



Photo: The Sun

'Oldies' on an E-type jag

Why do mature-age people interrupt what appears to be an established life-style to go to university?

What do they hope to achieve? What, in fact, do they achieve? How does it affect their lives — and the lives of their families? How do they "relate" to the university scene, and to their younger fellow-students?

Third year Arts student, **Marianne Wood**, of Box Hill, found the topic sufficiently interesting to launch an inquiry into the motivations, expectations and experiences of the mature-age students.

Her interest began when she discovered that six of the eight participants in an Australian History seminar she attended last year were "E-type" (for "extraordinary") students.

Marianne, 20, engaged to a fellow-student, and already questioning her own motives for coming to university, was wondering whether she herself might not have benefited by a year or more in the outside world before tackling tertiary education.

So she prepared a questionnaire for distribution to 30 second-year students, aged between 22 and 48. Twenty-two responded and these were evenly divided between males and females, full-time and part-time students, and faculty representation coincided roughly with the proportions revealed in a survey of the 16 per cent of mature-age students included in the total 1971 first-year intake.

There was no dominant age group represented, although the majority of male respondents (but few females) were under 30; over 35 there were no males at all.

Former occupations included teachers, housewives, clerks, a wharfie, a lighthouse

keeper and a statistician. Of the part-timers, most were teachers or court clerks.

Marianne's survey sought the answer to such questions as:

- * What caused you to take up tertiary study after engaging in some other activity since secondary school?
- * Why didn't you come straight from secondary school?
- * What is the purpose of your study?
- * Does your spouse support or tolerate you in your studies?
- * Have your relationships with family members or friends changed?
- * Do you mix with the "ordinary age" students? How do you get on with them?
- * Do you find your position an advantage in tutorials?
- * Do you have to force yourself to work, or is it "relaxation"?
- * Do you participate in any extra-curricular activities?



MARIANNE WOOD, right, discusses the results of her survey with Ian Pritchard, 20, and Mrs. Joan Martin, 37, of East Brighton, a mother of three. All are 3rd year arts students.

—(Photo: Herve Alleaume)



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* How do you see the role of the university in your life—and in society?

* Do you think that being a student makes you more aware of general issues, current affairs?

* Do you think you are happier in what you are doing than many "ordinary age" students who, perhaps, aren't sure why they are at university?

* Is there much discrepancy between what you expected and what you have found university to be?

* Are you enjoying your studies?

* IS IT WORTH IT?

Why . . . ?

Marianne found that the most commonly-expressed reason for engaging in the "rather unorthodox" activity of becoming a university student appeared to be "... a feeling of futility with the life-style or dissatisfaction with an occupation which is not capable of allowing expansion of full capabilities."

A few claimed to have been motivated by purely intellectual curiosity, but about 15 per cent said their aim was further promotion and increased financial gain.

Fear of becoming "a victim of suburban housewife neuroses" was widely expressed in varying terms—such as falling behind the husband in his interests, and children becoming independent and no longer needing constant attention.

Marianne comments: "Despite the obvious existence of career orientation and purely intellectual curiosity, the by far dominant reason for giving up a settled life and taking on studies is restlessness—whether it be emotionally, intellectually or financially motivated."

The reasons for delaying tertiary education, Marianne found, seemed to reflect individual circumstances. On the information available, it was not possible to draw any conclusions along the lines of a "late developer" theory.

Some comments were illuminating:

"Mainly . . . it never entered my mind—until about the age of 25 I'd never met anyone who'd been to university." (A 31-year-old male arts student).

"That sort of thing just wasn't on the list of things school-leavers of my family background considered doing." (Male student who had been in turn a lighthouse keeper, clerk and motor mechanic.)

Family attitudes

To questions on whether spouses "tolerated" or "supported" students in their university activities, two-thirds said they received support, but a quarter could claim only tolerance. These were all women whose husbands "don't really understand" or "resent" the involvement in an interest outside the home.

"The attitude of a 'women's place is in

the home' seems apparent to the extent of grudging tolerance, but not to the extent of stern disapproval," says Marianne.

Some respondents reported increased understanding between husband and wife, particularly where both were studying, although one male science student, 33, wrote: "My wife and I seem to have less common ground for communication."

Still, by far the most dominant response had been that no significant changes in relationship with members of the family had taken place.

"Getting on . . ."

The majority of respondents said they mixed with both "ordinary-age" groups and people of their own age group at university, but an "amazing" third claimed to mix only or almost exclusively with their own age group.

A 47-year-old female student said she "tended mainly to stick with my own age group—I feel that there is an artificial element in too much identification with a younger group."

Another woman, 35, claimed that "... students of my own age or older tend to be more friendly."

Continued overleaf

What is it?

It all began with the Chaldees and their hieroglyphics on clay tablets, followed by Greek and Egyptian stylus on the leaves of papyrus. In Europe, brush and paint, pen and ink on parchment, then printing and paper. Since then, the making of books knows no end—McLuhan notwithstanding.



For explanation, see page 2

The answer to the question on page 1...

A BOOK OF LEAVES



TEACHER STUDY IN NEW GUINEA

A Monash teaching fellow, Andrew Spaul, is currently in New Guinea studying the recently-formed Papua and New Guinea Teachers' Association.

Mr. Spaul has been doing post-graduate research at Monash into Australian teacher unions and he is co-author of a book published last month, "Teachers in Conflict."

The Papua and New Guinea association is only 12 months old. Mr. Spaul's trip has been organised by the Papua and New Guinea branch of the Australian Teachers' Federation.

Leaf of a book is a common enough term; but books of leaves? No? Well, the Monash Rare Book Collection in the Main Library has just acquired an example.

It is a series of five books written on palm leaves.

The books come from Bali and were brought back by Drs. L. F. Brakel, lecturer in Indonesian in the Department of Indonesian and Malay.

They are actually copies of centuries old religious text and traditional prose. They were probably done early this century.

Our picture at left shows Drs. Brakel inspecting one of the books. Its container is carved out of a solid block of wood.

How does the book work?

Imagine a venetian blind, about two feet long, with the slats pierced with a hole in the middle, and a string through them that retains the slats in a set order, and can tie them up when the book is closed.

The slats are Lontar, the leaf of the local lontar palm (*Borassus Flabelliter* to the botanists). The leaves are dried, cut to size, and pierced, giving flat and flexible writing sheets. A book may contain a hundred sheets, or 200 or perhaps 300.

The scribe scratches the surface with the point of a small knife. To render the scratchings visible, the surface is smeared with oil, sprinkled with carbon black and then wiped off; the black pigment remains in the scratchings.

The book is read by the line right across the leaf. There is text on both sides of the leaf, and the pages are numbered (just in case the string breaks).

Very few of the old Lontar manuscripts have been preserved, owing to the humid climate and the flimsy material, but some still exist from the 15th century.

The contents of the Monash collection of five will interest mainly those in the know—who can read them and who know the literature.

The most important of them is the seventh and last book of Ramayana, a prose version in Javanese of Indian verse of the 10th century.

A group of three are prose renderings in old Javanese of an older Sanskrit epic. One of the three, Bhismaparwa, contains the Hindu creed. The trio are the oldest of old Javanese prose texts, dated about 10th century. Before then, there were inscriptions on artefacts, but no literary prose.

The fifth, written in middle Javanese, gives the history of Bali from the 16th century.

To the student of Indonesia and its languages, these examples would be as interesting as facsimile copies of say Beowulf, Magna Carta and Chaucer to the student of English history and literature.

"ONLY MORE QUESTIONS..."

from page 1

A 23-year-old male claimed to "... mix with students of all ages, but have little to do with irresponsible teeny-boppers."

"Advantageous"

Other random conclusions and comments from Merienne's survey include:

* About 60 per cent of E-type students considered themselves to be in an "advantageous" position in tutorials—mainly because of their wider experience and extra confidence.

* On the question of whether older students were better able to cope with "personal adjustments," more than 80 per cent felt themselves more capable of adjustment—mainly because of a more stable personal life, maturity and greater certainty of purpose, the result of having made a positive decision rather than just "drifting into university" as many ordinary-age students seemed to do.

* On the role of the university...

A 22-year-old economics student said that, although he originally saw the university as a "degree factory," his ideas had now changed and he now saw it "more and more as a place to become educated and enjoy life more."

Other quotes: "... completely change the rest of my life, by making me aware of all I don't know..."; "... a search for identity and knowledge..."; "... an institution where I can gain knowledge of what might broadly be termed my cultural heritage."

* On expectations, fulfilment—and disappointment...

"... I did expect that two years' uni would have made more mark on me."

"... inefficiency of administration... poor quality of some tutors and lecturers and instances of student irrationality and bigotry."

"... academic staff and students in general are more friendly than I anticipated."

"... pleasantly surprised to realise how much credit was given for work done."

"I expected to learn answers to questions—have found there are no answers, only more questions."

* On demonstrators...

"I now know that the demonstrators are mostly sincere, even if young and hotheaded."

* Finally—IS IT WORTH IT?

Nearly all said 'yes.' Other replies: "I think so." "I bloody well hope so." "I really don't know yet!"

THE CASE OF THE STONED FLIES

Flies of a particular kind—Stone flies—were found by an exploring party in Western Australia in 1904. Samples, in alcohol, were sent to various University museums throughout the world.

The two samples sent to Hamburg and the one to Warsaw are still there—they survived the battering of the war.

But the species itself, in Western Australia, has disappeared.

A Monash team of investigators who went to the area recently found no trace of the flies, because there was no trace of the original habitat, which requires a running stream.

The stream and its forest have given way to agriculture and grazing. The species has been depleted by the bulldozer, the dam-sinkers and the plough.

Only the 70-year-old samples remain, pickled in alcohol, at places like Hamburg and Warsaw.

The Monash team that went to WA to investigate the stone fly consisted of Dr. W. D. Williams, reader in zoology, and two overseas visitors to the department—Dr. Noel Hynes and Dr. Peter Zwick.

Dr. Hynes, from the Biology Department, University of Waterloo, Southern Ontario, Canada, is on a year's sabbatical leave.

Dr. Zwick, 34, is a graduate of Berlin and a PhD from Kiel. He is also at Monash for a year and arrived in March. For the last three years he has been at the Max Planck Institute for Limnology (the study of lakes) at Schiff-Hessen, Germany.

No threat

Dr. Zwick says that in working on these little animals, his science is not dragged captive to the chariot wheels of commerce: they impose no threat to agriculture or stock; they have no economic importance.



• Dr. Peter Zwick

After pointing out that his flies are in the order Plecoptera (i.e. insects having folding wings, in particular having four wings), he says that the flies that are troublesome in the house, or a nuisance in the bush, or a scourge to sheep and other animals are of the two-winged variety—the order Diptera. It is the species of Diptera that worry CSIRO's Division of Economic Entomology.

Dr. Zwick's flies are harmless enough: they come to life in the water, the larvae live under the stones on the edge of the stream (the larvae of most species are vegetarians), the adults fly no further afield than 7 metres or so from the water's edge, though they may go into the tree tops—out of the range of binoculars and the catching net.

Short life

The adults, as flies, have a short life (2-4 weeks), and in most species a hungry one—they do not feed. But the local species do feed, on algae and lichens.

Why the special interest in these humble flies in Australia? It is because, says Dr. Zwick, they are more primitive than species found elsewhere, and so have a special place in the jigsaw puzzle of evolution, and for that matter, in the modern theories of continental drift and of Australia's early isolation.

Dr. Zwick's wife and child have also made the journey to Australia, but will leave the excursions, the camping, the spotting and the collecting to him.

Besides, being herself a Ph.D, also in Zoology, indeed in Entomology, and believe it or not also in flies, Mrs. Zwick specialises in something much more sinister: her great love is blood-sucking black flies,

"Flagrant discrimination" against female graduates revealed in job survey

The Careers and Appointments Office has released preliminary details of two surveys on last year's graduates — one on starting salaries and the other on the destination of science graduates.

In comparison with 1971 figures, starting salaries for women have gone up more than for men.

The increase for women in government salaries was 20.3%, reaching an average of \$4974. The private employer increase was 7.4% to \$4388.

However the Careers and Appointments Office has criticised some private employers for "quite flagrantly discriminating" against women graduates.

The Office says that private employers have been reluctant to accept in reality the policy of equal pay.

"The current shortage of jobs has encouraged some private employers to believe that they need offer only quite small salaries to be able to attract well-qualified girls," it said.

"Fortunately, in most cases they have been disappointed at the response."

The type of firms involved are banks and insurance companies, the Office said.

The survey commented that the rise in graduate starting salaries for men had been quite modest and less than the rises in the same period for most other categories of worker.

The average salary paid to all male graduates by government employers was \$5074, up 5% on the previous year, and private employers paid men an average of \$5014, 4.5% more than last year.

The survey also showed a narrowing of the differential paid by some categories of private employer to male honors graduates, although with women the reverse has been the case.

"We believe this reflects the practice of many employers of choosing male graduates according to their management potential and females for the immediately useful skills that they can provide," the Office said.

The average salaries paid to graduates in the main disciplines were:

		Government		Private	
		Men	Women	Men	Women
Economics and Arts	Pass	4818	4760	4696	4228
	Honours	4965	5048	5282	4600
Science	Pass	4862	4650	4812	4551
	Honours	—	—	5361	—
Engineering	Pass	5170	—	5305	—
	Honours	5203	—	5401	—

The survey on science graduates revealed a marked drop in the number of students going on to post graduate study. It has dropped by about half over the last four years.

In the same time there has been a 10% increase in the number entering teaching—an interesting finding as science is a major headache in school staffing.

The survey also showed a 50 per cent drop compared with 1971 in the number of science graduates entering private employment. This is attributed to the reduced number of jobs available from manufacturing industry.

The science survey is part of a survey being done by the Careers and Appointments Office on the destination of all of last year's graduates.

The Graduate Careers Council will gather information from all Australian Universities on graduate placement and the combined results will be published about August this year.

This will present an Australia-wide pattern on graduate employment.

The destination of Monash science graduates is summarised in the following table:

First Postgrad. Occupation	1964-68	1969	1970	1971	1972
Higher degree	35.9%	29.6%	29.7%	19.2%	18.7%
Other study	3.8	3.1	2.4	7.3	9.4
Teaching & Teacher Training	33.2	38.3	34.4	39.0	43.8
Employed by					
Commth	7.6	8.3	15.1	8.4	7.1
State	4.2	3.6	2.4	5.7	4.1
Private	13.0	11.9	13.2	18.4	9.0
Other) 2.3) 5.2) 2.8) 1.9) 3.8
Unemployed))))	4.1

PRIZES IN GERMAN



THE GOETHE PRIZE for German studies this year was shared by two students—Sigrid Halasz, 19, and Frank Unger, 23—seen above receiving their awards from the Acting Consul General for Germany, Dr. Georg F. Sperl. Dr. Sperl also presented the university with a valuable set of journal reprints. The handing-over ceremony is pictured below. From left: Professor L. Bodi, head of the department of German; Mr. T. B. Southwell, acting librarian; Dr. and Mrs. Sperl, Professor G. Manton, Dean of Arts.



PUBLIC LECTURE IN LAW

The fourth Wilfred Fullagar Memorial Lecture will be delivered by Professor Julius Stone, Professor of Jurisprudence and International Law, University of Sydney, on Wednesday, May 31, at 8.15 p.m. Theatre R.1, Rotunda.

Professor Stone's title is: On the Liberation of Appellate Judges: How not to do it.

Admission is free, and without ticket.

The Wilfred Fullagar Memorial Lecture was established on the initiative of the Law Students' Society, and the first Lecture was given by the present Chancellor, Sir Douglas Menzies in 1968.

The Lecture is a memorial to a distinguished judge of the Supreme Court of Victoria and the High Court of Australia.

The lecturer, Professor Stone, will be Visiting Professor in the Monash Faculty of Law for most of May.

BOOK FAIR NEEDS BOOKS

The Monash Association's Liaison Committee is holding a book fair in August and is urgently in need of second-hand books in good condition, periodicals, records and rare books.

Funds raised will aid work being done by Professor Marie Neale, professor of education. The work involves the rehabilitation programs at pre-school level.

Further information may be obtained from Mrs. Mary Hicks, 759-7279 or Miss Adrienne Holzer, Monash ext. 2002. The fair will be held in Robert Blackwood Hall from August 23 to 26.

In the Mail CHAIRMAN REPLIES TO HALL CRITIC

Sir,

I read with interest Ian Cameron's comments on the acoustics of Robert Blackwood Hall and on the facilities for concerts (Reporter, April 1972).

It is true that the Hall is equipped with acoustic curtains for adjusting reverberation time to suit various types of performance. In the case of the Academy concert on March 10 considerable experimentation with the curtains was carried out during the rehearsal and the final setting was decided by Neville Marriner from the body of the hall.

In this regard we are fortunate that the acoustics of the hall are little affected by the presence or absence of an audience, due presumably to the type of upholstery on the seats.

As we gain more experience with the Hall we expect to discover the more critical points in the auditorium from which to make the judgements necessary for optimum setting of the curtains; it is possible that Mr. Cameron happened to find one.

The Management Committee is well aware of the limitations of the Hall in its present state for concerts, and with the professional help of Don Vincent, the Manager of the Hall who took up his appointment in December, has drawn up a comprehensive list of works to meet the needs of both audience and performers.

Minor works, including sign posts, are in hand, and major works, including a booking office, are being negotiated with the Buildings Committee as a matter of urgency.

We are working on facilities for serving refreshments and will certainly arrange for better traffic flow for future concerts.

The Committee is convinced that there are big things ahead for the Robert Blackwood Hall.

ABC competitions

For example, on July 13 this year the Australian Broadcasting Commission is staging the State Final of the Instrumental and Vocal Competition here, and radio and television coverage of this event alone will give a tremendous boost to Monash cultural links with the community.

The free Monday lunch time concerts are being well attended and we are planning free Sunday afternoon concerts later this year.

We appreciate the support of members of the University and are always keen to receive constructive comments like those from Mr. Cameron.

—Ron Cumming,
Chairman,
Robert Blackwood Hall
Management Committee.

Separating the girls from the men

Sir,

I write re the reprinted article "Trying to Find a Job," Monash Reporter, April 17, 1972. Certain conclusions could be drawn from the reported findings which could have considerable implications for the University's image and for society beyond the campus. I wish to focus on the phrase "... men and ... girls" which appeared several times.

If I were a parent of a female university student I would feel reassured that, despite reports to the contrary, the moral atmosphere was such that my daughter, could graduate still a "girl" (see letter to the Editor same issue). Unemployment after graduation would be a far less serious matter, even though the report referred to girls being "still idle."

If I were a follower of Women's Liberation I would be dismayed that sexual discrimination of the most Victorian kind was still practised in such a progressive organization as Monash. Surely it would be sufficient to describe the potential dole-takers as graduates, indicating only from which faculties they came.

Ian I. Findlay,
Department of Paediatrics.

Adelaide celebrations

The University of Adelaide will hold its centenary celebrations in 1974. A Centenary Celebrations Committee has been established and the committee would like to hear from graduates and tell them of the range of activities that are planned. The address is The University of Adelaide, Adelaide, South Australia, 5001.

NEWS FROM OTHER UNIVERSITIES

MELBOURNE:

SURVEY ON GRADUATION RATES

A survey of the graduation rates of a recent intake of students at the University of Melbourne has been prepared by the university's Centre for the Study of Higher Education.

The survey analyses the performance of a single, complete intake of full-time students into each Faculty of the University and the performance of two intakes of part-time students, those entering in 1963 and 1966.

For full-time students entering courses of 3 or 4 years' duration, the intake year used was 1966.

For Architecture, Dental Science and

Veterinary Science the year of intake was 1965; for Medicine it was 1963.

In all except the 3-year courses, and Medicine, it is still too early for students to have graduated over a longer period of time than minimum time plus one year.

Among full-time students, it was found that 7 out of every 10 students in the sample (71.6%) have so far graduated and almost half (48%) had graduated in minimum time.

A further 6% of full-time students is still continuing study so that the maximum graduation rate possible among them is closer to 8 in every 10 students (77.6%).

Slightly more than 2 in every 10 full-time students in the sample (22.4%) have discontinued their studies; 8% having been suspended by their faculties and 14% withdrawing voluntarily. However, most of the students who withdrew did so after a record of at least two subject failures.

Among part-time students, graduation

rates are considerably lower than among full-time students.

Most of the part-time students who discontinued withdrew from their courses rather than being suspended and a substantial majority of those who withdrew did so after an academic performance which included no more than one subject failure, or more often, no failures.

This contrasts with the pattern found among full-time students, where suspensions were more common and withdrawal most often occurred after two or more subject failures.

New architecture head

A Scottish architect, Charles Robertson, 43, has been appointed to the Chair of Architecture at the University of Melbourne. Mr. Robertson, who is at present director of the architecture research unit, University of Edinburgh, will succeed Professor Brian Lewis who retired at the end of last year.

exclusively male hotel bars, men and women visit clubs in approximately equal numbers, with husbands and wives increasingly spending their leisure time together in the clubs.

In country towns clubs have replaced the churches as centres for sociability and recreation.

Rejuvenated towns

Country clubs have become the venue for meetings of service clubs, political party branches and for civic functions. Also, they have helped to rejuvenate country towns by reducing the incentive of people to leave for larger centres.

In suburban Sydney, clubs have decentralised leisure activities by providing night club, restaurant and entertainment outside the city centre.

Mr. Caldwell pointed out that, while there had been church protests that clubs were destroying family life because parents would rather spend an evening at the club than at home, it was found that when many clubs closed for a weekend recently because of an industrial dispute, Sydney police reported a record number of domestic arguments on the Saturday night. They blamed this on the closure of clubs.

The clubs are basically financed by poker machines and since these were legalised in 1956 they have yielded \$200 million in State taxes—a figure which Mr. Caldwell believes to be excessive.

However, on the debit side Mr. Caldwell said clubs must take responsibility for easing individual or family distress caused by heavy poker machine playing—possibly by the employment of social workers and by the establishment of a fund to help individuals and families.

COUNCIL NOTES

NOW WE ARE 11,713

Net total student enrolment for 1972, as reported to Council at its second meeting for the year on April 10, is 11,713.

Gross enrolments, by faculty, are: Arts 3471; Economics & Politics 1957; Engineering 1223; Medicine 970; Science 2107; Law 1124; Education 1277, Total—12,129 (less 416, adjustment for students enrolled in more than one course).

The total includes 10,007 students studying for bachelor's degrees, 665 doing the diploma of education, 147 master's prelim., and 1153 seeking higher degrees.

Gifts and grants

Gifts and grants totalling \$50,067 were reported to the meeting.

These included: \$20,000 from the Hospitals and Charities Commission; \$9250 promised from the Radio Research Board; \$5200 from the Water Research Foundation of Australia Ltd.; \$3000 from the Australian Commission of Advanced Education; \$3000 from the Department of Aboriginal Affairs; and \$2350 from the Asthma Foundation of Victoria.

Student matters

Council discussed at length the Clubs and Societies Council's refusal to register a group known as the Friends of the University Regiment. It decided that there were no grounds for taking action (see "Sound" No. 73).

Correspondence relating to expenditures by the Monash Association of Students was also considered. The Vice-Chancellor undertook to provide a paper on the legal restrictions which would apply to M.A.S. expenditure if and when Parliament alters the Act to exempt 5 per cent of the moneys granted to M.A.S. from the operation of Section 32(1) as currently drawn.

It was reported that following the service of Supreme Court writs on the University and a number of its officers, ("Sound" No. 71) no further action had been taken by the plaintiffs and the matter therefore remained in suspension. Acting appointments

Associate Professor W. Walters as acting professor and acting chairman of the department of obstetrics and gynaecology during Prof. E. C. Wood's absence on study leave; Associate Professor J. P. Masterton to be responsible for the department of surgery, Alfred Hospital, from July 6 to August 24, 1972.

Student services

Council approved a Professorial Board recommendation that a Council Committee on Student Services should be formed to deal with matters related to the university health service, the counselling service and the careers and appointments office.

It agreed that the terms of reference for the proposed committee should be redrafted to provide for the Professorial Board to be consulted in matters of direct concern to the board.

Also clubs do not encourage self-development and intracubs should be developed for such activities as photography, public speaking, art and foreign languages.

Poker machines, according to Mr. Caldwell, are less serious than church leaders claimed but more serious than club managers would admit.

In a survey of people on their last visit to a club it was found that the average loss among the men was \$3.29 and the average loss among the women was \$2.15. Three-quarters of those surveyed had lost money on the machines on their last visit to a club, six per cent of the men having lost more than \$20 in the night.

THE PROBLEM:

How much does one department or faculty know about the work of another? Except for what people read in the Press or in publications like this, probably not very much.

The engineers are attempting to do something about the situation, and the staff-student committee has organised a series of occasional lectures by people from the humanities side of the academic fence.

One man who gave them a glimpse of the other facts of life was MAX TEICHMANN, senior lecturer in politics. This is what he said . . .

One of the symptoms of the present isolation of the science and technology departments from humanities people, is the fact that I had to keep asking people where the engineers hang out their shingle at Monash.

In the early days, when science and medical people took Humanities courses, and Arts students read special science courses, counting towards their degree, everybody knew where the others worked, even knew a little about what they did.

But no longer—we are a series of water tight compartments, comprising what is called a University.

Is this a bad thing? After all, what has engineering to do with politics, for example?

I think engineering, science and medicine have a lot to do with politics, that all technological advances, all scientific policies, produce social and political changes, often of a staggering and impressive kind.

Engineers do not work or reason in a vacuum—they are affected by the values and priorities of their society, and their acts, qua engineers, are social and political acts.

Engineers have an ideology. They are committed to never-ending technological advance for its own sake: to industrialisation, to urbanisation, to never-ending economic growth, to a belief in permanent progress—its inevitability and its desirability. Their activities are in a sense inexplicable without these presuppositions.

When we politicians study social change, which includes changes in people's moral values, life-styles, their altering images of society and themselves—we have to return again and again to scientific change as the engine driving the whole process.

And yet, in this country at least, most social analysts have a very imperfect understanding of science and technology, which is why so many of our analyses and predictions are so amateurish.

Take my own case. Leaving school at 15 and picking up Humanities degrees after the War, I was able to evade all acquaintance with science and technology.

Result—a very large, and increasingly large, part of the world is literally unintelligible to me: it is small comfort to know that most of my colleagues and most Arts students are in the same boat; or that the majority of scientists and technologists seem almost bereft of any understanding or knowledge of how societies work, or what alternative ways of living might be available to us, if only we were to explore the question.

Science and technology has had a very good press these last few centuries—it was seen as the never ending benefactor of Man, providing longer lives, easier lives, even increasing affluence—in a word Progress.

This flattery has gone to many people's heads—and scientists have been told that they are the new elite, the new intelligentsia, the new rulers.

But they have been sold a pup; put up on a pedestal like Victorian womanhood, and told to stay there and look beautiful.

Their discoveries and their work continue to be exploited by politicians, bureaucrats and business men, without even a Beg-your-Pardon.

The decision makers are still the same sort of people they have always been—certainly not members of the intelligentsia. Scientists and technologists should be asking whether they should continue to be used thus.

But they will need to acquire many more social skills and insights than their present educational format allows.

Charity begins at home—so we must turn back a few pages, and consider, as an urgent priority, the introduction of courses about modern society, in science, medicine and engineering courses.

Barbaric education

And we must also ensure that humanities students do not continue to graduate as half educated barbarians, almost totally ignorant of the work people like you are doing, and its social consequences and moral/political implications.

We are all empire builders at heart—we all think our subject, our profession, to be the most important.

But they are all important—and seeing that people are going to need to be more flexible, more multi-sided, than ever before, if they are going to have even an outside chance of understanding and controlling the tremendous and largely uncontrolled forces sweeping this planet—then they are going to need a flexible and multi-sided education.

This is what a humane education is—and we aren't supplying it, are we?

Linking work on environment

All faculties and students are represented on a recently established Standing Committee of Professorial Board on Environmental Studies.

The committee will advise the Professorial Board on the suitability of forming an environmental studies centre or whether such work should continue to be done by a standing committee.

The ultimate aim is to link all the work being done in the University on the environment.

It is suggested that in 1973 faculty handbooks should mention the inter-faculty and inter-department work and courses that students might take up.

The terms of reference adopted by the standing committee are as follows:-

1. Be responsible for providing a liaison between departments and faculties for interdisciplinary studies related to the environment.
2. Provide a central body to which inquiries from outside the University might be initially directed, with a view to referring them to informed sources within the University.
3. Investigate the possibility of and, if and when necessary, forward proposals for the formation of a funded Environmental Studies Centre with its own personnel.
4. Organise and administer seminars and discussion groups, at graduate level.
5. Seek advice from agencies and bodies outside the University on the types of activities required by the community.
6. Seek financial support, with the Vice-Chancellor's approval.

The planned composition of the Standing committee is up to two representatives appointed by each faculty board, the Chairman of M.A.S. or his nominee, the Chairman of M.R.S.A. or his nominee, and the Vice-Chancellor or his nominee.

Professor J. M. Warren, professor of zoology, has been appointed as chairman of the standing committee.

LABORING THE POINT

Australia, according to the Labor spokesman on education, Mr. Kim Beazley, needs an intelligent lead from the minds of students, not a demonstration of their brawn.

Mr. Beazley propounded his philosophy on universities at a recent meeting of convocation at the University of Melbourne. His topic was: "Universities, Critics, Students, Protest and Other Problems."

"A student attending a University should be challenged to inquire and to think," Mr. Beazley told the graduates.

"If he is resorting to shouting and mayhem he can be at home on the football field, in a gang brawl or in organised crime, but he cannot be at home in a University, and if universities let him be at home they are not worth maintaining."

Comments on violence like these peppered his 15-page paper. For example: "Student demonstrations which are violent profoundly discredit Universities. Anyone can be violent . . ." "the image of universities as centres of valid thinking is simply marred by people who attempt to enforce thought by demonstrations. Intimidation is rarely a path to truth."

Responsible mind

His philosophy on universities is perhaps best summarised by a long quote from page 13 of the text:

"I believe that the philosophy of man which must underlie our concepts of University education is that man is a being with a responsible mind, he can grapple intellectually to understand reality, he needs a heightened sense of obligation, not a shallow philosophy of self-gratification, and he has a moral responsibility towards the human condition."

"One might welcome in students the recent evidence of conscience about the human condition if it seemed to be a self-critical conscience, and something more than blaming somebody else violently."

"The country needs an intelligent lead from the minds of the students, not a demonstration of their brawn."

"Social advance comes from policy choices and the qualities of skill, technology and character in the population, and whether we like it or not there are often moral choices."

"Wilberforce believed that God required of him the ending of slavery. Shaftesbury believed that God required of him the ending of child labour."

"They thus arrived at a morality superior to exploitation. Hegel, Marx and Engels held that the restraints imposed by a supreme Being were an unnecessary concept. There was no reality beyond the Universe in their view, and no transcendent Being. Progress was automatically to follow."

"One cannot say that it did. Hegel produced Hitler. Marx and Engels produced Stalin."

"They certainly believed in freedom of action for their own wills, and Auschwitz, Dachau and the Katyn forest followed . . ."

" . . . I believe a valid philosophy for Universities must transcend self-gratification and face obligations. The educated have a very great obligation to the world today."

"The issues of conscience some students feel today—inequalities in education, aborigines, war and foreign policy, underprivileged people, cruelty, massacre, and underdevelopment—will yield to a sense of obligation passionate enough to find the facts, find the cure, mobilize the skills and win public consent. That was the methodology of Shaftesbury and Wilberforce"

A SOLUTION?

In the article above the question of more co-operation between disciplines is raised. Two recent Monash happenings have been small steps in this direction. Below is an account of a fuels technologist lecturing to engineers, scientists and educationists and at right are details of a plan to link university environmental work.

For the past five Wednesdays at Monash, Dr. E. A. Hanson has been turning the scientists and engineers, if not upside down, then inside out.

The surgery is due to be completed today (May 10) in tutorial room S.5 at 1 p.m.

One would suppose that his topic—a 'philosophy of being a scientist or an engineer'—would demand of its devotees more of experimental, logical, and mathematical rigour; and less of the quiet contemplative life.

Not at all.

In his series of lectures to the members in education, science and engineering, Dr. Hanson chides those practical people for being limited, restricted, bound (and thus the poorer scientists) by their single-minded processes of thinking along rational, logical lines.

New knowledge

He considers that imagination and intuition are important elements not only in acquiring knowledge, especially new knowledge, but in really coming to understand the world we live in.

Take fairy tales, for example.

Oh no, says the engineer, not now that I have put away childish things.

But listen to me, says Dr. Hanson, fairy tales may give us a better intuitive appreciation of our world than all your formulae and your models. And please remember, even you use models which you think to be so marvellously real.

Dr. Hanson believes that young people—on the threshold of enquiry and knowledge—have an inbuilt intuitive appreciation of the world.

What worries Dr. Hanson (and others too who have joined him in his weekly session of struggling with the intangible) is that intuition and that appreciation are being squashed out of us by the coldness and materialism of what goes for academic studies—in preparation for what?

Not for the world around us, but for our first gainful professional employment.

Dr. Hanson began his series of six seminars on April 5 and today's is the last. He is a graduate of Leyden University, Holland and recently retired as manager for research and testing in the Victorian Gas and Fuel Corporation.

SUNDAY LECTURES AT MANNIX

Mannix College is currently holding a series of Sunday night lectures. They are being held at the college at 7.30 p.m. Admission is free and the remaining lectures are as follows:-

May 14: Dr. Colin Clark; "The Environment."

May 21: Dr. Robert Galbally; "Current Attitudes to Abortion."

May 28: Dean F. Chamberlin; "A Christian Response to Modern Media."

Last month, Professor RONALD TAFT, professor of social psychology in the education faculty, spoke at a public lecture series organised by the Alcoholism Foundation of Victoria.

His talk entitled "The Creation of Community Attitudes" is published by The Reporter.

AUSTRALIANS GUILTY OF DOUBLE STANDARDS ON DRUGS

Community attitudes in Australia at present seem to have taken a definite shape with regard to drugs.

These are: in favour of alcohol, caffeine, tannin and nicotine, although a little dubious about the latter; in favour of certain common medicinal drugs, e.g. A.P.C. ("Bex"), sleeping pills, tranquillizers and stimulants, and against certain named drugs — especially marijuana, L.S.D. and Heroin.

There is little logic to these attitudes; for example, the public amusement at the antics of the drunk, in contrast to the sadistic hostility to the dreamy fantasies of the narcotic user.

We find that beer-drinking contests are referred to with approval, and the public accepts the Rutherglen wine festival involving 150 arrests for drunkenness and violence.

Obviously the public attitudes do not arise solely from logic, nor, in turn, can they be changed solely by logic. The problem is that community attitudes often are embedded in the culture and are seen as part of the "way of life."

A further point. Attitudes and behaviour are not the same thing.

People often act in ways of which they disapprove, and they sometimes fail to do things of which they approve—such as acting tolerantly towards other people.

Education campaign

The problem is, basically, how do you get people to behave differently, rather than just how do you change their attitudes.

Recently the Department of Health has been advocating a massive education campaign to deter children from using drugs. But, just educating children, and the public at large, into the dangers of, say, smoking or drinking is not enough to change their behaviour, although it is worth doing in itself.

Considering the amount of information that is now readily available about the connection between smoking and cancer, it is notable that for just about every person who gives up smoking there is another one who takes it up.

Clearly it is not enough for changing behaviour just to give information about the dangers of that behaviour.

To give an example, in Hawaii it is common for primary school children to put petrol or aeroplane glue in a paper bag and to sniff it through an opening in the bag. This makes them feel exhilarated, and every now and then it affects their brain permanently. But no amount of telling them of this danger will stop a substantial minority from indulging in the practice.

The same applies with respect to the risks involved in continual heavy smoking, drinking alcohol or taking A.P.C. powders.

People who use these drugs excessively are taking the same type of risks as the Hawaiian children, only it takes heavy usage over a longer time to be able to have its effect on their lungs, heart, brain or kidneys. Long enough for the user to kid himself that there is no danger to him personally.

Experiments by psychologists have indicated that people can easily defend themselves against any fear that drugs may harm them. Either they refuse to believe the evidence that the substance is harmful—as so many have done, for example, concerning the link between smoking and cancer—or they believe that they, themselves, are immune from the effects.

The subject of how to change people's habits is difficult and complicated—but not hopeless.

One difficulty that should be mentioned is that it is probable that some drugs develop a physical addiction that takes the problem beyond a purely psychological one.

For example, a baby born of a mother who is addicted to heroin is also addicted, and the problem of providing a cure is a medical one as well as psychological one.

It is possible that some of the more common drugs of dependency such as tobacco and alcohol, may also involve some physical addiction, and therefore physical treatment could serve as a complement to psychological methods of cure.

In the psychological sphere, however, there are different procedures that can be employed in the attempt to break personal habits of drug taking.

Examples are: conditioning by associating the drug with something unpleasant, such as an electric shock, or a vile taste; or, associating the absence of the drug with something pleasant, such as good health.

Negative feelings

The trouble with these approaches is that a person who is trying to give up his taking of the drug sometimes is so unhappy about it that he associates abstinence with negative feelings, not positive ones. So, he resumes the habit in order to avoid these negative feelings.

One method that has been shown to have some effectiveness in curing smoking is to make the person emotionally involved in the cure.

For example, if a person can be made to accept the proposition that failure to give up smoking reveals a character weakness, he is more likely to persist in the effort to stop.

One way that this can be achieved is for those who are trying to change the habit to form a therapy group with others who are in a similar position. Groups are formed to make a group decision to give up smoking and to support each other to maintain their resolve.

A person who does not keep up the standards is letting the group down; he feels ashamed and may also feel that he has little strength of character. (Unfortunately, these negative feelings often lead to a compulsive need to smoke.)

Similar principles underly the groups for curing drinking and drug-taking, and the same danger of relapse also exists.

The support of the group for giving up a drug helps greatly to change the habit. But the reverse is also true. Where the group does not oppose the use of the drug it is much less likely that a person who is addicted to a drug can successfully free himself of it.

Public opinion and pressure obviously play a very important role in the changing of habits. Where community attitudes and public behaviour are against the use of a drug, there is more chance that the drug habit will be changed.

But at present there is a great deal of tolerance, if not straight-out encouragement, of drinking, smoking and the taking of unnecessary medicinal drugs. Not only are they advertised freely and people encouraged to use them, but the users are often led to believe that they can gain in prestige through their use.

How seldom it is that a smoker is condemned for spoiling other people's air! How seldom is a person offered a non-alcoholic drink on social occasions, as an alternative to alcoholic! How seldom is a housewife chided for continually ingesting pills and head-ache powders!

The medical-social case is strong against the excessive use of each one of these types of drugs, and yet public opinion polls indicate that only a minority of the public favour prohibiting advertising of these products.

Sacred right

One hears such statements as drinking beer and smoking cigarettes are the sacred right of an Australian, and should not be interfered with.

Given these attitudes, what chance is there of changing individual behaviour? It is almost useless to try to cure an addict of his drug habit, and then to let him return again into a community whose whole culture is built on the use of that drug, whether it be drinking or shooting a narcotic drug.

Further, how are we to expect community leaders to advocate a reduction of the intake of these dangerous drugs—when even they themselves use them?

Teachers and parents are in a weak position for teaching their children not to smoke when they themselves do so. How can politicians condemn alcohol and cigarettes when this might lose them votes—either from those who resent the condemnation, or, more indirectly, from those who object to the higher taxes that would be needed to replace the lost excise revenue?

PLEA FOR ACADEMIC PRESS CENTRE

An academic centre in Australia capable of making rational assessment of press performance has been urged by the editor of "The Age", Mr Graham Perkin.

Mr Perkin was delivering the annual Wilkie-Deamer newspaper lecture at the Journalists' Club in Sydney.

Mr Perkin said he would like to see someone with both academic and professional journalistic skill:

- Measure relative merit in reporting Parliament.

- Tell newspapers whether emphasis on violence encouraged or purged latent hostility.

- Guide in the treatment of news associated with migrant groups.
- Point out which newspaper was providing the most perceptive reporting on Papua New Guinea.

- Tell the public whether Opposition parties were getting a fair deal from the media at election time.

- Apply tests to television current affairs programs so that newspapers would have more than mere hunch to help examine accusations of political bias.



• Professor Ronald Taft

Now, suppose that leaders of the community were to make a special feature of the fact that they personally do not indulge in certain drugs, would this serve to reduce the likelihood of youth doing so?

In the short run, their influence with the youth may be limited, although, the long term effect may be more noticeable. Respectable older people are not always accepted by youth as models for behaviour.

The best models to use for the purpose of immunizing the young against the use of drugs are their own cultural heroes—pop idols, sportsmen, actors, etc. But then, how often are suitable models of this type actually available and ready to serve in the role of paragons of moderation and good sense!

There are no easy answers to the problem of changing community attitudes.

The case against drugs is not strong enough to get any serious action from community leaders and youth heroes as opinion setters and models.

And, yet, until the leaders begin to openly condemn drugs and also set a good example by abstaining themselves, there seems little hope that there will be any mass change in the use and abuse of drugs.

Public attitudes and habits don't change quickly when they are embedded in the culture and way of life of the nation.

No quick miracles can be expected.

Changes can occur slowly, over a period of time, as a result of such things as changing needs and fashions, increased medical knowledge, prolonged persuasion by doctors, teachers and other community leaders, propaganda and moderate prohibitions and restrictions.

However, for reasons that have been indicated, politicians, lawyers and teachers often merely endorse changes in public attitudes after they have occurred rather than causing them to happen.

The press needed a professional body which would both defend its strengths and expose its failures.

Mr Perkin said the standard of press criticism in Australia was "abysmal".

"It comes from both Left and Right and marches under the flag of freedom but is generally more concerned with propaganda than the standards of professional journalism," he said.

Referring briefly to the law of libel, Mr Perkin said: "Australian newspapers are published in the most restrictive legal atmosphere known to Western man, an atmosphere which prevents us quite often from telling the truth and which very often prevents us from discharging primary functions of a decent press."

This article was based on a report in "The Journalist", a publication of the Australian Journalists' Association.

In Review

BOOKS

Australia in the Nuclear Age, by Ian Bellany. Sydney University Press. \$6.

by JOSEPH CAMILLERI, lecturer in politics

In recent years many propagandists of various descriptions have been trying to convince us that 'thinking the unthinkable' is both a fruitful and respectable enterprise.

Ian Bellany's little book appears to be another effort in this direction.

Unfortunately, the Australian situation is not a very fertile ground for this kind of exercise. And so, perhaps unintentionally, the author's analysis serves to demonstrate the futility of any argument seeking to justify Australia's acquisition of nuclear weapons.

The book begins with two chapters on the technology of nuclear energy and nuclear weapons, which, as the author advises us, are not directly pertinent to the argument which is to follow.

The major conclusion of this section appears to be that an increasing number of countries are capable of manufacturing nuclear, if not thermo-nuclear, weapons, and that parallel with this development is the growing knowledge and understanding of the construction of long-range ballistic missiles and launchers.

As regards the peaceful uses of nuclear energy, the author discusses three major possibilities: generation of electricity, desalination, commercial uses of nuclear explosives.

At this point he argues that it would be advisable for the Federal Government to justify on defence grounds Federal ownership of all fuel and plutonium. There may well be economic and other reasons for such an attitude. One is somewhat puzzled, however, when strategic reasons are represented as the most appropriate justification.

Turning to the politics of the nuclear age, the author begins with an examination of the nuclear environment in which he suggests the near inevitability of further proliferation.

It is worth reflecting, however, that it is now eight years since the last power (China) entered the nuclear club. The threshold between the fifth and the sixth nuclear power may prove to be a far more critical step than has been commonly supposed.

The brief survey of Chinese, Indian and Japanese intentions does not reveal new facts or indicate new conclusions.

We are told quite frankly that the exact stage of the Chinese development of thermo-nuclear weapons or missile delivery systems is not known. Japan on the other hand, is "beginning to consider matters concerned with nuclear weapons in a more objective light" (p57). What is meant by 'objective' is not made clear except for the assumption that favourable attitudes to nuclear weapons are more objective than hostile ones.

As for India, we are informed that she has for some time been pursuing a policy of nuclear self-sufficiency.

\$170 million annually

Throughout this part (as in other parts) of Dr. Bellany's book one has the sneaking suspicion that he is more concerned with constructing a case for an Australian nuclear force than with assessing the nature of Australia's external environment.

In estimating what it would cost Australia to acquire a nuclear force, it is argued that she would have to spend approximately \$170 million a year.

Such an expenditure over a ten-year period would provide Australia by the mid-1980's with one hundred and fifty 20-kt bombs, one hundred 1,000 mile range missile launchers and a basic command and control network.

One would wish to dispute the accuracy of these estimates.

But far more relevant is the question of the value and strategic rationale of such an elementary, not to say, farcical, force.

On this issue Dr. Bellany is remarkably silent except for a few superficial remarks about the future of the American alliance.

Moral insight

Dr. Bellany admits that the acquisition of a nuclear capability has not been a particularly important issue in Australian politics.

That is perfectly true, though it is not for the lack of trying by the exponents of nuclear politics. The fact is that even a limited amount of common sense and moral insight has been sufficient to make the nuclear issue a non-issue for Australia.

When Dr. Bellany says: "An Australian decision to become a nuclear power would, naturally, have to be made with great circumspection at any time, for by its very nature it would be as likely to raise new problems as to meet those it was taken to solve" (p87), he is surely engaging in superlative understatement.

Not plausible

The fact of the matter is that an Australian nuclear strategy lacks even the surface plausibility with which the great powers have sought to conceal the irrationality of their arms race.

This is the effective, if not intended, conclusion to be derived from Dr. Bellany's study. For this at least we ought to be thankful.

Images of Society and Nature: Seven Essays on Australian Novels, by Brian Kiernan. Oxford University Press. \$8.75 boards; \$5.25 paper.

The Australian Nationalists: Modern Critical Essays, edited by Chris Wallace-Crabbe. Oxford University Press. \$9.95 boards; \$6 paper.

by DENNIS DOUGLAS, senior lecturer in English

Something of the perplexity that surrounds Australian literary studies is suggested by E. M. Forster's reflections on Indian independence towards the end of *A Passage to India*:

"India a nation! What an apotheosis! Last comet to the drab nineteenth-century sisterhood! Waddling in at this hour of the world to take her seat! She, whose only peer was the Holy Roman Empire, she shall rank with Guatemala and Belgium perhaps!"

Every academic working in the field has had the experience of being asked to justify its place on the syllabus and of battling to convince senior students that their reputation for critical acumen need not necessarily suffer if they took a second and closer look at *Poems 1913*, or set out to find out what they could about Henry Handel Richardson.

The great debate about Australian literature has rarely been conducted on a particularly urbane level.

A. L. French, for example, marshals a strong case against Brennan on the grounds

of his affinities with Francis Thompson and Rosetti, arguing that Brennan's besetting vice was the habit of vulgarity common to many late Victorians.

On the way to clinching his argument he betrays a certain temperament in applying the phrase "gutless blarney" to the relatively innocuous measures of Thomas Moore; and he concludes with a general indictment of Dutton's *The Literature of Australia* on the grounds that one of its contributors took Morris West too seriously, and another was not above thinking well (forsooth) of Maurice Guest.

Even John Barnes, in the very useful article in which he recorded the discovery of the manuscript of *Such is Life*, could not resist inflicting one or two leonine familiarities on A. A. Phillips by way of playful intellectual rough-and-tumble.

I do not wish to suggest that the critical issues should be surrendered by default.

No student of any field of literature can fail to be impressed by the necessity for critical standards in the face of the fatuity, mutual back-scratching, and bland rationalisation of strictly non-literary loyalties, that passes for informed comment on a cultural heritage.

The Australian field is not the only one in which the large mass of secondary material contains few and scattered examples of genuine perception.

However, it does seem to me that the test of discretion is a fair one to apply to the literary critic, inasmuch as critical procedures have an intimate concern with standards of civilisation.

I am quite sure that the enduring work in Brian Kiernan's book and Chris Wallace-Crabbe's collection, which contains both articles mentioned above, is to be found in passages other than those in which the author has been obliged by the heat of controversy to take up a defensive, or aggressive, posture.

The poise and assurance of Phillips and A. D. Hope give even outdated comments of theirs a richness of implication often missed by more recent writers.

I should add that Brian Kiernan's thesis is not as pontifically circumspect as his very academic title suggests.

For its full implications to emerge I shall have to quote his entire final paragraph, which represents very much the general direction taken by researchers in presenting their findings over the last couple of years:

The trio literally blew in from Sydney. The hall had only a few days' notice and the result was only 170 satisfied customers instead of a few hundred more.

The trio plays the campus circuit in the U.S. and in Australia also played in NSW.

The bassist, Jack Lesberg, has been in the business for years and has played with the Louis Armstrong band and in the New York Philharmonic. His quartet was a feature of the recent Oscar Peterson Australian tour.

Lesberg's bass solo was just that right balance of relaxing beat. It was excellent; especially when you consider he was using a borrowed bass. In a Sydney airline mix-up his bass was sent to Port Moresby instead of to Melbourne.

The trio scored on one main point - variety. They played the classics, Bach especially, they played the Beatles, Benny Goodman and even a Fats Waller arrangement of Scotch songs.

It lost on only one; because of the rush the trio underestimated the ability of the hall and definitely did not need the amplification. You could occasionally pick up the foot-tapping of Miss Hellman from the mike near her harp.

On a proportion basis staff were more represented in the audience than students. Perhaps the students will come in the future when they have heard the artist's name on the Arch McKirdy show; actually there's a whisper of Jacques Loussier and Eartha Kitt (not together, of course). That would be another Pete and Dud effort.

Ian Anderson.



JAZZ:

TRIO A TREAT

The unfortunate part about the Daphne Hellman concert (Robert Blackwood Hall, April 19) was that nobody had ever heard of her before she came.

But by the time she had left quite a few people wished they had heard more of Miss Hellman's electrified harp and the accompanying bass (Jack Lesberg) and guitar (Eddie Berg).

The Daphne Hellman Trio kept the lunchtime crowd to 2.25 p.m. - not even a student meeting does that these days.



STUDENT THEATRE



STUDENTS from the Monash Players rehearse "Sunny Australia" in the Monash forum.
—(Photo: The Sun)

On the street

"SUNNY AUSTRALIA," a look at migrants in their new country, was the name of the first street theatre put on this year by the Monash Players.

Two performances were held by the students at Monash, one in the forum and the other outside the Hargrave Caf.

The Players also put on "Sunny Australia" for the Good Friday Royal Children's Hospital Appeal.

They report that they didn't get too many people along to the Doncaster service station where they were performing for the appeal.

So typical street theatre spontaneity occurred. They got a truck and went to the people instead—far more successful apparently.

More street theatre is planned possibly on the theme of women's lib (with special reference to Mother's Day), and on the parliamentary system of government.

The Players are also moving into a new field—displaced theatre—under the direction of a politics senior teaching fellow, Bill Garner.

Displaced theatre takes place every Thursday at lunchtime. It could be anywhere—the caf, the bank, a lift, an escalator. So watch out.

The next formal theatre is on June 15 and 16 in the Union Theatre when the Players put on "Suddenly Last Summer" by Tennessee Williams. It is on from 1 p.m. to 2.15 p.m.

On the stage

At present the Monash University Musical Theatre Company are equally as active as the Monash Players—less spontaneous perhaps, but more rehearsed.

The company's production this year is "Follow That Girl", a little performed musical by the writers of "Salad Days".

The season is Friday, May 26 to Monday, May 29 and Wednesday, May 31 to Saturday, June 3. The venue is the Alexander Theatre and the time is 8 p.m.

TERTIARY INSTITUTE ATHLETICS

On a typical windy Monash afternoon last month the first ever Tertiary Athletics Championships were held.

The championships brought together 62 athletes from three technical institutes (RMIT, Caulfield and Gordon), four teachers' colleges (Burwood, Monash, Toorak and Frankston) and the three universities.

Inter-varsity of course means the universities often compete, but it was claimed this was the first time other tertiary institutions had been involved.

Monash won both the women's and men's sections hands down, which wasn't surprising seeing Monash had 34 starters compared with a combined total of 28 from the other institutions.

VAAA judges, time-keepers and starters officiated. A barbecue was held after the meeting.

Despite the weather the championship—organised by Monash athletic club president, Laurie Fanshaw—was ruled a success. Monash is planning to repeat the idea next year.

In the picture at left the winner of the women's discus throw, Helen Hall, from Melbourne University, shows her style (she threw 111 ft. 8 in.).

At right Monash jumper, Joe Scully, warms up for the high jump. He cleared 5 ft. 10 in. but was beaten by fellow Monash jumper, Ian Moss, who jumped 6 ft. 3 in.



Who's where?

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

MONASH

Arts — German: Professor Frank G. Ryder, Professor of German, University of Virginia, as Australian-American Educational Foundation Visitor, from May 30 to August 15.

Law: Professor Julius Stone, Challis Professor of International Law and Jurisprudence, University of Sydney, as Wilfred Fullagar Lecturer, from May 12 to June 2.

Medicine — Psychological Medicine: Professor J. S. Neki, Professor of Psychiatry, All India Institute of Medical Sciences, New Delhi, as Visiting Fellow, Leverhulme Interchange Scheme, from May 15 for 3 months.

Medicine — Surgery: Professor E. D. Acheson, Department of Clinical Epidemiology, University of Southampton, from May 8 to May 9.

Science — Botany: Assistant Professor Margaret E. McCully, Department of Biology, Carleton University, as Monash Visiting Senior Research Fellow, from May 15 to October 1.

AUSTRALIAN NATIONAL UNIVERSITY
Computer Centre: Professor G. H. Golub, Stanford University, from May 1 to May 27.
Geography, S.G.S.: Professor S. H. Beaver, University of Keele, from May 8 to May 12.

MELBOURNE

Physics: Dr. R. F. Barrett, University of Frankfurt, A.I.N.S.E. Postdoctoral Research Fellow, from May 1 for two years.

Diary of events

MAY

May 10-13 and May 17-20: Australian Contemporary Dance Theatre, Alexander Theatre, 8.15 p.m. Adults \$2, students \$1
11: Centre for Research into Aboriginal Affairs, public lecture, Prof. Hal Wootten, Dean of Law, Uni. of NSW, 8 p.m. R.6, topic: "Aboriginal Legal Service."

19: German Department film, "Der Transport," 95 min., 8 p.m., H.1.

26-29 and 31 - June 3: Monash University Musical Theatre Company, "Follow That Girl," Alexander Theatre, 8 p.m. Bookings ext. 3992. Adults \$1.40, students \$1.

JUNE

June 2: German Department film, " . . . Oder So," 98 min., H.2, 8 p.m.

5: Lunchtime concert, Robert Blackwood Hall, 1.10 p.m. John Veale, clarinet, Kathleen Brady, piano, 20th century music for clarinet and piano.

15: Parents' Group, embroidery display and luncheon, Robert Blackwood Hall, ticket secretary, Mrs. A. Payne, 857 8689.

Aboriginal health

The Centre for Research into Aboriginal Affairs is holding a residential seminar from May 15 to 17 in Farrer Hall on the health of Aborigines. It will be attended by academics, doctors, nurses and Aborigines from throughout Australia.

The seminar, which is open only to invited people, will be opened by the Minister for the Environment, the Aborigines and the Arts, Mr. Howson.

Scholarships

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

Australian Meat Research Committee 1973 Awards
Australian Studentships, Overseas Studentships and Overseas Study Awards are open to postgraduates for study in the following fields of research:—

Agricultural economics, Agricultural extension, Agronomy, Animal breeding, Meat and carcass studies, Plant ecology, Plant physiology, Reproductive physiology, Ruminant nutrition, Veterinary parasitology and protozoology, Veterinary pathology and infectious diseases.

Applications close: July 31, 1972.
Indian Parliamentary Fellowship Program 1972-73

Open to social scientists and university teachers, particularly in the fields of law and political science.

Applications close: June 15, 1972.
A.C.L.S. American Studies Fellowship Program

Awarded to scholars who are teaching at the university level, for advanced research in the United States on some aspect of the history, culture or civilization of that country.

Applications close: August 1, 1972.
Alexander Von Humboldt Fellowships

Lecturers' fellowships and research fellowships for study in Germany are awarded annually. Value 1,200 DM - 1,600 DM per month.

The Harkness Fellowships of the Commonwealth Fund of New York

Five Fellowships for study and travel in the United States for a period of twelve to twenty-one months are offered to men and women in any profession or field of study.

Applications close: July 24, 1972.
The Dalley-Scarlett Memorial Scholarship

Open to Queensland students of Music to undertake further practical or theoretical study of Music, either in Australia or overseas. Value \$1500. Tenure 2 or 3 years.

Applications close June 30, 1972.
University of Melbourne Research Fellowships

The fellowship is open to a scholar with a Ph.D. and may be held in any department. Value: between \$697 and \$9286. Tenure: one year.

Applications close: June 30, 1972.
German Government Scholarships 1973

Open to foreign graduates and postgraduates for a course of study, specialized training or research at universities, institutes and academies of art or music in Germany. Value: DM 500 - 800 per month, plus certain allowances. Tenure: one year.

Applications close June 16, 1972.
Izaak Walton Killam Memorial Scholarships 1972-73

Open to graduates to undertake research at Dalhousie University (Canada) in any field. Value \$4,200.

Copy deadline for the next issue of Monash Reporter is Wednesday, May 31. Letters and contributions from staff and students should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone 3087).