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CLUB OF ROME FOUNDER TO TALK AT MONASH

The founder of the Club of Rome, Dr. Aurelio Peccei, will give a public lecture at Monash on November 1.

It is somewhat of a coup for the University as Dr. Peccei is scheduled to give at the most three public talks during his short Australian stay.

The Club of Rome, founded in 1968, is concerned with fact-finding on the future of the world's resources.

Its members include some of the world's most eminent scientists, industrialists, educators, sociologists and economists, distilled from 25 nations. It is an elite band — its membership will never be allowed to go above 100.

A year ago, the organisation inspired publication of *The Limits to Growth*, a doomsday warning that human life on this planet faces "collapse" within decades unless urgent action is taken to counteract consequences of resource depletion, pollution and population growth.

Dr. Peccei will speak in the Alexander Theatre at 5.15 p.m. on Thursday, November 1. At Monash he is a guest of the Board of Studies in Environmental Science.

The talk and discussion will be relayed by closed circuit television to lecture theatres in the rotunda.

Dr. Peccei has a doctorate in economics. He was with Fiat and Olivetti and is now chairman of Italconsult, a town planning organisation.

He arrives in Australia on November 1 from an energy symposium in Tokyo. In a matter of a few days he will have talks in Canberra with government officials, hold a press club luncheon, visit CSIRO, ANU, and the Academy of Science, record programs for the ABC including "Monday Conference", and possibly talk at Sydney University. Then it's off to Jakarta for talks with an adviser to President Suharto.

A local Club of Rome representative, John Stokes, said one aim of Dr. Peccei's visit was to encourage the integration of Australian and South-East Asian resource studies into worldwide studies being undertaken by the Club of Rome.



The ABC found itself in trouble again recently — over an episode in its television serial "Bellbird".

The matter was thrashed out (almost literally, as our picture shows) in the Moot Court of Monash's Faculty of Law.

Here's how it came about:

In the offending episode, Mr. Alan Mitchell, QC, a Collins St. farmer, bought some property at Bellbird. He also bought trouble in the shape of Albie Cross, a layabout who had used the land for many years. Mitchell's solution was simply to kick Albie off the land.

This outraged the sense of fair play and justice of Monash's law students, and they promptly hit the ABC with a "Supreme Court" writ, claiming that Albie Cross had a right to the land under the law of adverse possession.

The ABC readily agreed that the matter should be further ventilated and the case was set down for hearing in the Moot Court on August 22.

And what a hearing!

On the bench were Chief Justice Gary Sebo (final year law student), Mr. Justice (Professor R.) Baxt, and Mr. Justice Iain Treloar West (student).

Counsel for the plaintiff were students Peter Mitchell and Simon Smith, and for the defendant, Paul Mulvaney and Andrew McMullan, all members of the Nottingham Bar.

From the ABC came Ewen Solon (the defendant, Alan Mitchell), John Russell (the plaintiff, Albert Cross), Moira Carleton (Olive Turner), Terry Norris (Joe Turner), and Alan Hopgood (Dr. Matthew Reid).

The proceedings were confused, to say the least, but it was apparent from the start that the learned Mr. Mitchell, QC, stood little chance against a biased claret-swilling Bench, and a noisy, quarrelsome jury, specially rigged from among law students, most of whom bore the same surname—Cross.

But some startling facts came to light—for instance, that Olive Turner ran the local brothel (with Joe living off her earnings) and that Dr. Reid was the town's abortionist, with the largest standing order for knitting needles in the district.

It's thought that a case, of sorts, was proved. Anyway, most parties agreed that honor, justice (and thirst) were well satisfied.

—K.W.B.

Disadvantaged helped by student entrance changes

Disadvantaged students will be assisted by changes to be made in the University's 1974 student selection procedures.

Applicants who claim to have been educationally disadvantaged will be considered in two categories: —

- Those who have gained the necessary minimum qualifications for entry.
- "Early leavers" who left school before 1969 and who have not satisfied the minimum university entrance requirement.

Next year Monash will admit about 3000 first year students to its seven faculties.

For the last 10 per cent of applicants to be admitted to a course (all with normal entrance requirements) each applicant will be ranked by giving appropriate consideration to how factors of educational disadvantage could have influenced his H.S.C. performance.

Such factors might include mother tongue not being English, Aboriginal or part Aboriginal descent, having taken two or more H.S.C. subjects by correspondence, low socio-economic status or relevant school deficiencies such as staff or equipment shortages.

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INSIDE

Full text of Vice-Chancellor's Exeter speech

The Vice-Chancellor, Dr. Matheson, last month delivered a paper to a conference of heads of Commonwealth Universities at Exeter, following the Commonwealth Universities Congress in Edinburgh.

His subject was "University Autonomy and Academic Freedom". Publication elsewhere of a few colorful — but isolated and not-too-well-chosen — extracts from the address created a mild flurry of criticism on campus.

So that there might be better-informed discussion, Monash Reporter has prepared a special supplement containing the full text of the address. It is included in this issue.

The object of their interest is on page 6 . . .



Monash credit union regulations changed to admit students

STUDENTS over 18 are now eligible to join the Monash credit

A poll of current members has voted in favour of student membership.

Last week a letter of official approval for student membership was received from the State Registrar, the government body which registers all credit unions.

Monash falls in line with other credit unions at ANU, Melbourne, La Trobe and Queensland, which all have student membership.

The full-time manager/secretary, Brendan O'Donovan, said the credit union should prove attractive to part-time students who often had family responsibilities and needed a loan.

He said a newsletter was being prepared which would give students full details of the operation of the credit union.

Mr. O'Donovan said all money in the union was fully secured by insurances and through affiliation with the Victorian Credit Cooperative Association Limited.

The Monash Campus Credit Cooperative was organised in September 1971 through the initiative of Mike Ballagh, systems analyst in administration data processing, and Noel Ling, of the science faculty. Its initial membership of 166 has grown to more than 600.

The union's original office was in the Union theatre box; it has now transferred to an office near the Monash Association of Students office, at the western end of the Union.

The members help each other financially by pooling their savings and lending these savings to one another at an interest rate currently not exceeding one per cent a month.

Mr. O'Donovan said the credit union attempted to lend money with a minimum of fuss. He said a member could apply for a loan up to \$3000 solely on the strength of his character, his need for the loan, and his ability to repay.

The savings earn a yearly interest of 5 per cent, compared with the 3½ per cent charged by most banks.

Last year, to encourage more and larger savings, the credit union introduced one and two year fixed deposits which earn from 6½ to 7 per cent yearly interest.

At August 31 this year, the union's total assets were \$283,000. Its savings totalled \$156,000, and an additional

\$102,000 was deposited for fixed terms of one and two years.

Also at August 31 the union had 288 current loans amounting to \$279,000. These were given out for diverse purposes such as buying houses, land, cars, furniture and appliances; consolidating outstanding debts, and meeting holiday, medical and school expenses.

The union hopes to encourage more academics to join the cooperative. Of the 600 members, only 83, or 14 per cent, are academics; the rest are administrative, technical and trades staff.

Apart from expanding its member-

ship, the credit union plans to initiate other services such as computerised accounts, housing schemes, travel concessions, and transfer of funds between credit unions.

The current chairman is Ken Hall from physics. Other members of the board of directors are: Diane Mathers (biochemistry), Professor A. C. Jackson (philosophy), Dr. Ian Parsons (biochemistry), Trevor May (maintenance), Stuart Maher (physics) and Des Kelly (scholarships office, administration).

These people are willing to help with inquiries from prospective credit union members.

Student entrance changes

Continued from Page 1

This should involve about 300 students.

The other change will liberalise the regulations regarding "early leavers". This should affect a total of about 60 places.

Up to two per cent of the quota in each faculty will be persons without the prescribed qualifications but who demonstrate in a test, or by some other method, that they are equal or better in ability than persons who otherwise would be in the quota. In other words, the "early leavers" will displace other students from the quota.

A special entrance testing program will be held for intending first-year students who left school at least five years ago.

Applicants will be tested on their general ability in reading comprehension and written expression at a standard consistent with study at first-year university level.

A further short content test will be held for those who will need competence in mathematics, sciences or languages to study these disciplines at university.

Prospective students should not be discouraged from applying because of

financial uncertainty as there will be no tuition fees, and means-tested living allowances will be available to all students admitted to first-year courses.

The closing date for both types of applicant is October 31. Those wanting application forms should call in person to Student Records, ground floor, western end, University Offices.

Safety convention

During the mid-semester vacation, the Department of Labour and Industry held a three-day Safety Convention at Monash, which was attended by some 3000 delegates representing a wide variety of occupations. Many members of the University attended the numerous sessions on subjects dealing with safety matters. Great interest was shown by many people in the Monash contribution which displayed many of the safety measures practised throughout the University.

— W. Barker,
University Safety Officer.

Community Research Action Centre

By Erich Kimmel

Through the efforts of seven clubs (P.I.R.G., E.R.I.C., S.I.N., Biological Society, Underwater Club, Medical Students and the Bush Walkers) a Community Research Action Centre has been established.

This month through the Union Board we have appointed a secretary, Krystyna Sztanska, 21, who is in room 944 of the Union, ext. 3138.

The centre aims at co-ordinating and assisting the various clubs doing projects, providing a base from which to work and compiling and filing the vast amount of data which these clubs handle.

This will prevent duplication of research work and assist by providing a bank of accumulated data and expertise to draw upon. All information will be available to assist anyone, both on and off the campus, who is working on research projects.

Not just faults

The direction of research which CRAC will become involved in, will offer constructive alternatives, rather than just pointing out the faults of the present system.

A difficulty which organisations such as CRAC faces is: which one of the multitude of problems that exist should be tackled?

Industrial pollution, packaging, SST, suburban sprawl, increasing crime rates, degradation of natural environments, threat of over-population and famine, transport inflation, education, energy crisis, cultural stagnation, public health, alienation — you name it, there's a problem.

And while the merits of an individual issue — for example, saving some bushland from destruction by a mining company — may be questionable to some, it is when these problems are surveyed in 'toto,' that one realises that the whole direction in which our society is headed must be changed, and that the values which govern people's actions and decisions must be questioned.

One person or one club may not achieve much, but if many people and many groups work together for a better society, harmoniously with nature and natural laws, then they constitute a powerful force.

Monash creche hopes to expand next year

Application forms for the Monash University Creche for 1974 will be available from mid-October. A circular giving details on the creche is currently available from the Union desk.

The creche has two houses in Beddoe Ave., Clayton.

The creche vice-president, Mrs. Gay Storey, said the creche found it hard to cope with the demand. It was hoped to have another house available by next year.

The creche can take 40 children at any one time. It normally caters for about 110 over a week.

It is a non-profit organisation, organised and administered by an honorary committee of parents who use the creche. It employs a full-time staff of seven, including two mothercraft nurses.

Both students and staff may use the creche.

CHILD-CARE CO-OPERATIVE OPENED

The Monash Community Family Cooperative has opened a child-care centre for the children of staff and students of Monash as well as children of people living or working in the district.

Located at 1 Duerdin Street, east of Blackburn Road, it opened on August 7 with 20 children.

The centre is a 12-year-old, tiled roof, weatherboard house which the cooperative rents from the University.

Cooperative members started renovation work on the house in February this year.

Facilities in the centre, which is built on a 16,000 sq. ft. lot, include a large garden, a garage, two large playrooms, one small playroom, a staff room, a kitchen, a laundry, and bath and toilet.

Of the 20 children in the centre, 3 are under three months old; 5 are under two years; 5 are from two to three years; and 7 are from three to five years.

Twelve children are on the centre's "waiting list".

Two mothercraft nurses, one with British kindergarten qualifications, and two others form the staff of the centre.

For a fee of \$14 a week, a child gets a hot meal, morning and afternoon tea, and fruit.

Part-timers — children who come once or twice a week pay \$3.50 a day.

The children are brought to the centre between 8 and 10 in the morning and are picked up between 4 and 6 in the afternoon.

Kindergarten

In the morning, the older children do kindergarten activities while the younger ones are taught simple skills

according to their capacity to learn. The centre hopes to operate a registered and government subsidised kindergarten next year.

Mrs. Judy Ann Williams, lecturer in law and chairman of the Monash Community Family Cooperative, hopes the Duerdin property will become a permanent site for the child-care centre so it can receive government financial assistance.

She says the cooperative is looking for another house, preferably University-owned, to cater for children who cannot be accommodated in the Duerdin centre.

However, what the cooperative really dreams of, says Mrs. Williams, is to have something like two acres of land on which it can build permanent centres.

A medico asks . . .

Are drugs the fad that could be fatal?

Australians consume more than 40 million dollars' worth of drugs a year.

Dr R. F. F. Harbison, a senior lecturer in the department of social and preventive medicine, thinks there is a danger that Australians could ultimately become "a race of mental morons" as a result of this high incidence of drug-taking.

Harbison read a paper on "The Fad that could be Fatal" at the Victorian Industrial Safety Convention held at Monash last month.

He said the annual report of the Commonwealth Director of Health revealed that in 1972 alone, Australians consumed about 3000 million analgesic tablets (aspirin and aspirin-like pain relievers), or an average of 231 per person. In prescriptions, more than 5 million were given out for sedatives and hypnotics; over 2,300,000 million for anti-depressants; and over 2 million for tranquilizers. These figures did not include drugs given by hospitals and miscellaneous services.

While acknowledging the value of drugs for the right conditions, Harbison worried about those taken for non-medical and non-therapeutic indications. Apart from the more well-known side effects of drugs, such as kidney disease, gastric bleeding and anaemia as results of taking too much aspirin, he said their effects may be cumulative and insidious. Some drugs masked symptoms of more serious diseases which could be dangerous to life, he warned.

He expressed concern that while there was considerable information about the action and function of the pills, tablets, and liquids, and their benefits and side effects, there was very little knowledge of the effects of the combinations of these.

Aside from evidence suggesting that some altered the effects of others or that some had considerable interaction with alcohol ("one beer and one pill can equal five beers"), knowledge on this aspect was extremely limited, he said.

"With at present over a thousand individual brand names of therapeutic substances on the Australian market, you can realise that the problem is immense. There is certainly no hope for any one doctor knowing all the various facets of these therapeutic substances, let alone the interaction among them, nor could he be expected to know all this.

Combining drugs

"There is a danger that a person may take other drugs — perhaps kept in the house for someone else or for some other ill, as well as the one prescribed or obtained for a particular incident. The effect of the combination may not be predictable, but could result in major errors of judgment by the individual in his home situation, his driving or his recreation, each of which could be fatal. Present therapeutics are extremely potent and an error in reading the label during a confusion could also be disastrous".

Harbison also expressed apprehension about the increasing dependency of Australians on pills "to solve their problems, to relieve their worries, for their every little ache and pain".

Can't Australians stand pain anymore? he asked.

Harbison observed that the habit of pill-swallowing was encouraged from childhood. "Mother forces an aspirin down the child's throat every time he yelps, a sedative is given if the child can't sleep, the girl who starts normal menstruation is persuaded she needs a tablet".

Having set the pattern, can we blame the younger generation for turning to "hard drugs" themselves? he asked. They were only unconsciously following the examples set by adults.

He warned about the apparent increase in attempted suicide in Australia. "We are seeing an increase in the numbers of young people who make a cry for help by taking an overdose of drugs. In some cases the results are fatal. This increasing problem in society is just as important as any other aspect of health care in the community," he said.

Adequate training

He recognised the responsibility of drug firms for the education of doctors on the use of modern therapeutics. The doctor, he said, left medical school a long time ago and most of the present drugs in use had been introduced into the market after his graduation. What he needed was adequate training on the right use of the right therapeutic for the right condition, a realisation of the effects of one drug on the other, and sufficient knowledge in how best to handle the problems of his patient.

More important, however, Harbison believed, was to educate the people more fully on health matters through a well-planned public education program. This should be coupled with improvements in health education given to young people in schools, he urged.

"If we follow the present fad of pill swallowing, the result to many could be fatal, and polluted man will continue to live in his polluted environment in an ultimate course of mass destruction," Harbison cautioned.

MEDICAL SERVICES TO BE DISCUSSED

The Monash Association of Students will hold a teach-in on medical services in Robert Blackwood Hall this coming Thursday (September 27) at 7.30 p.m.

The students hope to attract speakers to make it a lively night. "Towards Positive Community Health" is the teach-in's title.

Speakers are being invited from the trade union movement, the recently formed Doctor's Reform Association, the AMA, the General Practitioners' Society, the government, and inner suburban schools.



Law students farewell Professor Nash in style

A very regal affair was the general legal judgment.

For the students it was a welcome break from lectures and law books.

The event was the day last month when Prof. Gerard Nash left Monash for six months study leave at Oxford University.

It was decided that a farewell lunch should be held at the Notting Hill Hotel. What better way to take the guest of honor than by elegant car and motor-bike escort?

A student's father lent the car for the occasion and the students provided the motor-bikes. A procession of twenty cars with 40 or so hungry, and perhaps thirsty, students followed.

In the above photograph Prof. Nash acknowledges the wishes of the crowd, and the Melbourne weather. Below, Prof. Nash with escort leaves for the Nott.



A TRIP FOR THE CHAPLAIN

A "whip-around" on campus recently raised \$700 in nine days to send Father Peter Knowles the University's Catholic chaplain, to Europe.

Fr. Knowles is not a staff member, but a monk in the Dominican order, and his services are free to students and staff.

One of the "conspirators" in the plan to raise money, Mrs Bobby Muskens, said that in the absence of a Protestant chaplain since the end of last year, Fr. Knowles had carried a heavy additional burden.

"He is not entitled to study leave or to long service leave; therefore this conspiracy was set up (with the consent of his superior) in order to give him a trip," she said.

Fr. Knowles proposes to leave at the end of October. The length of his stay will depend largely upon the availability of further funds to enable him to travel between Orthodox centres in East and West Europe, where he wishes to study monastic life, and the Orthodox parts of the Middle East.

Further details may be obtained from Mrs. Margaret Kilpatrick or Mr. Henry Shaw (extn. 3161), Mrs. Muskens (2668) or Annette Schneider at Howitt Hall.

Monash is soon to have a remedial teacher in English as part of its Student Counselling Service.

The details were outlined on the front page of last month's Reporter. It was also mentioned that the Australian National University had been running this type of service for some four to five years.

Recently the ANU service has been expanded into a Communication and Study Skills Unit. The unit, although attached to the counselling service, is now in its own building on campus.

The unit offers three services—efficient English, efficient reading and mathematical methods. Each service is run by a full-time lecturer. The services are available to full-time and part-time students and to staff.

WHY is there a need for courses in efficient English at university level? BRIAN PALFREY, the lecturer in charge of the course at ANU, discussed this and other questions in an issue of ANU News. The Reporter publishes a summary . . .

ENGLISH AS SHE IS WRIT IN A UNIVERSITY

Do professional, literate people write badly? In a university does the problem apply to both academics and administrators?

And what about students? They have reached the tertiary stage of their education but how many have mastered the art of effective expression of their thoughts?

Brian Palfrey, lecturer in charge of the efficient English course at ANU, raised these questions in an article in the ANU News.

He believes that much of the writing within a university is bad — it can occur in student essays, tutorial papers and theses, in administrative memos, minutes and reports, and in academic lectures, papers, books and articles.

Rush and routine

Mr. Palfrey says there are three main reasons:

1. **Haste.** For example, with the rush and routine of an office it is often impossible to fashion the elegant piece of prose we would like to write. Duplicated letters and proforma documents, with all their arid phraseology and inhuman tone, often result from haste.

2. **Timidity.** Many writers, including undergraduates, are frightened of making a positive statement in writing and being responsible for it. This will produce the typically nervous, highly 'qualified' and usually longwinded sentences so often found in 'official' writing.

3. **Fear of error.** People accept a check on their work. Most administrators submit work to a superior who as often as not will amend it.

"I am convinced that a good many people would write incomparably better if they had not been prey to this boggy of correctness since early childhood", Mr. Palfrey said.

"To see honest, efficient people, with something interesting and important to say moreover, wrestling with their sentences to avoid ending with a preposition or splitting an infinitive, is a distressing experience.

"These so-called rules are quite arbitrary and unscientific, yet most of us are still oppressed in our writing by laws we only half understood in our childhood, taught by people who had read English Literature or Classics (or who are offering English as an additional subject to Geography, Phys. Ed., or whatever, simply because they professed to speak the language), and based upon textbooks originally produced in the eighteenth century when the vogue to fix English usage for ever was at its height.

"When Dryden set about removing all prepositions from the ends of his sentences because that particular construction did not accord with Latin practice — or the semantic logic of the word 'preposition' itself — thereby establishing the precedent for centuries of obsessive concern for such trifles, little did he realise what torture he was imposing upon generations

of anxious writers and what ammunition he was providing for pedantic guardians of our language's correctness, amateur and professional alike!"

Mr. Palfrey went on to ask, where does a professional learn how to communicate in writing? Higher School Certificate or a degree may help, but for most people at work, writing needs to be a social skill rather than an academic one. It is a skill demanding special elements not required in formal education.

Are we prepared to deal with others?

Where do we learn how to deal with people in writing? What part of any degree as we know it here prepares the graduate for the letter writing, PR work, submission writing, personnel reporting and day-to-day documentation which will often be required of him within the first year of his first job?

Mr. Palfrey said: "Many organisations train their own staff in these functions after recruitment, but in my experience these training programs are often founded upon absurdly high expectations of what the graduate can do already, especially with a pen in his hand."

He suggested a unit or half-unit on how to write should be introduced to university courses. Nobody else seemed to be doing this with any great enthusiasm.

"Schools can produce first-level English successes who, suddenly producing thoughts of their own at university after the devoted promptings of their tutor, are shocked to find that they cannot write them down," Mr. Palfrey said.

"Most school English courses do not train people to consider the problem, gather material about it, come to some conclusions, think of the reader, plan the answer, and then write.

"Nor are many of our English teachers trained to introduce students to the modern thinking about language, and especially English grammar, thus creating a confusing and unproductive hiatus period between the dissatisfaction and virtual abandonment of traditional, Latin-based grammar and the widespread use of an acceptable and manageable replacement."

His final comment was: "For me it is a condemnation of our system of education that so many able people can come through to positions of responsibility and still lack the confidence, and sometimes the ability, to achieve even the most modest performance in written communication."

IN THE MAIL

Universities, history and the PM

Sir,
I was very interested to read in your issue for July, 1973, the summary of the speech given by the Prime Minister at the dinner given by the Harvard Club of Australia in Sydney on the topic "Universities and Governments". You quoted Mr. Whitlam as saying "Excluding the medieval foundations of Oxford and Cambridge, Harvard is the oldest centre of advanced learning in the English-speaking world".

I feel that someone should point out to your readers that, although Harvard is indeed an ancient institution, there are at least four other universities in the English-speaking world which were founded before Harvard came into being in 1636. St. Andrews dates from 1411, Aberdeen from 1494, Glasgow from 1450 and Edinburgh probably from 1582.

—R. Selby Smith,
Professor of Education,
University of Tasmania.

A lonely student for three reasons

Sir,
Let me congratulate you and Iola Mathews for the social responsibility report entitled "Student loneliness—how can it be overcome?" (Monash Reporter, August 9).

I am a Monash student who has faced the loneliness problem as a result of three factors: my age (I am 26), I am a fringe-dwelling descendant of my mother's people, the Aboriginal people, and I am from the country. These handicaps, I suggest, qualify me, as a second-year full-time arts student, to be experienced in this problem.

It has forced me—as far as time has allowed—to search the library for practical solutions. Solutions providing better social policy than what is being tried now by those misguided, well-meaning people associated with the Contact group. I hesitate to call it a service as I have not found it so.

Each student needs more than just help on health, housing, loans, counselling, careers, legal aid, and academic matters. A student needs to know more than which club to join and how to go

about it. Even the bushwalking club is cliquy.

We require as human beings the real opportunity of meeting sympathetic partners in friendship, love or any of the passions. How is this to be achieved?

I would suggest by accepting as social policy the selected texts of Charles Fourier on Work, Love and Passionate Attraction. They were translated by Professor Jonathan Beecher and introduced by Professor Richard Bienvenu in 1972, under the title of "The Utopian Vision of Charles Fourier" and published by Jonathan Cape, London.

The texts hold great promise for any aspiring parliamentarian, revolutionary communitarian, social worker, environmentalist or concerned citizen-student desiring the good life.

Take what Fourier has to say about anti-loneliness, the art of matching personalities: "We will now take up one of the most interesting branches of the calculus of the passions; the art of enabling anyone anywhere, even in places where he is a total stranger, to make instant contact with people with whom he is in complete sympathy. If the theory of attraction offered no other advantage, would it not still be a boon to all mankind? Would it not be a blessing to the people of civilization who

often spend years in a city without encountering sympathetic partners in love, friendship or any of the passions? In harmony any traveller will make such acquaintances on the very day of his arrival in a city. . . . The art of the sympathist, which is unknown in civilization, provides the means for the instant matching of personalities and sympathies anywhere and under any circumstances."

I honestly believe that unless this approach, or one very similar, is acted upon as love in action in all environments, we will continue with loneliness at Monash, and emotional stress and frustration everywhere.

Also, we will see an increase in street crimes. We will continue with the double standards of deceit and an increasing dislocation of family life and more divorce.

We must drop the science of morality, which is one of repression of human nature and upraise mankind through loving mutual aid. If I see no change for the better I may not return next year as we need to be fully happy.

—David R. Anderson, Member (Interim), National Aboriginal Consultative Committee, Commonwealth of Australia.



Claudia speaks her mind at Monash

THE scene is lecture theatre E1 and the engineering students — nearly all males of course — are pretty restless. It's standing room only with all seats plus the aisles full. The speaker is late.

Then she sweeps in. Like a female Clark Kent.

Claudia whips off the hat and sheds her long coat to greetings of wolf whistles, mainly from males at the back. No bare shoulders.

She speaks firmly and deliberately, trying to exude confidence to her young audience. The audience is wary, sceptical of this representative of the capitalist press. But they are intrigued by the Claudia mystique (She sells papers, she told us so).

Claudia Wright was at Monash on September 12 as the final speaker in the regular Wednesday talks organised by the Monash Engineering Students Society. Her topic was "Women's role in journalism".

"Women's pages are loaded with crap," she announced. The boys pricked up their ears. "They are written by a lot of stupid females." (Not a bad start, keep it up and you might win them over).

"Newspapers do not take women seriously," she continued. "To them all women can do is cook and make macrame string bags."

The problem Claudia announced, and she repeated this often during her 50 minutes in the engineering lecture theatre, is that newspapers and newspaper decision making are dominated by men. And males, says Claudia, do not know much about women.

Men who dominate are afraid that women will upset the status quo of the family.

The problem for the female editor is to get the message across. In Claudia language: "It's difficult to maintain your dignity when you're telling the editor to get stuffed."

But a "new breed" of women's editors is on the way, especially in Melbourne and Sydney. They won't publish what has been taken for granted in the past.

Of course she had to talk about women's lib. She found it had good points but also had some "fatuous" aspects, for example the black ban on bras and makeup. If a woman felt comfortable with these why shouldn't she use them?

"Women's Lib. has some fatuous aspects"

Women's Lib had caught men off guard. "A good lay is supposed to be the be all and end all of a cure for a woman's troubles," Claudia said. "Liberation sex-wise is what Women's Lib is for males."

She was also sceptical of some of the new women's magazines. They were still guilty of the old-fashioned concepts of women — sex still had to be explained to women; women are still put up as sex symbols.

Then she started on the anecdotes. You can't be quixotic in Melbourne without raising a few eyebrows.

Claudia is persona non grata round Linlithgow Ave. She's been "chucked out" of Government House three times — "it perpetuates a form of snobbery . . . you expect Queen Victoria to pop out at any time," she said.

Also a few stories from Flinders St. and the problems of publishing articles in a male dominated organisation.

An article was written recently on circumcision, but the male sub-editor deleted all reference to the word "penis".

Fancy, said Claudia, writing about circumcision and not being

able to mention the integral part. "Newspapers can discuss the female and all her privacies, but not the male."

This led Claudia to her tale about footballers, the Melbourne gods. She decided that there was a story in how the male body was created preceding the start of the Saturday afternoon ritual.

Understandably, perhaps, she had trouble getting into the club-rooms. Finally the Demons agreed. An offending picture appeared only in the first edition — it was decided that footballers could not be portrayed with no clothes; they were to be photographed on the oval during battle.

In question time she had to justify her job. It you are against pages solely for women why perpetuate the crime by editing a women's page? It's better than nothing chum, says Claudia. You will never learn anything about the modern-day problems of women by reading the general pages, so Claudia is doing her bit at the front of the back, next to the TV and before the comic strips.

—Ian Anderson

Car parking has
occasionally been a
contentious issue at Monash.

The Reporter felt the following
article on the subject was worth
airing. Under the heading
"So You Think We've Got Parking
Problems!", it was published in a
recent issue of 'D.C.A. News'.

This instruction, on parking in their basement car-park, was circulated to staff in a large-office building in Washington, U.S.A. It was brought back to Australia by an interested and amazed DCA visitor and is reprinted here without comment:

Effective Monday 14 August 1972, a new parking system will be placed into effect in "B" level. Diagonal lines will replace the straight lines. Virginia traffic will alternately park face-to-face and back-to-back in a north-west direction, except for vehicles en route to Shirley Highway which will park parallel to each other and perpendicular to the last "C" Zone row and facing south-west. Vehicles en route to Maryland will not park face-to-face with Virginia vehicles. Cars qualified for wall parking, except "E" Zone cars, will park alternatively to each other, and in no case, in the area east of the pump room, facing south-west when leaving via the north exit ramp. The opposite policy will be followed for those leaving via the south exit ramp. Also, east of the pump room, arriving vehicles will leave a space between themselves and Virginia cars, except for Route 50 traffic which will park south-west only and will leave "B" Level via the north exit ramp, except for Alexandria cars which may leave via either exit. Area "A" and "H" cars will remain the same.

We hope this new procedure will expedite the departures during the 5 o'clock rush.

Dr. DENNIS DAVISON of Monash English
department interviews our man of the month,
HAZY DAZEMAN, a brilliant young drop-out
poet . . .

He was nervously nibbling a Bob Dylan record when I ran him to earth in a St. Kilda bus-shelter.

"I always thought they were for sheltering buses," he said unexpectedly. Then he fell silent. Somehow I felt he had nothing further to say.

His heavy unshaven jaw and uncropped hair made him look like a boyish Friedrich Engels. He wore a military style belt round the hips and his shirt was open at the neck. Unusual, I noted. The lack of trousers added a touch of ostentation to his wistful, seventeen-year-old frame.

"As I get older," he said unexpectedly, "I realise I have this love-hate relationship with my home in Upper Ferntree Gully. I love leaving it and I hate going back." He fell silent. I recognised the mood.

"Did you resent your parents?" I prodded, admiring the face of Bob Dylan printed on his underpants.

"You see," he said with a wry smile, "I had to fight them. I desperately wanted to hitch-hike to Lower Ferntree Gully. It was that or doing Matric. But I forgave them now. It was many years ago."

Suddenly he looked like a middle-aged Friedrich Engels.

He spat the last bit of soggy record on to my suede shoes and looked at me with a strange poetic gleam in his eye. "I lived where I could find inspiration — in a friend's bathroom — under a loose floorboard at La Mama — writing thirty or forty poems a night. I was exhausted, because it was all coming from within. That's where my poems come from. Where do yours come from?"

"I dig that," I said. It seemed to satisfy him. "Yes, bucking Matric, was hell, exile, purgatory, call it what you like, but through suffering I found myself, me, what I am. Or, to put it another way, Hazy Dazeman."

"Or, in simple terms," I dared to add, "spontaneous empathy?"

"Yes," he said, his voice rising like Bob Dylan's taxable income, "that's for real. Communication. Words on paper."

I was stunned by the maturity of this young mind.

He edged nearer. Confidential. "Here," he said, "look at this poem. Now do you dig the secret of my success?"

Suddenly I was aware. Of course! No syntax! No grammar! Phrases which didn't connect with anything. Single, stabbing words, fallen out of the sky on to a blank page.

He smiled. "Yes! Sentences without verbs. Verbs without meaning. Meaning without logic. Logic without . . ."

He fell silent.

I fell silent.

The soggy, plastic pulp was spreading over my shoes like black vomit.

OPEN DAY 1973 IN PICTURES

Monash was up in the air — in more ways than one — for OPEN DAY '73. The weather was uncommonly kind for August, the crowd bigger than ever (some 20,000, it's estimated) . . . and there was a wide range of attractions, as these pictures indicate. And as for that Page One picture — the skydiver below, was the object of their attention. His landing called a temporary halt to the rugby game in the background.



ABOVE: A girl from the Monash Gymnastic Club, her movements added to by some trick photography.



LEFT: Fortunately for the Environmental Research Information Centre, Open Day was a fine, sunny day. It gave ERIC a perfect opportunity to display the potential of pollution-free solar energy. The sun provided sufficient power to run a small television set.

RIGHT: The Monash Underwater Club was faced with a problem: how does a water-based club show its talents on dry land? The club utilised the water tank over in engineering and club members played chess and noughts and crosses watched by amused passers-by.





ABOVE: The engineering students had plenty of customers for their barbecue. BELOW: A member of the archery club concentrates on getting a bull.



RIGHT: One way to get sore feet on Open Day without walking round all the exhibits! A member of the Tae Kwon Do Club used his feet to break wooden boards held by fellow exponents of the Korean-style of karate.



New aero award for T-VASIS

Professor Ron Cumming, in Monash's psychology department, and a group he led at the Aeronautical Research Laboratories some years ago, have won another award for design.

Reporter (March 1, 1972) was happy to tell how Ron Cumming and his group, with their visual landing aid for aircraft, won the 1971 Prince Philip Prize for design given by the Australian Design Council.

News has now been received that the same group for the same work has been awarded the Honorary Group Diploma for 1972 of the Federation Aeronautique Internationale.

The design is a system of lights, set up on both sides of a runway, to be seen by a pilot coming in to land, by day or night. (Visibility is six miles by day, eight miles by night).

The pilot sees the lights on each side as a letter T or J: if T he flies up; if J, he flies down.

When the lights in the stems of the Ts disappear, he knows that he is on the right slope for his approach.

When the picture is symmetrical right and left he knows that he is on the proper alignment — down the centre of the runway.

It was essential that the visual picture be simple to interpret; the subtlety, is in the placing and direction of the lights down the sides of the runway.

T-VASIS (T-Visual Approach Slope Indicating System) is used at most Australian and New Zealand airports and is coming in to use overseas.

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.

An updated list of scholarships offered by the International Federation of University Women is now available at the Graduate Scholarships Office.

St. John's College, Cambridge

A Commonwealth Fellowship is open to a citizen of an overseas Commonwealth country holding an academic post to pursue his own study and research at St. John's College. Value: £500 p/a and accommodation. Applications close 15 January, 1974.

Molecular Biology Fellowships

Fellowships are available for post-doctoral research in molecular biology at the Roche Institute, New Jersey. Value: \$11,500 and fares.

University of the Philippines

The University of the Philippines is offering scholarships to overseas students at the undergraduate and graduate level. Value: Free tuition and board, and book allowance.

Apex Trust for Autism

Applications are invited for financial assistance for research related to the problems of autism. Applications close 15 October, 1973.

World Health Organisation

Applications for training fellowships and travel fellowships are open for research into cancer. Applications for training fellowships close 28 February, 1974 and for travelling fellowships 31 January, 30 April, 31 August and 30 November, 1974.

Shell Postgraduate Scholarships

Open to graduates in arts, engineering, science to undertake research at the University of Oxford, Cambridge or London. Value: £1600 p/a and fares. Applications close 2 October, 1973.

Scandinavian Cultural Funds

Grants are available for 1974/75 from the Danish fund to provide assistance towards the expenses of Australians who wish to visit Denmark, and to visitors from Denmark to come to Australia. Applications close 1 October, 1973.

Australian School of Nuclear Technology

Radioisotope course for graduates No. 18 will be held from 12 November to 7 December 1973, at Lucas Heights N.S.W. Financial support may be available for members of university staff. Applications close 8 October 1973.

Commonwealth Scholarship and Fellowship Plan

Awards for Canada, Ceylon, Ghana, Hong-kong, India, Jamaica, Malaysia, Nigeria, Trinidad and Tobago, United Kingdom. Applications are open to persons with good honours degree qualifications. Applications close 1 October, 1973.

National Heart Foundation

Vacation scholarships are available to undergraduates to undertake research projects related to cardiovascular function and disease in progress in university departments and certain research institutes. Value: \$30 per week. Applications close 12 October. ANU Vacation Scholarships 1973-74.

Open to third year undergraduates to undertake research work in certain departments of the Institute of Advanced Studies at ANU during December/February vacation. Value: Hall of Residence accommodation, \$20 per week and travel allowance. Applications close 28 September, 1973.

In Review

STUDIES IN EDUCATION

Book: Melbourne Studies in Education, 1973. Published by Melbourne University Press. Hardcover \$7.50.

Edited by Dr. Stephen Murray-Smith.

Review by Professor Peter Musgrave, professor of sociology of education.

This is the fifteenth volume of Melbourne Studies in Education. As before, it contains a series of essays of high quality, but of disparate length and theme, though with a tendency to the historical.

Although there is a new editor this year, the contents, according to the preface, were largely chosen by his predecessor.

There are rumours that Stephen Murray-Smith plans to change the style of this yearly offering. Certainly there is some difficulty in knowing what purpose is served by this and similar collections without theme, particularly now that the publication in scholarly journals of papers such as those presented here is easier than when this series was begun.

Curriculum change

Yet reviewers, particularly when they are sociologists, do tend to see what they read in some perspective, often related to their current interests, and try to accommodate, or perhaps force, the material to fit this frame of reference.

The common thread that runs through much of this book for me concerns change in the curriculum.

In two papers justification for change is important — in one case relating to the study of film in schools (Murray) and in the other to the nature of the secondary and tertiary education women might be allowed to have in late-nineteenth century Victoria (Zainuddin).

In three papers the changing content of the curriculum is the focus — the "Australianisation" of geography teaching (Fletcher), the elements of political socialisation in the schools of mid-nineteenth century NSW (Ely), and the almost accidental spread of a "modern" bias in Tasmanian schools in the early twentieth century (Selth).

This last paper also raises the issue of the inter-relationship of administrative structures and curriculum, a subject analysed more deeply by last year's Fink lecturer (Proctor), whose two papers are included here.

Research schools

Proctor first traces the influence of post-war social and economic conditions upon the governance of American universities. Then he shows how the "Cold War" encouraged the growth of research schools, whose students, wealthier, older and more mature than previously, were ready to challenge the contemporary mode of running a university.

But increasingly, the content of their studies, as they strove for the meal ticket known as the Ph.D., came to seem irrelevant both to them as individuals and to their future employers.

This expansion and its attendant difficulties led in 1961 to the establishment of The Council of Graduate Schools, which has dealt with such problems as the training of college teachers.

Recently, however, the council has considered and encouraged the establishment of the degree of Doctor of Arts. This is an attempt to provide a device whereby future college teachers gain a wide scholarly education, rather than, whilst adding their mite of new knowledge, become very narrow, ill educated and, from many points of view, incompetent people.

Proctor's papers, particularly his second on post-graduate studies, raise many issues of contemporary importance for all Australian tertiary institutions, as we move slowly into an age of greater educational plenty.

There are two other papers, also with some contemporary interest. One (Tannock and Birch) relates to the Drummond case of the early 1940's and, therefore, to the constitutional powers of the Commonwealth vis-a-vis the States in the field of education. The other (Spaul) traces the way in which a national teachers' organisation emerged, with much help from some sectors of the "colonial" administration, in Papua New Guinea between 1960 and 1972.

Melbourne Studies, 1973 is, as always, of high standard. My view is that it could have more theoretical or practical impact if it had more focus. Perhaps the new editor will achieve this. If he does, his reviewer in 1974 will have a very different task.

Two journals from Monash sociology

TWO publications of note have recently involved staff and students from the Department of Anthropology and Sociology.

Dr. Lois Bryson, senior lecturer in sociology, edited the 100-page Australia and New Zealand Journal of Sociology (vol. 9, no. 2).

The journal, which is available in the Monash bookroom for \$2, contains a 40-page section on the problems facing modern cities and the development of an urban policy.

It also contains an article by Peter Hiller, postgraduate student in sociology, on social stratification, the topic for his recently completed PhD thesis.

The other publication, *Contradiction*, is the annual journal of the Monash Anthropology and Sociology Society. It is available for 50 cents from the sociology office on the 10th floor of the Menzies Building.

This year's style is, to say the least, unusual. It is in a folder and contains seven articles, all on individual sheets of paper. The topics include ideology, hallucinogenic drugs, draft resistance and conservation.

The editor was Colin Hay, a fourth year honours student in sociology, and the contributors are mainly postgraduate students.

HISTORICAL DOCUMENTS

Book: Yeoman and Bureaucrats: the Victorian Crown Lands Commission 1878-9. Published by Oxford University Press, 1973. Pp. xxvii + 464. Paperback \$8.50.

Author: Dr. J. M. Powell.

Review by Professor J. W. McCarty, professor of economic history.

In his recent interesting book on the history of Victorian land policy, The Public Lands of Australia Felix (1970), Dr. J. M. Powell made extensive use of the voluminous evidence collected by the 1878-79 Royal Commission appointed to inquire into settlement under the 1869 Land Act.

He has now printed, in the present volume, the report and most of the evidence of this commission, and has written a long introduction.

The rapid settlement of the northern plains of Victoria during the 1870s was on the whole peaceable, as most of the land was held under pastoral leases, and many squatters were able to move further north as the wheat farmers advanced. There was friction between squatter and free selector, but not as much as Manning Clark and other historians have led us to believe; and the evidence in the present volume suggests that shortage of credit to establish farms and various inefficiencies and delays in the Victorian Lands Department were of greater concern to selectors.

Dr. Powell has pruned the evidence to a still-formidable 400 pages of text.

For the general reader the book is fascinating to dip into. Evidence is given that some pastoralists and selectors shifted small portable houses—"flying huts"—around their selections to meet the residence requirement of the 1869 Act; and there is some evidence that country storekeepers gave extended credit to new selectors, but the important question of their sources of funds remains unclear to the historian.

The Commissioners described the Mallee as "a wilderness in the strictest sense of the term—sand, scrub, and Mallee below, the scorching sun and bright blue sky above, and not a sound of life to break the solemn silence", and misjudged seriously its capacities as farming land.

Clear bias

The Commissioners' clear bias against squatters and certain officials of the Lands Department, and their debatable views on the economics of wheat-growing and pastoralism in this period, are but some of the pitfalls awaiting the serious historian hoping to utilise this valuable, but difficult, collection of evidence.

In his interesting introduction Dr. Powell provides much useful advice in this regard; but his principal intention in offering this collection of evidence is, quite rightly, to throw the intending historian in at the deep end. One very useful purpose of the book therefore might be to impress upon students of Australian history the intractable nature of sources that historians have to use.

Writers in residence soon at Monash

Monash will soon have poets, prose writers, and dramatists in residence.

The Department of English is seeking financial support from the Council of Arts and other sources to bring literary writers to Monash.

Philip Martin, a senior lecturer in the Department of English and co-ordinator of the project, said the department hoped to get the project going next month with poet Gwen Harwood for a starter.

He hoped to get distinguished Australian poet Bruce Dawe to come next year.

Overseas writers

Depending on the availability of funds, writers from overseas may also be invited to visit Monash.

The idea, said Professor David Bradley, department chairman, was to get literary writers to live on the campus for two or three weeks and provide "a point of contact for students in as informal a manner as possible".

He felt the presence of a working writer on the campus would help stimulate students' creativity.

Informal classes

He said the literary writers will not conduct formal classes, but may be asked to give an occasional lunch hour talk, a lecture, or a reading of their works.

Most of the time they will merely be around for informal coffee talks with students interested in poetry, novel, theatre and the arts.

Eventually, the department hopes to have grant-holding poets and writers, living and writing in the University for longer periods — something like a resident Robert Frost at Amherst College, Professor Bradley said.

Faculty Club entrance fee

The Monash University Club in its present form is not to everyone's taste, and we are confident that new premises expected to be completed during 1975, will make it much more generally attractive.

The present members are contributing to the development fund which will help to build these premises. There are many who are eligible to become members but who, for one reason or another, have neglected to do so, and some of these are no doubt waiting until the Club is nearer to their heart's desire before putting their hands in their pockets.

However, the annual meeting decided that the entrance fee provided for in the Club's constitution should be raised from zero to \$25.

A period of grace will be allowed, and people who are now eligible for membership will not be required to pay the joining fee provided that they apply before 15th October, 1973. Newcomers and others who become eligible in the future will have six months in which to apply before becoming liable for the entrance fee.

We hope that we won't collect too many entrance fees.

— Warren Mann, president of Monash University Club.

Theatre at Monash

CORIOLANUS was the play chosen this year for special study and research in the Shakespeare Honors Course at Monash.

The Department of English last week presented the play in the Alexander Theatre.

Below, at left, the play's director, Dr DENNIS BARTHOLOMEUSZ, senior lecturer in English, discusses the aims of the students and staff in their production and at right, Dr MARTY SLAUGHTER, senior teaching fellow, reviews the performance.

"Research shaped the production"

—the director

Sprawling and occasionally untidy, *Coriolanus* is nevertheless one of the most brilliant and penetrating dramatic studies of political aspiration ever written.

The conflict between the need to exercise power and the needs of the emotional life eventually flares out in this play as it does in *Antony and Cleopatra*. Roman values are set against a norm of human naturalness.

But the play is not merely the tragedy of a man divided against himself, it is the tragedy of a divided city, and the class struggle in Rome, ageless and familiar, is looked at by Shakespeare with brilliant impartiality.

It was essential to search again for the art that in its liveliness and complexity so effectively communicated some of Shakespeare's deepest human concerns: the essential form of the staging; the rhythms of speech and movement, the shape and color of costumes, music, lighting, decor, stage-directions, implicit and explicit, which make Shakespeare's art both timeless and immediate.

Forms of Elizabethan staging were considered in a search for principles that might still be viable, and the stage-history of *Coriolanus* was researched for errors to be avoided and insights to be followed up. Research papers were written on every aspect of Shakespeare's art. And many of the discoveries made in the papers have helped to shape the production.

Shakespeare's *Coriolanus* was, however, written to be played, and as long as we remained with the text alone we were looking at the tip of the iceberg. Performance became essential if the dramatic poetry of the play was to be made visible. Rehearsals which began in April as part of the Shakespeare course, were followed up with enthusiasm.

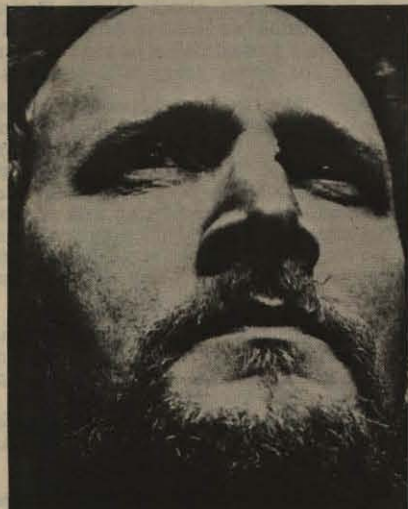
What is presented at the Alexander Theatre this month is the result of research and creative participation. The ensemble playing of the company, Richard Pannell's *Coriolanus* and Corinne Whitbread's *Volumnia* are worth going a long way to see.

The Shakespeare Honors Course is being conducted in this way for the first time at Monash and the experiment represents something of a departure from established ways of approaching Shakespeare's plays, modes of approach which have been largely literary and critical. What one really wants is a dramatic criticism that takes in Shakespeare's narrative art, the poetry and the drama, perceiving at the same time their essential inter-relatedness.

ABC finalists at Monash

The winners of the recent national finals of the ABC instrumental and vocal competition will appear in Robert Blackwood Hall on Sunday, October 14 at 2.30 p.m.

They are Geoffrey Crellin, oboist, Jonathan Summers, baritone, and Renate Turrini, pianist. Mr. Crellin and Miss Turrini are from South Australia and Mr. Summers is a Victorian.



● Richard Pannell as Coriolanus.

"Authentic Shakespeare"

—the reviewer

It is unfortunate that Shakespeare is more often heard in the lecture hall than in the theatre, and that those who claim Shakespeare as their own — English departments the world over — more often than not adopt a policy of benign neglect of the theatrical origins and purposes of those poetic texts.

It is all very well to sit in comfort and participate in the majesty of the verse. But stand on a stage to recite those words and it becomes a question of bodies moving, voices projecting, of settings, lights, properties and costumes.

Credit and congratulations are therefore due to the students and staff who produced Shakespeare's *Coriolanus* in the Alexander Theatre. The second-year honors students, under the direction of Dr. Dennis Bartholomeusz, and with help from friends (notably Richard Pannell as Coriolanus) brought us this tragedy of a heroic man whose virtues are his vices, whose honor is his downfall.

Not easy

It is not an easy play — either in its form (the high martial style) or its content (the portrayal of the ultimate inability of a man of principle to function politically) — precisely because those principles need be kept personal to survive.

Coriolanus is committed to war and to honor for the glory of Rome. This a tough line, a line involving a fickle populace and a opportunistic tribunals, temporising friends, a grieving wife, a pleading mother (herself one of the most martial women in the Shakespearean canon). His is a commitment to an ideal that wins him first accolades then banishment; leads him to treachery against Rome; for his final act of mercy, *Coriolanus* is rewarded only by death at the hands of his new found allies. He is a man as passionately driven by national idealism (where in fact the nation may not be deserving of him) only to end murdered in the enemy camp.

NEW GUINEA DANCE



THIRTY students from the Sogeri High School in Papua-New Guinea are at Monash this week.

The students gave two concerts in Robert Blackwood Hall last Monday — one for the schoolchildren and the other as part of the regular Monday lunchtime concert series.

Another concert for schoolchildren will be held this Friday.

Pictured above is a scene from a performance in New Guinea.

The students wrote the words and music for last Monday's lunchtime concert. The story, called "Turn Back Boy", involved the cultural clash between a boy leaving village life and seeking opportunities in the city.

After the concert the New Guinea students toured the campus and met Monash students in the Union.

Strong men we distrust and virtuous men we disbelieve these days. How then does one plausibly stage a play of this sort?

The production follows the right track in giving us Shakespeare straight — not Shakespeare with Freud nor Shakespeare with rock and roll — but authentic Shakespeare, who states the problems with all their uncomfortable complexity, whose impassioned verse convinces with its candour.

In accordance with this, the scenery — stark ramparts, backdrops of sombre lights — is well chosen. Movement is kept to a minimum as befits the debate nature of the play. The costumes complement the restrained atmosphere and the modern uniform of the crowd reminds us of the unchanging circumstance and fortune heroic men must withstand.

The production places the matter squarely where it was meant to belong, in the hands and hearts of us all.

Players want direction

Student theatre group, Monash Players, is looking for a director for its Orientation Week production in March next year.

It will be a paid position. Any person interested should write down details of their theatrical experience and place the application in the Players' Union letter box by next Monday, October 1.

The play to be performed will be decided in consultation with the director.

The next Players' production is "Cycles" to be held at 8 p.m. in the Union Theatre from October 9 to 12. Mime artist Mark Furneaux is assisting the students with this production.

Julie Felix in trouble

At her September 18 concert, Julie Felix was almost a victim of Robert Blackwood Hall's extraordinary acoustic qualities.

She was on stage with enough paraphernalia to fill a city hi-fi shop. Amplifiers were on either side of the stage, a mixer was just in front of her feet with an eager young operator, and she and her guitarist, Steve Hayton, each had two microphones (one for voice, and one on a lead inside their guitars).

I doubt that it was all needed; after all she had a clear, strong voice, and the guitarist stole the show with his technical capabilities.

The first two songs were inaudible. To her credit Miss Felix made no bones about the fact that she was having trouble. She couldn't hear herself sing. For our part we couldn't hear the words.

She made the man on the mixer turn the volume down by half — it made a tremendous difference. The 600 or so people could sit back and enjoy a good singer and an excellent guitarist.

And for that matter — why all the lights? We saw her in red, pink, blue, green, and primrose too. It would have been nice to have seen her at least once as she really is.

The concert was organised by the Aquarius Foundation. She also sang at La Trobe and Melbourne. She said she would like to be back next year — hopefully just with acoustic guitar and not all those trappings. Perhaps a rehearsal before hand might help.

The RBH acoustics is something all performers should keep in mind, and something that overseas artists could be warned about.

— Ian Anderson

LAST month **Iola Mathews** wrote about some of the student services available at Monash. This month she interviews student counsellor **George Cally**, who has recently returned from study leave. At right is a brief summary of research work in New South Wales on student dropouts.

Mr. Cally sees new approaches to human relations

George Cally, head of the Student Counselling Service, would like to see a "Human Resource Centre" established at Monash, but he thinks the idea is probably 50 years ahead of its time.

The centre would be a place for the research and development of human relations, for relaxation classes, for 'rap' (rapport) groups, and for informal discussion groups of all kinds. A place where staff, students and parents could go and talk out their problems together.

Mr. Cally recently wrote a submission to Council on this idea following a study-leave trip to the U.S., U.K. and Europe. The idea grew out of his visits to counselling centres in the U.S. and U.K., where he saw many new and creative approaches to human relations.

"All of us have problems," he explains. "Not psychiatric problems, but societal problems. I believe the best approach is to shed the old psychiatric/medical model that says there are sick people and healthy people, and realise that all people can keep on 'growing'."

"Society is so complex now that we have been taught to segment everything. We have to relearn the simple art of communication—how to be spontaneous and relate to people."

Mr. Cally said tutorials were a clear example of this lack of "real" communication between people.

"Tutorials are a place where ten people talk about a subject to no-one in particular," he said. "If a student doesn't like the tutor he stops coming. Both the tutor and the student say they don't care, but both are losers — the tutor because he doesn't like a failure rate and the student because he doesn't like failing."

Mr. Cally said staff, students and parents had problems that could be helped through a variety of discussion groups and "outreach" programs.

"Parents need help to adjust to a changing world and the different values of their children. They need help to adapt to a new life when Willy or Mary want to buzz off and leave them. You need groups of parents to talk to each other about these problems in order to sort them out and you need a counsellor or 'facilitator' to lead the group — to tease out their ideas and answers."

"Staff have problems too," he said.

"A lot of staff members would like to know what goes on between them and their students and between themselves and other people here. Some feel alienated and don't see much meaning in their work. Specialisation means people retreating into smaller and smaller blocks without being able to communicate with each other."

"What can a geomorphologist say to a neurophysiologist?"

"Students need to get to know each other and to get to know staff as real people instead of thinking of them as another breed, an Us versus Them feeling."

"The one-way nature of our educational media and the traditional role accepted by schools — cultural transmission — have resulted in our schools being dominated by the lower mental processes — the reproduction of information instead of its production," he said.

"We spend too much time acquiring information, a lower mental process, and too little time producing or creating knowledge, a higher mental process."

"We emphasise the duplication of knowledge, but do too little with creative explication, implication, and application. We have concentrated on developing the acquiring mind rather than the inquiring mind."

Dr Balson used television as an example of the problem — commercial television has had a massive impact but educational television has been largely ineffective.

"Educational TV has simply adapted the anachronistic and mediocre pedagogical skills of the past to the most advanced of communications technologies," he said.

"We limp along with lectures, blackboard scribbles and mediocre drawings. Australian educational TV has failed largely because of the tendency to transfer almost intact the dull system of pedagogy handed down intact from Rabbinical times."

Dr Balson said that effective use of educational TV required a shift from "teaching" to "learning". Media and teaching both stress passive input whereas learning is concerned with active student output.

Overall, the media had made the student "more and more a passive receiver of instruction while the teacher was rarely able to function at a level appropriate to an intelligent person".

Those teacher functions which could be duplicated by media, should be duplicated. It was the teacher's relations to the pupil which could not be duplicated by media. Inter-active exchange was the key to successful learning.

"There is also a need for discussion groups for professions. For example, there are few opportunities at present for doctors to discuss their role — not just their professional role but their role as people relating to other people."

Mr. Cally said Monash had four counsellors but could use two more immediately just to cope with the demand for individual counselling and group projects.

He said that in the U.S. there was a counsellor for about every 750 students; in Australia it was one counsellor for every 3000 students.

"Gone crazy"

"But the Americans have gone crazy," he said. "They are spending about \$45 per student on counselling services while we spend about \$4 per student. I don't think we need to expand to that level, but I would like to see one counsellor for about every 1000 students."

Mr. Cally said professional counsellors were needed to guide programs, but most of the work could be done, successfully by non-professional people. This had already been started at Monash, with a number of staff and students helping in "outreach" programs such as the recent camp at Shoreham run by senior students for first-year students to get to know each other.

He said that in the U.S., outreach programs run by staff and students were common. At the UCLA in California, for example, students ran a Lifeline telephone service, a contraceptive education clinic, 'rap' groups, and a drug education program.

In addition, the professional counsellors at UCLA ran "speech awareness" groups for students who experienced speech difficulties or shyness in various social or educational situations: "couples" groups for couples who wanted counselling with their relationship, and other groups such as a "dormitory" group to facilitate social and interpersonal relationships between students living in halls of residence.

Dr Balson said the greatest single source of inefficiency in education concerned the failure of the school system to provide for differences among students.

It was still standard practice for large groups of students to move forward at the same speed, cover much the same material, use the same media, and teach the same standard for promotion from one grade to the next. Those who could move faster lost interest and those who should move more slowly fell behind and also lost interest. The use of mass media aggravated this phalanx system.

Dr Balson urged the adoption of individualised instruction — "a highly flexible system of multiple materials, media and procedures in which the student, given greater responsibility for his own learning, begins on the level at which he is able to perform, learns systematically at his own pace, and chooses media which he finds effective".

Adult education teachers required

The Council of Adult Education would like to hear from anyone interested in part-time teaching (daytime, evenings, Saturdays) in 1974. Information about the Council's activities and rates of pay is available from the head of the Classes Department or his staff (tel. 63-4231).

Plans for 1974 include, at two extremes, the introduction of tutorial classes running for a year or more, and of very short three to five meeting courses designed to stimulate an initial interest in, for example, an influential book, idea or person. Correspondence courses, adult literacy classes, and an expanded programme in western suburbs, are also being planned.

The Council, having a flexible curriculum, welcomes out-of-the-ordinary suggestions for courses.

—W. A. Fox,
Director of Classes.

Mr. Cally said the "model" counselling centre in his view was at Claremont Colleges, a small private university 60 miles from Los Angeles made up of six colleges.

"The centre was a hive of creative ideas and concepts where anything that might help was tried, evaluated and either expanded or discarded," he said.

"The staff were forever exposing themselves to new approaches by attending workshops in creative dancing, relaxation massage, biofeedback, bioenergetics, psychosynthesis, gestalt techniques, psychodrama, art, behavioural techniques, non-directive techniques and meditation."

THREE-YEAR PROJECT ON NSW DROPOUTS

University student dropouts can be divided into five main groups, according to Susan Hayes from the Tertiary Education Research Centre at the University of New South Wales.

Mrs. Hayes conducted a three-year research project on dropouts at the University of NSW. Her conclusions were outlined in a recent newsletter of the Australian Vice-Chancellors Committee.

She claims that dropouts do not conform to the long-haired radical image foisted upon them by society. They are not a homogeneous group but come from a wide spectrum of student types.

Five groups

The five main groups are as follows:

1. **Conformist.** Often older, married or part-time. Withdraw because of external circumstances such as ill health, financial problems or family demands. Accept both goals and means associated with university education. Tend to view other students as less serious and less academically oriented.

2. **Innovators.** Leave to achieve personal goals via some other channel, i.e. reject the means. Expressed dissatisfaction with the university environment, particularly with respect to achieving academic goals, and did not enjoy attending university.

3. **Ritualists.** Accept the means but not the goals; come to university through parental pressure and not self-motivation. Tended to come from families with university-educated parents. Not strongly motivated to an alternative like innovators.

4. **Retreatists.** Upset by university impersonality, lack of contact with staff and other students and the "do-or-die" examination system. Keen to come to university and to graduate but were not able to achieve their goals because of emotional or academic barriers and, to resolve the conflict, rejected both goals and means.

5. **Rebels.** Considered social and community activities as more important than academic learning, but were disappointed in the intellectual stimulation of the university. Tended to come from stable families with high socio-economic status. Appear to reject notion that a university degree should lead to career and financial success.

Personal goals

One main difference between dropouts and persisters, Mrs. Hayes said, was that persisters believed that by attending university they were fulfilling personal goals. Dropouts also tended to have fewer friends at university and participated less in extra-curricular activities.

She suggested that prediction of the likelihood of students withdrawing may become more accurate if based upon strength and clarity of goals and acceptance of university education as a means of attaining these goals.



"Schools are misusing modern media"

SCHOOLS and their students are suffering from an inefficient and unimaginative use of educational media, Dr Maurice Balson, senior lecturer in education, said at a recent education seminar.

"Films, texts, lectures, television, radio and tapes are presented to children on the assumption that learning will occur," Dr Balson said. "The evidence refutes this assumption."

Dr Balson was speaking at the fourth annual education seminar organised by the Goulburn Valley Committee for Promotion of Adult Continuing Education. It was held in Shepparton at the end of July. The topic for the two-day seminar was "Education and the Media".

Dr Balson said the education industry needed to be dragged, kicking and screaming, into the last third of the 20th century.

THE AUSTRALIAN ABORIGINAL AND THE AMERICAN INDIAN COMPARED

IN EDUCATION: TOM ROPER

Australia could learn a lot from the United States' experience with Navajo Indians in our education program for Aborigines, Tom Roper, MLA, said at Monash last month.

He was speaking at a seminar of the Centre for Research into Aboriginal Affairs.

Mr Roper said the problem was that Australia was still thinking in terms of "white" education for Aborigines, even though it was pretty clear that this had not succeeded, because most Aborigines did not want it.

Mr Roper is the author of "The Myth of Equality". He was formerly national director of Abschol, and before becoming State MLA for Brunswick West, he was assisting the Federal Minister for Aboriginal Affairs, Gordon Bryant.

Indian school control

He said that in the United States, control of the Indian schools had been given back to the Indian community. The schools were still funded by the Federal Government, but school boards were selected by Indians, and Indian parents were for the first time taking an interest in the schools and encouraging their children to stay on.

In the past, these schools had taught only "white" curricula and ignored Navajo culture. Now they were teaching Navajo music and songs, the Navajo language, Navajo stories and biographies, and Navajo history, including the "culture clash" between Indians and whites.

White administrators in the Bureau of Indian Affairs had been sceptical and said the Indians were "not ready for it," but the scheme was already proving successful.

Mr Roper said that in Australia, however, the "aboriginalisation" of education had been limited except in South Australia. The South Australian Government had recently asked for \$1 million for aboriginal education, to be spent on special in-service training courses, for the employment of Aborigines as teacher-aides, for special texts and materials on aboriginal culture and language, for books in Pitjantjara, and for promoting some aboriginal teacher-aides to the status of teachers.

In the Northern Territory, however, Aborigines were still being forced into the white system, especially at secondary level. Aboriginal secondary students have to board at one of the three aboriginal secondary colleges situated at Alice Springs, Darwin, and Yirrkala, Mr Roper said. This means leaving their families and moving into a white-dominated society.

They are given a normal "Australian" secondary program, including an art, craft and drama program with a teacher who has no knowledge of aboriginal art, and European sports including shot-put, discus and javelin throwing.

High truancy rate

Mr Roper said the truancy rate at these schools had been as high as 50 per cent., and those students who were "successful" only found difficulty in moving back to their own people.

There were no boarding provisions for parents who wanted to come and visit their children. Aboriginal communities were apathetic or even actively hostile to such schools because they had no involvement in them. Yet one of these schools — the Kormilda College in Darwin — would soon be getting a \$3 million grant for a new building.

"It is pretty clear that white educa-

tion for Aborigines hasn't succeeded," he said. "It is hard to say exactly what can be done, because some Aborigines want some aspects of white education. But certainly there is a need for more involvement by Aborigines in education for Aborigines. If we want to "sell" our school system to Aborigines we have to raise its status in their eyes, and this includes raising the status of aboriginal language and culture."

Mr Roper said that at a recent conference in the Northern Territory, aboriginal delegates said they wanted their schools to teach aboriginal languages as well as English, to use aboriginal teachers as much as possible, to teach aboriginal culture and customs, but to leave the teaching of sacred matters to the tribe, to give aboriginal councils the right to check materials in school books and libraries, and to leave the discipline of adolescents to the elders.

TWO seminars are to be held on coming Wednesdays by the Centre for Research into Aboriginal Affairs.

On September 26 at 2.30 in R5 the topic will be "Aboriginal Protest" with speaker Leith Duncan, senior teaching fellow, Department of Anthropology and Sociology. A second seminar on "The Future of Aboriginal Labor in North Australia" will be given by Frank Stevens in R7 on October 3. The seminars are open to all interested persons. Further details from Dr Eggleston (extn. 3346).

IN LAW: ELIZABETH EGGLESTON

The involvement of the American Indian and the Australian, Aboriginal with the criminal law was "depressingly similar," Dr. Elizabeth Eggleston told the recent ANZAAS conference in Perth.

"The typical urban Indian criminal is an alcoholic, living on or visiting Skid Row, being processed through the lower court mass production line, serving a life sentence on the instalment plan," Dr Eggleston said.

Dr Eggleston is director of the Centre for Research into Aboriginal Affairs at Monash. She has just returned from the United States where she studied Indian legal problems.

Her paper at ANZAAS was on "Urban Indians and the Administration of Criminal Justice". In the conclusion she compared the American Indian and the Australian Aboriginal.

Dr Eggleston said that although there had been many advances in United States law protecting the constitutional rights of criminal defendants, these developments had largely bypassed the lowest courts.

The right of an indigene to obtain legal counsel paid for by the state had in practice meant little to the man charged with drunkenness.

(Earlier in her paper Dr Eggleston said 1970 Uniform Crime Reports indicated that 67% of Indian arrests were for drunkenness).

"Aborigines and Indians share a similar history as indigenous peoples largely dispossessed of their land by invading Europeans," she said.

"They now find themselves a small minority in a society dominated by people of a different culture. This common history appears to be more significant than the attempts which have so far been made to improve their position."

Constructive change

What improvement could be hoped for? How could constructive change be brought about?

"Indians are beginning to learn that they must organise and exert political pressure where it will be felt," Dr Eggleston said.

One young Indian leader in Phoenix suggested to Dr Eggleston that the reason for the Indian treatment was not so much racial discrimination but their lack of political power. He gave her this example of what could be done — as a result of research by his Indian coalition the Phoenix City Council modified its planned distribution of revenue-sharing funds to include a grant to the Indian community.

"In the past city Indians have been weak politically because they have not asserted themselves and because their small numbers made it easy to ignore their special interests," Dr Eggleston said.

The Bureau of Indian Affairs had concentrated its attention on the Reservations. Tribal leaders had rarely looked beyond the boundaries of their own Reservation. Urban Indians themselves had contributed to the neglect of urban problems; many considered themselves to be merely transient residents in the city, no matter how long their stay; they still looked toward the Reservation as home.

"But there are clearly urgent problems in urban Indian communities and the best hope of finding solutions rests on Indian involvement," she said.

There is strong Monash representation on the new body. Founding president is Professor A. G. L. Shaw, acting Dean of Arts; vice-president is Professor G. C. Bolton, a former senior lecturer at Monash, now professor of history of Murdoch University; the secretary is Dr. T. G. Parsons (Macquarie), who gained his Ph. D. at Monash. Treasurer is Dr. Wilfred Prest (Adelaide).

first tasks of the association will be to try to improve existing arrangements for the study of government archives, which historians have found to be particularly defective in the Commonwealth sphere.

"It plans to make representations to Canberra, in support of a motion carried at the ANZAAS meeting, which was very critical of the most striking deficiencies of the Australian Archives establishment."

Professor Shaw said that historians at Perth had been particularly disappointed that none of them had been invited to a conference in Canberra on September 3 to discuss archives policy. The conference was to have been addressed by Dr. W. K. Lamb, recently-retired Dominion Archivist of Canada, who had been brought to Australia by the Commonwealth Government to advise on the reform and extension of the Commonwealth archives office.

Overseas counterparts

The Australian Historical Association is established along similar lines to associations that have long existed in England, the USA and elsewhere. It aims to encourage historical study, teaching and research and to advance the common interests of all historical scholars. Membership is open to all who support these objectives.

Professor Shaw says: "One of the

Shock tactics

"Its role now appears to be one of keeping Indian grievances in the public eye by shock tactics. It does appear to have had some success in making the non-Indian population aware that something needs to be done about the Indian situation."

"But it will be up to other Indian groups, including local chapters of AIM, to press for specific reforms taking advantage of this new awareness," she said.

Though AIM started in the cities and had alienated some tribal factions, it did have supporters on the Reservations, chiefly amongst Indians who were most attached to the traditional culture.

The first signs of a link-up between young articulate urban Aborigines and traditional leaders were now appearing in Australia. Here, as in the United States, militant Aboriginal groups made symbolic protests. They were also working on specific practical projects.

Dr Eggleston said that in the field of criminal justice Indian or Aboriginal input would be valuable at many points. It should come not only from voluntary organisations but from Indian or Aboriginal employees in police and correctional departments. Indian or Aboriginal groups organised to provide legal services for indigenous defendants could also have considerable impact on an unjust system.

● More from the ANZAAS conference will appear in future issues of Monash Reporter.

History quickly made at ANZAAS

At last month's ANZAAS Conference in Perth, Dr. Geoffrey Serle, Monash reader in history, called for the formation of an Australian Historical Association.

Twenty-four hours later the Association was an accomplished fact, with some 60 foundation members.

It wasn't quite as spontaneous as that, of course. The groundwork had been prepared a year earlier, and the proponents of the scheme had already received 620 replies to a questionnaire sent to historians throughout Australia.

A PAGE OF SPORT

TUCKETT IS TOPS

Third-year science student, Bob Tuckett, 20, has been named as the top table tennis player in Australia this year.

Bob won the Victor Barna award for the best and fairest in Australian table tennis for men and women.

The award was announced at the end of the Australian table tennis championships held in Adelaide earlier this month.

Bob was a member of the Australian team which toured overseas for three months this year. He and his partner, Paul Pinkewich, were runners-up in the Commonwealth doubles final at Cardiff.

AUSTRALIA DOES WELL AT THE MOSCOW GAMES

First year arts student, Robyn Farrell, won a bronze medal at last month's World University Games in Moscow.

She finished third in the women's 200 metres breast stroke. Robyn also won a medal for finishing fourth in the 100 metres breast stroke.

Medals were awarded down to sixth place in all events.

Overall Australian university students won one silver, three bronze, two medals for fourth place, three medals for fifth place and two medals for sixth place.

The eleven medals placed Australia in sixteenth place with 31 points.

The Australian Universities' Sports Association says this was a most creditable performance as the teams above Australia had far more competitors than Australia's eleven.

The other Monash representative was Brendan Layh who made the final of the men's 1000 metres in athletics but was unplaced. He did not qualify for the 5000 metres.

Students from Melbourne University performed well. Judith Canty was second in the 400 metres in athletics. Janet Young won two bronze medals in tennis — in the singles and in the mixed doubles. Jennifer Chiller won medals for fourth, fifth and sixth places in various swimming events.

Third participation

The World University Games are known by the term "Universiade". The Moscow Universiade marked Australia's third participation in the games, which are normally held every two years — the year before and the year after the Olympics.

The Australian Universities' Sports Association said the Universiade was second in size only to the Olympic Games. Turin, in 1970, drew more than 2000 competitors from 58 countries. The standard is high. At Tokyo in 1967, ten world records were set in swimming.

Moscow's best sports facilities were used for the games including the 101,000-capacity Grand Sports Arena and the 14,000-seat Indoor Sports Palace.

Copy deadline for the next issue of Monash Reporter is Wednesday, October 3.

Letters and contributions from staff and students should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone 3067).



RON BARASSI MEMORIAL LECTURE

An important part of the Monash calendar is the annual Ron Barassi Memorial Lecture. It is presented in Grand Final week by Dr. Ian Turner, associate professor of history and a staunch Richmond supporter. This year the lecture was held on Tuesday, September 25 at 12 noon in Robert Blackwood Hall.



ABOVE: Looking more like a rugby scrum than a game of Australian Rules the medical students prepare to take the field.

On Wednesday, August 1, on Monash No. 2 oval, a team formed from Monash Med. II clashed with a corresponding team from Melbourne Uni. in a socially-oriented game of Australian Rules.



ABOVE: Dr. Barry Oakes, senior lecturer in anatomy, and No. 1 ticket holder for the Monash Med. II football team. He is also holding the CIBA Cup which he presented to the Monash captain, John Griffiths, after the team's win.

The teams were indebted to the organisation of the two captains John Griffiths (Monash) and Simon Costello (Melbourne).

Monash MUMUS secretary, Stephen Brazenor, arranged with CIBA Pharmaceutical Co. to donate a perpetual trophy. Hence both teams had considerable incentive and the social aspect of the game was partly sacrificed for a more serious, determined approach.

The game, as expected, was a fitting climax to the organisation that had preceded it: after an even first half when only one point separated the teams, the home side played more systematic football to boot eight goals to their opponents' four.

The 100-odd supporters, the majority barracking for Monash, were justifiably delighted with the 'Ashers' three-goal burst into the strong wind in the final quarter. Final scores were Monash 14.10-94 to Melbourne 10.10-70. Yet again had the Monash Faculty of Medicine demonstrated its superiority.

After the game, the No. 1 ticket-holder and patron of Monash Med. II team, Dr. Barry Oakes, presented the perpetual CIBA cup to John Griffiths and the best player trophy (courtesy of Neil McMullin) to Simon Costello.

Celebrations following made good use of the sports pavilion's tea rooms.

-W. Howard, R. Lodge.

DIARY OF EVENTS

SEPTEMBER

September 27: M.A.S. sponsored forum on "Towards Positive Community Health". Robert Blackwood Hall, 8 p.m.
28-29: Musical, "Kismet", Cheltenham Light Opera Company, Alexander Theatre, 8 p.m.
29: Children's Film Club, Alexander Theatre, 11 a.m.

OCTOBER

October 1: Lunchtime concert, Monash Chamber Orchestra with works by Mozart, Grainger, Wagner, RBH, 1.15 p.m.
1-5: Monash gamelan orchestra (see below).
3: Seminar, "The Future of Aboriginal Labor in North Australia", by Mr. Frank Stevens. Organised by Monash Centre for Research into Aboriginal Affairs. R.7, 2.30 p.m. Inquiries: extn. 3348.
3: Lecture: "TEEP and School Assessment" by Dr. R. Rowlands, Research Officer at VUSEB, 1.15 p.m., H.3. Admission free. Inquiries: extn. 2101.
3-6: Musical, "Kismet", Alexander Theatre, 8 p.m.
4: Fashion parade, chicken and champagne luncheon, Monash Parents Group, RBH, 12 noon. Tickets: Mrs. Strickland 581495.
5: Waverley Festival of Arts concert, Frankston Symphony Orchestra and school choirs, RBH, 8.15 p.m.
5: German department film, "Heiden". H.1, 8 p.m.
6: Lowrey organ recital to aid Yooralla, RBH, 8 p.m. Tickets: adults \$1, children 50 cents.
8: Lunchtime concert, Leslie Howard (piano) RBH, 1.10 p.m.
15: Lunchtime concert, Tanya Hunt (cello), Margaret Schofield (piano) RBH, 1.15 p.m.
15, 16, 18 and 20: Play, Alexander Buzo's "Rooted", presented by Waverley Theatre Company, 8.15 p.m. Union Theatre. Admission: \$1.50. Group bookings — Marion McCahon (277 2491), Claire Georgeson (277 5129).
16: Monash Women's Society coffee morning. Vice-Chancellor's house, 10 a.m. Speaker: Professor Street (physics) on the metric system.

INDONESIAN MUSIC

Monash's own gamelan will have its first major public airing in a series of performances in the Alexander Theatre beginning on Monday, October 1.

The gamelan, comprising 62 instruments, arrived from Java only last month.

Bigger and more glamorous than the borrowed orchestra used in earlier performances, it will be the mainstay of an ambitious program entitled "An Indonesian Adventure — The Ramayana in Java", to be presented by the Monash department of music and the Alexander Theatre Guild.

Guest artist for the season will be Peedijono, from Java, and the producer will be Dr. Margaret Kartomi, of music.

The program will consist of shadow puppetry, dance-drama, an introduction to gamelan instruments and performances of gamelan pieces.

Performances will be given at 8 p.m. on October 1 and 2, and at 2 p.m. on October 3, 4 and 5. Admission: adults \$3, students \$1.50 (concessions for group bookings).