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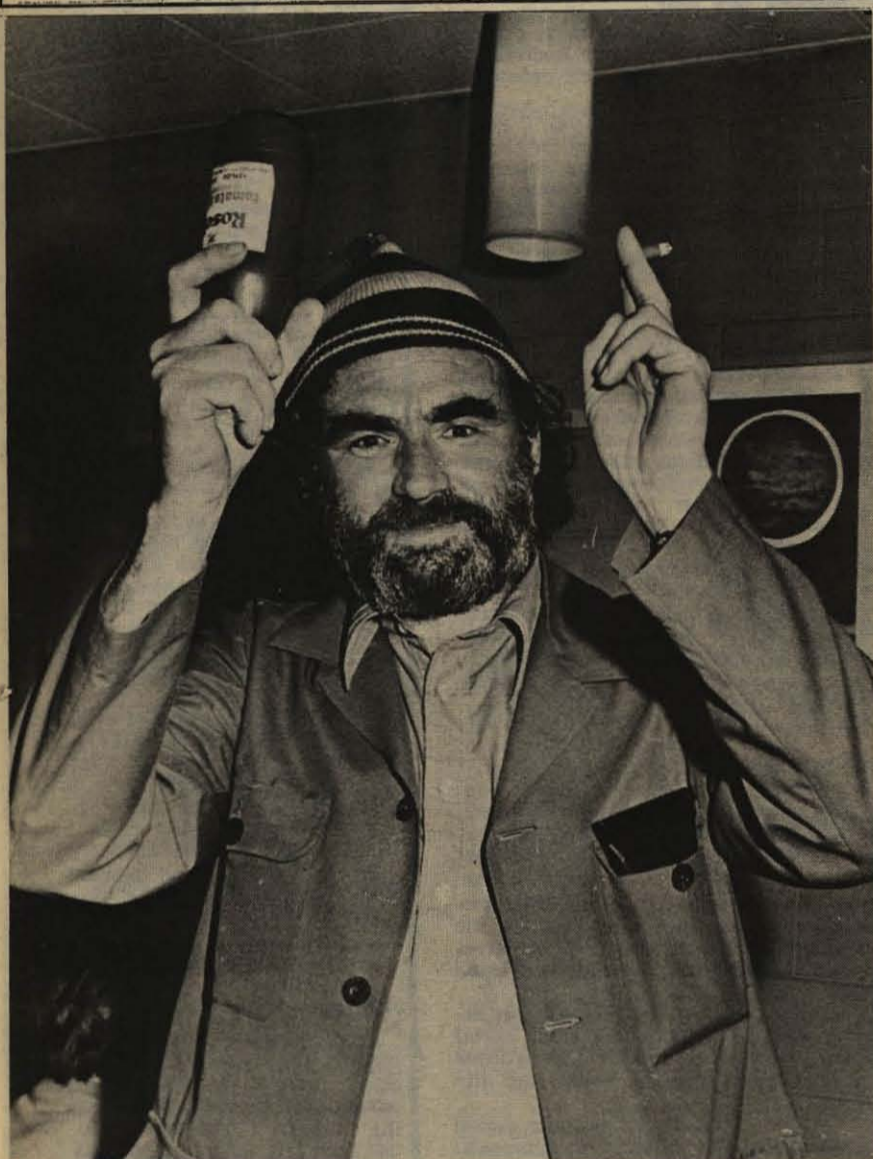


Photo: The Sun

DISTURBING reports have been coming through lately about dwindling attendances at Australian Rules Football. The Sun on October 3, for example, related the "alarming drop" in finals crowds compared with the last three seasons.

Monash happily can report that local interest in the great Victorian pastime is not dwindling. Far from it.

Associate Professor Ian Turner, that staunch Richmond supporter (good Labor territory, remember) gave his annual Ron Barassi Memorial Lecture on October 3.

It was his sixth annual lecture (four more years and he automatically becomes eligible to give his lecture at another university).

Change of venue

The clash between football v. Dr. Turner's historical interpretation of same, according to the official draw, was to have been in the Alexander Theatre — 508 fans at most. A late switch changed the venue to Robert Blackwood Hall and more than doubled the crowd, although gate receipts remained the same.

Unfortunately the inside of the hall is a "dry" area and beer cans were actively discouraged, however a few loyal lecture supporters seven rows back from the boundary apparently hadn't heard of the ban.

The "game" opened with students singing something about the good old navy blues (or words to that effect).

Dr. Turner, with black and yellow beanie, entered, waved a bottle of tomato sauce and struck up the Four and Twenty pie song ("Ol").

He announced he had received a cable from Peking. It read:— "Sent six cases Asian flu to Chuan Nee-Koh. Dare to struggle, dare to win — Chairman Mao."

Our Chinese scholars tell us Chuan Nee-Koh stands for John Nicholls. (It's all further evidence, of course, that Mao is no Saint — remember the four cases of flu — but perhaps, on paper, he is a tiger.)

A second telegram, from Canberra, was easier to interpret:— "What odds are you offering against me and Carlton the double? — Chairman Billy." O dear, Ian, the first leg got in — with a record tally!

Dr. Turner went on to explain how Freud had slipped into football; it was all to do with the way the ball was handled by the participants.

Australian Rules provided a puzzle because the ball was caught and fondled AND kicked and punched; the emotions were mixed. Rugby, on the other hand, was a maternal game because the ball and opponent were lovingly and firmly clasped in a tackle.

And Lou Richards' saying that he was "a Magpie reared in a magpie nest" seemed to Dr. Turner a clear expression of the territorial imperative posited by Konrad Lorenz and Robert Ardrey.

250 attend examinations teach-in . . .

Society's demands clash with university ideals

The perennial problem of examinations and assessment was argued for almost three hours in a well-attended teach-in last Wednesday.

Typically, little agreement was achieved between the five speakers or 250-member audience; although some students were boisterously unanimous in opposing the views of Dr. Maurice Balson, senior lecturer in education.

The problem was summed up by the teach-in chairman, the Vice-Chancellor, Dr. Matheson, when he said there was a basic incompatibility between the notion of a completely free community of scholars and the demand by society that the university be a certifying institution.

"That, if you like, is the real reason we are here this afternoon," he said.

His point was echoed later by student speaker, Richard Teese, who said that all learning was radically conditioned by the university's institutional form. It was a mistake, he said, to imagine an ideal pursuit of knowledge could be accomplished.

Overall grasp

Some of the variety of questions and opinions expressed included:—

- Do students examined by essays develop an overall grasp of their subject, compared with the traditional end-of-year examination where they have to bring several months work into a general view at one point of time?

- Does assessment foster a coercive, authoritarian relationship between teacher and student, where superiority over the student must be established and where an academic cannot admit he is wrong (or not often anyway)? Is it a barrier to the free expression of criticism?

- If examinations or formal qualifications were abolished how would society recognise the abilities of professional people like lawyers, doctors, architects?

The first speaker was the head of the history department, Professor J. D. Legge, who, by way of introduction, said he suspected his role on the panel was that of the arch reactionary.

Professor Legge went on to argue that the traditional end-of-year assessment was not entirely satisfactory but "disturbing features" in current continuous assessment procedures and experiments meant end-of-year exams may be preferable.

Same point

These features included:—

- More accuracy is not assured under the continuous assessment procedure. "If it can be argued that the traditional system is not sure of what it is trying to do then the same point can be made of the alternative," he said.

- The strain of continuous assessment with the steady grind of essays was even greater than the traditional procedure. It takes away the student's freedom of choice as to distribution of work. "You can't for example decide to opt out of your studies in second term to engage in political activity or in a play, which is an even more pre-occupying activity".

- Papers and essays must allow for mistakes and for unpopular thinking; they are part of the learning process and should not be used to test ultimate

performance. "The best essays I mark in history tend to be careful, painstaking, well-documented and thorough, all most desirable qualities, but not very much chancing of the student's hand," he said.

Romantic visionary

Bill Garner, senior teaching fellow in politics, referring to Prof. Legge's introduction, said in his talk he would like to be the romantic visionary but unfortunately that was impossible.

"After 22 years in educational institutions, my imagination has been left in such a condition that I'm virtually incapable of even mundane dreams, let alone the sorts of political and social vision which we need now," Mr. Garner said. "At one stage I was thinking of suing the Melbourne University philosophy department for brain damage".

Mr. Garner said it was a false belief that examinations could not be abolished. The question was whether it should be done and the answer should not come from education technicians, administrators or bureaucrats. "It should be made by all of us in the light of the society we live in," he said.

Service industry

Universities were a service industry to a highly structured and administered society. Examinations were part of this orderliness.

More and more people were regarding as important, qualities other than the standardisation of intellect and the efficiency of a highly administered and structured society.

The degree and certificate, said Mr. Garner, had come to mean more to people than the actual attainment of knowledge. "A person wants a degree, it really doesn't matter what degree as long as it will bring him in \$20,000 in five years time," he said.

To abolish the exams, would be to abolish the degree, which would no longer be the mark of an elite group.

Examinations, said Mr. Garner, were part of an assumption that if people were not "led, taught, structured, pushed and trodden," they would not learn anything or do their own learning. Further, examinations meant a commitment to individualism and competition instead of co-operative work.

● Continued on page 4.

SLIM DUSTY AT RBH

The Folk Music Club is adding a local name to the list of notables — Nader, Frost, Channing, Alexandra the Great — recently at Robert Blackwood Hall. He is Slim Dusty, the artist who has sold more records in Australia than any other person.

Mr. Dusty will give a concert at 1 p.m., Tuesday, October 17, in Robert Blackwood Hall. Also on the bill is the Hamilton County Bluegrass Band. Tickets are 60 cents.

Summer School time



GRAEME WATSON, of Sydney, is the tutor for modern and primitive dance in the 1972-73 Monash Summer School.

Student enrolments open on Monday, October 23, for the 1972-73 Monash Summer School.

Staff and the general public can enrol from Wednesday, November 1.

This year 44 different subjects will be offered in 61 courses.

The total enrolment will be at least 1600 with around 50% being students.

A brochure outlining all the courses will be available at the Clubs and Societies office, first floor, Union building, from next Monday, October 16.

The Summer School organiser, Vicki Molloy, has introduced 24 new subjects this year.

They include three subjects organised by the Sports and Recreation Association — aikido (self defence), fencing and judo.

Two staff members, Dr. Peter Bridgewater (botany) and Dr. E. H. M. Ealey (zoology) are running courses on the ecology theme. Dr. Bridgewater will use the Monash campus as a base for his course called "Australian native plants and their ecology", and Dr. Ealey will investigate the world's survival chances in his course, "Ecotherapy of a small, sick planet".

A new chess course will be given by third-year Monash student, Robert Jamieson. He is vice-president of the Victorian Chess Association and he represented Australia at the world junior chess championships in Athens last year. He wrote on the Fischer-Spassky match for the "Herald".

Other new courses include: accounting, L'art du mime et de la voix, classical guitar, first aid, Indonesian music, motor car mechanics, polls, market research and statistics, underdevelopment and the Third World and stained glass window making.

"No place in schools for parents"

The 1872 Victorian Education Act was a systematic, deliberate and successful attempt to prevent the local community or parents from having an influence on schools, Professor R. J. W. Selleck said in the recent Education Faculty lecture series.

The Act, said Professor Selleck, made it compulsory for parents to educate their children and at the same time locked them out of the schools to which the majority of children were to go.

Prof. Selleck quoted the man who introduced the Act, J. W. Stephen, as saying: "The less parents, and especially uneducated parents, had to do with schools the better."

Prof. Selleck said one of the most striking features of the 1872 Act was the establishment of a central authority to control schools.

"Whether this power was absolute or not it corrupted, and within 25 years the Education Department had become a rigid and defensive institution which was slow to examine its practices, jealous of its authority and severe on its critics," he said.

"It has been a striking feature of Victorian education that change has been organised from above."

To illustrate his point, Prof. Selleck told the story about Frank Tate, the first director of education, who was touring the Western District by car about 1910, trying to interest teachers in new ideas.

The story from "Life of a Country Teacher" (Melbourne, 1913) claims:

"He (Tate) used to whiz past the roadside schools early in the morning, and drop suddenly in on a teacher some fifty miles away, frightening the life almost out of him. A Yankee friend informed me that, as he tooted along the road, the teachers popped out of their lean-to dwellings in the same way as the Prairie Indians, startled by the whistle of the locomotive, emerged from their wigwams."

Prof. Selleck commented that the picture was unfair, even malicious, but it was a vignette of the Departmental approach to change... the director had gone to the teachers, the initiative was his... change came from above and if those above did not want change, then none came.

Prof. Selleck said that in the last decade there had been signs that the monopoly of the central authorities was being reduced.

The Education Department itself made the important step of allowing secondary schools to develop their own curricula, he said.

Teachers' organisations, and especially the VSTA, had taken important initiatives on professional matters.

And individual teachers had begun to develop new types of school within the State system — community schools, open schools, etc. These schools had been criticised by radicals (such as Ivan Illich) as subtler ways of selling out to society.

They had also been criticised by some academics, often unburdened by any close knowledge of the problems which schools faced, who had advocated a return to a non-existent golden age when children knew what they were taught and did what they were told.

It was too early to tell what the effects of community schools would finally be, he said, but they were an encouraging sign that the Education Department was learning to renew itself from within.

They may help to counteract some of the excessive centralisation imposed by the framers of the 1872 Act.

Father's job is main indicator

The father's occupation was the main determinant of the type of education a child would receive, Dr F. J. Hunt said in the third of the Education Faculty's recent lecture series.

Dr. Hunt, senior lecturer in education at Monash, was discussing the results of several years' work on the relationship between a child's social background and school performance.

His study was based on data from most Melbourne secondary schools that taught students of the 1961 Form I cohort. He followed their performances through school.

Dr. Hunt coded the information on father's occupation into seven categories, based on a system devised by Broom, Jones and Zubrzycki at ANU, Canberra.*

He grouped the first four categories into "white collar" and the last three

into "blue collar".

The pattern which emerged was:

Of blue collar children:

87.9% attended Government schools, made up of 34.7% in technical, 6% in girls' secondary and 47.1% in secondary schools. 11.0% attended Catholic and 1.2% attended Protestant schools.

Of white collar children:

64.3% attended Government schools, made up of 14.2% at technical, 1.6% at girls' secondary and 48.4% at secondary schools. 15.2% attended Catholic and 20.5% attended Protestant schools.

Commenting on these figures, Dr. Hunt said: "Differences in father's occupation means that schools in a

city such as Melbourne differ dramatically, and perhaps tragically, in the resources on which they draw in terms of the backgrounds of children attending."

He stressed that the father's occupation was an indicator of such social characteristics as income, educational qualifications, type of house and life styles.

He said attributes of schools varied systematically in relation to the social background of children.

"Children from families in categories seven, and perhaps six, tend to go to schools with poorer buildings, poorer facilities, greater staffing problems and other disadvantages than is the case of children from families in occupational categories one and two," he said.

"There is really no contesting the point that schools differ from each other and some of these differences mean inequalities in relation to the social background of children.

"In consequence, one is brought to the conclusion that differences of an unequal kind that characterise the social background of children are present in approximately the same pattern in schools which then serve to exacerbate — not simply perpetuate — disparities and inequalities between people."

Dr. Hunt went on to present evidence which he claimed suggested that the year-long method of school organisation discriminated against blue-collar families.

Basically his argument was that because of financial difficulties blue-collar families could not afford to let their child repeat if he failed. Thus data showed that, on failure in more senior forms, blue-collar children terminated their schooling while white-collar children repeated.

* Broom, L., F. Lancaster Jones and Jerzy Zubrzycki. Five Measures of Social Rank in Australia (A Preliminary Report). Paper presented to the Standing Research Committee on Stratification and Social Mobility of the International Sociological Association, Sixth World Congress of Sociology, Evian (France), September, 1970.

TEACHING THE TERTIARY STAFF

In 1971 the Monash Faculty of Education introduced a Diploma in Education specifically designed for graduates who are teaching in tertiary institutions.

This year will see the first diplomates resulting from this diploma course.

The course is not seen as a preparation for teaching but rather as providing experienced teaching staff with a formal course of study which will broaden their knowledge and understanding of those aspects of educational theory related to the tertiary scene.

A principle objective of the course is to develop skills related to the management of the learning process as well as developing an awareness within the lecturers of their strengths and weaknesses in regard to their own teaching.

The course normally requires two years of part-time study.

The units of the course comprise:

● **Institutions of Tertiary Education** — a one semester unit concerned with the general area of the history, sociology, organisation and administration of tertiary institutions.

● **Students and Staff in Tertiary Institutions** — another one semester unit providing a sociologically and psychologically oriented examination of tertiary level students and staff.

● **Educational Practices** — this is a two semester unit aimed at providing course members with a knowledge of recent theoretical developments and techniques in the management of the learning and evaluation process.

Individual supervision extends over both years of the course and is aimed at the transfer to the lecture room of principles, techniques and skills learnt in the course.

Admission to the course is limited, with the selection of applicants aimed at providing a group of people who represent a range of disciplines and who are drawn from different institutions.

Applications for admission to the course for 1973 should be made before November 27, to the Secretary, Faculty of Education, who can also provide further information about the course.

THREE CHANGES PROPOSED IN DIP. ED. SELECTION

BY DR. MAURICE BALSON

Faced with the need to impose quotas on students seeking admission to the Diploma in Education at Monash, the Faculty of Education will introduce a pilot scheme to test the feasibility of broadening the basis for selection.

It is envisaged the scheme will introduce a number of criteria such as personal characteristics, age and further study in addition to the traditional criterion of academic performance.

It has been recognised for some years now that teacher selection based solely on academic grounds is far from satisfactory in view of the importance of interpersonal relationships in successful teaching.

A combination of measures of teacher characteristics, values and academic achievements is more likely to improve the quality of teachers entering the teaching profession than is any one single criterion.

The current selection position for Diploma in Education at Monash is as follows:

"Applicants will normally be selected on the basis of academic merit as evidenced in their undergraduate course. In assessing merit, no notice is taken of results in the first full year of the undergraduate course, while results in the second year of that course are weighted by the factor of 1, and the results of the third year by a factor of 1.5. The score resulting from this calculation is used to arrange applicants in descending order of academic merit."

Three changes

The Diploma in Education Committee has recommended to widen the basis of selection by making three major changes —

- (1) To provide an opportunity for mature age students, a percentage of places will be reserved for applicants over the age of 35 years. The provision will assist married women with older families who decide that they would like to enter teaching but whose first degree result would not secure them a place in the quota.
- (2) A number of places will be kept for students who, subsequent to their first degree, have undertaken further study in order to improve their chances of selection. This provision is to assist students who are sufficiently motivated for teaching as to pursue further study when their first degree results failed to gain them a place in the quota.
- (3) The Monash Faculty has agreed that there are certain teaching behaviours, attitudes and values which collectively constitute, for this Faculty, a set of criteria which would differentiate 'good' from 'bad' teaching. It has agreed that these teaching characteristics are capable of reliable and valid measurement. An experimental test to determine these characteristics will be held in conjunction with this year's Diploma of Education selection.

The three characteristics which will be measured in the Education Faculty tests have been consistently identified with classroom effectiveness in more than 20 years of US and British research.

The scores derived from such tests when combined with academic performance provide a more useful basis for teacher selection than current procedures.

It is proposed to test all Pass degree applicants for 1973 admission to the Diploma in Education on Tuesday, November 28, at 2.15 p.m. in Robert Blackwood Hall.

Results of this test will carry a possible weighting of 25%. Academic merit as assessed by the last two years of the undergraduate degree will carry a possible weighting of 75%. Scores on both criteria will be combined and students selected from a rank order deriving from the two criteria.

How different

For 1973 the selection procedures will be run only as a pilot study in order to test feasibility and to determine what difference is made in rank ordering of candidates by the introduction of the testing procedure.

Next year's Diploma of Education intake will still be based on past academic achievement.

If the process is judged effective, the new selection procedure will operate from 1974 and will be supported by a continuing research project designed to study and evaluate teacher selection and evaluation.

No semesters at Melbourne

The University of Melbourne will not adopt a proposed semester system.

After receiving comments from the various Faculties and Boards of Studies and from student organisations, the Professorial Board decided not to recommend a semester system at present.

Although the university's four-term year will be maintained, the Board does not intend to preclude consideration of other proposals for the re-organisation of the academic year.

COURSE ON EARTH SCIENCES IS PLANNED BY NEW PROFESSOR

Monash's newest course, earth sciences, is currently being planned by its foundation professor, Bruce Hobbs.

Professor Hobbs is at present set up in the first year physics building.

His course, which will be open to students with at least one year of a science degree or its equivalent, will start next year.

"We haven't really decided which way we will go in the long term," Professor Hobbs said. "We will experiment and see, but a likely precedent is the University of California where the earth sciences course covers every discipline from geology to planetary sciences."

"We will be interested in all the earth sciences from field geology to computer simulation of what's going on in earth's upper mantle."

Professor Hobbs, formerly a fellow in the department of geophysics and geochemistry at the Australian Na-

WHAT'S WRONG WITH JENNY?



The girl in the picture above, Jenny Hoy, is not conducting her scientific experiment in neither the correct nor the expected manner . . . in fact she is making 43 mistakes.

This picture recently provided the basis for a competition for first year students in the chemistry department.

The students had to spot the mistakes and hazards.

The idea was to stress the importance of safety in the laboratory, to encourage the correct use of chemical equipment and to generally create greater interest in laboratory work.

Three prizes of \$10, \$5 and \$2 were offered. The winners were Graham Miller (37 points), Glenn Pountney (35) and Andrew Cockburn (34).

Some of the more obvious hazards and mistakes were:

- student should not be sitting on the bench;

- the student's hair should be tied back to reduce the risk of fire;

- student should not be wearing boots which might trap corrosives, and being the lace-up type, the boots would be difficult to remove in case of spillage;

- the bunsen tubing should not be wound around reagent bottles;

- working area generally top cluttered;

- rings on fingers could trap chemicals and cause dermatitis.

The chemistry department suggests that other departments might be able to use this type of approach to create interest in practical subjects.

ed with high pressure apparatus — such as a machine with a 200,000 lb. per sq. in. pressure corresponding to that to be found 20 miles down in the earth.

Another will have temperatures of about 1600 deg. C., in which solid rock becomes malleable and can be formed plastically to find out which way rocks flow in such conditions.

Professor Hobbs' current telephone extension is 3791 and he would like to hear from any students interested in doing earth sciences next year.

WOMEN ARE WELCOME

Lincoln College, one of Adelaide University's traditionally all-male residential, is to admit women.

And three other University colleges are also considering a similar move.

The Methodist Church, which controls Lincoln, has paved the way for co-residence by about 1974.

The college secretary, the Rev. Kyle Waters, said the decision was "bowing to the inevitable."

"University colleges overseas have been operating this way for years," he said.

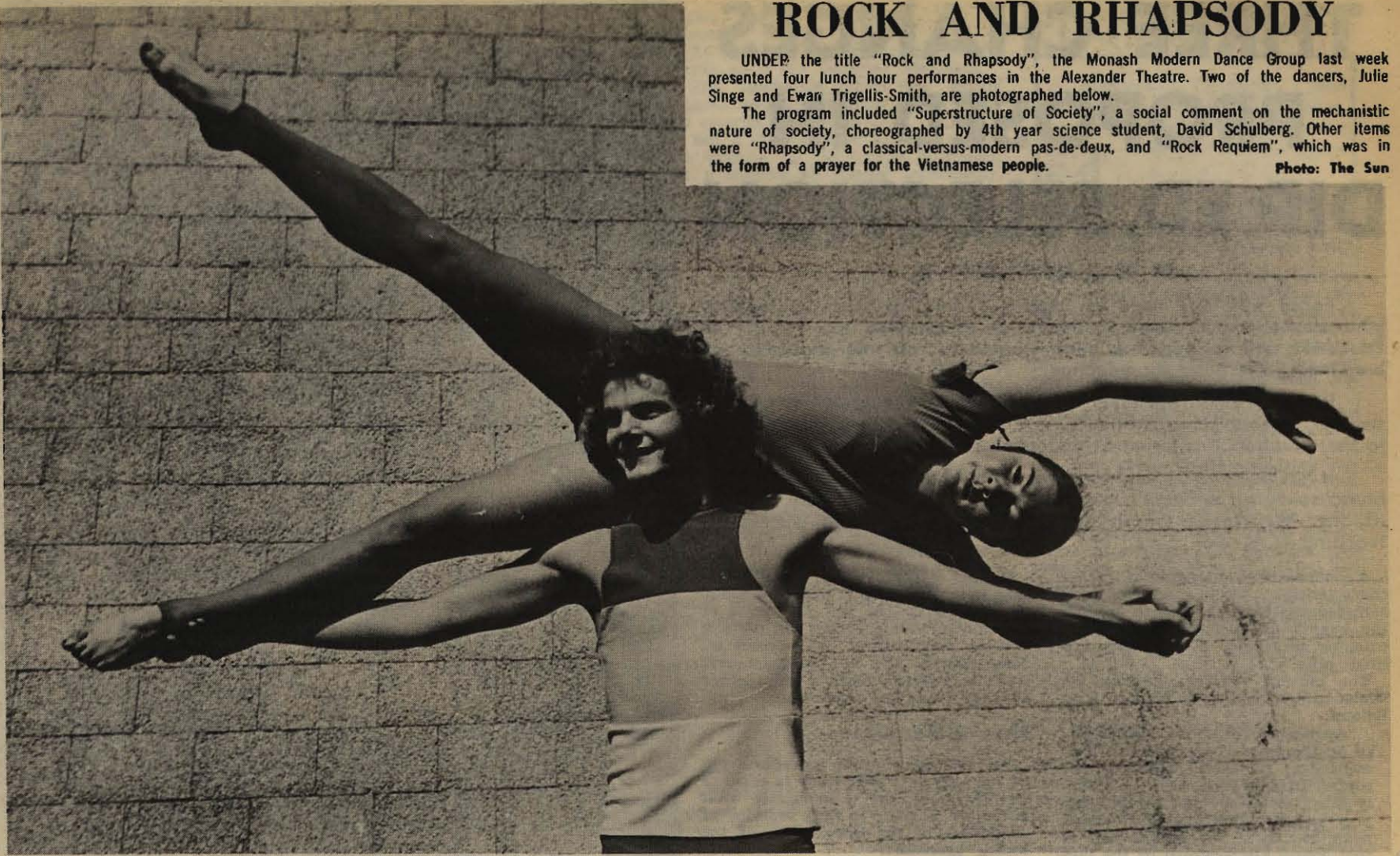
"The monastic type of community from which universities rose is unacceptable in a world where men and women are taking similar roles and responsibilities."

ROCK AND RHAPSODY

UNDER the title "Rock and Rhapsody", the Monash Modern Dance Group last week presented four lunch hour performances in the Alexander Theatre. Two of the dancers, Julie Singe and Ewan Trigellis-Smith, are photographed below.

The program included "Superstructure of Society", a social comment on the mechanistic nature of society, choreographed by 4th year science student, David Schulberg. Other items were "Rhapsody", a classical-versus-modern pas-de-deux, and "Rock Requiem", which was in the form of a prayer for the Vietnamese people.

Photo: The Sun



"SMUG PLATITUDES" IN THE REPORTER

Sir,

The smug platitudes in the leading article on page 1 of the Open Day Reporter (No. 16) would only be laughable, except for the strong suspicion that many people believe this sort of nonsense.

One can only sit back and gasp at the assertion that "there's certainly nothing secluded about Monash where, in principle, any citizen may come to see us at any time." Hence, I suppose, the barricades and sentry-posts at the university entrances, the warning "Union Members Only" above the doors to the Union, and (as Bill Garner pointed out in Lot's Wife) the status system of car parks.

As a fresher of 1970, I can distinctly recall making sure that I had my ID card with me during the first few days of first term in case I was set upon by one of the hatted and uniformed grey men that were everywhere. I suspect that many new students and visitors to the university feel the same way.

On the other hand, there are certain citizens who don't seem to be wanted at the university — the mysterious "non-students" sighted by vice-chancellors during occupations, the children of the less well-off in this society, who don't have the money to buy their way to university, and of course those people who object by action to some of the more blatantly imperialist companies using Union facilities.

Unfortunately Mister Editor, we don't have the "experts to satisfy any inquiring mind," particularly the inquiring minds of the "schoolboys and girls . . . who have the uncanny knack of asking the difficult questions."

—Kevin Bain, Ecops 2

Educating social workers

In recognition of the need for improved social work education, the University of Melbourne plans to establish a Chair of Social Work. The new Professor of Social Work is expected to lead the planning of a new two-year course in social work for graduates and for undergraduates who have completed two years of an approved degree course.

In the mail

Support for an Anti-Weka campaign

Sir,

Congratulations to Ken ("Cagey") Simpson (Reporter No. 17); we have not had so many belly laughs for a considerable time.

Nevertheless, and with the greatest respect to our colleague, may we suggest that he should have left the b weka at the bottom of the thunderbox.

Since its introduction to Macquarie Island, this bird, in association with other introduced fauna, particularly the cat and rabbit, is probably responsible for the fact that of the nine species of burrowing petrels known to have occurred on the Island, only three now breed there.

We are thinking of starting an anti-weka campaign on the mainland, and have already received much support from the various lavatory managers throughout this University.

W. D. Williams,
Reader in Zoology.
J. T. Guthrie,
Lavatory Manager.

CLARIFYING THE RULES OF CONDUCT

Sir,

Regarding the article (Reporter No. 17) on the "New Rules Of Conduct For Students" issued by the National Executive Council of Thailand, I would like to clarify that, so far as I understand, those rules only apply to the primary and secondary levels, not tertiary institutions as implied by the article.

K. Sobhakvichitr,
Normanby Rd., Clayton.

[Ed.: The National Executive Council's announcement (No. 132) differentiated between "scholars" and "students" in the following terms:

* "Scholar" means a person who is learning in the elementary or secondary level, both in the regular and vocational courses, of a government, municipal and public school.

* "Student" means a person who is studying in a level higher than second-

ary level of an educational institution under the Ministry of Education not established under a special law on such educational institution.

Hence the variation between the regulations No. 1 (for "scholars") and No. 2 (for "students") listed in our necessarily abbreviated report last month.]

TEACH-IN:

EXAMINATIONS AND ASSESSMENT

• Continued from page 1.

On this last point Dr. Matheson suggested that in engineering the days of one person designing a bridge were gone; it was now a co-operative team effort. However, co-operative work patterns were not reflected in university assessment methods.

Next speaker, Professor Spicer, professor of physics at Melbourne University, outlined what he claimed were the successes of physics assessment at Melbourne where there is a wide variety of units, each with a differing point load, and the points build up eventually to a degree.

It was possible, he said, for students from other science disciplines to do a physics units. Physics was not fragmented because the units could be related to each other.

Richard Teese, a politics student, said arts degrees bore no demonstrable relationship to occupation requirements.

Nobody in arts faculties could give a satisfactory statement of what skills their degrees represented; they could only talk in loose terms. What should be questioned was not the adequacy of assessment measures but rather the sort of knowledge which was meant to be assessed.

Dr. Maurice Balson, senior lecturer in education, said that in facilitating student learning, the relationship between course objectives, learning and assessment was critical. Without clearly defined learning outcomes or objectives all assessments and examinations were meaningless.

"Sales of past examination papers continue to soar as this is the only way in which students can find out

CONCERT BY USA PIANIST

American pianist, Edward Auer, will give a concert in Robert Blackwood Hall at 8.15 p.m. on Tuesday, October 17. Auer, the first American prize-winner of the Chopin International Competition, will play works by Mozart, Ravel and Chopin.

Tickets are \$2.50 and \$1 for students.

what is likely to be expected of them in each subject".

The type of assessment technique used (essay, multiple choice, test etc.) should depend on the nature of the objective being assessed.

"We should be less concerned with determining a student's performance in relationship to the performance of other students than with determining a student's achievement with respect to some performance standards or other criteria," he said.

"If we are really concerned that all students learn well, then order of merit has no significance.

"While norm-referenced measurement is designed to facilitate comparisons between students, criterion referenced procedures are designed to make decisions about individuals and about learning programs.

"With students who have already achieved success in a highly selective secondary educational system, I see no value at all in continuing a selective assessment and examination procedure at university".

Several students criticised a proposed Diploma of Education selection test of Dr. Balson's saying it was unfair to base a test on a student's personality (see page 3 this issue for Dr. Balson's background to the pilot scheme).

Commenting on the discussion, Professor Peter Fensham (education) said employers were starting to demand reference statements of a potential employee's strengths and weaknesses and not a formal qualification, which was hard to evaluate especially when compared with the qualifications of other institutions.

The sort of reference statement that society would require was allied to Dr. Balson's set of criteria and mastery statement. In many ways, Professor Fensham said, Dr. Balson was the most radical speaker at the teach-in; his thoughts implied wide changes in the traditional way of examining or teaching.

HISTORIAN DISCUSSES THE AUSTRALIAN IDENTITY CRISIS

By GEOFFREY SERLE

Australia has undergone such basic changes over the last 30 years that it is hardly surprising we now have trouble in defining our identity — the country has changed so much.

The most basic change of all has been that Australia has grown out of Empire and Commonwealth.

The turning-point was 1941-2 when Curtin made his appeal to the United States and the Singapore myth was shattered.

And although traditional affection for the homeland and loyalty to the monarchy held up well through the 1950s, the props of the imperial association were being knocked away: the defence, foreign policy and economic links were all declining in importance, imperialism in Britain was dead and there was little response there to traditional sentiment, and the United States was no longer isolationist and was ready to act as protector.

Australian foreign policy, after a brief burst of independence under H. V. Evatt, in the 50s pendulated between Britain and the United States before swinging firmly to the United States and the Vietnam commitment in the 60s.

Throughout this period young Australians were growing up naturally as young Australians with almost none of the colonial attitudes of previous generations; Australian history and literature began to be studied extensively for the first time, and there was a wave of popular interest in the Australian past — in folklore, bush music and so on.

Culturally, moreover, Australia had come of age; the 40s and 50s saw astonishing progress (from rock-bottom level, admittedly) in painting, poetry, musical composition, drama, ballet and opera.

Shackle of fear

But at the national level, fear, more than anything else, held Australia back from nationhood and genuine independence, fear and the long habit of dependence on a great power, fear (as Bruce Grant has said recently) "of being left alone, of falling to one or another of the great threats we have imagined around us, or, more accurately, above us".

It used to be the yellow peril (and it turned out there was some basis for the fear).

After China went communist it became red Asian hordes arrowing down on us. This crippling fear has dominated the last 20 odd years of our politics, circumscribed our aspirations towards independence, inhibited the development of an identity.

About the early to mid 60s, suddenly, belatedly, we began to realise that the old imperial-Commonwealth association was gone forever.

What was then astonishing was the total collapse of the old imperial rhetoric, how few there were prepared to make any last-ditch stand for the British association or any defence of the relevance of the liberal British political tradition, how eagerly our ruling classes switched to all the way with LBJ.

Oddly, we were left with a patriotic vacuum: no national rhetoric, no acceptable national anthem, no instilling of the virtues of our founding fathers or other national heroes, total apathy with regard to Australia Day.

Such cynical irreverence, in contrast to American, British, Russian or French national tub-thumping — such scepticism with regard to patriotic gestures, and so little indoctrination of school-children — might be regarded as one of our greatest national virtues and extraordinary in the world context.

I stress that it is a phenomenon, almost unique in the world today.

But it does reflect our confusion and uncertainty with regard to identity.

Despite the natural Australianness of the younger generation — which I find very attractive among students, natural concern and involvement entirely without chauvinism — our traditions, as we have presented them at least, still appear too thin to be convincing.

The outback rural myth is too distant. A generation ago we nearly all had relatives with whom we spent holidays up-country.

But today the bushranging Wild Colonial Boy is a used-car salesman (as Robin Boyd remarked 20 years ago), the boundary-rider, a parking inspector.

The legends of the noble bushman and the digger seem absurd and totally irrelevant to most contemporary youth.

In the mid-60s there seemed to be almost no resistance in Australia to American ideological, economic and cultural takeover, in the absence of any strong sense of nationality or national identity.

An illustration is the unawareness of government and business for so long of the need even to consider whether there should be limiting guidelines on foreign investment.

But the situation may have greatly changed.

In the long run the Vietnam experience may be seen, in one respect, to have been a great benefit to Australia, in that it has provoked great resistance to blind Americanization and has perhaps made possible independent assessment of Australia's political and cultural future.

It is interesting to note how little academics have contributed to recent discussion of the Australian identity, other than considerable remote historical groundwork.

The important books on contemporary Australia have been written by journalists — J. D. Pringle, Donald Horne and Craig McGregor; and the late Robin Boyd has also been most fertile in ideas.

Academic class

The tyranny of the disciplines and the lamentable lack of interdisciplinary approaches inhibit all but specialist studies.

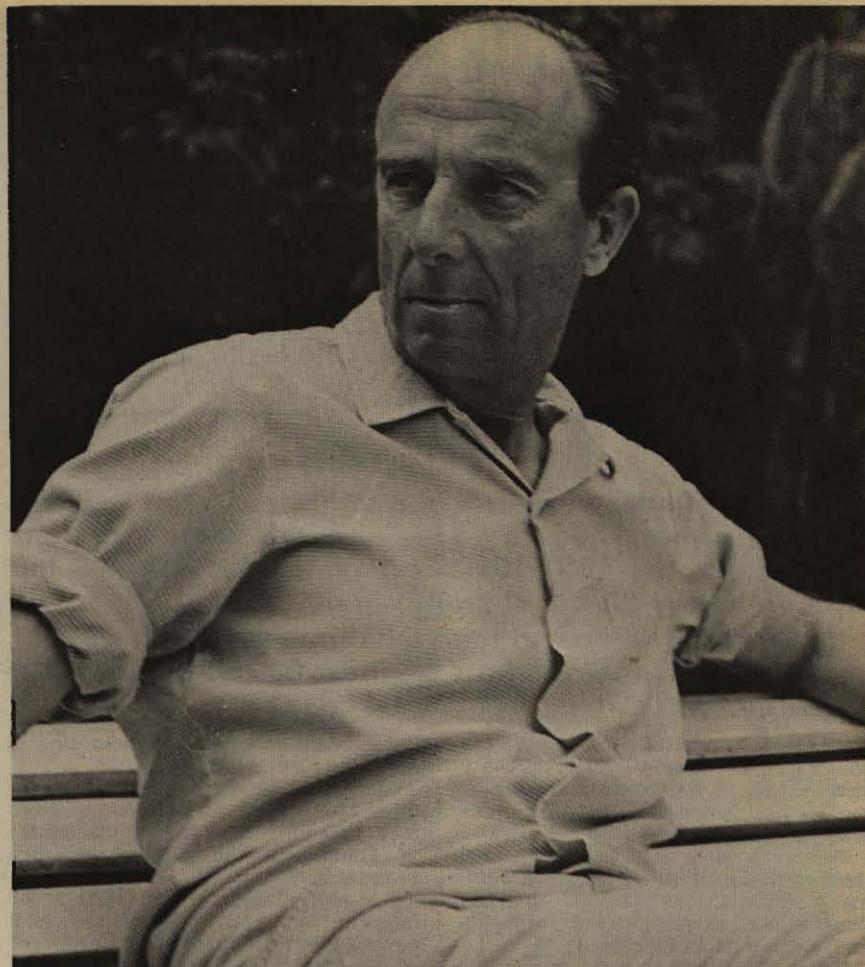
And, although this is speedily changing, the academic class has tended to live a vicarious European cultural and intellectual life, and has displayed little commitment to Australian problems: no university has devoted special attention to Australian studies.

It is about time we paid more attention to contemporary or near-contemporary Australian history.

Donald Horne in his books *The Lucky Country* and *The Next Australia* and Robin Boyd in *Artificial Australia* (the Boyer Lectures for 1967) have presented the most civilised pleas for a proudly Australian independent identity.

Both deplore the derivative, dispirited, imitative society we have known.

"To move towards excellence", says Horne, "Australia must move towards something new. To continue to imitate Europe must be self-defeating. As a European society Australia must always be second-rate".



"You may expect from me no more than an expression of the standard love-hate attitude of the Australian intellectual to his country, no more than 1½ or 2 cheers for Australia."—Dr. Serle in the introduction to the paper summarised on this page.

In place of 'a sponge-like culture, absorbing anything useful that floats by', says Boyd, instead of forever trotting in the shadow of the cart, instead of lying down 'resignedly under the flood of foreign mass-produced culture', let us realize that a small nation can still be individual and creative.

Anger and shame

'A real Australian civilization' will not be 'second-hand British or second-hand American, or second-hand, second-rate, second-best anything else'.

Both writers reflect the anger and shame which most educated Australians feel about the quality of national leadership.

They recommend a combination of internationalism and proper patriotism, a reaching-out for the best which the world and the Asian-Pacific region has to offer, but also recognition of what our own traditions and achievements have to offer, and working both in creative and original ways.

Their vision, with which I associate myself, is 'of a nation that has come to terms with its past and with itself, which recognizes its colonial survivals for what they are, and which now seeks to play a constructive role or indeed a mediating role in the region'.

But I suppose I should conclude on a good Oz note: 'That'll be the day!'

● This article is based on a paper presented by Dr. Serle, a reader in history, at the recent Sydney ANZAAS conference.

A PROTEST AT A MISTAKEN ASSUMPTION

It was a mistake to assume that popular agitation, coupled with the threat to use violence, was in any way unknown in Australian history, Professor A. G. L. Shaw said at the recent Sydney ANZAAS conference.

Prof. Shaw, professor of history at Monash, was giving the presidential address, entitled "Popular Protest in Australian History," to the history section of ANZAAS.

Prof. Shaw said: "In Australia we do not celebrate the glorious revolutionary past like the citizens of many other countries, but Australian colonists took over the well established British tradition of violently agitating and rioting to achieve political objectives when it seemed necessary."

The first occasion, he said, was a military riot on Norfolk Island in 1791. The next was the Rum Rebellion of 1808, led by John Macarthur, who has since been generally regarded as a great Australian despite his participation in a rebellion which overthrew the existing government.

"For the next 40 years agitations did not have to proceed to rebellions, but the leaders of the squatters, of those seeking constitutional reform,

and of those seeking an end to transportation, including such famous men as W. C. Wentworth, Robert Lowe and the Rev. John West, were willing to threaten violence against the British government if their wishes were not granted," Prof. Shaw said.

"In Victoria words were succeeded by deeds at Eureka, and most historical writers, including the conservative banker-historian Henry Gyles Turner, have not regarded the Eureka rebels as evil-minded men."

After the grant of local self-government 'agitators' threatened violence to induce parliament to reform the land laws in the 1850s and practised violence in their campaign against Chinese immigration.

Later in 1888 Sir Henry Parkes introduced amending anti-Chinese legislation in NSW specifically because of popular agitation, Prof. Shaw said.

In the 20th century certain elements were ready to advocate the use of violence to achieve their wishes during World War I and during the Depression.

It was thus a mistake to assume that popular agitation, coupled with the threat to use violence was in any way unknown in Australian history, and indeed some democratic writers such as John Stuart Mill and Alexis de Tocqueville had insisted that there were occasions when such action was necessary in order that minorities might not suffer from the "tyranny of the majority" and the cessation of social improvement.

In Review

HISTORY

Australian Dictionary Of Biography,
Volume 4: 1851-1890 (D-J); General Editor;
Douglas Pike (Melbourne University Press;
\$18).

By JOHN LACK

This volume, the fourth of a projected twelve to cover the years from 1788 to 1939, and the second of four planned for the 1851-1890 section, carries forward the most ambitious historical project in our history.

The ADB will stand for a long time as a work without peer in this country, and, as a series, for more than mere casual reference.

It would be possible, for instance, to construct from the 1851-1890 volumes a rich outline of the political history of the colonies in the four or five decades after self-government.

Volume 4 alone covers almost one-third of the premiers of the self-governing colonies up to 1890, as well as innumerable biographies of ministers and notable backbenchers.

It is to be hoped that the final index volume will be a subject, as well as a name-index, with generous cross-references.

The immense value of this mammoth venture is only beginning to dawn.

If anything, the volumes of the second section (1851-1890) will be more valuable than those of the first (1788-1850), for they illuminate that vast lacuna of Australian history, until very recently truly the "lost decades," peopling them with multitudes of politicians, doctors, engineers, merchants, store-keepers, bankers, public servants, trade unionists, clergymen, and what have you, of the Victorian era.

Volume 4 tells of the author of "D'ye ken John Peel," of the "father" of Australian Rules football, and of a politician well-known for his "enthusiasm for Orange principles in Protestant areas and ecumenical spirit at meetings predominantly Catholic," as well as the cautionary tale of the

unrepentant chain smoker who died of mouth cancer at the age of 59.

Reflecting the changed nature of colonial society, administrators (who took up more than 20% of the entries in Volumes 1 and 2) are now less prominent.

The native-born are still well in the minority — about 15% of the total (more than 10% New South Welshmen) — the bulk being born in England (46%), Scotland (15%), or Ireland (15%). The proportion of entries for each colony has altered dramatically: New South Wales 36% (52% for 1788-1850), Victoria 35% (7%), Queensland 6% (3%), Western Australia 6% (4%), Tasmania 6% (29%).

Lucid entries

The necessarily firm limitation on length tends perhaps to inhibit graceful writing, but many of the entries are lucid and entertaining as well as learned.

Many are extremely impressive pieces, especially that on Denison by the late C. H. Currey. Some are challenging, not to say startling, especially the estimate of Henry George.

All the entries embody the complete, proceeding or fresh researches of scholars and students, conveying information usually inaccessible to the general reader and the hard-pressed teacher. The treatment of those visiting observers of colonial mores — Dale,

Dilke, Froude and Hogan — are invaluable.

At some risk of appearing churlish, there are a few annoying blemishes.

The Dictionary staff very keenly checks and augments the factual bases of contributed articles.

But a firm revising hand is needed to improve the standard of expression in a number of entries. Admittedly, only a small number require attention, but antiquated punctuation has occasionally been retained and there is sometimes a monotony of sentence construction.

I came across more than one Women's Weekly touch (the "melancholy first duty" of one governor was "to send condolences to the Queen on the death of the Prince Consort"). Mercifully, few attempts are made to inflate the significance of minor characters.

Question of content

Further, is the ADB running the risk of becoming a holdall?

Why include, for example, Havelock Ellis, Fergus Hume and Charles Dickens, yet omit William Stanley Jevons? Jevons was the English economist and logician, who was assayer to the Sydney mint from 1854 to 1859, in which time he made a pioneering statistical and social survey of the city.

The preface to the first volume informed us "In the last volume of each of the first two sections, a provisional list of names proposed for the next period will be attached as a temporary guide until a complete index is prepared".

We received and continue to receive the corrigenda, but the provisional list hasn't come, although we learnt from Volume 3 that it could be had on application to the Dictionary office.

Many objections and suggestions from general readers and researchers could have proved useful to the distinguished working parties who had the unenviable responsibility for the selection.

Minor criticisms

But these are minor criticisms of what is overall the fine product of a vast and complex undertaking. These handsome volumes from Melbourne University Press are extraordinarily good value. Every serious student of our history should have them.

● Mr. Lack, a former senior teaching fellow in history, is currently doing a PhD in the department.

EDUCATIONAL HISTORY

The First Generation — School and Society in Early Australia, by John F. Cleverly, Sydney University Press, 1971. 168pp. \$6 (hard covers), \$3.50 (paper back).

By MARTIN SULLIVAN, senior teaching fellow in education

Great and scholarly works have been written on the history of education in Great Britain, and in the USA.

But no writer has attempted a full work on the history of Australian education — he would be daunted, if not defeated, by the size and complication of the task, and by distance — the mere distances between the archives.

"Blocking-in"

"Blocking-in", as Serle says in his "The Golden Age", is likely to be as far as the general historian of the field could have gone.

It is in those terms that one should judge the importance of Cleverly's "The First Generation".

A former senior lecturer in education at Monash, Cleverly says in his preface — "The purpose of this study is to identify colonial education ab initio; as well as to argue its significance for years ahead".

In his account of the beginnings of education in Australia, Cleverly underlines the roles of two Sydney clergymen — Richard Johnson and Samuel Marsden.

Throughout the nineteenth century, clergymen commonly promoted schools, denominational or secular. Putting the catechism equal to or even above literacy and numeracy was a custom that plagued the Australian teaching scene up to the early 1900s.

A centralised system of education was begun, even in the days of Richard Johnson's school in Sydney, a system that set some of the non-religious precedents that helped determine an educational tradition.

Teachers with little or no education and with no training were the rule rather than the exception. Some teachers were obliged to build their own school at their own expense.

Yet such a "system" was sufficient to foster a colonial elite that would produce the future legislators of the colony, first of New South Wales, then of the others in turn.

In all this, Cleverly recognises community attitudes that were to remain to the present day. "Largely irrespective of quality, the luxury of a bought education was preferred by those with money . . ." "A parent's recognition of social distinctions was not related solely to breeding . . . wealth was just as important in the business of separating man from man".

Cleverly has given us a good chapter — one of the best in the book — on "Educating the Aborigine": early attempts by various colonists to "civilize" these people; the Black Native Institution during the governorship of Macquarie; and the stewardship of William Shelley.

The almost total failure of all the attempts to assimilate or integrate the aborigine, Cleverly says, is yet another example of the precedents of the Australian tradition that were established in those early years.

But he has not managed effectively to link the European background with the early Australian scene. The early chapters lack any flow of historical exposition; the story is broken by many irritating references to the European example.

These criticisms aside, Cleverly has given us an important contribution to the history of Australian education.

EDUCATION

Success, Failure and Wastage in Higher Education, by G. W. Miller. Published by George Harrap. Aust. price \$5.40.

By J. C. CLIFT, director
Higher Education Research Unit

In surveying the literature on success and failure in higher education, Dr. Miller of the University of London's Institute of Education, has provided a valuable summary of factors affecting the learning situation both on the student's entry to the institution and during his progress through it.

Despite the difficulties of weighing the significance of any one dimension as a predictor of success, Miller nevertheless has been able, from the evidence presented in the literature, to group variables that provide inconsistent findings, and variables that provide a consistent, positive relationship to success.

Not surprisingly, the variables that reflect the student's own efforts fall into this latter class.

The opening chapter raises points that are all too often ignored in discussions of "wastage" and "failure." Miller distinguishes between these terms, and remarks on the many interpretations of the word "wastage."

Comparison hazard

Confusion over the term "wastage," according to Miller, makes it hazardous to compare the wastage rates of different institutions.

In the same way one must doubt the validity of Miller's own comparisons between "average" wastage rates of Britain, America and Australia.

In looking at the reasons for wastage, Miller is right to go beyond just the question of selection and the applicant; he also wisely draws attention to factors that influence the student once he has entered the institution.

These are the institutional characteristics and values, including such dimensions as teaching, counselling, staff/student relationships, and academic flexibility. In stressing their importance Miller makes the point that while selection tests may predict first year results, it is the first year results that are more effective in predicting ultimate success—graduation.

Miller concludes by suggesting the need for research at national as well as local levels and continuing studies centred on the student and his institution.

● Dr. Miller was recently at Monash with HERU; Reporter No. 17 published an account of his talk on the comparison between British and Australian student wastage rates.

A VERY EARLY CURTAIN CALL

SIX months, examinations and the vacation will elapse before the Monash University Musical Theatre Company puts on its next show . . . but MUMCO is already planning for the event.

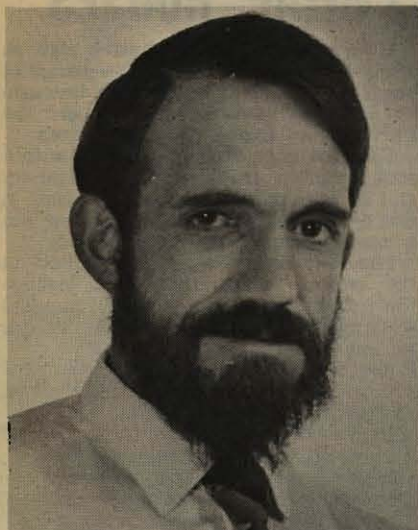
The company will hold auditions at 1 p.m., Wednesday, October 25 in R4. Anyone interested in taking part in the show — probably "Once Upon a Mattress" — should attend.

The show will open in the Alexander Theatre on April 11. (This leaves the students less than six weeks after the first semester starts, hence the idea of a late 1972 audition.)

Rehearsal will start in Orientation Week. See the notice board, first floor, Union, western end, for any further details.

MUMCO plans two major productions next year. The second will be the "Pyjama Game" in August.

MURRAY: "Ignorance is equal"



Professor Murray

Between Australians and their fellow professionals overseas, Professor Noel Murray of Monash's department of civil engineering found no great difference in the art and science of structural design.

"Ignorance seems to be equal," he said.

Professor Murray has just returned from six months' sabbatical leave overseas: a quick lecture tour through Canada, a conference in Amsterdam, evidence to a committee in London, and five months in the steel structures department of the Technische Universität in Munich.

His main theme was the world's West Gate bridges—long span box girders, a design that has come under more than some suspicion.

What a difference, Professor Murray said, between the German technical universities he saw in Munich and Braunschweig and ours.

He found, for example, that lectures were given only by those with 'habilitation', that is in effect a licence to give lectures. They were the professors and senior staff, whose lecture load was a good deal less than we are used to.

This scheme works because of the large number of junior staff, in effect the docens; those studying for their doctorate.

They help with the lecture material, they give the tutorials, run the labs, see the students, and generally pick up the pieces.

All in all, for the same number of students graduating as at Monash, Munich had five times the staff.

The student load was about the same, though with less emphasis on lab work and more lectures and tutorials and about the same on submitted work. The average age on graduation is about 27.

The professor, too, is often appointed as a 'pruf ingenieur', that is one who is licensed, and indeed required, to check the designs and calculations of practising engineers such as consultants or city engineers.

For this, they are separately paid. But again, the professor said, it is the assistants who do the bulk of the detailed work.

Not that he wants to bring all that back to Monash — far from it. But he thought it worth noting. Nor can he say whether that method yields better graduate engineers than we turn out in Australia.

As he said at the beginning — ignorance seems to be equal. Murray's law? — Gilbert Vasey.

MASTERTON: The problem with broth

The American man in space program in the 1960s stimulated work on a completely synthetic diet providing minimum faecal residue after absorption.

However for two reasons that diet was never used in space.

First, it was unpalatable; second, the engineers made it unnecessary: they designed into successive capsules sufficient payload space to carry conventional food and conventional toilet facilities.

But medicine could get a substantial spin-off from the research on synthetic diets . . . because of its low residue, the material is proving to have a very real place as a liquid feed in patient care.

Dr. J. P. Masterton, associate professor in Monash's department of surgery at Alfred Hospital, outlined the link between space research and patient care during a recent paper on "Synthetic diets in patient care" to the Dietetic Association of Victoria.

One of the major difficulties in the care of the very ill he said, was to get into them sufficient calories to maintain normal nutrition; some patients

ate a pitifully small amount of food—much of what was offered to them was thrown away as plate waste.

Intravenous feeding had been widely used with notable success, using appropriately compounded solutions and techniques giving access to large veins, he said.

Even so, said Masterton, insertion of tubes into the vein was an invasive technique, with risks; better to use the alimentary tract if possible, for example by tubes through the mouth or nose.

But, if we avoided intravenous feeding, and if conventional foods and conventional methods of taking it were unsuitable, the only alternative was by some form of liquid/tube feeding.

The design of such a liquid faced two main problems, he said.

First, to avoid excess protein, since that would lead to unnecessary load on the kidneys.

Second to have solutions weak enough to prevent (or reduce to small proportions) the flow of body water through the gut wall: a too strong solution could act like a saline purge (a dose of Epsom Salts), leading to urgent demands for the bed pan.

Adopted for patients

Although the American synthetic diet was designed for men in the best of health, the surgery department at Alfred Hospital turned to it for use with patients. A commercial form of the space diet was already available.

A daily ration of 3 litres would provide 3000 calories, and sufficient minerals and vitamins.

The trouble is in the added flavor. According to Dr. Masterton, most of the flavors are too high in their purging effect. Only one is acceptable — beef broth.

Nevertheless, says Masterton, though the beef broth flavor is not unpleasant, it could not be recommended as a drink to be quaffed by the litre.



Associate Professor Masterton

Dr. Masterton reports encouraging success with this liquid feed over the last two years.

In his opinion, new basic formulations and variants of it have a proper place in patient care.

TRAVEL SCHEME FOR STAFF

A Monash staff member has organised a group travel scheme in conjunction with the Australian Student Teachers' Association.

He is Norman Nettleton, a research assistant in the psychology department.

The scheme is open to employees of the three Victorian universities. Its travel agent is Travel Bag Pty. Ltd., of Moorabbin, whose manager is Michael Suss, a Monash graduate.

All bookings are made on normal airline flights such as Qantas and Air New Zealand. No charter flights are involved.

Two group flights to New Zealand have been organised for December and the saving is \$74.60 on the normal return fare. One is booked; the other, on December 18, has some vacancies.

Travel is also available to India, Indonesia and Fiji. Flights for small, specialised groups are planned in the future.

Mr. Nettleton said common employment meant that staff members could arrange group affinity travel without the formation of a formal organisation.

Tour arrangements have been made by Mr. Nettleton with the assistance of his wife and interested colleagues. He is keen to hear from anyone who has ideas for future tours or who would like to assist in the running of tours.

A more formal organisation could be established if sufficient interest is forth-

coming. All enquiries should be directed — preferably through the internal mail — to Mr. Nettleton in the psychology department.

Although no formal organisation was necessary, Mr. Nettleton had tentatively called the scheme the Victorian Universities Staff Co-ordinating Association. In response to a request from the Monash Staff Association, future tours will be organised in the name of the University Employees' Travel Club.

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 October. It is not an exhaustive guide as it depends on the information that comes from other universities.

AUSTRALIAN NATIONAL UNIVERSITY
History: Mr. W. J. Gardner, University of Canterbury, NZ, as visiting fellow, from October 9 for 6 weeks.
Professor C. M. Williams, as honorary fellow, from mid October for three months.
Immunology: Professor J. L. Gowans, University of Oxford, as visiting fellow, from October 5 for 10 weeks.
Library: Mr. Cecil Hobbs, Library of Congress, Washington, D.C., as visiting librarian, from October to April 1973.
Chemistry: Professor R. M. Hochstrasser, University of Pennsylvania, as visiting fellow, from October 15 to December 1972.

MONASH

Education: Professor E. A. Peel, chairman.

A fifth-year Monash law student, Savvas Christodoulou, gave a concert of his own compositions at St. Martin's Martin's Theatre last Sunday.

He was backed by an eight-piece group plus singers from the Monash Choral Society and the Monash University Musical Theatre Company.

Savvas composed music for the recent Monash Players' production, "Mother Courage." St. Martin's Theatre administrator, Christopher Muir, saw the play and arranged the concert. He was

Board of School Education: head, Educational Psychology Division, University of Birmingham, from October 1 to November 1.

Law: Professor D. J. MacDougall, University of British Columbia, as visiting professor, from October to June 1973.

Professor H. W. R. Wade, Q.C., as Commonwealth scholarship and fellowship plan visitor, from October 13 to November 1.

Psychological Medicine: Professor J. S. Werry, foundation professor of psychiatry, School of Medicine, University of Auckland, in mid October.

SYDNEY

Psychology: Dr. R. Brislin, East-West Centre, Honolulu, from October to June 1973.

Mechanical Engineering: Dr. C. W. Van Atta, associate professor of engineering sciences and oceanography, University of California, San Diego, from October to January 1973.

Medicine - Surgery: Dr. H. Beardmore, McGill University, from October-November 1972.

Biological Sciences: Professor D. Webb, Trinity College, Dublin, from October-November 1972.

Savvas plays it by ear

assisted by John Wregg, who produced "Mother Courage."

More concerts at St. Martin's are planned. Savvas also composed the music for last year's Alexander Theatre Guild pantomime, "Pinocchio."

All in all not bad for a student who cannot read music and consequently composes and plays by ear.

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.

Millman, H. H. History of the Jews, 4th Edn. Pub. Murray 1886. 3 Vols. \$5.

Neubert, Otto. The Valley of the Kings. Illus. Pub. Hale 1957. \$2.

Down, H. P. Out Fishing. Incl. Appendix on Trout in Australia. Privately Pub. Melbourne 1952. \$2.

Denlinger, M. G. The Complete German Shepherd. 2nd Edn. Illus. Pub. U.S.A. 1949. \$1.50.

Bombard, Dr. A. The Bombard Story. Trans. Pub. Deutsch 1953. Illus. \$1.

The Hebrew University of Jerusalem 1963. Historical Review. \$1.

Ferris, Paul. The City. Banking, Insurance, Takeovers, Bullion Trading, etc., in London, Pub. 1960. \$1.

Bunyan, John. The Pilgrim's Progress. Pub. Lutterworth 1953. \$1.

Davis, J. Hallowell (Ed.). Hearing & Deafness. A Guide for Laymen. Pub. Murray Hill 1947. Illus.

Hoyle, Fred. A Decade of Decision. Pub. Heinemann 1953. 80c.

Bois, E. J. Truth on the Tragedy of France. Pub. H. & S. 1941. 80c.

Hawkes, Jacquetta. A Land. British Geology & Archeology. Pub. R.U. 1953. 80c.

TWO FAREWELLS

GEORGE Boycott was farewelled in the University Offices last month after 10 years as buildings officer overseeing the campus development.

The physics department paid a special tribute.

Professor Bert Bolton said that one of the joys of working at Monash was to occupy buildings that, in Sir Kenneth Clark's words, were built "in the scale of rational human endeavour". And, to show the physicists' appre-



Photos: Herve Alleaume

GEORGE BOYCOTT

ciation, he presented George with a model of a familiar country edifice, shown in the picture below.

The Vice-Chancellor, Dr. Matheson, said that George Boycott had proved himself the most competent university buildings officer in Australia. "Few will leave behind a more permanent and enduring monument than George has been able to do," Dr. Matheson said.

And George had a word too — a last, defiant word — on the choice of red bricks for Robert Blackwood Hall.

He recalled that the architect, Sir Roy Grounds, with his flair for the theatrical, insisted during the planning stages on describing the bricks as not just "red," but PILLARBOX RED. And confronting a planners' meeting with a sheet of red Formica to press home his point.

Later, sample structures were erected near the site to gauge reaction to the suggested brick colors. Almost without exception, everybody said: "My God, not the red!"

"But they were ALL wrong," said George. "Time will show that the right decision was taken. When the weather and the ficus stipulata have done their work, it will look absolutely marvellous."

George has gone to build a retirement house in Buderim, Queensland, where he will welcome any Monash visitor (who brings a bottle). Geoff Wildman has become acting buildings officer, pending a permanent appointment.

AND "STEVE"...

TO many Monash people, the Faculty Club and "Steve" the barman have been synonymous. Steve, whose real name is Vincent Patrick Kellehan, retired on Friday, September 29. About 300 people crowded the Faculty Club to say farewell to Steve who spent most of his seven years with the Club as bar manager.

He is photographed below with the new bar manager, Les Breen (left) and two club drink waitresses, Carmel Heasley (left) and Norma Pearce. Students will have the chance to get to know Steve as he is taking up a position in the Main Library.



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.

Confederation of British Industry Scholarships 1973/4.
These scholarships, open to engineers who are under 35, provide general or specialised training with leading engineering firms in the UK.

Value: £936 p.a.-£1140 p.a. plus travel allowance. Applications close 30 Nov., 1972.

United Nations Space Application Fellowship Scheme.
These fellowships are aimed at assisting regional and national space research organisations to develop trained scientists able to contribute meaningfully to the implementation of space application programs in their own country.

For further details contact the Graduate Scholarships Officer, First Floor, University Offices.

The Myer Foundation.

Asian and Pacific postgraduate fellowships and grants-in-aid are available to Humanities and Social Science graduates of Australian and overseas universities.

These awards are not for any specific sum or period. Applications close 9 February, 1973.

ASPAC Fellowships.

Open to Australian citizens working as creative writers, journalists, educationists, artists and performers and tenable in any other member country during the first half of 1973.

Value: Allowance and fares. Applications close 28 October, 1972.

Jean Gilmore Bursary.

Open to female graduates to proceed to a high degree.

Value: £300. Applications close 28 February, 1973.

French Government Scholarships.

Open to graduates to undertake post-graduate study in France.

Value: Living allowance and fares. Applications close 15 December, 1972.

MANNIX COLLEGE SCHOLARSHIPS

Mannix College offers eight partial scholarships valued at \$150-\$300 to students enrolling for the first time or applying for re-admission. Students holding a scholarship in one year will be eligible again in subsequent years.

Preference shall be given to applicants— (a) who have a good academic record; (b) who may otherwise experience great difficulty in pursuing a university course; (c) who may be expected to make a valuable contribution to the academic and social life of the College.

Application forms, together with other required documents, must reach the Master, Mannix College, Wellington Rd., Clayton, by November 30.

Copy deadline for the next issue of Monash Reporter is Monday, October 23. 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).

STAFF CAN SWAP HOUSES

Academic and administrative staff at Monash can take part in an exchange of house scheme which operates throughout all Australian universities and the University of Papua and New Guinea.

The idea is to exchange houses with a staff member from another university and so save on accommodation costs. It can be done at any time of the year but is mainly aimed at holiday periods.

The following is a list of contacts at the various universities who arrange the exchange of houses. Staff members wishing to exchange or rent houses should contact these people.

Australian National University: Mrs. J. Ovington, 18 Downes Place, Hughes, Canberra, 2605.

Queensland: Barbara Gardiner, 39 Lather Rd., Moggill, Brisbane, 4069.

Western Australia: Mrs. R. Sachs, c/o Dept. of Civil Engineering, University of Western Australia, Nedlands, 6009.

Adelaide: Mrs. P. N. Pak Poy, 5 Fisher St., Tasmore, South Australia, 5065.

Sydney: Mrs. S. T. Butler, 6 The Grove, Mosman, NSW, 2088.

New England: The Publications Officer, University of New England, Armidale, NSW, 2351.

Tasmania: Mrs. Joan Middleton, 122 Nelson Road, Sandy Bay, Hobart, 7005.

New South Wales: Mrs. Sybil Gabriel, 51 Tunstall Avenue, Kingsford, Sydney, 2032.

Papua and New Guinea: Mrs. Marjorie Roe, University of Papua and NG, Box 1144 P.O., Boroko, TPNG.

● Mr C. H. L. Kennard, senior lecturer in inorganic chemistry at the University of Queensland, would like to exchange or rent a house in Melbourne for three to six weeks from December 10. He has a four-bedroomed house at 21 Almay St., Kenmore, about 15 minutes from the University.

● Dr. Peter Sellick, department of physiology, University of Western Australia, has a house available in Perth for exchange from mid-December to late February. It is a three-bedroomed house 1½ miles from the university.

The Academic Registrar's department has been informed of houses available for rent in London and Fiji.

● Mr. S. V. Braach, 42 Burra Rd., Artamon, NSW, has a house available for rent in North London for one year beginning in December 1972. Rent for the three-bedroomed house is \$190 a month.

● Dr. John Williams, lecturer in physics at the University of the South Pacific, P.O. Box 1168, Suva, Fiji, has a two-bedroomed apartment available for three months from December 1, 1972, at \$85 per month.

Diary of events

OCTOBER

October 12-14: Musical — "Rio Rita", by Springvale Light Opera Company. Alexander Theatre, nightly at 8 p.m. Admission, \$1.50 adults, 70c students. Reservations, ext. 3992.

13: Film — "Und Finden Derelinst Wir Uns Wieder", sponsored by Monash Department of German, H2. Admission free. Details, ext. 2241.

Monash Film Group: "No Way to Treat a Lady", members only, 7.30 p.m., H1.

14: Symposium — "The Challenge of Westernport", sponsored by the Town and Country Planning Board, RBH, 9 a.m. to 6 p.m. Admission free. Contact Town and Country Planning Board for registration.

16: Lunch hour concert — Music for violin, cello and piano. RBH, 1 p.m. Admission free.

17: Monash Women's Society, Vice-Chancellor's house, 10 a.m. Speaker, Mrs Joan Westfold, topic: adoption. All staff wives and woman members of staff are welcome.

18: Monash Film Group: "Wake in Fright", members only, 1.45 p.m. Union: "Me. Natalie", members only, 7.30, Union.

Meeting in Fish Bowl, Union, for all those interested in the coming vacation pantomime, 1 p.m.

Free concert — Elizabethan Trust Melbourne Orchestra, music by Mozart, Schoenberg, Beethoven. Conductor, Georg. Tintner. RBH, 8 p.m. Entree cards available from Elizabethan Theatre Trust office, Princess Theatre, or RBH, ext. 3091.

22: Concert, RBH, 2.30 p.m. Astra Chamber Music Society Choir and orchestra.

25: Monash Film Group, "Zachariah", 1.45 p.m., Union, members only.

27: Monash Film Group, "Twins of Dracula", 1.45 p.m., Union, members only.

Film — "Friedemann Bach", sponsored by Monash Department of German, H1, 8 p.m. Admission free. Details, ext. 2241.

30: Lectures, demonstrations — "A new start for the under-achiever", diagnosis and treatment of speech and reading problems (repeated, October 31), Union Theatre, 9 a.m. to 4 p.m. Admission, \$6. Details, Mrs S. M. Williams, phone 836 0111.