

# Soon it could be 'Dial-an-Academic'

Universities could help small manufacturers and community organisations by setting up a telephone advice service, suggests Monash Pro-Vice-Chancellor, Professor J. M. Swan.

Writing in a recent edition of "Search," the journal of the Australian and New Zealand Association for the Advancement of Science, he says a "dial-an-academic" system should prove popular because:

- It would provide fast answers to problems that need solving urgently.

- In the case of the small manufacturer, it meets his preference for verbal rather than written communication.

Professor Swan, who takes over next year as the Dean of Science at Monash, does not see such a university-industry "interface" being limited to science and technology.

It could also span financial management, forecasting and marketing, labor relations, legal problems, social welfare, and industrial health and hygiene.

"The rewards from the interface might then include not only new discoveries, inventions and manufactures, but fewer business failures, more democratic systems of industrial management, the more humane deployment of machinery and, above all, a more intelligent utilisation of the fruits of human ingenuity and effort," he says.

Professor Swan told "Reporter" he would like to see Monash organise a pilot project along these lines in the near future.

## Register

"It would involve approaching academic staff and drawing up a register of those willing to take part, together with their fields of expertise and the times they would be available," he says.

"Calls for assistance would be handled by someone with this register who would switch the inquiry through to the appropriate expert.

"I would envisage that where an instant answer can be given there would be no charge for the service, at least for the first contact.

"Subsequent calls might attract a 'flag-fall' charge, and should the problem be complex enough to require a degree of time-consuming research activity, an appropriate consultancy fee would be levied, part of which would go towards meeting the cost of the service.

"Besides benefitting the community, I can see the service encouraging organisations to employ academic staff at various levels, from tutor to professor, as consultants."

But care must be taken to strike a proper balance between the time University staff give to consultation or contract research and that applied to university duties, he adds.

"And any involvement at this interface must not interfere with the traditional role of the university as a place of free inquiry."

Referring to university collaboration with industry generally — big firms as well as small — Professor Swan says there is at present too little contact between the two in Australia.

Referring more specifically to the larger firms, he suggests: "One way in which this contact might be increased, with benefit to both parties, would be for industry to sub-contract some parts of its research to University groups, chosen if necessary on the basis of competitive tender."

But a far more serious problem existed in the need to establish a series of interfaces

between University skills and knowledge and the problems of small industries, he maintains.

He believed such a useful interface could be established — "and I believe the interface ought to be the telephone."

A 1974 survey of the information needs of small manufacturers in N.S.W. had been made by Carmel Maguire and Robin Kench, of the University of N.S.W., he says.

They concluded that the main problem was lack of knowledge in a crisis.

According to Maguire and Kench, "On most occasions (the small manufacturer) is not prepared to wait for an answer from an information source by mail. He prefers instead to use the telephone since if the person he contacts cannot help, at least he can go on to contact other sources or else attempt to solve his problems himself as best he can without further delay.

"The telephone accords with his preference for verbal communications, which permit him to explain his problem in more detail and to modify his questions, using his contact's response as immediate feedback."

A point of concern raised by the N.S.W. researchers, says Professor Swan, was that the small manufacturers canvassed made little use of CSIRO resources when seeking advice on technical and production problems.

This was possibly because they usually did not have the specialised knowledge to interpret CSIRO technical reports and this made them reluctant to approach scientists and research officers personally.

"It is an unresolved question whether the small manufacturers would have an equal or even greater diffidence in approaching an academic for advice by telephone," says Professor Swan.

"A significant period of mutual education might be needed."

But despite the potential problems with a dial-an-expert service, the knowledge, skill, and creativity of university staff should be available to the community on a broad front, the professor declares.

"Industry should certainly be part of that front, along with social and political organisations, health, welfare and other government agencies, commerce and agriculture," he says.

## ALL AGES WELCOME AT 1976 SUMMER SCHOOL

Monash Summer School 1976, for which enrolments are now open, will this time cater for all age groups and not just those 16 and above.

Not all courses will be open to the sub-16s, but they will be able to take part in various discussion groups, the pushbike maintenance workshop, and various dancing classes.

They will also be eligible for another new feature — a kite making and flying day. This will make use of the well-known "wind tunnel" conditions between the campus buildings.

It is hoped to have an expert available to help children, students, parents, teachers and youth workers build a variety of kites.

More courses than ever before will be offered at the 1976 Summer School . . . more than 100 of them, covering 64 fields.



## MONASH REPORTER

A MAGAZINE FOR THE UNIVERSITY

NUMBER 45

NOVEMBER 3, 1975



Junior laboratory technician Margaret Thomson (left) joins in the fun as Sharon, Mandi and Reinhard make friends with one of the zoology department's echidnas (spiny anteaters).

## Zoology gets willing helpers

The department of zoology had some welcome end-of-term help recently — from three Ferntree Gully High School pupils.

The pupils — Sharon McDonald, 16, Mandi Leveson, 16, and Reinhard Richter, 17 — are all studying biology in fifth form.

Their week's stay at Monash was arranged by their biology teacher, Steve Hall, a postgraduate student in zoology, under a Victorian Government "work experience" scheme for secondary school pupils.

The youngsters earned \$3 a day each for their work, which consisted mainly of cleaning the department's animal house, helping to care for the animals, and doing some tidying-up in the Jock Marshall Zoology Reserve.

Their impressions at the end of their stay?

- ★ The University is a big and confusing place, easy to get lost in.

- ★ It's also a relaxed and friendly place ("the students were easy to get on with").

- ★ Their first day on the job wasn't all that hot — but they soon got to enjoy it.

And as Sharon said: "We gained a new awareness of animals — learned things at first hand that previously we'd only read about in text books."

Zoology lab. manager Jim Guthrie said the youngsters had been a great help. "They were interested and enthusiastic and we thoroughly enjoyed having them around."

The work experience scheme came into operation last year under the Victorian Education (Work Experience) Act 1974.

The main provisions of the Act are:

1. The pupil must be over 13 years old or be in the second year of secondary schooling and have the written consent of a parent.
2. The maximum period of a single engagement is 12 days; and only one engagement in a school year may be given to a pupil to perform the same type of work.
3. The minimum pay rate is \$3 per day.

Further information may be obtained from the Staff Office, Ext. 2055.

First courses start on January 5 and the school runs through until early February.

The Clubs and Activities "Bus" will be used as the focal point of many community-based activities. Drama and dance performances will be given on beaches, in parks and in shopping, community and play centres.

Besides the instructional courses in activities like pottery, dance, drama, art, sport, languages, yoga, and photography, the 1976 Summer School will include a number of non-structured courses.

These will include "Getting Together" — a week of practical and creative activities, discussions, workshops and films for women

— plus a women's film season, a migrant workshop, and a course on "exploring the media."

Monash artist-in-residence, Peter Tyn-dall, will give basic tuition in painting and drawing as one of the many courses in visual arts and crafts.

In another innovation, the advanced guitar course in the 1976 school will comprise a three-day camp, probably somewhere in the Dandenongs. A highlight will be a night of folk dancing.

For more information about the Summer School, contact the Monash Summer Group in the Clubs and Societies Office in the Union or telephone ext. 3180 or 3144.

# Lessons from a Chinese classroom

Mental disorder is so rare in China that teachers have difficulty finding a case of schizophrenia to demonstrate to medical students.

And according to officials at Peking Children's Hospital, some cases of mental retardation respond favorably to acupuncture treatment.

It has helped, for example, in getting retarded children to speak.

The claims are reported by educational psychologist Dr Mary Nixon, a senior lecturer in the Monash Faculty of Education.

Dr Nixon recently took part in an educational administrators' tour of China. Her particular interests were in investigating

- research and training in psychology
- the training and work of para-professionals in human services such as welfare and health
- child care and education services.

## Wheelchair survey



Heather Davies (in chair) with Miriam Feldheim (left) and Margaret Beaumont test the new ramp leading to the University Offices. They say it is too steep.

More special facilities are needed on the Monash campus for wheelchair users, according to the findings of a survey by diploma of education students.

The 11 students were assigned by senior lecturer Dr. Pierre Gorman to check 20 buildings. And they gave only a few a high rating.

They used a borrowed wheelchair to examine many facilities from a paraplegic's point of view.

The students who carried out the survey are Sandra Cahir, Patricia O'Donnell, Robyn Mann, Robyn Conrad, Amanda Golding, Heather Davies, Wilma Smulders, Tony Sheahan, Ruth Weber, Miriam Feldheim, and Margaret Beaumont.

They say their reports draw attention to only a few of the problems facing wheelchair users.

Some of their main criticisms include:

Stairs and/or heavy swing doors are a problem at the entrances to many buildings and more automatic doors are needed.

Only the Union, Education, and Robert Blackwood Hall provide specially-designed toilets for paraplegics and in Education it is for men only.



"The closest we got to finding out anything about depression was at the Shanghai School for Blind Children, where we were told that when (apparently infrequently) pupils became 'pessimistic', they were given classes in 'revolutionary optimism'," she says.

The group had detailed discussions with two teachers of psychology and a senior student from Shanghai Teachers' University.

In later talks with the staff of the Australian Embassy in Peking, they discovered they were the first westerners since the Cultural Revolution to have such a discussion with psychologists arranged for them.

Length and content of psychology courses at the Shanghai University have been revised after studies were halted during the Cultural Revolution, they were told.

The present course is a three-year one, giving attention to both theory and practice, says Dr Nixon. Topics included in the curriculum are determined by the needs of Chinese society and include

- How to foster the learning of Marxism, Leninism, Mao Tse-tung thought and participation in labor.
- How best to teach the Chinese characters to school children.
- A critical introduction to western branches of psychology.
- Foreign languages.
- Political economy.

"Psychology students and teachers go to primary and middle schools to take part in "open door" learning and teaching — a program by which anyone who can contribute to primary, secondary or tertiary education is invited to do so," says Dr Nixon.

Monash educational psychologist Dr Mary Nixon, back from a visit to China, reports that mental disorder is so rare, teachers find it hard to demonstrate schizophrenia to medical students . . .

"This study exemplifies China's approach to all fields of endeavour: a commitment to continuing revolution and the assumption that Marxism, Leninism and Mao-Tse-tung thought is revolutionary truth and beyond question," says Dr Nixon.

"Chinese practice is to emphasise the combined efforts of psychologists and teachers to further the Communist Party line on education."

The Chinese psychologists stated they were engaged in deriving a science of psychology from Marxism, Leninism and Mao thought, having found that imported psychology did not meet their needs.

"They are, for instance, preparing their own textbooks. For these reasons, Chinese psychology is not yet highly developed," says Dr Nixon.

"Clinical psychology is in its infancy. Our informants are not even sure whether there were any clinical psychology research institutes in the country.

"They were guarded in discussing mental retardation, suggesting that there might be two types: that resulting from brain damage (with the implication that nothing much could be done about these states) and secondly false diagnosis.

"They cited a few individual cases in which particular help had brought about remarkable improvements. They were not particularly interested in measuring learning in ordinary classrooms and emphasised the need for and efficacy of good teaching methods for all children."

The western Roman alphabet appears to be gaining popularity in Chinese schools, says Dr Nixon.

It is gradually replacing the traditional Chinese characters in school instruction, although these will continue to be used by scholars.

The Chinese have adapted the Roman alphabet to give a phonetic representation of their language, says Dr Nixon.

Dr Nixon was told that grade 1 children now learn the Roman alphabet first — in only three weeks — and then a limited number of Chinese characters.

"Thus they can begin to write one-sentence essays and letters using whichever symbols they can remember — a mixture is quite acceptable," she says.

She says a quoted example of such an essay was: "Lin Piao is a bad element." This was an example also of how closely social-political content is integrated with intellectual-academic content in Chinese education.

## Where migrants like it best

Many students from migrant families consider university the only place they are likely to be free of discrimination in Australia, according to a campus survey.

They confided their feelings to a first year law student, Peter Mitrakas, 18 — who is himself the Australian-born son of Greek migrants.

Mitrakas has written a detailed report on his survey as a project in history, one of his first year subjects.

He interviewed 65 students who were either foreign-born or the Australian-born children of migrant parents.

They included Italians, Greeks, Jews, Asians, Yugoslavs, Lebanese, Britons and South Africans.

According to his findings, 85 per cent of Jews, 75 per cent of Italians and 47 per cent of Greeks in the sample felt that they were the victims of discrimination before they attended university.

"They encountered this discrimination

both in school and in the community at large," says Peter.

"But only two to three per cent considered they were discriminated against in some way at Monash," he said.

"All of them, however, believed things would be different when they left university to go out to work. There is a fear that things will then be as bad as before."

At school, the main forms of discrimination had been Australian children poking fun at migrant children's language problems and the fact that they were "dark and foreign-looking", said Mitrakas.

At the community level, many male students said they had been involved in fights.

More males (73 per cent) than females (55 per cent) were discrimination-conscious. This was probably because they had seen and felt the more violent acts of discrimination.

"The females are also less likely to encounter discrimination because they are more protected by their family, especially

those from southern European families," he said.

This insistence on daughters staying close to home caused its own problems says Mitrakas. The girls wanted the freedom of their Australian friends and felt unduly pressured by the customs of their families' ethnic groups.

Australian-born students of migrant parents have their own peculiar problems, he says. They suffer discrimination, despite being born here, but have no strong ties with their parents' old culture.

"We find ourselves in a limbo between the two cultures", Mitrakas says. "Unlike those of our age who were born overseas, we can't comfortably retreat into the old ethnic group when we come up against discrimination."

More than 70 per cent of the Australian-born "migrant" students said they did not accept Australian society, although they planned to remain here because they felt few ties with their ethnic origins.

# GREAT PLUS FOR MATHS IN PNG ...

A formula for success

Monash staff have helped make what they describe as an "exciting breakthrough" in mathematics education in Papua-New Guinea.

The project has revealed previously undetected problems hampering the learning of PNG students and devised new teaching techniques to overcome them.

The new system has had a year's successful operation at Lae in the first year of the PNG University of Technology (Unitech) engineering courses (roughly equivalent in standard to a fifth year of high school in Victoria).

Now the Joint Services Training College has decided to base its courses on the project materials.

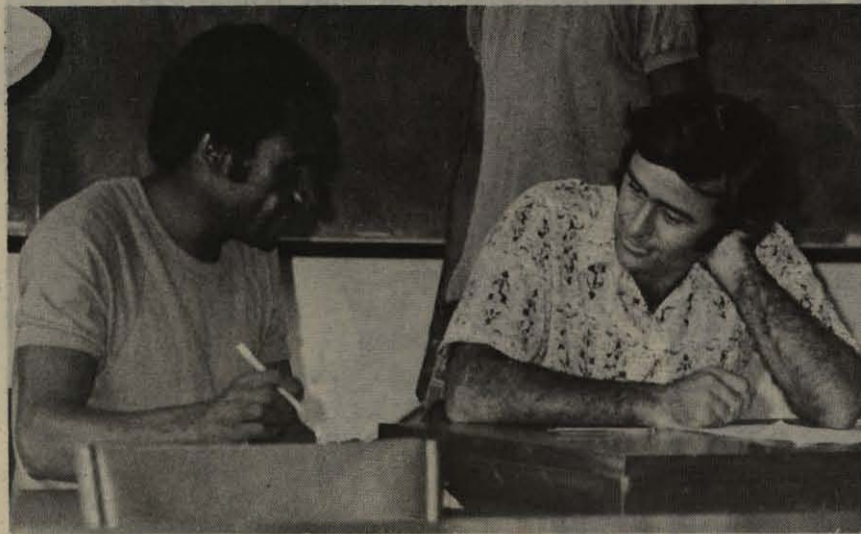
The work of what is known as the Mathematics Learning Project (MLP) is scheduled to finish at the end of this year, but the team, led by Dr. David Tombs and Dr. Glen Lean of Unitech, is anxious to continue and is seeking further funds.

They believe their new techniques should be adapted for use further down the education scale at primary and high school levels and also be extended at PNG tertiary level to other disciplines.

The progress made in maths education has been due to collaboration between Monash, Unitech and the PNG Department of Education.

The Monash contribution has come from the Faculty of Education, the department of mathematics, and the university's Higher Education Advisory and Research Unit (HEARU).

Half the funds were provided by the Nuffield Foundation of Great Britain. The other half came from the PNG Education Department and a number of Australian bodies, notably the Ross Trust of Victoria. Other generous help was given by the Myer



Foundation, the Ian Potter Foundation, the Broken Hill Proprietary Co. Ltd., Community Aid Abroad and the Centre for Educational Development Overseas (CEDO).

Monash and Unitech have always enjoyed very close relations, fostered largely by the Monash Vice-Chancellor, Dr J. A. L. Matheson, who until this month has also been Chancellor of the Lae institution. As well, one member of the Monash team, Dr Michael Deakin, was seconded for three years to the mathematics department of Unitech.

"We knew from Unitech's early days that a major problem existed with maths learning in PNG," says Dr Deakin. "It related obviously to the rapid transition from a neolithic society to the requirements of advanced technology.

"Beyond this, we had to rely on our own

Dr Peter Jones, on secondment to the project from Swinburne Technical College, discusses a problem with a Lae student.

experience of remedial teaching situations in Australia, even though there was every reason to believe this inappropriate."

MLP began with a research phase in 1973. This was aimed at providing a factual basis on which to design mathematics programs. The findings revealed that many secondary and primary mathematics materials were ill-adapted to the local culture.

"It had not been realised, for example, that many traditional land measures were based on semi-perimeter rather than area," explains Dr Deakin.

"Whereas concepts such as area, volume and capacity were assumed to be known from much previous schoolwork, present research shows that students need to encounter these early through well-designed programs of activity and experiment.

"These programs themselves need to be carefully integrated with formal work, so that the PNG student can move quickly and efficiently from a stage of concrete 'appreciation' to one of 'formal operations'."

Later phases of the project (1974-75) have concentrated on the writing and testing of specifically-designed learning materials. These are based on the resources of the local cultures and make full use of the research findings of phase one of the project.

## A major breakthrough

The "teaching" technique is one of self-paced learning.

"The mathematics staff and the students at Unitech are delighted with the new system and the learning it has fostered. The staff of the engineering school believe the scheme is a major breakthrough in the preparation of their students," says another MLP team member, Professor Richard Tisher, of the Monash Faculty of Education.

"Yet this is really only a beginning. We now see the direction in which mathematics education in PNG can and should develop. This work must be extended — as a matter of urgency.

"In the first instance, we need to write more material for Unitech, especially for their second year level.

"We also need to go to the schools to tell them of our research findings and to work with teachers and the PNG Department of Education in the writing of school materials.

"I see the implications of this project as extending beyond mathematics learning. It has vast possibilities for extension into science teaching — say physics and es-

pecially mechanics — as a first area of concern," says Professor Tisher.

The third member of the planning committee, HEARU director Dr Terry Hore, suggests another area of extension: "Of all the media of communication, the printed word, on which the successes to date are based, is in many ways the least efficient for these students, who come from a traditionally aural, visual and practically-oriented background.

"If finance can be made available, we could explore, using the local expertise that is now becoming available, the use of audio-visual equipment such as videotape and audio-cassette. Even if we are less ambitious, there is an urgent need for concrete learning materials to be made available as widely as possible."

Referring to the present lack of funds to continue the project, Dr Deakin says: "It was PNG's misfortune to become independent just at the time when Australia decided to trim its budget. The cutback in foreign aid has had a cumulative effect on the funding of higher education in PNG.

"Programs like the present one now cannot be taken over by the PNG universities just as they are achieving success."

It is hoped that the breakthrough by MLP will provide the impetus for the establishment of a mathematics education centre. This would have the function of making maths equipment available and of producing other learning programs.

## Modest levels of funding

"Even at a modest level of funding, such a centre could achieve a great deal, but hopefully more money will be provided so that even more can be done," says Professor Tisher.

He hopes that, even in these times of financial crisis, this money will be forthcoming.

"We have so many of the answers now. It would be a crying shame if we're forced to stop at this stage. The MLP has done its work and done it well.

"We now need to build on that success. I for one still believe there is enough goodwill in Australia for us to help our nearest neighbour in this vital area."

## Double day for Sandra

Wednesday, December 3, will be a doubly significant day for Monash postgraduate student Sandra Bardwell.

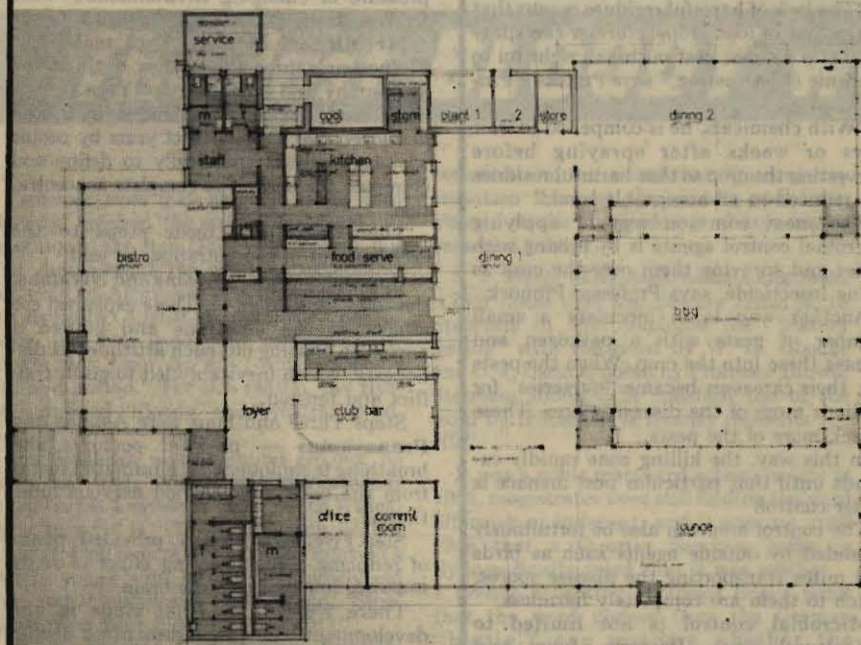
On that afternoon she will receive the degree of Ph.D. at a graduation ceremony in Robert Blackwood Hall.

Immediately afterwards she will marry Harold Skinner, (students financial adviser) in an outdoor civil ceremony near the ornamental lake. The ceremony will be performed by Belinda Lamb, Arts students' adviser.

Sandra's Ph.D. thesis (in geography) is "National Parks in Victoria." She is now an archivist with the Public Records Office and is secretary of the Federation of Victorian Walking Clubs.

An ardent hushwalker and ski-tourer, she hopes her degree will be useful in her activities aimed at fostering public awareness of the need to conserve areas of Victorian alpine country as national parks.

## New club is on the way ...



Preliminary work has started on construction of the Monash University Club for staff members.

Club president, Mr Warren Mann, says the latest estimate is that the \$½-million project will be completed towards the end of 1976.

The single-storey, air-conditioned building, with more than 100 squares of floor space, is sited north of the Religious Centre, adjacent to the tennis courts behind the University Offices.

As the architect's plans (above) show, the club will have a covered barbecue area as well as two public dining rooms. There is also a private dining room with table service, designated on the plans as "bistro".

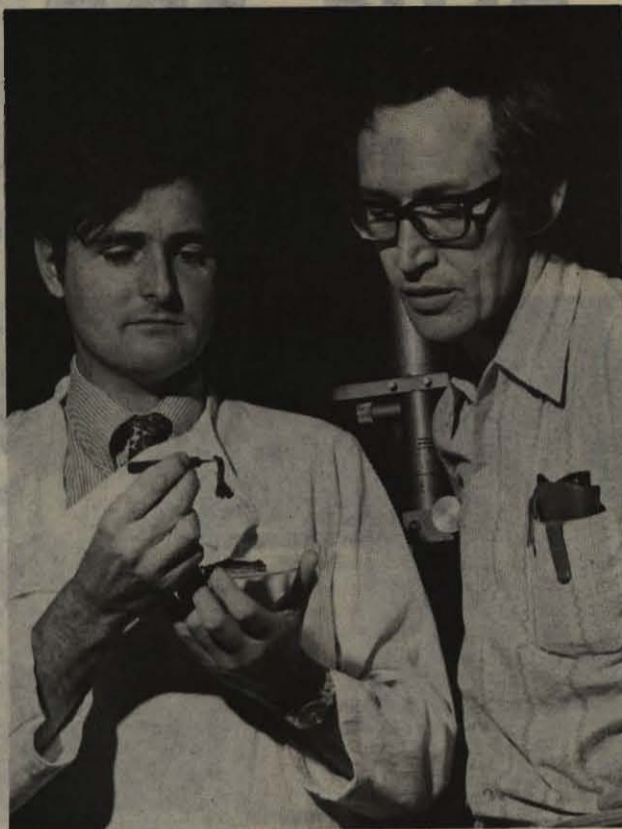
The barbecue area will be outside the club's licensed area and have a separate entrance as well as being accessible from inside the building.

This is the last Monash Reporter for 1975. The Information Office extends thanks to all who have helped with contributions and suggestions throughout the year, and wishes its readers the compliments of the season ...

# FRONTLINE REPORT ON BIOLOGICAL BATTLE . . .



ABOVE RIGHT: Professor Pinnock (left) and Dr. Ettershank examine a eucalypt sawfly, which besides damaging the foliage of Australian eucalypts, can also poison cattle which accidentally eat it.  
TOP LEFT: A scanning electron micrograph giving a x52,400 magnification of bacillus thuringiensis, a bacterial control agent. In this case it is sprayed on an oak leaf.



## 3 pronged attack on pests

An expert in biological warfare — against insect pests — will give a front-line report on the battle at a Monash seminar later this month.

He is Professor Dudley E. Pinnock, of the department of entomological sciences at the University of California, Berkeley, who is here for five months as part of a year's study leave.

English-born Professor Pinnock, 37, has five degrees in zoology and applied entomology, applied biology, and insect pathology. Besides his university work, he is adviser to six U.S. government agencies.

The seminar, from November 24-29, has been arranged by Dr. George Ettershank and the Monash department of zoology, through the University's Centre for Continuing Education.

Professor Pinnock's particular study is the use of microbial agents against harmful insects as part of a general approach to pest management called "integrated control".

This is a three-pronged attack, he explains:

- Microbial control through the use of disease organisms which attack specific pests.

- Biological control through the release and management of parasitic and/or predatory insects which are natural enemies of the pests.

- Selective use of chemical insecticides where necessary while the two natural control methods become established, and, in some cases, in concert with them.

Five different types of microbial control agents are used, he explains: viruses, bacteria, fungi, protozoa, and nematodes (round worms).

He will discuss all five types at the Monash seminar, which will be attended by representatives of government agencies, industry, and universities.

Australia has tended to lag behind the U.S. and some European countries in the development of microbial control methods, he says.

No university here teaches the subject in depth, while some 20 do so in the U.S.

"Microbial control has a number of advantages over the exclusive use of chemical insecticides," he explains.

"Besides killing the insect pest you wish to control, chemicals also kill the natural enemies of that pest. They may also kill the enemies of some other insect, which then increases in such numbers that it becomes a new pest.

"The pests are usually more mobile than their parasites and predators, more resistant to chemicals, and often more adaptable in finding new habitats.

"This means that while unselective use of chemicals may destroy the pests and their natural enemies, a sprayed area is likely to be recolonised by the pests. In the absence of natural enemies, this can cause an 'outbreak' or 'resurgence'."

When microbial control agents are used, they are selected to attack only the pest species. They have little direct effect on the predators, whose numbers relative to the pests are increased, often to a point where they can enforce natural control until the crop is harvested, says Professor Pinnock.

A major disadvantage with total reliance on chemical insecticides is that resistance built up by pests means ever larger and more frequent applications are needed to maintain control.

"Costs go sky high," says Professor Pinnock.

With microbial control agents, resistance is extremely rare and the tendency is for less and less to be needed.

Another plus for microbial control is that the pathogens used are completely harmless

to humans — so safe that there is no limit apart from costs to how much can be applied.

"The lack of harmful residues means that in the case of food crops a farmer can spray against a sudden pest outbreak right up to the time of harvesting," says Professor Pinnock.

"With chemicals, he is compelled to wait days or weeks after spraying before harvesting the crop so that harmful residues are reduced to an acceptable level."

The most common way of applying microbial control agents is by mixing with water and spraying them over the crop as living insecticide, says Professor Pinnock.

Another way is to inoculate a small number of pests with a pathogen and release these into the crop. When the pests die, their carcasses become "nurseries" for millions more of the disease spores. These attack more of the pests.

In this way, the killing zone rapidly expands until that particular pest menace is under control.

The control area can also be fortuitously extended by outside agents such as birds and mites transporting the disease spores, which to them are completely harmless.

Microbial control is not limited to agricultural pests. Bacteria, fungi and nematodes are also being tested against mosquitoes — with "very promising" results, says Professor Pinnock.

"A particular problem with mosquitoes is that various species are susceptible to different pathogens," says the professor. But he is confident that microbial enemies will be found to contribute to the control of many species.

"We'll never eradicate mosquitoes completely, but we hope eventually to be able to reduce their numbers to a point where the chance of humans being bitten by vector species is very slight," he says.

# Tension: Yoga vs. medicine

Two views of tension and ways of combating it were discussed at a public lecture held at Monash last month.

The lecture was sponsored by the Monash Yoga Society and set out to examine the conventional medical attitude to the problem alongside the Yoga approach.

Dr John Walters, a general practitioner, said that one of the best examples of the impact of tension was the experience that university students undergo at this time of the year . . .

You sit down to study, but are swept away by fears of not having done enough work, of failure, and of the reactions of parents and friends; or you keep thinking of getting high distinctions and scholarships and of going on to higher qualifications.

"Either way, your attention is drawn away from your study and you become tense," said Dr Walters. "Generally, tension comes about when we are unable to do one thing at a time, so that relaxation is a matter of concentration."

Dr Walters said that there had been various attempts at finding ways to escape tension: bushwalking, listening to music, playing sport, using "medically dispensed techniques" such as valium ("eaten today almost like Smarties") and various extreme or exotic methods.

These might create more outward tranquility and relieve tension for a time, but the ability to resist outside distractions such as noise and advertising or the emotional pressures to hurry or to compete, did not necessarily improve.

"We need a technique that will allow us to understand ourselves sufficiently so that we can reject these distractions and become inherently relaxed, even when subjected to pressure or changing environments," said Dr Walters.

Mr Michael Myer, a Yoga teacher at Melbourne's three universities, outlined the philosophy and technology of Yoga.

He said the Yoga technique had been developed over thousands of years by people who had set out specifically to define and eliminate the barriers to complete concentration.

There were five basic steps to the development of concentration, he said.

One and Two were **Yamas** and **Niyamas**, the "do's" and "don't's". These explained the effects of the emotions and guided a person to phasing out such attitudes as dishonesty, which inevitably led to guilt, conflict and tension.

Steps Three and Four were **Asanas** and **Pranayamas** — physical postures and breathing techniques that eliminated toxins from the body and purified nervous functioning.

Step Five, **Pratyahara**, provided means of reducing the distracting effect of sense impulses impinging on the brain.

There were three final steps in the development of Yoga, representing deeper and deeper levels of concentration, until a person could be described as "fully integrated."

Mr Myer said that, since these changes in capacity could not be brought about overnight, achieving real and complete relaxation might take 25 years of dedicated effort.

"What we seek today is instant results, and symptomatic cures," Mr Myer said. "Temporary relief can certainly be obtained, but relaxation in the true sense of the word requires concentration in the true sense of the word. This can only be brought about by patient and consistent effort."



# LETTERS

The Editor welcomes letters on topics of interest to the University. The name and faculty or department of the writer should be supplied. The letters should be sent c/o Information Office.

## The bald blonde syndrome

Sir,  
I was disappointed that you did not let us know in the October Reporter whether Ph.D. student Frank Leng was a cute brunette, a delightful redhead or simply bald but beautiful. After all, Christine Leng was described as an "attractive blonde" and it seems only fair that men achieve equal rights in this respect.

Nor was a physical description given for Bob Elson, another Ph.D student mentioned on the same page. Thousands of female readers have been deprived of this crucial data. And why was Mrs Leng's age given, but not Mr. Leng's or Mr Elson's?

The "attractive blonde" syndrome is the sort of naive journalism we expect to find in some daily papers but it is surprising to see it in your publication.

Vivienne Smith, Rose St., Bentleigh.



## The difference: in the off-season

Second year Arts student ELEANOR HAM, of Glen Waverley, won the Monash University Prize for Poetry, 1975, with this entry.

Photo: The Sun

From the depths of the whispering sea  
they came  
initiates to the mysteries.  
Shyly, they gathered at the water's edge,  
collecting their numbers  
before advancing further . . .

They approached, heads bowed in seeming reverence,  
their bodies leaning forward, eager  
yet reluctant,  
and conscious of the crowd,  
and still their excitement was contained

as they came  
gleaming up the sand where  
the floodlights pierced  
to the back of their skulls after  
the swelling rhythms of the sea in the starlight.  
They walked up the sparkling  
concrete ramp  
all effort directed to their journey's end —  
initiates no longer but  
reprobate schoolboys  
under the master's eye.

"Proteus"

## The last BLOODY words . . .

Sir,  
Professor Boss may be right to say that "bloody" received the virtual vice-regal imprimatur of the Iron Duke at Waterloo, but that didn't make the word respectable — not even in Australia, where, according to the *Bulletin* (August 18, 1894) the word "is more used and used more exclusively by Australians than by any other allegedly civilised nation." For this reason, the *Bulletin* dubbed "bloody" the "Australian adjective".

The *Bulletin* was on sound ground. As early as 1847, Alexander Marjoribanks noted (in his *Travels in New South Wales*) that "bloody" is "the favorite oath in that country. One may tell you that he married a bloody young wife, another, a bloody old one; and a bushranger will call out, 'Stop, or I'll blow your bloody brains out'."

W. S. Ramson (*Australian English*, p.37) notes that Marjoribanks "records having heard a bullock-driver use bloody twenty-five times in a quarter of an hour and calculates that, at this rate, allowing eight hours a day for sleep and six for silence, and assuming that he became a fully-fledged swearer at 20 and died at 70, he would in the course of those fifty years have pronounced this disgusting word no less than 18,200,000 times!"

Similarly, William Kelly (*Life in Victoria*, 1859) regretted having to use "bloody" so frequently in recording colonial

conversation, but noted that "general conversation amongst the middle and lower classes at the Antipodes is always highly seasoned with it."

S. J. Baker (*The Australian Language*, p.255) notes that the literary critic A. G. Stephens in 1927 deplored the "literary jesting" with the word by W. H. Goode and C. J. Dennis, noted by Professor Brown. Stephens found "the constant use of the word by thousands of Sydney residents . . . vile".

It was a noble rearguard action; as late as 1944, magistrates were still finding the word offensive or indecent, and it was not until 1948 that a Quarter Sessions judge in Sydney finally ruled that it was neither.

(While accepting Professor Boss's point that the word derives from the German "blutig," one wonders whether the magistrates may have had in mind the theory that the word was really profane, being a corruption of "by Our Lady".)

Certainly the honor of incorporating the Great Australian Adjective into poetry belongs to W. T. Goode, as Professor Brown says. He has been much imitated — not only by Captain Blair, whose poem was discussed by Dr Baker, but by an anonymous American versifier whose "the — sunburnt cowboy stood . . ." appears in a volume of G. I. Songs. S. J. Baker (*Australia Speaks*, p.303) describes this as

"a brazen-faced plagiarism of one of our most treasured poems."

I trust that this letter will help to clarify the situbloodyation.

Ian Turner, Assoc. Prof., History.

Sir,  
My offer of five dollars for the finder of the Masfield quotation (Reporter No.44) was taken by remarkably few people. Can it be that we are all too bloody well paid? Not even Professor Boss was a contender.

The first and only person to cross the finishing line by the (unspecified) deadline was Miss Joan Elvins, secretary of the English department. No, Sir — no favoritism was involved. She simply happens to own a copy of Masfield's works and, unlike most people, actually reads it.

The lines in question go as follows,  
I'll bloody him, I'll bloody fix,  
I'll bloody burn his bloody ricks . . .

They come from his very long and often tedious poem 'The Everlasting Mercy'. What are Poets Laureate up to when they use this kind of language in a poem bearing such a title?

Arthur Brown,  
Professor of English.

Sir,  
Professor Brown continues to intrigue — is there no end to his perseverance, no lengths to which he will not go to unearth

another rich vein (sic) on the origins of the word 'bloody'?

But, sir, we must dig deeper than in the past 200 years. It occurs to me that we need to go back into the mists of time. Surely, there must be in some cave — in Spain or China or Australasia — a rude scratching, a *cri de coeur* of some Neanderthal to record for all time his frustration.

Imagine, he comes home from an exhausting hunt and, cutting the thongs that tie the legs of the fallow deer the flint slips and there he is with gore pouring all over his recently acquired fur cape. "How the bloody (blodig, blutig) hell am I going to get this mess cleaned up?"

So, sir, it must be over to the palaeographers and palaeontologists for enlightenment. Their's is the past.

A. D. Finitum,  
(Alias Peter Boss, Social Work).

### EDITOR'S NOTE:

We'll leave it to the palaeontologists . . .

For us, this long drawn-out correspondence — which had its innocent origins in a simple case of (alleged) plagiarism — has come to a bloody end.



## BOOKS

### REVIEWERS:

Ailsa Zainu'ddin, senior lecturer in education (Melbourne Studies in Education).

Dorothy Hewett, 1975 Monash Writer in Residence (A Bone Flute).

# Exorcising the dead past

S. Murray-Smith (ed.), *Melbourne Studies in Education 1975*. (M.U.P., 1975) The seventeenth issue of 'Melbourne Studies' and the third under the editorship of S. Murray-Smith lives up to the expectations of its established clientele and the standards established by its predecessors.

It is more explicitly historical than previous issues and, with the exception of the case study of Poland, it is entirely Australian in its subject matter, three articles dealing with aspects of Victorian education, two with New South Wales and one with South Australia.

The opening article is the text of the Fink Memorial Lecture, an analysis in prophetic vein of the 'colonial mentality' in Australia and the inappropriateness of some of our educational borrowings. It is an attempt to 'exorcise the dead hand of the past', profoundly melancholy and tormented, yet with the indestructible underlying op-

timism of a believer in the great river of life. Many who attended the lecture may regret that, alongside Manning Clark's 'Not Even for the Lord's Prayer' we do not also have the editor's panegyric vote of thanks.

J. J. Smolicz's article on 'Education, Ideology and Sociology in a Communist State — the Case of Poland' is similarly concerned with the interaction between education and ideology. He looks particularly at the ideological and economic consequences of the inadequate representation of students from working-class and peasant backgrounds and hence the failure, after thirty years of socialism in Poland, to achieve the promised social equality which education under the new regime was expected to bring.

Kenneth E. Dear in his examination of 'Payment by Results and the Status of Teachers in Victoria, 1862-1872' demonstrates the injustices of this system of payment and its effects in having 'reduced teaching to a mere trade' and in sowing distrust between teachers and inspectors.

In 'The Origins and Formation of the Victorian Secondary Teachers' Association 1948-1964' Andrew Spaul examines the breakdown of the unity achieved in Victorian teacher unionism (1940-6) and the establishment of the VSTA in opposition to the VTU, a stage in the fragmentation which has bedevilled Victoria's teacher unionism.

South Australia is represented by 'The Acceptable Crusader: Lillian de Lissa and Pre-School Education in South Australia'. In this study Helen Jones traces the development of the kindergarten movement and its first establishment in South Australia and also a perceptive portrayal of one key figure in the movement, Lillian de Lissa, who 'never acknowledged male superiority in any sphere' and who was a 'practical idealist' who significantly influenced the kindergarten movement in South Australia.

The next two articles, 'Politics, Education and Administrative Centralization: National education in New South Wales, 1858-1866' by Jean Ely and 'Sir Henry Parkes and the New South Wales Public Instruction Act, 1880' by Barry Bridges, examine afresh various aspects of the move toward state control of education, adding to the considerable amount of literature, much of it appearing first in *Melbourne Studies*, which has examined this phenomenon in the various Australian colonies. The first examines the administration of the National Board between 1858 and 1866, suggesting that its greater efficiency and economy came through centralization. The second argues that Sir Henry Parkes was concerned more with his position as 'father-figure of the public education system of New South Wales' than with the actual content or shape of that system and that, insofar as he conducted it adroitly through Parliament, it was to that extent his act.

A feature of *Melbourne Studies* has been the inclusion in several numbers of 'participant observer' accounts of recent history. This is represented in this issue by R. A. Reed's 'Curriculum Reform in Victorian Secondary Schools in the Late Sixties', an absorbing analysis of the 'Curriculum Reform' movement which, I suspect, tends to underplay the participation of the observer.



Sydney actor-sculptor-painter Max Cullen renewed acquaintance with an old "friend" at Monash recently.

Max was playing a season in the Ensemble Theatre's production of "The Good Doctor" at the Alexander Theatre when Dr Ian Hiscock remembered that

the University owned a metal sculpture that Max made several years ago.

They tracked the work down in the western courtyard of the Union, where Tom Gordon took this photograph of Max discussing the sculpture with Grazia Gunn, curator of the University Collection.

## SONGS FOR THE DEAF AND THE BLIND

*A Bone Flute: Poems*, by Philip Martin. Australian National University Press, Canberra, 1974. 64pp.

This volume contains sixty-two poems divided into three sections:

... tunes for the deaf,

Skywriting for the blind. To plagiarists,

A style, if not the taste for it.

This is Philip Martin's outward *persona* speaking, the wry, self-protective understatement, revealing only a portion of the truth. Part of the truth is definitely in the style, cool, pared down, at its best like the bone flute of the title, a Roman bone flute, ... a wing-bone of the death-bird:

Piercing from the bone  
Sharp as a beak

Till the breath fails.

The formal structure and movement of his verse is full of after-thoughts, remembered in tranquillity; the tone is grave, sometimes wry. The *personae* are often caught in poses, like Eliot's characters: the girl on the mountain road from Dodona, the woman slipping the gold ring from her finger in the coffee shop, the goldfish waiting in the frozen pond, 'glowing under the ice' until 'the pool changed back to water.'

Mr Martin is fascinated by the tomb that holds the body, the poem that holds the word, the *anima* who holds the other, the BBC tape-recorders listening in the Edge Hill woods to the human voices shrieking from past battles; dusk concentrates in cypresses, hair makes the sunlight tangible,

... the river

Gather its shapeless flow to a nymph's form

That stands and wades ashore.

There is an echo here from Keats's *Ode to Autumn*, and the elegaic tone, the fascination with 'making,' seems to me to have much in common with Keats's last odes; even his famous 'negative capability' seems part of Mr Martin's style.

The poems are filled with 'things,' all the bric-a-brac of lives: toys, flowers, pearls, scarabs, vases, gold clasps, metal belts,

crochery, and ornamental pins — the list comes from the poem 'Tombs of the Hetaerae' (after Rilke). The 'things' are not presented as trivia, but as enduring, man-made objects, artifacts with their own particular meaning that outlast the flesh, and draw their significance from their human links.

Lives, customs, style, the work of art — it is these that give man his credibility. This means, then, that the poet inevitably sacrifices some of the 'quick' of life for the reflection — sacrifices the action for the meditation: the moment has a frozen quality, like Keats's *Urn* but without Keats's sensuousness. Meditative eyes create and trace landscapes, as the poet creates

The line of hills at dawn,

Soles of the feet recover

The cool of floorboards.

Human life becomes moments, caught and embedded behind glass, in the tomb, in the peat bog; a gesture, a meeting cooled by time or by the protagonists' tentative gestures, until the reader can become impatient for an immediacy, a burning.

But just when the reader has decided that understatement, and the compulsion to turn aside, may be the most of it, there are such surprises as

... fish, fish again swimming

Gold and easy.

There is a more complex, more vulnerable human voice, deeply aware of the dark, moving and probing towards communicating: under the gravity, the severe tenderness, there is the calm rapture —

For this is breath housed in the stone flowered urn,  
and

Before you arrived, the blackness.

Power gone, I could not lift a finger  
For self, parent or friend.

The poet makes and puts aside imaginary figures like the woman potter in the poem 'An Encounter.' Landscapes are 'Rectangular hollow washed and washed in light.' There is

Space, too, for you to look, near midnight,

Through Norfolk pines at stars as huge above

Low fields as in the Antipodes ...

That 'space' sometimes becomes a change of style, as in the poems to John Donne and Sir Thomas Browne, where the lines of praise lengthen out and flow into each other, giving the richness of an intimate, even playful, conversation. It is interesting here to see the qualities in Donne that attract Mr Martin:

... What style he had,

Not merely enduring what he must

But playing as he went ...

All the poems are translucent with images of light, water, bare trees, round arches, stones, a curve. They move into the imagination gently and stay there. Sometimes the short lines tremble, hold, fall like drops of water. 'The geometry of buildings becomes the craft of the poet:

All things to which I give and give myself

Grow rich and squander me.

The highly sophisticated intelligence, almost too aware of the self (if that is possible), personifies it savagely:

... under the laurel

Not a hair will grow.

I have triumphed, yes, throughout

My world I am a legend.

The smooth crown irks me, though.  
(Petrarch's Crown)

The same intelligence can speak of his poems as 'The work of half a life in half an hour,' and in the poem to A. D. Hope can personify the poet as

A man alone, aware of his aloneness,

Of being in this like all men, watching

the sun

Descend into the hills beyond the sea  
And night come, takes a pen and writes his poem,

The words whatever they say

Saying 'I have been here. Remember me.'

And then the haunting, probing voice goes on, challenging us:

... Find in me

Your self who never found me.

BRIEFLY,  
IN THE MONASH COLLECTION

by GRAZIA GUNN,  
Curator of the  
Collection



This month's work — Jenny Watson's huge (150in. x 71in.) Yellow Painting: John 1975 — is a temporary part of the Monash Collection. It is on loan from the artist.

The subject is John Nixon, a fellow artist. But the identity is of secondary importance: space and color are the dominant elements.

The figure is life size, but without the sculptural and grandiose qualities found in portraiture of such monumental scale. It is placed with objective detachment in the centre of the large canvas, the modelling is restrained, the details are a flat linear design.

The figure is held in a vast field of vibrant

yellow, but the central placement does not divide the picture. The correlation and interdependence of space and color give balance and unity and create a compelling image.

Jenny Watson was born in Melbourne in 1951. She gained her Diploma in Painting after studying at the National Gallery Art

School 1970-72. She has held a number of one-woman shows in Melbourne, Brisbane, Canberra and has been represented in a number of exhibitions and in private collections. She is at present travelling to New York, Europe and London on an overseas travel grant from The Visual Arts Board, Australia Council.

## Qld. Uni. staff unite

Queensland University Academic Staff Association plans to apply to the Industrial Registrar to become a union.

Association president, Mrs J. Guyatt, has announced the adoption of a new constitution which meets the requirements of the Industrial Conciliation and Arbitration Act.

She is reported as saying an application for registration will be made after association members have had a chance to suggest any amendments to the new constitution.

The 820-member association had already been acting as a union but had decided to register officially as one in recognition of changes in the industrial climate.

## Teachers, students, 'need remedial English'

Some lecturers, as well as students, need remedial English teaching, says a University of Adelaide report.

People in both groups suffer from learning difficulties caused by poor performance in communication, it explains.

The report was made by a working party of the university's education committee. It recommends a pilot project of special tutoring to help those with English problems.

Experience gained from such a project should be passed on to education authorities "to seek co-operation in improving the performance of schools," says the report.

## ENGINEERING A PUBLIC IMAGE

### Coral reef study

The Australian Institute of Marine Science at Townsville will host a symposium on coral reef biogenesis at James Cook University on December 15-16.

The AIMS plans to expand its research efforts in 1975/76 into this area. The long-term objective is to develop a unifying model of the growth, development, and maintenance of the Great Barrier Reef, melding considerations of contemporary and historical processes.

The symposium will consist of a number of invited lecturers during two morning sessions and the presentation of contributed papers in the afternoons.

There will be lectures by four U.S. experts — Dr. A.A. Benson of the Scripps Institution of Oceanography; Dr. M. Littler of the University of California, Irvine; Dr. L. Muscatine of the University of California, Los Angeles; and Drs. M.S. Soty and S.V. Smith, of the University of Hawaii.

Another will be given by Dr. D. Stoddart, of Cambridge University.

Contributed papers of not more than 20 minutes will be allowed, one per author.

It is intended to publish a volume of invited morning lectures as part of the AIMS monograph series.

Marine scientists interested in attending the symposium or presenting a paper should contact the AIMS at P.O. Box 1104, Townsville, 4810.

Engineers must be able to publicly state an opinion on environmental and social issues without fear for their position and prospects if they are to be seen as responsible and independent professionals.

They must also have professional independence within their area of responsibility, if the engineering profession is to improve its present image, according to Dr. Isaac Lehrer, senior lecturer in Chemical Engineering at Monash.

In an address to the Third National Chemical Engineering Conference held at Mildura recently, Dr. Lehrer said engineers had a public image which suggested that "the old saying of the scientific success and the engineering failure is no joke."

The public impression of engineers was affected by freeways which ran for short distances to finish suddenly in suburban streets, traffic engineering which converted inner suburban streets into roaring, littered speedways and parking areas, and motor

car bodies which seemed designed to ensure costly damage after gentle impact, he said.

"It is almost axiomatic that engineers will laud anything that increases technical complexity, regarding it as desirable, and as an inevitable further step in our existence. This attitude persists even when effects on our environment are not known, and increased complexity (sophistication is the pet word) leads to centralisation and increased vulnerability in a breakdown."

Dr. Lehrer's talk was entitled "Attitudes of Engineers in Environmental Controversies — Ethics and Expediency", and he argued that the management of the environment is largely an engineering problem in the widest sense.

Good engineers should be able to give the required guidance and, for this to be possible, community acceptance of the engineer as a desirable mentor is necessary.

Instead, the current attitude to the engineering profession, as with the physical sciences, was one of lessened respect, with students no longer regarding engineering as a worthwhile pursuit.

Dr. Lehrer said that engineers individually could improve their image by publicly identifying themselves with some of the more successful enterprises in which they have a part, and by making public statements on social and environmental issues as informed submissions to the public in language that could be understood by most people.

Engineering institutions and associations should also adopt a public relations approach, protecting the interests of their members, not only in the educational and financial sense, but also to the extent of enabling engineers to speak freely and independently, within the limits of the libel laws.

"Failure of engineers to examine their status and to explain their actions may lead to their existence as mere technical clerks in an ever-growing crowd of employees with tertiary degree qualifications," he said.

### Macquarie's new Vice-Chancellor

Macquarie University has named a biochemist, Emeritus Professor Edwin C. Webb, as its new Vice-Chancellor.

Professor Webb, at present Deputy Vice-Chancellor (Academic) at the University of Queensland, takes over on February 1 following the retirement of Macquarie's first Vice-Chancellor, Emeritus Professor A. G. Mitchell.

English-born Professor Webb, 54, graduated from Clare College, Cambridge, with first class honors in 1942 and later received his M.A. and Ph.D. from Cambridge.

He stayed there to become Director of Studies in Biochemistry at St Catherine's College.

# Top job for Monash man on genetics commission . . .

Chairman of the Monash department of genetics, Professor Bruce Holloway, has been appointed secretary to a newly-established Genetics Commission of the International Association of Microbiological Societies.

The 20-member commission will hold its inaugural conference in Munich in 1978.

It has been formed to bring together three bodies in IAMS interested in genetics — a microbial breeding group, a plasmids group, and a genetic engineering committee.

Chairman of the new commission is Professor Stuart Glover, head of the department of genetics at the University of Newcastle Upon Tyne. Its other members include experts from Japan, France, the USA, Italy, Czechoslovakia, Belgium and Denmark.

Additional coopted members are from Hungary, Sweden, the Netherlands, West Germany, Venezuela, the USSR and India.

Professor Holloway says the commission's activities will include organising international meetings on microbiology, promoting particular areas of study, and devising ways to improve international communication between scientists working in the genetics field.

An important area of concern will be the controversial one of genetic "engineering", or "manipulation" and its attendant risk of

a dangerous, newly-created organism escaping from a laboratory.

Such research on "recombinant DNA molecules" is still a hotly-debated topic around the world, despite a self-imposed ban by molecular geneticists on certain high-risk types of experiment and the decision to observe strict laboratory safety precautions.

## Anything to offer?

Papers are invited for submission at next year's School of Studies on Alcohol and Drugs, organised by St. Vincent's Hospital, to be held from May 19-21.

- Topics to be covered include
- The management of the families of alcoholics or drug-dependent persons.
  - Cannabis — recent knowledge and developments.
  - The non-narcotic analgesics.
  - Smoking.
  - Alcohol consumption, abuse, metabolism, changing trends, dangerous levels of consumption.

Further information is available from Dr. J. N. Santamaria, Director, Autumn School of Studies on Alcohol and Drugs, Department of Community Medicine, St. Vincent's Hospital, Fitzroy, 3065, Victoria. Telephone 41 0221, ext. 704.

## MORE LETTERS from page 5

### The danger is from within the system

Sir:

Mr Warren Mann suggested (Reporter, October 1) that universities may be endangered by developing government policies but many of us who teach feel that they are already endangered by the enrolment of many students who are unsuited to university education. The complaint that universities are producing too many graduates can be heard in the universities as well as in "the clubs and boardrooms".

We are far more immediately endangered by problems which have no relationship to government policies. Both schools and universities are pervaded by problems arising from the view of students that they have the ability to determine for themselves what they need to know for their future work. And the study of many is being disrupted by the few who believe they have the right to attend classes and disturb them by their chatter.

Learning requires as its first step an awareness and acceptance of our own ignorance. But a part of trendy education has been to take this away from students in the name of reducing competition and letting them develop their own potential. Perhaps the most serious threats to higher education have developed in the universities' own departments of education. At a university in Melbourne a tutor in education taught a friend that there was no need, with TV, for students to learn to read or write. It is such attitudes that push the "lower orders" Mr Mann refers to back into the 19th century.

Agreed that higher education is in jeopardy, Mr Mann, but the most serious dangers are within. The reduction in government spending suggested could not do a fraction of the harm that is already being done within the education system.

Jean Youatt,  
Senior Lecturer,  
Chemistry.

### The truth about student V-C vote

Sir,

The editors of Lot's wife No. 24 (October 13) have again failed to report accurately. I refer to the unsigned article — The Vanishing Vice Chancellor — in which the following passage appeared:

"... Faced with this situation, Eggleston called an emergency meeting of Council, which, presented with a fait accompli, endorsed his actions (the two student representatives abstained)."

As one student member of the Council who attended that special meeting, I would like publicly to correct the error in the foregoing extract and deflect the innuendo of the statement away from the editorial comment. (I am unable to do this in Lot's Wife, as no further issues will be produced this year).

I concurred with the Council members present and voted with them: Sir Richard Eggleston, the Chancellor, had the backing of Council at that meeting.

Gerry Almond,  
Faculty of Arts.

## Scholarships

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

### Swiss Government Scholarships 1976/77

Open to postgraduate students for one year with a possible further year's extension. Value: within the range of \$A234 to \$A278 per month plus allowances. Applications close November 21.

### French Government Scholarships For Postgraduate Studies.

Available for postgraduate studies in France. Tenable initially for one year. Benefits include a monthly stipend of \$A150-200, tuition, and travel expenses; in some cases assistance with accommodation. Applications close December 12, in Canberra.

### Lady Davis Fellowship Trust

Offers fellowships for postgraduate study in Israel. Applications close January 1, 1976.

### Australian Federation of University Women, Victoria — Lady Leitch Scholarship 1976/77

Open graduates who are members of A.F.U.W. for study in any field. Tenable for one year and valued at \$2000. Applications close February 11, 1976.

### The Royal Commission For The Exhibition of 1851

Nine scholarships available for postgraduate study in the fields of pure and applied science. Value: £1500 plus allowances. Applications close in London on March 21, 1976.

### The Rutherford Scholarship

Available for postgraduate study in any branch of the natural sciences. Value: £1500 p.a. plus allowances. Applications to be made on the Exhibition of 1851 scholarship application forms, closing date March 21, 1976.

### Scholarships at the Graduate School, Scuola Normale Superiore, Pisa, Italy

Open to master's graduates in mathematics, physics, astrophysics, chemistry, biology or medicine. Value: 1,800,000 lire, plus other allowances. Applications close March 31, 1976.

### St Catherine's College (Oxford) Graduate Scholarship

Open to graduates who intend to work for a higher degree at Oxford. Value: £1250 plus fees and travel assistance. Applications close March 31, 1976.

### Commonwealth Scholarship and Fellowship Plan — New Zealand Awards 1977

Open to graduates under 35 years who are Commonwealth citizens normally resident in Australia. Value: NZ \$210 per month, plus travel and other allowances. Applications close at Monash on April 30, 1976.

Professor S. Ramalingham, of the department of mechanical engineering, State University of New York at Buffalo, will deliver the Harold Armstrong Lecture on November 27.

The lecture, on the physical aspects of metal machining and problems in machining productivity, will be given in the Walter Bassett lecture theatre of the Faculty of Engineering, starting at 8 p.m.

## MISS THE PLAY? — THEN SEE THE FILM

The English department's recent production of Shakespeare's play *The Winter's Tale* will make a special encore this month — for TV cameras.

The performance will be recorded on videotape by a team from Audio Visual Aids.

The taping, to be made in the Union Theatre where the production played to a live audience in early October, is expected to take five days, from November 17-21.

Like the live performance, the videotaped version will run just over 2½ hours.

It will be made available to high schools, whose HSC students will be studying "The Winter's Tale" next year, says senior English lecturer Dr. Denis Bartholomeusz.

Dr. Bartholomeusz, who directed the production, says the videotaping was also arranged because the department wanted to use it for future research and study purposes.

The TV recording will be directed by AVA production supervisor, Don Hauser, in consultation with Dr. Bartholomeusz.

Three cameras will be used to give various angles and effects, such as close-ups during a soliloquy.

Besides three camera operators, the AVA



team will include two audiomen, lighting and technical directors, and a camera control unit operator working from the department's outside broadcasts van.

"Our plan is to tape the play in short scenes and edit them together later," says Mr. Hauser. "An advantage of videotaping is that we can fix it back immediately and if we're not satisfied with the result, wipe the tape and do it again."

The recording will be done in monochrome because the only workable color camera AVA has is a small one unsuitable for the job.

## Bust after boom in U.S.

After the boom of the '60s and the belief that education and research could solve national problems, higher education in the United States faces a bleak future.

Many private institutions will be absorbed into the public system, especially those which over-extended during the boom.

Within universities, departments are fated for amalgamation or phasing out.

When 44 Japanese university ad-

ministrators visited Stanford recently, professors from the education school painted them a grim picture of what was in store.

They suggested students can expect larger classes, "self-service" teaching rather than supervised instruction, and fewer new courses.

Staff can expect reduced support for new research and academic interests, and poorer prospects of tenure and job openings.