakes?

The top earners are chemical engineers whose starting salary on average is \$17,700. Materials engineers are not far behind on \$17,650, with other engineering graduates in the \$17,000s.

Law/Arts graduates and Law/Science graduates employed in industry (as opposed to the profession) had average starting salaries in the low \$17,000s, with Law/Economics graduates some \$700 below that. The irony is that these last graduates are keenly sought in industry, mainly for taxation work. But the chartered accounting profession generally is positioned at the bottom of the salary range, says the report, and this has a spin-off for Economics/Law graduates. They are still substantially better off than if they were employed as articulated clerks, however.

Science graduates start work in the

private sector at around \$16,000 on average. Computer science graduates have been in demand but the report notes signs that employment growth in this area is starting to slow.

The "poor cousins" in private industry are Arts and accounting graduates whose salaries are in the mid-\$15,000s. Economics graduates majoring in economics fare better at about \$16,300.

Says the report on employment trends in these areas:

- The chartered accounting profession seems headed for slightly reduced graduate intake but presents itself attractively to graduate recruits and is unlikely to be disadvantaged by the lower salary rates it offers.

- Graduates whose training equips them in the management of money are likely to continue to find a strong demand, particularly in banking.

- Traditional private sector employers of Arts graduates — particularly retailers and insurance companies — have slackened off their demand. The banking industry stands out as the area where graduate employment is growing rapidly but many banks persist in the belief that mediocre accounting graduates are the most suitable recruits.

An honours degree adds anything from \$500 to \$1500 to a starting salary, the survey shows.

And how does the private sector compare with the public?

In the Australian Public Service, graduates with three-year degrees have a starting salary of \$14,650; four-year degrees \$15,120; second class honours \$15,600; and first class honours \$16,080.

In the Victorian secondary teaching service, the salary for a recruit with a three-year degree and a Dip.Ed. is \$15,760.

Open minds on psych. testing

A survey of a group of private sector employers has found that more than half use psychological testing in their selection of employees.

Monash's Careers and Appointments Service included a question on psychological testing in its annual survey on graduate starting salaries.

Some 55 per cent of the 75 employers who responded to the question used some form of testing. Only one-third said that they had never used tests and were unlikely to do so. Four of the employers had discontinued use of psychological tests while another five had their use under consideration.

The survey found that there were only a few firms with "dogmatic attitudes" on psychological testing. Most appeared to have an open mind on testing and some were quite uncertain on its value.

Says a C&A comment on the survey: "Most companies seem to regard tests as offering additional information that provides only a part of the information base used in recruitment or promotion decisions."

About 78 per cent of those using tests did so to assess general ability; 60 per cent made use of self-report inventories; 46 per cent used tests of attitudes and values; and 40 per cent tests of interests, attitudes and values. Five employers who used outside consultants to do the job professed ignorance of the type of tests being used.

The most popular tests were: Kuder Personal Preference Record, Humm Wadsworth, Sixteen Personality Factor Questionnaire, Clerical Aptitude, Watson-Glaser Test of Critical Thinking, and ACER Mechanical Reasoning.

Administration of tests was divided fairly evenly between company-employed personnel (51 per cent) and use of external consultants (61 per cent). Several employers used both.

The survey found that quite a few companies which did not employ professional psychologists were using psychological testing.

Will the day come that "coaching" in performing well in psychological testing will be offered for job applicants?

"I hope not," says C&A Officer, Mr Lionel Parrott. "But in today's competitive labour market, job seekers are increasingly well prepared."

Mr Parrott says his interest in asking a question about psychological testing was aroused by increasing requests from students and graduates for information about them.

Reorganisation urged

A Monash professor of Education has argued for the reorganisation of schools in ways which pay heed to recent research on successful strategies for learning with understanding.

As it is, says Professor Richard White, schools organisation is based on a 19th century view of learning — that the mind is a bucket which can be filled by dropping facts into it.

Professor White recently delivered the John Smyth Memorial Lecture at Melbourne University on "The End of Schools as We Know Them: The implications of recent educational research for learning, teaching and school organisation".

He says that research at Monash and elsewhere shows that teaching is not a simple matter of poking one fact after another into heads. People have to learn how to learn. It has also identified suitable strategies for learning with understanding.

The capacity to sit through a course of instruction and pass examinations of the expected sort, he points out, is no guarantee of having acquired such "useful understanding".

Professor White says that the new research is related to constructivist theories of learning.

The basic tenet of these theories is that learners construct their own meaning for each experience, whether it occurs in a formal educational setting or outside, by relating it to prior knowledge; learners must be active and are responsible for their own progress.

"Even when teachers strive to work in accord with those principles, the organisation of the school defeats them," says Professor White.

Powerful learning strategies take time and a consistent approach to form.

He says: "The organisation of the school determines the nature of the curriculum and both together limit the acts of teachers.

"Faced with an array of teachers, all promoting acquisition of subject matter, and with no models of older children to follow, the learner has little chance of finding out how to learn.

"The wonder is not that so few do, but that any ever did."



Here, Professor White puts forward one model for the alternative organisation of schools along lines which would allow new learning strategies to be implemented.

This model would produce, he says, "greater learning, less waste, happier schools and a better society".

Professor White points out that it is only one possibility. The whole question of school organisation requires thought by many people, discussion and practical trial.

"The one criticism of this sketch that I will not accept is that it is not practical," he says. "The present system is not practical but continues to operate."

In this scenario for secondary education, there would again be lumps of some 20 to 30 children, only this time they would be of as diverse an age range as possible, 11 to 17.

Associated with each lump would be three adults, each of whom is allowed to work as a teacher only half-time. The other half can be devoted to running a family, working in a shop, farming, sitting in the Legislative Council, contemplative thought, fishing, anything except teaching. That prohibition on full-time teaching is intended to keep the school in touch with the larger society.

The three adults will overlap through the week, having at least one day when all are present.

They will work with only one group of children, except where their group combines with others. They will be with that group as long as they are in the school, which should be years. The group will never die: as some students leave, others will join, and as one teacher goes another will come while the other two will be there to provide continuity. There will be no sharp transitions, no

AUGUST, 1983

As they are . . .

This is the organisation of secondary schools today as Professor White sees it:

With few exceptions, the standard form is a division of a large number of 11 to 17 year olds into lumps of about 20 to 30 each.

Schools are built as a collection of identically-sized boxes to accommodate such lumps, and such lumps only, except, if you are lucky, a hall which will take the whole lot.

Everyone in each lump is about the same age, which minimises the opportunity each student has to learn from another or to instruct another.

The lumps are shifted at fixed intervals, usually under an hour, from box to

box, in each of which they are confronted by an adult who spends all of his or her working week in these boxes.

During each interval, the adult presents knowledge to the children. If they do not catch the knowledge, it is gone. The syllabus comes past but once.

In the course of a week each lump meets from five to 10 of these ephemeral adults, and each adult from five to 10 lumps or up to 300 children. What one adult says to a lump usually remains unknown to the other adults.

At the beginning of each year the lumps reform, and it is a matter of chance whether a child meets again any of the previous year's adults.

As they might be . . .

annual spill of positions, no yearly stop-start.

What must the students learn? First and foremost, to become independent learners.

For compulsory content, my choice would be basic numeracy (not a feature of the present system); reading, in the widest possible sense of the term; writing; speaking; public affairs; and the natural universe.

To these I would add whatever else suits the interests of the teachers and the students: cooking, crafts, accountancy, languages, Roman coins, Chinese history, anything. Though not compulsory, these chosen fields of interest must be seen as important, not to be squeezed out by the basics that all must acquire.

A lot of time will be spent outside the school, observing and doing in order to keep the school learning in touch with the larger world. That will be easier to arrange than it is now, where a lot of the difficulty in getting away from the

school lies in arranging times with other teachers. Under this arrangement there are no other teachers, no bells, no periods to work in.

New methods will become feasible, indeed necessary, as the teachers will rarely want to talk to the whole group at once. They will spend a lot of their time talking with, not to, students, explaining information which the students have acquired from books and other resources such as computers and finding out far more than they can do now about their students' understanding.

The teachers will have to watch over each student's progress, but they will have time to do this and will find it easy as they come to know their students very well.

One thing they will not have to worry about is control. Discipline is largely a problem created by uniform age blocks and traffic management associated with the period system and would not be an issue in this arrangement.

**Graduates:
a club and
a meeting**

The University Club — the one at 100 Collins Street in the city — is conducting a membership drive among graduates and staff of tertiary institutions.

Established by the Graduates Union of Melbourne University in 1901, the University Club is open lunchtimes and early evening, Monday to Friday, for meals and drinks.

In addition, it is open late on Friday and Saturday nights and Sunday evenings for meals, socialising and entertainment.

Scholarships

The 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.

Radio Research Board Postdoctoral Fellowship
For Ph.D. graduates, preferably under 30. \$23,437-\$25,446 plus other allowances. Tenable up to two years. Applications close in Canberra on September 23.

Shell Postgraduate Scholarship 1984.
For higher degree studies in Arts, Engineering or Science in the UK. Benefits include living costs, tuition and other allowances, plus return fares. Applications close in Melbourne on September 26.

National Heart Foundation — Vacation Scholarships.

Available to undergraduates to undertake research projects related to cardiovascular function and disease. Tenable for six to eight weeks. Value: \$85 a week. Applications close in Canberra on October 1.

ITT International Fellowships.
For Master degree studies only, up to 21 months in USA. Benefits include fares, fees, living and other allowances. Applications close in Canberra on October 31.

For further information contact Marg Sloss on 63 1607.



The Monash Graduates' Association will hold its annual general meeting on Wednesday, September 14 at 7.30p.m., upstairs in the Union.

Officers promise "a very short AGM" followed by "excellent red wine and some tasty cheese".

RSVP: Vicki Thomson ext. 2002.

MONASH REPORTER

A 'noble stab' at Henry V

In Review

A HIGH LEVEL of commitment and involvement was evident in Monash Shakespeare Society's recently-concluded production of *Henry V* at the Alexander Theatre.

Tim Scott and his cast made a noble stab at this difficult play. The direction was plain and straightforward — content to tell the story clearly without troubling about frills and refinements; but to tell it so that we are left with an attitude of ambivalence towards the King: *Is he or is he not the great hero?*

The key scenes in this interpretation of *Henry V* as the hero confronted with the nastiness of war are the exchange between the soldiers and the disguised King the night before the battle and the following soliloquy of the King . . .

Yet, it is just in this scene and the soliloquy that a confusion arose in my mind. The Hamlet-like agonising of the King sat ill with an interpretation which stresses the anti-heroic — the able, ruthless and finally unsympathetic personality who treats the Southampton traitors summarily and poor honest William at Agincourt so cavalierly — and which yet gives a hollow ring to all the high-flown rhetoric. The interpretation is fine; maybe it was just not realised in performance.

The post-Falstaffian clowning of Pistol and his cronies is a poor echo in this play of the richer, more economical comedy we see in the *Henry IV* plays. This is perhaps a reason why it is so difficult in *Henry V* to make them funny, as well as providing clear-cut comment on the tiresome territorial claims of the King and his cronies. It is just such a hard job in this play to make these characters work, and I'm afraid they didn't the night I saw the play.

Furthermore the secondary characters are lumped together under dangerous half truths: all Frenchmen are either fops, bullies or madmen, apart from Mountjoy, and all Welshmen are leek-waving nationalists and all Irishmen illiterates. So the actors are given only one-dimensional figures to work on, taxing their skills.

My dissatisfaction was therefore not fully the fault of the actors. The play itself must bear some of the cost. From the actors we were offered an intelligent reading of the play. Their vocal abilities and capacity to render the narrative sense of material was one of the strengths of this production.

However, this does point up the fact that the production was conceived in purely verbal terms and not in theatrical terms, and consideration of this point leads me to discuss the set and its capacity to assist in creating the stage pictures which underpin the action.



● A scene from the recent production of *Henry V* at the Alex. The King (played by Greg Evans, front in white) inspires his army on the morning of battle.

The vast space created by open scaffolding and ramps could have suggested something of the scope and scale of the thematic concerns of this play, but it defeated the actors and director alike.

Too often scenes which needed to be opened up and played over a larger distance were confined to the triangular space on the stage floor, forcing naturalistic playing and reducing the play.

If the ramps had been used as acting areas, effective stage pictures could have been created. In scenes where this was attempted, such as the scene before Harfleur and in scenes between the Dauphin and the French lords, the action was more exciting because the space was used more excitingly.

The necessity of making lengthy exits and entrances to reach the stage floor often impeded the flow of scene upon scene, making it difficult for any director to be in real control of the flow of action where scene could contrast or support scene and where actors could find the necessary energy to sustain the scene.

Such deadening lengthy entrances had the further effect of impairing the rhythms of the play — an entering scene tended too often to pick up the rhythms of an exciting scene, making it difficult for actors to find the rhythm and to revitalise the energy. The effect

on an audience was that in a play of pageantry and ritual there wasn't much colour or tonal change.

Most members of the cast showed us how much an asset controlled enunciation is in Shakespeare.

Greg Evans' Henry had a scowling authority. He gave a thoroughly competent reading of the King and handled the narrative of the verse with clarity. He created a deliberate figure and must be congratulated for his consistent style.

Simon Minahan, doubling as Ely and Mountjoy, established Mountjoy as a distinctive figure. He has a real stage presence.

Anita Bins and Sahra Potts' playing of the scene between Katherine and Alice was engaging and delightful even if Katherine's subsequent scene with the King lost much of its delight due to the movement patterns which seemed to necessitate that Katherine cover large areas of the stage unnecessarily.

Richard Dummery, doubling as Canterbury and the French King, Huw Williams as Fluellen, Karin Derkeley as a 'boy' all maintained a good level and Sue Rocco was impressive as the Chorus.

Robert Holden
Head, Dance and Drama
Victoria College, Rusden

Now Celia looks at plants of a 'vile flat dank world'



Avicennia marina

Can't afford \$1600-plus for Vol. 1 of Celia Rosser's monumental work on *Banksias*?

Then why not invest a mere \$5 in a more modest publication that features no fewer than 28 of Celia's fine line drawings — namely, the Botany department's book on "The Saltmarsh Plants of Southern Australia"?

"Saltmarsh Plants . . ." brings together the fruits of a considerable amount of teaching and research undertaken over a number of years by members of the Botany department.

An introduction to the 64-page publication acknowledges that saltmarshes are almost universally reviled — they are flat, dank, and often the source of numerous biting insects . . . "as well as featuring in many horror tales!"

Nevertheless, Botany insists, they are a "fascinating ecosystem, straddling, as they do, the sea-land boundary".

Contributors to the publication include Dr Peter Bridgewater, Anne de Corona and Celia Rosser, with photographs by Bruce Fuhrer. It can be obtained from the Botany department (\$5, or \$5.60 posted) and will soon be available through the Monash Bookshop.

Evening of Indian dance

Performances of Indian classical dance will be presented in the Union Theatre on August 20 and 21 at 7.30p.m.

Taking part will be members of Melbourne's Nrithakshetra School of Dancing, under the direction of Shanthi Rajendran.

Sri Lankan-born Shanthi is a graduate of the Kalakshetra Dance School in Madras and has toured India and Europe with the Kalakshetra Dance Troupe. She is considered one of the finest exponents of Bharatha Natyam, one of the four main forms of Indian classical dance.

Shanthi joined her husband in Melbourne four years ago. Rajanayagan Rajendran is a postgraduate student in Civil Engineering at Monash.

Tickets for the Monash performance cost \$5 and \$3 (children) and may be booked on ext. 3448.

An important new Aboriginal play for Alex.

An important new Australian play — written by an Aboriginal and with an all-Aboriginal cast — will have a three-week season at the Alexander Theatre as part of its national tour.

It is *The Dreamers* by Jack Davis, Western Australian poet, playwright and actor. Mr Davis is one of the nine-member cast of the play which will be on from August 30 to September 17, nightly at 8p.m.

The production, which is being presented by the Alex. in association with the Elizabethan Theatre Trust, marks a "homecoming" for director Andrew Ross who was Monash's second director of student theatre in the early '70s.

"The Dreamers", while examining contemporary problems of Aborigines, is billed above all as a comedy. It was first presented at the Festival of Perth in 1982. The production's tour will also take it to NSW, the ACT, Queensland and Tasmania.

The play's characters are a family of urban "fringe dwellers". Uncle Worru, a burly, white-haired old man (played by Davis), returns to his extended family from hospital. Worru, seeing only "a desert ahead and a desert behind" returns to the bottle and increasingly slips back to his own Dreamtime — his tribal youth.

The play contrasts the Aboriginal's "now" — a sparsely furnished kitchen with the radio blaring — with "then" — the free spirit of the past.

The concept of dreaming is explored

on a number of levels — as the Aboriginal's notion of his origins and place in the pattern of existence; as the myths and recollections of the recent past that have brought him to where he is today; and as the fantasies that ease the pain and cloud the desperation of a hopeless reality.

According to reviewer Mardy Amos in *The Australian* it is "an honest, moving and richly humorous play".

"The Dreamers" is Mr Davis's second play. His first, *Kullark*, was produced by the National Theatre in Perth in 1979 to celebrate WA's 150th anniversary.

A former director of the Aboriginal Centre in Perth, Mr Davis became the first chairman of the Aboriginal Lands Trust in WA in 1971. He was also managing editor of Aboriginal Publications Foundation.

He said recently about "The Dreamers":

"The core of the play is that it's talking about the Aboriginal situation today.

"Aboriginal people living in the country areas are still living back in the 1930s and those living in the city are supposed to be better off — but in reality the whole race is about 50 years behind their white counterparts.



● Cast members of *The Dreamers*: (left) Ernie Dingo as Eli, the playwright Jack Davis as Worru, Luke Fuller as Peter, and Alan Kickett as Roy

"Writing about this situation doesn't so much hurt me — I'm a practical person . . . but I see something that needs to be done so I'm saying it and doing it.

"It's all about making it real to people — getting them to have another look from an eye-to-eye point of view."

The touring production of the play has most of the original cast of the Festival of Perth production.

Prices are \$12.90 and \$8.90 (students) — below city theatre prices as Alex. manager, Phil A'Vard, points out.

Parents' Group dinner dance

The Monash University Parents' Group will hold a dinner dance in the North-East Halls of Residence on Saturday, August 20.

Time: 6.30 pm for 7 pm. Cost: \$40 a double.

For further information contact Mrs Joy Williams on 728 1061.

August diary

The events listed below are open to the public. "RBH" throughout stands for Robert Blackwood Hall. There is a BASS ticketing outlet on campus at the Alexander Theatre.

3: ENVIRONMENTAL FORUMS — "Chemical Hazards in the Workplace", by Nick Calabrese, Trades Hall Council. 10: "Who Benefits from Australian Energy Research?", by Ian Lowe, Griffith University. Both forums at 5p.m. Graduate School of Environmental Science Seminar Room. Admission free. Inquiries: ext. 3840

ANNUAL LECTURES ON INDONESIA — "A Revisionist View of the Kraton from Blitar", by Raharjo. "Kyai, Jago, Guru: Three Life Histories from Tegal", by Anton Lucas. 10: "Islam and the 'Earth Tiger': Religion in a Pesisir Village", by Barbara Martin-Schiller. "Banyuwangi Culture and Indonesian Statecraft: Social Relations at the Eastern End of Java", by Ron Hatley. Pres. by Centre of Southeast Asian Studies. Both lectures at 8p.m. Lecture Theatre R3. Admission free. Inquiries: ext. 2197.

4: ABORIGINAL STUDIES LECTURES — "Aborigines and the Law", by Mr Mick Dodson. 11: "Film Making and Theatre", by Mr Gerry Bostock. Both lectures at 1p.m. Lecture Theatre R6. Admission free. Inquiries: ext. 3335.

LUNCHTIME CONCERT — Harpsichord recital by Harold Fabrikant. 11: Organ recital by Kenneth Weir. 1.10p.m. Religious Centre. Admission free.

HSC PHYSICS LECTURES — "From Bohr to Probability", by Dr

H. S. Perlman. 11: "Electrostatic Phenomena", by Dr K. Thompson. Both lectures at 8p.m. Science Lecture Theatre S5. Admission free. Inquiries: exts 3638, 3630.

6-7: WEEKEND WORKSHOP — Synthetic dyes on natural fibres and fabrics, pres. by Arts & Crafts Centre. Fee: \$40, bookings required. Further information: exts 3096, 3180.

6: SATURDAY CLUB (Blue Series) — "Ace". 2.30p.m. Alex. Theatre. Admission: adults \$6, children \$4.75.

9: LECTURE — "Modern Attitudes to Ancient Slavery", by Prof. Zvi Yavetz, University of Tel Aviv. Sponsored by Classical Assoc. of Victoria. 8p.m. Lecture Theatre R6. Admission free. Inquiries: ext. 3250.

READINGS: POETRY AND PROSE Frank Kellaway. 10: Leon Rooke and Constance Rooke. Pres. by department of English with assistance of the Literature Board of the Australia Council. All readings at 1.10p.m. English Drama Studio, Menzies Building. Admission free. Inquiries: exts 2140, 2141.

10-12: PLAY — "Sekda", an Indonesian

political satire by W. S. Rendra. Pres. by staff and students of the department of Indonesian & Malay. Aug. 10 at 2.15p.m.; Aug. 11 & 12 at 7.30p.m. Room SG01-2, Menzies Building. Admission: students \$1, non-students \$1.50. Inquiries: exts 2236, 2232, 2233.

11: LECTURE — "Charismatic Leadership", by Prof. Zvi Yavetz, University of Tel Aviv. Pres. by department of Classical Studies. 1.10 p.m. Lecture Theatre R2. Admission free. Inquiries: ext. 3250.

12: AUSTRALIAN DANCE THEATRE — "Sweat". 7.30p.m. Alex. Theatre. Admission: adults \$7.50; students, pensioners, unemployed \$5; children, standby \$3. Performances also August 13 at 7p.m. and 8.30p.m.

13: SATURDAY CLUB (Red Series) — "The Wonderful World of Mr Men". Bookings available only for 11.30a.m. performance. Alex. Theatre. Admission: adults \$6, children \$4.75.

14: CONCERT — Richard Runnels — horn, Thomas Pinschoff — flute, Brachi Tilles — piano. Works by Schubert, Duvernoy. 2.30p.m. RBH. Admission free.

17: HSC ACCOUNTING LECTURES

pres. by department of Accounting & Finance. 9.30a.m. to 11.30a.m. Lecture Theatres R1 & R5. Admission free. Inquiries: ext. 2389.

20-21: INDIAN CLASSICAL DANCE by Nrithakshetra Dancers. 7.30p.m. Union Theatre. Admission: adults \$5, children \$3. Tickets, inquiries: ext. 3448.

20: SATURDAY CLUB (Blue Series) — "The Petra String Quartet". 2.30p.m. Alex. Theatre. Admission: adults \$6, children \$4.75.

21: CONCERT — The Claremont Trio. Simon James — violin, Laurie Kennedy — 'cello, Aaron Shorr — piano. 2.30p.m. RBH. Admission free.

22-Sept.3: SCHOOL HOLIDAY ATTRACTION — "Giant John". Weekdays at 10.30a.m. and 2p.m.; Saturdays at 2p.m. Alex. Theatre. Admission: adults \$7, children \$5. Bookings at all BASS outlets.

28: CONCERT — Isabelle Townsend — mezzo soprano, Angela Dahr — piano. 2.30p.m. RBH. Admission free.

30-Sept. 17: PLAY — "The Dreamers" an Aboriginal play by Jack Davis. Pres. by the Australian Elizabethan Theatre Trust. 8p.m. Alex. Theatre. Admission: adults \$12.90; students, pensioners, unemployed \$8.90. Bookings at all BASS outlets.

MONASH REPORTER

The next issue will be published in the first week of September, 1983.

Copy deadline is Friday, August 26. Early copy is much appreciated.

Contributions (letters, articles, photos) and suggestions should be addressed to the editor (ext. 2003) c/- the information office, ground floor, University Offices.

Important dates

The Registrar advises the following important dates for students in August.

3: Application to Graduate Forms are now available from Student Records for Bachelor degree candidates in their final year who expect to qualify for their degree at the forthcoming annual examinations and who wish to have their degree conferred at a graduation ceremony in 1984. Bachelor degree candidates must apply to have their degrees conferred. Forms should be

lodged at Student Records by the beginning of third term.

7: Courses and Careers (afternoon of informal advice and discussion, 1-4.30 pm).

8: Third term begins for Medicine VI (Alfred Hospital students).

12: Second term ends for Dip.Ed.

13: Second term ends.

20: Break begins for LL.M. by coursework. Second term ends for Medicine IV.

22: Study break begins for B.Ed., B.Sp.Ed., Dip.Ed.Psych., and M.Ed.St.