

**Radio licences are in the air . . .**

# MEETINGS CALLED TO CONSIDER MONASH BROADCASTING POLICY



## MONASH REPORTER

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**WIDESPREAD** use of radio by universities and other educational institutions could be just around the corner and the Monash Centre for Continuing Education wants to make adequate preparations.

The centre has arranged two meetings next month to discuss what Monash should do about the introduction of educational radio.

They will be held at 1.15 p.m. in R4 on Wednesday, August 7, and Wednesday, August 14. All interested individuals and groups at Monash are invited to attend.

Topics at the meetings will include:

- The range of objectives, within the University, which could be assisted by radio broadcasting.

- Options for meeting such objectives — organisational structures and financial implications.

- The significance of the Independent Inquiry into FM broadcasting and the new technical advice about availability of AM frequencies.

The director of the centre, Dr J. A. McDonell, said the meetings would set the stage for a more intensive study of the University's requirements for broad-

casting facilities and of the alternatives which would need to be explored before any plans to apply for a licence would be drawn up.

In depth studies of these points will not be possible at the meetings so it is hoped that follow up working groups will be formed to study various specific questions and to produce reports.

These would then be forwarded to the Professorial Board.

Dr McDonell said there seemed a real possibility that the Australian Government would soon decide to introduce the necessary Acts to make possible the licensing of new stations for either FM (frequency modulation) or AM (amplitude modulation) broadcasting.

If so, he said, applications for licences could be called early in 1975.

Dr McDonell said that the traditional restrictions on non-ABC or non-commercial broadcasting were likely to be eased.

Previously licences had been hard to obtain and those that did had severe limitations — for example, Radio University VL5UV in Adelaide had to broadcast off the normal band and it could not broadcast music.

Monash arts graduate, Gaye McLeod, at work in the educational radio station VL5UV at the University of Adelaide. It was the first new station in South Australia for 34 years—there could soon be many others.

Recommendations on radio made to the Australian Government from many areas are now receiving serious consideration; the Priorities Review Staff is to advise the government by early August.

Dr McDonell presumes that this is to allow for financial considerations to be made in the context of the 1974-75 Budget.

Dr McDonell would like to hear, as soon as possible, from anyone in the University who would like to make a contribution to the August meetings.

Background documentation for the meetings will be included in the next issue of *The Reporter*, scheduled for publication on August 5.

The Centre for Continuing Education has a mandate to investigate the possibilities of starting non-credit courses, seminars and other educational programs by radio and television.

## Professorial Board to take students for the first time

Elections will be held later this year to choose four students and seven non-professorial teaching staff members to join the Professorial Board.

This will be the first time that students have been admitted to membership of the Board. (At present, the Monash Association of Students and the Monash Research Students' Association are entitled to have an observer each at the Board meetings.)

The University Council opened the way for student membership at its July meeting when it made a Statute providing for the election of two graduate students and two undergraduate or diploma students.

Nominations will be called as soon as the statute receives the assent of the Governor-in-Council.

Council also approved a Professorial Board recommendation that the directors of the Higher Education Advisory and Research Unit (Dr T. Hore) and the Centre for Continuing Education (Dr J. A. McDonell) be made *ex-officio* members of the Board.

### 118 members

The new additions will lift total membership of the Professorial Board to 118. At present the Board consists of the Chancellor, the Deputy Chancellor, the Vice-Chancellor, the University's 100 professors, the director of the Computer Centre (Dr C. Bellamy), and the Librarian (Mr T. B. Southwell).

The new Statute 9.2 provides that each student member will hold office for a term of one year from May 15 each year. (The students elected this year, however, will hold office only from the date of their election until May 14 next year.)

To qualify for candidature, a graduate student must attend the University solely or principally as a graduate student rather than as an employee of the University.

Undergraduate or diploma candidates are required to have been enrolled for any second or later year subject or unit.

### Faculty elections

The Statute also provides "that there be one member of the Board from each faculty to be elected from among their number by the non-professorial members of the academic staff who are also members of that faculty — that is, all senior tutors and above, whether part-time or full-time, and the full-time teaching fellows and senior teaching fellows . . ."

The non-professorial staff members will hold office for a term of two years from December 1.

However, to provide continuity, Council agreed that the first members elected by four faculties (Arts, Economics and Politics, Education, and Engineering) should serve until November 30, 1976. The remaining three members (Law, Medicine, and Science) will hold office until November 30, 1975.

## MOD MONASH OPEN DAY

Planning for Monash's 1974 Open Day — Saturday, August 10 — is now well advanced.

Since Monash is the only Victorian university conducting a full-scale open day this year, a record attendance is expected.

Because of building operations and space problems, a number of departments that have taken part in previous years have opted out of this year's

## "You and the University"

event, but there are some welcome new ones among the 30-odd departments putting on displays and exhibitions.

The official program for the day is now in preparation. It will be published as part of the next issue of the Reporter, due out on Monday, August 5. Items received too late for inclusion will be published in a special Daily News sheet which the Union will produce on Open Day.

Once again, the three bus lines serving the University — Ventura, Grenda's and Sinclairs — will supply buses and drivers to provide regular tours of the

campus, with calls every 20 minutes or so to the Halls of Residence.

Poster blanks with the Open Day symbol (illustrated above) are now readily available. They come in four sizes — quarto, foolscap, 17 in. x 13 in., and 13 in. x 17 in.—and in a wide range of colors. Stocks can be obtained through the Information Office or the Union Desk.

Publicity leaflets (printed on recycled paper) are also available. They are designed for use as handbills or mailing pieces. Stocks are being distributed to departments, but further quantities may be obtained from the Information Office.

# She flew 59,000 miles for PhD

FOR the past three years Leonie Ryder has interviewed 150 pilots and flown about 59,000 nautical miles involving more than 300 hours in the air.

She has been to all states of Australia and to Papua New Guinea and the Solomon Islands.

Besides giving her the flying bug — Leonie is now learning to fly — the end result was a PhD, "The Information Content of Australian Aircraft Navigation Documents."

This month Leonie's thesis was accepted by the University's PhD and research committee. Her supervisor was Professor E. W. Cumming, professor of psychology.

Leonie left Melbourne earlier this month to work as a research psychologist for the Papua New Guinea Public Service in Port Moresby. One task will be help select local people for training as air pilots.

Her thesis was undertaken in the Department of Psychology at Monash while she was on leave from the Australian Commonwealth Public Service. The research was initiated by the medical branch of the Department of Civil Aviation. The department met major research expenses from a fund set aside for human engineering research.

The initial reason for the research, Leonie said, was that some pilots had suggested to DCA that they had too many bits of paper to plough through during their flight. DCA wanted any problem identified.

The main question asked was "could the navigation information required by aircraft pilots be provided to them in a manner more appropriate to their task?"

More specifically: do the current documents provide the pilot with all the information required? and is the information appropriately distributed and presented in the set of documents?

## Three stages

The method Leonie used involved three stages. First, observation flights to see what charts and documents the pilots used, then "unstructured" interview with 27 pilots and finally, on the basis of the first two stages, a detailed structured interview with 53 general aviation pilots and 49 airline pilots.

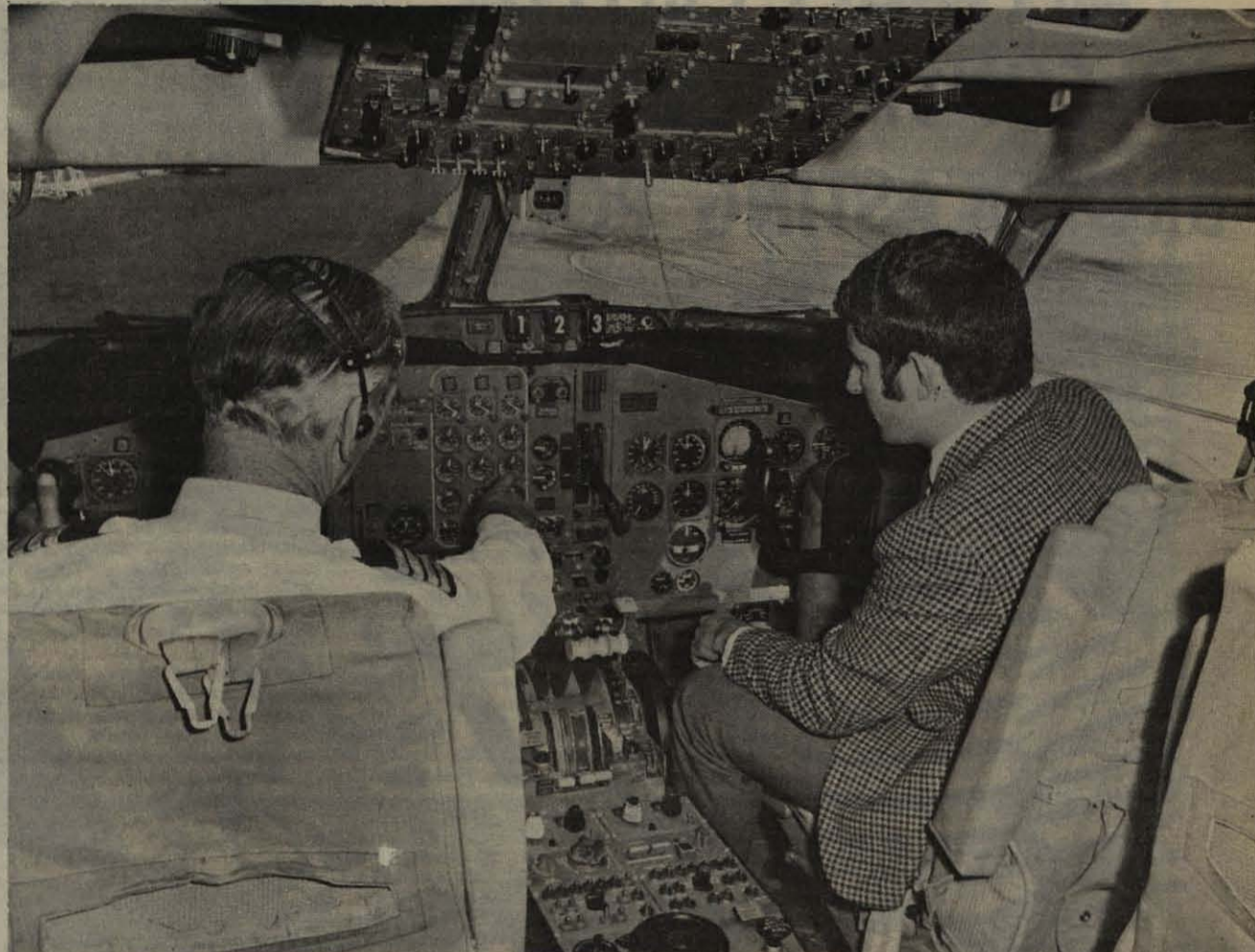
For the observation flights Leonie travelled in a wide variety of aircraft, ranging from single engine planes to Boeing 727 jets.

During these flights Leonie, seated in the cockpit, watched the navigation tasks performed by the pilot and noted how these tasks related to the pilot's more general task of flying the aircraft.

Leonie said that navigation fundamentally involved the pilot relating what he could see on the ground or on instruments to features shown on a chart.

This could be done in two ways — one, visual navigation where ground features were related to a topographical chart; two, instrument or radio navigation where the pilot used bearing and distance information to track from one radio beacon to another.

The second method is always used by regular public transport pilots (air-



line pilots); general aviation pilots will use either method depending on their level of training, the route they are flying, and the equipment available in their aircraft.

To perform these tasks the pilot may need to refer to up to 10 different types of documents on any given flight, Leonie said.

Documents had to cover five main categories — radio navigation or ground feature information (depending on which flying method was used), route information (details of the track planned), communications information (radio frequencies), airspace information (for example, prohibited or restricted areas), and aerodrome information (for example, runway lengths, elevation).

After her research Leonie concluded that Australian pilots were provided with all the information they required on these five categories, but the information could be better distributed in the documents.

Pilots wanted the information in as few documents as possible. Ideally the pilot should not have to use more than one document at a time.

But Leonie found that pilots often transferred information from one document to another to get as much information as possible on the one sheet.

Many airline pilots were critical of the size and clutter of the radio navigation chart (RNC) which was supplied by DCA. This chart, among other things, shows controlled air space, air routes, and air traffic control, com-

munications and radio navigation services.

More than 60% of the airline pilots interviewed used route cards produced by TAA and Ansett rather than the DCA-produced RNC. The proportion using route cards would be higher for jet captains, Leonie said.

Similarly, general aviation pilots, who used the world aeronautical chart (WAC) for navigation by topographical features, found some problems. Pilots often transferred information on aerodromes and air space boundaries to their WAC.

The alternative was to refer to two charts which were drawn on a separate scale — the WAC and the visual enroute chart which gave greater detail. The WAC is produced for DCA by the Division of National Mapping and in the Department of Minerals and Energy.

Leonie's thesis concluded with a suggestion for the rationalisation of documents so that pilots would only have to refer to one document at a time during the various stages of flight — planning, take-off, enroute, and approach and landing.

(\* The Department of Civil Aviation has now been renamed the Department of Transport — Air Transport Group.)

## 'A valuable guide'

Commenting on Leonie's work, a Department spokesman said:

"The Department of Transport (Air Transport Group) regards Miss Ryder's thesis as a valuable guide to its future policy in chart making and document preparation for pilots.

"As an independent and practised investigator who came to the subject as a layman, Miss Ryder was able to take an objective view of what pilots believe they really need in their flight documentation — something which had never, to the Department's knowledge, been done in its entirety before.

"The Department was therefore very glad to be able to give Miss Ryder all the assistance it could in her investigations and will undoubtedly benefit from her conclusions."

LEONIE RYDER spent 300 hours in an environment like this while she worked towards her PhD.

## International visitors to give seminars

SEVENTEEN academics who are in Australia to attend a major international congress in Canberra next month will give a series of public seminars at Monash before and after the congress.

The congress is the XVI International Ornithological Congress which is held every four years. It will be in Canberra from August 12-17.

It is the first time that the congress, which should attract more than 600 people, has been held in the southern hemisphere.

The Monash seminars will begin this Wednesday (July 24) at 4.15 p.m. in S8 with a talk on "Hunting and game management" by Dr S. Fredga from the Sportsmen's Research Institute in Sweden.

All seminars will be in S8. All but the first will be at 1 p.m.

The other speakers and topics for the seminars until August 8 are:

### JULY

25: Dr C. M. Perrins, Oxford University, "Evolution of family size".

30: Dr P. R. Evans, Durham University, "Ecology of shore-birds in two British estuaries".

### AUGUST

1: Dr S. L. Tamm, Indiana University, "Microtubules and membranes in protozoa".

5: Dr P. D. Rich, Texas Technical University, "Fossil history of Australian birds".

6: Dr C. Collins, California State University and Dr G. Wolfenden, University of Florida, "Osteology and pterylogy of swifts".

7: Dr D. Pomeroy, Nairobi University, "Biology of the Marabou stork".

8: Professor G. V. T. Matthews, The Wildfowl Trust & Cardiff University, "Navigation and orientation in birds".

The eight seminars from August 19 to September 3 will be published in the next Reporter, due on August 5. More details are available from Dr D. F. Dorward, ext. 2644, or from ext. 2648.

Dr Evans from Durham University will stay at Monash until mid-December. He will assist with third year courses in physiological ecology, evolution and immunology, and the Master of Environmental Science course on animal populations.

## INDONESIA AND AUSTRALIA

A series of three panel discussions on trends in contemporary Indonesian politics and their implications for Australia's policies towards Indonesia has been arranged by the Centre of South-east Asian Studies in association with the Australian-Indonesian Association of Victoria.

They will be held in R4 on Thursday evenings at 8 p.m. and will be open to the public.

The aim will be to provide a maximum opportunity for questions and exchange of views, rather than formal lectures.

1. — Thursday, July 25: The Thaw of 1973, the anti-Tanaka Riots and the Aftermath. Panelists: Harold Crouch, Professor Herbert Feith, Dr Barbara Harvey.

2. — Thursday, August 1: Current development strategy and its critics, with specific reference to rural poverty. Panelists: Ron Hatley, Ken Thomas, Jamie Mackie.

3. — Thursday, August 8: Australian-Indonesian Relations — past trends and future policies. Panelists: Harold Crouch, Jamie Mackie, Nazaruddin Sjamsuddin, Zaimuddin.

Chairman: Professor J. D. Legge.

# SCOTS and BRITS v. the VIKINGS

PEACE has broken out, at last, between Scots and Brits: instead of continual war, they have agreed to build a continuous wall.

The leader of the English told this war correspondent that he believed he was a better engineer than a general of the army.

So he was happy to turn his skills to the wall between Brits and Scots, rather than to the war.

What's more, he would honor the occasion and the wall and the former enemies, the Scots on the other side of the wall, by donning his special walling suit, to be known centuries later as morning suit.

His name? Originally it was Hunter, but, what with the shortage of wood and other printing materials, he had shortened it to Hunt, anticipating by several centuries his re-appearance as Professor and Dean of Engineering, K. H. Hunt.

The redoubtable leader of the Scots also said that his engineering made him a better waller than a warrior.

So he too was happy to lead the wallers on the Scots side.

For dress, he preferred the national form — kilts, tartans and all — for this international enterprise.

But if the Matheson wall-making tartan could not be found or produced in time, he would be reduced to mufti — at the best a dinner jacket and black tie.

One thing he was glad to do: to change his claymore from a two-handed sword to a useful, peaceable tee-square: just the thing for setting out walls, he said.



• Dr. Matheson, Vice-Chancellor

He too, hoped for reincarnation as a well known Professor of Civil Engineering and Vice-Chancellor of Monash, Dr. J. A. L. Matheson.

But alas, as the closing stone was put in place, the wily vikings came in from the sea, happy to catch both sides at once. They hadn't learned the rule, old and new, divide and conquer.

The vikings were urged on by one known not as his majesty, or his highness, but simply and effectively as Hiscock. More than his peers, he had an intimate knowledge of those who lived in and by the sea.



• Professor Hunt, engineering

Unlike the others, he was not an engineer, but a limnologist; the sign on his sail the mollusc rampant.

The vikings paid for their mistake: the Scots and the Brits hurled their wall at the invaders stone by stone.

In the end, the vikings vanished never to return; the Scots and Brits lost their wall (the stones were scattered to the sea); but they kept their peace, and lived more or less happily ever after (engineers normally do coalesce).

So, a thousand years later, these three leaders of the Brits (Hunt),



• Dr. Hiscock, zoology

the Scots (Matheson) and the Vikings (Hiscock) will lead the cheers of the three parts of the audience in the Australian Youth Orchestra's performance of Williamson's opera, "The Stone Wall" — at Robert Blackwood Hall, at 8.15 p.m., on Wednesday, July 31, 1974.

(• For details of the AYO concerts see page 9).

by Gilbert Vasey

## 200 companies surveyed to find . . .

# The advantages and disadvantages of employing graduates

Graduates make good executive material because of their analytical approach to problems, but too many of them want to start at the top.

These are among the findings of a survey of 200 Australian companies recently conducted by management consultants John P. Young & Associates Pty. Ltd.

Capacity to think analytically was given most often as "the strongest quality university graduates have over non-graduates to fit them for executive roles". It was mentioned by 54 of the 136 respondents who gave an opinion on the subject.

Second on the list of benefits offered by university graduates in executive roles was their technical knowledge.

Other benefits to get frequent mentions were the fact that graduates have had their capacity and ability to learn already established, that they are more innovative, and that they have the ability to express themselves. One Perth manufacturer observed that "graduates can talk on the same level as other heads of companies. A uni-

versity background tends to help with negotiations in high positions."

But if graduates have their advantages in executive positions, they also have their disadvantages.

Lack of practical knowledge was most frequently mentioned, by 33 of the 136 respondents who gave an opinion. "They're too academic. Things aren't like they've been taught," said one Sydney motel executive.

Desire to start at the top, or the notion that they have an automatic path to the top, was also seen by many respondents as a major weakness of graduates in executive roles. "They have a desire for instant success. They want to get to the top without learning the groundwork first," was

how one Adelaide manufacturer put it.

Difficulty in relationships with non-graduate staff was also mentioned frequently. "When they are first out of uni, they have a lot to learn about human behaviour," a Sydney retailer said. "They start from scratch in dealing with people in an office environment," a Melbourne manufacturer said. "They can come in with a chip on their shoulder."

One Sydney executive put it more succinctly, "They think they're God's gift to the earth," he said.

In the survey, conducted by telephone, interviewers contacted 200 highly placed executives in Sydney, Melbourne, Adelaide, Brisbane, Perth, Newcastle and Canberra. The sample was carefully structured to ensure that manufacturing, retailing, banking, finance, insurance and other service industries were represented, and that both large and medium-small businesses were included.

Interviewers asked 13 questions from a prepared questionnaire.

The survey showed that Sydney (49%), Melbourne (60%) and Adelaide (44%) businesses seem considerably more disposed to employ graduates than do those in Brisbane (16%) and Perth (16%). Figures in brackets are percentages of respondents classified as claiming extensive or some experience in the employment of graduates.

About one employer in three of those contacted placed considerable or moderate value on university degrees when employing executives. As might have been expected, degrees most sought when recruiting executives are commerce, economics, accounting, engineering and science. Quite a few respondents specified "not arts".

About one respondent in three had experience of hiring brand new graduates fresh from the university and training them as executives. Slightly more than half said the practice had been successful, about a quarter said it had not, while the other quarter gave neutral answers or no answer.

Most employers of graduates seem to be sufficiently satisfied with their experience to increase or maintain their recruitment of them.

Among respondents with experience of hiring university graduates, opinion seems to be fairly divided as to whether or not the universities are turning out the kind of graduates business needs.

"They're looking more to employer's needs than they were previously," said a Sydney banker. "They're taking note of practical requirements, without dropping the important theoretical applications."

## Community practice chair in medicine planned in 1975

Monash proposes to establish a chair of community practice in 1975, using a special grant from the Australian Universities Commission.

The Vice-Chancellor, Dr J. A. L. Matheson, said last week that the chair would be established within the department of social and preventive medicine, under the chairmanship of Professor B. S. Hetzel.

"The appointment of a professor of community practice will enable the department to expand its existing teaching program further into the area of general practice and community medicine," Dr Matheson said.

"At present, the department has an active program of teaching and research in community health, with special emphasis on epidemiology, medical sociology and preventive medicine."

"The new professor will further consolidate the teaching of community health by arranging the specific attachment of students to work with general practitioners and other health professionals."

Dr Matheson said the University Council had recently approved the appointment of 118 general practitioners as clinical instructors in general practice.

It was expected that many of these would take part in the new program to enable fifth and sixth year medical students to gain practical experience in suburban and country general practices.

## Lectures to help the weekend gardener

Weekend gardeners will be interested in a series of lectures being held by the Monash Native Plant Society from July 24.

The series has the broad title of "Everything You've Wanted to Know" and will cover a wide range of gardening topics.

The lectures open this Wednesday with a talk by a member of the Australian Institute of Landscape Gardeners, John Amos, on "Landscaping the Modern Way".

Bush landscaping is the topic of the next lecture, on July 31, to be given by Mr A. Avard from the

Native Bush Landscape and Design Company.

The following lectures cover tree surgery, bonsai Australian native plants, and selection planting and maintenance of native plants on August 7, 15, and 27 respectively.

All lectures will begin at 1 p.m. in H3.

The society will offer free plants to members attending the lectures and also samples of fertilizer tablets.

## Law students' dinner

Lord Denning, England's Master of the Rolls, will attend the Monash Law Students' Society's annual dinner in the Great Hall of the National Gallery on August 15.

Lord Denning, who will give the fifth Wilfred Fullagar Memorial Lecture at Monash on August 20 (see page 10), will give a short address at the students' dinner.

Tickets for the dinner, at \$8 a head, can be obtained from the Law Students' Society office (ext. 3398.)

## Social work involves more than universities

Dear Sir,

In your issue of the Monash Reporter (June 5) you devoted a page to the interest which is developing in social work education in universities.

I notice that in your discussion with Professor Boss he mentioned that there were four Schools of Social Work either already developed or proposed, i.e. at Melbourne, Monash, La Trobe and Preston. In mentioning Preston, Professor Boss was referring to the Preston Institute of Technology, a social work school outside the universities, in the V.I.C. system. You then gave summaries of all three university courses.

I realise that your article was concentrating on the situation in universities, but I think it was a pity that a summary was given of the three university courses and no mention made of the fourth course, which is also a fully professional degree course in social work.

There are no other social work courses proposed in this state at present and it is unfortunate that the article could tend to strengthen the

## A former staff member recalls the past

Dear Sir,

Congratulations on the 10th anniversary of Monash Reporter. It brought back the early days to me. I joined the staff on April 11, 1961, and saw the intense early growth with the consequent week-ends of jobs taken home.

In those days, Joan Dawson, Mary Baldwin and I were the elements of the Staff Branch working directly under Mr. Johnson.

To me, one of the funniest incidents was the week-end "The Age" printed an advertisement for the secretary vacancy in zoology. Owing to an urgent late request, it had to be telephoned to "The Age" with a battery of pneumatic drills in operation down in the forum. (In those days the forum was opposite what is now the area occupied by the Dean of Science.)

The ad. appeared as Department of Theology/Comparative Physiology—instead of Department of Zoology. Just a simple shorthand error, "Z" for "T", but to Professor Jock Marshall it was a very sanguinary mistake. However, I managed to get him to see the funny side of it before he quite burnt up my telephone!

Then another Professor was interviewing a girl who said her religion was Yoga. Unfortunately it turned out to be a religion, not a form of exercise; eventually, after many times being found lost or deep in contemplation, she had to find another slower place to work and to contemplate!

And just a thought for the sociology people—what about a bit of research on the effects of compulsory retirement on people like myself. We have perforce to vegetate on a lower income—in my case a third of my Monash earnings, plus inflation costs—and to take up other unpaid occupations. I do handicrafts to keep the old brain ticking and passing correct commands to hands and eyes!

In my profession (law) a judge is still considered *compos mentis* at over 70. Oh, well, the workings of officialdom!

—Helen MacKinnon,  
Howell Drive,  
Mt. Waverley.

feeling, which exists in the colleges, that universities are being exclusivist and not willing to recognise the role being played by the Colleges of Advanced Education.

This is particularly noticeable in the article on social work because of the close relationship which is fortunately being built up between the four schools. As an example, there is a Committee for Fieldwork Education in Social Welfare which includes representatives of all the schools, including the Preston Institute. In addition the Victorian Universities' Committee has set up a committee to co-ordinate social work education, and on this committee there are representatives of the three universities and again of Preston Institute.

I will not give great detail of the Preston course in this letter, but I should mention that it is a four-year integrated degree course leading to a Bachelor of Social Work. Emphasis is generic and, as well as having a major stream in social work throughout the full four years of the course, students also have a choice of another major, i.e. three years in either psychology or sociology, with two years for the second choice. In addition, students study such subjects as economics, politics, biology, statistics and research method. The emphasis is generic, but students will be able to specialise to some extent in the fourth year.

The Preston course commenced last year which means that students are now into the second year and there has been an intake of 45 in each year.

Already a co-operative relationship has been built up between the two existing courses, i.e. Melbourne and Preston, both on staff and student level. The students of the two courses are joint hosts for the next social work students' conference, which is to be held in Melbourne this year. We hope that a similar co-operative relationship will be developed between the four schools when both Monash and La Trobe begin social work education.

Ms. F. Donovan,  
Head of School,  
School of Social Work,  
Preston Institute of Technology.

## Brighton kindergarten

The Melbourne Montessori Children's Centre Limited has informed The Reporter that it has some places available for three to five year olds at its new kindergarten in Hawthorn Rd., Brighton. Monash students and staff who are interested should contact either Mrs. Anna Hobday (96 1128) or John and Anne Dutton (58 8241). The Kindergarten will be open for three hours each morning from early September; the cost is \$10 per week.

## COPING WITH DEAFNESS

Pierre was born deaf; his mother, being French, took advice from specialists in Paris. Pierre learnt to 'speak' and to lip-read in Melbourne before going to junior school; that private course was continued at junior school and at an ordinary Melbourne 'grammar' school for boys.

After secondary schooling, he succeeded in the Agricultural Science degree at Melbourne University through his skill at lip-reading (of those lecturers who now and then addressed the class rather than the blackboard), and through the agency of friendly and competent note-takers.

With proper care and attention, his fellow students learnt to understand his speech; they never ceased to marvel at his lip-reading; they used to say that he could carry on a conversation by lip-reading in reverse through the rear-vision mirror of his car.

Though his family had farming

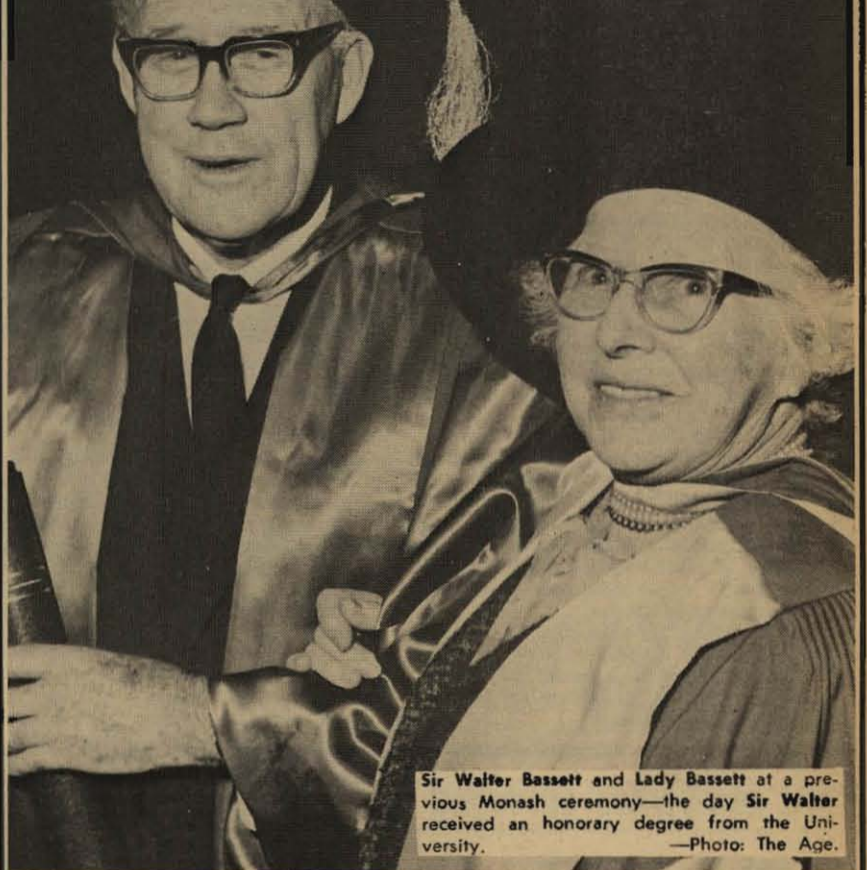
property in Victoria, Pierre did not take up agriculture; instead he launched full-time into education: Dip.Ed. and B.Ed. at Melbourne, followed by Ph.D. at Cambridge in "psychological difficulties facing the deaf person in the English community".

Then followed 12 years in the Royal National Institute for the Deaf, in London, as a librarian, and then as head of the department of library and information services.

He has accepted lecturing invitations all over the world, at universities, institutes and conferences, and has written many papers on the special problems of communication with the deaf.

Since 1958 he has collaborated with Lady Grace Paget in London on the sign language, which has emerged as the Paget-Gorman system for language development. This is now used in 14 British schools for children having various categories of communication disorders.

## Engineers honor an old friend



Sir Walter Bassett and Lady Bassett at a previous Monash ceremony—the day Sir Walter received an honorary degree from the University. —Photo: The Age.

From now on, the engineers will speak of the Walter Bassett Theatre instead of simply, and coldly, E1.

Sir Walter himself renamed the theatre last Thursday (July 18) at a meeting of the Monash Chapter of The Institution of Engineers, Australia.

He supported that formal task with a brief account of his work in aeronautics—and Australia's first wind-tunnel—at the University of Melbourne, in the 1920s.

Sir Walter, 82, a senior consulting engineer in Australia, began his professional life first in the field engineers, and then as a pilot in the original Australian Flying Corps, in the first war. After injury he turned academic and then consultant: the firm which he founded, W. E. Bassett and Associates, is still a leading group in the area of mechanical and electrical engineering.

Years later, he was elected as an outside practising engineer to the Faculty of Engineering at Melbourne University.

Over the years, he has won the major awards of the Institution of Engineers, Australia, including its presidency in 1942.

At Monash, he was appointed to the interim council at the outset in 1958, and then to Council in 1961, and so saw Monash through its planning, establishment and early development.

He received the honorary degree of Doctor of Engineering in 1970, and retired from Council in July 1973.

For all this, and more also he will be remembered in engineering's Walter Bassett Theatre.

After Sir Walter's brief and lively account of his own early work on aeronautics fifty years ago, the meeting continued with Dr. Bill Melbourne's discussion of the current work in Monash's wind tunnel.

In 1970 Pierre returned to Australia to get back into the work of educating handicapped children, and incidentally to look after the farming property at Rochester that he had fallen heir to.

At the end of 1972, Dr. Pierre Gorman, B.Agr.Sc., Dip.Ed., B.Ed. (Melb.), Ph.D. (Cantab) came to Monash's education faculty first as a research officer working on the visual perception of deaf children, and then as temporary lecturer.

Late in 1973, Dr. Gorman was appointed guest professor in the education of deaf children at Heidelberg University, West Germany.

In April 1974 he returned to Monash as senior lecturer (part-time) in the area of special education.

You may not recognise Pierre Gorman on the campus, but you will recognise his well-clipped and tireless Airedale terrier.

—by Gilbert Vasey who taught Pierre Gorman in agricultural science at the University of Melbourne.

# COMMUNICATING WITH MIGRANTS

## The problems and failures



The problems — and failures — of communication with migrant groups in Australian society were discussed at a conference at Monash last week.

The two-day conference, organised by the Centre for Continuing Education, included papers by Monash staff members on verbal and non-verbal communications, social-work problems, and migrant cultures.

It was held in the Halls of Residence on July 19 and 20.

In one of the conference papers, Dr. Michael Clyne, Associate Professor of German, struck a major theme when he urged the development of multilingualism in Australian society as "a national asset."

Such development, he said, should not be regarded only as a patronising concession to help recently-arrived groups of economically under-privileged migrants.

The spread of skills in foreign languages should be seen as a natural resource for Australian society and the means whereby individuals could develop to the fullest extent and make their fullest contributions to Australia and the world.

### Too much English

Dr. Clyne criticised school migrant education, saying that there should be less emphasis on teaching children enough English to communicate and more on allowing them the chance to use their mother tongue as a medium of learning, at least as a transitional measure while they learnt English as a second language.

In particular, there should be plans for widespread use of migrant languages in the primary schools.

Not only would this help migrant children through the early grades at a stage when they might be having their greatest difficulties with English, but it would also give Australian children the opportunity of learning a foreign language at a time of their life when their attitudes were more flexible and they enjoyed mimicking.

Adult members of migrant communities could be brought into closer contact with schools by being recruited to help with teaching.

"Children of Australians in Mt. Waverley, Germans in St. Albans and Italians in Nunawading will benefit from this just as much as recently-arrived Turkish and Italian pupils in Brunswick and Greeks in Prahran," Dr. Clyne said.

"But the greatest winner will be the nation as a whole.

"We would have a pool of interpreters, social workers, administrators who can help future generations of migrants, who understand their linguistic, social and psychological problems."

In the work situation, Dr. Clyne said, far greater efforts should be made to teach migrants English.

Schemes whereby migrant workers were given an intensive language course applicable to their work situation on arrival and then a few hours of continuing instruction during the working week should be tried out, at least on a pilot basis.

In addition, the need for interpreter training courses had been sadly overlooked in Australia until recently. The interpreter was a particularly vital link in bridging cultural barriers.

Discussing the cultural implications of face-to-face interactions with migrants, Mr. B. M. Bullivant, lecturer in Educational Anthropology and Immigrant Education, Faculty of Education, said it was time for Australian society to give recognition to the merits of bi-lingualism.

This applied particularly in schooling, but might well be extended into many other situations.

"We have to accept, I think, that migrants should ultimately achieve communicative competence in English if possible, but this process may be eased by a bi-lingual bridge which facilitates initial communication," he said.

This bridge enabled people to cross cultural and natural boundaries in two directions.

It was to be hoped that Australians whose work brought them into contact with migrants would one day see the ability to make such crossings as part of their professional competence and training, instead of insisting that traffic all be one way.

### Immense benefits

The benefits to trade, commerce and labour-management in industry, in that event, could well be immense.

At the school level, Mr. Bullivant said, there was a pressing need for courses which promoted understanding through inter-cultural education.

In particular, we should beware of assuming that children from different cultural backgrounds were "deprived," "disadvantaged," or even "uneducable."

Unfortunately such ideologies and theories still held sway among teachers, whether through ignorance or through unwillingness to desert safe and pedestrian teaching methods.

Outside the classroom, adult migrants without good English faced serious problems arising from the fact that language was both a part of, and a medium for expressing, their cultural heritage.

If migrants had to speak only English during face-to-face interactions, the cultural shock could be traumatic.

To desert one's own language and all it stood for risked loss of self-identity and cultural identification.

Thinking processes were inhibited through the need to think in alien concepts and modes of logic. Worse, a migrant might be faced with a vacuum where there were literally no words available in English to refer to concepts which were familiar in his own culture.

When communication broke down, said Mr. Bullivant, things that were once taken for granted became highly problematical.

Bafflement, tension, irritation and even anger were injected into a situation.

"We may be tempted to resort to ethnocentric ego-defence, claiming that 'they' should become like 'us'. Happily, we can also make the effort to bridge the communication gap."

Professor Peter Boss, Anthropology and Sociology, in a paper discussing social work with colored immigrants in Britain, said that British social workers had certainly shown puzzlement about how to come to terms with the cultural differences displayed by these migrants.

The phenomenon of encountering, for professional purposes, people from distant lands and in large numbers was not something social workers were prepared for either by their own cultural upbringing or by their professional training, he said.

Even now, ethnic or culture studies were hardly in evidence in British social work training courses.

Photo: From "The Myth of Equality" by Tom Roper published by the Australian Union of Students.

## Pre-university days for HSC German and French students

About half the number of students sitting for Higher Schools Certificate German attended a pre-university day at Monash last month.

Senior tutor Hedy Hurst said that 230 students attended, making it a record for this type of function.

The morning program consisted of forums on German linguistics and German literature. At the coffee breaks and the lunch break the HSC students conversed in German with Monash staff and students.

For the afternoon, the students divided into 16 groups to watch films and slides, listen to tapes and cassettes, or take a conducted tour of the campus. Conversation was in German all the while.

Last weekend the Monash Department of French conducted a two-day pre-university course in French.

The course was intended primarily for country and metropolitan secondary school students but also open to the public.

On July 15 and 16 the annual congress of the Modern Language Teachers' Association of Victoria was held at Monash.

The association has recently launched a campaign to draw attention to the dwindling numbers of youngsters taking foreign languages at schools in Victoria.

It believes that this fall-off is a cause for particular concern at a time when Australia's increasing involvement in world affairs makes the need for expertise in foreign languages greater than ever before.

# "HEARU HELPS"



Advice, research and dissemination of information are the three main tasks of the recently formed Higher Education Advisory and Research Unit (HEARU).

HEARU is an amalgamation of two former Monash organisations — the Higher Education Research Unit and Television/Audio-Visual Aids Section.

It is independent of all faculties and responsible to a Standing Committee of Professorial Board.

The broad policy of the unit is as follows:

- (i) Assisting the academic staff with problems in teaching, assessment, use of audio-visual services and in all aspects of course evaluation.
- (ii) Conducting research on all aspects of tertiary education.
- (iii) Providing information about innovations and research in tertiary teaching.
- (iv) Teaching the educational practices component of the Diploma in Education course designed for experienced tertiary teachers.

The unit has a staff of 26, six of whom are academics (including the equivalent of one position for seconded staff to work on projects of interest to their departments), one engineer (the Audio-Visual Aids Officer), two research assistants, one administrative officer, three secretary/stenographers, one data process operator and 12 technical officers. This latter group contains the technical officers responsible for the Rotunda theatres and for the maintenance and/or running of equipment used in university activities in the Alexander Theatre and in Robert Blackwood Hall.

## The services available

We believe HEARU can help various individuals and groups within the University. Some examples of activities which have been carried out this year indicate the type of services available.

1. Assistance to academic staff: this has been both formal, through our autumn and winter workshops on teaching, assessment and media, and informal, through requests from individuals or departments.

Two hundred and forty-three staff members have attended workshops this year, representing 38 departments and four libraries.

Informal requests would average out to one contact per day. These requests vary from assistance with research design for an individual, to a series of seminars on teaching techniques for a downtown department of the Faculty of Medicine.

More than 700 formal requests for services were met in the first three months of this year by our technical staff in the central AVA Section, Rotunda, Alexander Theatre and Robert Blackwood Hall.

The unit will undertake or arrange for the production of audio-visual materials on film, videotape, overhead transparencies, and slides. It will also advise on the educational decisions involved in the use of media, for example, "Which is the most efficient way of transmitting this information?" or "Do I need a photograph or would a simplified line diagram be more effective?"

2. Research: while there is some "pure" research conducted by the staff of the unit and generally funded from external sources, much of the work in this category is problem-solving.

Typical problems are — What is the sociological composition of our student population? Does it differ from Melbourne University students? (See Vol. 12 (2) of the Australian University for an article by Miss A. Smurthwaite of HEARU on this topic). What do staff and students see as reasonable and/or actual student workloads? (Mr Ian Thomas, a lecturer in HEARU, was invited to speak at an inter-university conference in New Zealand last May on designing and conducting studies on student workloads).

3. Provision of information has been done formally through Notes on Higher Education, an occasional publication of the unit. However, this is a costly and slow way of disseminating the information which accumulates from our work and from the regular survey of some 150 journals.

We are looking for a more efficient method of communication and we hope that this will be one area the newly-formed HEARU Liaison Committee will consider. The liaison committee consists of one member from each faculty representing users or potential users.

Another occasional publication *Equipment in Education* is designed to provide up-to-date information on developments in educational technology.

New equipment is tested and the AVA section recommends particular types of equipment. The recommendations are based on such factors as ease of operation, expected reliability, availability of parts, and the supply of maintenance information.

**Says**  
**Dr. Terry Hore,**  
**Director,**  
**Higher Education**  
**Advisory Research Unit**



Above: Dr. Terry Hore.  
Left: Peter Boyle services a videotape recorder in the A.V.A. workshop.

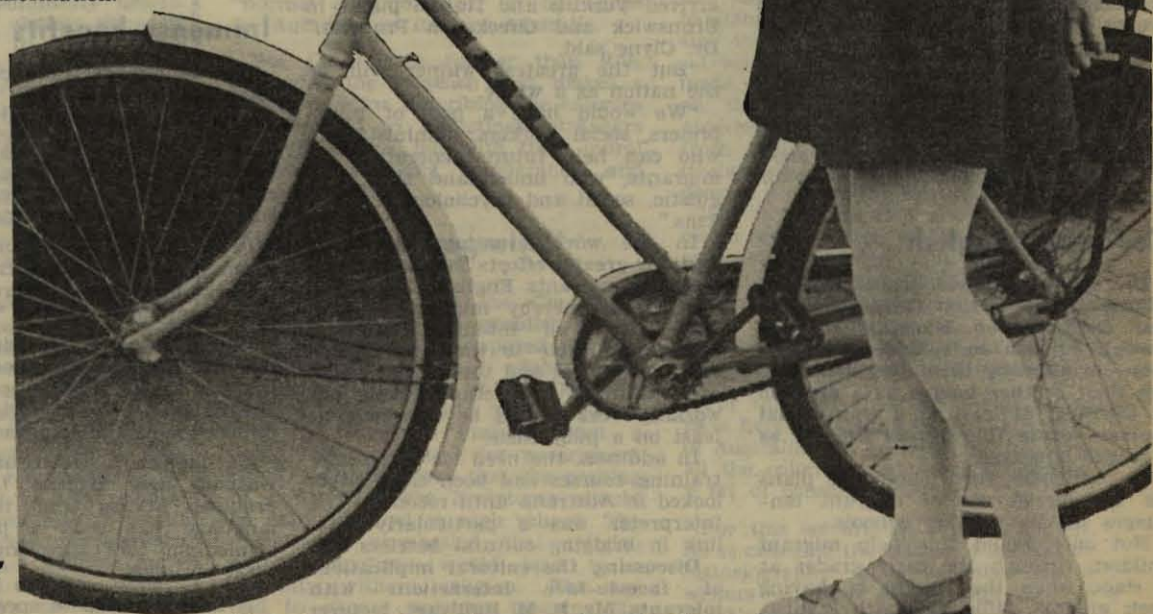
Other HEARU activities include assistance to the Monash Faculty of Education and to other tertiary institutions.

Staff of the unit teach two semesters of the four semester part-time Diploma in Education for Tertiary Teachers. About 12 of the 24 places available each year in the diploma are reserved for Monash University staff.

HEARU has run short courses of two or three days on tertiary teaching techniques for the James Cook University of North Queensland, the Caulfield Institute of Technology, the University of Technology at Lae, New Guinea, and the University of Tasmania. Existing units provide this assistance for tertiary institutions which have not yet established units of their own.

In sum, HEARU believes it can constructively help people within and without the university. For assistance with questions relating to teaching/learning, phone ext. 3270, and for assistance with technical questions, or requests for technical services, phone ext. 3880.

## THE HEARU RAPID TRANSIT SYSTEM



DURING the day HEARU has a number of calls to make to various parts of the campus, so, for the purpose, the unit has obtained two bicycles—fondly known as the "HEARU Rapid Transit System". Above, Mrs. Sue Martin, a data process operator, prepares to make a trip to the Computer Centre.

# HIGH PRAISE FOR NEW MONASH COMPANY

## THEATRE Reviews and News

THE first season by the University's new resident theatrical company, the Alexander Theatre Company, has proved a great success.

More than 12,000 people saw Puckoon and Under Milk Wood — the "house full" sign was a regular sight.

And repeat seasons were in order for both plays. Under Milk Wood will be on again on July 29 and from July 31 to August 3.

Most press reviews were kind. Howard Palmer in The Sun on June 7 suggested that the new company could well be the nucleus of a second permanent repertory company in Melbourne.

Neil Jillett in The Herald on July 2 said of Under Milk Wood that the company provided a "relaxed, affectionate tribute to Thomas's bawdy Welsh whimsy, and I could cheerfully watch and listen to it again."

The next season, beginning in late August, will be children's plays.

RIGHT: The man behind the Alexander Theatre productions — Don McKay, artistic director for the company.

BELOW: Two Irish pipers, Ian Convey and Hugh Dempsey, helped set the scene at the opening night of Puckoon. The listeners are from left: Dr. Logan Francey (Director, Alexander Theatre), Mr. Ian Langlands (Deputy Chancellor), Mrs. Langlands, Mrs. Matheson, and Dr. Matheson (Vice-Chancellor).



### The current play



The Signalman's Apprentice is a mixture of comedy, conflict and then tragedy set in a disused railway goods yard.

The play opened last Wednesday (July 17) and will be on again this Wednesday until next Saturday (July 27).

It was written by Brian Phelan and was first produced at the Oxford Playhouse. This is its first Australian performance.

Above two of the three actors in the play, John Frawley (left) and Gary Gray, learn something about the workings of a signal box at a local railway station.

### PUCKOON reviewed by Arthur Brown, Professor of English

THOSE of us who have lived in Puckoon, and therefore love it almost beyond reason, can express only delight that its many attractions and virtues have now been fairly and squarely brought to the notice of a world desperately in need of them, first in a novel by Spike Milligan and more recently in a dramatised version of that novel by Don Mackay.

Our delight may be tinged with a little regret that this hitherto unspoilt part of Ireland may now be ravaged by hordes of tourists anxious for photographs of Dan Milligan's legs or for tape-recordings of the conversation in the bar of the Holy Drunkard.

On the other hand, we may find some kind of consolation in the fact that even the most hard-bitten tourist is likely to have second thoughts before risking his neck in the troubles at present besetting that part of the world — troubles which, bad as they are in themselves, can only be made worse by the threatened drying up of Guinness stout all over Ireland.

Dan and his friends will become completely unapproachable when they are no longer able to wash away the day's worries with 'great liver-crippling draughts of alcohol!'

Some readers of the novel, the present writer included, were rather concerned when they heard that Don Mackay was proposing to turn it into a play.

Literature is full of unreadable works and ruined reputations resulting from that kind of experiment in the past!

But the result has surely shown their fears to be groundless.

From the opening line to the final explosion the crazy comedy of the original is fully maintained. Indeed, it may be felt that in some respects it has been enhanced by the ruthless cutting and tightening that the novel has had to undergo in the process of its transformation into viable dramatic form.

#### A trifle hollow

Genuinely funny as the novel is, even its most ardent admirer would have to admit that at times the humour is stretched a bit thin, an amusing incident is pursued for its own sake to an extent that one's laughter becomes a trifle hollow, and Spike Milligan's enthusiasm for sheer 'goonery', praiseworthy though it may be in its proper context, becomes its own worst enemy.

Don Mackay will have none of this. 'The play's the thing', the main plot is made clear from the start, and everything else is either cleared out altogether or, if retained, made to adopt a subsidiary role.

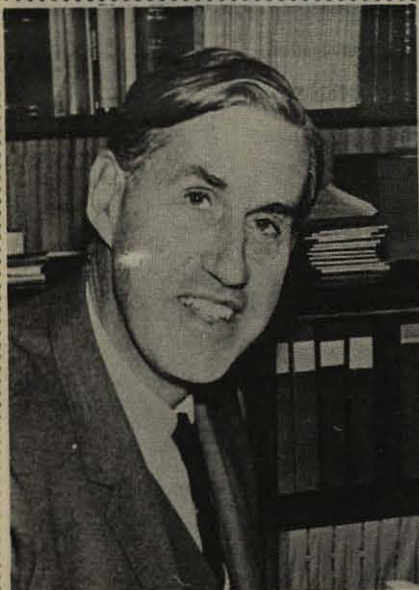
One may regret the disappearance of the conversations between Dan Milligan and the author on the subject of Dan's legs, or of the scene in the Duke of Wellington Hotel with the high-ranking, grim-faced Boundary Commissioners from both sides facing each other across a giant map of Ireland, or of that between Dan and his friends and the escaped panther; and one could perhaps have wished to eavesdrop on rather more of the conversation at the bar of the Holy Drunkard.

But these features really do nothing to advance the work as a play; they are there in the novel for those who want them, and Don Mackay has quite rightly got rid of them.

It would be invidious to pick out any single one of the cast of nine for special mention.

They have all been well cast, and from the longest part to the shortest part they all do a very good job. They clearly enjoyed the play, and their enjoyment infected the audience from the word 'go'.

Puckoon and its inhabitants came to life with a force and a clarity which must surely be fixed for ever on the hearts and minds of those fortunate enough to see the play. Spike Milligan officiated at a happy wedding between Goonery and Puckoonery, which has been further blessed by Don Mackay's lusty offspring!



"WHEN infant mortality falls it will be a sign that the situation is improving," Professor Basil Hetzel reflected.

He was commenting on the overall dilemma of the Aboriginal community in Australia.

And he made no bones about the fact that the situation was showing few signs of getting any better. In some areas as many as one Aboriginal child in five dies before reaching his first birthday.

The answer, Professor Hetzel says, is "total development"; not just the odd handout, not paternalism, but a systematic attack on the whole problem.

If infant mortality falls, Aboriginal health generally will improve, if that happens then we may be on the road to giving the Aboriginal a just and dignified place in Australia.

## Law review planned by Monash faculty

A law review, which will give staff and students the opportunity to have articles published, is to be produced by the Monash Law School.

The first edition of the Monash Law Review will appear in late August or early September.

Its editorial board consists of both staff and students. It is expected that eventually the review will be run completely by students, as is the case at the University of Melbourne and with many law reviews in the USA.

The tradition, however, has been for Australian and English law reviews to be run mainly by staff, with students assisting with certain tasks.

The idea for a Monash law review started in 1967; at one stage there was the possibility of a joint review with the University of Melbourne.

The first review will have four major articles.

These are: Professor Andre Tune, University of Paris, "Unfair Competition — French and European Approaches"; Professor Gerald Dworkin, University of Southampton, "Intentionally causing Economic Loss — Beaudesert Shire Council v. Smith Revisited"; Mrs. Dorothy Kovacs, Monash University, "Getting Blood out of Stones: Problems in The Enforcement of Maintenance Orders from Magistrates' Courts"; and Professor J. D. Heydon, University of Sydney, "Silence as Evidence".

In addition there will be casenotes, most of which written by student contributors, and book reviews. It is hoped that the review will appear twice yearly.

The main aim of the law review is to encourage writing among faculty members and among students.

## Aboriginal health — questions and answers

Professor Hetzel is professor of social and preventive medicine at the Alfred Hospital. He is also chairman of the board of the Monash Centre for Research into Aboriginal Affairs. And he is the joint editor of a new book on Aboriginal health — "Better health for Aborigines?"

It is a 283 page hard cover volume which was launched late last month at Monash by its publishers, The University of Queensland Press.

The book is based on a national seminar held at Monash exactly two years ago and attended by more than 90 whites and Aborigines involved in Aboriginal welfare.

The book lists 12 recommendations that were made at the seminar—Professor Hetzel is pleased to report that in the last 18 months or so some of the recommendations have been accepted, but there is still a lot to do.

On the credit side the government has set up a working party which hopefully will be the forerunner of a national advisory body on Aboriginal health advancement.

Further, there is gradual acceptance of the principle that people involved with Aborigines through health services be taught Aboriginal culture and language. Various organisations are introducing such courses.

But on the debit side, says Professor Hetzel, nothing has been done about keeping proper statistical information, especially on Aboriginal mortality figures.

Nor has the question of supply and control of alcohol been sorted out. Similarly, family planning advice is negligible.

And nothing has come of the suggestion that community health representatives be chosen by each Aboriginal group to liaise with appropriate medical institutions.

The detail, the precise program, is only one side of the coin. To Professor Hetzel perhaps the most profound point to emerge from the seminar, and consequently the book, is the realisation that "crisis intervention" won't do—just treating the sick will not result in permanent improvement; the key is in preventive medicine.

To quote from Professor Hetzel's summary in the book: "The Aboriginal health problem will never be solved no matter how many doctors or hospitals or aeroplanes or Landrovers are provided.

"It is essential to develop the Aboriginal community itself so that it can take some responsibility for its own health and train Aboriginal health personnel, nurses and health assistants who could provide the infrastructure on which more specialised services could be built."

Professor Hetzel's co-editors for the book were fellow Monash staff members Dr. Malcolm Dobbin, Dr. Elizabeth Eggleston and Mrs. Lorna Lippman.

## Indonesian election in detail

The 1971 general election in Indonesia is the subject of the second in a series of monographs based on research in the Monash Centre of Southeast Asian Studies.

The monograph, "The 1971 election in Indonesia — An East Java case study," is based on the masters thesis by Ken Ward, now a teaching fellow in the Department of Economics and Politics.

The 200-page monograph was designed and produced by the Monash Publications Section. It will be available from the Secretary, Centre of Southeast Asian Studies, and the Monash bookshop.

In a foreword to the monograph, the centre's research director, Mr. J. A. C. Mackie, says that Ward's account is one of the most comprehensive studies yet available on the 1971 election — only the second national election since Indonesia achieved independence from the Dutch in the late 1940s.

Ward was in East Java for six months before the election and knew many of its political leaders from an earlier visit.

Mackie comments that his account, derived largely from observations of the campaigning process when he accompanied party officials into East Java, has an immediacy of impact which is rare in outsiders' writings about Indonesia.

"While his view of the elections differs greatly from some of the more complacent pro-government accounts of their significance, it gives us a great deal of insight into the way it was seen by Indonesians in the villages and small towns of Indonesia," Mackie says.

The first monograph in the series, "The Indonesian Communist Party and Land Reform, 1959-65" by Dr. Rex Mortimer, was published in 1972.

The third monograph in the series is being prepared.

**Book:** A History of Australia, vol. III: The Beginning of an Australian Civilisation 1824-1851. Published by Melbourne University Press, Melbourne, 1973. Hardcover \$9.

**Author:** Professor C. M. H. Clark.

**Review:** Dr. L. L. Robson, senior lecturer in history, University of Melbourne.

Those familiar with Professor Clark's earlier volumes of this history, and his Select Documents, will probably not be surprised by the themes and style embodied in this book.

Basically we have again the author's flair for the slightly inflated style, the scenes of men sparring with forces beyond their control, and Clark's characteristic merging of his own words with the accounts of contemporaries by which he seeks to involve us in the life and times of the colonists.

As the convict period begins to wane, he perceives the outlines of an Australian style of life. I doubt whether he can sustain the term 'civilisation.'

Clark's vision of how we came to be what we are will not be completely unfolded until the publication of the fourth and final volume which, in one bound, will traverse the period from the discovery of gold to the present day.

Basically he describes the Australians' ideology or culture in terms of what Michael Roe defined as "normal enlightenment" in his Quest for Authority in Eastern Australia.

But Clark goes further than Roe, and adds the evidence that makes a strong case for describing the colonies as inhabited by philistines, strangers to high culture, but with their moral vanguard stressing temperance and secular education.

### "Vibrating quagmire"

To the extent that the Church of England attempted to establish a conservative society, it opposed without success such forms of education as Archdeacon Hutchins of Van Diemen's Land predicted would emerge when told by Governor Franklin that a fundamental condition for government aid to education was that the reading of portions of the Scriptures should be daily required in each school. The Archdeacon prophesied that religion without doctrine would lead to a morality without religion. The age had to choose between teaching the children opinions that rested on the unchanging and unmovable rock of truth, or the 'ever varying, vibrating quagmire of sophistry and scepticism' (p. 209).

It is difficult to see how elevated aims could come to dominate Australian thought. As Clark points out, the free immigrants of the 1830s and 1840s, let alone the convicts, were not inspired by a vision of men fleeing from the evils of Europe to build a new society in the Australian wilderness, but rather of Australia's providing an opportunity for them to become men of property (p. 238).

It had always been so. With few exceptions, the inhabitants of the Australian colonies were philistines when they left Britain, and remained philistines for the rest of their money-grubbing lives; their behaviour in the colonies was dominated by a get-rich-quick mentality sharpened by the realisation that vast areas of Australia could be seized.

Clark here is especially readable in his account of the squatter-robber-barons, and of how the conditions of their lives in the backblocks and their obsession with securing land and money militated lethally against any prospect of coming to terms with the aborigines. Indeed, his treatment of the destruction of the native inhabitants forms an especially impressive theme.

I wonder whether he might not have made more of a point only touched on: the superior attractions of North America to the intending emigrant from Britain. Were there any particular characteristics of those who decided to come to Australia?

Was it possible that a conscious decision to set sail for the antipodes was closely related to a decision to remain under the British flag, and thereby virtually guarantee that Australia would continue in a state of emotional and intellectual, as well as economic, vassalage to Britain?

For the first time on any scale, we have here an attempt to write a history of Australia that takes in treatment of all the colonies, and seeks to develop a set of conscious themes.

For this we are all in Clark's debt. He is changing the course of Australian historiography, though whether future writers will peer at the past through Clark's window is another matter.

His vision is wide and highly personal; the result, if it is not everyone's idea of what is history, is certainly a work of literary art.



# Rama and the Golden Deer

Reviewed by  
Paul Maloney

Some of the magic and color of Australia's "Near North" came to Robert Blackwood Hall during the first week of June with the Music Department's "Rama and the Golden Deer", directed by Margaret Kartomi.

The program was presented to four almost full houses — three afternoon performances for school-children and an evening performance on Saturday, June 8, attended by His Excellency Mr. Hertasning, the Indonesian Ambassador.

Compared with the programs of Indonesian music and dance presented in the Alexander Theatre in 1972 and 1973, this was more ambitious, more expertly performed, and better suited to "western" audiences.

Something of the atmosphere of an open-air temple courtyard was suggested by the sheer size of the platform with its different levels, dominated by two high pagoda-like "western" flats, representing Hindu-Javanese temple gates.

The hall's lighting was well used to heighten the dramatic effects, such as the sudden appearances of a giant, and to distinguish "goodies" from "baddies" in battle scenes. The glitter in the shifting light of the ornate, heavily gilded costumes of the dancers, helped remove the action to the fairyland of the ancient Javanese-Hindu epic.

The episodes selected from the Ramayana formed a coherent sequence, but were presented in a variety of dramatic styles.

Musically, the "kecak" dance style, from Bali, is entirely vocal, consisting of precisely interlocking shouts, hisses and grunts, orchestrated in a way similar to the instrumental "gamelan" style. These vocalisings are accompanied by body-swayings and hand-flutterings.

Strongly contrasted with the kecak style, approximating the "western" idea of the "primitive", is the sophisticated, highly artistic, classical Javanese dance-drama style. Women's libbers should note that this style is so re-



BENTLEIGH High School pupils performed with Balinese dancer Wayan Merthi (Princess Sinta), in the kecak dance.

fined that, except for certain character roles, "goodies" are always danced by women and "baddies" by men.

A short comic episode was presented as a shadow puppet play by leading artist Poedijono, who inserted topical jokes in English into the Old Javanese dialogue.

The players and choir of the gamelan orchestra, which was purchased by the University in 1973, performed two groups of pieces on their own. They also accompanied the dance-dramas and puppet play — a considerable achievement for a group of Australians new to the Indonesian art form.

The program testified to the brilliance of Poedijono, both as performer and as teacher. He danced in the kecak, "conducted" the gamelan from the drums in the dance-dramas and showed himself a master of the highly skilled art of the shadow puppeteers.

But even more important was the success of his almost "instant" tuition of dozens of Australians in these foreign art forms.

## German organ-builder impressed by RBH



One of the world's leading organ builders, Jurgen Ahrend, of Leer, North Germany, visited Monash last month to inspect Robert Blackwood Hall.

He is one of several Australian and European organ builders who have tendered for the construction of a pipe organ in the Hall.

It's expected that the name of the successful tenderer will be known by the end of this month.

Mr Ahrend spent two days in Melbourne, assessing the possibilities of Robert Blackwood Hall (which greatly impressed him) and inspecting other church and chapel organs.

He is pictured, second from the right, with (from left) Mr Geoff Wildman (Monash buildings officer), Professor Ron Cumming (chairman of the RBH committee of management) and Mr Owen Johns, a member of the organ appeal committee.

Mr Ahrend, 44, learned his profession in Goettingen, Lower Saxony, and has had his own organ-building business at Leer since 1954, fulfilling orders from cathedrals and universities in many European and North American cities.

## BOOKS WANTED

BOOKS are in demand at the moment for two separate events at Monash.

First, the Monash Parents' Group is in urgent need of books to be sold at its Paddy's Market in the Union on Thursday, September 19.

Contributions may be sent to Mrs. J. Conroy, 44a Gardiner Parade, Glen Iris, telephone number 25 2843; Mrs. E. A. Turner, 13 Mernda Ave., Carrum (772 2439) or Mrs. Jessie Hocking, 45 Highwood Drive, Glen Waverley.

The money raised at the market will aid University projects, for example library purchases.

Second, books, magazines, records, prints and posters are wanted for the Monash Book Fair to be held in Robert Blackwood Hall from April 4 to April 6 next year.

The fair will raise money for the \$300,000 Robert Blackwood Hall organ appeal.

For articles to be collected please ring ext. 2002 at Monash during the day or after hours Mrs. Rumbold, 20 7030 or Mrs. Muskens, 878 0673.

## AYO HERE NEXT WEEK



JOHN HOPKINS, guest conductor for the Australian Youth Orchestra.

—(Photograph: Willem van Otterloo)

NEXT week the 61-member Australian Youth Orchestra will give a series of concerts and workshops in Robert Blackwood Hall.

Each year hundreds of music students in all States audition for the orchestra, which then gives concerts in an Australian capital city.

This year for the first time the orchestra will play in three capitals—Melbourne, Adelaide and Perth. The tour will begin at Monash with the students assembling next week-end for rehearsals. (Any serious music student is welcome to sit in the hall and listen to rehearsals.)

The guest conductor this year is John Hopkins, Dean of the School of Music, Victorian College of the Arts. The first concert by the AYO will be next Monday as part of the University's lunch-time concert series.

On Tuesday, July 30, there will be three workshops for schools and on July 31 at 8.15 p.m. there will be a public concert.

The night concert will follow a Prom-style with the audience participating in the major work, "The Stone Wall" by Malcolm Williamson. Other items will be works by Percy Grainger, Tchaikovsky, Delius and Dvorak.

The AYO was created in 1957 under the auspices of the National Music Camp Association.

## Graduation ceremonies

### Dr. Matheson at La Trobe

WHAT will happen after the Victorian Universities' and Schools' Examination Board is replaced as the organisation charged with conducting university entrance examinations?

The question was raised last month by the Vice-Chancellor, Dr Matheson, during his occasional address at a La Trobe University graduation ceremony.

Dr Matheson said that he expected VUSEB to be replaced by an essentially teacher-based body which would administer the assessment of the work of students in high schools.

The universities, for their part, would then have to face the problem of selecting their students not only for admission to the university as a whole, but for particular faculties and departments, Dr Matheson said.

The problem involved not only a decision on whether a boy was fit and ready to embark on a university course, but where he stood in a rank order so that the competitive process of selection could be carried out with some semblance of justice, he said.

Discussing the alternatives for university entrance, Dr Matheson said some believed that selection should not be necessary and that the State should provide enough places for allcomers. But this surely ignored the fact that Victoria now had colleges of advanced education and State colleges, as well as three, perhaps four, universities.

"While it can no doubt be properly argued that the tertiary system as a whole should be capable of accommodating all qualified applicants, some means must be found of deciding who may go to what sector of the system," he said.

Further, some believed that terminal examinations were inherently unsatisfactory, and that the work done by a student during the year, and his teacher's opinion of that work, should be taken into account.

This was very reasonable, but when students from hundreds of schools had to be compared, some method of scaling teachers' assessments had to be worked out so that the idiosyncrasies of individual teachers were rationalised.

A third point of view was that, since the opportunities enjoyed by schoolchildren varied so widely, the only fair way to proceed was to pick university entrants by lot or ballot.

"For my part I find it difficult to take seriously a proposal which would reduce our educational system to the level of a two-up school but, apparently, the proposal is intended to be taken seriously," Dr. Matheson said.

What, then, was likely to happen? "I think that the proposed new authority will be established and that it will take over from the universities their former responsibilities for running the school assessment system."

"The universities, and the colleges for that matter, will have to decide how best to make use of the new arrangements for selecting students and for getting them into the most appropriate course."

"In a way it is daunting to realise that we face a new situation which, no doubt, will take some years to reach stability. On the other hand we now have a wonderful opportunity to devise a better way of finding round pegs for round holes than the present H.S.C. method provides."

#### To simplistic

Dr. Matheson "emphatically agreed" with some senior members of the Royal Melbourne Hospital, who recently argued that to pick future doctors on the basis of H.S.C. results was "really too simplistic for words" and that some attempt to assess the aptitude and attitude of candidates should surely be made.

Graduates had demonstrated not only that they had the intellectual capacity to succeed in their course, but that they had the tenacity and endurance to see that course through; these were important qualities, which those in charge of selection should try to identify in the candidates who come before them.

It was to be hoped that arrangements could be worked out which could enable these qualities of character to be taken into account as well as candidates' achievements, and their teachers' opinions about them.

### Prof. Derham at Monash

The question of the relationship of the university to government was raised by the Vice-Chancellor of the University of Melbourne, Professor D. P. Derham, at a recent Monash graduation ceremony.

Professor Derham said in the last 18 months for the first time the universities of Victoria had come into direct and relatively uncomplicated financial relationship with one government and had become totally dependent upon that government, and through it upon the taxpayer, for their future financial support.

For the first time they had one paymaster, and little or no capacity to make decisions about their own revenues.

The profound change was underlined by the income and expenditure at Melbourne University 35 years ago in comparison with today.

Thirty-five years ago the total revenues and expenditure was about \$350,000, with little more than \$100,000 being received from the Victorian government. This year total expenditure will exceed \$40 million; most by grants from the Australian Federal Government.

Professor Derham asked: "How many people in this community, how many members of Parliament, how many government servants, realise that our universities are not government departments, or simply agents of government policy and administration? How many have reason to believe that it is important for our

national future that they should not be those things?"

It was necessary, he said, for all graduates to be aware of the independent nature of the intellectual life of their universities, and of the importance to the nation of that independence.

"Whatever you might think of the deficiencies of that intellectual life, if you do not, as members of the larger community, protect its independence when you have the opportunity to do so, you will unwittingly perhaps be aiding its destruction."



● Professor Derham

## LECTURES AND SEMINARS

### Engineering

Dr M. Eugene Merchant, research director of Cincinnati Millicron, U.S.A., will deliver the 1974 Harold Armstrong Lecture on production science in Monash's department of mechanical engineering next month.

The lecture will be part of an international conference on production technology, to be held at Monash in late August.

Associate Professor R. H. Brown, in mechanical engineering, is convener of the Production Science Panel of The Institution of Engineers, Australia, which is organising the conference on behalf of several institutions.

Specialists will come from UK, USA, Japan and several European countries.

The term "production technology" may be gauged from the subjects of some of the keynote papers: forming of metals, metal cutting, design for production, computers in manufacture.

The Armstrong Fund was created from the bequest to the University made by the late Harold Armstrong, whose special interest was in repetition engineering.

### Law

A distinguished British judge will present the fifth Wilfred Fullager Memorial Lecture in Robert Blackwood Hall at 8.15 p.m. on Tuesday, August 20.

He is Lord Denning, Master of the Rolls — the president of the court of appeal in England. The title of his lecture is "Let justice be done"; it will be open to the public.

Lord Denning will also be at Monash to open the 29th annual conference of the Australasian Universities Law Schools Association.

The conference, which will be attended by more than 200 academics from Australia, New Zealand and Papua New Guinea, will be held in Robert Blackwood Hall and the Monash Law School from August 19 to 21.

Three Monash people will present key papers at the conference — Professor P. L. Waller ("An experimental application of audio-visual aids in the teaching of law"), Mr. Peter Hanks ("Development in clinical legal education") and Dr. Y. Grbich ("In justification of law schools").

A mass and a seminar will be held at Monash this Thursday, July 25, to mark the seventh centenary of the death of St. Thomas Aquinas.

A pontifical mass will be held in the Religious Centre at 12 noon. The preacher will be Rev. Dr. L. P. Fitzgerald, Master of Mannix College. The chief celebrant will be Archbishop Guilford Young, Archbishop of Hobart.

At 7.45 p.m. a seminar on St. Thomas Aquinas will be held at Mannix College. Papers will be presented by Mr. Justice McInerney (St. Thomas and human law), and Rev. M. K. Keating, Dean, John XXIII College at ANU (Psychologist ahead of his times), Dr. D. Halstead, Regent of Studies, Dominican House, East Camberwell, will be chairman.

More information is available from The Master, Mannix College, Wellington Road, Clayton.

### Religion

Professor C. F. D. Moule, a renowned British New Testament scholar, will speak at Monash on Wednesday, August 14.

Professor Moule has been Lady Margaret's Professor of Divinity in the University of Cambridge since 1951. He will be in Melbourne to deliver the 1974 Moorhouse Lectures on "The Birth of Christology."

The author of several books, including "The Phenomenon of the New Testament," Professor Moule is particularly interested in the historical evidence for Christianity. At Monash the subject for his lecture is "The Traditions About Jesus," and this lecture will be given in R3 at 1.10 p.m.

### Visitors to Monash

The following academics will visit Monash this semester.

**ARTS**  
English: Dr. B. Delmonte, University of Venice, until November 30.  
Geography: Professor F. K. Hare, University of Toronto, Canada, July 22-29.

**EDUCATION**  
Dr. Ehud Jungwirth, Faculty of Agriculture, Hebrew University, Israel. As temporary senior lecturer, October-December.

Professor J. D. Nisbet, University of Aberdeen, Scotland. As visiting professor until late August.

**ENGINEERING**  
Civil Engineering: Dr. G. von der Hagen, Technical University, Munich. Until February 1975.

Electrical Engineering: Professor J. Beeve, University of Waterloo, Ontario, Canada, from September 1974-March 1975.

**Materials Engineering:** Professor R. W. Honeycombe, Cambridge University, England. Late July for six weeks.

**Mechanical Engineering:** Several academics from Europe, Asia and the United States will be at Monash in August for the engineering conference outlined above.

**MEDICINE**  
Anatomy: Professor Susumo Ito, Harvard Medical School, USA. August 3-23.  
Genetics: Dr. John R. W. Govan, University of Edinburgh, Scotland. As visiting research fellow. Sept. 25 for 12 months.

Medicine: Professor Dan Mohler, University of Virginia, USA. Until September.  
Physiology: Professor Tadao Tomita, Fukuoka, Japan. June 16 for three months.

**SCIENCE**  
Botany: Dr. Masamitsu Wade, University of Tokyo, Japan. As visiting research fellow. July 15 - Dec. 31.

Chemistry: Professor B. E. Conway, University of Ottawa, Canada. Nov. 23 - Dec. 2.

Physics: Professor H. Lipson, University of Manchester, England. Aug. 12-15.

### 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 the Graduate Scholarship office, ext. 3055.

**Australian Meat Research Committee**  
Studentships and overseas study awards are available for postgraduate study in fields of Research covered by the A.M.R.C. Applications close July 31.

**AINSE Awards**  
Senior fellowships — intended for scientists and engineers of established high reputation in a field relevant to the Institute's interests. Research fellowships — available for scientists and engineers pursuing a research career, who have qualifications equivalent to the degree of Ph.D. Applications close February 28 and August 31 each year.

**Neatis Paediatric Travelling Fellowships**  
Intended to help young Australian paediatricians to visit Europe, and possibly other parts of the world. The fellowships may provide travel expenses either for a person taking up a post in a hospital abroad and who is then returning to Australia, or for attendance at paediatric meetings or short visits to overseas centres to study a particular problem. Applications close August 10.

### House Exchange

The following people have notified The Reporter that they are coming to Melbourns and would like to exchange houses with a Monash staff member going to their home city.

● Associate Professor Edey, Department of Livestock Production, University of New England, Armidale, N.S.W., 2351, would like to exchange a house from about August 25 to September 7 (or even part of this time). He has a three - bedroom home.

● A family in Canberra would like to exchange houses with a Melbourne family for one week in August. They need accommodation for two adults and two small children. The house exchange is available through Barbara Marshall, A.N.U. Club for Women, 23 Elliott Place, Campbell, A.C.T., 2601.

● Mr. G. Rando, Department of Romance Languages, University of Auckland, Private Bag, Auckland, New Zealand, wants to exchange houses, and perhaps car, over the next Christmas vacation — about two months from mid-December. His house is on Auckland's north shore about 61 miles from the city and the university.

# STUDY LEAVE REPORTS

ASPECTS of university education in the United States, Britain and Spain have been raised in recent study leave reports presented to Council. Here, the Reporter summarises some of the thoughts. . .

## AMERICA: "We are in great danger of making the same mistakes"

The teaching life in an American medical school has been described in some detail by Professor Robert Porter, chairman of the Department of Physiology, in his recent study leave report.

In the process Professor Porter has some pertinent advice for Monash — don't repeat the mistakes made by the Americans in the re-arrangement of courses, timetables and examinations.

Professor Porter spent most of last year at the Washington University School of Medicine, St. Louis, Missouri, where he taught medical students and graduate students.

He had high praise for the students — they were mature, dedicated and highly motivated. And they were required to work very much more intensely than Australian students.

(It should be noted that American medical students have already finished a first degree before they enter medicine).

For example, freshman medical students attended lectures or classes from 8.30 a.m. to 5.30 p.m. every day with a one-hour lunch break. Professor Porter took one of these days each week.

Professor Porter said the high level of interest of the students could be correlated with rigid selection. The student group of 125 people was selected from about 7000 students — another 15 students came from minority groups or underprivileged groups in society.

Further, the student intensity was magnified by the assessment system, which Professor Porter thought was overdone.

The students were subjected to some sort of major test, examination or formal assessment every week, in one of the three or four subjects being studied.

Their scores on these assessments were cumulative and counted towards their overall grades and their academic progress. Internships also depended on cumulative scores.

"Such highly intelligent and well motivated students could surely have been spared this, especially as it led to a striving to learn and regurgitate 'the facts' rather than any serious attempt to achieve understanding and be able to use the information gained," Professor Porter said.

One reason for the outstanding results, Professor Porter suggested, was the superb equipment available in the medical school. Some less well-funded British universities he saw had comparable equipment.

"It would be fair to conclude that the equipping of physiology laboratories at Monash is pitifully inadequate," he said.

Professor Porter said that it had been suggested that Australian medical schools should copy the American pattern of extensive optional and elective opportunities for students. But after his experience he was not convinced of their value.

The real problem was that neither the students nor the staff had really defined the objectives of the optional courses.

Professor Porter said that some of the changes in American medical courses, like so many other aspects of education, had been introduced for apparently sensible reasons but without any attempt to measure the effect of the change.

### Course content

Course content was often not revised: rather the same material was presented under another heading, or compressed into a shorter period of time, or wrapped up with deference to "relevance" or "applied aspects" or "practical considerations."

No-one had recently considered the true educational objectives and the best way to achieve them. There was continuous pressure to put into the pre-graduation period material which properly belonged during the post-graduation vocational training courses of interns and residents.

Through it all, the confusion led to even more tiny changes with even less attempt to assess the effects of these changes.

Students asked for one thing, such as "no grading" of performance. Then, when it was arranged, they found that they would like to have distinction

between better and worse performance restored for their own information and self-assessment as well as to aid the better performers to compete for better positions. So grading was re-established — and so on.

"We are in the greatest danger of making these same multiple mistakes at Monash while we re-arrange courses and examinations, terms and semesters in a piece-meal manner," Professor Porter said.

A major change had been foreshadowed at Monash — the selection of medical students after a first degree and hence two levels of medical education, undergraduate and post-graduate, like that in the USA.

"We must be at pains to set up a system which will objectively measure the effect of the changes we introduce," he said.

"Moreover, we must define our goals in medical education — both for the first and second (clinical) period — with great care and in great detail. It will not be enough to speak vaguely of 'undifferentiated' doctors.

"Then our courses should be carefully designed to try to meet the objectives we have identified, for example, a tertiary education and development of the ability to make mature decisions, followed by a vocational training."

Professor Porter finished his report on American teaching with reference to the "positive action" that Washington University students took to acknowledge those teachers whose work they appreciated — these people received "a touching letter".

The students also wrote to the departmental chairman and to the dean, identifying the teachers whom they had selected for recognition, and asking that, in consideration for promotions and increased salaries, the teaching efforts of these staff be adequately rewarded.

"In contrast with complaints and carping which normally come to the chairman of a department from students, this approach was very refreshing," Professor Porter said.

"If educational research is regarded as important in Britain — an assumption which is not necessarily valid — some serious re-assessment would seem to be in order."

### Further study

Dr. Gardner said that he was also unimpressed by the relatively small number of teachers, compared with Victoria, who proceeded to further study in education after their initial training.

At Monash, for example, 500 students were enrolled part-time for work towards a second degree in education. These students were volunteers — there was no pressure on them to obtain the additional qualification, they received no time off from teaching, and they received no financial grant or inducement.

"The desire for further education by teachers in Britain seemed to be nowhere near that level," Dr. Gardner said.

There seemed to be a widespread belief that educational research was simple, and that any intelligent person — for example a graduate in any field with a little teaching experience — could rapidly learn the art and write a thesis all within a year or two.

"There are at least two people involved in a thesis — the candidate and his supervisor," Dr. Gardner said. "If a thesis is of poor quality, it reflects upon the supervisor as well.

"One can only draw the inference that supervisors are themselves not well trained in techniques of research, or that they spend insufficient time with their students, or that they are insufficiently demanding.

"Whatever the reason, students are being awarded higher degrees — the official badge of expertise in a field — without demonstrating mastery of that field.

## SPAIN: "Students and staff made to toe the line"

STUDENTS and most staff members faced an unsatisfactory situation in Spanish universities, Mr. B. D. Steel, senior lecturer in the Department of Spanish, says in his recent study leave report.

"The main student problem arises from the frequent, and often prolonged, closure of faculties for any sort of 'agitation,'" Mr. Steel says.

Consequently, Mr. Steel said, students were examined on the whole syllabus, regardless of how much of it had actually been taught.

"Also, most staff members, like many secondary teachers, are on annual contracts which are quite often not renewed until shortly before the beginning of the academic year — an obvious form of persuasion to toe the ruling political and academic lines.

"This, plus the economic necessity of outside sources of income, has prevented the creation of sound staff-student relationships (and in many cases staff-staff relationships) and hinders the development of new types of courses.

"Perhaps I should add here, for those student readers not already aware of this harsh fact of Spanish university life, that any of their Spanish counterparts caught, or found guilty of, distributing political pamphlets and leaflets are liable to be sentenced to stiff terms of imprisonment," Mr. Steel said.

Mr. Steel, who spent all of last year in Spain and was based in Madrid, also had comments on contemporary Spanish life.

He said that developers' greed and lack of sensible planning had brought uncomfortable agglomerations of high-rise buildings on coastal areas.

Further, the average Spaniard, who did not see any direct benefit from tourism, was becoming more and more hostile — at least in conversation — to the continuing tourist boom, which he blamed for constant rises in the cost of living.

Mr. Steel suggested that even some official opinion had begun to question the long term advisability of cheap mass tourism, the major benefits of which stay outside Spain in the pockets of tour operators.

However, one of the fringe benefits for the foreign visitor was that, because of strict government control, hotel and meal prices were still much more reasonable than in most other European countries.

Mr. Steel finished his report with a point he thought would be of interest to patients, doctors and hospital administrators in Australia.

In Spain, when a person was admitted to a private hospital for an operation, a close member of the family was expected — and expects — to share the same hospital room. All rooms were equipped with bed-sets for this purpose.

"From the patient's point of view, this is a highly commendable and distinctly comforting practice," Mr. Steel commented. "From a clinical viewpoint, I imagine it must seem eminently practical since post-operative patients need far less attention from the nursing staff and hospitals can function efficiently with fewer qualified nurses."

### Queensland position

The Women's College within the University of Queensland has advertised for a new principal. The college council hopes to appoint a graduate, preferably but not necessarily with experience of university colleges, and believes that suitable candidates may be found in teaching or administrative positions in Australian universities.

Applications close on August 31 with The Chairman, Women's College Council, 118 Gailey Road, Taringa, Queensland, 4068.

## BRITAIN: "Higher degrees are poor"

The quality of British higher degree work in education has been questioned by Dr. Paul Gardner, senior lecturer in education.

Dr. Gardner, who was in England for all of 1973, said that at various libraries he read a number of theses for higher degrees and was "frankly disappointed at the poor quality of much of the work done."

Candidates appeared to be frequently conducting educational research without an understanding of the rudiments of instrument design, experimental design and statistical procedures.

Dr. Gardner suggested this was related to the common practice of permitting students to enter directly into higher degree work without requiring them to first master fundamentals.

# OVERSEAS ARTISTS AT MONASH



## Classical Indian music here next week

DEBU Chaudhuri, a sitar player from northern India, will give a concert and a lecture/demonstration at Monash next week.

Debu, a professor of music at Delhi University, is regarded as one of India's finest sitar players.

The public concert will be at 8.15 p.m. in the Alexander Theatre on Tuesday, July 30. This concert is being presented by the Australian Elizabethan Theatre Trust.

On Wednesday, July 31, Debu will give a lecture and demonstration at 2.15 p.m. in R3. This is being sponsored by the Monash Department of Music and will be open to all staff and students.

Debu will be accompanied in his performances by two musicians, one playing the tabla (drums) and the other playing the tanpura (a long-necked instrument with four to six metal strings).

While in Australia, Debu will deliver a paper at the International Society for Music Education to be held in Perth from August 5 to 12.

In the past five years, Debu has presented concerts in most major cities in the world including London, Paris, Berlin, Stuttgart, Milan, Montreal, New York, Washington D.C., Chicago, San Francisco, Los Angeles, Tokyo, Bangkok, Hong Kong, and he has participated in major national and summer festivals of Switzerland, Afghanistan, and Iran.



## Brownie McGhee and Sonny Terry on August 1

NEGRO blues artists Brownie McGhee and Sonny Terry are returning to Monash. They will give a concert in Robert Blackwood Hall at 1.15 p.m. on Thursday, August 1.

McGhee, 58, and Terry, 61, gave a concert at Monash this time last year.

They played to a packed house and prompted "Herald" reviewer, Ian Marshall, to say: "Hundreds of Monash University students hailed them yesterday as they gave a lunchtime concert that amounted to an unofficial master class in the art of singing the blues."

Terry, who is blind, is a renowned harmonica player. McGhee, who had polio as a child, is a guitarist. In the photograph, McGhee is on the left and Terry is on the right.

Tickets for the concert are on sale at Blackwood Hall for \$1.50.



● Robin Nedwell



● Geoffrey Davies

## August 7 is the date for Monash's first transplant

THE two stars of the British television "Doctor" series, Robin Nedwell and Geoffrey Davies, will be at Monash on August 7.

They will take part in a panel discussion on medicine and related subjects with Professor Mollie Holman, professor of physiology, Michael Cummins, the Monash Union chemist, Kate Strasser, a medical student, and Dr Ian Hiscock.

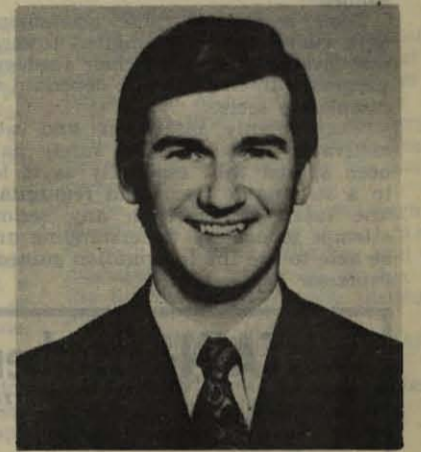
Dr Hiscock, senior lecturer in zoology and director of Robert Blackwood Hall, will chair the discussion. It will be in the hall at 1.10 p.m. Admission will be free.

Dr Hiscock assured The Reporter that Nedwell and Davies' main task at Monash would be to perform the University's first transplant. He said the hall's stage would be appropriately sterilised and adequate quantities of surgical spirit would be provided.

He would say no more than that. Robin Nedwell and Geoffrey Davies will be in Melbourne from July 31 to September 7 for the stage presentation at the Princess of "Doctor in the House".



● Mollie Holman



● Michael Cummins

## Diary of events

### JULY

July 22: Lunchtime concert — Huw Jones (bass), Nina Cooke (soprano) present a medley of French and English folk songs. Robert Blackwood Hall, 1.15 p.m. Admission free.

23: Film — "Hamlet", a Soviet masterpiece of neo-realist cinema, presented by Monash Department of Russian, 7.30 p.m., Alexander Theatre. Admission: Adults \$1.20, students 80c.

24: Films: Selection of NASA space exploration documentaries, pres. by Monash Astronautical Society, 8 p.m., H1. Admission free.

26: Lecture — "Statistics and radio carbon dating", by Dr M. Clark. One of series for 5th and 6th form mathematics students, arr. by Monash Department of Mathematics, 7 p.m., R6. Admission free.

26: Film — "Jonas", presented by Monash Department of German, H1, 8 p.m. Admission free.

29: Lunchtime concert — The Australian

Youth Orchestra, works by Handel, Sculthorpe, Dvorak, Wagner. RBH, 1.15 p.m. Admission free.

31: General meeting, morning coffee — Monash Medical Mothers' Auxiliary, Speaker: Mrs J. Baillie, Librarian, Bio-medical Library, Alfred Hospital, conference room, block E, 10.30 a.m.

31: Concert — The Australian Youth Orchestra, RBH, 8.15 p.m. (See page 9.)

31: Lecture — "The homosexual in society", by David Widdup, R5, 7.30 p.m. (See below.)

### AUGUST

August 1: Video film — Discussion between the founder of the science of creative intelligence, Maharishi Mahesh Yogi, and American scientist and philosopher, Buckminster Fuller, H3, 1.15.

1: Brownie McGhee and Sonny Terry, RBH, (See above.)

1: Film — "The Idiot", based on novel by Dostoyevsky, H1, 7.30 p.m. Pres. by Dept. of Russian.

3: Puppet Theatre — Alexander Theatre, 2.30 p.m. Details ext. 3992.

3: Seminar — "Peasant farming in village Indonesia" with Dr Norman Tulloh and Dr Jim McColl, both from Agriculture, University of Melbourne, Room 209, 2.15 p.m. Pres. by Centre for Southeast Asian Studies.

5: Lunchtime concert — Stephen McIntyre (piano) with works by Debussy, RBH, 1.15 p.m.

5-6: Concert — Tubingen University Chamber Orchestra, RBH, 8 p.m. Admission: \$2.50, students \$2.

7: Monash's first transplant — RBH, 1.15. (See above.)

7: Lecture — "The homosexual family" by John Ware, R5, 7.30 p.m. (See below.)

9: Concert — Fijian dancing and singing with students of Adi Cakobau School, RBH, 8.15 p.m.

9: Film — "Der Jugendrichter". Pres. by Dept. of German, H1, 8 p.m. 98 min., b. & w.

10: Open Day — (see page 1.)

12: Lunchtime concert — Schola Musicum from New Zealand, RBH, 1.15 p.m.

14: Basket luncheon and craft demonstration — Monash Parents' Group, RBH. Tickets: Mrs Hocking, 560 9949.

14: Lecture — "The homosexual in litera-

ture" by Dilys Kevan, R5, 7.30 p.m. (See below.)

15-17: Melodrama — Alfred Hospital medical students and nurses, Union Theatre, 8 p.m. Bookings: 51 8441.

Other August seminars, lectures and conferences are detailed on page 10.

"The homosexual in society" is the title of a series of nine public lecture/discussions being held at Monash from July 31 to October 2. The series is arranged by the Centre for Continuing Education. For inquiries contact Mrs Barbara Brewer, ext. 3719. Admission is free.

Panel discussions on Indonesian politics, page 2.

The next issue of Monash Reporter will be the Open Day issue (see page 1). Letters and contributions for the September issue should be forwarded by August 16 to the editor, Ian Anderson, in the Information Office, first floor, University Offices (ext. 3087).