

## Sound artist wins for his 'Hotel Womb'

A sound artist and Masters student at the Royal Melbourne Institute of Technology (RMIT) University has won the Australian Academy of the Humanities under-30 prize in the inaugural Co-op Bookshop Dialogica Awards. Nat Bates won the prize for "Hotel Womb", a highly original, thought-provoking piece about the way sound affects the unborn baby, and a whole lot more.

In his acceptance speech after receiving the award on 14 November, Bates said the Dialogica Awards were an important means of redressing the increasingly common view that postgraduate study was worthless and "economically irrational".

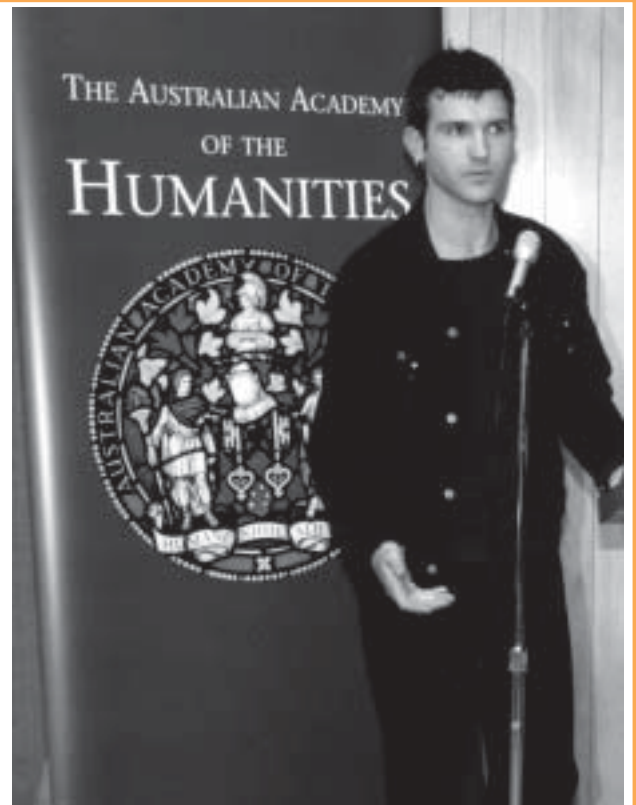
"In the current climate... study that does not appear to the bean counters to directly relate to jobs, generating income, or producing any economic gain is under threat. This axe over head has been a reality for artists and arts students for a

long time, but it seems to me, as a first year postgraduate student, that the entire area of postgraduate research is becoming viewed in a similar way," Bates said.

He said the generous financial awards were "a real encouragement for post-graduates" and a reminder that their work was worthwhile.

"Personally, and in all honesty, I am going to buy a new pair of school shoes, a new school bag, and I'm going to pay the rent on time for once."

The Co-op Bookshop Dialogica Awards, organised by the *Campus Review*, aim to encourage clear, concise and engaging communication by academics.



Nat Bates after receiving the under-30 Dialogica Award

## DEATH OF THE BOOK? FORUM POSES THE QUESTION

What is the future of the scholarly book? Publishers, scholars, librarians and booksellers will propose answers to this question at a forum being held in Sydney in March.

Academy President Professor Iain McCalman said the AAH had been concerned for some time about the state of academic publishing, particularly the difficulties faced by young scholars trying to get published. "As a result of discussions during 2002, the AAH has joined with the National Scholarly Communications Forum to organise a conference on this crucial subject," Professor McCalman said.

**"Death of the Book? Challenges and Opportunities for Scholarly Publishing"**, supported by the Australian Research Council, will be held at the National Maritime Museum, Sydney, on 7-8 March. Australian National University Director of Scholarly Information Strategies and Conference Convenor, Colin Steele FAHA, said scholarly publishing in its traditional form was "in crisis".

"In recent years university presses throughout the world have either been closed down or forced to face increasing financial pressures. Consequently, many have moved to general publishing and away from their original purpose of disseminating academic output," Mr Steele said.

The forum will examine how academic research can be adequately disseminated in the 21st century. "This is a crucial issue, particularly for scholars and postgraduates in the Social Sciences and the Humanities," Mr Steele said.

Despite the decline in avenues for Australian academic publishing, there has been an increase in the pressure on academics to publish because of quantitative performance measures used by governments and administrators.

In response to the growing crisis, several universities have set up E-Print Repositories or E-Presses. These new models of scholarly communication allowed for wider distribution at a potentially lower cost, he said. "These

repositories offer a strategic response both to the opportunities provided by the digital network environment and the systemic problems of current scholarly communications."

Speakers at the forum include Roy Tennant, California E-Scholarship Manager, California Digital Library; Professor Jose Marie Griffiths, University of Pittsburgh; Louise Adler, Director of Melbourne University Press; Dr Janet McCalman FAHA, Head of History and Philosophy of Science, Melbourne University; Professor John Hartley FAHA, Dean, Creative Industries, Queensland University of Technology; and Professor Sue Rowley, Executive Director, Humanities & Creative Arts, Australian Research Council. For more information or to register: [www.humanities.org.au/nscf/bookfuture/futureofbook.htm](http://www.humanities.org.au/nscf/bookfuture/futureofbook.htm)

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## Crawford medal for Europe expert

University of Sydney historian Dr Glenda Sluga has been awarded the Australian Academy of the Humanities Crawford Medal for 2002. The medal was presented to Dr Sluga at the Academy's annual dinner at the High Court of Australia on 15 November.

Dr Sluga has expertise in the area of national identity and sovereignty in twentieth-century Europe and, more specifically, gendered history. Although only in the early stages of her career, Dr Sluga has established an international reputation for her original, ground-breaking research.

Her published work includes *Bonegilla: A Place of No Hope* (1988); *Gendering European History* (2000), which she co-authored with Barbara Caine FAHA; and *The Problem of Trieste and the Italo-Yugoslav Border: Difference, Identity and Sovereignty in Twentieth-Century Europe* (2001)

An Associate Professor at the University of Sydney, Dr Sluga has received several research grants and has been a visiting scholar at universities across



Dr Sluga shows off her medal.

Europe and the United States. The Crawford Medal, established in honour of the late historian and AAH Foundation Fellow Professor Raymond Maxwell Crawford, is awarded biennially to an outstanding Humanities scholar who is in the early stages of his or her career.

## Security and the Humanities

With security now a major national and global issue, Academy President, Professor Iain McCalman says it is critically important that Australia foster expertise in foreign languages, culture and religions.

The threat posed by terrorism raised the urgent need for the Government to prioritise research and education in the Humanities, specifically the nation's dwindling foreign language capacity. "It is crucial that our leaders take steps to ensure the revitalisation of Australia's foreign language capabilities. Yes, we need scientists and military strategists, but we also need people who can understand, interpret and translate the cultures and languages of those countries where terrorism is on the rise," Professor McCalman said.

"It is clear that our ability to confront threats and maintain a secure, terror-free Australia hinges on our capacity to understand – through language and cultural knowledge – people with different values and systems to our own."

The President said that the Humanities were not luxuries of a liberal, unworldly education – contrary to a popular view. "By

educating our children and young people in the Humanities, we give them a way of understanding that crosses borders, languages, and cultures; what could be more important in the age of globalisation?"

## AAH welcomes priorities

The Academy has welcomed the national research priorities announced by Prime Minister John Howard in December.

The four priority areas are: An Environmentally Sustainable Australia; Promoting and Maintaining Good Health; Frontier Technology for Building and Transforming Australian Industry; and Safeguarding Australia. The Academy was closely involved in the priority-setting process and Professor McCalman said he was pleased the Government recognised the importance of humanistic knowledge in dealing with the priority issues.

The Federal Education Minister, the Hon. Brendan Nelson, will meet with a small group of representatives from the Humanities, social sciences and creative arts in February to consider ways of incorporating research priorities from these sectors into the four broad national priorities.

# Academy elects 20 new Fellows

**Sixteen new ordinary Fellows and four Honorary Fellows were elected at the AAH Annual General Meeting on 16 November 2002.**

**Associate Professor Alan Dench**, Chair of Linguistics at the University of Western Australia, is considered one of the country's most brilliant young linguists. His research, based on extensive fieldwork on eight languages over the last two decades, concentrates on the languages of the Pilbara region and demonstrates how endangered tongues challenge conventional linguistic notions of what an imaginable language can be.



*Professor Raimond Gaita*

**Professor Raimond Gaita** is an outstanding moral and political philosopher and a prominent public intellectual. He spends half the academic year in England, where he is Professor of Moral Philosophy, at King's College, University of London, and the other half as Professor of Philosophy at the Australian Catholic University. Professor Gaita's work is enriched by a keen appreciation of contemporary and ancient literature and by an acute sensitivity to the moral dimension of current and past public issues.

**Professor Peter Mathews**, from La Trobe University's archaeology program, is a specialist in the decipherment of Mayan hieroglyphic writing, having assisted in the preparation of the Corpus of Maya Hieroglyphic Inscriptions. He is a recipient of the prestigious MacArthur Prize Fellowship in recognition of his contributions to the field and has published influential works about Mesoamerican archaeology and Maya political geography and organisation.

**Professor John Moorhead**, McCaughey Professor of History at the University of Queensland, has made outstanding contributions to the study of continuity and change from Graeco-Roman antiquity to the early Middle Ages. His internationally acclaimed scholarship combines skills in ancient history with a profound knowledge of Latin patristics, especially Gregory the Great and Ambrose of Milan

**Professor Howard Morphy**, Director of the Centre for Cross-Cultural Research at the Australian National University, has made major contributions to a number of cultural and anthropological fields, especially Australian Aboriginal art. In defending aesthetics as a tool of cross-cultural analysis, Professor Morphy has tracked Aboriginal art out of the local community and into national and international art markets.

**Professor Tom O'Regan**, Director of Griffith University's Australian Key Centre for Cultural & Media Policy, has made extensive contributions to Australian and international communication, cultural and media studies for more than two decades. Professor O'Regan has had a major influence on television studies and on the application of discourse analysis to film studies.

**Associate Professor Marko Pavlyshyn**, Director of Monash University's Centre for European Studies, focuses his research upon Ukrainian literature of the modern era; the Ukrainian diaspora; and post-Soviet Ukrainian literary, cultural, and intellectual life. In 1995 he received the O.I. Biletsky prize for literary and cultural criticism, conferred by the Writers' Union of Ukraine and the Ukrainian Ministry of Press and Information.



*Professor Ros Pesman*

**Professor Roslyn Pesman**, Pro-Vice-Chancellor and Head of the College of the Humanities and Social Sciences at the University of Sydney, has pioneered several fields of research, including Australian tourism in Italy from the mid-nineteenth century to the 1930s; the life and work of Italian women in Australia; Italian travellers to Australia and their response to this country; and Australian attitudes to Italian culture.



*Assoc. Professor Elspeth Probyn*

**Associate Professor Elspeth Probyn**, of the University of Sydney's Department of Gender Studies, has established an international reputation for her work in a number of areas, including cultural and media studies; studies of the body; space and sexuality; queer theory; and theories of social subjectivity. A prominent public thinker, she has a weekly column in the *Australian's* Higher Education pages.

**Professor Margaret Sankey**, McCaughey Professor of French Studies at the University of Sydney, is a specialist in a variety of fields, including seventeenth-century to contemporary French literature, *Cyrano de Bergerac*; Utopian writing; the history of ideas; physical bibliography; and computer-assisted textual analysis. Her work on the French experience of Australia in the eighteenth and nineteenth centuries, both real and imaginary, has broken new ground.

**Professor Charles Sowerwine** holds a joint appointment as Professor at the Université de Versailles-Saint Quentin en Yvelines and Reader at the University of Melbourne. He is an international authority on the history of women's movements and feminist politics in France. He also has a remarkable knowledge of literature, music and art. In the anglophone world Professor Sowerwine is regarded as one of the leading historians of modern France.

# Proof in Pictures: the 2002 Symposium



*AN AERIAL VIEW of the Fellows' Dinner at the High Court of Australia, 15 November 2002.*

The Academy's 2002 Symposium, **Proof and Truth: The Humanist as Expert**, was a great success, with good participation on both days of the event. Feedback indicated that all went smoothly and the topic was a worthy and thought-provoking one. Work on a publication based on proceedings from the symposium is underway.



*Dr Lawrence Warner (Executive Director); Dr Ann Genovese (Symposium speaker); Dr Peter Shergold, Secretary, Department of Education, Science and Training (special guest); and Professor Iain McCalman (President) enjoy pre-dinner drinks at the High Court.*



*All ears... Symposium participants listen to the AAH Annual Lecture, presented by Professor Mark Finnane FAHA.*



*Professor John Hardy FAHA; Pat Hardy; and a former AAH President, Professor Gerhard Schulz.*



*Professor Ien Ang FAHA (AAH Council member); Professor John Hartley FAHA; AAH Publications Officer Jane Castles; and Professor Stuart Cunningham FAHA (AAH Treasurer).*

# 20 Fellows elected to Academy

Continued from p.3

**Dr Jan Stockigt** is an ARC Queen Elizabeth II Research Fellow at the University of Melbourne in the Faculty of Music. Her monograph on eighteenth-century Bohemian composer Jan Dismas Zelenka — whose music she has performed as a professional oboist — has recently been awarded both the British Academy's Derek Allen Prize for 2001 and the inaugural Woodward Medal for a significant contribution in the area of humanities at the University of Melbourne.

**Professor Garry Trompf**, Personal Chair in the History of Ideas in the University of Sydney's Department of Religion, has published important work on the idea of historical recurrence spanning the period from the early Christian church to the Reformation. Professor Trompf, formerly Professor of History at the University of Papua New Guinea, has achieved particular international recognition in the fields of Melanesian religion and Biblical studies.

**Professor Graham Tulloch**, Head of English at Flinders University, is the leading figure in Australia in the editorial study of Scottish literature and the study of the Scots language. His contribution to linguistic study of Scots and of Scots in Australia, especially their connection with South Australia, is manifested in a host of book chapters and articles. Professor Tulloch has also edited Sir Walter Scott's *Ivanhoe* and Marcus Clarke's *His Natural Life*.



Professor Shane White

**Associate Professor Shane White**, from the University of Sydney's Department of History, is a leader in an outstanding younger group of historians of the United States now living and working in Australia. He has established himself as the preeminent scholar of emancipation in the

northern United States. He has also pioneered the study of African-American expressive culture across the conspectus of American experience, and is studying the history of New York City.

**Professor Richard Yeo**, ARC Fellow in Griffith University's School of Humanities, has studied the interaction between science and the wider culture of British society in the eighteenth and nineteenth centuries. Professor Yeo's influential investigations of the ways in which encyclopedias provide a major historical tool for understanding Enlightenment Britain's map of knowledge have shown the extent to which science was closely integrated with other forms of learning.

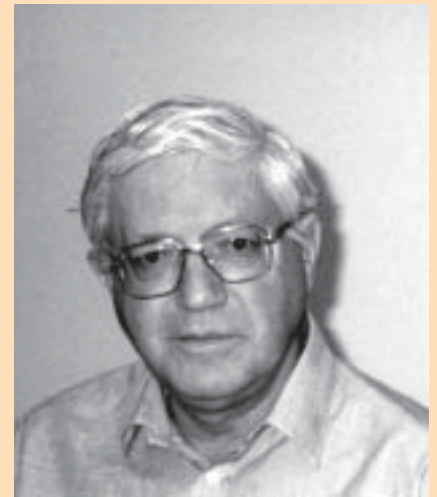
## NEWLY ELECTED HONORARY FELLOWS

**Dr James N. Adams**, Fellow, All Souls College, Oxford University, has achieved the status of one of the world's highest authorities on the Latin language. His work has focused on Latin vocabulary in both general and specialised fields, such as sexual vocabulary and veterinary terminology. His scholarship demonstrates a deep knowledge of linguistics and philology, as well as of other romance languages besides Latin.

**Dr Bruce Mitchell** is an Australian scholar who has spent most of his working academic life at Oxford University, where he has specialised in the field of Old English languages and literature. He has an international reputation for his work in this field, particularly for his study of Old English syntax, and is the author of a number of influential textbooks, editions, and handbooks.

**Mr Peter Porter** is regarded as one of the leading English-language poets in the world. Born in Australia and now living in London, he received the 2002 Queen's Gold Medal for Poetry. His first collection, *Once Bitten, Twice Bitten* (1961), was followed by fourteen individual volumes and four collaborations with the artist Arthur Boyd. Mr Porter is also a well-known literary journalist and commentator.

**Dr Royall Tyler**, former Reader and Head of the Japan Centre at the Australian National University, is his generation's outstanding translator of classical Japanese literature into English. His recently completed translation of *The Tale of Genji*, one of the classics of world literature, demonstrates the skills of the linguist, fine literary ability, and a comprehensive understanding of the society and culture from which the original work comes.



## Last Words

In the beginning was the Word,  
 Not just the word of God but sounds  
 Where Truth was clarified or blurred.  
 Then Rhyme and Rhythm did the rounds  
 And justified their jumps and joins  
 By glueing up our lips and loins.  
 Once words had freshness on their breath.  
 The Poet who saw first that Death  
 Has only one true rhyme was made  
 The Leader of the Boys' Brigade.  
 Dead languages can scan and rhyme  
 Like birthday cards and *Lilac Time*.  
 And you can carve words on a slab  
 Or tow them through the air by plane  
 Tattoo them with a painful jab  
 or hang them in the window pane.  
 Unlike our bodies which decay,  
 Words, first and last, have come to stay.

Peter Porter FAHA  
 From *Max is Missing*  
 Picador, 2001

## IN BRIEF

The Academy council has reluctantly bid farewell to **Treasurer Dr Ann Kumar**. Other commitments have prevented Dr Kumar from continuing as Treasurer, a post she has undertaken with dedication for the last seven years. The council and staff extend their gratitude to Dr Kumar for her generous service as Treasurer and council member and wish her all the best. Professor Stuart Cunningham has taken on the duties of the Treasurer.

The **Australian E-Humanities Gateway** was launched by Professor Iain McCalman, President of the AAH, 1 November, 2002, at Sydney University ([www.ehum.edu.au](http://www.ehum.edu.au)). A highlight of the symposium was a presentation by Anne Kenney, Assistant University Librarian at Cornell University, "Digital Resources: short-term strategies for long-term preservation". In his launch address, Professor McCalman said that e-Humanities was the "most important field in the future of the Humanities in Australia... Digital developments in the Humanities can demonstrate how indispensable we are to holistic innovation and creativity in the future."

The sixth volume of the **Academy Editions of Australian Literature** series, Rosemary Campbell's edition of Catherine Martin's *An Australian Girl*, was launched by Professor Sue Sheridan of Flinders University at the Academy's Symposium in November 2002. For more information contact the Academy's office or the University of Queensland Press ([www.uqp.uq.edu.au](http://www.uqp.uq.edu.au)).

The Joint Academies Committee on Sustainability hosted a 2-day conference on **Learning to Live with Climate Change**, underwritten by the Australian Greenhouse Office, on 18-19 December in Canberra. Leaders from business, government, NGOs, and education came together to learn about and discuss strategies for adapting to climate change in the 21st century. Professor Iain Davidson FAHA, an archaeologist, spoke on climate change throughout the earth's history. The Academy's other representatives were Professor Cliff Hooker FAHA and Dr Lawrence Warner, who serve on JACS.

## Profile: Margaret Kartomi

*Continued from p.8*

Christian, Hindu and Buddhist cultures. Having recorded Muslim and other music in most of Indonesia's administrative regions, I can say that the Muslim genres divide into the "authentic" genres/styles of Arabic origins on the one hand and the creative local variants, including partly Islamised genres, on the other.

The former are kept "authentic", it is believed, by pilgrims continually returning home with musical memories or education and cassette models from the holy land. Islam was introduced into Sumatra from India from the end of the 1200s. A rich array of Sunni/Sufi and some Shi'a music, body movement and ritual developed around its coasts, either combined with elements of pre-Muslim belief and style or sharply distinguished from it. Various Malay courts from the 1400s developed special Muslim-linked genres for worship and entertainment, such as at coronations, weddings, funerals and the breaking of the Muslim fast. The ever-developing genres expanded as missionaries spread Islam – in part through music and other arts – throughout the archipelago. Each locale developed its own performance styles and genres, though pilgrims returning from Mecca kept Arabic styles and genres alive by bringing back knowledge, experience, and recent recordings of the Arabic and other West Asian versions of the music. The northernmost Sumatran province of Aceh, about which I am currently writing a book, is rich in devotional Muslim arts. The main Muslim-associated musical instruments are the human body and the frame drum/tambourine, occurring in a variety of forms. Solo vocal and choral music is often accompanied by body percussion (rhythmic beating of the chest, hands etc.) and collective choreographed body movement, including rhythmic stamping, slapping, clapping, and finger clicking. However, many of these forms are amalgams of Muslim and pre-Muslim practices.

*What are the promising future directions for research and study in ethno-musicology?*

A key methodological problem – an old chestnut that still needs to be addressed – is how convincingly to relate "chalk" to

"cheese", i.e., musical sounds to their extra-musical associations, as determined by human experience, ideas and ideologies of religion, gender, class, etc. Despite some useful attempts that have been made, a system of analysis still needs to be devised that can explain the relationships between the stylistic and associative determinants of a culture's musical identity, for example, that can show the essential differences between – say – the music of the Pitjantjatjara versus that of the Antakarinya Aboriginal peoples.

*Our research shows that the identity and self confidence of each community lies as much in their adaptability to new environments as to their pride in having preserved – at least some elements of – tradition*

Some other current research directions include those to be discussed at the Symposium of the International Musicological Society (SIMS 2004), co-hosted by the International Council for Traditional Music, the International Association for the Study of Popular Music, and the Musicological Society of Australia, which I am convening in Melbourne in July 2004 (see [www.arts.monash.edu.aumusic/SIMS2004](http://www.arts.monash.edu.aumusic/SIMS2004) – Ed.). The themes include: *modes of music commemoration*, including traditional and contemporary ritual and other events; *music commodification*, including indigenous law and music, copyright law, music as a global trade commodity, world music and virtual technology; and *music communication*, including narrative theory, analysis, border crossings, diasporas, and crossover music. When an international musicological conference such as SIMS 2004 is organised in Australia, it tends to apply the long-accepted philosophy of the Musicological Society of Australia, which is to include ethno-musicologists, historical musicologists and systematic musicologists in its membership and activities, and to encourage interdisciplinary interaction between all kinds of scholars. We hope thereby to keep revitalising the discipline.

# Languages education and studies in Australian schools

In the last edition of *Symposium*, Opposition Foreign Affairs Minister Kevin Rudd MP argued that the Government's axing of a languages in schools program was "short-sighted" and undermined Australia's important linguistic and cultural literacy. Below, Federal Education Minister Brendan Nelson puts his case.



Languages other than English (LOTE) is one of the eight key learning areas agreed by Commonwealth, State and Territory ministers for education in the *National Goals for Schools in the Twenty-First Century*. One of the goals is for all students to understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.

Just how such a far-reaching goal is best achieved remains a significant challenge for State and Territory education authorities with assistance from the Commonwealth.

The Commonwealth's long-standing commitment to support for languages education in Australian schools is marked in a number of ways. The Commonwealth provides over \$20 million a year to support languages in school programs generally, including Asian languages. These funds are currently contracted to the end of 2004. Through the *Learning Federation*, a joint initiative of the Commonwealth, States and Territories and New Zealand governments, the Commonwealth is

contributing some \$3 million towards the development of rich, online resources for the teaching of Chinese, Japanese and Indonesian. In a related field, the Commonwealth supports the Asia Education Foundation (AEF) with an annual core grant of \$1.2 million, and most recently an additional grant of \$372,000 for 2003 to work with schools and education authorities to promote and support the studies of Asia across all curriculum areas.

*One of the goals is for all students to understand and acknowledge the value of cultural and linguistic diversity*

The National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, the subject of Mr Rudd's article in the last edition of *Symposium*, achieved a great deal. The NALSAS strategy was a collaborative initiative between the Commonwealth, State and Territory education authorities to which the Commonwealth contributed over \$200 million from 1994 to 2002. It is important to remember that the Commonwealth contribution was seed funding, and was not intended to support the NALSAS strategy indefinitely. States and Territories have known since 1999 that Commonwealth funding for the strategy would end in 2002 and they now have an opportunity to build on the substantial achievements in Asian languages and studies already made under the NALSAS strategy.

As well as redressing a traditional imbalance between European and Asian languages in schools, the strategy contributed to a significant increase in the study of the priority NALSAS languages at primary and secondary school levels and to deeper knowledge and understandings about Asia.

*Australian Students' Knowledge and Understanding of Asia*, a study undertaken for my Department by the University of Melbourne, reports on a 2001 national sample survey of more than 7000 students in Years 5 and 8 throughout Australia. The study shows that Australian students are achieving near the top end of

the scale for knowledge, with over 50 per cent of students in Years 5 and 8 having a good understanding of historical and contemporary events and their influence on Asia and Australia, as well as the national and regional significance of different festivals, celebrations and traditions in art, literature and theatre. Attitudinal outcomes are positive, showing that more than 50 per cent of Year 5 students and 40 per cent of Year 8 students are situated in the top category and are keen to learn about Asia, with an interest in developing relationships and personal involvement in studies of Asia. The full report will be available shortly on the NALSAS web site [[www.curriculum.edu.au/nalsas](http://www.curriculum.edu.au/nalsas)].

*[M]ore than 50 per cent of Year 5 students and 40 per cent of Year 8 students... are keen to learn about Asia, with an interest in developing relationships and personal involvement in studies of Asia*

These results present clear evidence that the eight-year Commonwealth investment in NALSAS has not been wasted, as some have suggested. It is timely now for the Commonwealth to take stock of what has been achieved and what still needs to be done in languages and cultures education. For this reason, I initiated a review of the Commonwealth LOTE in Schools Programme to consider the Commonwealth's role in languages education. The report from an external consultant has been presented to me and I am now considering its recommendations.

*From the Editor –*

The Academy made a submission to the Review of Commonwealth Languages Other than English (LOTE) in Schools Program. While not actively involved in the teaching of languages in schools, the AAH is well placed to speak to some of the broader issues. See *Knowing Ourselves and Others* (available online at [www.humanities.org.au/review/RevTitle.html](http://www.humanities.org.au/review/RevTitle.html)); *Subjects of Small Enrolment in the Humanities*; and the recently released *Maximising Australia's Asia Knowledge* – published with the support of the Academy.

# PROFILE

## Professor Margaret Kartomi

### Understanding a world of music

**Editor Bruce Bennett talks to a leading ethnomusicologist, Professor Margaret Kartomi FAHA, about her research interests.**

*Your research and publications give prominence to the ethnic dimensions of music. What are the arguments for ethnomusicology within the broad field of music studies?*

Since its beginnings as a recognised sub-discipline about a half-century ago, ethnomusicology (the study of the world's music in society) has influenced the musicology of Western music in expanding the accepted concept of musical meaning and where to look for it. Until recent decades, students of Western music were taught to look for musical meaning mainly in the scores, but now most are not satisfied unless they seek meaning also in the practice of music, the social and historical context, and the functions of music in human experience, including personal-emotional, group or class-based, religious, celebratory, and ethnic or national identity-seeking experience. Thus, the focus is not only on the text but also on music's role in society. Moreover, looking beyond Western culture and trying corporately to understand the musical logic and aesthetic expressions of all the world's peoples bring us to a better understanding of general music-theoretical concepts, such as rhythm, metre, melody and multiphony. Indeed, by coming deeply to understand and appreciate another culture's music, an individual can better understand his or her own heritage. In a world that appears to be increasingly intolerant of cultural differences between peoples, many ethnomusicologists passionately believe that they must apply their skills to seize all opportunities to promote tolerance of cultural differences between people, and to create situations and contexts where trust can flourish.

*Some of your recent publications have explored gamelan Digul music in Indonesia and music of the Baghdadi Jewish diaspora. What makes these areas of research particularly interesting?*

My book on the gamelan Digul tells the story of a particular Javanese orchestra that was made in the notorious Dutch prison camp for anti-colonial political prisoners in Digul (Papua) in 1926. A superb Javanese court musician and political activist – Pontjopangrawit – constructed it from any materials to hand in the prison camp, including kitchen utensils, yet it sounds beautiful – to this day. Certainly it soothed the hearts of its players in exile throughout the 1930s. In the 1940s, the gamelan was transported to Australia, where the Dutch and their prisoners took refuge from the Japanese. Cultural activities in the Australian-Indonesian community – often involving the gamelan Digul – served to create sympathy for Indonesia's Independence, which was declared in 1945.

*[B]y coming deeply to understand and appreciate another culture's music, an individual can better understand his/her own heritage.*

Thus, this fascinating musical artifact, held at Monash University since 1977, symbolises not only the emergence of the nation of Indonesia from its colonial history but also the beginnings of friendship between the Australian and Indonesian people, who used it as part of the Independence struggle. It is also an icon that embodies the mystical power and rich history of gamelans and gamelan music, as well as the special organology of gamelans in the 1920s. Although Jewish (especially Ashkenazi and Iberian-Sephardi) music culture and history have been researched, little attention has been paid to that of the Babylonian or Baghdadi Jews. I discovered their unique liturgical music by accident in the synagogue in Singapore, which turned out to be part of a chain of voluntary and involuntary migrations of Baghdadi Jewish communities to British and Dutch colonies-linked cities such as Bombay, Rangoon, Penang, Singapore, Semarang, Surabaya, Hong Kong and Shanghai over the past two centuries.

Recordings of the music along this diaspora chain allowed my colleagues and me to map their migrations across an



enormous expanse of space and time and raised a number of interesting theoretical questions. For example, how are such oral traditions transmitted from one diaspora locale to another? How are a people's cultural identity and self-confidence established and maintained in constantly changing environments? More particularly, why is it important for Baghdadi Jews to believe that they have maintained their oral traditions from ancient times, even though music-liturgical research shows that changes of intonation, melodic style, melodic ornamentation did in fact keep occurring over the past hundred years? Moreover, how do religious and music-aesthetic experiences combine for these people in an almost ecstatic losing of the self in songs about the idea of the Sabbath and obedience to God's purpose? Our research shows that the identity and self confidence of each community lie as much in their adaptability to new environments as in their pride in having preserved – at least some elements of – tradition.

*Is there a distinctive music of Islam in Indonesia?*

The diversity of Indonesia's Muslim expressions precludes designation of one universal Muslim musical identity in Indonesia. In this time of anti-Muslim paranoia that has been stirred up in some quarters, it is important to realise that Islamic culture – in Indonesia as in other large Muslim communities – is at least as diverse in its forms and beliefs as Jewish,

*Continued on p.6*