No case for scrapping HSC
sayd professor

A matriculation examination such as HSC remains the best predictor of ability to cope with university studies, says the chairman of the Monash department of chemical engineering, Professor Owen Potter.

And a survey of the world education scene reveals no alternative that would justify scrapping it as the sole tertiary selection method, he maintains.

In a detailed defence of HSC published in Higher Education," Professor Potter says he considers the present matriculation requirement in Victoria to be sound.

He says university admission should be based on HSC performance in not less than five subjects including English, at least one history subject, and at least one science subject — either physics or chemistry.

He also suggests that HSC results should be fed back to high school principals, enabling them to identify good and bad teachers.

Another benefit of an impartial general matriculation exam, he says, is that it "dealt a nasty blow" to prejudice of race, school, suburb, religion, and speech.

"A thousand devils"

"Remove that ... system and a thousand devils will enter; and each one bears the name prejudice," he warns.

Professor Potter's pro-HSC arguments appeared in a recent issue of "Notes on Higher Education", published by the Higher Education Advisory and Research Unit (HEARU) at Monash.

The publication also contains an opposing viewpoint put forward by a research assistant of HEARU, Miss Ann Smurthwaite.

In his paper, Professor Potter makes some harsh comments on the militant attitude of the Victorian Secondary Teachers' Association (VSTA) — particularly in its opposition to HSC.

Some students seeking admission to universities "have been unfortunate enough to be judged, albeit briefly, to teachers more often paying and striking than they are teaching", he claims.

He proposes that universities should add an extra year at the front of their degree courses so that inadequately prepared students can be brought to a sound level.

Those judged to be adequately prepared would enter at the second year level.

The full text of Professor Potter's paper is reproduced, by courtesy of HEARU, on pages 4-5.

Next month, the Reporter will publish Miss Smurthwaite's opposing argument in favour of phasing out HSC and replacing it with "moderated teacher assessment".

Portof of an Early Leaver
— pages 6-7
New advances in teaching of languages

The role of the Monash Russian Department in the development of migrant language studies in Australia was highlighted by the recent visit of the Yugoslav Consul-General, Dr George Trajkovski.

On the initiative of Professor Jiri Marvan, who took up his appointment only three years ago, VUSEB established a large number of Balkan-Slavic languages, including Serbo-Croatian, as subjects at HSC level.

And Monash has scored another first in introducing courses in Serbo-Croatian language and literature as part of the undergraduate course offerings in 1976.

Classes in the Monash course are held entirely in Serbo-Croatian, and the course in the history of 19th and 20th century Yugoslav literature is the first of its kind in an Australian tertiary institution.

Professor Marvan says that at present Monash is the only university which can potentially provide suitable academic qualifications for much-needed primary and secondary teachers of Serbo-Croatian in a multicultural society.

In that society, he says, bilingual education is beginning to play a new and vital role — for what is, after all, separate and distinct to numerous immigrant ethnic groups. Dr. Trajkovski outlined the implications of the cultural agreement between Australia and Yugoslavia, and in particular the assistance that the Yugoslav government will offer in the form of staff exchanges, scholarships for students and teachers to study in Yugoslavia, and material teaching aids.

Professor Marvan said he hoped that the University and the community at large would benefit particularly from Article Five of the Agreement, which states that "each Government shall encourage in educational or other institutions in its own country the teaching of the language, literature and culture of the other country."

It is expected that the Yugoslav Ambassador will visit the Russian Department soon, once the cultural Agreement has been ratified, to develop the proposals for academic exchanges which were outlined informally during the meeting with Dr. Trajkovski.

Unive cutbacks in Germany

Partly because of a lack of graduate job opportunities, West German universities have been cutting intake numbers for future university intakes, according to a visiting professor at Monash.

He is Professor Helmut Kreuzer, Professor of German at Siegen University — one of five "open" universities in West Germany which all started teaching on the same day: August 1, 1972.

His visit to Monash in September was part of an Australian lecture tour. Professor Kreuzer gave several seminars to staff and students in the Monash General and Comparative Literature Centre and in the department of German.

While in Melbourne, he also gave the Ingrid and Bertram Werwie Memorial Lecture at the Goethe Institute.

Professor Kreuzer mentioned his country's plans for dealing with the booming demand for tertiary education in a discussion of the projected role of the "open universities."

He explained:

"They were created by a special law to combine all technical colleges, universities and teacher training colleges and institutions into an integrated or comprehensive university.

"The whole tertiary sector of education was to be under the same roof.

"The idea behind it was that universities have no technical facilities, and technical institutions have no humanities, and pedagogical colleges only have teaching. These new universities were formed to combine studies from all these institutions.

"Teachers, for example, are all educated in these universities, but they have different classes for different levels of teaching. Practical engineers and academic engineers who once attended different institutions study in the same classes at the beginning — during the first two years — and then separate to complete their studies.

"Academic engineers have to study for four years and practical engineers for three. In this way, the engineers learn something of the technical aspects of engineering which will help them to understand their colleagues in the technical side, and vice versa.

"We also try to bridge the gap between the various levels and the various fields. We try to attract Arts students to do economics, and so on.

"We also have bridging courses where people without a high school certificate can complete their high school studies and also do their degree. We have more of these people without high school diplomas who can reach the level of professor than any other kind of institution.

"There are, nevertheless, great difficulties. One of these is that we have professors from different types of institutions assembled in the same institution — and they're all there under different conditions, with different salaries, different conceptualisations, and different backgrounds, so there is a kind of class struggle within the staff structure. There is a conflict of interest.

"Some of these professors and lecturers have very heavy teaching loads with little or no time for research, and they get paid less than others because of the institution they come from in the first place. Others have no teaching, spend most of their time on research, and get paid a lot more. It should be possible to do the same things for all the teachers, but it isn't.

Our teachers are more scientifically educated than in other colleges or universities because they have a knowledge of what is required in a school and they also have the academic background of a university.

This kind of university will be the last "open door" for people without high school diplomas. Because of the economic recession, there will be fewer places.

The Social-Liberal coalition in power at the moment will achieve its goal of having only one quarter of each year's birthrate going into tertiary institutions when they reach university age.

"These quotas will be introduced to prevent the universities from becoming too crowded, and also to make sure that the students are spread evenly over the range of available tertiary institutions.

"The government is aware that there is a lack of job opportunities for graduates, and this is another important factor they are taking into account.

"At the moment, there is a shortage of teachers, but the government is not encouraging more students to become teachers because in the 1980's there may be too many. This is because of the effects of the Pilk on the birthrate. Since Siegen opened in 1972 with her four sister universities, she has grown at an amazingly fast rate. We now have 300,000 volumes in the library in each of the universities.

"I was most impressed with the progress Monash has made since it first started, especially with the library. You have some beautiful rare manuscripts.

"In each of our new universities we have 5,000 to 8,000 students at the present time. We want to stop at 10,000 at the very most, otherwise we will be overcrowded as the old institutes. I taught at Bonn where we had 2000 students in the field of German alone, I took seminars with 120 students. They were rather large classes!"
With the eclipse in view...

Three groups of Monash second year astronomy students and staff members will be deployed at widely separated locations to watch the solar eclipse on October 23.

The sites chosen are Ballarat, a property in the Dividing Range, and the University's observatory at Mt. Burnett, in the Dandenongs.

The department of physics, which is co-ordinating the effort, believes the three sites are far enough apart to give hope of clear weather at one of them, at least.

At the same time, hundreds of schoolchildren throughout the State will be taking part in the Centre for Continuing Education's 'Operation Blackout'.

Many of them will be using 'pinhole' cameras made to a design provided by Dr Don Hutton, senior lecturer in physics. The camera, simply made from a four-gallon kerosene tin, is designed to take progressive pictures of the different phases of the eclipse.

The design has been made available to more than 40 schools, so that the children can make their own models.

Of the studies to be undertaken by the Monash astronomy students, Dr. Dennis Coates, senior lecturer in physics, writes:

The sun's corona becomes visible at totality as a large, luminous, pearly-white halo about half as bright as the full moon. At sunspot maximum, the corona is almost spherical, whereas close to sunspot minimum (which is the case just now), it is asymmetrical, with an equatorial bulge and short spikes near the north and south poles.

We see the corona by scattered sunlight, the scattering being partly from electrons in the vicinity of the sun and partly from interplanetary dust between the earth and the sun.

We intend to photograph the corona both directly and through hand-pass filters to study the scattering from dust and electrons, and in particular to estimate the electron density as a function of distance and direction from the sun.

The photoelectric photometer on the University's Jefferey telescope at Mt. Burnett will also be used to measure the intensity of coronal light in three wavelength bands.

Another project is to use a 16mm movie camera to attempt to record so-called 'shadow bands' which sometimes occur just before and just after totality.

These bands are wavelike shadows, some 50mm wide and 120mm apart, which move rapidly over the ground. They are almost certainly due to light from the almost eclipsed sun interacting with irregularities in the earth's atmosphere.

The film record could yield interesting results about the nature of these atmospheric irregularities.

Bringing the sky down to earth

Two Monash physics students have decided the sky's the limit when it comes to choosing a project.

Walter Giudini, who's completing fourth year, has designed a mini-planetarium. With help from technical staff, it is now being constructed (picture at right).

And third year student Ken Jones has designed and built a solar heating unit that harnesses the sun's rays to quickly boil a billycan of water.

Walter's planetarium is being assembled as a permanent teaching aid in the physics department's astronomy laboratory.

He used a 12ft. diameter above-ground swimming pool as a circular base. This is made of galvanised iron. To it he has added a dome made of moulded fibreglass sections.

The whole unit is 9ft. high, almost reaching the laboratory ceiling.

Senior technical officer Ron Harrison and junior technical assistant Paul Davies have worked for months with Walter to prepare the moulded sections and bolt the dome together.

Another technical officer, Allan Holland, has meanwhile been constructing a special projector to Walter's specifications. When installed in the planetarium, this will show the movements of stars and planets, using the inside of the dome as a screen.

Two other projectors will show the movement of the sun and moon across the heavens.

The planetarium, which should be completed by the end of the year, will be able to hold four to five people at a time, including the person operating the projectors and describing what they show.

Walter has written an initial teaching program which will be used for these commentaries.

The planetarium will be used as a teaching aid for Monash astronomy students from the start of first term next year.

It will also be made available to high schools.

The solar water heater built by Ken Jones looks somewhat like an opened umbrella attached to a stand with the handle pointing at the sun.

The concave surface of the reflector "dish" is made of shiny aluminium-coated plastic.

Ken has carefully calculated the design so it concentrates the sun's heat at a point near the end of the "umbrella handle", where the billy of water is hung to boil.

The outside of the billy has been blackened with an application of copper oxide to aid heat absorption.

In normal weather conditions, the solar heater can boil enough water for two cups of tea in about five minutes.

Ken says he hopes to refine his design further so the heater can be easily folded and unfolded — making it a practical piece of equipment for campers.

Meanwhile, while he takes dozens of temperature measurements to gauge its scientific effectiveness, he and his friends find the prototype very handy for cooking an occasional hard-boiled egg.

Piscine poet

"It comforts me to know that my visit to Monash did more than turn me into a doctor and that I was also changed into a goldfish.

"In fact, I think I prefer to be a goldfish, especially if I am in your tank ... and how thoughtul of you to give me a female companion."

This cryptic passage appears in a letter that Joan Elvins, secretary to the chairman of English (Professor Bradley) received recently.

The writer? None other than A. D. Hope, one of Australia's most eminent poets and emeritus professor of English at the Australian National University.

Professor Hope was awarded an honorary degree of Doctor of Letters at Monash earlier this year ...but his transmutation to goldfish? Joan explains it this way:

"At the time of Professor Hope's visit, she had just bought three new goldfish and, with a fine literary flourish, named them A. D. Hope, John Donne and ... the female, Marigold.

The note now reads that A. D. Hope (a handsome fellow with a long flowing tail) and John Donne are thriving.

Marigold, alas, got caught up in the weeds and is no more.

HOSTS WANTED

Hosts are wanted to help new students familiarise themselves with the campus during Orientation Week next year.

Host Scheme organiser, Rex Fox, says that people wanting to take part — or who can offer suggestions, criticisms, ideas — should contact him through the Union Desk letter-box, or on the list outside the Contact Office.

Everyone welcome — part-timers, later year students or staff.
HSC: THE GREAT DEBATE

With the future of the Higher School Certificate (and the question of tertiary entry standards) still unresolved, public discussion of the topic has reached new heights. Professor Owen Potter, chairman of chemical engineering, entered the list recently with a challenging paper in MONASH REPORTER, "HSC or Higher Education?"

Here, Reporter reproduces his argument. Next month, we'll publish the opposing viewpoint put by Ann Smurthwaite, research assistant in HEBRU. In his paper, Professor Potter maintains...

HSC still the best indicator of ability

Our Olympic representatives undertake an exhausting and strenuous preparation which begins several years before they compete in the Games. No one quarrels with the notion that pursuit of excellence in matters physical requires a great deal of effort, even from those who have great natural talent.

Music and the arts are also accepted as very demanding pursuits even when considered against those engaged throughout the world in the same intellectual "trade". Here we come to an important defining aspect of a university. Just as the object of discourse is universal so also is the 'competition' drawn from the best in the world.

Comparisons with the world's best

By the same token, the excellence of the staff of the university is to be judged by how the university's scholars compare with the best throughout the world in their discipline. The teaching of these scholars is to be judged, in part, by their success in achieving in their graduates a level which is broadly comparable with that attained throughout the world in the same intellectual "trade". Here we come to an important defining aspect of a university. Just as the field of discourse is universal so also is the 'competition' drawn from the best in the world.

The second aspect is that in the university an appropriate level must be achieved by the students on graduation. The student of a College of Advanced Education will learn more slowly and achieve less at graduation. "Honorable exceptions can be expected." No motion has yet been proposed to the Victorian Secondary Teachers' Association that our Olympic representatives be chosen by lot. Nor that our musical concert performers be chosen in the same way. However, if I am to judge by some of the utterances of this body, such motions can be expected at any time and will win a great deal of support from VSTA members!

For my part, I ask of teachers only that they teach, and that well.

"... more often striking than teaching"

And so I have finally got round to the subject of this short paper. That is: How to select students for admission to the university, given that some of them have been unfortunate enough to be exposed, albeit briefly, to teachers more often protesting and striking than they are teaching, or to other inadequacies in their schooling.

We have seen that university teachers face the problem of assisting their students to attain a 'world' level on graduation. At this point we could perhaps note that this 'world' level is not too well defined. It is, for example, my judgment that an engineer qualifying for a bachelor's degree in Australia will have attained the British graduation level about half-way through the final year of a four-year course.

Likewise, a U.S. graduate in engineering with a Master's degree will have attained a level in engineering slightly beyond that of the Australian bachelor's degree, the difference partly accounted for by the humanities requirements of the U.S. engineering courses.

But we should congratulate ourselves on the fact that standards are reasonably uniform, rather than agonise over the differences. It also needs to be borne in mind that our generalisations here do not seek to include within their scope the geniuses and near-geniuses, the number of whom is, by definition almost, very small.

The school in its basic function is a precursor to the university. What is taught in the school is, or should be, continuous with what is taught in the university. These primary truths have been subsumed as school teachers have become pre-occupied with the needs of those young persons who do not proceed to the university.

Closely related is the question of whether or not students do not proceed to university but in so far as they are engaged in learning, their studies are continuous with those in the university.

Neither the pace of learning nor the ultimate level achievable are uniform but the university-going group is large enough to warrant special consideration. This group will be the pace-makers in the school, at least in matters intellectual.

Also the proportion of students entering some form of tertiary education has been rising. In the U.S.A. the expectation has been rising for some time that 50 per cent of an age group would be in some form of tertiary education. I don't know whether this expectation has been realised.

In times of marked unemployment a university costs nothing to run if the alternative is that students go on a 'world' level on graduation and discourse, of science and engineering at little or no cost to the community.

The same may be said in general terms of Colleges of Advanced Education and Technical Colleges. Since the apprenticeship system is too much influenced by swings in the economy, it should be possible to learn all the 'skill' requirements of a trade at a technical college.

If all these aspects are borne in mind, it is not too much to expect that 50 per cent of an age group will be in some form of tertiary or trade education in the foreseeable future.

School children have the right to establish whether they can cope with intellectual labours and this can only be done by trying and succeeding or by trying and failing.

As a 15-year-old boy, I found it distressing to make some progress as a half-miler only to find the two minute mile goal unattainable. I conceded mediocrity and allowed that athletics was not a sport in which I could shine.

The right to explore the intellect

In the same way, everybody has the right to explore the world of the intellect in a range of disciplines in a serious scholarly manner, "weight for age", the object being not only to learn something of these disciplines but to learn something about oneself and one's abilities and interests.

Perhaps we can only attain success in one sphere out of failure in others! Now if there is continuity of learning between school and university one must hope that the syllabuses set for schools are chosen in such a way as will enable the student to see in some measure how the subject began and developed and where it is heading.

There will not be much room to manoeuvre in physics or the sciences.

OCTOBER, 1976

MONASH REPORTER
What is it that teachers want? Are their cries about syllabuses telling us more about teachers' needs for recognition than about their views on the way in which teaching should be organised? 

generally in choosing the topics for a syllabus, the interests of the humanities is much greater. English Literature, for example, could put greater stress on the wider selection of readings in prose and poetry including drama. Foreign Language teachers, however, restrictive in that one is really seeking a level of attainment which native-born speakers of the language are unlikely to achieve at a significantly younger age.

What I cannot conceive is that syllabuses cannot be set which would allow reasonable latitude to teachers in framing their courses.

What is it that teachers want? Are their cries about syllabuses telling us more about teachers' needs for recognition than about their views on the way in which teaching should be organised?

It has, happily, always been possible for some teachers to be true scholars, and it is to be expected that such teacher-scholars would give a lead to the schools where they work.

I myself consider that the present matriculation requirement is too narrow.

It was too wide for subject specialists, and too narrow for teaching assistants with a bent to humanitiee.

Thus we learn that motivation in learning, but only the better to qualify themselves for some places in the State by a slightly more superficial knowledge.

St. John's College (in the University of Cambridge) was given a statute by Henry inserting a clause requiring that no 'pensioner' should be admitted who did not already possess such a knowledge of Latin as would enable him to profit by the regular course of instruction, and prevent his proving an impediment to the progress of others.

Thus we learn that motivation problems in the modern university are not too dissimilar to those in earlier times, and we see a university endeavouring to control its entry to avoid the presence of those who could be an impediment to the progress of the State by defect of character or of learning.

So far as I am aware, most modern universities administering matriculation examinations, whether by defect of character or of learning, in the modern university are not too dissimilar to those in earlier times, and we see a university endeavouring to control its entry to avoid the presence of those who could be an impediment to the progress of society by defect of character or of learning.

Therefore even in the prime role of the university lies in cultivation of the intellect, it is reasonable to demand attachments at entry in the intellectual area.

In quoting some 400-year-old experiences at Cambridge University I have in mind of course certain similarities to our present age, in that what was considered necessary a few years ago could for a time permit the admission of those who had in no way prepared themselves for intellectual discourse.

In Iron Curtain countries and in Asia (excluding China on the grounds of its unique situation) syllabuses and textbooks and therefore cannot sensibly comment on the practices in that country, it seems to me that higher learning is generally intensely competitive so far as I am aware. This country has very largely really begun to exercise its university life school and continue through to university.

The United States of America, due in some measure to rather non-uniform teaching opportunities in that country, a widely adopted admittance system is based on comprehension tests e.g. in English and in mathematics, supported by entry tests in, say, physics and chemistry.

Our schools are far more uniform of a general matriculation examination. It may be less troublesome to students than the adoption of a system similar to that of the U.S.A., where the testing system is of course additional to whatever examination proceeds in the secondary school itself.

It is probable that the variations in U.S. school examining procedures are enormous and that universities tend to rely on the results of the widely administered entrance tests and guided there by the disadvantage of the discipline.

Achasm wrote to Cranmer saying that no evil was more serious in the university than the admission of those who "... never intended to pursue their studies to that degree as to arrive at any eminent proficiency in the profession of learning, but only the better to qualify themselves for some places in the State by a slightly more superficial knowledge."

A general matriculation examination confers numerous benefits on the community. First and most important is the direct benefit to the student, who in subjecting himself to a rigorous examination procedure has sought the best form of advice as to whether he could enter the university with a good prospect of success.

I say "the best form of advice" because there is not a perfect correlation between matriculation and university performance. However the examination procedure does have the best form of advice as to whether he could enter the university with a good prospect of success.

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I say "the best form of advice" because there is not a perfect correlation between matriculation and university performance. However the examination procedure does have the best form of advice as to whether he could enter the university with a good prospect of success.
Recent studies — at Monash and other universities — indicate that "early-leavers" achieve markedly better results than the general student population. This prompted the "Reporter" to prepare this . . .

Profile of an

Many come to universit

EARLY LEAVERS

Each year, about 40 "early-leaver" students are accepted to do degree courses at Monash. There is now a total of 107 students participating in the scheme, and some of them should complete their courses at the end of this year.

The scheme started with the selection of 39 applicants who began their studies in 1974.

It's purpose is to make places available at university to people who could benefit from a tertiary education, but who for various reasons, such as educational disadvantage, have not obtained an HSC pass.

The main types of educational disadvantage covered by the scheme include disrupted or shortened secondary schooling because of family or financial reasons, persistent or recurring ill health, being of Aboriginal or part-Aboriginal descent, having a mother tongue other than English, attending school with deficiencies such as language, equipment shortages, or having taken two or more subjects by correspondence.

More than 200 people from all walks of life apply for admission under the scheme each year and approximately 40 are usually accepted, most between the ages of 25 and 54.

Eligible applicants sit for two-hour exams — tests of "scholastic aptitude" — and the selection is finally made by the faculty concerned.

For mature age students, one of the main advantages of the scheme is that they do not have to spend two or three years studying for their HSC. To many, this is a most welcome shortcut.

Each Monash faculty can offer up to four per cent of its total intake to early leavers and so far their choices seem well-founded. Recent figures compiled by the academic Registrar's Branch show that early leavers do better at their university studies than the general student population. (Monash Reporter, August 3, 1976).

Ann Smurthwaite, Research Asst.

Many come to university but still otru they hold with the Higher Education Ad-

visory and Research Unit (HEARU) feels that this situation has arisen from the attitude which early leavers have towards university and education.

"I think that most early leavers are dedicated and enthusiastic because they're highly motivated and know exactly what they want and why they want it," she says.

"They are also fairly realistic in knowing what will be required of them for their degree. If anything, initially they tend to exaggerate the difficulty of the work.

They really want to study, and this strikes you most when you see what many of them have given up.

They have many difficulties — financial and personal. Mostly they're at university because they've thought about it carefully.

"For many younger students, univer-
sity may just be another step in the road. It's something they take for granted. But for the early leavers, it's a considered decision.

According to Miss Smurthwaite, many early leavers are highly successful in their jobs before they come to university, while others feel confined

NORAH COBBY

Mrs Cobb is married with four

children and is 43 years old. She is in her final year of Arts, majoring in Spanish.

"When I first came to university, I was terrified by the whole experience, especially in the Spanish classes because I'd never learnt a foreign language before. It was at least six months before I dared to open my mouth and the first time I was asked a question, I nearly fainted."

"It was really quite by chance that I came here at all. I saw the advertisement in the paper and decided to apply. I thought that nothing could be lost by applying and even if I didn't get in, well, at least I would have tried," she says.

Towards the end of 1976, during her second year, Mrs Cobb decided to apply for the Vallejo Gastner Memorial Travel Fund for travel in Asia, the Pacific Islands, Africa, India, South America or any developing country.

The award consisted of a $1000 travel grant, and was open to any second year undergraduate in Arts or Economics and Politics.

"I was most surprised when I won it, and decided to go to Argentina for five weeks. My language improved overnight.

"I've enjoyed it at Monash very much and could never have come here except for the scheme. I left school when I was 14 because everyone left school at that age, and then did a year at business college. When I was at school, it was during the war and most of the teachers were away. The quality of teaching wasn't very good and it was out of the question for someone in my circumstances to do matric anyway."

"When I finish, I hope to do technical teaching and will probably start training next year."

JIM BAILLIE

Jim Baillie is 28 and single. He is in his second year at Monash and was majoring in politics and sociology. He has now decided to discontinue.

"The reason I came back this year was because my results were so good, and my lecturers and tutors gave me a great deal of encouragement to continue, even when I thought that university wasn't really for me. I couldn't see myself staying on, and the only things I really enjoyed doing were the essays, but the subject matter didn't really turn me on."

"I went back blindly this year, and because I was disappointed with the work I was doing, I got all my doubts back. I started arguing with lecturers about things that were on the courses that I never needed and just wasn't happy about the whole thing."

"I still wish I had a degree — maybe I'll take the course sometime."

"Before I went to university I had all sorts of jobs. I was a boat-builder, truck-driver, worked in a service station and a bank, had my own lawn-mowing business, and also worked as a builder. I'm very adaptable," he said.

HELGA KUHSE

Mrs Kuhse, 36, married with one daughter, 11, is in her second year of an Arts/Politics course, and is majoring in politics and German.

"In need of her second year, she passed all subjects, gaining three distinctions and a credit. This year she is doing German honors and hopes to do politics honors next year for her double honors degree.

Before coming to Monash, she was a secretary in the automotive industry, and was also studying part-time for her HSC. She had done one year of German, but for which she was awarded a high distinction — at night school, and was completely the course sometime."

"Being able to come to university without doing HSC first was a most marvelous opportunity," she says.

"It saved me so much time, I am glad, in a way, that I didn't do HSC. It's important for HSC because I then felt that I could get a degree... I would have been nervous about coming to university if I could have done something else. I think it helped me.

"Mrs Kuhse has not yet decided what she would like to do when she graduates."

"For now, I just want to study," she said.

She feels that being a more mature student helps her in both literature and politics.

"In literature, you don't tend to look at issues in a narrow perspective, and in politics, one tends to be rather idealistic and one-sided in one's youth. When you're older, you are more able to see both sides of a situation."

JANET WRIGHT

Mrs. Wright is 29 with two young children aged five and six. She is divorced. She is doing combined second and third year Arts, majoring in history.

"Before I came here I was a physio-

aid — and that's quite a depressing job because you help patients who are paralysed to get dressed, you feed

KUHSE

An Anne Smurthwaite

OCTOBER, 1976 6 MONASH REPORTER
Help at hand

Sir: As an early leaver student, I would like to emphasise the aspect of comparative isolation which mature age students experience when entering a university primarily geared for full-time immediate post-secondary students. Mature age students usually relate well to the younger students but they do have a different perspective of university life due to their age and experience. They also find that their friends/family can stand just so much academic discussion without being bored and this can be experienced as rejection.

Realising that these difficulties were being experienced by a number of its members, the Monash Part-Timers Association recently formed a Mature Age Students Group, to cater for both full and part-time students. This will now widen the scope of the association and more importantly serve as a focus group between a larger number of students. Currently the committee is negotiating for an area in the Union Building to serve as a drop-in/centre contact.

— Graham Dean
(Buildings and Grounds Branch/Arts 1)

Tips on bridging the generation gap

Many students — and older folk — have asked me: "But didn't you find a generation gap? Didn't you feel out of place with so many young students?"

I can tell you that there could be a difference between 18 and 75 years... but there need not be.

I was very happy to see that Monash was willing to admit people like me, who had finished my state school education at the age of 14, the year the First World War broke out.

I had no further formal education (except through the Workers' Educational Association and the Council of Adult Education) until 1968, when I took up matriculation study. So from state school to university level there was over fifty years to bridge.

Here, then, a word of encouragement to young people — and to those in between with families, especially young families: If you are willing to work hard and continuously, and as I did, burn the midnight oil, there is no reason, short of insanity, why you cannot gain a university degree.

Many Australians today eschew academic folk, their behaviour and their status, but I feel, in several ways, the university is good for one. It was for me.

For one thing, every student has equality. I found that, amid the different races, religions and ideologies, one could express one's own ideas and be an individualist, even in a group of over 12,000 students.

I would say that in first year English it seemed better to "keep to the book." After all, I suppose when one meets modern writing, especially modern poetry, one has to be shockproof to new ways of writing and expression. This is one instance where discipline comes in — and that's an asset that is hard to acquire.

But I really enjoyed second year English because my tutor put marks for originality in practical criticism... and because he embraced a wider than English Literature curriculum approach, bringing in Greek and Classical allusions. Here I would like to say that the knowledge I gained from doing the Classical Civilisations (Greek and Roman) course was a great help.

I am no actress, but I revealed in the Modern Drama course, because it revealed to my mind the different kinds of levels in society, the strata and the people.

One aspect of this course was the flexibility, exercised by the tutor in charge. There were nights when we students stayed back, to read, for the sheer joy of it, plays not necessarily on the curriculum or for public reading.

Another good feature was the encouragement of students to write their own plays as part of the year's assessment.

Poetry workshop

One poetry workshop was a great success and I feel could be more often repeated. Students gathered in a circle while four readers set at different points read the students' own contributions. These were graded by the professor and the lecturer.

I had always said I couldn't write poetry, but it so happened I had two short pieces written over the years which I counted lightly. Mine were read and I managed to get a middle grade. Up to this year, the year of my graduation, two was my total.

Somehow, this year, I have turned out about 20 pieces (I hesitate to call them poetry). I never could have done...
The inequalities in opportunities are enormous: if we have come to things that merely improving on the opportunities offered to the socially handicapped can do nothing.

A century of improving opportunities has not got rid of the very poor; has not made our society more equal. This argument contains a grain of truth.

However, taking the larger view, is it not possible that the gap between poor nation and rich nation is widening? And has not this gap arisen because of improved conditions for all in the richer nations, among whom Australia must be numbered?

To what extent can we toy with dubious social experiments designed to produce more equality in Australia but doomed to failure, when the gap between rich and poor nations is so disturbing?

Earlier in this paper I stated that a general matriculation examination is the best predictor of university success. Opponents would no doubt claim that it is not too good a predictor.

And perhaps they might go on to suggest that choosing students by lot, which is in an unfair form of examination, would do as well.

I have endeavoured to counsellors and cajole others by reference to experience at Cambridge in the 16th Century when the admission of students who had not prepared themselves thoroughly for entry produced many problems for the academic community.

I would begin by choosing teachers' leaders by lot and that could be a sensible development if we were sure that by doing so we would gain the advantage of the fairest possible examination.

The other system is that of handicapping whereby a fancied horse is given a heavier weight in order to 'slow' it down, or a start may be given to those competitors who are slower, with the hope that they will, in the end, be 'on scratch' or 'behind scratch'.

Whereas the Procrustean Bed and the handicap are suggested as making the task more difficult for some, are two systems which are unacceptable, we suppose. I seek to reject the concept of a good start for those who need it.

Thus in a region where parents don't often have the time to help their children; Municipal playing fields are more necessary in poor suburbs than in wealthy ones. Good teachers should be offered inducements to attract them into poorer schools.

This is to say that the older slogan "Equal opportunity" embodies a fairly satisfactory view whereas the new slogan of "Equality of Outcomes" has the Procrustean Bed as its progenitor and is not acceptable.

I can understand that teachers are perplexed by the differences, between human beings, with which we all have to come to terms sometimes. I cannot understand that teachers can feel we can all be made equal by government decree or by strikes of teachers.

We can only be made equal by the love of a caring community which seeks to provide opportunities for those who would not otherwise have them.

Communication

To the extent that communication is what all of us do every day, this is something I have been interested in all my life. When we talk to each other we try to put our view across. It involves the use of words, the use of language, and I believe there is a great deal of beauty in language.

In speaking up, I would say that Monash is a home, whereas La Trobe is a verbal hunting-ground, and Melbourne once a dream beyond me. As one Melbourne student remarked to me, 'I love Melbourne, but I have no idea what it is.'

I like that word "innovative" because it fits in with the Monash motto, "Learning, not only as an end in itself, but as a catalyst for change."
Schools' study shows...

Biology leads in popularity

Biology is one of the subjects most favored by Victorian children in their later years of secondary schooling.

Chemistry and physics are significantly less popular, and there is a marked drift away from mathematics. Foreign languages rate poorly.

These are some of the findings of a comprehensive survey recently completed by the Victorian Education Department and Monash University.

The survey, known as STEP (Secondary-Tertiary Education Planning), began last year.

It studied in detail the subjects and subject-combinations chosen by more than 78,000 pupils in years 10, 11 and 12 at Victorian government and non-government schools, with the exception of the total of 243 schools co-operated in the survey.

One aim of the project, which is continuing this year and next, is to gather and analyse the kind of data essential to the planning and use of existing tertiary education resources.

The material will also prove useful to counsellors, careers advisers and subject and form co-ordinators in schools.

The report has been compiled by Mr Bryan Redpath, who conducted a survey of the Victorian Education Department, the Advisory Council on Tertiary Education for Victoria, the Victorian University and Schools Examinations Board (VUSEB) and other government departments and agencies. It has been published with financial support from the Schools Commission's Special Project (Innovations) Program.

"Sombre picture"

The editors of the report say that the picture revealed is a "sombre" one, with many of fundamental changes in progress.

"With declining growth in the population of school leavers in Victoria, regarded as educable, and with school retention and tertiary participation rates no longer rising rapidly, the education system as it now exists is under challenge," they say.

"Changes in the interests and aspirations of young people have far-reaching implications for educational institutions and for various professions, trades and occupations.

"The large and still growing output of the education system is confronted with a range and volume of occupational outlets which are not expanding quickly enough to absorb it and which, in some important areas such as teaching, are showing signs of contracting.

"If these facts are not widely understood and squarely faced, the frustration, dis integrations and vocational expectations could have grave social consequences.

"STEP" will, they hope, systematically the changing subject preferences of fourth, fifth and sixth-form Victorian schools.

The emerging patterns (in 1975) included:

- In Year 10, English was taken by virtually all students, and science education system is now stable, and girls are regarded as educable, and with a school for Victoria, the Victorian University and Schools Examinations Board (VUSEB) and other government departments and agencies.

- By Year 11 there was a drift from mathematics - about half of all boys and 60 per cent of girls were not preparing themselves to take a branch of mathematics at HSC.

- By Year 12 was linked to the most frequently chosen subject, particularly by girls (60 per cent). Chemistry (chosen by 30 per cent of all pupils) and physics (60 per cent) were significantly less popular.

- Differences between the sexes became more apparent in Year 11. With boys, mathematics and economics were the most popular subjects. Commercial and legal studies was popular with boys in government schools (41 per cent), but less so in the non-government system (29 per cent). The two most popular subjects among girls were biology and history.

- The pattern for Year 12 follows closely VUSEB calculations based on studies of students presenting for HSC. These have revealed the following broad trends:

  1. A proportion of students taking three or more science subjects has tended to decline since 1970. More girls have been choosing less than three science subjects, an absolute decrease in the numbers taking the combined chemistry, physics, pure mathematics and applied subjects.

  2. In 1972, for the first time, the number of pupils who took two science subjects has exceeded boys; this pattern has continued and has become more pronounced.

  3. The distribution of subject combinations is significantly different between boys and girls, and it has remained stable in the period studied.

  4. Growth in the numbers completing HSC is largely accounted for by increases in those taking combinations which include biology and general science.

- Lectures can be linked to girls in a beauty contest. They need a good bone structure, and not much flesh in the right places... And if they have a smile or two, so much the better." - W.K. Lacey, University of Auckland Teaching Workshop.

Malcolm Muggeridge, whose recent visit to Australia is being celebrated by the Festival of Light, will give a lecture at Robert Blackwood Hall on October 29.

The title of the lecture will be "Changing Society". A panel will put questions to Mr Muggeridge on abortion, contraceptive and moral issues.

Malcolm Muggeridge has been labelled a "morale crusader" and has strong views on the need for Professor Parson of Auckland's University Press values in marriage and the dangers of easy divorce, abortion and contraception irresponsibly used.

The meeting at Robert Blackwood Hall is by invitation or on application to Dr Whitlam, who has offered a number of churches he should be in the desire to enter the religious field.

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... and Gough

The Leader of the Opposition, Mr Gough Whitlam, will visit the campus on Oct 29.

He has been invited by the Town and Country Planning Association of Victoria to give the R.A. Gardiner Oration in Robert Blackwood Hall.

The title of Mr Whitlam's talk will be "The Political Role in Urban and Regional Planning."
Sociolinguistics demystified

A necessary but insufficient prerequisite for good teaching materials is that the writer has a clear picture of the audience the materials are aimed at and the needs of this audience.

Publishers, however, tend to be wary of such considerations. At one end of the spectrum, if specifying one's audience will entail limitations on a book's marketability. Nevertheless, in the case of sociolinguistics, good sales should, in fact, be evidence of the way in which it clearly embodies the specific aims of the writers and their experience with students in the Department of Linguistics in Johannesburg.

What's more, I suspect that not only will it be well received by the writers' captive audience (their own students) but also it will do much to promote the subject by convincing other students that sociolinguistics is both interesting and manageable, and that it is an area to which they can themselves make a worthwhile contribution.

The authors state, in their Introduction, that the latter is their aim — that is, they want to encourage universities of competency in a fascinating field of study by active participation in its research, even if only in a small part of it.

To this end, the book is very much what its title says: a sociolinguistics text. A great deal care appears to have gone into developing the points dealt with, the practical exercises that accompany the presentation of each topic.

The book also contains a supplementary appendix on field methods. This concludes with some optimistic notes on "Snags" (p. 66) with the notion that "everything goes wrong":

"The tests prove to be unattractive or the cassette recorder breaks down and, worst of all, your results are worse than you thought in any case. Nothing will ever work out."

"This can happen to anyone doing this kind of research and working with such unpredictable elements as human beings and electrical equipment. Consider it valuable.

Beginners’ role

What is this subject that actually has teachers and students who are interested in doing field work? The answer is that sociolinguistics is interested in the differences among people. It is interested in the differences among people who are unfamiliar with language studies.

The vast majority of potential students probably know nothing about linguistics and sociology (to which they might rightly try to relate it), apart from feeling that linguistics is an exotic and difficult subject, and that sociology has been around too long for them to admit ignorance of what it concerned to be.

Sociolinguists themselves seem only in the past couple of years to have stopped being precocious with discussing what their authentic field of study might be.

"The writers introduce sociolinguistics as a study of language in society, and discuss in relation to the context in which it occurs." (Language use is investigated on a number of levels: social, regional, functional, contextual, and even the following could be analyzed: "I suppose we're going to take out the Japanese word." (p. 5))

The sociolinguist is not so much interested in the "grammars" of utterances such as these, but in the conditions under which they are regarded as "right." As a statement, request, order or complaint, etc.

At a slightly less "macro" level, they want to be able to investigate the speech variety of a small speech community, for example, a professor or social group (p. 6).

This type of investigation highlights some important issues for sociolinguistics, namely, that under the cover term "the English language," for example, numerous or less discussed varieties of English can be found: American English, British English, Australian English and, within and across broad categories, working class English, Western District English, possiblyGeelong College English, or the English of the drug scene, and so on.

The way in which one group differentiates items from others, for example, use (within and across languages) has tremendous implications for, among other things, people's social mobility, competitive opportunities and treatment by the large.

Instrument of power

The present racial unrest in South Africa, sparked off by the enforcement of Afrikaans, is an example of language use not necessarily used not simply as a symbol but as a real instrument of power. A new issue can be seen to consist of the power of one group over another.

These latter issues are seen of the concern of the "macro" end of sociolinguistics. Other areas dealt with in the book include: bilingualism and multilingualism, accents and creeds, the media and "playing with language," etc. (e.g. jokes, nonsense words, nicknames, children's rhyming and private language.

Like any good teaching resource, there is no "book" in the book than can be used by one course: the teacher and student have a lot of interesting work to choose from. And because there are vast amounts of audio-dated waiting to be mined, students can really get a worthwhile contribution.

The writers open up the field not simply through practical work. One of their subheadings is to meet "the need to get back to it." (3)

Unfortunately, then, the claim that teachers of sociolinguistics seek to demystify their work cannot be borne out in many cases. This sad situation, however, another reason why the present textbook is so important. It is clearly written and, furthermore, gives students a way into reading the writers' more uncompromising colleagues in the field.

This is not to say that the book spoon-feeds its readers. It is a workbook in this sense too, in that it avoids the trap of synopsising and resolving the arguments of important scholars in the field; rather, it introduces students to various points of view and, therefore, the discussion questions and the annotated bibliographies in each chapter, it leaves the student to resolve the issues and make decisions for himself/herself.

At the moment, unfortunately, I'm not in a position to teach a full course in sociolinguistics. This book makes me think to get back to it.

"The best example I've found is from Fishman, one of the great names in the field.

However, the fact that the formulation of a regular association between language (variety) and large scale social, behavioral, social mobility, competitive opportunities and treatment by the large."

The book: The Social Significance of Speech: an introduction to and workbook in sociolinguistics.

Book: Review: Helen Mose, Lecturer in Teaching English as a Second Language, School of Education, La Trobe University.

The most important contribution to the book is the very clear and readable presentation of the concept of "language variation." The book also contains a valuable detailed bibliography which is a useful resource for further reading.

The book is an excellent introduction to the field of sociolinguistics. It is well written and clearly presented, and should be of interest to anyone with an interest in the field of language and society.

An intensive five-day course on "Noise and Its Control" will be held by the Monash department of mechanical engineering from November 22-26.

The course, designed for engineers and others working in industry with practical work, is being held in response to numerous requests.

Details of the course, Dr Robin Alfredson, says there is no easy, cheap solution to noise pollution. "It is a long, hard struggle and people must be prepared to pay for noise reduction if they wish to live in a quiet environment." (The Age)

Students of the course will study methods of reducing noise in industrial and domestic machines in the design stage.

The "sitting of building constructions is particularly important in the reduction in a community," says Dr Alfredson.

Emphasis will be given to noise in the workshop, which can cause loss of sensitivity in hearing and, in some individuals, irreversible deafness. Those prone to this disability exhibit, in early stages, a temporary "threshold shift" which can be detected and is reversible if they are identified from the noise environment which causes it.

"Noise is one cause of stress which causes measurable changes in the human body," warns Dr Alfredson. "Anything above the acceptable noise level of 40 to 90 decibels will cause some loss of sensitivity in hearing." (The Age)

Dr Alfredson points out that stress is particularly acute in the study of noise control because it has the most modern facilities and instruments in Australia. They include a mini-computer for sampling and analysing noise.

Further information on enrolments, contact the Centre for Continuing Education, ext. 3718.

Protest visit

An American nuclear engineer who resigned his job earlier this year to join the protest movement against atomic power plants will lecture at Monash this week.

He is Mr Robert Birkenhead, who was a senior management engineer with the General Electric Co.'s nuclear energy division.

He will be visiting Melbourne from October 7-10 as part of an Australiawide tour for the Movement Against Uranium Mining.

The Monash lecture, organised by the university's Community Research Action Centre (CRAC), will be given in the Alexander Theatre on October 7, from 12.15 p.m.

Mr Birkenhead resigned from General Electric on February 2. Two other senior nuclear engineers quit at the same time.

MA DISPLAY

If your interest in maps extends beyond their usual uses, you could be interested in an exhibition now being held at Monash University Library.

It's a display of Swiss cartography (mapping) presented by the Foundation Pro Alpina with the University of Melbourne Library and the Australian Map Collection.

Also on show are cartographic items of Australian interest from the library's map and book collections.

The exhibition, in the Leigh Scott Room on the first floor of the Basilic Library, continues until October 27.

Words, words words words

Ian Anderson, former editor of Monash Reporter, now working at Stanford University, California, finds that language has taken on rich new meaning.

"For example," he writes, "a person is not affected by such-and-such, but is affected by a person's reaction to such-and-such, but prospects; and you don't advertise a position, but recruit people for open positions."

But one of the finest examples of language-mangling he's come across so far appeared in a press release quoting an education professor: "We have never successfully mounted a well-planned, sequenced, timely, issue-centered, well-targeted, clear, collaborative, comprehensive, self-correcting curriculum of sociocivic learnings and experiences."

(The professor's topic, Ian says, was "the national decline in the skills of reading and writing").

Other gems in Ian's growing collection include:

- A document entitled 'Work Program Training Developmental Sequence Proposal'.
- 'Potential safety related vehicle defects'.
- 'Affirmative Action accountability staff training seminar'.
- "A detailed report of the postal service payment rate request coupon.
- 'A human resource development practitioner'.

October 1978

Monash Reporter
Playful times in the English Department

There'll be a fine end-of-year flurry of activity in the Monash department of English this month.

First up, the newly-formed Modern Drama Players will present a full-scale production of Chekhov's comedy Uncle Vanya.

This will be followed by the English Staff Players' production of Christopher Fry's celebrated verse comedy, The Lady's Not For Burning.

Both plays are being produced by Dr Dennis Davison, who formed the Modern Drama Players from among students taking his modern drama option.

Dr Davison writes:

"During the year the Modern Drama Players have given acted readings of Genet's The Maids, Sartre's In Camera, Ionesco's The Lesson, and several short plays written by students.

"Uncle Vanya" will be played by John Sheen and Yelena by Philippa Agemian. Others in the cast are Judy Gamble, Fiona Lawler, Shaela Girr, menstrum, Ross Huggard, Nigel Lawler and Greg McDermott."

"The Lady's Not For Burning, Dr Davison says.

"Fry's exuberant verbal fireworks will be a refreshing change from the meagre vocabularies of some contemporary playwrights, while the

bitching witch and the bumbling Mayor provide a pleasant mixture of romance and humor."

"Richard Dannell plays the male lead - taken by Gilgud in 1949 - and Gay Fitzgerald is the inflammable Lady.

"Other roles are by Ros Myer, Ariell La Crema, Alan Dilnot, Dennis Douglas, Peter Fitzpatrick, Gary Kinane, Tony Covino, Dennis Davison (and a guest artist from Classics) Saul Bostomsky."

Both plays will be presented in the recently-christened "Ground Floor Theatre" - Rooms SG01 and SG02 of the Menzies Building. Admission will be $1 (students 50c).

THEATRE

Society's values stripped naked

The Alexander Theatre's recent productions of Joe Orton's "ABSURDSON" and "THE BUTLER SAW" is an interesting interpretation of a challenging farce. It is a very funny play with a body with a quite serious aim: to expose the disorder, hypocrisy and perversion of values in society. And what is the value of live theatre to children? The Academy believes it is

Mr A'Vard believes that the interplay between the character and the recipient, the two-way reaction, forms a human situation of value which cannot be achieved through films and TV.
Monash leads in Asian music

The Monash music department is one of the pace-setters in Australia in non-Western music, according to its chairman, Professor Trevor Jones.

Professor Jones says that, over the past four years, the Monash department has made great progress in this area because of the variety and calibre of visiting instructors teaching within the department.

"At the moment, we have three instructors teaching musical performances from their different cultures," Professor Jones said.

"Mr Poedjiono from Indonesia, Mrs Pande from India, and Mr Panay from Thailand. I think this situation must surely be unique in Australian universities," he said.

"Mr Poedjiono has been with us for about four years, and can play every instrument in the gamelan (Indonesian orchestra). He is a superb dancer, and can also teach all aspects of puppetry and storytelling.

Indian singing

"Mrs Pande has been with us for two years, teaching Indian singing and tabla drumming. Indian classical music is very highly developed, and you have to study on instrument for at least 10 years before you can play it.

"Singing, however, is considered to be the purest musical form in Indian music, and Mrs Pande gives our students the benefit of learning this. The tabla is a very also a very complicated instrument — this form of drumming is far more difficult than any form of Western drumming, but our students are learning.

"Mr Panay is here on a three-month Leverhulme Scholarship and came complete with a pipa, a small Thai ensemble. Mr Panay paints while the pipa ensemble performs," Professor Jones added.

"We see all this as immense value to our students, to other students, and to the community at large," he said.

"First, it is of value within our department as a back-up for course work in non-Western music. European and other Western music is available elsewhere, but we want non-Western music we have to do it ourselves.

"It is essential to have this kind of background in non-Western music for our students, in the same way that it is essential in Western music. The students are themselves interested in ethnomusicology students of the department of music, on their newly-acquired pipes and orchestras.

The orchestra consists of stringed, wooden and percussion instruments, some of which date, in type, back to the 15th century. Their shapes resemble bas reliefs on ancient temples.

The orchestra was brought to the Monash University concert by Mr Panya Roongruang, who is here on a Leverhulme Fellowship and is the author of a book on the history of the Central Thai Court, the only book on this form in existence.

The 14 performers at the concert included two Thais, Mr Panya and the duta dharma (court sirena), a Ph.D. student in biochemistry at Monash.

Some of the stringed instruments in the orchestra are similar to Chinese fiddles, and some of the bronze percussion instruments resemble those of a Javanese gamelan orchestra.

But Thai music has its own unique styles and music theory. The instrumental music is fast, gay and brilliant, while the vocal music is slow, sometimes sad, often in four-part harmonies.

Mr Panya provided the vocal solo of the two pieces performed by King Prajakalhok. The lyrics of "Sound of the Surf" are a love story from Thai legend and tell of the Ocean King's wedding.

Big bands on the upswing

The big band boom has found Monash "in the mood" to take part in the current world-wide nostalgia for the disciplined sounds of a few decades ago.

In the month since its formation, the Big Band Club on campus has attracted 25 player members.

From these, one 17-piece group at the University Concert Big Band — has been formed, and eight members hope to put together a second orchestra in the near future.

Videotapes available

"We also promote performances of visiting professionals from Indonesia, India, and Thailand, and we make videotapes of these performances which are available to anyone who is interested. We can send these out to schools, institutions and so on. It is important to note that these performances are more than just playing and singing: they also involve dancing, gesture, puppetry, mime, costumes, story-telling.

"As our collection of instruments grows, we shall then display for the students and general public.

Professor Jones says that this non-Western line of development is spreading to other universities and colleges. He hopes soon to expand into African music and to explore certain aspects of music from China, Japan and Korea.

Royal music at Monash

Music composed by a king was performed at a lunch-hour concert of Thai music in the Monash Music Auditorium this week.

King Prajakthipok, whose reign ended absolute monarchy in Siam in 1932, composed the two romantic pieces "Krun Gratob Fung Homeroe" ("Sound of the Surf Overture") and "Retrospredad Dao" ("Starlit Night"). These two pieces were parts of a concert also presented by ethnomusicology students of the department of music, on their newly-acquired pipes and orchestras.

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We're still after members, especially trumpet players," says club organiser Jack Holmes.

"While we play from a written score, interested members shouldn't be put off if they're not experts at this. We're more than ready to teach them."

The club rehearses every Monday night in The Union basement, starting at 7 p.m.

It aims to encourage members to write music as well as play — all in the style of a modern orchestra using standard big band arrangements.

OCTOBER DIARY


8: CONCERT — Kentsey Don. Program includes works by Mozart, Schubert, Stravinsky, Debych. BBH 8 p.m. Admission: $3.50, students: $2.


PEL — "Strawman" (GV) presented by Monash Department of German. 8 p.m. Lecture Theatre B. Admission: $1.50. Bookings: 385309.

CONCERT — Whittlesea Youth Orchestra. Works include Beethoven, Handel, Dvorak. 3:30 p.m. Admission: adults $2.50, children $1.50. Bookings: 385301.


SATURDAY CLUB — Blue Series — 8.15 p.m. Admission: $2.50, students: $1.50.

18: WORKSHOP — "Efficient Reading", designed for the reading needs of administrators and managers in business, industry, public services and education. 6 sessions. Deadline for enrolments: October 15. Further information: Centre for Continuing Education, ext. 3715, 3717.


21: CONCERT — "Operation Blackout" — a state-wide program of school-based investigations, centered on the total solar eclipse. Further information: Centre for Continuing Education, ext. 3715, 3717.

21: SEMINAR — "The Continuing Education Unit in Australia. The OER system for recognition of non-formal learning, the course of education to be dispensed, deadlines for enrolments and other information. Centre for Continuing Education, ext. 3715, 3717.

The next issue of Monash Reporter will be published on November 3. Copy deadline is October 21.

Letters and contributions from staff and students should be forwarded to the Editor, Information Office, ground floor, University Offices (ext. 2087, 3097).