A survey of graduates who completed their Diploma in Education at Monash in 1979 has revealed a very low incidence of unemployment.

Further than casting doubt on the reported seriousness of a shortage of opportunities for teaching employment, a report on the survey compiled by the Careers and Appointments Service, warns that the recruitment of new entrants to the profession during the next few years could prove insufficient.

The report is titled A Study of the Attitudes and Job Seeking Experiences of Diplomates in Education 1979. It also produces evidence which undermines other "conventional wisdoms" about new graduate teachers—that they are all only a few years older than the children they are to teach and as inexperienced in the ways of the world, and that many have turned to teaching for negative reasons—"no alternative".

The report says that the survey produced the following unexpected results:

- There is no evidence to suggest that the respondents experienced any real difficulty in obtaining suitable employment.
- A significant percentage of the respondents had full-time work experience outside teaching.
- Most of the respondents appeared to have a strong commitment to a teaching career.

The report says: "The range of employment experiences of those completing a Dip. Ed. were between 18 and 26 years. The survey showed up differences between the sexes in the area of study for a first degree and in selection of teaching method subjects. Only six people reported having done mathematics as a major although a further 13 had done it as a minor sequence."

The survey found that 80 per cent of respondents were employed as teachers or in a teaching-related field while another 10 per cent had obtained other full-time work.

The careers and Appointments Service report warns that the recruitment of new entrants to the profession during the next few years could prove insufficient.

The report says: "The range of employment experience reported was comprehensive. This data suggests that those taking up teaching careers are moreDuly than is often thought to be the case. If the tendency toward mature age entry to undergraduate courses continues, it seems reasonable to assume that many of these people will seek a teaching career after mature reflection. They will bring with them a maturity and dedication to teaching that will benefit the education process as a whole."

The survey found that 65.2 per cent of respondents who entered teaching as a last resort their numbers are quite small for it is evident from some of the responses that some of those whose main ambition was not teaching regarded the acquisition of the Dip. Ed. as directly relevant to their intended career."

The survey showed up differences between the sexes in the area of study for a first degree and in selection of teaching method subjects. Of the males, 46.7 per cent had completed a first degree in Arts compared with 76.1 per cent of the females (58.6 per cent of the males completed their first degree at Monash compared with 76.1 per cent of females).

The most favored major subject for a first degree for males was geography whereas for females, English, history and geography were all popular subjects. Only six people reported having done mathematics as a major although a further 13 had done it as a minor sequence.

The most popular teaching methods for all those completing a Dip. Ed. were history, English, geography, society, and basic mathematics, in that order.

Males were most likely to do methods (in order of preference) in basic mathematics and history. Females favored, in order, English, history, geography and modern languages A.

The Careers and Appointments Service sees itself playing a more significant role in assisting Dip. Ed. students secure jobs.

The survey warned that an oversupply of teachers would persist for the next three to four years.

The report says: "This suggests that if there are graduates who enter teaching as a last resort their numbers are quite small for it is evident from some of the responses that some of those whose main ambition was not teaching regarded the acquisition of the Dip. Ed. as directly relevant to their intended career."

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The Careers and Appointments Service sees itself playing a more significant role in assisting Dip. Ed. students secure jobs.

It is endeavouiring to contact private schools regularly to obtain vacancy details and materials suitable for inclusion in a careers library, as well as maintaining contact with bodies such as Australian Volunteers Abroad and Catholic Education.

It works in association with the Glen Waverley Teachers' Centre on matters affecting employment within the Education Department and has conducted a job skills seminar for Dip. Ed. students in addition to giving normal counselling support.
Go-ahead on Bioethics Centre

Monash Council at its October meeting gave the go-ahead for a multi-disciplinary Centre for Human Bioethics to be established at the University. The Centre will study social and ethical aspects of human biology, medicine and the behavioural sciences.

The proposal to establish such a Centre grew out of meetings of a number of Monash staff over the last three years.

At a widely representative meeting of both university and outside people held in July, it was decided to approach Professorial Board and Council with a formal proposal for the Centre. A steering committee was elected to make the submission. Its members are Professor John Swan, of Science, Dr. Margaret Brumby, of Education, Rev. Dr. L.P. Fitzgerald, of Mannix College, Professor Peter Singer, of Philosophy, Professor Louis Wailer, of Law, and Associate Professor William Walters, of the Queen Victoria Medical Centre.

The committee's proposal states that recent developments in human biological research raise many ethical and social problems: "Many problems affect the quality of life of the individual and many have wider implications for future human generations.

For example, the problem of euthanasia is now a real one — when to turn off essential life-support machines. Organ transplants are now technically feasible but to date there is no accepted health policy governing the selection of recipients or donors. Criteria for non-resuscitation at birth, and for sterilisation of adults, need to be identified.

Should artificial insemination by donor be freely available? Should the sperm donor's name be recorded in case of need for future genetic tracing? Fertilisation of human ova outside the mother's body is now possible and development of a fertilised ovum in a "surrogate" mother may soon be a reality.

Experiments on humans

The right of researchers to experiment on humans and the nature of relevant consent are further matters which raise difficult ethical and legal problems.

The committee's submission says: "Community attitudes and consequential legislation are lagging behind the rates of development in human biological research and technology.

"The present division of medical researchers, philosophers, jurists, sociologists and so on into their respective disciplines has hindered attempts to grapple with these problems which cross the usual disciplinary lines."

The submission envisages that the Centre will:
• Carry out research on issues in human bioethics and promote study of the ethical, social and legal problems arising out of human biological research.
• Promote an interdisciplinary approach to human bioethics by conducting seminars and conferences and providing researchers with relevant information, especially from fields other than their own.
• Provide an information and resource centre for the community.
• Advise and assist government, professional and educational bodies in related matters.
• Stimulate the development of educational programs in bioethics for professionals and the public.
• Provide publication of appropriate materials for professional and lay purposes.

The committee says that the Hastings Centre in New York is an example, on a somewhat larger scale, of what might be achieved at Monash.

It is hoped that a research fellow will be appointed early in 1981 to initiate the Centre's activities. The proposal is that the Centre be funded by the University for a year and that funding be sought from charitable trusts, foundations and professional associations after that.

Monash University and the Pierre and Marie Curie University in Paris are to sign an agreement on academic cooperation.

The agreement relates particularly to cooperation between Monash's department of Psychology and the department of Physiology (Laboratory for Psychosensory Physiology) at the French University.

Teams within the two departments have been working in a similar research area — on the physiology and functional anatomy of the auditory system of mammals. Among other benefits, the agreement allows for an exchange of information on research results.

The two departments have had an informal link since 1978 when Reader in Psychology at Monash, Dr Bill Webster, spent a study leave at the Pierre and Marie Curie University. A postdoctoral fellow from that University, Dr Jacques Serviere, is now on a Monash research grant working with Dr Webster for two years.

The suggestion for a formal link, under the terms of the recently signed French-Australian Scientific Agreement, was made by the head of the Curie department of Physiology, Professor Gallifret, to the chairman of Psychology at Monash, Professor Ross Day. Monash Council approved the agreement for a special relationship to be formed at its last meeting.

Professor Day says that the agreement is significant for his department in a number of ways.

"First, it confers on the department of Psychology international recognition for its work in this area. We consider it an honour to enter into a shared scientific relationship.

"A second, more concrete, benefit we anticipate will come from the sharing of research personnel on which the agreement will permit from time to time."

Professor Day says that, in due course, Monash postdoctoral fellows and research students should be able to work with the Pierre and Marie Curie team, like Dr Serviere is working at Monash.

He says, too, that the agreement will allow for further exchanges of staff.

Dr Webster explains that the shared interest between the two departments is in a new technique for mapping brain function.

Specifically, it involves functional anatomical mapping of the auditory system using the substance deoxyglucose.

Dr Webster says: "It has been shown that nerve cells use glucose as their source of energy.

"Deoxyglucose is absorbed like glucose but is broken down only so far in metabolic cells. The phosphate of deoxyglucose is trapped inside the cell in proportion to the activity of the neuron. If we use radioactive deoxyglucose we can measure the amount of deoxyglucose trapped inside the cell.

"By using radiographic techniques we are able to find out which neurones in the brain are activated. This new technique promises to let us map the brain in terms of function."

Overseas educators

Melbourne was a brisk 15°C when 17 overseas delegates — mostly from tropical and sub-tropical regions — set in for the Special Education Workshop currently being conducted at Normanby House.

So Professor Marie Neale had her work cut out assuring Miss Catherine Amaisia and U Sun Khar that warmer days were coming.

Miss Amaisia, the daughter of a Solomon Islands tribal chief, is head of the Islands' Red Cross Centre for Handicapped Children.

Mr Sun Khar is principal of the Disabled Persons Vocational Training School and the Social Welfare Training School conducted by the Burmese Government's Social Welfare Department.

With them at the workshop are representatives of education departments and institutions in Bangladesh, India, Indonesia, Malaysia, Papua New Guinea, the Philippines, Singapore, Sri Lanka, Thailand, Tonga, Vanuatu and Western Samoa.

Professor Neale is directing the workshop, which is being sponsored by the Australian Development Assistance Bureau in preparation for the UN International Year of the Disabled Person.

November 1980

Dr Bill Webster (left) and French visiting researcher, Dr Jacques Serviere. Photo: Vladimir Kohout
Vacation jobs for students — Monash's biggest drive is on

Monash's Student Employment Office is to launch its biggest drive yet to secure employment for students over the summer vacation.

Student Employment Officer, Irmgard Good, anticipates that about 3,000 jobs a day will be competing on the noticeboard outside the Careers Development and Placement Service on the first floor of the Union after exams finish.

Job specifications will be posted on this board as they come to hand. Irmgard sees this as being the fairest system for all job seekers.

Irmgard goes into the task of finding jobs for students this summer with one hand, if not tied behind her back, at least close to it. Her job is to ensure that there is no employment for students which is illegal, dangerous or exploitative.

She holds up the arm as best she can, smiles, and says: "The battle for jobs continues". (The breakage was actually caused in an accident at home.)

Earlier this year the Student Employment Office promoted the service it offers — free to both employers and students — in a brochure mailed to some 1,168 employers in the Monash region.

Irmgard describes the response to this effort as "very good indeed" with many of the firms learning of the possibility and taking the opportunity of employing student labour casually during term.

She will now be consolidating her contact with these firms to stimulate jobs of whatever duration over the vacation.

She is also investigating employment opportunities for students in industries which have a boom in December, Christmas, in Melbourne and further afield.

Irmgard says that while coursework related work can be very helpful, the range of work students are prepared to do is limitless. Clerical work, ac- counting, laboring, process work, domestic help, gardening, child- sitting, selling and driving are some of what she describes as the "broad and butter" tasks for students.

It is this that, for many students, work does not mean "pocket money" but is the means to stay afloat as most students need additional money to finance their studies next year.

She points out that the last TEAS cheque is mailed in November and the next one, if conditions for continuing the allowance are met, in March. This one is backdated to cover the intervening months — a fact that is little con- sidered in January and February. Irmgard says that, for many students, work is necessary to consider employing students (for jobs around the home, perhaps) and to some extent of work in outside firms in which their spouses, relatives or friends may work.

And for the job seekers themselves Irmgard has a few tips.

Irmgard says: "Don't take a job straight away. Take the time to think about work in the new year. Factors often step up produc- tion, particularly before holidays in December. After Christmas it will be ever harder to find work as factories often close down for four weeks."

She says: "Let students take up the job where they can find it for however long and not hold out for the 'ideal job'."

"There is a good possibility this perfect job will not eventuate and soon this may be the best one available in an initial period of two weeks, say, will be asked to stay on if another temporary vacancy occurs in the firm."

"As well as catalogues for our in- dividual libraries, CAVAL is building a combined data base, to which we are all contributing. When the cataloguing for a book we acquire is already in this union catalogue (and it now includes over 100,000 records) the work we must do is reduced. And of course, the work we do should benefit others."

"Further, the union catalogue shows, earlier than other records, if a book we may need in inter-library loan is available in one of the Victorian libraries, and if so, which one, thus making more up to date the resources of the region. Expenses items will appear as soon as they are received, as a result of the cataloguing work we do."
Representatives of volunteer groups associated with Monash — which do much, often behind-the-scenes, to improve the "quality of life" on campus — met recently at the Vice-Chancellor's house.

The meeting provided the opportunity for representatives to report on the activities of their groups during the year, identify common problem areas and exchange ideas on overcoming them, give information on facilities available for their use, and, where possible, co-ordinate efforts without encroaching on each other's areas. Business aside, the gathering also provided a chance for a change of pace, after a year of off-year socialising.

The meeting was convened by the Vice-Chancellor's wife, Mrs Rana Martin, who called a similar meeting last year. Two new groups were reported by this year's gathering.

Mrs Martin believes there is a need for the helping groups to make known their efforts more widely as a means of encouraging others to join them, thus building a better university and establishing stronger links between Monash and the community.

Below is a profile of the groups which attended the meeting and contacts for each one.

**Monash University Parents' Group**

This is largely a fund-raising group which organises activities throughout the year, including a Paddy's Market in the Union. This year's work yielded $5,000, bringing the group's total to $85,000. The Monash Library is one of its major beneficiaries.

President: Mrs Wilma Atkins, 99 2574.

**Monash Ex-Committee**

A strange title, explained by the fact that the 20 or so members once served on the Parents' Group. While the sons and daughters may have now left the University, a number of parents enjoyed very much working with each other and for the University so decided to keep meeting regularly for social ends and to raise money for special areas of need.

They work closely with the Parents' Group. A year's highlight was giving the Library volume no. 1,000,002.

President: Mrs Joan Marias, 439 7391.

**Monash Women's Society**

The Society extends a welcoming hand to new members of staff and visitors and their families through social functions and practical ways, like helping to secure accommodation, schooling for the children, medical care and overcoming language difficulties in the case of foreign students. While the rush of new arrivals has subsided in recent years, the Society still works in the interests of present staff and meets regularly.

President: Mrs Edna McCarty, 89 1159.

**Friends of the Monash Library**

This group currently has 91 members, on and off campus, who meet frequently. Like the other groups, the Friends are on a recruiting drive for more members. Activities include sponsoring lectures, series and bibliographic interest. The Friends share a common concern at the rapid diminishing of books in the periodicals and help to offset these by raising funds for the various libraries. Their crowning achievement this year was the present the Library with volume no. 1,000,000.

Contact: Mrs Joan Kirrup, 509 7570.

**Krongold Parents and Friends**

As its name suggests, this group is formed of parents and friends of children — either handicapped or exceptionally bright — associated with the Dinal and Henry Krongold Centre for Exceptional Children. The group's main task is fund raising to help overcome the problems in the area of special education by the lack of government financial support. They also have an SOS out for people to give practical help to the Centre — a huge task that needs the services of dryers and children when they have been swimming.

Contact: Mrs Helen Loyall, 838 8884.

**Monash Medical Mothers' Auxiliary**

This group exists primarily to raise funds for amenities for medical students, mainly the clinical years off campus, as well as equipment for the teaching hospitals, and to help solve some of the problems that beset students (and their parents) times during a long and difficult course. Money raised is also spent on campus in assisting the Biomedical Library.

Contact: Mrs Joyce Bundy, 596 1487; Mrs Elspeth Ferguson, 877 5455.

**Australian Federation of University Women**

Dr Marian Aveling, of the History department attended the meeting as a representative of the Federation. She believes that a new group can establish a new group of the AUW operate. The Monash group "must do" the Federation's work of encouraging others to join them and to raise money for special areas of need. The Monash group can be established as AUW groups, as there are sufficient members to make such a body. It can be established as AUW groups, as there are sufficient members to make such a body. It can be established as a separate group of the AUW, as the Federation's international affiliations, and the Federation's local affiliations will mean that members can avail themselves of a range of services when travelling. The Federation also offers scholarships and other opportunities for which, in fact, have not been taken out in recent years because of lack of knowledge about them.

Contact: Dr Eve Knapp, 561 9975.

**Monash Advisory Committee**

This is a newly-formed, small group of women associated with Monash who support Dr Martin in her tasks as Vice-Chancellor's wife. Among the group's aims will be to promote greater liaison between groups and more socialising.

Representatives: Brenda Holloway, Alison West.

The Centre has had one of its busiest years. Last month Mr Bourke received back from the printers reports on two projects he completed during the year. One is on bilingual education in Aboriginal communities in the Northern Territory and several States; the other is an evaluation of the Adelaide Community College. Both reports, including recommendations, are with the authorities. An outcome of the congress was that he feels may not be matched in its standing in the Monash community.

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**OECD Report**

Mr Bourke has recently been asked by the OECD to make a comment from the Australian point of view on a paper by Frank Darnell, of the University of Alaska, on "Considerations of financing, organising and governing education as a consequence of the needs of indigenous minority populations".

Mr Bourke holds the view that separate schools should be established for Aboriginal children to meet their needs and he has argued the case for this in several articles written for education and general publications.

Senior tutor in the Centre, Ms Eve Feil, is currently planning an adult literacy research project to be undertaken over a period of two years. The project is being funded by the Commonwealth Education Department. This year a program developed by Ms Feil, in conjunction with the Victorian Aboriginal Education Consultative Groups, on teaching the Bandjyang language to Aboriginal schoolchildren has been given a trial run at Warrnambool West and Bell primary schools and is to be introduced into nine New South Wales primary schools. Ms Feil also acts as the Australian secretary of an organisation formed this year in France to promote a better understanding of the Australian Aboriginal. Mid-year she attended the inaugural congress of La Societe Francaise pour la Promotion de la Culture des Aborigenes Australiens at Perpignan in the south of France.

An outcome of the congress was that she felt there would be opportunities to study in France with archaeologists.

Other activities conducted by the Aboriginal Research Centre have included research into the provision of educational services for young Aboriginal and implementation of an Aboriginal Community Worker's Course at the Department of Community Welfare's training institute at Watsonia.

On the teaching front, the Centre this year had about 30 students enrolled in its Aboriginal Studies course, which has been reduced to 15 for next year. Ms Feil has been able to attract a range of students to the course and to keep them there for the whole year. Ms Feil also acted as the Australian secretary of an organisation formed this year in France to promote a better understanding of the Australian Aboriginal. Mid-year she attended the inaugural congress of La Societe Francaise pour la Promotion de la Culture des Aborigenes Australiens at Perpignan in the south of France.

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Vacancies in Halls

Vacancies exist next year for the position of Deputy Warden in both Howitt and Richardson Halls of Residence and positions as tutor or senior resident in Halls. Applications for the Deputy Warden position are invited from male and female members of Monash staff, or those who have accepted appointments which will fall due early next year.

Successful applicants will share in the social, cultural, academic and administrative functioning of the Halls. Comfortable accommodation is available for single people and married couples.

Further details may be obtained from Mrs Eileen Rogers, Hall Administrative assistant, on ext. 2200; Associate Professor Jack Smith, Warden of Howitt Hall, on ext. 2000, 3004; or Dr Ian Fitt, Warden of Richardson Hall, on ext. 2900, 2971.

Copies of the conditions of appointment are available from Mrs Rogers. Applications should be sent to her by November 14.

A number of positions for senior tutors/tutors will become vacant early in 1981. Applications for these positions are invited from married and single members of staff and post-graduate students.

Although no formal tutorial classes are arranged in Halls, appointees will be expected to help undergraduate residents with academic matters. In addition, their role will be to assist with the administration of their Hall and keep in touch with the student members to give whatever guidance and advice they can. They are expected to take most of their meals with students in the halls dining rooms and to participate in social activities.

All single senior residents are accommodated in rooms with private bathrooms. There are a few flats available for married couples but they are not suitable for accommodating children.

Weekly accommodation fees for all Halls except Deakin are (with the single rate first and the married rate second): tutor $16.31, $24.64; senior tutor $11.27, $17.08. There is joint appointment of spouses the married rates are: tutor $20.44; senior tutor $14.21.

For Deakin Hall, the single rate for a staff resident is $41.30, and for a post-graduate resident $37.10.

For further information and application forms contact Mrs Rogers on ext. 2200. Applications close with her on November 21.

A Med of a different color

Redmond Barry ... a name on a Melbourne University building and an identity best remembered as the judge who sentenced Ned Kelly to hang.

According to the manager of Melbourne University Press, Peter Ryan, the truth about Barry — who died 100 years ago on the 23rd of this month — is “more interesting as well as more agreeable than the hackneyed impostures nowadays commonly accepted”.

To honor Barry’s centenary Ryan has written a 45-page booklet, complete with illustrations — “a short sketch (to) hold the fort for his memory until the conditions of appointment is published”.

In his introductory note Ryan latches devotees of “a murderous adolescent outlaw” who, in making a martyr of Redmond Barry . . . a name on a just judge.

“Our perverse preference betrays the corrosive envy, the black, defeated nothingness that lie somewhere near the heart of our national character,” he says.

Of the Kelly trial, Ryan says: “The records establish that the trial was conducted with the utmost fairness and that any verdict other than guilty would have been a perversion of justice.”

He points out that most of the Eureka rebels’ cases came before Barry, including that of Raffaele Carboni.

“He heard them with the utmost impartiality and all prisoners were acquitted.”


While Australia prepares to celebrate its bicentenary in 1988 a new publication serves to remind us that this country’s first inhabitants — the Aborigines — have been here for perhaps 60,000 years, some 200 generations compared with white man’s eight.

The publication is Before the Invasion: Aboriginal Life to 1788, from Oxford University Press. Its co-authors are Colin Bourke, Director of Monash’s Aboriginal Research Centre; Colin Johnson, full-time writer and research assistant in the Centre at one time; and Isabel White, a former lecturer in Anthropology at Monash. The book is written primarily for school children.

In 112 pages of text and illustrations, the book gives a perspective on what traditional Aboriginal life before 1788 was like, covering such aspects as social organisation, the integral nature of religion and the resources of Aborigines in making the most of what was available in their environment.

In a section on songs and stories, four popular tales, as told by members of Aboriginal groups are recounted. The earliest Aboriginal stories are said to date back 10,000 years or more. “They are some of the oldest recorded stories in the world.”

One of the tales retold is titled “Life’s Sacred Meaning” and explains such notions as “our ancestors”, success in ceremonial ceremonies. An illustration of Ayer’s Rock details its sacred meaning to those people who live around it.

“Many totemic ancestors left their mark through the practice of a totem or clan and cave has meaning,” the book says.

In Japanese speech finals

First year Monash Japanese student, Elizabeth Jacques, has won the senior division in the national finals of the Japanese Speech Contest. The contest is sponsored annually by the Embassy of Japan. This year’s finals were held in Melbourne.

Elizabeth’s prize is a return air ticket to Japan. She leaves for Tokyo on November 13 and returns to Australia on February 13 after a stay of 13 weeks (all wishes of luck to be directed to the Japanese department. Elizabeth hopes to tour all the islands of Japan and will stay with families in Tokyo. It is her second visit to the country.

In the final Elizabeth spoke on “Australian Aborigines and the Ainu” (the Ainu are the indigenous people of Japan). Another Monash student was placed third in the senior division. She is Anne Gupta whose topic was “Early Relations between Japan and Australia”.

In the open division, third year Monash student David Harvey was placed second. He tackled a troubled topic — Tongue Twisters.

The year’s wins continue an impressive performance by Monash students in the annual contest. Our photo shows Elizabeth Jacques and David Harvey.

And in German

Michael Dargaville has won the Goethe Prize for top first year student in German at Monash in 1979.

The Consul General in Melbourne of the Federal Republic of Germany, Dr F. Kronick, is pictured presenting Michael with his prize — books and a certificate — at a ceremony in the German department last month.

Eight other prizes were awarded at the occasion.

Also, Dr Kronick presented to the University a gift of 33 volumes of reprints of the German literary magazine Die Gesellschaft, published at the turn of the century. The gift was made by Deutsche Forschungsgemeinschaft, the West German research funding body roughly equivalent to our ARC. The volumes will be put on the shelves of the main Library.

MONASH REPORTER
Explaining the sociology 'boom'

The teaching of sociology grew rapidly in Australian universities and colleges during the 1970s.

Professor of Sociology at Monash, Emeritus Professor Andrew Scott traces the history of this "boom" — describing changes that have occurred in the discipline along with its growth and offering reasons for the expansion — in a publication titled Australian and New Zealand Sociology 1971-78: An introduction. The monograph has been published recently by Professor Scott's department and the Sociological Association of Australia and New Zealand.

The publication, which also includes a section on employment prospects for graduates, is intended for prospective tertiary students and interested general readers.

Professor Scott says that sociology became "institutionalised" as a subject only during the mid-1960s — in four of the major universities: Monash, La Trobe, New South Wales and Queensland.

Numbers double

He says that the "boom", which followed similar ones in Europe and North America and which has since spread throughout the Australian and New Zealand tertiary sector, "took off" about 1970. During the next eight years the number of students taking sociology at all levels at least doubled, and the number of staff employed increased by about 70 per cent.

In 1978 there were indications for the first time that a plateau in student numbers was being reached, as had occurred overseas, Professor Scott says. Interestingly, of the "first four", Monash is the only university in which enrolments in the subject have shown no signs of levelling off.

A quota has operated on first and second year sociology at Monash since 1971. In 1978 and last year it was estimated that there were still 650 to 700 qualified entrants seeking admission to the 450 available first year places.

Important dates

The Registrar advises the following important dates for students in November:

1: Second Term ends for Master of Librarianship.
2: Third Term ends for Masters by coursework — Faculty of Engineering.
3: Applications close for Summer term II, L.L.M. by coursework.
4: Publication of results, Medicine VI.
5: Final examinations commence for Medicine IV.
6: Annual examinations end.
7: Summer term commences — Faculty of Engineering.
9: Third term ends for Medicine IV.

November 1980

Professor Scott says that in the newer university departments some further expansion seems likely if only because of their late start.

He says that the age composition of students taking sociology has been a significant feature of change over the eight years. Twenty-five per cent of the Monash student body were of "mature age" in 1973 compared with 42 per cent in 1978.

"Both these developments, for quite different reasons, emphasized 'relevance' in tertiary studies. Students sought increasingly to relate their studies to the major problems of the day, as they perceived them, and to the growth of 'social studies' teaching in secondary schools, although ancillary, was supportive of this trend."

"To some extent, these trends have infected the student body as a whole, despite a reversion to more conservative attitudes politically and to a stabilisation, probably temporary, of the 'mature student' intake."

Employment prospects for sociology graduates are fairly buoyant now and are likely to remain so, according to Professor Bill Scott, of the department of Anthropology and Sociology.

And, he says, a growing number of these graduates are securing specifically "sociological" employment although teaching and the public service are the most popular fields.

In the publication "Australian and New Zealand Sociology 1971-78", Professor Scott cautions that very little systematic data is available on the precise job destinations of sociology graduates. It was only last year, for example, that sociology gained status as a separate classification in the Graduate Careers Council of Australia annual survey on destinations.

Demand is high

But Professor Scott points to the results of surveys on general trends and to the results of several specific studies. He describes as "revealing" a recent study by Owen Dent and Ann Bly of job advertisements in the main newspapers from May 1978 to March 1979.

"The main finding is that demand for persons with sociological and related training, and particularly with some skill in social research or policy analysis, is high and apparently increasing," Professor Scott says. "The study also suggests that the supply of such trained persons probably lags behind demand."

Dent estimates that with the addition of jobs not advertised nationally, particularly short term ones, "jobs are possibly becoming available at the rate of 800-900 a year."

From an analysis of where these positions are being offered and the nature of the tasks they involve, Dent concludes that a well developed career structure now exists in the social research and policy field.

Professor Scott says: "This study implies that for fourth year students, with good honours degrees, the prospects are good, and that for pass students with a three year major in sociology, the opportunities for employment in a job which they believe will directly utilise their sociological training are increasing fairly steadily."

He says that Dent's conclusions are supported by returns from one or two universities in which studies have identified the specific jobs into which at least a majority of sociology graduates have moved in the past few years.

Professor Scott says that, on the evidence available, the "encouraging" trends are likely to continue.

"Our limited information suggests that trends which set in in Europe and North America over a decade ago are now developing in Australasia — that is, that a range of 'relevant' opportunities for sociology graduates is opening up and, if overseas experience is any guide, will surely spread."

"On the supply side output at most of the institutions is stabilising or decreasing. In these circumstances it is reasonable to conclude that employment prospects for sociology graduates will remain fairly buoyant."

"The growth of 'social studies' teaching in secondary schools has been an important reason for the expansion. Teachers are developing in these classes the social skills which are so important in the workplace today — skills to move through society and make sense of it."

"But many believe that research should be program-oriented, disease oriented, target research, etc. etc. While there will always be a need for research of this kind, the importance of basic research is thought by many to be declinating and without any demonstrable cost-benefit — the sacred cow of all opponents to much research."

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An innovative teaching method in the Geography department allows students to do a Cook’s Tour of soil types to be found in Victoria — and on the second floor of the Menzies Building.

The teaching problem was this: How to introduce second year physical geography students to a comparative study of soils, giving them first hand knowledge of the characteristics of each type, without moving the class from one location to the next, at each site digging a pit deep enough to gain a satisfactory profile of surface soil and sub-soils (the class remembering all the while the details of the last profiles for comparison with the next)?

'Peels'

The solution: If it isn’t economical in terms of time and money to take the class to the mountain, then bring the mountain to the class, so to speak. This has been done in the form of soil “peels” which are “life-size” profiles of soil types “diced” on site. The peels were collected two years ago by senior lecturer in Geography, Dr. John Peterson, while on secondment to the Higher Education Advisory and Research Unit. The original collection technique was developed in Germany for use in archaeological sites and has been adapted to suit soils.

The soils collected are representative of types to be found in the Westernport Bay area — from the deep sands of Cranbourne used for vegetable growing, to the easily worked red clays of Monbulk and Red Hill, to the agriculturally difficult soils closer to Melbourne.

The soil types have been described by Ian Sargeant in a soil survey done in 1972 as part of the Westernport Environmental Study.

Mr Sargeant is now on secondment from the Ministry for Conservation as a lecturer in the Graduate School of Environmental Science at Monash. As well as supervising environmental science research teams, he has been teaching geography and environmental science students about soils.

Ideally, Mr Sargeant would like to see the collection expanded to include soils from many areas of Australia — from the arid regions to those of the coast.

He says that he has found the peels, together with buckets of soil taken from the same sites, valuable aids in teaching a basic appreciation of soil types, prior to field excursions.

Despite the merits of this approach it is not commonly used in Australia to teach soil formation and classification.

Mr Sargeant says that an understanding of soils is integral to pursuits of man such as agriculture, the construction of dwellings, roads and in his understanding of the natural environment.

The soil peels are actually monoliths about 30cm wide by 1½ to 2 metres deep. Depending on the nature of the soil the peels are up to 10cm thick. In gathering the peels, Dr Peterson’s first task on site was to dig a soil pit and then plane over one of the surfaces. A coat of liquid latex was applied to this smooth surface and allowed to dry. A double sheet of muslin cloth was then stuck to this surface with latex solution. When it had dried, the monolith of soil attached to the cloth was dug away from its surroundings and laid on a board for return to the laboratory where it was cleaned and mounted.

Concepts: the key to learning

Visiting educationist Professor Joseph D. Novak, of Cornell University, is experimenting with a revolutionary new teaching strategy at a Melbourne primary school.

He is teaching children as young as six at the St Peter and St Paul Primary School in South Melbourne how to develop concepts and integrate them in their thinking.

“They are learning how to learn and how we build up knowledge,” he told Monash Reporter last week.

Professor Novak, Professor of Science Education at Cornell, has been attached to the Monash Education faculty since August. He leaves for the US in December.

His teaching strategy is based on a theory of cognitive learning developed by the American psychiatrist Dr David P. Ausubel which places key emphasis on the role of concepts in learning. According to Dr Ausubel, there is no general strategy or logic of discovery except the general strategy of meaningful learning.

“Meaningful learning is primarily a function of concept development and integrating the concepts into the total picture,” Professor Novak said.

“Most curricular development of the past two decades have focused on ‘inquiry’ or ‘discovery’ methods as an alternative to rote learning that has been so common in schools. Consequently, they have ‘thrown the baby out with the bathwater’

“They have failed to recognise that the direct facilitation of concept learning is not the same as teaching forrote learning and that it is the only way substantially to enhance problem-solving or inquiry capabilities.”

‘Concept’ maps

In Professor Novak’s technique, children are first taught to recognise the meaning of the word “concept” by detecting regularities, for example, in a list of familiar words. Once they know what a concept is they learn to organise and integrate the concepts in a “concept” map.

For example, they may be given a list of familiar words like water, solid, gas, rivers, lakes, oceans. Very quickly they learn to extract concepts from this list and organise them into a “concept” map. They learn that “water can be solid, like ice, or can be a liquid”.

The work of Piaget and his followers has shown, Professor Novak says, that some kinds of abstract concepts are difficult for children to acquire before the ages of 12 or 14 years. Examples are the concepts of conservation of volume or weight.

Abstract thinking

“Unfortunately,” he says, “Piaget’s work has been misleading in that it suggests that young children cannot engage in abstract thinking. This is true only for the types of concepts which require a broad base of relevant experience and subordinate concept learning.

“Recent studies have shown that 80 per cent or less of adult populations also fail to perform some of these tasks. The most parsimonious explanation is not that these adults lack the capacity for ‘formal thinking’, but rather that they lack the relevant framework of specific concepts needed to perform the tasks.”

“In my view,” he says, “every three-year-old is capable of the whole range of cognitive operations that the adult is capable of, but within a limited conceptual framework.”

The dependence of concept learning on language and experience is borne out by cross-cultural studies, he says.

Children in Nepal are four or more years behind American children in understanding a concept like gravity.

“I don’t think Nepalese children are less intelligent than American children,” he says. “It’s a cultural artifact. The Nepalese children haven’t had the experience that would enable them to understand the concept.”

Professor Novak says the “concept map” technique has been tested successfully on secondary and tertiary students, and the results at the primary level are promising. But it will have to be tested for some years before it is known whether it is an improved method of teaching.

The program will be continued in all grades at the Melbourne school next year by David Symington, of the Toorak State College, who is working on the project with Professor Novak.
**SUMMER-DIARY**

- **NOV.**
  - 5-30: ENROLMENTS open for Monash Summer School. Different courses available: 2 arts and crafts, 5 photography, 7 music, 8 languages, 10 dance and drama, 5 sport and games, 5 study and 12 practical. For brochure, further information contact exts. 3006, 3180, 3144.

- 6: SEMINAR — "Aspects of Contemporary Malaysian Politics", by Dr Harold Crouch, Universiti Kebangsaan, Kuala Lumpur. Pres. by Centre of Southeast Asian Studies. 11.15 a.m. Room 515, Menzies Building. Admission free. Inquiries: ext. 2197.

- NOV. 17:
  - DEC. 12:
    - CHILDREN'S PRODUCTION — "Alice Through the Looking Glass", presented by A Mixed Company, Monday to Friday at 10 a.m. and 1 p.m. Alex Theatre. Admission: children 81, groups of 100 or more 90c. Bookings: 543 2629.


- 30:
  - LECTURE — The Institution of Engineers Australia (Victorian Division) presents the 1980 Chapman Lecture, with guest speaker, Sir Archibald Parbo, 8 p.m. RBH. Admission free. For further information contact 347 0988.

- 31:
  - SEMINAR — "Recent Superannuation Tax Changes — Impact on Professional Practises", pres. by faculty of Law, 4.15 p.m. Lecture Theatre R2. Fee: 86c (includes dinner, papers). Further information: Mrs L. Cooke or Mrs D. Grogan, ext. 3377.

- DEC. 1:
  - 4: CONCERT — Monash Choral Society with Carol Williams and Sue Dilmot — piano, and the Mel Arts Wind Ensemble. Works by Percy Grainger, R. Vaughan Williams and Prof. Trevor Jones. 8 p.m. RBH. Ticket available at the door.

- 5:
  - CHRISTMAS FAMILY CONCERT — presented by all groups of the Melbourne Youth Music Council between 4 p.m. and 8 p.m., to be followed by a picnic dinner, and finally a concert at 7.30 p.m. RBH. Everyone is invited to join in this family day. Bring your own picnic dinner. For further information contact 61 2699.

- 13:
  - 12CONCERT — St. Gregory's Dutch Male Choir annual Christmas concert presents the Australian Children's Choir, The Lowanna Singers, the Melbourne Mandolin Orchestra and organist Douglas Lawrence. 8 p.m. RBH. Admission: adults $5; students, pensioners, children under 15 years $2.50.

- 20: CONCERT — The National Boy's Choir annual Christmas concert, 8 p.m. RBH. For further information contact 636 6294.

- 23:
  - CONCERT — Monash Choral Society presents Christmas carols from medieval times to the present day. 8 p.m. RBH. Admission free.

- NEW YEAR PANTOMIME — "Aladdin and his Wonderful Lamp", presented January 5, Daily at 10 a.m. and 2 p.m. Alex Theatre. Bookings: 543 2628.

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**Scholarships**

The Registrar's department has been advised of the following scholarship. The Register presents a précis of the details. More information can be obtained from the Graduate Scholarships Office, ground floor, University Offices, extention 3055.

**Royal Commission for the Exhibition of 1851 Science Research Scholarships.**

Open to postgraduates in the physical and biological sciences, pure and applied, and in engineering. Tenable abroad. Valued at £2,000 or 50% of allowances. Application close at the Graduate Scholarships Office February 28, 1981.

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**MONASH REPORTER**

This is the last issue of Monash Reporter for 1980.

The next will be published in the first week of March, 1981.

Contributions (letters, articles, photos) and suggestions should be addressed to the editor (ext. 2603) at 5th Floor, University Offices.