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MONASH UNIVERSITY GAZETTE

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INTRODUCTION

The Monash Gazette is designed to keep our friends and colleagues informed about the progress of Monash University, its staff, students, and physical development. It is directed principally to readers who have little interest in the day-to-day ephemeras of university life but who do like to be kept informed of major events and to know, in rather broad terms, how this University is growing and maturing.

In the years since the official opening, in 1961, a number of simple ceremonies have been held as new buildings have come into use and, on each occasion, some well-known person in public or academic life has delivered an address.

It was therefore thought that a double purpose could be served by devoting the first issue to publishing these addresses; first, that they might be permanently recorded and, secondly, because each such occasion marked a stage in our development. Appearing, as these speeches now do, in collected form they will, it is hoped, convey to the reader the impression of a vigorous building programme inspired and guided by a high academic purpose. — *J. A. L. Matheson, Vice-Chancellor.*

THE UNIVERSITY'S FIRST GRADUATION CEREMONY

Monash University was opened on Saturday, March 9, 1961, and teaching began on the following Monday, March 11. The University's official life started in April, 1958, when the Victorian State Parliament passed the Monash University Act. This laid down the permanent constitution and also empowered an Interim Council to take such steps as were necessary to bring the University into being.

Under the chairmanship of Mr. R. R. Blackwood (now the Chancellor, Sir Robert Blackwood) the Interim Council first secured the site at Clayton and then began to formulate the preliminary plans for the academic programme and for the buildings in which this programme would be put into effect. The original intention was to begin teaching in the fields of science and technology, so that these subjects would have an initial impetus, and then to start in other fields as the need grew. However, because of the pressure of student demands, it was decided to include arts and economics subjects in the initial programme.

During 1959 much progress was made with these plans and the first senior staff appointments were made. The Vice-Chancellor, Dr. J. A. L. Matheson, and the Registrar, Mr. F. H. Johnson, arrived at the end of January, 1960, and the first buildings were started in March of that year.

During 1960 a number of professorial and other academic posts were filled and the University's administrative machinery began to take shape. Five faculties were formed: Arts, Economics and Politics, Engineering, Medicine, and Science; within each faculty it was possible to offer at the outset only a limited number

of courses although, naturally, these have been added to progressively as time has gone on.

Because of the original intention teaching began in buildings that were designed for the faculty of Science. Temporary adaptation enabled them to be used for whatever purpose was required and, in this way, it has been possible to avoid putting up any huts; the library opened in a future Physics laboratory, the Union in a locker-room, and so on.

The first students fell into two distinct groups that are only now growing together. The undergraduates were all first year students embarking on three-year (pass) or four-year (honours) courses. The postgraduate students, besides beginning their work for the degrees of M.A., M.Sc., or Ph.D., gave tremendous help by demonstrating in laboratories and assisting with tutorials. They also made it possible for the academic staff to begin their research programmes.

The first degree awarded by Monash University was to Mr. R. I. Cashman, on whom the Council conferred the degree of M.A. in July, 1963; at the same informal ceremony Mr. R. D. Harcourt received the degree of Ph.D.

By the end of 1963, students had completed their courses for the pass degree and, on April 8, 1964, they received their degrees.

In a colourful ceremony held in the Robert Menzies School of Humanities, the degrees were presented by the Chancellor, Sir Robert Blackwood, in the presence of the Visitor, His Excellency, the Governor of Victoria, Major-General Sir Rohan Delacombe.

In his opening address, Sir Robert declared:

"Here we are again, I regret to say, holding yet another ceremony in the cellar. As yet finances do not permit us even to plan a great hall for these ceremonial occasions, and I am afraid that for some years ahead we must improvise in this way. With this apology, I welcome all guests, parents, and graduands.

"This is a great day in the annals of Monash University. It would be difficult to decide which was the more important — the day the University was opened — or this day on which our first contingent of undergraduates will graduate.

"Both occasions have been graced by distinguished company. Today we are honoured by the presence of our Visitor, His Excellency, Sir Rohan Delacombe, who has already exhibited a keen personal interest in Monash. We extend to Your Excellency a very warm welcome indeed on this occasion. On opening day we were similarly honoured by the presence of our then Visitor, Sir Charles Lowe, and we are pleased to see him also, with us again today. I believe all members of the original Interim Council of this University are here with us this afternoon, and I am sure all will take pride in, and derive great satisfaction from, today's proceedings.

"There are two main sides to a university's academic activities. One is to teach undergraduates to first degree level. The other is to develop postgraduate research schools with postgraduate candidates working for higher degrees. Both activities are equally important, and the reputation of any university depends on its successes and standards in both fields.

"At Monash, we have developed a vigorous postgraduate research programme right from the beginning. This has served the additional purpose of training potential University staff — a matter of considerable importance and concern today.

"Strictly speaking, the first graduates of this University came from our postgraduate school. They were Richard Ian Cashman and Richard David Harcourt who were awarded the degrees of Master of Arts and Doctor of Philosophy respectively, by the Council on Monday, July 8, 1963.

"Today's recipients of degrees, however, come from the undergraduate school, and will be the first Monash graduates who commenced their studies and completed them wholly within this University. There are 67 who have graduated in the minimum time out of the 346 who entered in 1961. Some have fallen by the wayside, others will take longer to complete their courses, and many are studying Engineering and Medicine, courses of more than three years.

"This University was opened on March 11, 1961, three years after its incorporation. In 1961 we had 346 students. In 1962 we had 760, in 1963 — 1,560 and in 1964 — the year in which the Murray Committee said we should open our doors — we have 3,000.

"The University of Melbourne took 75 years to grow to this size. Nowhere has a university been established so fast nor expanded so rapidly; and this has been achieved whilst maintaining academic standards comparable with the best universities here and abroad.

"We are expanding substantially in line with the original plan laid down by the Interim Council. This was based on forward estimates of the student population in Victoria made in 1958 and again in 1959, and required Monash to absorb all students requiring university education in excess of the then planned capacity of Melbourne University. This would have required us to accept 3,200 students this year, which is close to the actual figure. The Ramsay Committee, whose report was presented last year, estimated the likely demand on Monash for first-year entry at 2,360 instead of the 1,400 planned. Actual intake of first-year students has been extended to 1,565 with a further 243 repeats, making 1,808 in all. The predictions of the Ramsay Committee have not eventuated. Of the new applicants for entry into Monash this year, who were qualified, we were unable to provide accommodation for only 125.

"Thirty-eight of these were applicants in the Law course. This course commences this year, and we have been able to take 143, a number limited by the availability of staff and building accommodation.

"Fifty-four of these were applicants in Economics and Politics. Here we have been able to accommodate 283, a number again strictly limited by the availability of qualified staff.

"The remaining 33 which we could not accommodate were applicants for Medicine, where the facilities required for both preclinical and clinical training dictate a maximum entry of 150.

"The problem of medical education is a difficult one. Monash established the second medical school in Victoria when it opened in 1961. Its first medical graduates will graduate late in 1966. Until that time, it is just not possible to increase the number of doctors graduating in Victoria above the number graduating from the Melbourne school.

"Present medical registrations represent one per 850 of the population in Victoria, and this is as high a figure as obtains anywhere in the world. To maintain this figure, Victoria will require 200 registrations a

year in 1966 and 220 a year by 1970 rising to 263 by 1980.

"Present planned combined graduations from Melbourne and Monash will be 195 in 1966, 260 by 1970 and with the proposed increased capacity of the Melbourne school will reach 300 after 1973. It is clear that the real needs of the community will be met after 1967.

"Until Monash graduates emerge, however, there will continue to be a shortage of doctors which can only be made up by immigration. There is no doubt that the second medical school in Melbourne should have been established ten years before Monash did so, and we must not allow medical education to lag in this manner in the future.

"I have mentioned the fact that our ability to teach Economics is limited by the availability of qualified staff. In this field the position is particularly acute, but I would like to emphasize the fact that the rate at which this University can be expanded is limited in all disciplines by the lack of qualified staff. Given the finance, we can accelerate the building programme to some extent, but the staffing problem is serious, and with accelerated university development abroad, particularly in the U.K., the difficulties will increase.

"It is of the utmost importance that the academic standards of this University be maintained at world standard. To expand it at a faster rate by accepting staff inadequately qualified would be disastrous and my Council would not tolerate such a course.

"Monash was originally planned for 12,000 students when completed. We are currently developing plans for expansion to 18,000 students in line with the recommendations of the Ramsay Committee and the desire of the Government.

"This accommodation will be additional to that to be provided by any new university institution, the planning of which we are glad to see will now proceed. It will be needed by 1970 at least. We welcome the statement by the Premier that the establishment of a third university in Victoria will not be permitted to interfere with the fastest possible development of Monash, but we can see extreme difficulty in the provision of adequate staff in the metropolitan area for a third institution, and I believe it would be quite impossible to obtain properly qualified staff for any tertiary institutions outside the metropolitan area.

"We have learned many lessons in our work to develop Monash. Our experience will be freely available to the planners of the third university."

The Vice-Chancellor, Dr. J. A. L. Matheson, then delivered the Occasional Address.

"I desire to address myself particularly to those who have just graduated," he commenced.

"This is a great day in your lives and it is a great day in the life of the University. For both of us it is the culmination of a long period of preparation, of hard work and long hours, sometimes of worry and strain, sometimes of fun and gaiety and good fellowship.

"Today, at least, is certainly a day for rejoicing: on your part, because of your achievement; on ours because your achievement is our reward.

"My mind goes back to the occasion — surely it was much more than three years ago — when I addressed you at the start of your first day at Monash. You were very polite, I remember, very attentive and, in the light of today's student fashions, very tidy. I recall telling you that you would have to be rather patient, because in many respects we were far from ready for you, and that your whole student career would be a pioneering sort of operation.

"I did not think that you would be any the worse for that, and I hope you now agree, for it seemed to me that to be the first undergraduates in a new university was sufficiently interesting and exciting to compensate for the amenities that you have missed; amenities that your successors will increasingly enjoy.

"I remember remarking that one of you would be Monash's first graduate and today we have seen Mr. M. J. Lynch in that capacity. You may wonder how he came by the distinction. Well, I will tell you: we drew lots to settle which faculty should lead the way and, within that faculty, which graduate should be presented first.

"Looking back on my own student days, I find that I can recall very clearly my first days as an undergraduate. Although I can hardly remember at all when I received my bachelor's degree I do remember very vividly when I became a master; I really thought that at last I must know something.

"It was not long before that illusion faded but it was grand while it lasted. You are perhaps today enjoying the same euphoria and, for today at least, you should be permitted that enjoyment. But tomorrow, and for the rest of your lives, let your motto be your University's: Ancora Imparo — I am still learning. If we have given you, not so much knowledge, as the love of knowledge then we have taught you well.

"Do not, I beg you, put on any airs because of the degree that you have just received. Burns put it well in his neat and telling way: 'The rank is but a guinea stamp, a man's a man for a' that.' You will be judged, not by the letters after your name, but by the kind of men and women you are. Many of your future colleagues will not have had the good fortune to attend a university, or may have chosen not to go to one, and they will not be very impressed by the fact that you scored more than a certain minimum of marks in what they may regard as a contest in pedantry. But they will be impressed by energy, by devotion, by honesty. Nobody here has set out deliberately to teach you these things but we hope that, in some indefinable way, you have developed a fine sense of values in the course of your life among us.

"I began by saying that this was a great day for

Dr. J. A. L. Matheson *Sir Robert Blackwood*

us, the staff, as well as for you, our students. Universities are dedicated to scholarship and their triumphs are occasioned by the public recognition of learning — a high honour bestowed, a brilliant discovery announced, a fine piece of writing well received. Today we take pride in the public recognition of your success and we look forward to hearing great things of you in the future, whether in scholarship, in public affairs, in business or in the professions. We shall be watching, and other people will be watching too, to see how Monash graduates get on in life; how they take their places in the community and what service they give to it.

The University's first graduates, Michael Joseph Lynch and Nola Frances Fisher. They received the degree of Bachelor of Economics

"Our Act requires that 'the standard for graduation in the University shall be at least as high as prevails in the University of Melbourne.' There is, of course, no ready way of auditing our work to make certain that we have really satisfied this criterion, but before long our degrees will begin to have a certain reputation which will depend upon your reputation. Reputations are slow to build and quick to destroy; you carry a great responsibility.

"Finally, I hope that you will endeavour to keep in touch with your University. It is intended, I believe, to form a Monash Graduates' Association and this is to be commended. We hope soon to welcome your representatives on the Council of the University; through them, and in other ways, we look forward to having your interest, your advice, your encouragement, your help. Let it be your pride and your pleasure to give your support to Monash University in whatever way you can. Your example will set the pattern so that each generation of students will owe something to those who have preceded them and, in turn, will extend a helping hand to their successors. In this, too, you will be pioneers.

"Some of you will be leaving the University to begin new careers; others are returning to continue your studies in further courses.

"To all of you, speaking for the whole University, I wish success and happiness."

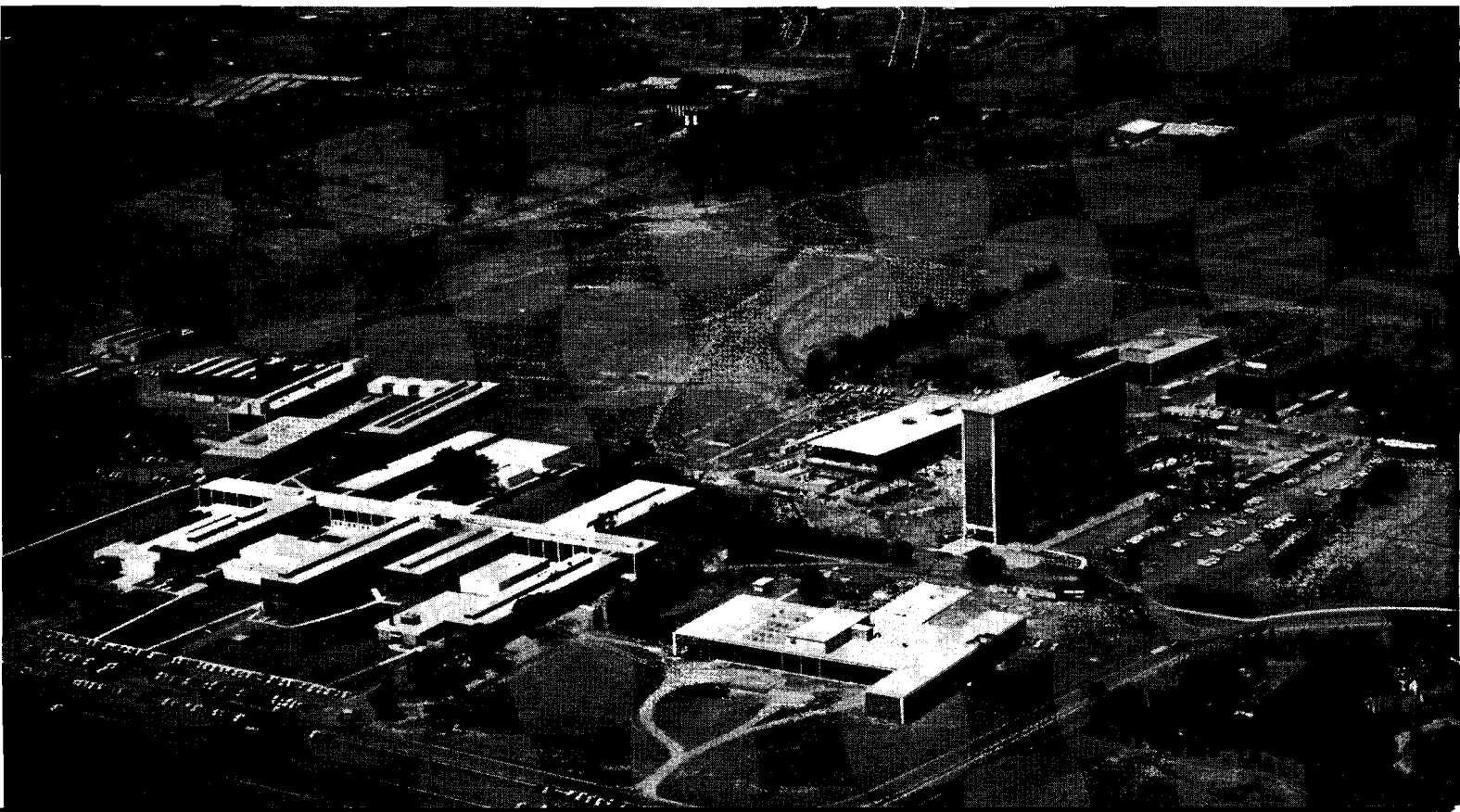
The 67 graduates were as follows:

BACHELOR OF ECONOMICS

Michael Joseph Lynch, William Stanley Mack, Brian John Kevin Spencer, William Bostock, Martin Lawrence Braden, Maurice Anthony Caplan, Allan John Deacon, Ian Arthur Dudgeon, William Robert Edgar, Nola Frances Fisher, John Ernest Francis.

BACHELOR OF ARTS

David Geoffrey Alexander, Joan Elizabeth Alexander, Leon Mervyn Allwood, Anthony Russell Austin, Robert John Bleakley, Annette Lee Bowler, Jillian Dorothy Braithwaite, Suzanne Michele Carmichael, Beverley Joy Carpenter, David Thomas Charles, Ann Murray Clapham, Fiona Hyett Clyne, Ann Lorraine Daffy, Margaret Irene Davies, Isobel Marion McDougal Docherty, Bryan Leonard Durham, Nancy Rhyll Edwards, Dorothy Ann Gabbe, Ian Frederick Gibson, Kenneth William Gooding, Patricia Kay Hayward, Adrienne Joy Holzer, Ellen Suzanne Khyat, Raymond



Gerard McMahon, Robert Patrick McMahon, Audrey Irene Esther Middleton, Rodney Alan Muir, Timothy Patrick O'Hearn, Anita Siew Kia Ong, Brian Edwin Pearce, Leonie Kathleen Pellas, Shelley Florence Penny, John Francis Pidgeon, Gwenyth Pope, Warren Radbourne Prior, Hazel Adelaide Reid, Frank William Schumacher, Geoffrey Maxwell Sinclair, Jonathan Roger Smith, Julianne Maree Spring, Catherine Anne Stapleton, Rae Isobel Stevenson, Gael Thomsen, Geoffrey Michael Tisdall, Wendy Joy Verhagen.

BACHELOR OF SCIENCE

William Robert Barry, Michael John Hubbert, Kenneth Graeme Judd, Peter Neil McIntyre, Ronald Bruce Nethercott, Antony Patrick Pitt Nind, Paul Roy Pearl, Margaret Rogers, Robert Mervyn Thompson, Ian Bernard Whittingham, Barbara Anne Woodberry.

THE BUILDING PROGRAMME

Mention has already been made of the acquisition of the Clayton site by the Interim Council. The development of that site was entrusted to Mr. Osborn McCutcheon of the firm of Bates, Smart and McCutcheon, who produced the master plan to which all the University's buildings conform. Mr. McCutcheon was also the project architect for the faculty of Science buildings, in which teaching began, and for three other major buildings; seven other firms of architects have also worked on projects at Clayton or at one or other of the University's affiliated hospitals.

The accompanying aerial photograph shows the general conception of the master plan. The main academic buildings are grouped in U-formation, open to the east. In the centre is a pedestrian precinct from which one looks across the playing fields to the Dandenong Hills. A perimeter road runs round the main group of buildings and motor-traffic is confined to this road and to the adjacent car-parks. Inside this road a system of footpaths is gradually being constructed across the tenacious clay that is so characteristic of Monash.

At the northern end of the University the Hargrave Library, serving Pure and Applied Science, lies between the faculties of Engineering and of Science; then will come the bio-medical library and the link connecting Science and Medicine. South of the medical school the clinical sciences building and the Monash Hospital will dominate the south-western corner of the site. The forum runs eastwards from the medical school to the site of the future Great Hall and gives access to the Robert Menzies School of Humanities and to the main library on the south and, on the north, to the Union and to the Administration building.

In the city the departments of Pathology and Microbiology occupy a new building at Alfred Hospital while the department of Medicine is housed within Prince Henry's Hospital. At the Queen Victoria Memorial Hospital a building, partly for hospital and partly for the University's department of Obstetrics and Gynaecology and Paediatrics, is under construction.

Opening ceremonies have been held to celebrate the occupation of most of these buildings and, on each occasion, a distinguished citizen has taken the leading role and delivered an address which is printed below. The science buildings were an exception because, at the time of their opening, they were the whole University.

OPENING OF THE UNIVERSITY

Monash was opened by the Premier of Victoria, Mr. Bolte, on March 11, 1961, before an audience of some 2,500 people. In the presence of the Visitor, Sir Charles Lowe, Mr. Bolte in declaring the University open, said:

"I am very conscious of the honour that you have bestowed on me this afternoon. Without doubt, March 11, 1961, at Clayton, will be recorded as an historic day in the life of Victoria.

"It is one hundred and six years since the first university was established in this State of Victoria. Yes, it is one hundred and six years ago, since Melbourne University was created with four professors and sixteen students, and it was 1901 before Melbourne University enrolled 1,000 students, and 1921 before they reached 2,000 students.

"Now, Melbourne University is bursting at the seams with 12,000 students. It was obvious for some years that a second university for Victoria was more than necessary.

"When we became the Government in 1955, the demand for a second university came not only from the students and parents, but the birthrate had grown; the intake of new citizens had increased enormously; quotas were being implemented at Melbourne University.

"As a Cabinet, we agreed to legislation to create a second university prior to the Commonwealth Government setting up the Murray Committee to report on university needs for the whole of Australia. I suppose that any Government gladly accepts a reason or excuse to drop something, but I think we had a good reason then and a good excuse to postpone our legislation and wait on the Murray Report.

"Well, we received Sir Keith Murray's Report and it was most illuminating. Further, we asked Sir Keith to provide us with a report just on Victoria's needs, quite apart from Australia.

"You will remember that prior to that Report being issued, a controversy was raging — and it's happened since, of course — (you lightly touched on it, Mr. Blackwood) as to the nature of the new university, whether it be technology or traditional; what type of Council or controlling, governing body, should it have; and of course its site.

"About the only thing that we had plenty of in Victoria at that time was advice — gratuitous advice — and we got it from all sources. But we were very fortunate in having, as Minister for Education, Mr. John Bloomfield, and I want to pay him a special compliment, because he's been in this right from the start. Mr. Bloomfield played a major part in securing the services of Mr. Blackwood.

"Even at the risk of boring you, I think a paragraph from the Murray Report should be heard and understood. It's a little long, but still worth listening to:

" 'We do not feel it necessary to emphasize what must already be obvious to you: the need for an early decision if the new institution is to be ready to take in students by 1964 or 1965. It will, we are advised,

Opposite: An aerial photograph of the campus taken early in 1964 less than 4 years after building began

take about a year to carry through all the necessary legislation . . . and start the preliminary proceedings, such as determining the site. It will take time to set up a small group of experts, who can advise on the composition of an interim governing body, and outline the immediate functions of the university. Then follows the search for a suitable Vice-Chancellor. He will then have to collect a nucleus of two or three professors, so that a start may be made on the planning of the first buildings. Some administrative help will also be required at this stage. Architects must be instructed, and plans and specifications drawn up. Assuming that there is a minimum of delay in obtaining the site and appointing a Vice-Chancellor, these proceedings will occupy at least three years. Then the construction of the first buildings, their equipment and preparation for occupation, will take a further three years. The first decision would, therefore, have to be taken at a very early date, if the doors are to be open in 1964.'

"I feel proud, the same as everybody else who has been directly and indirectly concerned with the creation of Monash, to be present at the opening of this new University today, particularly when it is realized that 1964 was the deadline date set for the opening. Much of the credit for the earlier opening date must go to Mr. Blackwood, and he's being very modest about it all.

"But I can assure you that immediately the Murray Report was handed to us, we agreed to it the following day on the Minister's recommendation.

"Two months later, Mr. Blackwood was appointed. He wasn't really appointed, he willingly agreed to do this job for us. Later, he formed his Interim Council, or we formed it with his help. Later again, Dr. Matheson was appointed — I had the good fortune of meeting him first in England — and we are fortunate in having Dr. Matheson, I can tell you, because I know that in the year he has been here, although he hasn't had much opportunity of proving his academic qualifications, he has certainly proved himself in other ways. I can tell you he's a first class diplomat, because he's been able to get along very well indeed with everyone — not that I suppose it's hard to get on with Sir George Paton in the Melbourne University — but he's succeeded there; he's succeeded admirably with his Council and above all, he's thought of in the very highest terms by my own State Treasury — and that's something! Another gentleman I must mention is Sir Leslie Martin, who, as the chairman of the Universities Commission, must of course be convinced of our university needs before we can get our £ for £ grant for the construction of a new university. And on every count Dr. Matheson has really made the grade, and I feel confident that the results from this University will be the same as the initial planning and the early work that's been achieved up to this point.

"I am a bit like the student who is going to enter on Tuesday. He's probably done all his homework, but then his mind becomes a blank later on and it disappears. But I can assure you that what I'm telling you comes from the heart today, that we are greatly indebted to everybody who has made this University possible. We know that this University is going to cost between twenty and thirty millions in money. £20 million or £30 million. Just think of it! Well, I suppose a Treasurer has to think of it. It's never so bad after you've embarked on it. But when anybody puts that proposition to you before you've thought where it's going to come from or you know how you're going to get it, it's rather terrifying.

The Premier, Mr Bolte, speaking at the opening of the University

"This new University is being opened just on time, because, whereas it took Melbourne 106 years to reach 12,000 students, the way we are going today, we will reach 12,000 students here in about nine years' time.

"Only this morning my Minister, Mr. Bloomfield, announced, or announced through me, a further stage of planning for university education. So you can see that while the cement or concrete hasn't even been laid here yet, we've got to plan a third university. So this particular baby, and it is a baby today — and you know how parents are horrified how quickly their children grow up — well, this particular child is going to grow up in a matter of ten years to be a complete, self-supporting, integrated University. And that's what we're opening here today.

"It was said that there's no tradition here as yet. I disagree. I believe there's a tradition already with this University, just by adding the word 'Monash' to it. 'Monash University' immediately gives this new University a tradition to start with.

"Knowing the calibre of the man who will be in charge, and the enthusiasm of the student of today and of the future, I know they will all combine to get the academic results that are necessary.

"A university must of course also undertake such things as research, and great gains can be made, perhaps, behind the scenes.

"A degree at Melbourne University is highly regarded and accepted all over the world. So, too, will be a degree at Monash.

"It is with those thoughts and with the thanks of the government and, I believe, the appreciation and the congratulations of everybody in Victoria, I now officially declare open this new Monash University."

FIRST HALL OF RESIDENCE

The University's first hall of residence, Deakin Hall, was opened on September 8, 1962, by Mrs. Herbert Brookes. In delivering her speech Mrs. Brookes said:

"I feel it is a great honour and privilege to have been

chosen to open this fine hall named after our father. It is a most appropriate memorial in this seat of learning.

"I will try now to give you a very brief sketch of his life and interests. He always rose early, commencing with prayer and meditation, followed by reading and writing, and then physical exercises and breakfast, after which he left for the city and his work.

Mrs Herbert Brookes unveiling the plaque at the ceremony for the opening of Deakin Hall

"He was a great home-lover. In his spare time at weekends he used to read aloud to us most of the best classics, and made them live. Mother and father both gave us a fine appreciation of the best in music, literature and art, and would draw our attention to lovely skies and trees and scenes in the hills and by the sea. Father's outdoor recreation was walking or cycling. In the holidays at his home at Pt. Lonsdale he did a lot of clearing of scrub and burning-off between writing and reading.

"He was ahead of his time as regards the education of girls and women, and in sports taught us hockey and cricket in our backyard.

"He was a wonderful father, husband, and son, and integrity was the basis of his thoughts and actions — may students passing through this hall feel the influence of such a man!

"I now have great pleasure in declaring Deakin Hall open."

THE HARGRAVE LIBRARY

The Hargrave Library for physical sciences and engineering, but which served the needs of the whole University for its first two years, was officially opened by Sir Keith Hancock on December 15, 1962. Here is the text of Sir Keith's address:

"I think the concept of the library of Monash University is a fine one. It not only recognizes the convenience and the needs of specialist research and teaching through the institution of four collections which are called libraries, but it also recognizes the unity of knowledge, because these four libraries together constitute the LIBRARY of Monash University. Of these four collections one will belong to humanities and social sciences, one to biological and medical sciences, one to law and this one to physical sciences and engineering.

"I think it shows a great spirit of imagination and adventure by the librarian, by his colleagues, by the Chancellor and Council of the University to have commissioned a creative artist to construct the mural which you will soon see, which I spent half an hour looking at and enjoying and admiring this morning. In detail Mr. Perceval's mural shows the greatest technical skill. It also has the grandeur of an adventurous conception. It is indeed an original work of art. And I think the Council has also shown imagination in inviting not a scientist, but a humanist to open a building devoted primarily to physical sciences and engineering. I hasten to say that the Council has also taken a great risk, because nobody could be so totally incompetent as I am in engineering matters. I am certain that when I pull this string I will pull the wrong string. There is sure to be some hideous error. I remember when I was a small boy a hideous error made by the curate of my father's church in Gippsland. It so happened that we were opening a new parish hall on Hospital Sunday, which people in Gippsland used to call Egg Sunday because they gave not only money but eggs; and the curate gave out the notice: "Next Sunday is Egg Sunday; the Archbishop will lay the foundation stone". Well! Mr. Ernest Clark, your librarian, who has briefed me on my duties, has told me that I have to cackle. He has said that I ought to cackle for half an hour or so; but I couldn't rise to that and I'm certain that you wouldn't survive it.

"I shall try not to take up too much time; but I do want to say something about Lawrence Hargrave, after whom this building is named. I have spent the last few weeks reading scientific papers which he wrote for the Royal Society of New South Wales, and reading everything about him that I could lay my hands on, and talking to some of my colleagues who could explain his work to me. At first I was sceptical about him. This, I think, was my reaction to some popular exaggerations of his achievement. One or two people told me — 'O yes, Lawrence Hargrave, he was the inventor of the aeroplane'. Well, of course, that is claiming too much. Actually his conception of the aeroplane was the same as Leonardo da Vinci's. He conceived the flying machine of the near future as something with wings — that would flap its wings and fly like a bird. And that has proved, of course, to be off the track.

"Yet in two most important central problems of flight, as I discovered before long, Lawrence Hargrave was right on the track. First of all the problem of lift. He designed a cellular kite, what as a boy I should perhaps have called a box kite, and designed it so soundly that it was able to lift a man, or the weight of a man, into the air. He published an account of this in the Journal of the Royal Society of New South Wales. Part of his article was republished straight away in a London engineering journal and people in Harvard immediately got interested. This was in 1894, and almost straight away the American observatories began to design these sort of kites and use them for the purposes of meteorological observation. And after that followed gliders, precisely on the Hargrave principle, and then later came early air frames which again were on the same principle.

"The other problem in which he was right on the track was the problem of propulsion. It has been said quite often that Leonardo's aeroplane might have flown if he could have got the motive power to make it fly.

Perhaps that could not have been achieved, anyway, before the age of the internal combustion engine. Be this as it may, in 1899 Hargrave designed a rotary engine. That is the sort of engine, I understand, in which the crankshaft doesn't move but in which the cylinder moves with the propeller wings. And this engine anticipated, by about ten years, the Nome and other famous engines which were used in the pioneer days of flying.

"But Hargrave never patented any of his inventions. He had a theory which today would be thought quixotic — he believed that those who discover things and those who invent things should not make personal profit from their discoveries and inventions; but that these should be shared, without any payment, among the whole community of mankind. If he had patented his inventions, his name perhaps might figure today more prominently than it does in the histories of technology.

"This decision of his not to take out patents underlines one of his great qualities as a scientist and as a man, his unselfishness. Another of his great qualities was persistence. For year after year he worked patiently and with beautiful craftsmanship. All his models were most beautifully finished. He never produced a model or drawing that was sloppy or slapdash. Still another of his qualities as a scientist and as a man was his imagination, his spirit of adventure. He had shown it in his twenties, when he went exploring, playing quite an important part in the history of exploration of New Guinea. And he showed it in his middle and late years after his retirement. Of course, people called him a crank — the sort of people whose eyes are glued to the ground, while his eye was fixed upon the horizon. He did nearly all his creative work after his retirement, from Sydney Observatory. There may be a moral in this for you, those of you with grey hair (but I look about and I see very few grey-haired people here) to think that you can do your best work after your retirement. Certainly I see a moral in this for myself.

"Well, in choosing the name of Lawrence Hargrave, Monash has committed itself to building a great collection of literature in the physical sciences and engineering. I don't doubt that it will feel equally committed to building great collections in the other units of the library — that it will feel committed to building a great LIBRARY. So I want to ask, in what does greatness consist? What is it that makes a university library, like the Bodleian, or Princeton, or Harvard, great? And the answer is first: quantity. You can't have a great library that is not also a very large library. There are over a score of university libraries in America which have over a million books — many millions, some of them. But in Australia there is only one university library, the Fisher Library in Sydney, which is approaching the million mark. I know to my cost, and through my colleagues, that there are not enough books in Australia in university libraries, or for that matter in public libraries. Australia is a rich country which is choosing to be poor in books. That is an inglorious choice. I think it is also a dangerous choice.

"However, it is not only numbers and quantity that make a great library; quality counts. The Lawrence Hargrave collection is for physicists and engineers; but I should like to say that a library is not something which can be engineered. Its growth has an organic quality. It grows, I believe, round the personality and wisdom of its librarian. It grows in response to the real demands of the university people who are teaching the young and are pursuing research. It grows. You have grown here. Mr. Clark has told me that your library began

The Hargrave Library for the physical sciences and engineering

in a bedroom of the Vice-Chancellor's house. Then it outgrew the bedroom and began to grow further in the gardener's cottage. Then it grew in a warehouse of the Volkswagen factory and then somewhere else, and now in this building still serving the needs of all faculties. But we know that it will soon burst through this building; perhaps by next July another building will exist. May this growth come quickly.

"By sometime next year this building will no longer serve the needs of all faculties. It will then begin its permanent career as a servant of the needs of physicists and engineers. I have been asking myself a question I can't really answer, though I can speculate about it — what kind of collection would Lawrence Hargrave like to see in the building which has been named after him? One of his criteria, I feel certain, would be utility. The collection must be useful; it must contain everything that physicists and engineers need for their own research and need for their teaching. It must contain journals, past series and current numbers, complete series, not only by the hundred, but perhaps by the thousand. It must contain all the modern text books. It must contain masses of things, xerographic material, copies made by modern processes of printed works that cannot be obtained in the original. But if that was the end of it all, this building would be a dismal place. Mere utility is such a forbidding thing; it dries up the sources of research itself. A library must exist not only for utility but also for inspiration.

"I think your conception is a very fine one, but it has its dangers. Don't forget that the Lawrence Hargrave Library is one which, with three others, belongs to the LIBRARY of Monash University. It would be very dangerous if each of these four units became sovereign and independent in itself. Many of us have read what C. P. Snow has written about the two cultures. We reach 'the self-destruction of our civilization', he argues, when communication breaks down between science and the humanities. Actually, I think he is too pessimistic. In my experience many lines of communication are open both between the different sciences (which can be dangerously isolated from each other) and also between the sciences and the humanities. All the same, Snow gives us a timely warning. Think how appalling it would be if Monash University let its library buildings symbolize not merely two cultures, but four cultures, with communications completely broken between each and all of the four!

"That's only a theoretical danger. It is quite contrary to the policy which is being pursued here; it won't happen. It would be treachery to Lawrence Hargrave to let it happen. He would wish the building that bears his name to exist not only for utility but also for inspiration. The people working here, the scientists and engineers, will want first of all to see their work in perspective, to see it in relation to the whole culture and civilization out of which it has grown. They will want to see it, for example, in relation to mathematics, which is the essential language of all the sciences. I expect there will be here a strong mathematics section. They will want to see it in relation to the philosophy of science, and to see that in turn in relation to the history of philosophy, in which the concepts of science have their root. I should also think that the users of this library, or at least some of them, will be interested in social and economic applications. I hope you will bear this in mind and will reserve at least a little shelf space for economic and social questions.

"Many of the readers here may want to see their work in its connections with literature. I think, if I may suggest it to Mr. Clark, that it would be a splendid thing to have a few shelves on which there would be, for example, the novels of Fred Hoyle, who writes so entertainingly in fiction about the astronomical world which it is his professional business to explore. And the novels of H. G. Wells, C. P. Snow, and others, as well as the poetry, let us say, of Lucretius and Kathleen Raine. Then people will not only rush to get their periodicals and text books; they will also wander about the shelves, take down this book and that, browse and borrow. Perhaps they may be moved sometimes to walk into the biological library, so that their communications are not broken with their biological brethren; or into the general library. They may even get into the habit again of buying books.

"The LIBRARY, I feel certain, and not least the Lawrence Hargrave collection, is going to achieve greatness within a great University. Now it is time for me to attempt this difficult task of technology and in doing so to declare this building formally open".

MEDICAL SCHOOL

Noted Australian scientist Sir Macfarlane Burnet opened the first stage of the medical school at Monash on April 27, 1963. In his address to the audience Sir Macfarlane stated:

"I am greatly honoured by the privilege of speaking on this occasion of the formal opening of what I believe can and will become one of the great medical schools of the world.

"My qualifications for the task are seriously limited. Essentially I am an experimental biologist with a medical degree. I have spent most of my life in the ivory tower of research and if that, on the one hand, leaves me with some sense of guilt of having evaded responsibilities, it has also given me a privileged vantage point from which to look at medical teaching and medical practice as one deeply interested but uninvolved.

"I have had to think hard to sort out from all the things which might be said on such an occasion as this, those which seem most important or most seemly for me to say. Today's function is one above all that calls for hope and confidence in the future. Those who have initiated this University and this medical school have done well and the faculty combines achievement and promise as a young faculty should.

"Ahead of Monash I can see a long succession of achievements in the advance of knowledge, the improvement of medical care and the maintenance of scholarly ideals. Perhaps it is presumptuous for me to speak in this company of the ideals that I believe should guide medicine today and of the dangers that spring from the way medical science has developed in the present century. But this is a unique occasion: it is more than one hundred years since a medical school was opened in Melbourne, so that is what I have chosen to do.

"I want to talk about the future of Monash medical school and I can only do that in terms of how I see the future, not only of medical practice and research but also of scholarship and education generally. My

theme will be the inevitability of change, the accelerating speed and intensity of change and the responsibility of the doctor, the medical administrator and the teacher of medicine and science, perhaps more than any other group in our society, to respond to and help guide those changes.

"In three years' time your first medical class will graduate, but for those of that class who will in due course pass on the torch to a new generation of students, a long period of postgraduate education and experience will still be needed. It will be, roughly speaking, between twenty and forty years after graduation that the medical graduate of distinction will be exerting a significant influence on the teaching and practice of medicine. I believe that the main responsibility that rests today on you who are members of the faculty is to try to visualize and develop the type of education that will influence for good the effectiveness of your graduates from 1980 to the end of this century.

"The speed of scientific development and the bewildered slowness with which social institutions react to the changes that follow may be a platitudinous comment but I believe that it must go on being stated and restated. May I elaborate it a little from my own particular angle? My first entry into medical research was exactly forty years ago. Since then my life at the intellectual level has been almost wholly limited to an abiding and ever-broadening interest in infectious disease of man and all that it implies. A long time ago I spent two years, 1936 to 1937, writing a book at a semipopular level on infectious disease. During 1961 I prepared a third edition approximately twenty-five years after I had written the original. It was a very interesting experience to watch what had happened in the interim. The first edition was written in a vein of optimism: we were slowly breaking down the infectious diseases by raising the standard of living and devising more specific preventive measures, but it was going to be a long, long process, particularly in the tropics. At that time the sulphonamides had recently been discovered, the antibiotics were yet to come. Since then the infectious diseases in fully developed countries have become trivial as causes of death and disability. Tuberculosis kills no longer, and polio, diphtheria, scarlet fever and meningitis have all but vanished. Children do not die of measles and whooping cough. In the world as a whole the general position is not so good but it is vastly better than in 1937. We know in fact that only the proper use of available knowledge plus adequate human effort is needed to eliminate malaria and urban yellow fever from the world. Both are accepted objectives of the World Health Organization.

"Even in 1937 some of the social implications of these changes were apparent: in the last chapter of that book I had mentioned the effect that preventive medicine would have in accelerating population increase, and touched on the inevitable development of techniques of bacterial warfare. Today we are only too well aware of the population explosion which to me is the basic reality of world politics; we have paid less attention to the threat of biological warfare but I fear only because of the greater terror of the bombs.

"Developing knowledge of infectious disease in this century and particularly in the last twenty-five years, has clearly had more impact on the realities of human life — birth, death and population pressure — than any other factor in human history. This is something that can never happen again but we can be safe in predicting that equally momentous achievements or difficulties will arise out of the advance of medicine in the next twenty-five years.

"Prediction is always dangerous and when pessimistic is never popular, but the logical consequences of present trends in medicine point for me towards three major problems of the same general quality as have arisen out of our success in dealing with infectious disease.

"1. Today we can save children with various genetic abnormalities that would otherwise have been inevitably fatal; we can also maintain life in patients with certain diseases by artificial kidneys, lungs, cardiac pacemakers, and the like, for years longer than was conceivable a decade ago. Today more effort is being put into these fields of research in medicine than almost any other. Perhaps it will indicate the agonizing quality of the problem without specifically stating it if I say that of children with the otherwise inevitably fatal congenital disease of agammaglobulinaemia, nearly all of the dozen or so who have been kept alive, now suffer from rheumatoid arthritis and two have recently died from leukaemia.

"2. For reasons which from the short term view are either desirable or unavoidable, we are loosing into our environment chemical substances which differ completely from anything that living organisms ever encountered during their evolution. Then, too, we are generating types of radiation which, before this century, existed only on the far side of our shielding atmosphere. The advance of medical science has now provided us with drugs which can save life, stop pain, give sleep, but which sometimes have unexpectedly evil results. So we find lung cancer from cigarettes, armless babies from thalidomide, and perhaps the most bizarre of them all, cancer of the liver in most of the trout raised scientifically in American fish hatcheries. These are the sort of unexpected contingencies that we are likely to meet increasingly in the future.

"3. Psychiatry and the science of human behaviour has probably the greatest potential for good or evil of all the aspects of medical science. The new science of psychopharmacology has, for the first time this century, diminished the resident population of hospitals for the insane, but the very existence of drugs which can powerfully modify mental and emotional states suggests that there are dangers which must be faced and avoided. The structure of society is a delicate fabric and strains have been evident in every period of every culture. Today in the West we are particularly worried by juvenile delinquency.

"So far, there are few serious signs of misuse of the new biochemical approach to the workings of the mind. But there has already been need to limit the sale of benzedrine 'pep' pills and the possibility of addiction to anything that can temporarily lift depression must always be kept in mind. There are many potential dangers in this general field and it will need care if we are to ensure that none of them grow into major social problems of the future.

"In a sense, all three of these fields call essentially for long term attention to problems arising from the indiscriminate use of scientific or other means towards short term ends. Clearly any effective action will involve the medical school more deeply with the social implications of medicine than has even been the case in the past.

"A new medical school, if it is to be worthy of the second half of the twentieth century, must be a centre for the intellectual comprehension of medicine in its threefold form, as a part of the biological sciences, as a healing and compassionate art, and as the guardian of personal and community health.

"In the past the Hippocratic oath and the golden rule provided sufficient ethical basis for medicine. Today medicine has potentialities for evil as well as good and I have tried hard to find words which could cover the aims of medicine today. It must of necessity consider both the individual and the community and in the context of health the community must be the world. I should express the aim of medical science and of its personification in the faculty and students of a medical school in two phrases:

(1) to provide for every individual the greatest fullness of health that is allowed by his inheritance, and at the broader level

(2) to try to ensure that future generations of human beings will enjoy physical and mental health not inferior to those of our own generation.

"I shall not elaborate these beyond emphasizing that in both there is an implicit recognition of the overriding importance of genetics in relation to medicine.

"My professional career has been virtually limited to laboratory research in the medical sciences and I have seen an enormous increase in the volume and importance of laboratory research during my lifetime. To speak in favour of research today is to preach to the converted and though I hope that I will end my days with my eye at a microscope or with a test tube in my hand, I want to speak now about something of even greater importance than research for the university of the future.

"In the past, personal research at the bench has provided a background of status and stimulus for the teaching functions of university staff. Research activities must continue, but in the future I believe that a broader scholarship and an increasing social awareness should and will become at least equally important.

"The intellectual tasks of the universities and their medical schools are becoming progressively wider and deeper. I am not concerned here with the actual process of teaching, the place of laboratory work, the use of audio-visual aids and the rest. This is the primary utilitarian demand that the community makes on the university and it must be provided.

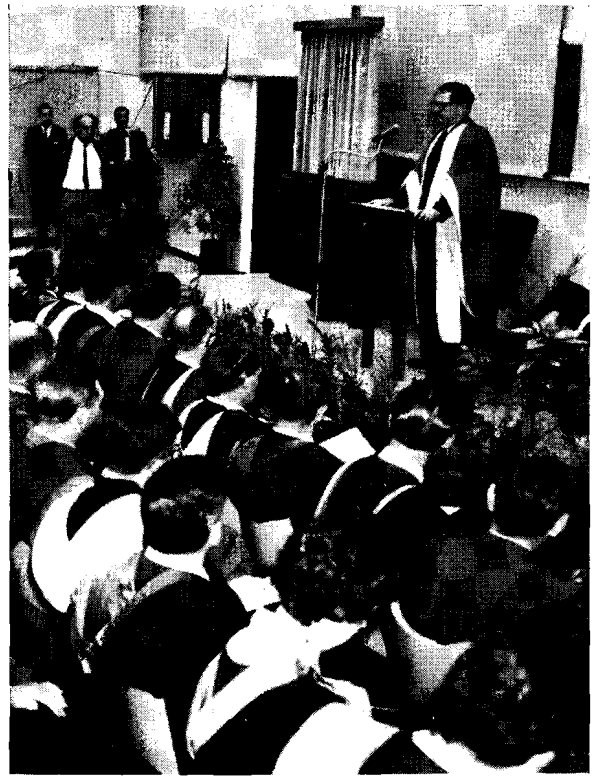
"Perhaps I should add here that there is an equal obligation on the community to ensure that, if demands are made that our medical schools take more students than they are capable of dealing with, then equivalent increases in staff and facilities will also be provided. It is even more vital to uphold the tradition of scholarship which is the real justification of academic life and without which a university can have no soul nor its teaching a full effectiveness. But along with this we must accept the axiom that scholarship is only significant insofar as it is relevant to the present or potential needs of the community.

"I should like to sketch one or two of those functions of scholarship. In the first place it is on the staff of our medical schools that the responsibility will fall of sorting out, from the mass of technical information that is published, the fraction that is relevant to our own requirements. They must design and undertake the investigations needed to bring ideas and techniques to practical fruition in a local setting, and above all, they will need to maintain a never-ending surveillance on the effectiveness of current methods for undergraduate and postgraduate teaching.

"In biological science and medicine the flood of new knowledge has become so over-whelming that it is quite impossible for the individual to read a fraction of what should interest him—still less to make use of the published wisdom of the past. There is a challenge in this flood of information and the makers of giant computers and translating machines are feeling their way towards one possible solution. But for the foreseeable future it is the faculties of the universities which must deal with the problem. They must provide the synthesizing levels of scientific and medical publication, the reviews, the popular dissertation, the monograph on rare disease, the undergraduate text book, right on to the works in the grand tradition of Darwin's 'Origin of the Species', Sherrington's 'Integrative Action of the Nervous System', or Weiner's 'Cybernetics'.

"I should like to take as my second and final instance of what I mean by scholarship another function already beginning to take shape in the teaching hospitals and that can probably only be developed by an autonomous body free from Government responsibilities. This is to provide a service like that of an auditor-general — to look at how preventive and curative medicine functions in our own community and particularly to understand the reason when things have gone wrong. We need to have faith in our doctors and in our scientists but if that faith is to be firm the public should know that there is a critical and intelligent body of men and

Sir Macfarlane Burnet opening the first stage of the medical school



women interested in seeing that professional performance is kept to standards.

"Any such surveillance must be done with sympathy and understanding and with no authority to impose penalties. In essence any failure reflects on the effectiveness of training in the medical schools whose graduates are concerned, and calls for self-criticism rather than penalties.

"May I end on that note of the necessity of self-criticism as the essential corollary of the incessant change that is characteristic of the world today. Perhaps the greatest thing that the Vice-Chancellor and the dean of the faculty of Medicine could do for Monash would be to build up from the beginning an administrative structure which, while ensuring continuity of purpose and function, will be ever alert to recognize the emergence of new developments of knowledge or social conscience. If in addition they can devise means to imbue the school with the need and ability to respond smoothly to changing circumstances and to make without haste, but without delay, the appropriate changes in forms of instruction and other activities, their names will be remembered for ever.

"I now have the honour to proclaim formally the opening of the medical school of Monash University."

ROBERT MENZIES SCHOOL OF HUMANITIES

On August 24, 1963, the Prime Minister Sir Robert Menzies opened the twelve-storeyed humanities building which was named after him. Sir Robert said, in declaring the building open:

"I propose, with your concurrence, to institute a new rule and that is that I don't speak with my hat on. I can't. I'm very grateful to the dean of the faculty of Arts for having varied the usual form. I always have to remember when I open anything that apart from uttering a number of words and if possible saying something, I have to open whatever it is, and he has given me an alternative today. I may either open this school or I may pronounce the benediction over it. I now do both.

"Mr. Chancellor, your account of how this new movement in the university world occurred was still interesting to me though I had played a part in it. I don't mind telling you that your broad hints about the future and the slight side touches on the same theme by the dean of the faculty of Arts may appear to you to have passed unnoticed by me because I observed a straight face, but the reason for that was that looking back in the audience I saw that my colleague, the Treasurer, was present and so he knows now as much as I do and if he doesn't know it, I think the chairman of the Universities Commission who is also lurking in this audience will no doubt have made a note of it. And so in due course, something dreadful will happen, financially, which will be something very good for the universities of Australia.

"You have to do a great deal of good by stealth. I offer that piece of gratuitous advice to those who are now training for some occupation in life. Do it by stealth. I remember when I had this idea of establishing a committee with the possibility of getting Keith Murray to come and preside over it. I didn't care to mention this to the Treasurer at the time — who wasn't Mr. Holt — until it was practically completed. I was in England and I spoke to Sir Keith Murray and he said, 'Well I would be very happy. This is the kind of thing that I have had some experience of, that I would like to do something about, but I work with the Chancellor of the Exchequer — a very happy arrangement — and I will need to have his approval.' The Chancellor of the day was Mr. Harold Macmillan, so I went and got his approval. Thus the committe began.

"When I had assembled the committee I then broke the news to the Treasurer and he said, 'Well old man, I know you are very interested in this kind of thing.' I said, 'I certainly am.' I said of course, 'I warn you, this will cost money,' and he said, 'Yes I had an idea that it would,' and I said, 'Any committee of competence that goes into the position of the universities' (tremendously pressed as they were at that time by a vast flood of increase in those requiring university training) 'well, the cost will be high.'

"Up to that time, the Commonwealth Government had got along very quietly with a few special grants of a limited kind — I think we ran to about £1¼m in the course of a year — but this one was bound to be in far greater figures than that. I must say for my then colleague that he took this very well and the committee got to work and produced its first report, its first triennial recommendation, and it was very large, and once more I adopted what you might be pleased to describe as rather devious methods.

"I knew that if this report were distributed to the Ministers too far ahead of a Cabinet meeting, too many of them might get to know too much about it, and so I had to circulate it one day and deal with it the next. And we came out at the end of the day in Cabinet completely approving of all the recommendations that had been made, and since then of course, you know the story. I know some of it.

"I know that for the first triennium under the auspices of the Universities Commission what had seemed large figures in the Murray Report turned out to be quite insignificant and Sir Leslie Martin has developed nowadays almost a habit of avoiding my eye because he knows and I know that the next triennium will be such as to leave the second one looking like a poor relation. Well, this is all good. It may be difficult, but it is incredibly good and I am happy to think that what has happened in the universities of Australia has been, in a sense, revolutionary, never sufficient — the day will never come when university authorities will say they are content with what they have. It can't come. This is not a static community, it is not a static world that we live in. Problems are increasing and the demand for people with cultivated intelligence is a growing demand, not only here but all over the world and consequently, I am not here to say, 'Well gentlemen, call it a day, will you? It is becoming a little uncomfortable.' I am quite prepared to say to you that I will wonder what has happened to the universities if they ever reach that comfortable position. This is a great task and a task which any man claiming any elements of statesmanship at all ought to be delighted to participate in.

"Of course, Sir, it is always worth remembering, and I am sure that you all remember it, that while there are great financial problems, great problems of building, great problems of securing equipment and of keep-

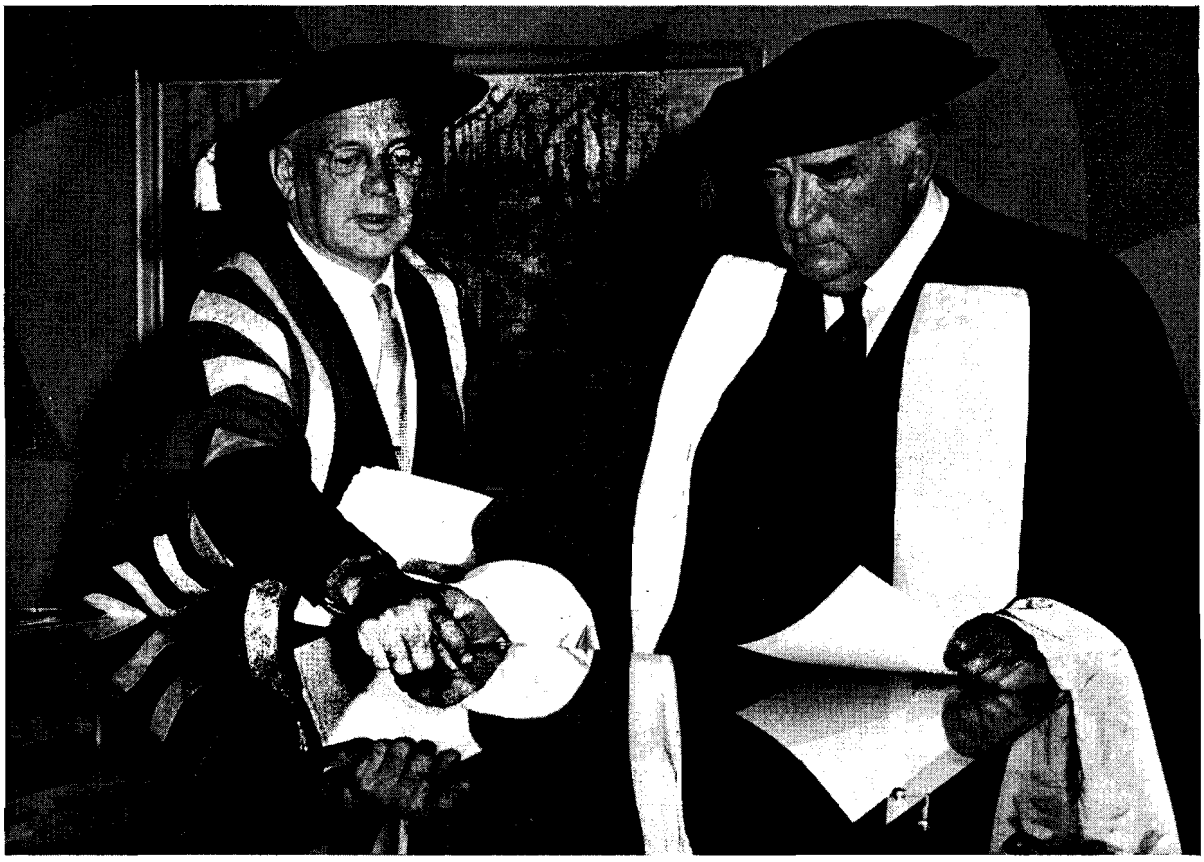
ing abreast of the developing equipment, particularly in the scientific faculties, although all those are present problems, one of the great problems will be to maintain in a growing university field the high quality of university staffs. This is a problem which occasions me — although I am not responsible for dealing with it very much — but this occasions me more thought than all these other physical problems to which I have referred, because we must maintain the high standards. If there is one thing we can't afford in this country, it is to lower the standards of university training; and to have first-class people — first-class men, first-class women — in the various faculties is not going to be easy. Nor indeed, Sir, can we contemplate that we are going to secure much help on that front from outside Australia because all countries feel the same pressure, the same urge, the same urgent demand to maintain standards and to keep up and expand their first-class teaching population. This is something that I think must inspire everybody to greater and greater efforts.

"And, Sir, particularly here, what a marvellous thing it is to have the honour of presiding over and contributing to the growth of a new university, something straight from the grass roots, not just inheriting somebody else's work but creating something on the spot. This is tremendous. You know, quite recently in America I delivered the Jefferson Oration, as they are pleased to call it, at Monticello.

"I suppose most of you remember that when Jefferson drafted his own epitaph for his own memorial stone, he wrote out — 'Thomas Jefferson' and his dates, 'Draftsman of the Declaration of Independence, Creator of the Virginia Statute for Religious Toleration, Founder of the University of Virginia.' Not a word about having been an ambassador, not a word about having been Secretary of State in George Washington's administration, not a word about having been Vice-President, not a word about having been President, for two terms, of the United States of America — just these three simple things. And when he was asked by one of his relatives, 'Why didn't you include these great matters?' he said, 'Well, I wanted to have put on my memorial what I had done for the people, not what the people had done for me'. Now this is superb. It's so simple and yet it's full of that imaginative quality which is required in the creation of anything; and here with this new University, what a task, what an opportunity for many among you to be able to look back and say, 'Well, I was one of the creators in the true sense of the Monash University'.

"Now, Sir, I just want to say a word, if I may, about that very great man after whom this University is named. He was never involved in politics and therefore, perhaps, he escaped the barbed tongues of undergraduates. I am perfectly certain that nobody would ever have dreamed of referring to a building with which Sir John Monash was associated as 'Jack's Shack' but I am told that already the ungodly in this University are referring to this as 'Ming's Wing'. But, Sir, the naming of this University, this was a positive inspira-

The Prime Minister with Sir Robert Blackwood examining a model of the University



tion. One of the greatest Australians of all time — a wonderful engineer, a famous and tremendous soldier, a scholar in his own right, a great expert in many fields of life and an advocate, not only of good causes, but one of the greatest advocates I ever listened to in my life; a man who understood the art of clear and persuasive speech, who used no jargon but who went clearly and persuasively to the point, with effects that I had the opportunity of witnessing in my own political life more than once. And, Sir, because the University is named after this great and famous man, I feel that a very great honour, even indifferently earned, has been conferred upon me to have my name associated with one school of study in the University named after him. It will always be a source of immense pleasure and pride to me and to my family and to my descendants.

"Now, Sir, before I conclude, I would like to make one small contribution on the subject of the humanities. In this century, and particularly perhaps in the last twenty years of it, there has been a very great, inevitable and proper concentration of mind on what I will call, in the natural sense, scientific studies, not only for prestige purposes and doing some violence to the moon or something of that kind. No, but because this world with its explosion of population, with the urgent demand that exists all over the world to increase the use of resources, the discovery of resources, the scientific application of resources in order to meet a growing population, has made it a task of tremendous urgency and of very great international significance. And therefore it's right that there should be this attention, but it is wrong to think as some people do, that studies which are not related to practical results of that kind are idle and useless.

"This century hasn't failed either in science or in technology. It has produced almost the golden age of science and technology, but in terms of civilization it has had failure after failure written up against it and that's because we have become too fond of the idea that we are clever people, that we are very, very smart to be able to understand all the forces of Nature and to harness them, to deal with them. Whereas the truth, of course, is that civilization is in the heart and mind of people and the task of the humanist, the task of the people who teach and learn in a school of humanities is not to forget that history, for example, is no useless study, since a man who is ignorant of it will have no sense of proportion, no benefit of experience in dealing with new problems as they arise.

"Languages . . . and I throw in with a dying inflexion a word on classics — because a precise understanding of words and a dislike of jargon will save this world from many confusions, and as many hostilities have arisen in the world and in society through misunderstanding as through gross differences of points of view. Philosophy . . . how important that we should have physics and go beyond it to metaphysics, that we should understand something about the source and nature of ideas so that the man who passes through and who is even lightly touched by these things is forever thereafter a wiser man, a better-informed man, a better-balanced man. And, of course, so far as literature is concerned, I don't understand people who regard the reading of great masters of prose or of poetry as an irrelevant occupation, exhibiting a slight but perceptible eccentricity. If I could compel every man sitting in all the parliaments of Australia to read something of this kind every night on going back from Parliament House, the standard of debate would rise in the most magnificent fashion.

"Sir, I say no more about that. I merely reiterate that what we want in the world is undoubtedly great physicists and great chemists and great engineers and what-have-you because the world is crying aloud for their work for the sake of its own problems and its own human beings all over the world, but it needs even more, that wisdom, human understanding, which produces what I would call an educated tolerance of ideas. It needs these things far more because wars, disasters of that kind, bestial repressions here and there, the kind of thing we become accustomed to reading about almost every day in the newspapers, don't arise from mechanical causes, they don't arise because of some jealousy between one scientist and another. On the contrary, science tends more and more to be international in its quality, in its thought. These things arise from the fact that men have inadequately learned to understand men or to have men understand them, because there is not this quiet, passionless humanity sufficiently distributed around the world to make the very thought of some of these events that I have mentioned impossible.

"Sir, I repeat, you've done me a very great honour. I shall remember this occasion, but I shall remember even more the fact that in this new University being pursued as it is with such vigour, such imagination, having as it most certainly has, a great future, you should have thought fit to associate my name with a great section of that University; this is, I think, the greatest honour that any university could pay to any man. So I give it my blessing and I once more declare it open."

SCHOOL OF ENGINEERING

Sir Alexander Fitzgerald, Commissioner of the State Electricity Commission, opened the school of engineering on November 30, 1963. In his speech Sir Alexander said:

"It is a great honour, and a great privilege, to be able to take part in this ceremony. I am very conscious of the fact that I am here today as the deputy of my very good friend and colleague, Willis Connelly. You will have heard of the circumstances in which I have taken his place.

"No-one, except perhaps myself, could be more sorry that Willis Connelly is not able to be here than he himself is. It may very well be that by the time you have heard the last of me today you will share my regret.

"I saw Mr. Connelly on Wednesday, the day before his operation. He asked me particularly to convey to the University, and to the school, his congratulations on what has already been achieved and his very best wishes for the future of the school. He was good enough to have supplied to me some notes which he had prepared, and in what I have to say for the rest of this short talk I shall try to express my own thoughts, of course, but in a way which I believe Willis Connelly would have liked them to be said.

"You have been told, if you haven't already known it, of the close connection between the State Electricity Commission of Victoria and Monash University, which

stems, in the first place, from the fact that this University bears the name of one of our early chairmen, that wonderful man, Sir John Monash.

"There are in the senior staff of the State Electricity Commission today many men in various departments who worked under Sir John Monash. I have been struck by the number of them who have spoken of him to me in recent years with respect, with admiration, and with very great affection. So we have a very close link with this University. We have another link in that every time I go into the Commissioners' room in the State Electricity Commission office I see on the wall a photograph of your Vice-Chancellor, Dr. Matheson, who was at one time, as you all know, a Commissioner of the State Electricity Commission of Victoria, and one whose services are still remembered with gratitude.

"There is a close association, obviously, between the State Electricity Commission and engineering. The State Electricity Commission is probably the largest and most diversified engineering operation in the Commonwealth. We are not concerned only with electrical engineering, we are still a very large constructing authority, and we have in the past been a still larger one. We are miners as well as suppliers of electricity. We even operate electric tramways, which we would be very glad to get rid of, if we saw the opportunity. So that we need engineers of all kinds and we need them in very large numbers. In point of fact, we need each year between 60 and 70 new young engineers. And we're not getting them. We don't even see much prospect of getting them.

"So, for this and other reasons, we have given practical evidence of our sympathy with the engineering schools in the universities and in the technological institutions in that, in this year 1963, 53 full-time S.E.C. scholarships are held. Of those 53 full-time scholarships 39 are scholarships in engineering schools. Of these three are in this University and 14 are in the University of Melbourne. Thirteen of these scholarship holders will complete their courses this year, 6 of them from the University of Melbourne.

"At its meeting on Thursday last the Commission decided that it would add for 1964 five more scholarships, which will make 18 altogether, 14 of which will be at universities. I am glad to be able to say, Mr. Chancellor, that we expect, subject to the location of the homes of the holders, that there will be approximately 7 at Monash University and 7 at the University of Melbourne.

"In this and in other ways, we are trying to show our sympathy with the school of engineering at Monash and this is, as you have appreciated, not entirely a disinterested feeling. We have a very direct interest in the success of the school.

"The dean has said that you are not getting as many students as you might have expected. He has said that this is a phenomenon not only in the Monash University, but throughout the British Commonwealth. This is a great shame. I am told that you have allotted to the school of engineering at this University an area of 10 acres, and that present building plans will occupy five of those acres. You should need to occupy the whole ten acres very soon, and it is greatly to be hoped that that need will eventuate and that nothing will hinder you from meeting it.

"In education in Australia, as in other parts of the world today, there is great emphasis on technological expansion. This was very fully brought home to us in Australia by the Murray Report on the universities. In document after document, submission after submission, evidence after evidence submitted to the Prime Minister's committee on the future of tertiary education, of which I happen to be a member, there is special emphasis, reiterated by a great many people in a position to know, on the great scarcity of technologists of all kinds. There is emphasis also on the point, which was made this afternoon by the dean, that in the western world there is a drift away from engineering and the sciences, because for some reason the students coming along from the schools don't seem to be as interested as they should be.

"Now one of the notes that Mr. Connelly had prepared for this address referred to his recent visit, as the president of the World Power Conference, to the Engineering Research Centre at Moscow University, which he found was 10 times as large as the largest similar institution at Aachen in the western world. And the institute at Aachen is ten times as large as the largest similar centre in Britain.

"Mr. Connelly's note on this finished 'What of Australia?' We don't know, but it would certainly be a very sorry story if we knew it.

"Recently, Sir Christopher Hinton, whose name is known to everybody here, had something to say about the reluctance of students to enter upon engineering courses.

"He said all possible means should be employed to make parents, schoolteachers, and career masters realize that engineering is one of the most distinguished, useful, and interesting of all the arts, and that design is the highest form of that art.

"We have come, in recent years, to take a new attitude towards what used to be thought to be the conflict in education between science and the humanities. Here again the submissions to the committee on the Future of Tertiary Education by scientists and technologists all stress the need to reconcile these two kinds of education. Not only the need, but the possibility of reconciling them. I think, oddly enough, it is the scientists and the technologists who are more concerned about this today than the humanists.

"There is, among the educators, in the technologies, a great deal of emphasis on what Sir Eric Ashby, in his famous lecture in 1957 to the Institute of Metals called, 'Technological Humanism'.

"There is a great deal of emphasis on the belief that the engineer of today and the engineer of the future must be an educated man in the true modern sense of that term. And, in this connection, I am reminded, and I take leave to remind you, of the inscription which appears on the commemorative plaque at Eildon Reservoir—

> 'Engineering is the art of organizing and of directing men, and of controlling the forces and materials of nature for the benefit of mankind'.

"Here is a challenge to the engineering schools in the universities. Here is a challenge to the school of engineering in Monash University. Monash — named after a man who, as the Chancellor has told you today, was a roundly-educated man, a great soldier, a great administrator, a great engineer and builder, and great in all these fields because he was also a great humanist.

"Sir Willis Jackson in the 1961 Viscount Nuffield

paper to the Institution of Production Engineers struck this note: he said what must be achieved is to open the mind of the student to the fact that exclusive devotion to a scientific and technical discipline will not give him all that he needs in preparation for a career in engineering and in preparation for life. And Sir Eric Ashby, taking it a little further, and in more detail, more detail than I have time to enter upon today, said in his lecture on Technological Humanism: 'All industrial peoples have to solve a great problem in human ecology, namely, how to adapt themselves — through the second channel of inheritance, education — to the social climate which is being created by modern technology. Technologists', he said, 'have a special responsibility to solve this problem for themselves and to reflect on its implications for their fellow citizens'.

"This, I take it, is one of the responsibilities of the schools of Engineering in all our universities. The other is, perhaps, not so obvious, but it is very evident to those who know — those who are actively engaged in the practice of engineering. This is the need for Australia to become technologically more self-reliant and to do much more research for herself, rather than to depend upon the old world to provide the fruits of their research.

"This point, you remember, was made the other day by Sir Ian McLennan, the chief general manager of the Broken Hill Proprietary Company. He said: 'For too long now we have been dependent on applying the results of overseas research, and this has resulted in Australian industry being a follower rather than an initiator'.

Sir Alexander Fitzgerald planting a tree at the opening of the school of engineering

"Now I have always believed myself that in my own field, accounting, where there is also great need for research, oddly enough, that research will never be done properly unless it is done either in the universities, or by co-operation between the universities and the professional institutes, and I can well imagine that it may be the case also that the research in engineering which is to be done in Australia can most usefully and effectively be done in schools such as this which we are now inaugurating in these lovely surroundings.

"These, then, as I have said, are the responsibilities of this school — to help to produce the educated men who will be the leaders of the engineering profession in Australia, and so the benefactors of Australia and mankind, and to foster the development of true research in engineering, including, may I add, engineering administration in this country. All who are here present including myself, wish the school and its dean every success in this high endeavour.

"And now, Mr. Chancellor, I unveil the plaque . . ."

DEPARTMENT OF MEDICINE, PRINCE HENRY'S HOSPITAL

The University's department of Medicine at Prince Henry's Hospital was opened on December 11, 1963, by Mr. Milton Gray, president of Prince Henry's. Mr. Gray said in his address:

Mr Milton Gray (left) with Professor Bryan Hudson at the ceremony for the University's department of Medicine at Prince Henry's Hospital

"There has been a great advance in medical help to the community over the past one hundred years. The present Prince Henry's Hospital is a case in point. Started in 1869 as a dispensary in Collins Street by a band of people who recognized the need of medical help by sick people, it progressed to the extent of the opening of a hospital for in and out patients in Spring Street in 1876. The need grew and in order to meet the demand, the Government in 1882 granted the site on which we now stand for the building of the Homeopathic Hospital, the foundation stone of which was laid by the Marquis of Normanby, who was the Governor of Victoria.

"The medical practice of homeopathy was carried on until the Board of Management in the 1930's realized

the necessity of providing for a more general hospital treatment, and decided that in order to function satisfactorily as a general hospital and provide the essential accommodation, it would necessitate demolition and rebuilding.

"The Board of Management at this time decided that the name of the hospital should be changed, and application was made to the Premier to have it named Prince George's Hospital but on August 29, 1934, a letter was received notifying the Board that His Majesty King George V had given authority for the Hospital to be named Prince Henry's Hospital and in the letter special attention was directed to the apostrophe 'S'.

"It is here that we pay a tribute to the help given by the then Premier, Sir Albert Dunstan, which resulted in the official opening by him of the central block on October 10, 1940.

"Owing to the second World War, building operations were held up for some years until on February 26, 1959, the completion was marked by the opening of the south wing by the Governor, Sir Dallas Brooks.

"From that time the hospital has advanced from a general hospital to be one of Victoria's main teaching hospitals and today we witness further advancement by the opening of the department of Medicine of the new Monash University, named after that great Australian General, in the presence of Professor Bryan Hudson who will have the responsibility of the management of the new department.

"The advancement in medical science is a great necessity for the benefit of humanity, and while the Board of Management appreciates its responsibility in the treatment of the sick and the suffering, it also recognizes the need and value of the teaching of the future medical people, and will spare no effort in co-operation with the University in its work. We all have a duty and that is to continue the work commenced by the first Great Healer and which has been carried on from century to century, and by our use of our health and talents we will hand to our successors a still greater advance in medical knowledge and skill which will give to humanity longer and happier life.

"I now have much pleasure in declaring open the Monash University department of Medicine at the Prince Henry's Hospital".

MONASH MEDICAL SCHOOL, ALFRED HOSPITAL

Mr. W. S. Philip, president of the Board of Management, Alfred Hospital, opened the Monash Medical School, Alfred Hospital, on March 7, 1964. In his speech he said:

"I greatly appreciate the honour and the significance of being invited, as the representative of the Alfred Hospital, to officially open this building, emphasizing as it does the close association developing between Monash University and the Alfred and Prince Henry's Hospitals.

"After accepting your invitation, Mr. Chancellor, I did some research into the history of the development of medicine and found it most interesting. No doubt many of you have covered the same ground, so I do not propose to try and trace the work of the various groups and individuals who have done so much.

"It would seem that even before the birth of Christ the Egyptians had developed a system for training their physicians, and a body of sound medical knowledge had accumulated within the knowledge of the times. It was the Greeks, however, who introduced the practice of observation and reasoning in the study of disease, which may be considered the starting point of medical education.

"In the earliest historical times the natural crises of life — birth, illness and death — were attended by persons who moved amongst the sick people and generally combined religious and medical functions. The religious orders contributed greatly to both the learning and teaching of medicine, because they set up places where sick people could be brought together. This enabled the physicians to observe and discuss the condition of their patients, and also provided the opportunity for comparison.

"Gradually from these dwelling places for the poor, the sick and the infirm, there came into being, institutions which over the years have developed into the well-equipped hospitals of today.

"In the 15th and 16th centuries, with the rise of universities in Europe, many of the teachers of medicine were attracted by the prestige attached to university professors and lecturers, and as a result the study of medicine led more often to the development of theories regarding disease, than to the study of the particular disease affecting the patient.

"This lasted well into the 18th century, when it was realized that in order to obtain confirmation that their theories were well founded, it was necessary for them to be applied to the patients, and with the teachers returning to the hospitals, the training of students in the study of disease by means of sight, hearing, and touch, medical education began slowly to assume its modern character.

"During the 19th century there were tremendous advances in the understanding of illness, and great strides were made in the development of surgical techniques. Also, by the end of the century, the scientific study of medicine had so advanced, that it could only be pursued in large institutions, and this led to a complete re-orientation of medical education centred on teaching hospitals.

"Many of those present this afternoon, can look back to the beginning of this century, and will have followed the extraordinary progress made in medicine and surgery. It would probably be safe to say the progress during this century has been greater than in all preceding periods combined.

"At this stage I would like to refer to a matter which has been of particular interest to me, and that is the change which has taken place in recent years whereby the universities and the teaching hospitals have been brought much closer together.

"The establishing of medical chairs at the teaching hospitals has done much to bring university and hospital medical staffs into close personal touch, and the setting up of university departments having physical contact with the corresponding hospital departments in buildings erected in the grounds of the teaching hospitals, will also more closely link the teaching hospitals to the universities.

"I understand that Monash medical faculty has appointed the deans of its affiliated hospitals as *ex officio* members of the medical faculty executive, and that

they have also given university status to several members of the Alfred and Prince Henry's honorary and full-time staff, by appointing them as either lecturers or senior lecturers.

"As the result of all these developments, I am sure that considerable benefits will accrue not only to the universities and the affiliated hospitals, but also to medical students and to the people seeking medical care at our hospitals.

"Whilst these desirable changes have taken place it should be borne in mind that the universities and the teaching hospitals have separate responsibilities.

"The boards of management have the responsibility of managing their hospitals, and of providing the highest standard of medical care, and the most modern equipment, to enable their medical staffs to render the best possible service to patients.

"On the other hand, the universities, through their medical schools, have the responsibility of setting the standard of medical education, and of organizing the teaching of their students to ensure that a high standard is achieved. The universities will also be concerned with the development of medical knowledge, and by their research work, will endeavour to discover that which is not yet known in the medical field.

"It is probable, that no matter how closely the institutions may be linked, differences of opinion will arise, but if the spheres of influence of the respective bodies are recognized, and a spirit of co-operation developed, any misunderstanding will be readily overcome.

"The building in which we are assembled today, has been erected to accommodate the Monash University departments of Pathology and Microbiology, and the Pathology department of the Alfred Hospital, and later it will be linked with the new ward block of the Alfred Hospital, which is now being planned.

"At this end of the hospital grounds there is sufficient space to erect two additional multi-storeyed buildings so that, at some future date, there may be a full medical school in operation on this site.

"All those who have been associated with the planning and erection of this building are to be congratulated on its excellence, and for the speed with which it has been erected. I have had the opportunity of seeing over the building, and would like to pay special tribute to the architects, the builders, and the employees, who carried out the work. Special thanks are also due to the Premier and his Government for making the necessary finance available.

"Mr. Chancellor, I now have great pleasure in proclaiming officially open the Monash University Medical School building at the Alfred Hospital, and in doing so wish the Monash Medical School every success in the years that lie ahead."

The Monash University Medical School, Alfred Hospital

MAIN LIBRARY

The first stage of the main library, with accommodation for some 1,000 readers and 200,000 books, was opened by Sir John Eccles on April 4, 1964. In delivering his speech Sir John said:

"I feel greatly honoured to find myself in the somewhat surprising role of opening the library of this magnificent new University, particularly as it is principally the humanities library. But at least there is a precedent, as my good friend, a humanist par excellence, Sir Keith Hancock, opened the Hargrave Library of science and technology. Only one interpretation is possible — the University has determined to do something about the rather notorious thesis of the two cultures by C. P. Snow. You will know that in the Rede Lecture at Cambridge some years ago he achieved great publicity by his assertion that there was the culture of the scientists and technologists on the one hand, there was the culture of the literary intellectuals on the other, and there was no bridge between them. So here we have in Monash a literary intellectual, Sir Keith Hancock, opening the science and technology library, and me opening the humanities library.

"But, as Snow recognizes, this antithesis was too finely drawn, and there is also a third culture. I've always felt this, and Snow himself has admitted it more recently. This third culture between these two so disparate cultures and a kind of bridge between them is exemplified by such scientific disciplines and procedures as occur in sociology, political science, economics, demography, psychology, and even in many aspects of medical practice. Since much of this culture is actually represented in this library, I don't feel too far out of my scope here.

"Of course, Snow regretted this dichotomy, as I think we all do, if we actually believe there is a dichotomy. No doubt there's something in it, but I think Snow made too much of it. In any case, we should not be complacent. We should strive here and now to see that our civilization is not, as it were, torn between these two disparate cultures, and at least that there is in our civilization a community of wise leaders who know no such barriers — for example, who can be in their own time like A. N. Whitehead was for the last generation, a man living in both worlds and pre-eminent in both. Now universities have to take this growing threat of cultural cleavage seriously. If they are not going to do something to ameliorate this cleavage, who else can? But I don't believe that universities can effectively do this in the American fashion by developing formal curricula, so that scientists do courses in various aspects of the humanities and vice versa. If we would set up science courses that have sections in history, literature, philosophy and so on, science students would just have so much more examin-

able knowledge to get through and shed as fast as possible. Rather would I like to see this broadening of culture done informally in universities. The question is, how? And that brings me to one function of a library such as this.

"Can a library be made a centre for general education in the whole university, so that scientists and technologists on the campus here can come into this building and find inspiration and enjoyment outside of their own specialities? Now this may not seem a feasible proposition for a humanities library, but I think it is one eminently worthwhile experimenting in. How would one start? Well one thing that I would recommend is to have special display areas for periodicals and books in various fields of the humanities. Not in many fields at the same time, but to organize seriatim in one or another field that is appropriate — attractively laid out displays; and to have a library member to advise and offer suggestions to those coming in with regard to the subject of the display. This would be advertised throughout the University in an attractive manner, and I feel sure that you would find many students coming along, particularly as this University library, I am glad to say, is open to 10.00 o'clock each night every week day. I think it enormously important for a library to have evening openings for the students who are too busy during the day. What subjects would you choose? I will just make a few amateurist suggestions: the novel of the latter part of the 19th century; the origin of science in the 17th century; Greek tragedy; the European recovery from the dark ages; and so on. You could have one field or another, which would lend itself to displays that will attract students. I think in that way they would have the chance of becoming informally cultured people, without even knowing it — that's the important thing. The way in which this has to happen is I think by people browsing. I emphasize browsing. There's something terribly impressive about a library, so that if you are confronted by a formidable library of even two hundred thousand volumes, then on the whole, people don't browse. But if you select from it attractive books and arrange them on display in one field or another with plenty of space to sit around to smoke and talk, then I think you will find people coming here, to an air-conditioned library made so attractive by carpets on the floor and its delightful decor and fittings.

"It is important also that there should be lectures relating to the displays — not examinable lectures, but lectures by people who can fire the imagination of the students by presenting the subject as stories and pictures. I believe that all knowledge that is properly understood is in fact presented that way. The technical details, the minutia, can always be read up, but a lecture should always appeal to the imagination.

"There are also some other ideas that I would like to give in relation to a library of this kind, a humanities library. Humanists generally are believed to be engaged in producing works of a more abiding character and less in the way of ephemeral publications than are we scientists. Certainly there is a much greater periodical publication in the sciences and this may look to be overwhelming. Of course libraries are still able to cope with this increasing burden which doubles every few years; but it will go on, if extrapolated, into fantastic quantities of books and paper. Now we have in science a curious way of handling this problem of the immense accumulation of knowledge. Relatively little of this periodical publication survives; it is soon lost — much of it perhaps beyond all recall. It will be on the library shelves but never found again, never looked at again for hundreds of years, perhaps for ever. Yet we store it all because it is bound into volumes; where there are the odd papers that have abiding value. Now this loss is a good thing. It's the same kind of ruthlessness that we have in the biological processes that lie behind evolution: the survival of the fittest. You don't bother burning these ephemeral publications. You just store them and lose them. How else can you handle this immense volume? Who is going to decide as a censor

Sir John Eccles

that this stuff is of no more value and that it can be destroyed. I think it's far easier just to store it and forget about it, and that is what we all do. It's ruthless enough, but we practise it in science often without being aware of it. In the accumulation of information I myself quickly come to ignore lots of published work I can remember; but I just put it aside never to refer to it again because it hasn't become significant, it has never been built into any enduring concepts.

"I have now some advice to scholars who would like, as we all would, to have our work survive. How are you going to see that you are not to be in the 'discard group?' There's only one thing I can suggest, and this is something I've diligently practised myself. You have just heard about my three books! Well, I write books to put my own ideas into some more permanent form than the ephemeral publications. You may of course be lucky enough to have somebody else to do this organization for you, but the best thing is to try and do it yourself and to tell it in stories that assimilate

your ideas into the whole knowledge of the field. And this advice would I think also be appropriate to humanists. We all have to build our detailed work into stories and pictures. Much of the humanities is also technical. Accumulating in this library there will be, for example, textual emendations, detailed descriptions of archives and documents, detailed critical commentaries. This work is the basis of humanist knowledge, but it is just as background or foundations.

"One of the main functions of a library is to aid scholars to build from those foundations of the humanities, and so to help in building something that fires the imagination of the next generation. A library of course has enormous problems, not only of space of storage of ever more and more volumes; but the more and more volumes have no value in themselves if you don't have the means of retrieval of the information. There is perhaps no surer way of losing knowledge than to put it into a large catalogued collection of millions of volumes, because cataloguing can never be of so fine a mesh as to enable you to discover some significant detail in this great mass of knowledge. You must already be a scholar to use effectively a great library.

"Well, enough of these general commentaries. Whenever you start anything it's exciting to try and imagine what it's going to be like in the course of a hundred years or three hundred years. I was recently at the Tercentenary Banquet of the Royal Society in London and Hugo Theorell, a famous Swedish biochemist, talked very humorously on the theme that no doubt the founders of the Royal Society had such an enormous vision of the future that they would have foreseen in 1660 these present celebrations in 1960 of the Tercentenary of the foundation.

"Well, here we are founding a University and participating now in the founding of its central library. Can we imagine what this library will be like in 300 years? I don't suppose we can dimly perceive what libraries will be like in 300 years, or what library practice will be, with all due respect to our librarian. In 300 years, how will the collections be housed, how will the storage and retrieval of the unimaginably immense information go on? Nevertheless, our civilization can have and must have faith in the future of humanity and of our civilization; and it is in this common faith that I ask you all to join with me in the opening of the humanities library of Monash University".

APPOINTMENTS TO CHAIRS

The following appointments were announced in May:

CHAIR OF PSYCHOLOGY

Dr. R. H. Day was born in Albany, Western Australia, in March, 1927. He studied at the University of Western Australia where he received his B.Sc. with first-class honours in 1949. During 1950-51 he was assistant lecturer in psychology at the University of Bristol, and in 1951-55, was a research fellow in psychology at the same University. Throughout 1950-54 he was also an honorary consultant to the Royal Bristol Hospital for Sick Children. Since 1955 he has been lecturing in psychology at the University of Sydney.

In 1957 Dr. Day became a consultant to the human engineering group of the Aeronautical Research Laboratories in Melbourne. In 1961, while on sabbatical leave, he was a visiting fellow at Brown University, Providence, Rhode Island, where he worked on visual and optical problems. During 1960 and 1963 he was a visiting lecturer in the Universities of Canterbury and Auckland, New Zealand. He is an associate editor of three psychological journals, including the Australian Journal of Psychology.

Dr. Day's main interest lies in the field of experimental psychology, and within this area, in sensory physiology and perceptual problems. Dr. Day is mar-

Professor R. H. Day

Professor P. D. Finch

Professor C. Skinner

Professor A. G. L. Shaw

Professor M. J. P. Canny

ried with three children, and is expected to take up his appointment towards the end of the year.

CHAIR OF MATHEMATICAL STATISTICS

Mr. P. D. Finch was born in December, 1929, and graduated B.A. from Durham University. From 1954-57 Mr. Finch was employed by E.M.I. (Electronics) Ltd., in Hayes, Middlesex, and from 1957-58, by Sunvic Controls Ltd., Essex, on problems relating to design and operation of control equipment. He became senior research officer in the research techniques unit at the London School of Economics from 1958-60, and senior lecturer in the department of Mathematical Statistics in Melbourne University from 1960-62. His present appointment is that of fellow in the Institute of Advanced Studies of the Australian National University.

Mr. Finch's main interests are in the field of stochastic processes and in problems of statistical inference. He is the sole author of some 28 papers or notes which have either been published since 1958 or have been accepted for publication, and co-author of several others. He is married and has three children.

CHAIR OF INDONESIAN LANGUAGES

Dr. C. Skinner was born in London, 1924. His academic qualifications were gained in the School of Oriental and African Studies in London University. He qualified for the Diploma in Malay in 1950, graduated B.A. with first-class honours in Malay in 1951, and Ph.D. in Malay Literature in 1961. His postgraduate study was carried out at Leiden University and at Universitas Indonesia, Djakarta. From 1952-54, as the holder of a British Treasury postgraduate scholarship, he engaged in research in Indonesia on modern Indonesian language and literature, also Sudanese. In 1954-55 he became a lecturer at the School of Oriental and African Studies in London University, and from 1955 Dr. Skinner was lecturer (subsequently senior lecturer) in the department of Malay Studies at the Malay University. During the years 1955-62 in Malaya Dr. Skinner was engaged in research on modern Malay literature and also on a descriptive approach to Malay phonology and morphology. He has published two books; "Prosa Melayu Baharu" (modern Malay/Indonesian prose), and "Sjá ìr Perang Mengkasar". He has also published a number of articles, some in English for the Encyclopaedia Brittanica and the University of Malaya Press, but mostly in Malay. A new book "The Civil War in Kelantan in 1839" is in manuscript.

Dr. Skinner has held appointment as senior lecturer in Indonesian in this University since April, 1962. He is married with one son.

SECOND CHAIR OF HISTORY

Born in Melbourne in 1916, Mr. A. G. L. Shaw graduated as B.A. with first-class honours in the Universities of Melbourne and Oxford. He was awarded the degree of M.A. at Oxford University in 1945.

Mr. Shaw was a lecturer in economic history at Melbourne University from 1941-45, during which time he was acting dean of Trinity College, Melbourne. Throughout 1943-44 he was also part-time officer in the Rural Reconstruction Commission. From 1946-50 he became lecturer in modern history at Melbourne University and also part-time dean of Trinity College. In 1950-51 he held a Nuffield Dominion research fellowship, and in 1952 took up his present position as senior lecturer in history at Sydney University. During 1954-56 he was sub-warden of St. Paul's College, Sydney, which was also a part-time appointment.

Mr. Shaw has had extensive teaching experience in the Universities of Melbourne and Sydney in British, European, and Australian history. He is the author of three published works; "The Australian Story", "The Economic Development of Australia", and "Modern World History". Since 1956 he has been the editor of the

journal of the Royal Australian Historical Society.

Mr. Shaw is married and will take up his appointment later this year.

CHAIR OF BOTANY

Born in Sydney in 1931, Dr. M. J. P. Canny gained his M.A. and Ph.D. at Cambridge University. From 1955-56 he was a demonstrator in botany at that University. In 1956 he became senior research chemist in the central research laboratories of I.C.I.A.N.Z. in Melbourne where he remained until 1959 when he became a lecturer in botany at Cambridge University. At present Dr. Canny lectures in plant physiology to second and third-year students as well as organizing and running practical classes at the same levels. He gave a short course of lectures in plant physiology at Melbourne University in 1958.

Dr. Canny is interested in "whole-plant" physiology and has published a number of articles in learned journals. He is now in the process of writing a book on carbohydrate translocation in plants.

Dr. Canny is married, and will take up his position later this year.

ADMISSION TO COURSES REGULATIONS

The following regulations were promulgated by the Vice-Chancellor on January 28 and February 11, 1964.

1. A person shall not be admitted to a course of study in the faculty of Arts if he has not passed the leaving certificate or a higher examination in a language other than English or the matriculation examination in a branch of mathematics conducted by the University of Melbourne: provided that any person may be admitted to a course of study in the faculty of Arts without this qualification if the year in which he qualified to matriculate in the University of Melbourne was prior to the year 1964.

2. If the Council is of the opinion that the number of persons wishing to be admitted to any course of study in any year is greater than the number for which adequate accommodation or teaching facilities or both are available, it may, having regard to the accommodation and teaching facilities available, by resolution fix the number of persons who may be admitted to such course of study in that year. Where a number is so fixed, it shall be a condition of admission of any person, other than a person admitted to a course of study under the provisions of the Admission to Status Statute and regulations, to such course of study that he qualify by selection from among all persons seeking admission to that course according to his place in a descending order of merit of such persons prepared by reference to performances in the matriculation examination and any examinations attempted after the matriculation examination; provided that where his place in the order of merit exceeds ninety per cent of the number fixed by the Council for admission to the course of study, his place may be reviewed by reference to the report of his school principal or to the results of an interview or test of him by a committee appointed by the faculty concerned or to both the report and the results of the interview or test; and provided further that it shall be a condition of admission to such course of study that no person need be admitted thereto if his place in the order of merit exceeds one hundred per cent of the number fixed by the Council as aforesaid.

ADDRESSES OF GRADUATES

As the University would like to keep in touch with as many of its graduates as possible, Mr. Norman Perry, secretary to Council, would appreciate notification of any change of name or address.

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