



MONASH REPORTER

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NEW MING WING WING



A new nine-storey extension to the Robert Menzies Humanities Building will cost \$2,250,000. Work will start in mid January and it is due for completion in May, 1974.

The building will extend 117 ft. south from the current lift area towards Wellington Road, giving the whole structure a "T" shape.

A 30 ft. link will join the 87 ft. square new building to the main building.

It is proposed that the building will accommodate geography, language services, linguistics, Islamic studies, classical studies, English, history, music and a new department of visual arts.

The building will increase the Humanities floor space by one third making a total of 364,000 square feet. screens will be provided to minimise interference to the existing building during construction.

AUC finance

The recent Australian Universities Commission 1973-75 triennium report allocated \$1.64 million to the Menzies extension (the rest had been granted in the last triennium).

Other buildings financed wholly or in part through the AUC include:

- A two-storey extension linking Science South (psychology and botany) with the zoology building. It will cost \$595,000 and will start in

January 1973 for completion in December 1973.

- An eight-bay extension to the eastern end of the education building, plus partial extensions to the top floor of the building. Cost will be \$770,000.

- A \$1,763,000 five-storey extension to Science North for mathematics, information science and the proposed new department of earth sciences.

- Two new sports buildings. A field house will be built to the north of the existing sports centre and will be used for basketball, indoor tennis and volleyball. It should be finished by mid 1973 and will cost \$152,000.

Also scheduled for completion by mid 1973 are three more squash courts to supplement the existing seven courts. These will be to the south of the sports centre and cost \$50,000.

Non-collegiate housing

The AUC also made provision in its report for non-collegiate housing and Monash has a scheme going which could make use of the provision.

The AUC said a maximum subsidy of \$250,000 could be available for non-collegiate housing to accommodate at least 100 students (in other words a subsidy funding scheme at the rate of \$2500 for at least one student place).

However the university will have to borrow the balance of the funds necessary.

Monash is currently considering a proposal to provide non-collegiate

housing in Blackburn Rd. A Monash-employed consultant recently had interviews in the Union with students to get some idea of student housing needs.

Library school

Of the new developments submitted by Monash, the AUC in its report specifically commented on the Centre of Continuing Education (see page 3 of this issue) and the School of Librarianship.

The Commission supported the Monash submission for post-graduate work in librarianship, provided that there was only one such school in Victoria.

Through the AUC Monash received a total of \$82.877 million for the triennium; in its submission the University asked for a total of \$88.932 million.

UNIVERSITY FACTS

A new series of leaflets dealing with various aspects of the University has attracted favorable attention both on and off campus.

Four titles have been produced so far, and several others are planned in the near future.

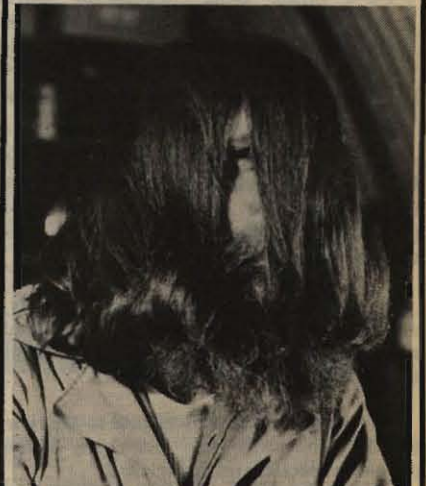
Those currently available are:
1. The Monash Planting Scheme.
2. The Halls of Residence.
3. The Monash University Union.
4. The Monash Art Collection.

Copies are available at the Union Desk, or from the Information Office, 1st floor, University Offices.

THIS is a weka in trouble . . .



THIS is a weka hunter in the perfect birdwatcher's "hide". . .



BOTH, as you will see on pages 6 and 7, are fairly indistinguishable especially when it comes to rescuing a weka from a thunderbox . . .

INSIDE

- Our own Frost Report, page 3.
- Education lectures: The reasons for teacher strikes, page 4.
- ANZAAS Reports: Scientists and journalists, page 5.
- 36 good books on the ecology-pollution question, page 8.
- New student regulations, back page.



A number of secondary students worked in the Electrical Engineering laboratories during the recent school holidays.

All were prizewinners in the 1972 Science Talent Search conducted by the Science Teachers Association of Victoria.

Professor Lampard invited prizewinners with electronics projects to continue their work at Monash using the more sophisticated equipment available.

Stephen Pattinson and Stephen Langford of Chadstone High School had built a gas chromatograph. They spent a week improving the detection system. Through the use of facilities at Monash they have been able to achieve results which would otherwise have been beyond their resources.

● The two Stephens are photographed above at work in the Department of Electrical Engineering.

Roderick Laird of Camberwell Grammar School built an optical

digital communications system for the Talent Search. At Monash he continued his study of digital systems by starting the construction of a high speed digital frequency and voltage meter.

An entry from Beaumaris High School was a complete analog computer built by the electronics club. The nine members of the club (including one girl) came to the Engineering Analog Laboratory to see what could be done with larger and more powerful analog computers.

Paul Cooper, a fourth form student from Carey Grammar, has interests in digital computers and artificial intelligence. At Monash he took the opportunity to link up logic circuits to form a digital multiplier.

TIME FOR SCIENTISTS TO EXAMINE THEIR TEACHING

The Dean of Science, Professor K. C. Westfold, has urged "a closer examination" of the content and methods of Australian scientific education.

Various approaches to the teaching of science had been promoted, but there appeared to be little evaluation of the results achieved, Prof. Westfold said.

Prof. Westfold's remarks were made at the Caulfield Institute of Technology. He was giving the inaugural lecture in a series planned to mark the 50th anniversary of C.I.T.

He said the emergence of Australia as an industrialised society had brought new demands on the skills and attitudes of graduates together with a need for continuous "refresher" education.

The objectives of education generally, and of science in particular, required re-examination in the light of the needs of all the members of society, he said.

These were not met by efforts to alleviate evident shortages of technically skilled people in specific areas of science.

Professor B. S. Hetzel, Professor of Social and Preventive Medicine at the Alfred Hospital, spoke at the second C.I.T. lecture. His topic was health, life style and the social environment.

Professor Hetzel said that the ignorance and apathy of Australians towards social problems were obvious on the political level.

It was shown by the Government's attitude towards laws on smoking advertisements and alcoholism, he said.

All of society's powers would be needed to control drinking and smoking.

"If we used our legislative resources along with education, research and health services we could overcome these problems," he said.

"We must approach them as a community not as individuals.

"We are heavy drinkers as a nation and we have got it into our heads that a heavy drinker is a manly Australian.

"The more we approve of drinking the more drinking there is and the more people will start drinking."

Bronwyn Adams, a graduate in chemical engineering, has become the first female engineer to be employed by the Altona Petrochemical Company. Bronwyn, who graduated from Monash last year, is involved in plant optimisation studies aimed at increasing plant efficiency.

A DISTINGUISHED INDONESIAN VISITS MONASH CENTRE

By J. A. C. Mackie, director, Centre of South-East Asian Studies.

In Indonesia, it has been observed, the truth resides frequently in the nuances.

This is certainly true of Indonesian politics, which can rarely be reduced to simple generalisations.

The story is often more subtle and complex than it seems.

One of the Indonesians best qualified to enlighten us about the course of the Indonesian drama from the early years of struggle for independence down to the fall of Sukarno in 1966-67, is Dr. Roeslan Abdulgani, who has been spending the last three months at Monash as a Visiting Scholar with the Centre of South-East Asian Studies.

As a Minister and close confidant of former President Sukarno, he was close to the centre of affairs throughout the '50s and '60s. Between 1967 and 1971, he has been Indonesia's Permanent Representative at the United Nations.

His visit has been one of the highlights of the Centre's activities this year. In addition to the formal lectures and seminars in which he has taken part, Dr. Abdulgani has given generous and valuable help to our graduate students working on Indonesian topics, providing new perspectives on them and sharing with us his personal knowledge of those turbulent decades.

While he was at Monash, Dr. Abdulgani gave an informative and entertaining series of lectures to the South-East Asian History class which were also open to the public. These covered pre-war nationalism in Indonesia, the struggle for independence and the Guided Democracy period.

In addition, he gave various lectures to outside bodies such as the Australian Institute of International Affairs, the United Nations Association and the Australian-Indonesian Association.

Mutual benefit

The Centre has for a long time been keen to promote this kind of cross-fertilisation by bringing in visiting Asian scholars and politicians. Hopefully, there may be some mutual benefit in the other direction as well.

It was a stroke of luck that someone of Dr. Abdulgani's eminence and calibre was available just when the opportunity arose to invite our first Asian visitor.

During his long career as a senior official in the Indonesian government, Dr. Abdulgani was Secretary-General of the Department of Information, then Secretary-General of the Foreign Ministry and later Minister for Foreign Affairs.

In the first of these capacities he was heavily involved in the massive information campaign required to explain to Indonesia's 39 million voters the purposes of political parties and the conduct of the country's first general elections in 1955. In the second, he was Secretary-General of the 1955 Afro-Asian Conference in Bandung.

In the early Guided Democracy period, Dr. Abdulgani was President Sukarno's right-hand man as Vice-President of the National Council and later of the Supreme Advisory Council. For several years he was also Minister of Information and a Deputy Prime Minister.

Probably no other Indonesian was as closely involved as he in the formulation and articulation of President Sukarno's ideological doctrines, in an attempt to steer a middle course for Indonesia between the competing claims of Islam and Communism.

It is not, however, as a politician and a *pedjabat tinggi* (high official) that he will be remembered by those who have had personal contact with him at Monash, but as a warmly approachable and delightfully frank human being.



● Dr. Abdulgani in familiar Monash surroundings.

GRADUATES COMPRISE 3.1% OF WORK FORCE

The present proportion of graduates in the Australian labor force is about 3.1 per cent, having risen from 2.1 per cent in 1966, a recent Canberra conference on graduate employment was told.

The figures were given by Dr. P. H. Cook, secretary of the Department of Labor and National Service.

Dr. Cook said the number of new graduates in 1970 had increased by 222 per cent from 1960. This ranged from an increase of 95 per cent in medicine to an increase of 443 per cent in economics and commerce.

The other increases between 1960 and 1970 were: humanities and behavioural sciences 264 per cent; law 211 per cent; science 210 per cent, and engineering 156 per cent.

Dr. Cook indicated that he believed the increase in the comparatively non-vocational areas was likely to continue.

This was because of the greater proportion of school leavers seeking higher education and because of quota limitations in some more vocational courses, especially those demanding considerable equipment and facilities.

Book Fair raises \$2500

The special education unit in the Faculty of Education will receive about \$2500 as proceeds from last month's book fair in Robert Blackwood Hall.

Sale of second hand books brought \$2040 and a charity auction raised \$1660 — expenses were deducted from this amount.

About 10,000 of the 12,000 books offering were sold and those remaining will be given to the Monash Parents Group for sale at Paddy's Market on September 21.

Arranged by the Monash Association's Liaison Committee, the four-day fair was the first of its type held in Australia.

The First Australian Antiquarian Booksellers' Fair was held in conjunction with the MALC book fair. This attracted nine Australian booksellers plus one from London and books ranged up to \$40,000 in price.

Environment course, deferred entry, education centre ...

THREE NEW ACADEMIC DEVELOPMENTS DUE FOR NEXT YEAR

Three new academic developments have been given the go-ahead for next year.

Professorial Board has approved in principle the establishment of a two-year Masters Degree in environmental studies.

It is planned that students from all disciplines will be able to apply for the course after their first degree.

The course could be taught by the unit system and these units need not require a scientific background.

A Professorial Board Committee on Environmental Studies is currently working out details of the course. Detailed proposals for the course structure have been suggested.

The course will be two years full time and part time studies will be possible. It is likely to include a research project in second year.

It is hoped that many of the units will be available to "irregular" students who may wish to attend some lectures without enrolling for a formal degree.

Deferred entry

The Professorial Board has also approved the submission on deferred entry to Monash (this proposal was outlined in detail in Reporter 14).

The submission, by Pro-Vice-Chancellor, Professor J. M. Swan, said that students entering Monash from secondary school should be allowed to have a year's deferment before they embarked on university work.

In exceptional circumstances the deferment may be extended to two years.

If after admission to Monash the students wanted to take a year off they could do it working or travelling and be assured of a place in the following year.

The official terms

The Professorial Board has approved the proposal in the following terms:

"That any student offered a place in a Monash faculty may, upon application to the Academic Registrar, and after an appropriate interview within the faculty, be granted a deferment for one year. Applicants would be expected to give their reasons for seeking deferment, but granting a deferment would not normally be withheld. The right to take up a deferred place would be subject to reconsideration if the student, during his deferred year, enrolled in another tertiary course."

Professor Swan said that many students were uncertain as to their motivation and interest when they entered university.

The third development involves the Centre of Continuing Education which has been on the drawing board at

"FARM WEEK" FAME

The fame (and influence) of Monash's "Farm Week" has apparently spread. The following report appeared last month in the august columns of the Albury "Border Morning Mail" ...

The annual Monash University competition, where students "borrow" something hard to obtain, produced the usual petrol bowsers, large statues and revolving pub-top signs.

But did you notice that ACTU president, Bob Hawke's beard disappeared on the same day?

Monash for a number of years. Council approved the centre at its August meeting.

The position of director of the centre has been advertised. He or she will be appointed on the level of associate professor and closing date for applications is October 16.

The first task of the centre will be to concentrate on providing, or expanding, refresher and other non-degree courses for graduates and others with appropriate qualifications.

It is also envisaged that the centre could run courses by radio (and perhaps television), along the lines of courses run by the University of New South Wales.

The director, when appointed, will also be responsible for:

- Organising and assisting with seminars and conferences at a local or national level on issues of political, social, cultural, scientific, technical or economic concern.

- Collaborating with educational research and cultural bodies within the university to develop work in these fields.

- Collaborating with the Council of Adult Education and with people and organisations in other universities and the Victoria Institute of Colleges in the development of special courses.

- Investigating the possibility of organising summer courses of a "bridging" or "remedial" type.

Law discriminates against aboriginals, says Dr. Eggleston

The director of the Monash Centre for Research into Aboriginal Affairs, Dr. Elizabeth Eggleston, gave evidence last month to a Senate Standing Committee on constitutional and legal affairs.

Dr. Eggleston told the committee she believed the Federal Government had failed in its pledge to eliminate discriminatory legislation against aboriginals in Australia.

The main areas where discriminatory legislation still existed, Dr. Eggleston said, were in Queensland and the Northern Territory.

Queensland had not followed the lead of other States and vested reserve land in control of the aboriginals.

In Queensland, the aboriginal community had no economic or legal powers under the Aboriginals Act of 1971.

"They are under the complete control of Government officials," she told the committee.

Dr. Eggleston said the Queensland Aboriginal Advisory Council had no administrative powers and did not represent aboriginals living outside reserves.

She said the 1971 act was an improvement on earlier legislation but still retained discriminatory sections.

"There is a mistrust of the ability of the aboriginals to make their own decisions," she said.



—(Photo: Progress Press)

JUDGING by reports of the David Frost performance at the Melbourne Town Hall, the 1348 patrons at Monash did pretty well for their dollar.

The morning press didn't review his town hall show; they just featured the walk-out by 30 people who demanded their money back.

Gerald Mayhead in the Herald was sympathetic to Mr. Frost, but still somewhat critical:

"The whole show is delivered with all the fine promise of a dress rehearsal, leaving one with the impression that if one came back tomorrow night it would be faultless."

A local paper, the Southern Cross, didn't pull any punches:

"The charade of David Frost's one-night stand in Melbourne highlighted:

- The high admittance charges for so-called entertainment.
- The amateurish efforts of unskilled entrepreneurs."

Only appearance

The 60 minutes in Robert Blackwood Hall was Mr. Frost's only campus appearance in Australia. Actually he went over pretty well (although there was always that nagging feeling — "Now where did I hear that before?")

MAS activities deserves credit for number one getting Mr. Frost to Monash and secondly for the efficient way the whole thing was run. One of the organisers, Selwyn Berg, is pictured above with Mr. Frost on arrival.

In Blackwood Hall, expectations were high; only the night before the 7 Network had televised the videotaped interviews with the Prime Minister and the Leader of the Opposition.

He refused to be drawn out on his impressions of the interviews: "I always refrain from judging people I interview. I think the audience should make up their own minds."

A woman—far more audience questions came from the women — asked Mr. Frost why he appeared to question Mr. Whitlam more on political questions than Mr. McMahon. The question brought spontaneous applause from the audience.

Mr. Frost denied that interpretation. He said: "You can never tell how an interview's going to turn out, it has an impetus all of its own. You never know what subject's going to catch fire!"

Familiar sound

In his early patter, Mr. Frost went through a lot of subjects and a lot of

anecdotes; some sounded familiar — perhaps from "This England" from the New Statesman?

A few examples.

Frost on flying: "Nobody's really afraid of flying, it's crashes they're afraid of!"

On the Army, quoting a general: "In 1914 we fought the Germans and won. In 1940 we fought the Germans and won. What are we doing in Vietnam when we could be fighting the Germans and winning?"

The Bureaucracy: from the Ministry of Housing—"There is no housing shortage in London today, it's just a rumor put about by people who have nowhere to live!"

Politics: "The Greeks are going to have a general election, and we all know which general is going to win", he said.

"Ian Smith was re-elected recently with an increased minority!"

A disgrace

One political question he didn't sidestep was his thoughts on Enoch Powell. Powell represented a disgraceful pandering to fear, he said.

Can you imagine, he suggested, England's being overwhelmed by 2, 5 or 10 per cent of colored migrants? Frost believes that the people of England are more intelligent than Powell gives them credit for; they see through his rantings.

To Frost, Powell was serious, but Harold McMillan, bless him, was hilarious. With superb mimicry, Frost helped the audience to enjoy McMillan's incredibly bad "synchro": "from near" (pointing away) "and far" (pointing to his breast); "on the left" (raising his right hand), "on the right" (raising his left). If Frost hadn't told us, we wouldn't have believed it.

All in all an enjoyable hour from the M.A. Cantab., a confident, cheerful extrovert. What more do you want for a dollar?

New piano teacher

A piano teacher from Boston, USA, has been appointed as Union piano teacher. He is Trevor Barnard, 34, a London-born pianist who has taught in Boston since 1967. He replaces Kathleen Brady who is going overseas. Information on classes is available from Clubs and Societies, ext. 3180.

OVERSEAS ECOLOGY SPEAKERS ATTEND MONASH CONFERENCE

Several speakers from the much-publicised Fourth International Congress on Human Relations held at the Dallas Brooks Hall late last month took a break from the five-day congress and ventured the 13 miles to Monash for a student-organised environment conference.

The organisers, the Australian Union of Students, actually billed it as a "counter conference" to Melbourne's lavish congress, although at least one speaker on arrival wondered what the use of the word "counter" was supposed to mean.

A few hundred people (mostly students) drifted in and out during the four-hour Monash conference.

A lot drifted out between 1 and 2 because the speakers were 45 minutes late — pity because lunchtime is the best time to get a crowd.

Professor Lamont Cole, professor of zoology at Cornell University began proceedings and suggested the Americans were playing Russian roulette with the environment. "We have had an incredible run of luck so far," he said.

It was fortunate that chemicals like DDT had not been even greater problems.

Professor Cole said population control was one way to protect the environment. He suggested that American women should be paid \$100 a year NOT to have a baby.

By his reasoning if only two million of the 70 million women in the US had babies then the population would be held in check. And the 68 million who used this monetary contraception would cost the nation \$6.8 million.

"By a strange coincidence this equals the budget for our space project," he said.

Unexpected hope

Tall, blonde Professor Hazel Henderson, a member of the US Council on Economic Priorities, saw a ray of hope from unexpected quarters — American corporations.

She said that bureaucratic methods of the corporations were making people aware of what was really going on.

"The corporations just by doing their thing radicalise 100 people every day," she said. "It's a terrible thing to have to battle with some bureaucrat. The system itself generates any number of radicalised recruits."

Professor Joseph Sax, professor of law at Michigan University, thought that using the legal system was an important way to protect the environment.

The individual had to be allowed the right to fight for the protection of communal property. These rights have to be given equal status with traditional private rights.

"An individual seeking to protect his rights in national resources should not have to seek permission from a public official to go to the law."

He believed a case in the courts would do three things:

- open up secret documents.
- give an airing to scientific views.
- and open up a public debate on the issue.

THREE LECTURES LEFT

FOUR of the seven Faculty of Education lectures — organised to mark the first century of state control of education — have been held. The remaining three, all at 8 p.m., are free and open to the public.

September 19: "One hundred years of mathematics education." T. H. MacDonald, senior lecturer, H6.

September 26: "Current issues in measurement and evaluation." J. H. Theobald and J. A. Fyfield, both senior lecturers. R2.

October 3: "Special Education — Its contribution to the alleviation of human suffering." M. S. Jackson, senior lecturer. R2.

TO mark the first century of State control of education in Victoria, the Faculty of Education has arranged a seven-part lecture series by its own staff. The Reporter publishes reports from two lectures . . .

Wide changes urged in teaching methods

Individualised instruction was the only feasible means of providing every child with the opportunity of realising his learning potential, Dr. Maurice Balson said in the second education lecture.

"While many educators claim that instruction has always been individualised to some extent, what I am talking about is a quite different concept," Dr. Balson said.

"Certainly it is not the same thing as teaching students individually or allowing them to simply move at their own pace."



Dr. Balson, senior lecturer in education at Monash, was outlining what he believed was necessary to provide a sound and just education in Australia, and he made no bones about the fact that he believed this was not being achieved at present.

For example . . . "Most of our schools are organised in such a way as to prevent effective learning. In what amounts to consumers revolt, parents, employers and students are unhappy with the products of education. When teachers complain, it is about the conspicuous shortcomings of plant, personnel and equipment rather than of their inability to understand the processes of learning and teaching."

Dr. Balson began his 28-page talk by listing the four assumptions which he said had determined the traditional method of teaching (i.e., "those who know telling those who do not know").

The assumptions were: 1. the purpose of education was the transmission of the cultural heritage; 2. the belief that all knowledge was known and knowable; 3. acceptance of the theory of mental discipline ("as every mind had the same faculties, the school curriculum should be the same for everybody") and 4. a belief in inherited intelligence of ability ("the myth began that there was a limited pool of ability among students").

In turn, he said, these assumptions had affected educational practice. Thousands of teachers, he claimed, had wasted years of their lives in the mistaken belief that: "You know because I have told you so."

Curriculum was affected — "as the mind was regarded as being composed of faculties which could be strengthened by exercise, the major consideration was that students disliked the activity . . . education was regarded as necessarily unpleasant and the classroom atmosphere was austere and harsh."

It also set an unfortunate precedent in decision making — "possessing no knowledge of individual variation in learning style, instructional style, learning rates and other individual differences, schools made most of their decisions upon administrative rather than educational grounds." This, said Dr. Balson, has been the greatest single source of inefficiency in education.

In a lengthy section, Dr. Balson then outlined the psychological developments that were relevant to classroom learning. He suggested, for example, that research had shown learning mastery was available to most students provided methods could be found for helping each student; this was in contrast to the notion that intelligence was relatively fixed.

In discussing learning rates, Dr. Balson said studies of programs in which student learning was self-paced suggested that the slower pupils may require five to six times as long as the faster pupils to master a set of learning materials.

Teachers were unwilling to cast aside a highly systematised, supposedly sequential body of material, yet evidence suggested that curriculum was far from cumulative and sequential.

He cited University of Pittsburgh research which showed that 11 and 12 year olds did almost as well as university first-years when taught the same physics concepts.

"It has also become clear that the curriculum, no matter how scientific and carefully arranged, is not gripping a significant number of students."

"At secondary school level, one gets the impression that much of what students do in school constitutes an unwelcome intrusion on their daily lives and that because the information level within the school is so low compared with the information level outside the school, we are actually retarding a child's education by requiring him to attend school."

What was needed, indicated Dr. Balson, was a non-graded system where learning was continuous, the stigma of failure was not applicable and where "teachers teach not until the bell rings or the week finishes but until the child learns."

This led Dr. Balson to teaching by individualised instruction which was the best way to achieve "continuous progress."

An instructional system was individualised when the characteristics of each student played a major part in the selection of objectives, content, materials, teaching procedures and time taken. It had four basic elements —

● **Pacing:** Through diagnostic procedures, students are assigned to a concept on the continuum that represents the edge of knowledge for a particular subject. They progress along that continuum at paces commensurate with their attitudes and abilities.

● **Objectives:** Although the concept to be learned is usually the same for all students, the levels to be achieved and the criterion of acceptable performance may vary to meet individual differences.

● **Resource Materials:** An individualised classroom will mean students will be working on different objectives requiring various resources for listening, viewing or reading. Provision must be made for independent study, small group instruction, laboratory experience and large group sessions.

● **Personalisation:** Personality characteristics must be considered in designing a teaching program; to treat an aggressive child like a retiring child is not sound teaching. The teacher must be highly skilled in diagnosing the exact needs of each child.

SOME COMMENTS ON TEACHER STRIKES

THE present pattern of teacher unrest in Victoria would continue over the next ten years, Andrew Spaul forecast in the first of the series of seven Faculty of Education lectures.

Mr. Spaul, at the time of delivering the lecture, was a senior teaching fellow in the faculty; he is now overseas.

His research work at Monash involved the history of teacher unionism and he was co-author of a book, "Teachers in Conflict," which was published by Melbourne University Press earlier in the year.

Mr. Spaul told the audience that he believed there were two fundamental factors which had influenced the emergence of teacher strikes in Victoria.

The first was that the 1960s had revealed the near-collapse of the state education system in Victoria, and the second, following from this, involved the growth of teacher disenchantment with the large and highly centralised education system.

Insufficient State funds and an unrealistic assessment of the problems by Canberra had led to a series of imbalances such as unqualified teachers, inadequate equipment and shortage in schools and classroom space, Mr. Spaul said.

The 1960s had witnessed the culmination of nearly 40 years of stagnation and inertia, he said. The problem was accentuated by the refusal of political leaders and senior departmental officials to acknowledge the existence of a crisis.

Mr. Spaul said the number of teachers and pupils grew enormously but there was no significant change in political or administrative structures. This had fostered a feeling of impersonality among teachers.

Peculiar Victoria

Mr. Spaul said these comments could be applied to other State education systems, especially N.S.W., but there were three further factors which were peculiar to Victoria.

● The existence of three separate teachers' organisations, the Victorian Teachers Union, the Victorian Secondary Teachers Association and the Technical Teachers Association of Victoria.

The latter two had become identified with militant unionism. They represented only one particular section of teachers and not a complete cross-section of teachers from primary to senior high schools; they have "a certain internal cohesion."

Further, both organisations have significant numbers of young university graduates who tended to have the spirit to accept the strike weapon.

● The role of the Teachers' Tribunal as an industrial tribunal. It had failed to develop the means of settling disputes between teachers, unions and the Education Department.

● Teacher militancy had persisted throughout the current period because of the complete breakdown of relations between Sir Henry Bolte and the V.S.T.A. and T.T.A.V. leaders. He had failed to realise that teachers have the right to strike over professional issues.

In conclusion Mr. Spaul said he believed teacher militancy would continue while educated and dedicated teachers were not given more say in the policy-making processes of the schools and the education system.

The future may well be related to the general issue of teacher power, or who should control the teaching profession and its work in the education system, he said.

TWO PAPERS FROM ANZAAS

FRANK CAMPBELL, Science Writer for the Melbourne Herald, at the recent Sydney ANZAAS conference, spoke on what he called the "unhappy state of science reporting in Australia".

In the short-run he believes more co-operation is needed between scientist and journalist, but ultimately the answer is improved education standards in the community. This is a slightly shortened version of his paper entitled . . .

PRACTICE AND PERILS FOR A PRESSMAN

The main problem with run-of-the-mill science reports in this country is not so much that the reports are wrong but that they are often inadequate.

There is not enough information for the reader to make sense of the report or to evaluate it.

This may be because the reporter does not understand what he is writing about or is a bit "weak" on scientific method.

The scientist may be at fault because of poor communication.

Many scientists are not good communicators. They are often the first to admit it.

This communication problem underlines the need for specialists in science writing.

The specialist should know enough about the field in which the scientist is working to probe, ask the appropriate questions and uncover aspects of the research which are of interest and relevance to the public and also to clarify obscure points. The average journalist is not equipped to do this.

Science reporting is difficult enough even for a journalist with a good scientific background. It is extremely hazardous for one without that background.

Usable abstracts

Scientists are reluctant to comment on anything outside their own narrow field because they say they are not competent.

Yet a journalist is expected to report an address accurately, with correct emphasis despite the fact that the subject and language is unfamiliar. And because he is note-taking he is not in a position to obtain an "overview" of the address.

Surely commonsense dictates that scientists should make available usable abstracts of their papers or at least make themselves available to the press after presenting their papers.

Not all scientists agree that a skilled communicator is needed to translate scientific research into terms that the layman can understand. Professor Sir Stafford Beer, of Manchester University, for example, complains that scientists are never allowed to talk to the public on their own terms. What is needed, he believes, is a sober statement of fact presented by the scientist.

Capturing interest

I wish it were that easy. Unless a "story" captures the readers' interest and holds it, there is no point in it appearing in a newspaper at all.

Science stories have to compete with other material, and because of their inherent difficulty, have to be presented in such a way that they capture the readers' interest without the sacrifice of objectivity.

Obviously, when you are translating from the precise language of science to the vague language of ordinary discourse, there must be some loss of precision.

Scientists sometimes forget that newspapers use the same eye-catching and interest-catching techniques to interest scientists in subjects outside their fields as they do to interest non-scientists in scientific research. It was Dr. Bronowski, I think, who said: "Outside his specialised field, every man is a general reader."

With all due respects to Professor Beer, there are a number of reasons why it is difficult for the average scientist to communicate with the layman.

1. Scientific language becomes so much a part of some scientists' thinking that they find it difficult to translate scientific concepts into the simple words that the layman can understand. In fact, there may be conscious or unconscious resistance to translating these concepts because he has been so drilled in the need for precision.

2. There is a tendency for scientists, particularly academics, to become isolated from the sort of thinking that the man-in-the-street engages in. They may make unjustified assumptions of prior knowledge on the part of the reader, or may simply not know at what level to write the "story" because they are unfamiliar with the average reader's framework of ideas.

3. What interests the scientist may not interest the reader. What the scientist may regard as important because of his desire for a cogent argument may not be important in the context of communication. The average reader is interested in "stories" that have relevance to himself, his problems, his view of people, society and the universe, and "stories" with an amusing or unusual twist. Many scientific discoveries are interesting because they are links in the chain of knowledge. It takes great skill to make this type of discovery interesting to the layman.

4. The development of laboratory skills may be accompanied by loss of verbal skills.

5. The scientist is not familiar with the problems of newspaper production. The journalist writes with one eye on the sub-editor's invisible pencil. He is aware of the constraints of space and competing copy.

Most scientists are conscious of the need for educating the public, though some may not be sufficiently aware of what is involved.

Unfortunately, there are a few who are more concerned with how colleagues react to a newspaper report of their research than with its effect on the public.

It seems incredible to a layman that a scientist's research or integrity should be judged by a report published in a newspaper, but this does apparently happen.

It is too often assumed by scientists that journalists understand the implications of statistical method; that they necessarily know the difference between random and non-random sampling and how to interpret different types of surveys; that the journalist is familiar with correlations and statistical inference and is aware that many variables have to be taken into account in medical research.

How often does the scientist who is being interviewed warn the reporter of the pitfalls in statistical inference, or of the care needed in evaluating medical research?

How often does the scientist attempt to anticipate ways in which his research might be misinterpreted?

Scientists too often adopt a passive role in an interview—simply answering a reporter's questions.

Are alternatives put to the reporter by a scientist explaining his pet theory? Not bloody likely, as Eliza Doolittle would put it.

Newspapers are often accused of lack of balance in their reports. But it is virtually impossible to produce a balanced article. When a person interviews someone he is being selective and relies on the intellectual breadth and integrity of the person he interviews.

A serious problem which has been aired on a number of occasions by Professor Gus Nossal, of the Walter and Eliza Hall Institute, is data reduction.

The reporter may reduce the scientist's 50-minute address to 300 words with the catchy lead phrase "Multiple Sclerosis Triumph in Sight." The sub-editor, says Professor Nossal, trims it to 200 words.

The headline that follows is "Multiple Sclerosis Triumph." The words 'In Sight' have been omitted in this process of data reduction, and the story may become distorted (the heading certainly has) and qualification may be omitted.

The wire services take up the story, says Prof. Nossal, and "from Acapulco to Istanbul to Tokyo a new non-existent break-through in Multiple Sclerosis is hailed.

"It is pointless to lay the blame solely on the media," says Prof. Nossal. "The root of the problem is in the necessary and forced data reduction. The problem is without solution, if free societies are to have free access to the information that they require to run as free societies."

Sub-editing problems

I have been fairly lucky in my experience with sub-editors but other pressmen may not have been so fortunate. I think sociologists or educationists should examine this problem and see how serious it is.

Sub-editing is a difficult job.

It is easy after the event to say that this story could have been cut, that one lengthened, a different type used, but pages are made up, type selected and stories edited as the copy flows in, particularly with an evening newspaper. The appearance of the page is important.

The mistakes and inadequacies of science reporting occur mainly because of the difficulty of the subject matter; lack of understanding of scientific method by the press; poor communication by many scientists and problems of data reduction.

Scientists can help by adopting a more realistic attitude to the press; by attempting to explain their work more clearly; by anticipating possible misunderstandings and by providing usable abstracts of addresses wherever possible.

Journalists can help by reading back copy but scientists must make themselves available (the reporter has deadlines to meet) and must realise that their concern is with fact and emphasis only. They should not try to tell a reporter how to write his copy. That's the quickest way of killing co-operation.

The basic problem is one for educationists — to ensure that children leave school with an understanding of statistical and scientific method.



HOW TO CATCH A TIGER

This is the story — a true story — about the art of capturing tigers by music and magic.

It is part of the life and culture of West Sumatra and the main weapon of the tiger capturer is his voice.

He sings soft, slow tempo songs to woo the tiger into a cage. His singing is accompanied by a bamboo flute.

The songs have been captured in turn on tape by Dr. Margaret Kartomi, senior lecturer in music at Monash. She is a specialist in Indonesian music.

Dr. Kartomi played her tapes and outlined the story of the tiger capturing songs at the ethnomusicological seminar in the anthropology section of the recent Sydney ANZAAS conference.

Dr. Kartomi said that there were a very small number of highly respected, specialist tiger capturers (pawang), who operated in pairs.

She said she gained much of her information by speaking to two pawang — a father and son; the son, who learnt the craft from his father, claimed he had captured more than 100 tigers and the father had lost count.

Dr. Kartomi said in her ANZAAS paper:

It sometimes happens that a roaming tiger may trespass into human territory and consume a child, an adult or a domestic animal.

There are many good tigers who never fall into "error", but tigers who have sinned must, like everyone else, pay the penalty.

A village plagued by a tiger may, through its council, employ a tiger capturer who is usually paid a comparatively large fee (for example, Rp. 100,000 — approx. \$A217).

It may only take a night or two to capture the tiger in question, but in difficult cases it can be up to nine months. Non-capture means the tiger has never committed a sin.

The two pawang bring a tiger cage into the jungle at night, in the area where the tiger has been known to visit. A young goat or lamb is tied as bait inside the cage and the door is left open.

Prayer singing

Night after night, the pawang sit near the cage waiting for the tiger to come. They always begin by burning incense and singing prayers to Allah in Arabic, asking for his blessing.

These are interspersed with chant-like songs in the Minangkabau language, describing the reasons for their having to capture the tiger.

According to the content of one of the songs I recorded, a tiger had eaten several of the nieces and nephews of someone called Har-maini, and it was very urgent that the tiger be caught.

The immorality of the tiger's act is highlighted.

The songs are always sung softly, to attract supernatural help.

The tiger, it is said, never eats the caged lamb or goat; he is encrased by guilt by the time he enters the cage and secondly he is too terrified to feel the pangs of hunger.

"HEY! THERE'S A B—WEKA AT THE BOTTOM OF OUR THUNDERBOX"



Mr. Simpson cleanses himself after rescuing the weka from the Macquarie Island thunderbox.

By Ken ("Cagey") Simpson

One moist, grey day at Macquarie Island some years back the old red-painted corrugated iron of the external toilet shuddered and gave way before Max Berrigan, mounted on the TD6, and Bruce Ellwood's (conscripted) Volunteer Removalists.

A hastily gathered heap of sand was 'dozed in on top of the unstable and unsociable contents.

No prayers were said; everybody kept upwind.

The framework of the "poppet-head," which had been broadly labelled "Telephones," to confuse visiting female scientists during changeovers, was towed away to the rubbish dump.

The job was over.

After all, what's done is done and best left lie in peace. In this case, it was deemed essential.

Bruce was pretty pleased with the demolition on the day he knocked our ****-house down.

The 60-knot wind playfully tugged at his beard as he supervised the project, standing on Style's Rock, trim, taut and terrific. His only utensils were a bayonet, a copy of the OIC's "Rules and Regulations," and a large stockwhip.

"Work or no beer"

These simple tools (plus a vow to withhold the entire week's beer ration) were all that were required to bring out the entire workforce of the island, loyally behind him to a man.

It was obviously too dangerous to be unloyally in front of him.

Before the death knell of the cold old hole had been sounded however, a brand new excavation had been dug to a depth of about eleven feet and shored-up with planks.

On the top, a comfortable new two-holer was constructed. Peter Ormay was architect and craftsman, and with help from Doug Pocock and others it was soon ready for its first customer.

There it stood, shiny and new, tucked away between the dongas, the power house and the tank farm, and discreetly out of sight of the Nella's anchorage.

It had doors that shut tight, glass in the windows, and imported black plastic ***-freezers to sit on.

A roll of C of A "Hard and Shiny" hung from its spool in each cubicle.

A little fence protected the interior from Elephant Seals and even the spiders took a month or so to become established.

Unfortunately, History has not been enriched with the name of the first person to avail himself of the luxurious facilities offered by the new draughtless edifice.

Only one small feature of the new metabolic waste disposal unit had not been completed. There was a nine inch gap beneath the floor, leading into the hole below.

This left just enough room for an inquisitive weka to fall through. And because there was just room, and one did, we have a story.

So let's meet wekas.

Originally brought from New Zealand's Stewart Island during the Nineteenth Century as an additional food source for sealing-gangs and castaways, they are the size of a small chook, flightless, fierce, fearless and extremely inquisitive.

Wekas can be found wherever the tussock grass grows around Macquarie Island, or where mischief is brewing. Often they cause it.

Most of them are rufous, a few are dark brown. All are tarred with the same brush. They are strongly territorial, raise one or three impudent chicks a year, train each one carefully as a delinquent, send it off and raise some more.

They enjoy social intercourse and do it all the year round. One might almost say they are human. They eat everything, whether it be food or not. They fight, swear and steal.

All wekas are compulsive kelptomaniacs, and collect things they do not need.

Their eye is red with a cheeky glint.

Respectability is only feather-deep and their hide is thick.

No weka walks. It sneaks, skulks, or snoops. If it has to cross an open space it does the same—only faster and with a ridiculous loping run.

The legs are good eating—the rest is a waste of time.

The list of crimes registered against them by the good folk of our Expedition appeared endless.

One or two were despatched early in the year for stealing chook eggs. One entered the kitchen and stole some sliced ham off a bench. Another came in and stole a teaspoon.

One stole a rubber bulb from a complex botanical experiment that John Jenkin was performing and brought it to a halt. One interfered with John's thermometers in the botanical study plot on the Razorback Ridge.

A couple would consistently get in the way when Mike Bryden was dissecting seals at Tent Hill.

One at Bauer Bay came into the hut and dragged one of my socks outside and killed it, which apparently indicated that my socks were in need of washing.

Anti-Weka Campaign

A weka got into the biology hut, then got into the cabinet of clean laboratory glassware, and broke two small graduated cylinders.

A bird was reported killed when a case of tinned peaches fell on it in number 1 food store.

Max Berrigan heard a strange noise behind the power house one day and found a weka putting his head into a large tin of nails that had been left there, and flicking them out one by one. The ground for yards around was spread with three inch flatheads.

A weka or two dug up the little garden that the Met. boys had created outside the met. hut.

A crisis was precipitated. The camp divided.

An Anti-Weka Campaign (with badges) was commenced. Words were exchanged. Blows were struck.

The Pro-Weka Faction put up 'Big Weka is Watching You' notices. "The Ballad of Big Weka" appeared in the Mid-Winter Magazine.

The most serious crime that wekas committed however, was to have raucous territorial fights with their neighbours just outside the sleeping donga windows. No hour of the day or night was sacred. No month of the year was left unweka'd.

And the chicks continued to appear.

Yellow over Blue (Scotchlite colour bands on leg for identification) was one of these. His parents were Green/Orange (Dad) and Orange/Red (Mum). A brother—Blue/Red, and sister—Blue/Orange—completed the family. And they all lived happily and noisily on Camp Hill.



"BLOODY EXPEDITIONERS!!"

I followed the progress of these chicks closely, obtaining growth curves and what-have-you when possible.

Blue/Red was found dead in mysterious circumstances in the chook-yard. Blue/Orange went off with a big, bold weka, married him and settled down in a cosy little territory in the Digester Wallows.

At the age of about eight or nine months she hatched two bouncing weka stickybeaks.

And Yellow/Blue, on a cold and misty night, found the nine inch gap under the porch of the new thunderbox and fell down into the mire below.

I found him perhaps a day or so later.

Late at night the wekas were calling and brawling in the grass behind the tank farm on Camp Hill. It was a clear, starry night, and calm for once, after earlier snow squalls.

Suddenly I heard another weka start calling—a hollow, deadened call. It did not take long to find.

Yellow/Blue, my prize chick, was standing on a beam at the bottom. He looked a bit plastered. I don't mean PLASTERED.

I mean his feathers were somewhat stuck together, and his whole appearance was a bit bedraggled.

The usual omelette

Having resolved to get him out, I informed Bruce and Peter Ormay, got their promise of help, got a bit PLASTERED myself (that is—as PLASTERED as one or two cans will allow) and piled into bed.

Late for brekky as usual next morning and Ted Giddings as usual handed me a cheese omelette that was too big as usual and said "Git it inner yer black guts" as usual. Then he smiled sweetly and offered to pack me a picnic lunch to eat down the hole. I hate Giddings.

Bruce assured me that no one would be permitted to use the vacant cubicle while I was down the other.



"No weka walks. It sneaks, skulks or snoops."

I didn't know whether to believe him or not and decided to wear a beret as well as a boiler suit and gumboots. We gathered up a few articles for use and set off to the dyke. Max came along to watch.

The seat was tied back with twine and a trouble lamp on a long lead lowered in. Bruce turned it on. Max started muttering darkly about "... wastin me bloody amps on a blank of a blank blank whacka...!", and commenced smoking his way through a carton of Winston as he set off for the powerhouse to thumb his dial at the gauges.

The lamp cast a radiant cheerfulness over a scene that didn't look too wholesome.

It wasn't so much the bottom of the pit that looked crook. There were still a few small islands that promised some stability.

It was the tatty bits of toilet paper

hanging on the beams all the way down that really caught the eye.

They gave the excavation a distinct air, as well as shabbiness.

Talk about "The Great Australian Ugliness." Robin Boyd would have taken a quick gander down that shaft and written an encyclopaedia.

And there, at the bottom of our thunderbox was Yellow/Blue. He splashed and splattered his way to a corner and glared up at the light.

The weka had cleaned himself up a bit, and still looked pretty plump and healthy. Although there did not appear to be any palatable delicacies down there, I fear that the worst may have happened!

By holding one hand above my head and partially dislocating my sacrum and parson's nose, I managed to get down through the

hole in the seat. No thanks to the bulge created as usual by Ted's cheese omelette.

Down in the bowels of Macquarie Island, among the beams and paper, the air had a fragrance that was more than aromatic.

A fighting stance

The weka, either sensing that it was to be rescued, or giving up all hope, surrendered with a minimum of fuss.

But as soon as it was picked up, it started shrieking and put its feet out in the traditional weka fighting action. Then it pedalled very fast with both legs. This sent a shower of damp, unsavoury particles and blobs all down the front of my boiler suit.

Ugh!!

Unceremoniously stuffing the raucous and reeking bird into a bag, I departed the scene with all haste.

It was nice to be out in the clean salt breeze again. Bruce turned out the light. Max soon hove in sight, stubbing the 499th Winston, lighting the 500th, and reaching for a tin of Ardath. Max smokes quite heavily.

Yellow/Blue whizzed off into the grass—no doubt to be praised by its parents for causing such trouble, and then to tuck into a nice meal of kelp fly maggots down on the beach of Garden Cove.

I had a shower and took my boiler suit in with me.

Well—that's about it. If anybody is handing out Sub-Polar Medals for intrepidity and foolhardiness below and beyond the calls of nature, I hope I get a couple.

I didn't spin this tale so bloody modestly for nothing you know.

A WORD OF EXPLANATION ABOUT OUR AUTHOR

KEN'S A MAN OF MANY PARTS

Ken Simpson, the author of the story opposite, is currently a senior officer in the Monash Department of Zoology.

Over the past few years he has been with CSIRO Wildlife, at Macquarie Island with the Antarctic Division and with the National Museum investigating implications for the Murray River of the proposed Chowilla Dam.

At Monash Ken is a research assistant for the head of the zoology department, Professor J. W. Warren; their palaeontological work has involved such things as 350 million year old fossil fish 100 miles north-east of Melbourne and the world's oldest footprints found in an East Gippsland gorge.

Last month, Ken released his first book, "Birds in Bass Strait," a 112-page, glossy coverage of bird life off the Victorian coast.

It is the latter fact — the book — that prompted our publishing, with suitable illustration, Ken's account of his heroic rescue of a weka. Anyway, it's downright entertaining. It typifies his brisk, entertaining writing style and his eye for the bizarre.

"There's a weka at the bottom of our thunderbox" was written after Ken spent 20 months at Macquarie Island assisting in long-term research on the Wandering Albatross and Royal Penguin. The article first appeared in "Aurora," the magazine of Antarctic veterans.

Weka is a Maori word. Wekas were brought to Macquarie Island from New Zealand's Stewart Island during

the 1800s. As Ken says in his article they are the size of a small chick, flightless, fierce, fearless and extremely inquisitive.

Ken's new book has been sponsored by the Oil and Gas Division of BHP; the subsidy has brought the price down to a reasonable \$4.95. Other books on Australian subjects will follow.

BHP says on the fly-leaf of "Birds of Bass Strait" that the company hopes Australians will benefit from the educational quality these books contain. "The company also hopes that the project will serve to bring every Australian closer to their history and heritage."

Ken says his text is designed to point out gaps in the existing knowledge of the birds that inhabit the Bass Strait region. It should also be of use to young, inexperienced ornithologists.

Physical features and hints to the identification of the birds are described, together with breeding, behavioral and geographical notes and the status of the bird within the total population of the area.

More than 90 color and black and



—(Photo: D. Harrison)

ABOVE: Mr. Simpson, looking far more respectable than his picture opposite, sits at his Monash desk. Whoever said university was a bad influence?

white photographs have been selected by Ken to show birds in close-up and in flight.

On the text Ken says: "I don't like the dour, technical language which is a characteristic of books of this type and so I made mine a little different."

An example is his account of his first encounter with a Black Swan. Ken, who began birdwatching at the age of 11, was 14 at the time . . .

"One Saturday afternoon, whilst returning from a trip to the Altona Salt Works, I was asked by a railway guard to leave a crowded suburban train, and later the same day was stopped by police in Swanston Street, Melbourne.

"Why? Because I was carrying home under my arm a rather badly decom-

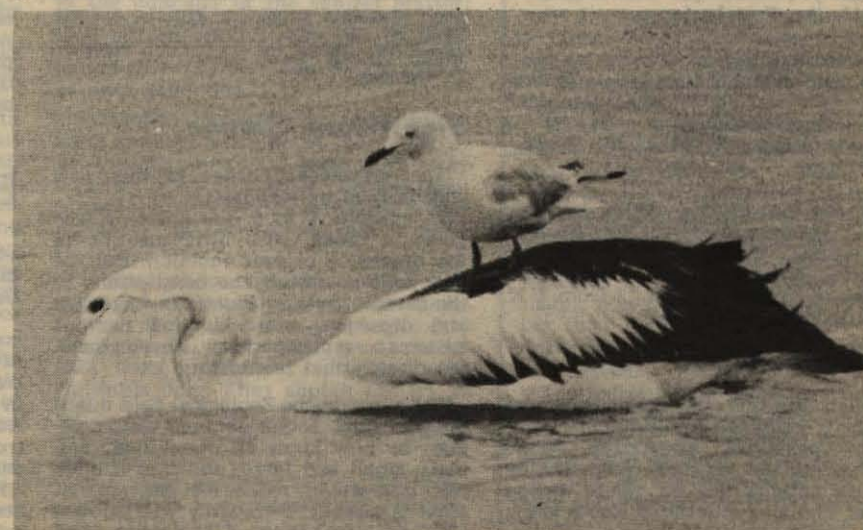
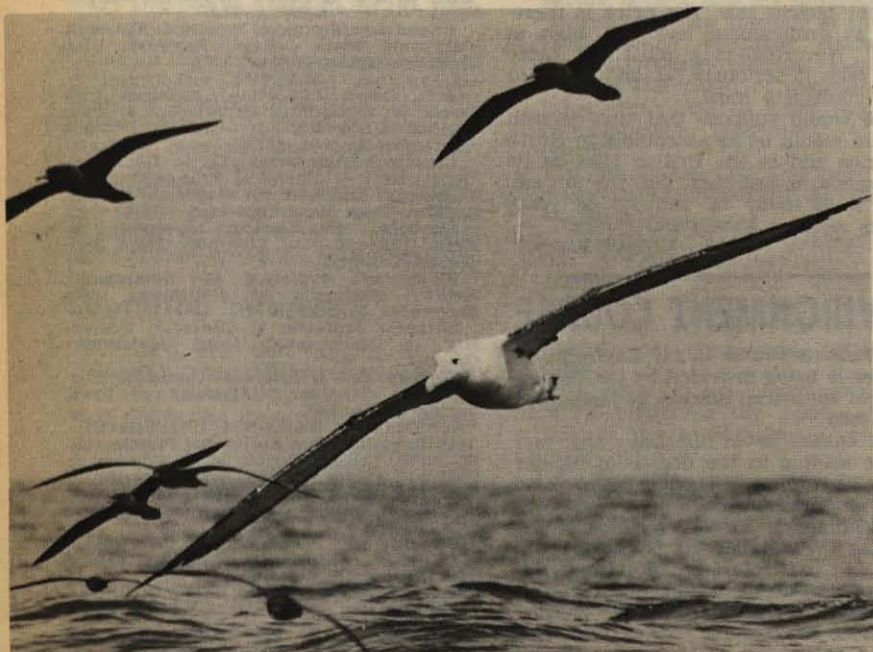
posed Black Swan from which I intended to extract the skeleton. I was not arrested, for even though the police had a good case they realised they would have to retain the rather overwhelming evidence until my trial and conviction on the Monday morning. This they were not prepared to do.

"Small boy and big swan finally made it safely home, where by parental command, big swan was hastily buried in the garden."

Ken, who is aged 34, hopes to shortly publish a monograph on Australian and New Zealand seabirds and to complete a paper sponsored by the CSIRO on crested penguins. Undoubtedly they will include more Simpsonian anecdotes.

TWO photos from "Birds of Bass Strait." LEFT: A Wandering Albatross and a flock of Wedgetailed Shearwaters skim over the sea off the NSW coast. —(Photo: Bill Burlace)

BELOW: A light touch. The Pelican is likely to produce fish from the water, and the Silver Gull waits expectantly. —(Photo: Kim Reilly)



TWO PAGES ON BOOKS

36 GOOD BOOKS ON LIFE AND DEATH

Two members of the Zoology Department have been involved in compiling a list of 36 of the best books available on conservation, ecology and pollution.

The list, under the title "Only One Earth," has been prepared for the Australian Library Promotion Council.

It will be distributed to libraries throughout Australia.

The list was edited by Dr. E. H. M. Ealey, senior lecturer in zoology, and Ron Hayton of the Australian Library Promotion Council.

Some reviews were done by Ian Campbell, who is currently doing a master's thesis in the zoology department on stream pollution.

Mr. Campbell is also Victorian president of INSPECT which encourages and



assists secondary school students in environmental research.

Copies of the list can be obtained from the publisher, The Australian Library Promotion Council, c/o State Library of Victoria, 328 Swanston St., Melbourne (\$2.50 per hundred plus 50c for packing and posting). It will be released in time for Library Week which will run from September 15 to 22.

Dr. Ealey said that to compile the list he went through more than 70 books. All books of value could not be included and some of the better-known titles such as Rachel Carson's "Silent Spring" have been deliberately omitted.

Some examples of their editing include—
ON THE SCARY SIDE:

AIRD, A. *The Automotive Nightmare* (Hutchinson, 1972. \$9.80).

An excellent, detailed account of the car and the problems it causes. Our cities are strangled by its freeways, we and our crops are poisoned by its fumes. Insatiably it drinks valuable hydrocarbons which should be conserved for other uses. Read the book and buy a one-horse-power horse, powered by solar energy!

RAMPARTS (periodical). *Eco-catastrophe!* (Canfield Press, 1970. \$3.40).

Good scary stuff including Ehrlich's classic essay "Ecocatastrophe" which is what the futurologists would call a Delphic probe — predictions based on present trends.

ON THE FENCE:

ROYAL COLLEGE OF PHYSICIANS. *Air Pollution and Health* (Pitman Medical and Scientific, 1970. \$5.15).

Books that you can rely on as being factually correct in every respect are rare. This report for the Royal College of Physicians is one. It discusses clearly and concisely types, sources and effects of air pollution, and also suggests some methods of prevention. A most useful reference book.

COSTIN, A. B. and FRITH, H. J. eds. *Conservation* (Pelican, 1971. \$2.20).

An Australian work written by professional resource managers, experts in the fields of natural and mineral resources. These are the people governments consult. It is well written, easy to read and full of information.

ON THE BRIGHT SIDE:

MADDOX, J. *The Doomsday Syndrome* (Macmillan, 1972. \$9.25).

Written by the editor of "Nature" to counter pollution panic, this provides a balance to Ehrlich and others. Some scientists question Maddox's views on the rate of use of resources and assert that the rate of use is increasing exponentially. If this is so, oil reserves will not last 135 years as is claimed here, but something closer to 40 years. Also against the Doom Prophets is Schroeder, H. A. "Pollution, Profits and Progress" (Stephen Greene Press, 1971).



A FAMOUS TEXT REVISED AT MONASH

May 1972 saw the seventh edition of the Parker and Haswell classic "A Textbook of Zoology" (Vol. 1, Invertebrates), famous since it first appeared in 1898.

By 1940 Macmillan had run six editions; subsequent reprintings of the sixth had satisfied the substantial demand in the colleges in the U.S.A. and the Universities in the United Kingdom.

For the new edition, after 30 years, Macmillan called on Monash's Professor A. J. (Jock) Marshall, who had already personally revised the 6th edition of Vol. II, the Vertebrates.

As it turned out, what with his other duties and his long sickness and then his death, it was not Marshall alone, but Marshall and Williams — Dr. W. D. Williams, Reader in Monash's Zoology department.

Whereas the original edition had two authors holding chairs in New Zealand and Sydney, the new edition has 18 authors — 5 from Monash, 4 other Australians, 4 from the U.S.A., 3 from U.K. and 2 from New Zealand.

Antipodean bias

Though that diversity complicated the editing, it retained the original's antipodean bias of authorship. (One blanches at the editor's job: dealing with 18 authors, all no doubt prima donnas, and all (with the editor) making more than a substantial revision, a rewrite, of an accepted classic.)

It would not be surprising therefore to find that many of the species mentioned as examples of the phyla or of the classes are Australian species. Our own students must be greatly encouraged to find illustrations in the book taken exactly from specimens offered in the lab.

Significant change

The significant change in this new edition is in its emphasis.

In editions 1 to 6, the anatomy was given in detail, with little mention of the organs or organic function. But the new edition extends the descriptions to the several areas of function — ingestion and digestion, muscular and nervous systems, reproduction, development, locomotion, and life history.

Those not in the Zoological field might imagine that zoologists and entomologists by now know all about their animals, small and large, and that a book like this would recite for the student what is already thoroughly well known; after all, a fact is a fact, there's no need for argument.

Far from it; the text at many points employs the indicators of doubt and uncertainty: possibly, probably, reasonably certain, as far as is known, a matter of controversy, even of conjecture.

In a senior text, this is as it should be, though the students love nothing better than the undisputed facts, black and white, yes or no; 'maybe' is anathema to the candidate for examinations.

The illustrations have an assured modern style, bolder yet clearer in their line than a generation or two ago.

Macmillans have done a good job with the text, putting many of the illustrations into wide margins. But the wide margins leave much white paper; not a bad thing, but it means 870 pages of near quarto size. The price is therefore at professional level, i.e. high at \$17.50. Nevertheless a must for those who take it seriously, as 2nd and 3rd year zoologists must.

One would suppose that this seventh edition would be as acceptable in North America and in the British Isles as its predecessors, and that, like the 6th edition, it is likely to run for 30 years before needing substantial revision.

—Gilbert Vasey.

ENVIRONMENT COURSE

A graduate course in Air Environment Studies is being provided by the Department of Industrial Science at Melbourne University.

The course is a full-time, one year course leading to the degree of Master of Applied Science. Its chief aim is to train graduate scientists and engineers in the multiple disciplines needed for working in the field of pollution control, with particular, but not exclusive, emphasis on air pollution.

Further details from Dr. Werner Strauss, Department of Industrial Science, University of Melbourne, Parkville, 3052.

Who's where?

Each month the Reporter lists academic visitors arriving during that particular month at Australian universities. The following list is the overseas arrivals during September. It is not an exhaustive guide as it depends on the information that comes from other universities.

MONASH

Law: Professor R. W. Polston, Indianapolis Law School, on Monash Visiting Appointment from September-July 1973.

Paediatrics: Professor Leonard Strang, Professor of Paediatrics and Consultative Paediatrician, University College Hospital, London, from September 25-29.

Mathematics: Professor H. Ellis, Professor of Pure Mathematics, Queens University, Kingston, Ontario, from September 6-November. Dr. W. D. McKee, Woods Hole Oceanography Institute, Massachusetts, USA, as Q.E. II Fellow in Marine Science.

NEWCASTLE

Chemistry: Professor Donald L. Peterson, California State College, Hayward, USA, from September-August 1973.

SYDNEY

Arts, Adult Education: Associate Professor W. S. Griffith, Department of Education, University of Chicago, from September-May 31, 1973.

Chemical Engineering: Dr. P. Eisenklam, Department of Chemical Engineering and Chemical Technology, Imperial College, London, from September-March 1973.

Electrical Engineering: Professor H. Edels, University of Liverpool, from September-October.

Psychiatry: Professor M. Rosenbaum, Hebrew University of Jerusalem, from September 25-October 9.

Surgery: Professor I. Gillespie, University of Manchester, from September-October.

Geology and Geophysics: Associate Professor G. Klapper, University of Iowa, during September.

AUSTRALIAN NATIONAL UNIVERSITY
Anthropology and Sociology: Professor R. W. Firth, London School of Economics, as Visiting Fellow from September-March 1973. Mrs. R. Firth, University of London, as Visiting Fellow from September-March 1973.

Geology: Dr. P. Sonnenfeld, University of Windsor, Ontario, as Honorary Fellow from September 8-January 31, 1973.

Law: Professor O. Kahn-Freund, University of Oxford, on Visiting Appointment from September 4 for 7 weeks.

Mathematics: Dr. J. P. L. Knopfmacher, University of the Witwatersrand, as Visiting Fellow from September 25 for 4 weeks.

In Review

Melbourne Studies in Education, 1972, R. J. W. Selleck (ed.), (Melbourne University Press). Price \$7.50.

By A. J. WATT, lecturer in education

Like previous volumes in the series, this collection of essays is not built around a single topic.

However, it shows considerable preoccupation with a dominant concept in current educational thought, equality, and the recurrence of this theme gives it a degree of unity.

J. J. Smolicz examines Jensen's conclusion that the differences in capacity for abstract thought between people of different classes and, more notoriously, different races, are largely genetic rather than environmental.

He suggests that Jensen's work is shaped by a pre-empirical image of man as a mechanism reacting to stimuli; the frame through which he looks at people concentrates his attention on genetic determinants, and blinds him to the possible complexity and subtlety of social determinants.

This essay in philosophy of science helps to make sense of the disputes among empirical investigators in sensitive areas of this sort.

Social thinking

The notion of social thinking being shaped by an image of human beings is useful in approaching the two essays by G. H. Bantock with which the book begins.

In both he argues for very different types of education, in different institutions, on the ground that the abilities and interests of children don't let them all profit from the same program, or even from general social contact.

He mentions procedures for picking those of limited capacity, but sometimes seems to consider individual selection scarcely necessary, since existing social classes correspond fairly closely to the divisions of mankind into natural types: 'A class system is not simply a device of the wicked establishment to divide man from man. It provides a rough-and-ready way of recognising pre-existing inequalities of intellectual, moral and ethical sensitivity, daily behavior and cultural orientation.' (p.8).

Thus the radically different educational institutions are proposed explicitly for children of different social classes.

Curious image

No doubt a variety of educational possibilities is desirable, but some of Bantock's proposals and assumptions reflect a curious image of the human race.

He obviously sees not one species with individual variations, but at least two radically dissimilar forms, even using a special name for those of the lesser sort: They are not people, but folk (compare the habit of referring, not to people who have black skins, but to Bantu, Aborigines).

He is sensitive to the difference between people and folk, insensitive to similarities, ready to assume that as they differ in some ways they will differ in nearly every way, as the passage quoted above betrays.

These comfortable assumptions underlie his desire to keep children of different social classes apart entirely; he comments that in comprehensive schools at best they live in self-imposed apartheid, at worst there is strife, even attempted miscegenation (p.9); what profit is there in trying to make different species fraternise?

One can only wonder whether Bantock himself might not have profited from a little early fraternisation with the lower orders.

Another perspective on equality specifically in Australian education is provided by a team study of the social composition of University of Melbourne students.

It is found that the 1960's saw no change in the pattern: the affluent middle class dominates that institution just as it did ten years ago, and the broadening of tertiary education has been in C.A.E.'s rather than in universities, leaving existing class divisions intact.

Jean Martin, in an essay 'Sex and Educational Qualifications,' presents the available Australian evidence on educational inequalities between males and females, and suggests that the most powerful factor limiting the educational ambitions and attainments of girls is the development of a distinctively feminine role-image. However she emphasises not this hypothesis, but the need for more work in the area.

Not so great

There are other contributions, not directly about equality, in which that idea is very near the surface. R. J. W. Selleck's study of the 1926 Hadow Report questions its claim to be considered as a great step towards equality of educational provision in England.

J. D. Conroy's 'Education and the Economy in New Guinea,' compares the merits of extending basic education broadly through the population, and of concentrating on a small elite; it favors the latter.

The context is economic, but his argument raises the general question what universal education is for, particularly in a traditional non-literate society.

While there are other worthwhile essays on unrelated topics, this volume will probably be seen mainly as providing some valuable and varied contributions to the study of equality in education.

To conserve just buy the land

The Phillip Island Conservation Society has launched a scheme to protect land from environmental deterioration. Their solution is simple . . . just buy the land.

The society has bought 36 acres of land on the island, which it considers will be of great significance to the conservation of native flora and fauna.

This was announced by Monash Pro-Vice-Chancellor, Professor J. M. Swan, at a recent Wesley Church Sunday Forum.

Professor Swan said if groups in every Victorian area bought land for the same purpose, a real contribution would be made against the disease of environmental dieback.

"A buy back program can also purchase resources — in particular trees, shrubs, bird nesting boxes and other means of encouraging restoration of our damaged environment," he said.



The traveller to Bali is bound to see the Kejak, or monkey dance. It is performed daily in the Balinese villages for the tourists. The book says the Kejak "is the most dramatic and compelling of the Balinese dances, with the mass of men chanting, hissing and finally erupting into a weird yell."

HOW TO LIVE WELL IN ASIA

The long vacation is coming up and for any student — or staff member, for that matter — contemplating a tour through Asia, may the Reporter make one suggestion.

Make sure you take with you the recently published "Student Guide to Asia."

The guide was edited by Melbourne journalist and law-arts graduate, David Jenkins, whose experience in Asia includes a trip to China and 18 months in Indonesia for the Melbourne "Herald."

It is priced at \$2 and is available at Monash from the AUS travel shop just opposite MAS in the Union.

The 350-page book covers 24 countries. For each it gives details on such things as history, area, population, visa requirements, health, currency, food, accommodation, transport, climate, language and places to see.

Mr. Jenkins has done most of the writing although his wife, Ann, compiled the lengthy chapter on the Indonesian archipelago and the section on Japan is by Paul Bernadou and his Japanese wife, Chizuru.

The introduction stresses the need for health precautions—it's not much point starting your odyssey if you are ill-prepared and become sickly. The health section outlines the diseases to guard against (gonorrhoea and syphilis can also be a problem, it says, but these may be regarded more as self-inflicted wounds). The section also lists the inoculation requirements.

Hair and whisky

Also in the introduction is advice on luggage, money, clothing, long-hair (the hairnet is becoming tighter in several countries), drugs, conversion rates, photography, and hitch-hiking (wave the hand, the horizontal thumb is meaningless in Asia).

The information in the book itself is extremely thorough; for example in Thailand the traveller is warned against the two-week-old Mekong whisky (the men who offer it will get a kick at watching you burn your throat); in India you are told to wear footwear at all times—hookworm can be picked up through bare feet.

Just a couple of minor comments against the book. The printing mistakes suggest the book was hastily put together or that the proof-readers were lax.

More mention of tertiary institutions could have been made, because students tend to team up with fellow students.

Except for the list shown in the entry for the Philippines, local universities are not mentioned except perhaps as places to visit, or (especially in India) as offering accommodation to wandering students.

In the next edition, it would be good to see some of the universities listed and their particular interests or claims to fame.

The other in-built problem is the information becoming dated, especially as regards currency values. Mr. Jenkins requests that if anybody discovers any errors or useful additions to tell AUS and a form has been included in the book for this purpose.

AUS is to be thanked for producing such a concise and informative book on low-cost travelling in nations that are having increasing contact with Australia and Australians.

Mr. Jenkins is currently working on a second edition of the book and tightening up the few areas where information is wanting.

Ian Anderson.

ANYONE FOR CRICKET?

The Monash University Cricket Club, formed ten years ago with use of one matting wicket, is hopeful of promotion to sub-district ranks next year.

The club now fields four teams on turf in the Eastern Suburbs Cricket Association competition.

The fourth or staff eleven won the club's first flag last year.

The club's greatest success has been in inter-varsity. Until last year Monash had an unbeaten run of three years during which time it had an innings victory over Melbourne University's district side.

Players of note who have played for Monash are current State player, Alan Sieler, and district players, Geoff Chapman, Geoff Tamblin and Trevor Rush.

This year Brian Porter, ex-bat for Victorian Colts and Richmond, has been appointed as coach.

Any staff member or student interested in joining the club should contact either Dr. Peter Jeffrey on ext. 3779 or Ken Ward, ext. 2900.

The season commences on October 7—outdoor practice has started.

More space for Murdoch

Murdoch University will occupy five times as much land as WA University, and when it opens in 1975 there will be only about 500 students.

By 1985 enrolments would have reached only 5000, on the way to a total student population of 15,000.

[WA University at present has about 8600 enrolments.]

British educationist poses a serious question and some solutions...

WHY DOES AUSTRALIA HAVE TWICE THE UK DROP-OUT RATE?

The failure rate among Australian university students was more than double that of their English counterparts, a visiting educationist told the August 30 Monash Education Faculty seminar.

Dr. Gordon W. Miller, a Visiting Fellow at the Education Research Unit at ANU, told the seminar that in Britain about 14 per cent of students failed to obtain the qualifications they enrolled for, while in Australia the proportion was closer to 33 per cent.

Dr. Miller produced a table giving some "random chosen comparisons" of wastage rates in three faculties — engineering, science and arts — in Australian and British universities. The comparison was "quite startling."

For example, Australian engineering failure and drop-out rates were almost 50% higher than the British, while for arts faculties they were more than three times higher.

What could account for these differences in wastage? Dr. Miller outlined a number of possibilities.

It could be social class, Dr. Miller suggested, where research showed that a higher percentage of working class children entered university in Britain than in Australia.

He suggested that these children could have been exceptionally motivated to have reached university and thus would do better once there. However

the "hard evidence" was lacking to prove this theory.

Dr. Miller said it was argued in Britain that because most university candidates there had spent at least two years in the sixth form, an English university entrant was at about the level of the finishing first year student in Australia or the US.

Flying start

There seemed to be a real advantage in having one extra year at school for the purpose of getting a flying start in university studies. However some senior British academics were sceptical. Considering the poor correlations, with few exceptions, that existed between school results and university performance, there was room for argument against prolonged and specialised 6th form work in Britain.

"It should not be too readily accepted that the specialised sixth form is entirely responsible for the lower overall wastage rates in Britain," Dr. Miller said.

Following on from this two-year sixth form was the fact that figures showed students entering British universities were older than their Australian counterparts — whether this amounted to greater educational maturity was "a point that could be taken further."

Many arguments favored older student entry — for example wiser course choices. A study by Dr. Miller of 3237 second year British student teachers showed that of those who had no break between school and college, 65% wished that they had and of those who had a break 95% were glad that they had. The success of mature age students at the British Open University supported this argument.

Staff-student ratio

The source of a further hypothesis to account for differences between student drop-out and failure in Britain and Australia was the staff student ratio which was lower in Britain.

Dr. Miller gave 1966-67 UK figures which said the average was 1:7.7. In Australia in 1967 for all faculties in all universities the staffing ratio was 1:10.5 and in 1969 under the formula used by the Australian Universities Commission it was 1:11.9.

"It is all too easy to pay attention to student factors but here is an institutional factor that could have a very great negative impact upon productivity of Australian universities," Dr. Miller said.

"It achieves nothing to assume that teaching in Britain is better when the staffing ratio in Australia is 50% worse. The work load must be greater and consequently there is much less opportunity in Australia for the kind of tutorial activity that is supposed to be a positive distinguishing feature of British universities."

Another distinguishing factor between students was that about 4½ times more students in Britain than in Australia resided in halls of residence. A far higher proportion in Australia resided at home, even taking into account the higher part-time rate in Australia.

Further exploration

Dr. Miller said research on the impact of this situation was slim and it was worth exploring further.

Course structure, said Dr. Miller, was

Mannix vacancies

Mannix College has vacancies for any male students wishing to finish off the year in a place close to the university. Apart from full accommodation, the college can offer extra tutorials in a wide variety of subjects and coaching for those who need special assistance during the second half of this semester. Inquiries should be made with The Secretary, Mannix College (544 8895). The college is on Wellington Road, opposite the Menzies Building.

more flexible in Australia where students had a choice of units and could follow their interest; in Britain the students tended to undertake a set, established course. He wondered why this had not lowered wastage in Australia.

One reason could be the far tighter assessment procedure in Australia.

"In most Australian universities, if not all, the student faces hurdles at many stages of his undergraduate work. He may have to satisfy up to ten separate examiners, twice for each, over a three-year period. Twenty hurdles.

"The odds favoring a delay in the time taken to get a degree are thus compounded and are much higher than if only one or two examinations are required. Not only delay, but also the possibility of the student dropping out at each of these points."

Personally selected

It contrasted with Britain where the student has been personally selected by his teaching department tutors, was taught at a more personal level, and was not assessed frequently, except for essays which may even be borrowed from other students and re-vamped for presentation to tutors.

Further it was assumed that most English university departments took entrants of honors calibre; in Australia most were pass and had to prove themselves for honors. It would not be surprising to find that some who received pass and lower honors degrees in Britain would undoubtedly have failed in Australia; the pass degree acted as a "safety net" for British students.

Dr. Miller said it seemed likely that the "unfavorable" Australian student grants system was making a contribution to the difference between British and Australian students. He said 70% of full time students in Australia received grants from Federal and State sources compared with virtually all undergraduates in Britain.

He concluded by questioning the validity of the "sacrosanct" established pass-fail ratios, which tended to remain constant in Australia, even though standards of teachers and students might vary.

Important questions

Dr. Miller hoped his opinions would provide "food for thought" for departmental and higher policy decision makers. Several important questions arose from an analysis such as the one presented:

● Can the arguments raised be used to justify a larger pass rate in Australian universities to bring them into line with British universities?

● Can we safely pass more engineers and doctors without more patients dying unnecessarily and more bridges falling down?

● Are there any really valid arguments to support the notion that students and teachers in Britain are so much better than Australians that the wastage rate needs to be almost three times as great as that of Britain?

LECTURERS WANTED FOR ADULT EDUCATION

The Council of Adult Education would be pleased to hear from anyone interested in daytime or evening part time adult education teaching in 1973, particularly from anyone who is interested in leading discussion with class groups of 15 to 20 adults.

Daytime teaching hours can be arranged to suit married women with school-age children.

The council's aim is to provide a wide-ranging program of academic and practical classes designed to contribute to personal development, understanding of society and creative use of leisure. Informal teaching methods are encouraged and suggestions for unusual course topics welcomed.

Interested persons should get in touch with the council's Director of Classes by telephone (63-4231), or by letter or personal visit to 256 Flinders St., Melbourne.

SUMMER SCHOOL ON DRUGS AND ALCOHOL

The 1973 Summer School of Studies on Alcohol and Drugs will be held at St. Vincent's Hospital, Melbourne, from January 24 to 26.

On Wednesday, January 24, the scientific sessions will be held and invitations are extended to participants to submit original papers on alcoholism and/or drug dependence. Eight papers will be selected and each speaker will be given 20 minutes for his/her presentation.

Those wishing to submit papers to the scientific session are requested to forward a title and abstract of their contribution (400-500 words) to the Executive of the Summer School, by October 13, 1972.

On Thursday, January 25, two half-day Seminars will be held: (1) Implications of the Disease Concept of Alcoholism, and (2) Altering Community Attitudes to Alcohol, Drug Dependence and Drug Abuse.

On Friday, January 26, the two Seminars will be entitled: (1) Community Approaches to Narcotic Abusers, (2) The Use of Psychotropic Drugs in Medicine.

Keynote papers have already been arranged for these seminars but invitations are also extended to participants to submit short commentaries (7 minutes' duration) for delivery during the seminars.

Those wishing to make such submissions to the seminars are requested to forward an abstract (400-500 words) of each paper by October 13, 1972.

Correspondence is to be addressed to: The Director, Summer School of Studies on Alcohol and Drugs, St. Vincent's Hospital, Victoria Parade, Fitzroy, Victoria. 3065.

The Monash Parents Group will hold its annual "Paddy's Market" on Thursday, September 21, from 9.30 a.m. until all the goods are sold out. It will be in the Union foyer.

Money raised will be used to buy books for the Monash Library. Goods are still wanted for stalls and anyone who could help should contact Mrs Conroy (25 2843) or Mrs Turner (772 2439).



● Professor I. Ignacy Goldberg

Handicapped children specialist at Monash

A specialist in education for handicapped children, Professor I. Ignacy Goldberg, has been appointed visiting professor in the Monash Faculty of Education.

Professor Goldberg, professor of education in the department of special education at Teachers College, Columbia University, will be at Monash until mid November.

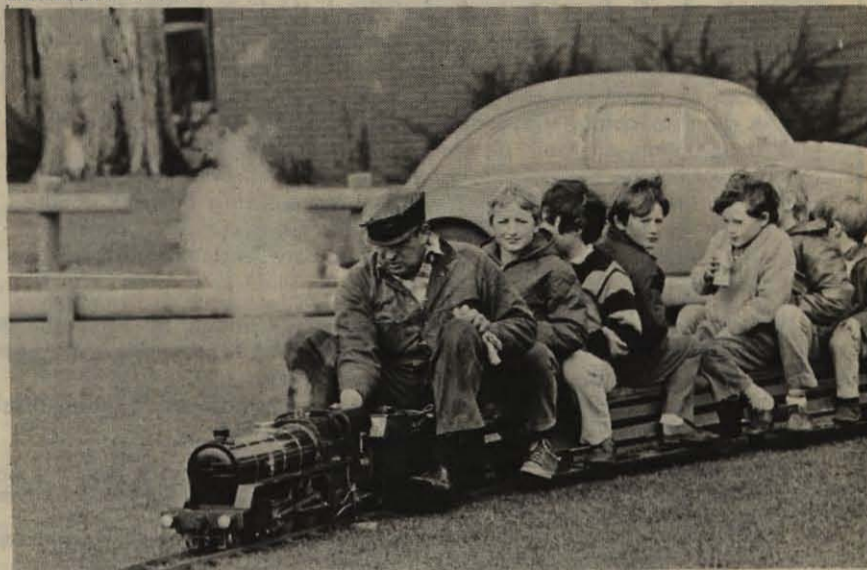
He has been named the first recipient of the Elwyn Morey Memorial Award. Dr. Morey, a former associate professor of education at Monash, was killed in a car accident in 1968. The child study centre at Monash is also named after Dr. Morey.

Professor Goldberg is secretary of the International Association for the Scientific Study of Mental Retardation. He has worked in many countries to help strengthen services for handicapped persons.

He graduated from the University of Warsaw and was a high school teacher in Poland.

OPEN DAY, 1972

It's always hard to estimate, but it is thought this year's Open Day attracted around 15,000 visitors, despite the cold, blustery conditions. The scientific displays, especially in zoology and engineering, were extremely popular; and so were the outdoor activities, as the photographs on this page indicate . . .



ABOVE: Between croquet green and Union, the Monash Railway Club set up its five inch gauge on a circular track. With its A442 steam loco and rake of trucks, they did brisk business at no charge. Only problem was the occasional derailment.

BELOW: Tucked in under the shelter of the north face of the Union was the market, the solitary vendor, the team of two or three, offering a variety of wares — candies, clothing, pottery and of course, flowers.



ABOVE: For the day Monash had its own Aboriginal Embassy — the Monash Consulate. It was manned by students — including aboriginal students — and raised money for the cause.

BELOW: Early in the day, before the parachute jump, Archery Club members used the croquet green area to demonstrate their craft and to allow would-be archers to try their hand.



If Open Day had no climax, at least it had its denouement, its dramatic fall: the four parachutists led by Bob Courtenay, president of the Monash Skydiving Club and veteran of 500 jumps.

It was a windy, risky day and gloomy with rain. The skydivers fell 3000 ft., accurately and harmlessly onto the croquet green, north of the Union. One hit the target; the others were nearby.

Bill Nicol is pictured above just before landing. The Menzies Building is in the background.

VISITORS to Open Day were seeing the university as it entered its final phase of initial planned development, the Vice-Chancellor, Dr. J. A. L. Matheson, said in an Open Day address.

"After next year's student intake maximum growth will have been achieved and the building program has already been substantially completed," Dr. Matheson told his audience.

Turning to the future, Dr. Matheson said developments were planned in adult education, especially with the pending appointment of a director of continuing education (see page 3).

Dr. Matheson said the university hoped to present a continuous program of music, art and drama which will be open to the public. Such facilities as Robert Blackwood Hall and the Alexander Theatre were now being brought into full use.

Open Day this year provided a unique combination of all sections of the university — students, lecturers, technicians and administrators.

And together they provided something for everyone. There were technical displays for the specifically interested; others of a general content for the curious layman and just plain entertainment.

The well-publicised scientific discoveries of the year — evidence of the formalimine molecule in space and the prehistoric footprints from the Genoa River — were big drawcards. People formed long queues to get into the zoology laboratory to see the footprints and to get into the mechanical engineering department's anechoic chamber.

Away from the laboratories there was a wide range of theatre, art, music, singing, films, plus all the Union activities — the row of information tables on student clubs and societies, the pottery demonstration, the Japanese painting and the jewellery making. And in the first floor Union games room you might have seen aspirants to Spassky and Fischer trying their hands at the esoteric lines of attack and defence in chess.

One hopes that they weren't disturbed by 3 MU — the radio station operating from the small room opposite the Medley Library and on relay to several points round the campus.

Most feedback was favourable. The need for more direction signs and better catering facilities were probably the main complaints.

FOOD FOR THOUGHT

Sir,—A brief bit of vitriol.

Can you account for the grotesque stupidity of having only the grill room (minus the weekend-usual pie-and-toasted-sandwich queue*) and the coffee lounge open for business on Open Day, while big queues of inquirers-about-Monash were antagonised and alienated, and while nearly every other Monash facility (except Catering†) made especial effort to meet the demands of Open Day?

Weekend queues in the grill room are ordinarily bad enough, without Open Day hordes. As it was pies and pasties were unobtainable on campus the next Sunday.

I am writing simultaneously to Catering: there's a lesson to be learned in this!

— John Gough,
Curriculum laboratory.

* How many pie-machines do catering have at their disposal?

† I have only commendation for the ever-patient catering ladies.

NEW RULES OF CONDUCT FOR STUDENTS

"As the National Executive Council finds that scholars and students are juveniles who are on the way to build up their knowledge, concept, and virtue in readiness to be inherited from ancestors as good citizens and to become an asset to the Nation in the days to come, they should be brought up under close care and supervision of their parents, guardians and teachers, so that they may become the parents' obedient children, well-behaved and docile students of teachers, as well as law-abiding citizens of the Nation. It is appropriate therefore that their conduct, dressing, manners and demeanour be given more care and attention so as to fit in with the present-day situation."

With these words, the National Executive Council of Thailand in April this year issued an announcement (No. 132) establishing new standards of conduct and dress expected of students.

The announcement was followed in June by a new set of Ministerial Regulations, which read as follows:

By virtue of No. 4 and No. 11 of the National Executive Council announcement No. 132 of April 22, B.E. 2515 (1972), the Minister of Education hereby issues ministerial regulations as follows:

No. 1. The following shall be regarded as clothings and behavior indecent for a scholar under No. 4 of the National Executive Council announcement No. 132:

(1) A male scholar wearing long hair on the front and in the middle of the head, over 5 centimetres in length, and the hair on the sides of the head uncut clean to the skin, or growing moustache or beard.

A female scholar curling her hair or wearing long hair below the neck; falling to round the hair up tidily in case it is allowed by the school or educational institution to wear longer hair; Scholars using cosmetics or make-up articles for beautification purposes;

- (2) Roaming about in public places or destroying properties of the school educational institutions, or of the public;
- (3) Showing impoliteness in attitude, words, or any other deeds;
- (4) Keeping company and creating nuisance in any manner;
- (5) Indulging in gambling prohibited by the gambling law;
- (6) Roaming about at night between 22.00 and 04.00 hours of the following day unless accompanied by parents or guardians or with permission of the school or educational institution;

(7) Smoking cigarettes, marijuana or being an alcoholic, drug or other intoxicant addict;

(8) Frequenting servicing houses under the servicing houses law or other places of similar nature, pawn shops, or gambling dens during gambling hours unless he is an inmate or on a visit to such places.

(9) Participating in a fair or a party with dancing or entertainment unfit for a scholar unless accompanied by parents or guardians, or the fair or party is organised by the parents, guardians or educational institution of a scholar;

- (10) Entering a brothel unless he is an inmate or on a visit to relatives residing therein;
- (11) In association with a prostitute unless he is her close cousin;
- (12) Behaving romantically and dandyish;
- (13) Carrying explosives or weapons or hiding them for purpose of assault;
- (14) Running away from school.

No. 2. The following clothes and behavior are considered indecent for a student as provided in No. 4 of the National Executive Council announcement No. 132:

(1) A male student curling his hair or wearing long hair to the extent that the hair on the side and at the back of the head is longer than that at the nape, or wearing moustache or beard.

A female student wearing skirt so short that its lower edge is over 5 centimetres above the knee; the waist is below the navel with a belt loosely worn below the upper edge of the skirt, or dressing in a manner considered indecent for a Thai lady.

A student using cosmetics or make-up articles for beautification purposes.

- (2) Being a marijuana, alcoholic, drug, or intoxicant addict;
- (3) Doing acts antagonistic to the administration of the school or educational institution, or forcing, coercing, inciting or backing scholars or students for purposes of such acts, and
- (4) Behaving in a manner mentioned in No. 1 (2), (3), (4), (5), (8), (10), (11), (12), (13).

(*No. 4 of Announcement 132 states: "Scholars and students shall behave themselves in accordance with the discipline of the school or educational institution under which they learn or receive their education, and wear dresses as prescribed in the regulations of their schools or educational institutions or according to the law. No scholars and students shall dress or behave indecently or unseemly according to their ages or unbecomingly with the state of a scholar or students as prescribed by ministerial regulations.")

Violations of the regulations carry a range of penalties, including the binding-over of the parents or guardians of an offending student, a visit to the local police station — and a possible fine for the parents — or an appearance before the Scholar and Student Behavior Control Board, which "may send him to the Children Welfare House as seen appropriate according to the law on children welfare, protection and aid.")

Books for sale

The Monash representative on the Women of the University Fund has the following books for sale in aid of the Fund's charities. Anyone interested should telephone Netta McLaren on 25 3424.

Clow, Rev. W. Bible Reader's Encyclopedia & Concordance. Leather bound. Illus. Pub. Collins. \$2.50.

Sartre, J. P. Situations. Trans. Pub. H. H. 1965. \$2.

Gore, J. (Ed.). Creevey's Life & Times 1768-1805. Pub. Murray 1934. Illus. \$2.

Southey, Robt. Life of Nelson. Pub. Cassell 1891. \$1.50.

Street, A. G. A Year of my Life. Pub. E. & S. 1939. Illus. \$1.

McCann, Kevin. Blog of Genl. Eisenhower. Pub. Heinemann. 1952. \$1.

Wesley, J. The Methodist Hymn Book. Leather bound. \$1.

Irvine, Jas. (Ed.). Parties & Pleasures. Diaries of Helen Graham, 1823-26. Pub. Paterson 1957. \$1.

Moffatt, Jas. New Testament. A New Translation. Pub. H. & S. 1916. \$1.

Williams, Francis. The Triple Challenge. Future of Socialist Britain. Pub. Heinemann 1948. \$1.

Van Loon, H. W. Van Loon's Lives. Pub. Harrap 1943. Illus. \$1.

Keller, Helen. The Story of my Life, with Letters. Pub. H. & S. 1930. 80 cents.



—Photo: Progress Press

A junior technical assistant in the Department of Anatomy competed in the womens' fencing at the Munich Olympic Games.

She is Marion Exelby, 20, who won a silver medal in the 1970 Commonwealth Games at Edinburgh.

Marion is pictured above (right) with another anatomy department fencing star, Mrs Wendy Coombs, a secretary in the department.

Marion recently beat Wendy for the Victorian womens' fencing title.

Diary of events

- September 18: Lunch hour concert — The Australian Chamber Group, performing works by Martinu and Arensky. Robert Blackwood Hall, 1 p.m.
- 19: Education lecture — "One hundred years of mathematics education," Dr. T. H. MacDonald, 8 p.m., H6.
- Monash Women's Society, Vice-Chancellor's House, 10 a.m. Speaker Frank Berriman, "Lifeline and its place in the Melbourne Community." All staff wives and woman members of staff are welcome.
- 20: Monash Film Group: "The Exterminating Angel," members only, 1.45 p.m., Union Theatre. "White Zombie," members only, 7.30 p.m., Union.
- 21: Paddy's Market, Monash Parents' Group, Union, 9.30 a.m.
- 22: Recital, Renaissance Consort of the Tasmanian Conservatorium, Robert Blackwood Hall, 8.15 p.m. Admission—adults \$2, students and children \$1. Bookings—ext. 3091.
- Monash Film Group: "Foreign Correspondent," members only, 7.30 p.m., Union Theatre.
- 22-30: "Song of Norway," Cheltenham Light Opera Co., Alexander Theatre, 8 p.m. (no show September 25, 26), matinee 2 p.m., Sept. 30. Admission—adults \$1.50, students 80c. Bookings—ext. 3991.
- 24: Sunday Afternoon Concert — Chamber Group sponsored by Monash University performing works by Schubert, Brahms, Bach. R.B.H., 2.30 p.m.
- 25: Lunch hour concert, works by Kreutzer, Pfister and Kubizek for guitar, flute, bass and clarinet, R.B.H., 1 p.m.
- 26: Education lecture — "Current issues in measurement and evaluation," J. H. Theobald and J. A. Fyfield. R2, 8 p.m. Details, ext. 2852, 3280.
- 27: Monash Film Group: Charlie Chaplin Festival, members only, 1.45 p.m., Union Theatre.
- 29: German Department film, "Jonas," H2, 8 p.m.
- Public lecture — "China, Australia and the World," by Dr. Stephen Fitzgerald, and sponsored by Monash Graduates' Association. R.B.H., 8 p.m. Admission free.
- Monash Film Group: "Interlude," members only, 7.30 p.m., Union Theatre.

OCTOBER

- October 2: Lunch hour concert, Susan Ellis (guitar), Sadie Bishop (guitar), Christopher Martin (violin), works by Paganini, Albeniz, Cugley. R.B.H., 1 p.m.
- Monash staff and students may join the Monash Film Group at the Union Theatre prior to the above screening times. Membership is \$6 a year which may be paid by \$1 deposit and 40 cents at screenings until \$6 is reached. Only September screenings are listed above.

Scholarships

The Academic Registrar's department has been advised of the following scholarships. The Reporter presents a précis of the details. More information can be obtained from Mr. D. Kelly, ext. 2009.

Jawaharlal Nehru Award
Given for outstanding contribution to the promotion of international understanding, goodwill and friendship among people of the world. Nominations close 31st October, 1972.

Australia-American Educational Foundation Travel Grants 1973

Available to Australian citizens to go to the U.S. for research, study or lecturing at United States universities and other institutions for projects commencing between May, 1973 and April, 1974. Categories: 1. Senior scholars—applications close 17th November, 1972. 2. Post-doctoral fellows—applications close 24th November, 1972. 3. Post-graduate students—applications close 28th November, 1973.

Guest Scholarship in Sweden
Intended for students wishing to spend some time in Sweden. Value \$1600 per annum. Closing date: 30th September, 1972.

Australian School of Nuclear Technology
The Eighth Nuclear Technology Course for graduates in physical science and engineering will be held from 12th February to 1st June, 1973.

Applications close 4th December, 1972.

ANU Vacation Scholarships 1972/73
Open to students who have completed not less than three years of a full-time undergraduate course.

Value \$20 per week plus fares. Applications close 29th September, 1972.

Senior Hulme (Overseas) Scholarship 1973

Open to graduates from Australian universities, tenable at Brasenose College, Oxford, for postgraduate or postdoctoral studies.

Value £900 sterling per annum plus fees. Applications close 31st October, 1972.

Film and Television Scholarships
Twelve scholarships are offered for an interim training scheme tenable for 12 months open to men and women under 25 years.

Value \$2500 per annum. Applications close 15th September, 1972.

French Government Scholarships 1973-74
Open to Australian students to undertake postgraduate study in France in any discipline.

Copy deadline for the next issue of Monash Reporter is Friday, September 29.

Letters and contributions from staff and students should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone 3087).