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MONASH UNIVERSITY GAZETTE

CONTENTS

BEGINNING A LAW SCHOOL AT MONASH

By D. P. Derham, Dean, Faculty of Law

From its earliest days Monash had been under pressure to teach law. In October, 1963, it was decided to start law teaching at the beginning of 1964. It was already clear that there were more matriculants wishing to read law than could be enrolled as law students at both Monash and Melbourne Universities. Further, the total number of Victorian applicants for admission to the universities was considerably greater than the number which could be provided for by both universities. This fact, and the experience of Melbourne University's law school in the years 1956-1963, suggested that there would be many applicants for admission to law at Monash with no settled intention to practise the law, but moved rather by a general desire for a university education.

Monash had already established a policy which required all faculties to do what they could to cross the barriers which had grown up between academic disciplines in the older universities; and to provide undergraduate education as broadly based as possible.

Monash is placed so far away from the centre of legal activities in Victoria that it was not possible to establish a law school in the way such schools had been begun in the older universities. In those older schools the need to provide for continuous influence from persons actively engaged in practising the law was met by making distinguished practitioners responsible for much of the teaching. A law school established in the Monash grounds and mainly concerned with full-time students needed full-time teachers to be responsible for the teaching from the beginning. It was clear that other means would have to be devised to meet the need for close contact with the actual administration and practice of the law.

It was in the light of such factors as those that aims and objectives for the Monash University law school were originally set.

AIMS AND OBJECTIVES

(a) To provide a university undergraduate education leading in three years to a first degree, with a core of basic legal studies, to rank with other first degrees in the humanities and the social sciences.

(b) To provide an education in the law which will satisfy the academic qualifications required for admission to practise as a barrister and solicitor of the Supreme Court of Victoria.

(c) To provide the greatest possible flexibility in the choice of particular courses leading to undergraduate degrees in law so that—

(i) as many as possible of the candidates preparing themselves for admission to practise will have the benefits of a general and liberal university undergraduate education as well as adequate training in legal subjects; and

(ii) education in the basic subjects of the common law system will be readily available to undergraduates who do not intend to proceed to practise in the profession.

(d) To provide sufficient flexibility in the courses available to enable candidates to combine studies in the law with advanced studies in other disciplines.

(e) To make it possible for candidates for an LL.B. degree, in their senior years, to specialize to some extent in particular areas of the law, and to encourage all candidates to take advanced studies in various branches of the law which require high understanding of specialized materials and techniques.

(f) To establish an honours school of law for undergraduate candidates to proceed to the degree of bachelor of laws with honours.

(g) To establish a postgraduate school of law in which advanced study and research may be carried on in all or any areas of the law.

To achieve those aims and objectives policies were approved to control development with respect to a number of matters:

(i) The size of the law school;

(ii) The nature of the degree courses to be established;

(iii) The nature of the subjects to be taught and the organization of the teaching;

(iv) The staff structure and faculty organization;

(v) Law school accommodation;

(vi) The law library.

Of those matters the first, second, and the last deserve special mention here.

THE SIZE OF THE LAW SCHOOL

It is not possible to demonstrate that any particular number of students is required before a good law school can be established; nor is it possible to demonstrate that any particular number represents the maximum beyond which a law school should not be permitted to grow. There are considerations, however, which enable reasoned judgments to be made, and which permitted Monash to fix upper limits for planning purposes. It was necessary to consider only "upper" limits because Monash seemed to be committed to the establishment of a large law school in response to community demand.

In determining the maximum size of the Monash law school four main factors were controlling ones — quite apart from the question of what moneys might be available — and they were: the nature of law subjects; the teaching methods to be adopted; the faculty organization envisaged; and the facilities which would be needed to carry out the teaching and research aims decided upon. After a detailed examination of all those factors it was decided that an optimum size for a law school at Monash would be somewhere between 750 and 800 full-time undergraduate students; and that a maximum undergraduate student body of 1,200 should be fixed so that planning could proceed. It is important to note that, with degree courses of the kind established, an enrolment in the first year of not more than 300 produces an ultimate total of 1,200 undergraduates.

THE NATURE OF THE DEGREE COURSES

To achieve the aims and objectives previously listed three law degrees were established at bachelor level: the Bachelor of Jurisprudence, the Bachelor of Laws, and the Bachelor of Laws with honours.

The course for the Bachelor of Jurisprudence degree requires candidates to complete eleven subjects: one subject is compulsory, British History; four subjects are chosen from a very wide selection of arts, economics, and science subjects; and six are basic law subjects.

The course for the LL.B. degree assumes that candidates have qualified for the degree of Bachelor of Jurisprudence. Only in special cases is permission granted to proceed to the LL.B. degree without qualifying for the degree of Bachelor of Jurisprudence. This means, of course, that in the majority of cases the minimum time required to qualify for the LL.B. degree is five years of full-time university work. The subjects offered for the LL.B. course are such that candidates can plan their courses to give special attention to one branch of law rather than another so far as their advanced studies are concerned.

PROFESSIONAL RECOGNITION

The LL.B. degree has been recognized for the purpose of admission to practise as a barrister and solicitor of the Supreme Court of Victoria. The *Legal Profession Practice Act* was amended in 1964 to recognize Monash's entry into the field of legal education and in 1965 the rules of the Council of Legal Education were also amended to recognize work done at Monash for the LL.B. degree. The present situation is that an LL.B. degree from Monash entitles a graduate to enter Articles of Clerkship and, after completing twelve months under Articles and satisfying the other rules for admission, such graduate may be admitted to practise.

An honours school of law was established in 1965. Most candidates are elected into the honours school at the end of their first year of university work; but it is possible to enter the school at any time between the end of the first year and the beginning of the fourth year. Members of the honours school pursue advanced work in many of the subjects required for their degree. In their fourth and fifth years they will undertake special seminar courses and submit minor theses on selected subjects; and at the end of their fifth year they will sit for a final examination. At present all candidates for the LL.B. degree with honours are required to qualify for the degree of Bachelor of Jurisprudence but this requirement is under review.

THE LAW LIBRARY

Probably the most important physical part of any law school is the law library. The lawyer's tools are the books of the law. A law school's undergraduate laboratory is its law library. And a law library is different in many important respects from other libraries — sufficiently different to require different standards of accommodation, different methods of management and administration, and different staff qualifications, from other libraries. As compared with libraries provided to serve the needs of other university departments, particularly those of the humanities and the social sciences, the main incidental differences may be summarized as follows:

(a) Actual "book use" by law students is ten to twelve times the "book use" by arts students;

(b) Very frequently the study of a particular topic requires quite large numbers of books to be simultaneously available to *one* reader — hence a larger reading space per student is needed;

(c) Much of the use of law books by law students is of a kind which makes it desirable that they should be able to carry on discussion with their fellows while they work;

(d) There has not yet been developed, or if developed then not yet widely adopted, any satisfactory cataloguing system for a "common law" law library. The Dewey system in use in most general libraries in this country is not really applicable to law libraries — except to the frustration and fury of lawyers;

(e) A large proportion of the total holdings of a law library are in series — whether in the form of case reports, legislation, or periodical literature.

There is, however, a fundamental difference which in

the last resort controls the nature, the structure, and the management of a good law library. Unlike almost all other libraries a law library, while it serves purposes similar to those of all other libraries, is not merely a collection of books and other writings containing information, reason, argument, and opinion, to be organized by skilled librarians for convenient use by readers. It is such a collection but, more important, it is a repository of living systems of authority as well as of reason — systems which change and grow from day to day. Most law books, once on the shelves, are not left unchanged and merely made available for use. They are affected by the new materials added to the library from day to day and the effects of the new materials must be entered on the old. It requires the attention of an experienced lawyer to organize and maintain a large law library properly.

It is natural and appropriate that any description of law school accommodation should be written in the context of the law library. The law library ought to be planned as the heart of a law school, and at Monash it is so planned. The law school building, which it is now expected will be erected during 1967 so as to be available for use at the beginning of 1968, is in fact a law library set above a floor of teaching rooms and surrounded by staff rooms. The building which has been designed by Messrs. Eggleston, McDonald, and Secomb of Melbourne, and which has now been approved by the necessary authorities so that construction may proceed, is comparatively simple. In outline it is a building approximately 140 feet square and of four floors. The ground floor (which is set, as to much of it, a little below ground level) provides teaching rooms, student facilities, plant rooms, and services. The first floor is taken up by a main reading area for the library, library administration and control areas, and by faculty administration. The second floor provides a second general reading area for the library which is surrounded by academic staff rooms, and faculty meeting room, and library. The third floor is very like the second floor in design but the library area, which takes up approximately half of the total area of the floor in the centre of the building, is intended to provide for the library's research collection as it grows and for the accommodation of those engaged in postgraduate work.

It is the staff and students, of course, who are the law school; and in these Monash has been fortunate. Three chairs of law have been created. These are: The Sir Leo Cussen Chair of Law (Professor P. L. Waller); The Sir John Latham Chair of Law (Professor D. C. Jackson); and The Sir Isaac Isaacs Chair (to be filled during 1966). In addition, the dean was appointed to be The Sir Owen Dixon Professor of Law.

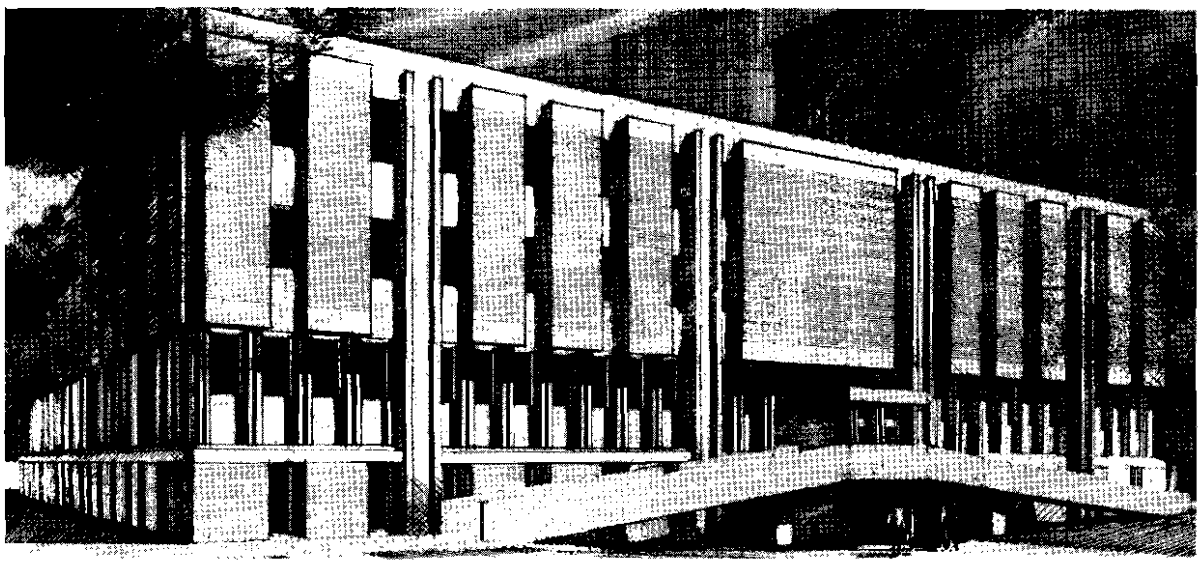
Two special lectureships in law are at present held by very distinguished lawyers: one by Emeritus Professor F. R. Beasley, formerly dean of the faculty of Law in the University of Western Australia, and the other by Mr. W. T. Charles, formerly The Honourable Mr. Justice Charles of the Supreme Courts of Western Nigeria and of Zambia.

Monash is fortunate to have Mr. Gerald Dworkin (reader in law in the London School of Economics and Political Science) as a visiting senior lecturer in the law school for two years from October, 1965.

Five senior lecturers (Mr. P. G. Nash, Mr. P. J. Hocker, Mr. P. W. Hogg, Mr. A. Harari, and Mr. H. B. Connell) and three lecturers (Mr. J. I. Fajgenbaum, Mr. B. M. Dwyer, and Mr. F. Trindade) complete the permanent academic staff at the time of writing. Mr. P. G. Nash, who is the sub-dean, has recently been elected to the foundation chair of Law in the University of Papua and New Guinea and will be leaving Monash at the end of July, 1966. All members of the law school wish him success and congratulate him on his appointment, but his departure from Monash will be felt as a serious loss.

In this, the third year of law teaching, there are 413 undergraduate students enrolled for law degree courses and some 25 students from other faculties enrolled for law subjects. In addition, one Ph.D. candidate and three LL.M. candidates are enrolled. It is expected that total student numbers will rise to approximately 1,100 by 1970; and thereafter growth will be controlled so as not to exceed 1,200 in all.

Architect's sketch of the law school building



ON BEING A VISITING PROFESSOR

By C. L. Oakley, Professor of Bacteriology, University of Leeds

I am, I fear, of a somewhat frivolous turn of mind; so that on the few occasions when I have been treated as an important person I have, though I am not excessively humble, been more amused by the accessories to the treatment than edified by the treatment itself. I remember with particular delight the time when having been invited to visit a particular laboratory in the U.S.A., I became, luckily for administrative purposes only, the equivalent of a full colonel in the United States Air Force, and was at convenient stops on my air journey allotted space in a structure actually labelled "V.I.P.'s lounge". I shared it with a real colonel of the same air force, who was travelling with his wife and daughter. The daughter was entirely occupied with the improvement of her appearance during our stay. and plays no part in the subsequent events; but after some casual conversation between myself and the colonel's wife, the discussion turned on the nature of angels, and I discovered that the colonel's wife's father had a friend who had submitted a thesis on this subject to the Eastern Seminary of an American city whose name has now slipped my memory. Now the great advantage of Ph.D. theses (as I had gathered this one was) is that the aspirants are required to read the literature and comment on it as far as their critical powers allow; and this admirable activity contributes very notably to the education of their examiners and other interested persons. The opportunity was obvious, and I seized it, demanding to know the name of the candidate and his university, and the date of submission of his thesis, having in view, of course, the possibility of borrowing the thesis through the Inter-University Library Loan system. Alas, the lady could provide none of the information, but promised to consult her father on the subject. I provided my address, and the questions that needed an answer, and the lady promised all reasonable assistance; but, alas, I have heard no more from her. No doubt her father has died, or his friend has suffered some more grievous fate, or worst of all, the matter may even have escaped her attention; in any event, my curiosity about angels remains unsatisfied.

Now you will readily have learned from this revealing narrative that apart from being a snapper-up of accidental pieces of good if unproductive fortune, I am not particularly ambitious, for if I were I should hardly waste my time in such distractions; an intense devotion to bacteriology and its related sciences would be (I suppose) a much more rewarding occupation, as well, perhaps, as an indication of earnestness of purpose. You could, however, say that I am a little unfortunate in my make-up, as I suffer from two opposing characteristics — a natural tendency to idleness and contemplation, and an intense and irrepressible curiosity that makes me interested in everything. As a result, my mind is filled with delectable but useless scraps of information about all sorts of things; and as one who, disregarding all the modern stuff about the two cultures, has diluted his activity in bacteriology with extensive enquiry into apparently unrelated subjects, I stand exposed before you as an unworthy trifler and a most imperfect example to the young.

This unsatisfactory world is, however, so curiously arranged that even some of the undeserving are greatly rewarded. I have become a professor of bacteriology, and so far from regarding it as a sentence justly deserved by my imperfections, I admit freely (such is my natural levity) that I greatly enjoy my status. Of course it has defects — no professor could safely admit to being entirely happy, at any rate in his own country; but the compensations, even the feeling of unjustified achievement, are quite delightful.

Now you may suppose that the committee that appointed me were really unaware of my defects, and depended entirely on the unreliable opinions of my referees; but when Monash University appointed me a visiting professor, it had no such excuse. Several of its members knew me very well, and were well aware that quite apart from my interest as an editor in nouns and verbs and other things that no Christian man can endure to hear, I suffered intensely from a disinclination to limit myself entirely to any particular subject, and that my conversation was as much concerned with pagan and Christian symbolism as with consideration of the properties of *Staphylococcus aureus* or even *Clostridium welchii*.

Whatever their reason for inviting me to be a visiting professor, my enjoyment of the position and its opportunities has been enormous. I had, it is true, little idea of the duties of my office, but they have hardly been onerous. I have done some teaching and a good deal of lecturing to various bodies, student and graduate, on subjects that interest me, bacteriological and otherwise. As I enjoy talking more than almost anything else, this is rather a pleasure than a duty. I have assisted in examinations, in the process of which I have learned a good deal, and discovered, with little surprise, that from the limited sample I have seen, Monash medical students are very much like students in my own country (even in Leeds) in attitude, interest, and literacy. None of them obviously slept through my lectures; and as those I attempted to teach will not be examined by me, I shall be saved from discovering how much or little they learned from them.

I have heard, of course, much of the universal argument on how students should be taught, and how much, and what lectures are for; but I remain unconvinced that there is any necessarily superior method of teaching. It seems to me that what is needed is the stimulus that will excite in the student the desire to teach himself, and that this can be given by any method that reveals a passion for learning in the teacher. To my mind the lecture is only to a minor extent a means of conveying information; far better to allow the lecturer to enjoy himself and convey his own delight in his subject. Information is easily absorbed by students from books, if they feel any real interest in it; what is more necessary for them to acquire is the sceptical, though not anarchic, attitude of mind, and a feeling that what they are doing is worth while for its own sake. Many medical students are, I find, at any rate in England, depressed by what they call the vagueness of clinical medicine, after the beautiful clarity of physiology and pharmacology, even perhaps of anatomy. They little realise that

what they are taught is what is known, and that there is little time for the contemplation of our ignorance. Patients, by contrast, present themselves as a whole — undivided and imperfect, incapable of dissection into intelligible and unintelligible fractions — and our ignorance is plainly exposed in consequence.

Students naturally believe in the malignity of examiners, whose main object, they think, is to fail them. I find here among examiners a strong feeling of the importance of examinations in defining the objectives of education of students. This is a feeling I very much share, as I am quite certain that, just as students will seldom trouble to become efficient in subjects in which they are not examined, students will, even if unwilling, be guided into particular and perhaps desirable ways of thinking if examinations are devised to assess the use of such accomplishments. My general feeling has been that the medical student (I cannot speak for others) is more important here than he is in England; but the results of his training and examination are very much the same here as there.

The University and its department of Microbiology have both been very generous in allowing me considerable time off to visit other places. I have been rather surprised at the flood of invitations that poured in on me. I have so far visited three places besides Melbourne and Monash, and have, as far as is possible in such short visits, been able to compare their microbiological departments with my own, and with those in England that I know well. All the departments I visited differed from the common English pattern in providing no bacteriological service to a hospital. In England I should have considered such an arrangement disadvantageous, as medical bacteriologists can surely be trained only by exposure to medical bacteriology, and this is hardly real without a service commitment. However, in Australia medically trained recruits to bacteriology are few, and the bacteriological work of hospitals is in the main done by science graduates, so the contradiction is not so obvious as it would be in England.

The total number of all types of staff of bacteriology departments in Australia tends to be less than in England, though the number of academics is roughly similar. In some of the departments the numbers of permanent staff are very low, but supplemented with postgraduate workers; in others there are larger permanent staffs, and postgraduate workers are fewer.

In Leeds, complaints about lack of apparatus usually fall on deaf ears as far as I am concerned, but I must admit to being a little perturbed to hear about the time taken to get simple reagents and the apparently limited stocks held in Australia. Presumably the population of Australia is too small to justify the capital outlay necessary for the local production of many of these materials; they have, therefore, to be bought from abroad and are in consequence expensive and take a long time to obtain. To some extent these difficulties occur in England, but they are nothing like as serious and frustrating. It is difficult to see any real solution to this problem without an increase in the size of the market for the materials.

Everywhere I have been I have been taken about to see the country, and have been left with an extraordinary impression of its size and variety. Apparently Australians visiting England are depressed and even annoyed by the insularity of the English, who appear to suppose that Australians live surrounded by kangaroos and emus, and subsist mainly on a diet of kangaroo flesh obtained from the areas near their isolated homesteads. No doubt this is very reprehensible of the English, but it is far from easy to be intensely interested in a country the size of Europe twelve thousand miles away, when one's own country, astonishingly enough, is so exciting. But there is no excuse for me: I have been all over the place, whereever plane or car could take me, have made many friends, and have been entertained with the unbelievable Australian hospitality. I am not likely to forget it, and I should like to express my gratitude publicly to the University and all the tolerant people who have put such an opportunity in my way.

THE UNIVERSITY MACE

Mr. Matcham Skipper shown with the University mace which he designed

On Saturday, April 2, 1966, at the beginning of the conferring of degrees ceremony, the Chancellor, Sir Robert Blackwood, received on behalf of the University a mace designed by Mr. Matcham Skipper and donated by Sir Archie Michaelis.

The mace is made of silver with a shaft of black bean.

The small end of the mace has four sides tapering to a central boss. Each of the sides carries a symbol appropriate to Sir John Monash and his career, viz., Judaism (Star of David), University of Melbourne, A.I.F., State Electricity Commission.

The large end carries on the top of the dome the Monash University Coat of Arms.

AFFILIATION WITH THE BAKER MEDICAL RESEARCH INSTITUTE

Signing of the affiliation agreement between the Baker Institute and Monash University in the library of the Institute on Thursday, December 23, 1965. Left to right: Mr. M. A. Cuming, director, Alfred Hospital; Professor R. R. Andrew, dean of the faculty of Medicine; Mr. E. Rouse, chairman, Baker Medical Research Institute; Dr. J. A. L. Matheson, Vice-Chancellor

An agreement has been signed between the Baker Medical Research Institute and Monash.

The Baker Medical Research Institute was originally founded in 1926 by the late Thomas Baker (of Kodak) on behalf of himself, his wife Alice Baker, and his sister-in-law Eleanor Shaw, as the Bio-chemical Laboratory at Alfred Hospital.

Subsequently this Laboratory developed into an institute for medical research and has won world recognition, first under Dr. W. J. Penfold and currently under Dr. T. E. Lowe, for its work in heart, cancer, and blood research.

For Monash, part of whose medical school is situated adjoining the Baker Medical Research Institute, the affiliation means that the research facilities of the Institute are fully available for the teaching of both undergraduate medical students and postgraduate students of the University. The affiliation makes possible the complete integration of the trained personnel and facilities of the University and the Institute.

AGREEMENT WITH LENINGRAD UNIVERSITY

An agreement has been signed to establish an exchange of scholars between Leningrad Zhdanov State University and Monash.

The agreement has been signed by the Rector of Leningrad University, Professor K. Y. Kondratyev, and Dr. Matheson and provides for the annual exchange of one senior member of staff and one postgraduate student. A senior member of staff will be sent for a period of one or two months to give lectures and the postgraduate student for ten months for research work. Provision is made in the agreement for an increase in the number of staff and postgraduate students taking part in the exchange.

Fares and travel expenses are to be paid by the sending party. The receiving party is to provide visiting scholars with living accommodation (hotel accommodation for senior members of staff and postgraduate hostel accommodation for postgraduate students) and pay them a stipend in conformity with the accepted stipends of the university in question.

Dr. Matheson said, "We are all delighted with this agreement because of the great value of inter-university contacts and exchanges and we look forward to a long and fruitful relationship between our universities.

"Leningrad University is one of the great universities of Europe with a world-wide reputation for scholarship and research.

"Although the scheme will not officially commence until 1967 we have had an indication already of its value with the recent visit to both Monash and Melbourne Universities of Professor Yuri Kovalev from Leningrad who lectured here on Soviet literature."

Leningrad University was founded in 1819 by Alexander I as the University of St. Petersburg, and now has 20,000 students.

It has a similar arrangement to exchange scholars with Harvard University.

Monash is only the second Australian university to have an exchange arrangement with universities in the U.S.S.R. The Australian National University has a similar agreement with Moscow University.

THE GREAT HALL

The total sum pledged and received for the Great Hall appeal when this issue went to press was $504,199.

Sketch plans of the proposed building have been received and are under consideration.

CENTRE FOR RESEARCH INTO ABORIGINAL AFFAIRS

By C. M. Tatz, Lecturer, Department of Politics

Australian universities have long been engaged in the systematic investigation of traditional Aboriginal society and culture. Today there is a well-established body of literature in this field. Such research continues actively in the universities and in projects sponsored by the Commonwealth-endowed Australian Institute of Aboriginal Studies. The enabling statute of the Institute indicates clearly its primary concern with anthropology, music, linguistics, and with what have been called "the disappearing aspects" of Aboriginal life.

There has been much less investigation of the contemporary situation of Aborigines. What we have, in sociological and administrative terms, is little bits and pieces: much of the work of individual scholars has not been co-ordinated and no total picture is available.

There is quite plainly a stated need — by administrators, missionaries, academics, Aboriginal advancement organizations, and by Aborigines themselves — for a comprehensive account of all aspects of Aboriginal life in contemporary Australian society. In recognition of this need the University Council formally constituted the Centre in December, 1964.

The purpose of the Centre is to undertake research into current problems of Aboriginal welfare and administration, and to publish its results. Specifically, the Centre interests itself in such fields as Aboriginal demography, legal status, health, education, employment, vocational training, housing, and social change. A further aim is to provide information on current Aboriginal affairs.

The University Council decided that an appropriate way of forming the Centre would be to invite people from within and without the University to advise on the Centre's scope and functions. The Council appointed the following persons to the Founding Board for a three-year term as from May 26, 1965:

Professor Donald Cochrane, dean, faculty of Economics and Politics, Monash University (Chairman); Dr. C. M. Tatz, department of Politics, Monash University (Executive Officer); Professor R. R. Andrew, dean, faculty of Medicine, Monash University; Bishop Felix Arnott, Coadjutor Bishop of Melbourne; Professor F. R. Beasley, faculty of Law, Monash University; Professor R. H. Black, School of Public Health and Tropical Medicine, Sydney University; Professor S. R. Davis, department of Politics, Monash University; Mr. W. E. L. de Vos, secretary, Northern Territory Cattle Producers' Council; Professor S. Dunn, faculty of Education, Monash University; Rev. Frank Engel, secretary, Division of Mission, Australian Council of Churches; Mr. W. P. Evans, vice-president, Australian Council of Trade Unions; Mr. J. McGuinness, Aboriginal president of the Federal Council for Aboriginal Advancement; Professor A. J. Marshall, department of Zoology and Comparative Physiology, Monash University; Professor M. G. Marwick, department of Anthropology and Sociology, Monash University; Mr. C. J. Millar, director of Aboriginal Affairs, South Australia; Dr. J. P. O'Loughlin, Bishop of Darwin; Mr. C. D. Rowley, director, Social Science Research Council Aborigines Project; Dr. I. A. H. Turner, department of History, Monash University; Mr. George Warwick Smith, secretary, Commonwealth Department of Territories.

The Board of the Centre is responsible through the Professorial Board to the University Council. The Board held its first meeting on October 25, 1965, and its second on May 23, 1966.

As the funds available from the University are very limited, financial assistance will be sought in the outside community. To-date the Centre has received $1,700 as a grant-in-aid from the Social Science Research Council Aborigines Project, $7,270 from the Australian Research Grants Committee, and $4,000 from the Warrnambool Methodist Church Trust.

The Centre has begun several research projects, some of which are of a long-term nature. The first project completed was a survey of Aboriginal employment and labour conditions on thirty selected cattle stations in the Northern Territory. The field work was undertaken in May-June, 1965, by Professor F. H. Gruen and Dr. C. M. Tatz of Monash University and Mr. F. S. Stevens of the Australian National University. The findings will be published, in conjunction with the Social Science Research Council Aborigines Project, as a monograph towards the end of this year.

Within the economic field, a great deal of interest was attracted by the seminar on "The Problems of Aboriginal Employment, Wages, and Training" which the Centre promoted in May, 1966. The three-day residential seminar was held at Farrer Hall, with fifty persons in residence and twenty persons as daily visitors. Invitees were drawn from the following fields: State and Commonwealth administrations, mission societies, universities, trade unions, the mining industry, the pastoral industry, Aborigines, Aboriginal advancement organizations, and Parliaments. Twenty-four papers were prepared for the seminar. These papers, together with a transcript of the proceedings, will be published in book form at the end of 1966 or early in 1967. The purpose of the seminar was three-fold: to bring together for the first time a diverse group of people concerned in different ways with the problem of the economic advancement of Aborigines; to elucidate facts from people who had not communicated their information in any readily available way before; and to suggest areas for further study. The Centre's Board believes that these purposes were achieved and it is of some significance that participants expressed the desire to see the Centre promote further seminars of this kind.

In the legal field Professor F. R. Beasley is supervising the compilation of a handbook of laws relating to Aborigines. The ultimate aim is to produce a handbook, under subject headings and for each jurisdiction, from the earliest times to the present. As a start, law schools in each State have begun work on a compilation of current legislation applicable to Aborigines. It is evident that historians, political scientists, sociologists, and others working in this field require a comprehensive guide as to the legal framework within which Aborigines have been, and are, administered. The Digest of Indian Law in the United States demonstrated not so much the usefulness of such a handbook, but the necessity of it.

Immediately following the Centre's establishment in December, 1964, Miss Elizabeth Eggleston approached the Centre with a view to undertaking postgraduate

research in the Aboriginal field. Miss Eggleston was awarded a Monash Ph.D. scholarship for work on "The Application of Criminal and Civil Law to Aborigines in Victoria, South Australia, and Western Australia". In 1965 the candidate completed her research in Victoria and in 1966 will be engaged in field work in the other States. One feature of this project has been the considerable extent of the co-operation offered by the respective police and judicial departments.

On the day after the formal announcement of the Centre's establishment, the director of Child Health in Victoria approached the Centre for assistance in a programme to raise the health standards of Aboriginal schoolchildren. Following several informal meetings it was agreed that a study of the Aboriginal adult and child population was necessary. The Centre then asked for, and was given, the approval and promise of co-operation of the Health Department, Education Department, and the Aborigines Welfare Board for a health survey of the Victorian Aboriginal community.

A steering committee — three Monash staff and three senior government officers — was appointed to state the general aims of the study, and to act as liaison with the relevant ministers, government departments, and the research team. It laid down a research design and then submitted an application to the Australian Research Grants Committee for funds for the project. In doing so, it stated the significance of the project as:

(a) adding to our knowledge of the Aboriginal community;

(b) constructing a model for the collection of data in relation to health and health education for application to other Aboriginal communities;

(c) contributing to an understanding of cultural and social values in relation to health problems among other minority communities in western societies;

(d) drawing up a programme for improved health standards which could be implemented by relevant government departments; and

(e) devising new methods of communication in relation to health education.

In October, 1965, the Australian Research Grants Committee announced its recommendation of $7,270 for the first year of the project; research will begin this year and end in 1970.

Following discussions with the Methodist Overseas Missions it was suggested that the Centre might provide the personnel to undertake an investigation into the social and economic development possibilities of five Methodist missions in Arnhem Land. The suggestion was approved by the M.O.M. Board and the Centre's Board — subject to the availability of finance. In December, 1965, the Warrnambool Methodist Church Trust agreed to provide $4,000 to send a team of six workers into the field for seven weeks. The team will probably move to Arnhem Land late this year. Interest in this project lies in its applied research nature and in the use, perhaps for the first time in Aboriginal affairs, of an inter-disciplinary team; in this case, an anthropologist, economist, educationist, social worker, medical research worker, and a tropical architect and town planner.

The programme looks, and is, a large one and it will be a while before the results of all these projects are published. The Centre's dilemma is that, in its infancy, it is being asked to do too much by too many organizations. But the dilemma justifies the foundation of the Centre: on the one hand there is today a growing dynamism in Aboriginal affairs and on the other there is often a scarcity of data and information available. It is hoped that this Centre will play a role of some importance in this field.

HONORARY DEGREE CONFERRED ON NOBEL PRIZE WINNER

At a meeting of the University Council on Monday, May 16, 1966, Professor Carl Cori, who was a guest lecturer in the University's department of Biochemistry during April and May, was admitted to the degree of Doctor of Science *honoris causa*. This is the first conferring by Monash of a Doctor of Science *honoris causa* and only the second honorary degree to be awarded.

STAFF HOUSING

The eight University flats at 221 Clayton Road, Clayton, which were completed in September, 1965, have been continuously occupied since that date. These flats, subsidized to some extent by the University, provide interim accommodation for new staff arriving from interstate or overseas until they obtain permanent accommodation.

Each flat is completely furnished, so that staff can occupy the flat immediately on arrival. There are six 2-bedroom flats and two 3-bedroom flats with a common laundry building located centrally. Externally, construction is of clinker bricks with treated redwood for exposed fascias, trim, and windows.

Due to the restrictions of site area and in order to have all flats with their living areas, kitchens, etc. located on the ground floor, they have been designed on the "row house" principle which, though fairly common overseas, has not been used very extensively in Victoria.

Basically this principle is the erection of a number of two-storey houses built side-by-side in a row with common party walls. Some of the advantages claimed for this system are that all units have their front and back doors at ground level, better soundproofing between adjoining tenants, economy in terms of area required, privacy between adjoining tenants, and, depending on planning of individual units, economy of construction.

Outside there are lawns, a childrens' play area, drive, and paths of crushed red brick.

There is a social room with store and toilet which is part of the centrally located laundry block on the ground floor.

ADDRESSES OF GRADUATES

For the purposes of the distribution of this Gazette, and also for notification of Council elections, the University should be notified of any changes of name and address. Notification of these should be sent to Mr. Norman Perry, secretary to Council.

DEVELOPMENT IN THE LANGUAGE LABORATORY FIELD

By Wilga M. Rivers, Senior Lecturer, Department of Modern Languages

A centre of attraction for many visitors to Monash has been the sight of earnest students listening through headphones and muttering into microphones in the language laboratories. The impression of great, if somewhat mystifying, activity is especially fascinating to those visitors whose foreign language study at school or university was limited to laborious deciphering from an obscure and obdurate text.

A pioneer among Australasian universities in the extensive use of electronic equipment and magnetic tape for language study, the department of Modern Languages at Monash now has in active use eighty-four booths in four laboratories. Each booth is equipped to receive foreign-language material from master tapes at a console, from which instructors in eight languages give personal assistance to students in the development of accurate pronunciation and fluent control of structure. The equipment, efficiently serviced by a competent technical staff, runs steadily for more than a hundred hours during each week of the academic year.

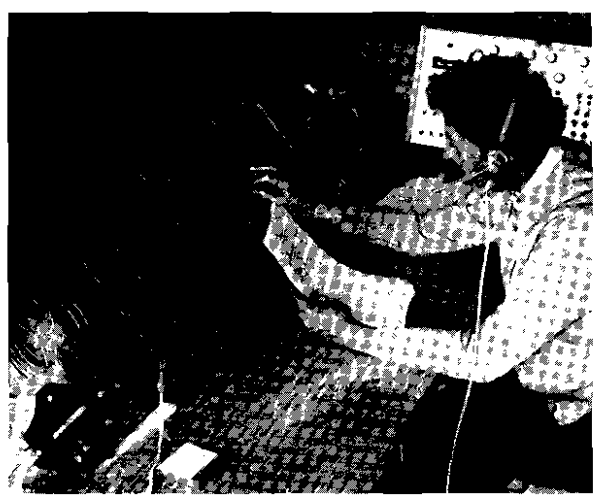
In the Australian situation, where students are not able to spend vacations or study terms in the countries where the languages they are learning are spoken, each student is now able to listen for several hours a week to authentic native voices and to practise thoroughly the work being taught in language classes with the possibility of immediate correction of errors. That the students themselves appreciate this opportunity for practice in listening comprehension, and in the active use of the language, was made abundantly clear in answers to a questionnaire circulated by the French section late in 1965. Of first year students in French who had been scheduled for two hours of laboratory work per week ninety-seven per cent readily acknowledged the benefit this active practice of the language had been to them. That this expression of appreciation was sincere was made obvious in 1966 when over a hundred hours of weekly laboratory practice on a voluntary basis were requested by second year, and some third year, students.

What essentially is the role of a laboratory in a university language course? Colleagues and friends may well ask why languages cannot be learned efficiently without all this expensive paraphernalia, as they have been learned for centuries. An answer to these questions inevitably involves a re-statement of objectives. In the modern world of close communication, academic study of a language which does not include the development of active communication skills may well be criticized. Its humanistic value may not be questioned, but its proponents may fairly be charged with wilful neglect in the development of a skill which is becoming of more and more urgent concern in this modern age. Students who gain a thorough passive knowledge of a language have the potential to use it actively. Uninhibited active use of a language, however, requires much practice in making language forms do what the speaker requires in the expression of his meaning. Practice of this type is time-consuming and wasteful of instructors' time, yet it is ineffective if the student's errors go unchecked. On the other hand, the student can practise fruitfully for many hours on his own if he has at his command a dependable model and a system of self-monitoring and self-correction. It is for this reason that universities all over the world are installing laboratory equipment of varying degrees of complexity, but with increasing simplicity of operation. Faculty members are thus freed from mere supervision of individual student learning for the much more demanding work of programming tapes which will give effective guidance to many, and for the intellectual and aesthetic exploration with their students of foreign thought and civilization.

The first language laboratories established in the mid-forties in the United States were simple affairs: students were able to listen to records of foreign-language material and hear their imitations of this material picked up by a microphone and amplified through their headphones. If we substitute magnetic tape for records, this is essentially what students can do in our two listening laboratories at Monash. The two listen-record-compare laboratories enable students to record their responses on a second track of the lesson tape. Students can then compare their recorded responses critically with those of the native model, re-record those responses they recognize to be unsatisfactory, and gradually close the gap between their efforts and the responses given by a native speaker of the language. The two types of laboratories serve different purposes. The listening laboratories give larger groups regular bi-weekly or tri-weekly practice in understanding foreign language utterances spoken at a normal speed by native speakers, and the opportunity to practise systematically the oral use of language structure. They also provide students with opportunities to listen to renderings of poetry, plays, and prose by competent native speakers, and to follow news broadcasts, speeches, and lectures. The listen-record-compare facilities enable them to check their progress in oral expression and work at the improvement of details of pronunciation, stress, and intonation.

Language forms extracted completely from the culture

Master console in the language laboratory



in which they are used are open to misinterpretation and distortion of meaning. For students unacquainted with life in the land in which the language they are learning is spoken, some glimpse of the culture of which the language is an integral part can be provided by the showing of carefully constructed learning films in which patterns of behaviour, values, attitudes, and language forms are seen in inter-relationship. The Monash laboratories provide facilities for the viewing of such films during language-learning sessions. The trend in the development of language laboratories, however, is to include this visual accompaniment as an integrated element of the learning material. There is much superficial talk in the community about the importance of foreign-language learning in the growth of international understanding. Such understanding can never grow from the mere learning of foreign language words and structures when it is assumed that they are equivalent substitutes for expressions in the native language. There must be, in association with such learning, an apprehension of the differences in values, attitudes, and patterns of behaviour of which these utterances are an outward expression. Where a long period of residence in the society where the language is spoken is not feasible, some feeling for the experiences associated with language expressions can be gained if the student is plunged into the sights and activities, as well as the sounds, of the community life of which the language is a part. Where language learning is essentially audio-visual, students are able to operate in their booths small viewing screens connected to slide-projectors, to closed-circuit television or to a videotape library. Videotape machines which were formerly far too expensive to be considered for acquisition by most institutions are now coming into commercial production and will soon become standard equipment in universities.

Most of the laboratory work for first year students is group work; tapes are carefully programmed to provide practice in a variety of language skills without the tedium which may well come when students are kept at intensive practice in one area for too long a period. Students at higher levels work individually with tapes prepared in advance for their weekly consumption. These group and individual tapes cannot at present provide for great differences in speed of learning. Proper attention to this factor would necessitate the provision for each session of a number of tapes presenting the same work in different ways appropriate to various levels of learning. In an endeavour to provide more systematically for such differences, some members of the department intend to engage in research in programming for teaching machines. For effective development of language skills, the teaching machines used must have provision for tape-recording facilities, as well as providing a visual stimulus. With branching programmes which direct students to more advanced work when they have demonstrated mastery of the section under study, teaching machines should be able to provide many students with self-teaching facilities which they would use in much the same way as they use the university library. When suitable programmes have been developed, the more independent students should be able to acquire the elementary knowledge of a new language in a much shorter time than their fellows and be permitted to enrol in classes at a more advanced level.

A class in session

As the number of students enrolled at Monash increases, the language learning facilities will also need to expand. It is important that new facilities be planned so as to provide for the most effective teaching procedures along with maximum efficiency of organization and administration. Experimentation in New York City schools has demonstrated that laboratory learning was most effective when periods of language practice were provided on several days of the week. This has been the practice at Monash. With beginning languages, however, these laboratory periods may well be shorter than a full class hour and more closely integrated with classroom teaching. To provide the best facilities for such language study, some electronic equipment in a new complex of laboratories should be established in electronic classrooms, where laboratory booths with all essential equipment are established around the walls of an ordinary classroom. When a certain section of work has been studied students will move into these booths for perhaps fifteen minutes of concentrated practice, returning to their normal classroom places at this point for immediate application of what they have learned in communication with their fellows.

The various types of laboratories should in the future be established around a central core into which all the tapes required each week for the various languages will be inserted by technical assistants. All essential equipment will be in this service area, being operated from console and booths by remote control. Instructors and students in the laboratories will need only to dial a combination of numbers, as on a telephone dial, in order to be put in touch, for instance, with the third level German tape for the sixth week of the academic year. This kind of installation will make it possible for a large number of instructors and students to use the facilities with ease, while ensuring that all expensive equipment is under the constant surveillance of qualified technical staff. A certain number of laboratory places will also be provided for students who wish to work individually on tapes not in the weekly schedule. These students will, by a similar device, have access to a number of

catalogued tapes in a library core. In a large laboratory installation, some such organization as this becomes essential to ensure that tapes are readily accessible to those wishing to use them, while ensuring that equipment is handled by as few people as possible, and then only by those technically qualified. As more and more courses become audio-visual, provision will need to be made for the making and servicing of videotapes, films, and slides, as well as for the photo-copying, photography, and microfilm work which has already become an important part of the language services.

In some universities in America it has been found practical and economical for laboratory facilities to be scattered through various parts of the campus, so that the student working at night in a residence hall may tune in to the relevant programme in the central core for study practice, or a student working in the library may go into a booth to listen to a version of what he has been reading. Language browsing rooms, where students have ready access to foreign language newspapers, magazines, and general reading material, should also be connected to listening facilities in the laboratories. With a remote-controlled installation such extensions become feasible without great expansion of costs.

This projection into the future presumes that language laboratories have proved their effectiveness as language-learning aids. Experimental evidence is accumulating to this effect. Such experimentation has, however, shown amply that effectiveness of language laboratory work is dependent on careful programming and on the integration of the work done in the laboratory into the overall language programme. In a university context particularly, it is impossible to provide close and careful tutoring of individual students for a number of hours each week. If left to learn on their own in the traditional way they develop faulty language habits which can only be eradicated after much effort by both student and teacher. Surely this is inefficiency. Individual teaching with active participation by the student can be provided for all with the use of equipment which technological advances have made available.

As the department of Modern Languages accepts fully the implications of the new tools which modern technological advances have put into its hands, it should be able to provide further services to the university community outside its own discipline: individual training in such hitherto neglected skills as simultaneous translation and interpreting, opportunities for individuals from other faculties to undertake intensive study of languages which have unexpectedly become essential in their chosen fields of study, and refresher courses for university staff or graduate students about to proceed for further study to non-English-speaking countries. In this way, the department of Modern Languages could be of service to all faculties while continuing to produce graduates with an informed approach to foreign thought and culture.

THE MONASH FACULTY OF EDUCATION

By J. H. Theobald, Senior Lecturer, Faculty of Education

In 1964 the department of Education was established with the appointment of Professor R. Selby Smith and three other foundation members of staff. The department's first responsibility was to provide a course of professional training for those among the first graduates of the University who were intending to be teachers. Thirty-nine students enrolled for a one-year course of study leading to the award of the postgraduate Diploma in Education. The diploma course was similar in many respects to one-year postgraduate courses offered in other Australian and overseas universities, and aimed at giving intending teachers a sound basic knowledge of educational theory and practice together with some carefully supervised teaching practice in schools. In addition, students were required to take, as an integral part of the diploma course, one subject offered by another University department which, it was believed, would either broaden or deepen their academic background so as to improve its quality as a foundation for teaching.

Of the thirty-nine students who enrolled in 1964, thirty-seven held secondary studentships and the other two were private enrolments. Each year the Victorian Education Department awards a large number of secondary studentships and the majority of the recipients proceed to a degree course at one of the Victorian universities, followed typically by a Diploma of Education. The Education Department has other requirements of these students than that they merely proceed with their university commitments, and at this University, the Monash Teachers' College has the responsibility of supervising these other requirements: this is how a student may come to be a student of the Monash Teachers' College and of this University at the same time. Furthermore, within the University, only graduates (or in special cases near-graduates) can enrol in the Diploma in Education course, so that a secondary studentship holder who fails to make satisfactory progress with his degree cannot be offered a course of teacher-training by the University. Such students may also be restricted in their progress towards their degree. This provides the basis of the second major function of the Monash Teachers' College, that of academic rehabilitation and the provision of courses in both academic subjects and teacher-training.

The confusion that existed between the respective responsibilities towards students of the Victorian Education Department and the University department of Education has been somewhat alleviated by the changes in title consequent on the elevation of the Department of Education to the status of a faculty in 1965, and the recent reclassification of the Monash Training Centre as

the Monash Teachers' College. The accompanying table indicates the numbers of secondary studentship holders proceeding to the Diploma in Education, and it is important to say that in their joint responsibility to these students both institutions have co-operated in an atmosphere of mutual respect and cordiality.

schools. It is in this aspect of teacher-training that the faculty has its most direct and immediate links with the schools. Every teacher accepting the responsibility for helping to train his future colleagues is, in a sense, a part-time member of the staff of the faculty. Prospects for the extension of this programme in future years are

Diploma in Education		1964				1965				1966			
		ex Monash	*ex Melbourne*	*ex Other Universities*	*Total*	*ex Monash*	*ex Melbourne*	*ex Other Universities*	*Total*	*ex Monash*	*ex Melbourne*	*ex Other Universities*	*Total*
Full-time	Studentship holders	37	—	—	37	85	3	—	88	112	32	—	144
	Others	1	1	—	2	9	17	2	28	11	11	2	24
Part-time		—	—	—	—	6	19	6	31	7	29	11	47
Total		38	1	—	39	100	39	8	147	130	72	13	215
Bachelor of Education		—	—	—	—	4	13	2	19	15	59	10	84
Master of Education		—	—	—	—	—	—	—	—	—	5	1	6

Student enrolments in the faculty of Education, Monash University, 1964-1966

The faculty of Education and the Monash Teachers' College are also co-operating in the development of the Monash High School as a demonstration and experimental school. The school has already enrolled pupils in the first two years of secondary schooling and is at present in temporary accommodation at the Notting Hill primary school. Its new building is to be erected on a fifteen-acre site due east of Deakin Hall. It will contain many features of improved school design and will be wired for television reception and possible transmission links with both teacher-training institutions. The present intention is to develop the school to permit satisfactory observation, by teacher-trainees, of teaching techniques, classroom management, and school organization and to be used as a laboratory for curriculum development and experimentation.

The provision of satisfactory teaching practice for diploma students is one of the most crucial elements of the diploma year. Students spend ten weeks in schools during the year, and it is here that they must attempt to translate theory into practice. The provision of a suitable school milieu, the provision of helpful supervising teachers, and the quality and quantity of supervision and guidance given by members of the faculty must, to a large degree, influence the effectiveness of the total diploma programme. The institutions in this State training secondary teachers are, at present, using almost every available state secondary school and qualified secondary teacher in and around Melbourne, and a large number of Catholic and Independent

disquieting, for it seems that the anticipated growth in student numbers may outstrip presently available facilities in 1967. Up to the present, it has been possible for all qualified graduate applicants to be accepted into the diploma year by one or other of the Victorian universities, but with the quota in operation at Melbourne's school of Education it appears that the Monash faculty must attempt, as far as possible, to provide for the increase. In this connexion, it may be proposed that the faculty is morally committed to provide places for teacher-trainees who will graduate from Monash, and these alone are likely to exceed 300 by 1969.

Co-ordinated with the teaching practice are courses in the methods of teaching individual school subjects such as English, Geography, and Mathematics. Some of the method lecturers are full-time members of staff, but the majority are practising teachers of some academic and professional distinction, currently teaching in schools, and appointed to the staff as part-time lecturers. Through the teaching practice programme, and through the associations of the part-time method lecturers, the faculty is in continuing close contact with the schools it serves.

In the schools there is a considerable number of university graduates, some of whom have non-university teaching qualifications. Some of these are able to secure sufficient time off from their employers to attempt the full diploma course in one year, with some partial exemption from teaching practice because of their previous teaching experience. Others may take the diploma

course over two or three years by attending evening lectures. This is a very necessary service to education in general and to those teachers in particular who are anxious to improve their professional qualifications. There is at the moment, however, a serious lack of provision for similar teachers in country areas, or those unable to attend lectures, to complete such a qualification by external or correspondence studies. A committee of Vice-Chancellors and the Director of Education is presently considering how this provision may best be made.

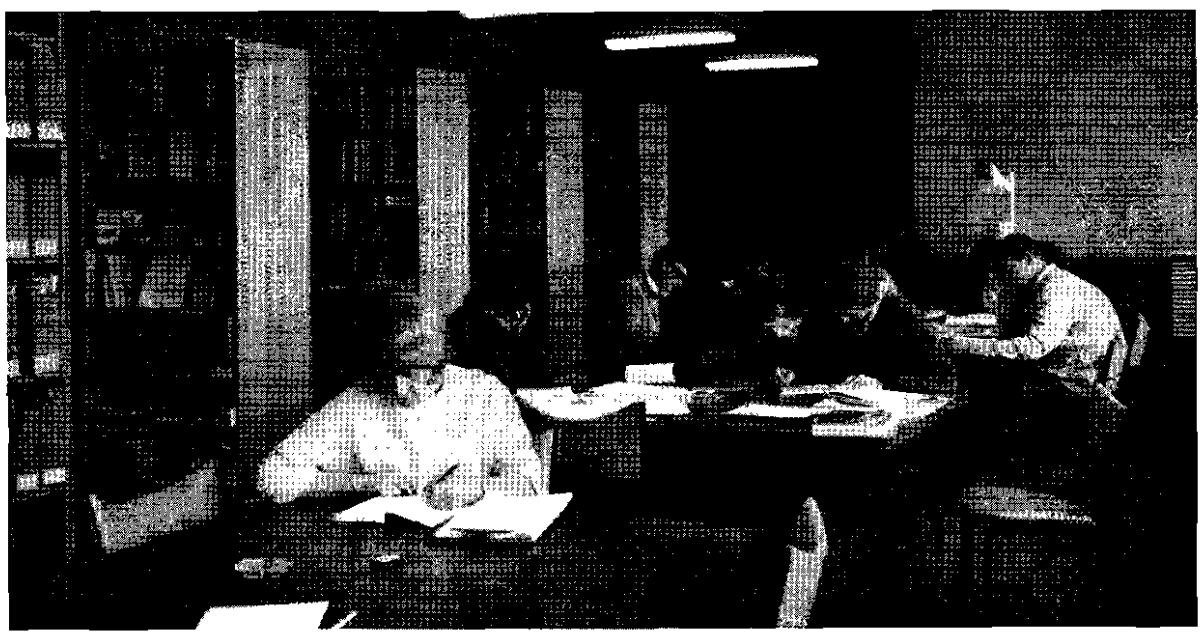
This brief account of the work of the faculty deals principally with those areas in which the faculty comes into contact with other teacher-training institutions, the schools, other departments within the University, and the general public. Most of this contact is made through the applied studies of the diploma course, but diploma students also study 'foundation' subjects of educational theory such as Educational Psychology, History and Philosophy of Education, Comparative Education, and Principles of Teaching.

In 1964, diploma students were required to take a subject offered by another University department. For example, many graduates took Anthropology and Sociology I, and the science graduates took Biology I as they had no biological science in their first degree. This, however, was found to be a relatively heavy commitment, and there were problems in attending University lectures during the teaching practice periods. In 1965, eight University departments offered sixteen-week courses, specially tailored to the time-table and other requirements of diploma students. This contact between other University departments and graduate students training to be teachers appears to have been of considerable mutual benefit. In fact, some members of staff of other departments have developed such a keen interest in the performance of their graduates that they have arranged to see many of them teaching in the schools. This inter-disciplinary interest in the training and performance of diploma students is greatly to be desired, and more satisfactory methods of inviting such interest and involvement may be found. Other departments have played a significant part in the in-service training of teachers in the provision of short refresher courses and seminars; an important service to education in which the universities may have a special obligation or responsibility.

In a sense the school classroom is the laboratory for education students and provides them with the 'experimental' materials and many of the facilities. However, the faculty maintains its own curriculum laboratory which serves as a resource centre for students. It contains a representative range of textbooks for most secondary school subjects, programmed instructional material, charts, film strips, and gramophone records, which are available on loan. There are also available a number of educational aids including a film and film strip projector, overhead projector, tape recorder, television receiver, and record player. It is intended to develop the curriculum laboratory as a resource centre for a wide range of curriculum materials and equipment, and it is hoped eventually to extend borrowing facilities to practising teachers. Programmed instructional materials have been widely used by some other University departments and seminars on their use have been provided.

The provision of a postgraduate year of professional training for teachers is not the only pattern offered by universities. Many Australian and overseas universities offer a concurrent first-degree in education which includes most of the academic preparation of the typical first degree and professional studies running concurrently through four or five years. Some feel that this alternative path, in addition to the end-on pattern, offers considerable advantages, and a faculty committee has, for some time, been engaged in an analysis of such a programme.

Faculty of Education curriculum laboratory



Although providing teachers with their initial training must always be a major function of a professional school such as this faculty, it is obviously not its only function. Students may proceed to a second post-graduate year of study for the degree of Bachelor of Education which, for many, will be a terminal qualification, particularly for those whose ambition is directed towards senior positions in the practice of education. For others, it provides a basis in some depth for the Master's degree or doctoral study. The course leading to the Bachelor's degree consists of three subjects, and being taken principally by practising teachers, lectures and seminars are held in the evenings. This year the first six students have been admitted to candidature for the degree of Master of Education.

In a new faculty, with few members of staff, each member must be versatile and must cope with a multiplicity of tasks. Despite this, members of staff have been creditably active in the presentation of papers, in publication, and in research. An investigation into the relationship of social class membership and aspects of school performance has been completed, and ten more projects are in progress. Continuing projects include applied investigations such as an evaluative study of the P.S.S.C. physics course in schools, a sociological investigation of emerging 'dominant' types of secondary school, psychological studies, such as a longitudinal study of failure among overseas students at Monash University, and a study of the recreational activities of children in housing areas.

This year has seen the beginnings of a Child Study Centre at Monash. It is planned that the Centre will provide opportunities for the study of child behaviour and development, and psychological and educational techniques with children. The faculty of Education has the support of the faculty of Medicine and the department of Psychology in the project, and students from these disciplines will, it is hoped, use the Centre for observation and research. One of the main activities will be to institute and co-ordinate research projects dealing with childhood and adolescence, especially inter-disciplinary projects. The first unit to be developed is the pre-school section, which originally began as a play centre organized by a committee of wives of members of the University staff for the children of members of staff. This has been expanded and is housed for the present in Birch Cottage, in the University grounds just south of the main library. It is planned, later, to incorporate the child study centre into the education building to be developed on the same site. Units to cater for older children, and probably for infants, will be developed at a later stage.

An attempt has been made to describe the principal functions of the faculty of Education and to indicate the functional and service links the faculty has with other teacher-training institutions, other University departments, and with the schools. In addition, it is a regular practice for members of staff to accept professional speaking engagements, addressing such groups as the Head Teachers' Conference, associations of subject teachers, bodies such as the Victorian Institute of Educational Research, and parent groups as well as the regular round of Speech Night addresses. Being enthusiasts for the cause of education, members of staff readily accept these and similar assignments, such as membership of examining and research bodies, as a recognized part of their function.

It is difficult to forecast just what contribution the faculty will make or what influence it will have on education in this State. It is hoped, of course, that through the increasing breadth of background and experience provided by the appointment of new members of staff and through their influence on the rapidly increasing number of education students, its contribution will be considerable.

GRADUATION CEREMONIES

Conferring of degrees ceremonies were held on two days this year. The first took place on Saturday, April 2, 1966, when the Vice-Chancellor of La Trobe University, Dr. D. M. Myers, delivered the Occasional Address. 182 degrees were conferred: Bachelor of Arts 162, Bachelor of Arts with Honours 17, Master of Arts 2, Doctor of Philosophy 1.

The second conferring of degrees took place on Saturday, April 23, 1966, when 113 degrees were conferred: Bachelor of Economics 45, Bachelor of Economics with Honours 10, Bachelor of Engineering 7, Bachelor of Engineering with Honours 11, Bachelor of Medical Science 5, Bachelor of Science 15, Bachelor of Science with Honours 17, Master of Science 2. His Excellency, the Right Honourable Lord Casey, delivered the Occasional Address.

UNIVERSITY'S PUBLISHING ACTIVITY

The University, through its Publications Committee, has recently entered into an arrangement with Melbourne University Press for joint publishing. The first book to appear under the new scheme is now in course of production. The committee invites members of staff and graduate students who are interested in having work published to consider seriously using this Monash activity and to submit their manuscripts to the Monash Publications Committee for its consideration. Books published through it will be distributed overseas by Cambridge University Press.

The committee will also be glad to advise and assist with publication of material in other ways should this be required.

The chairman of the committee is Professor A. G. L. Shaw. Correspondence should be directed in the first instance to the committee's secretary, Mr. R. Havin.

"UNIVERSITY IN INDUSTRY" COURSES

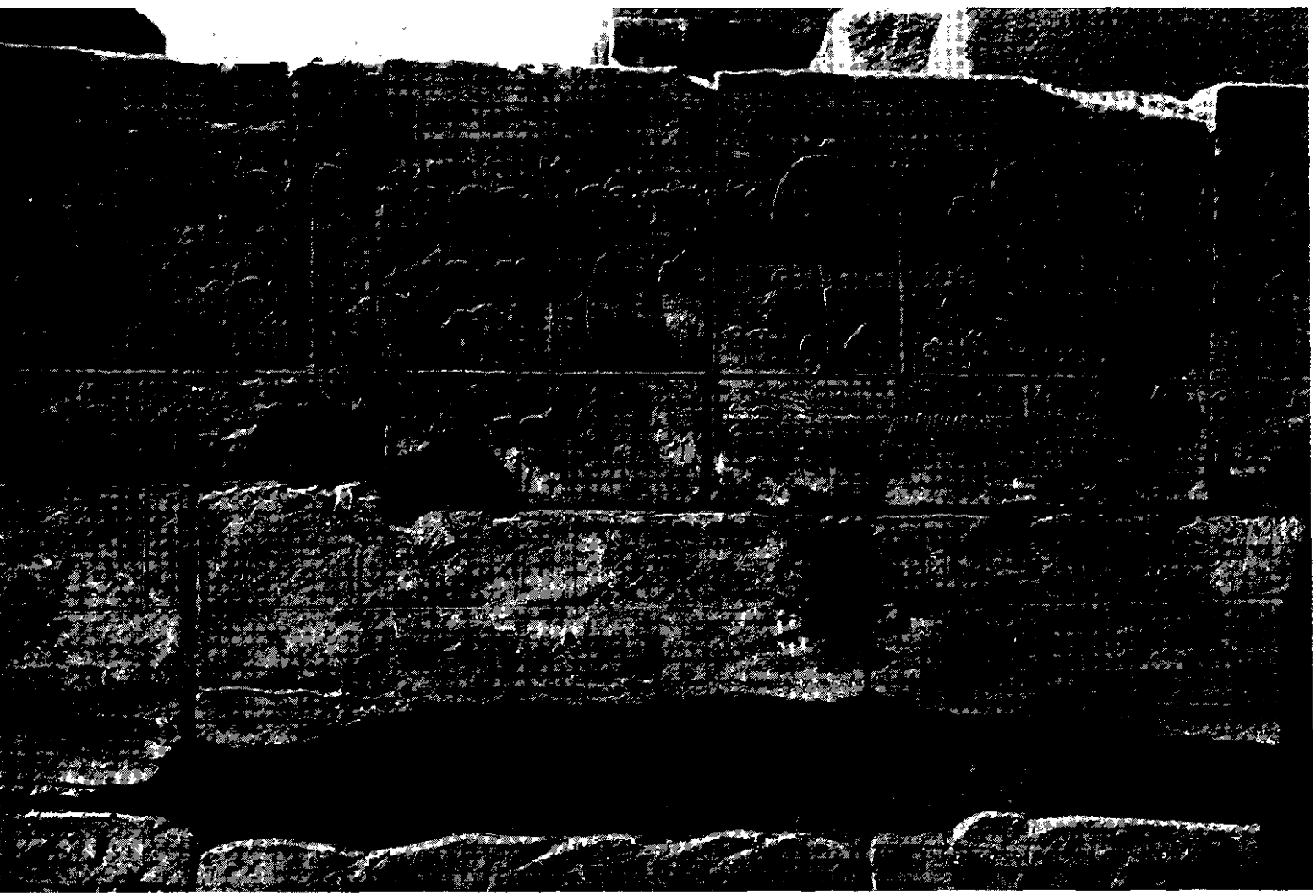
During the past few years discussions have taken place with industry to ascertain the need for intensive courses of a type which might best be described as "University in Industry" courses. It was proposed that a "Noise and Vibration" course should be held at Monash early this year to test the idea. In March, a six-weeks' full-time course for professional staff in private industry, government departments, and semi-government instrumentalities was completed. Many University departments took part in the course which was well received by all who attended.

BOTANY ON THE ROCKS

By M. J. P. Canny, Professor of Botany

Botanist and magician was the description in the character list of an old Persian play, a substantial manipulator controlling much of the action and destiny of the mortals around him. Nor is it long in Europe since he who was learned in plant-lore excited respect and awe. The origins of botany are as much mixed with witchcraft as those of chemistry, and the smell of sulphur lingered long about the vasculum. In France, and more especially in Germany, the science is still entirely respect-worthy; *Botanik* is a proud name. It is only in the English-speaking world, and only during this century, that one is made to feel a need to apologize for being a botanist. How this has come about is not easy to trace. It is not only that the giant hand of Goethe pointed the way forward for the Germans, a sort of *Ur-botaniker* compelling attention; nor that the late-nineteenth century German botanists like Sachs, Strasburger, and Pfeffer were such active and original scientists. There was plenty of enthusiasm, originality, and success in England at that date and the names of the younger Hooker, the Darwins, father and son, Scott, and that Ewart who came out to Melbourne, recall work and eargerness in every way equal to the German. I feel, though this is not the place to argue the matter, that it was the schools in England and America which depressed the value of the name by refusing to teach it as a science, by teaching a parody of botany which was somewhere between drawing and an unexceptionable introduction to sex, by pretending it was a simple affair suitable to minds seeking escape from the rigorous mysteries of ill-taught mathematics. However it was done, we botanists have for years been

The beginnings of botany. The first botanic garden of which we have record is that laid down by Thutmosis III. This symbolic picture of it is from a wall in the temple of Karnak



wearing a motley that excites a moderate contempt among other scientists. It has reached a point where men whose lives are committed to the science write slightly desperate articles called "The Odour of Botany", or argue at conferences whether it might not be better to change the name to Plant Science. Let them change their hearts lest they discredit another name. If it needs an effort to make the work so clearly respectable that the name is restored to honour, let us make that effort.

In university departments of botany there have been other destructive forces at work. Not only do fewer undergraduates want to study any botany because of the degraded currency of the name but of those who begin to study it, many end by following one of the many splinter-disciplines, genetics, microbiology, biochemistry, biophysics, virology, etc., in second or later years. All these subjects which have been born in the last sixty years within traditional departments of botany and zoology, and now grown to lusty maturity, want premises, staff, and students of their own. In old universities they present the further attractions in contrast to their parents of being newly-designed, freshly-painted, and wealthy. The staff members of the parent departments have specialized in these newly-developing fields and leave for the more single-minded and better-equipped laboratories of the new discipline. It is possible to argue a case that there is no parent subject left, that all the staff of a botany department are really biochemists or geneticists or something that is more appropriately located elsewhere. It is possible to argue the case, judge it to be so, to execute the department and disperse its pieces into some complex with biology in its title. It is possible and it is done, especially in the United States, but the same forces are at work in the United Kingdom and the older universities of Australia. In starting a new university you may decide at once that there is no parent subject and have only the biological complex.

Now this process is no matter for regret, it is the natural evolution of the science. Within the same sixty years physics has vanished into solid state, radio-astronomy, nucleonics, and several special kinds of mathematics. But no discredit has overtaken the old name, and the practitioners of the new sciences still work in buildings labelled proudly with the traditional title, even though the staff of the past generation wandering there now, might be excused for thinking they had been misdirected. But this evolutionary process involves another kind of change whose effect must be realized. The effect of increasing specialization of the splinter disciplines is often to increase our understanding of detail at the expense of progress in our power of control over the environment. The sciences began in the search for control of the environment: control of painful and crippling diseases, of food production and storage, prediction (and hence intelligent use) of tides, weather, and star motions. Sympathetic magic grew into experiment. But the further our understanding of natural phenomena goes the more complex the problems become, and we seek to isolate a simple system for theory and experiment: the hydrogen atom, the algal unicell, the super-conductor, the mitochondrial suspension. Our understanding of these special systems grows, but unless we make a great effort to relate the specialized knowledge back to our need for control, or unless we are specially lucky, say with the crystal diode, the power of control advances more slowly. This has not much mattered in physics since by the time the early twentieth century science began to specialize out of recognition most of the necessary practical control rules were known. But in botany the problems from which we started, problems needed for control, and which we set aside saying, "It is too difficult in the present state of knowledge and technique, let us take the system thus and thus and see how that behaves", these problems still remain almost unapproached; such matters as how the mineral nutrition of the plant body is managed and organized, what controls the shape and symmetry, how the water and sugars move, what the interactions are between plants in a forest or pasture, what really controls flowering and fruiting.

In the biological sciences moreover there is growing danger in letting this process take its course to the neglect of the larger view. Our biological environment is menacingly out of control. Most of the splinter science of genetics is concerned with very few and specialized organisms, a few bacterial strains, one or two fungi, fruit flies, grasshoppers; systems which biochemists will use get yearly more pure, more defined, more unlike a living organism; detailed knowledge of the regulation of flowering pursues ever more complexity in the cocklebur, the Japanese morning glory, and a few more species. The analytical process is a laudable method and would surely in time return us to a synthetic answer and bring enormous gains in our power of control of living things, but time is what we have not got. There are too many of us and that too many is getting more too quickly for our organization, including our organized scientific effort, to stand the strain. Ours is the last care-free generation of Western man. It is not necessary to point out to readers of this Gazette how they accept unquestioning the miracles of health and cleanliness and comfort, of ease of movement over large parts of the earth, and of freedom from all but the most highly-organized kinds of thuggery; how whole families of these readers will go through life having to face no major calamity or agony, in a way that is quite new in the world. These are not perhaps the highest things, but they are good things, of solid comforting worth, and they are what we have directed our scientific control to achieve. We may look wistfully back at Nelson chasing Villeneuve, at Michelangelo under the chapel roof, or St. Columba grinding the corn as he composed the *Altus prosator,* ragged, dirty men all we should think them, could they be with us today. Not one of them, perhaps, that would not have given some of his light for our well-lit streets, of his fire for our warm homes and vehicles, the converse with angels for a spell of treatment under the National Health. For they dwelt in the presence of death and pain in a way that it is hard for us to understand. Even though most of mankind still lives thus we are so insulated from them in our Western shell that even when we travel among them they cannot communicate with us. Our grandfathers, our fathers, and we have seen the growth, the flowering, and the fruit of this time of ease and our children will see it passing and our grandchildren will know it no more. They will either have it taken from them, or in the operation of a monstrous therapy to retain it, will have gained the burden of a different kind of care. Our grandfathers had a sustaining faith in their ability to carry this light to all men; our grandchildren will be fighting to preserve

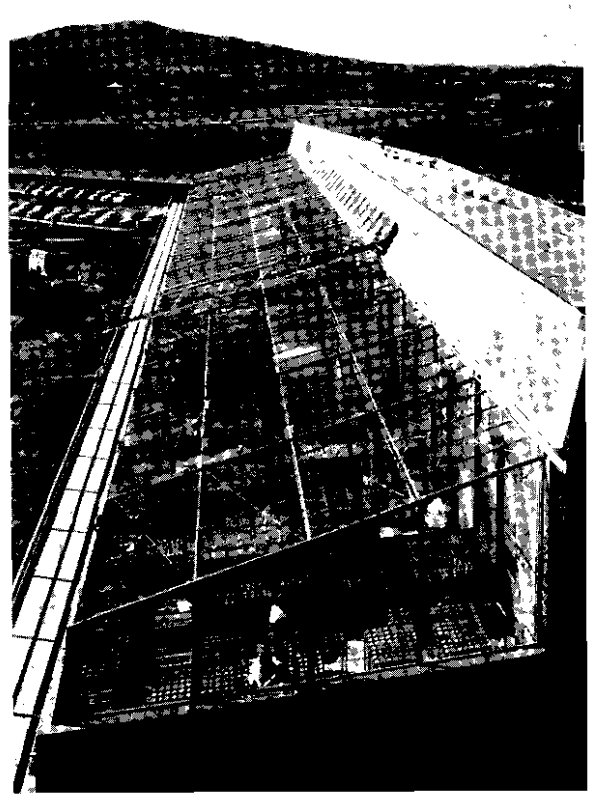
some of it for themselves. It is now only a question of how much we could salvage by acting at once to apply what we know of bioscience to the biosystem which is ourselves, and how much more we can discover of a controlling knowledge as the desperate years go by before our scientific effort is itself strangled. There is no time to wait until our analytic investigation of minutiae yields a synthesis for control.

I am not trying to say that by studying botany rather than, say, sociology or genetics we are more likely to regain control, but only that it is unwise to kill the old discipline and stop work on unsolved problems, for these problems are relevant. Two hundred million people feed themselves on tropical soils by "shifting cultivation", by changing the ground they cultivate every year or so and letting the jungle take over where they have been. It seems wasteful but it is the most efficient method still that we know since the techniques of temperate agriculture applied on these soils leave the place a desert. If these regions are to feed more people, and if similar tropical soils are to yield us any harvest we must learn how to manage this ecosystem. Even within our familiar temperate agriculture the yield of crops per acre has been doubled in the last forty years by the application of new pest controls and cultivation techniques and for some crops has increased five-fold. We are not at the end of this improvement. Nine-tenths of all the photosynthetic production of food goes on in the sea and is practically untapped by man. We can see in principle that enormous harvests can be reaped in the sea and some early schemes for "sea-farming" are already in operation. The botanists who bear their part in such works as these must have eyes for larger things than DNA and a training that helps them to face undismayed biological systems of vast complexity.

These are not the reasons why at Monash we have organized our biological teaching around two departments of Botany and Zoology while the other three new Australian universities (and one of the old) have chosen the pattern of composite schools of biological sciences. We have done it this way because that is the way we wanted to do it. These are however the reasons why we must not let the Anglo-American distaste for the word drive all botanists to become molecular biologists, and such is the direction that has been explicitly laid on many in the United States. Within the Australian university pattern — large first year numbers studying biological sciences as preparation for medicine, several sciences, or as part of an Arts degree, and comparatively small numbers in later years wanting botany or zoology — the two traditional departments are perfectly viable. With space, staff, and budget based on the large first year teaching commitment, each has sufficient reserve to support several lines of research for staff and graduate students in well-equipped laboratories. As in nearly all Australian universities we have a first year subject biology. Teaching of this is shared equally between the two departments and integrated as much as possible. We are not attempting to run alongside this, as do some of the others, two additional subjects botany and zoology. The subjects become distinct in second and later years.

There has, I feel, of late been too much emphasis on the importance of the common ground between the two subjects, the cell physiology and biochemistry, the genetics and cytology, and wistful glances at how nice it would be to study and teach ecology in concert, letting these thoughts of communion dominate our view of how the subjects should be taught. It is time for a reaction. By all means let us co-operate in the teaching of common material and on research into mutual problems, but let it be from firm bases in either subject, and let us not be hypnotized into the belief that there is really only one subject. Among several differences between botanists and zoologists is one that has been too little noticed, namely the difference of temperament in people who choose to become one or the other. A few catholic-minded naturalists seem equally sympathetic to animals or plants, but most of us have chosen on the basis of an emotional (it can hardly be intellectual) preference. The zoologist has the sterner stomach, being undeterred by the bits of formalin-soaked dogfish, feeling no recoil from the wriggling of some alien life clutched under a stone. It is not that the botanist is a sissy, as anyone will know who has followed some indestructible ecologist as he strides beyond reason and the hope of dinner, in weather that has kept all others indoors, over country that none but a botanist would wish to visit. But there is something gentler about him, an aestheticism deriving from the beauty of the wide green earth, a contemplative strain that finds comfort in the quiet fixity of life glowing out of fresh leaves. If you must blame him let it be for his detachment, for trying to escape human problems and the reminders of human problems with which animals startle us by studying life in so quiet, so remote, and so unemotional a form.

Botany today: phytotron in Canberra where plants can be grown in a great range of controlled environments



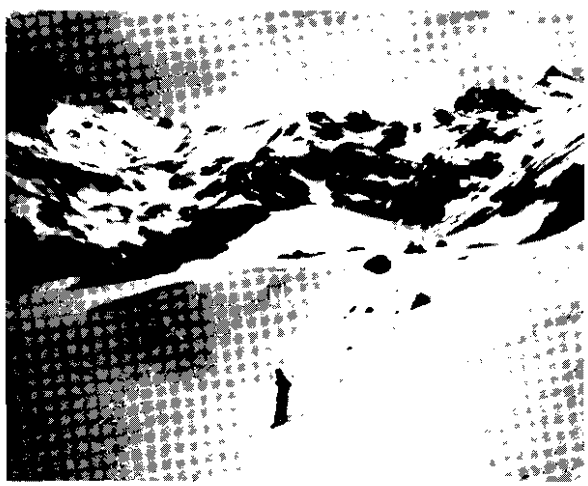
ACCOUNT OF A STUDY LEAVE PROGRAMME

By E. Derbyshire, Senior Lecturer, Department of Geography

The principal task during my study leave was the planning and execution of a programme of geomorphological field research in four mountain massifs of north-western Spain, partly to collect comparative material for my studies of past glaciation and past and present nivation in south-eastern Australia in general and Tasmania in particular. North-western Spain, which experiences a climate similar to that of S.E. Australia, has mountain massifs rising over 7,000 feet above sea level: these contain many areas of permanent snow with a fairly rigorous snow-and-frost climate (*see photo*). In terms of both Pleistocene glaciation and present-day nivation, they offer a striking analogue to the glaciated mountains of parts of south-eastern Australia. Other aims of my leave were to study the literature on glaciation and nivation in the mountains of northern Spain and south-western France, some of which is not available in Australia, and to study part of the literature on the Pleistocene glaciation of the Southern Hemisphere available, some in manuscript form, at the Royal Geographical Society in London.

On arrival in England, I accepted a visiting lectureship in geography at Bedford College (University of London) for the spring term of 1965. My main duty was to conduct a course in glacial and periglacial geomorphology for second year students reading geomorphology as an optional subject. I found most students in the department were in honours courses and that pass degree enrolments were a minority in the College as a whole. The geomorphology option class was small, numbering eight. It included students with a good systematic background in geography and some school and university science work (geography may be read as a science course at London). I found the undergraduate studying geography much better equipped for the task than his Victorian counterpart. The small size of the group, and the level at which I was able to pitch the course, made this a thoroughly enjoyable experience and a welcome change.

Perpetual snow in the Picos de Europe at 2200 metres. Snow-covered summit on left is Pico Madejuno, 2513 metres above sea level



The bibliographical work and preparations for the field season occupied much of my time in London. A great deal of time was saved by the use of the inter-library loan service whereby the lending institution, instead of mailing a whole volume of a journal to a college library, sends a xerox copy of the paper requested. This is cheaper for both libraries involved in that postage charges are reduced, labour-saving in that handling is reduced at both ends, and more convenient for the researcher for he is provided with a permanent copy direct from the source. This practice deserves to be more widespread. A considerable amount of time was taken up with work on the geological literature on the Spanish mountains, so that little time was left for visiting other universities. However, I was able to visit the University of Keele (where I graduated in 1954) to give a lecture on "Landscapes of south-eastern Australia". During the same few days I travelled to Manchester to lecture on "The Mountains of south-eastern Australia". This was followed by a brief visit to the Scott Polar Research Institute at Cambridge. The longest visit was to the University of Liverpool, where I spent three days. Activities included a field excursion to North Wales and two lectures, the first on "Three problems of deglacierization". The second lecture on "Geography in Australia", presented a personal view and thus provided abundant material for subsequent discussion on the subject. It aroused a gratifying amount of interest.

I attended two conferences. The first, that of the Quaternary Studies Group, was held at Durham. It included some useful field excursions and gave me an opportunity for discussions with fellow workers in the field of glacial geomorphology. Two days after my arrival in the United Kingdom, I attended the annual conference of the Institute of British Geographers at Bristol University where I presented a paper on "The Pleistocene Glaciation of Tasmania: recent findings and future work".

During the latter part of my stay, I was able to re-visit some areas in which I had field-worked in past years. These included parts of Wales and the south-eastern flanks of the Pennines. I selected a small catchment in the latter area on behalf of the Geography department, Bedford College, members of which will conduct a ten-year quantitative study of it under the programme of the International Hydrological Decade.

The last month of my study in Europe was spent in Spain. A large station sedan with a second-hand woollen mattress provided both transport and shelter for myself and my field assistant, an M.Sc. candidate from Manchester University. It also carried a month's supply of food, maps, and the field equipment, some of which was kindly supplied by Bedford College. In order to work in Spain I was obliged to seek the permission of the *Consejo Superior de Investigaciones Cientificas (Comisión Nacional de Geología)*, which co-ordinates all scientific work in the country thus eliminating the risk of duplication. After some very cordial and helpful correspondence with Señor N. Llopis Lladó of the "Instituto Lucas

Mallada" in Madrid, an outline programme was despatched to the *Comisión* for approval in February. But official channels are slow in all countries. As we crossed the Channel on the first stage of our journey I wrote to the *Comisión* asking that my letter of approval be sent to me *lista de correos* in Sorio (Llopis Lladō had assured me unofficially that everything was in order). Therefore, provided I could reach Soria without being stopped by the Civil Guard, everything should go according to plan. In the company of J. Thornes, a geomorphologist from King's College, London, we crossed the Pyrenees and entered Spain *via* the Somport col. The Spanish customs official allowed us through without looking into our food container (a large ammunition box with a securely screwed-down top) so the omens appeared favourable. We were not to be spared all anxiety, however. In view of the limited field-work time available to us, we drove hard southward in the general direction of Soria, using a secondary road (very similar to Australian country roads) through the delightfully named Ejea de los Caballeros. Darkness had fallen. Private cars are rare in Spain and all road traffic appears to stop at dusk. At the exit of the town we were stopped by two of the Civil Guard. After some verbal fencing, the younger guard asked who we were working for. When told we were "just tourists" he allowed us to go on, though he was obviously cynical. Next day we reached Soria and my letter of authority was at the post office. This stated that I was working in conjunction with the *Comision Nacional de Geologia,* that I should be working in the provinces of Soria, Santander, Palencia, and Burgos, and that my passport number was D.331191. I immediately pasted the letter on the side window of the car: thereafter we received salutes from the Civil Guard.

The first area to be examined was the Sierra de Urbión (summit, Pico Urbión, 2228 m.), which is the source of the Rio Duero, one of the great rivers of Iberia. We found that the evidence of Pleistocene glaciation and nivation is well preserved: a paper, written jointly with Thornes, will be published shortly on this area.

The second mountain massif, the western part of the Sierra del Brezo (summit Peña del Fraile, 2028 m.), was of particular interest since it provided evidence of cold climate modification of soluble limestone rocks.

The most detailed work was accomplished in the Sierra de Peña Labra (summit, Tres Aguas, 2176 m.) where the evidence of modification of the landscape ranges from small glacier tongues of Pleistocene age, to present-day nivation hollows and widespread disturbance of soil by needle ice. A considerable amount of material was collected though the publication of the results is being seriously hampered by the fact that "it is absolutely forbidden to take the aerial photographs out of Spain".

The Cordillera Cantabrica culminates in the range of high crests known as the Picos de Europa, only 20 kilometres from the coast. Of particular interest is Peña Vieja (2615 m.) a limestone mountain undergoing modification by well developed permanent accumulation of firn (crystalline snow with almost the density of glacier ice).

After completing the Spanish programme, a visit lasting several days was paid to the department of Geography of the University of Toulouse, where I had useful discussions on glacial mapping problems with Professor Georges Viers. I was able to inspect unpublished glacial maps of parts of the Pyrenees at a scale of 1:50,000. Under his guidance I visited areas of present-day nivation and moraine deposits of the last Pyreneen glaciation in the central Pyrenees. Evidence was examined in the Massif du Carlit: it is very comparable with the Tasmanian evidence.

SPORTS MEDICINE AND RESEARCH CENTRE

In a recent article entitled "Sports Medicine" published in the Medical Journal of Australia, Dr. B. Corrigan mentioned that "the Sports Medicine doctor is concerned with three general topics — the medical aspects of training, fitness, and treatment". As the Sports Association is interested in the application of these aspects an approach was made to the dean of Medicine, the director of the Health Service, and members of the Victorian branch of the Australian Sports Medicine Federation for some guidance.

The approach received a ready response and the Monash University Sports Medicine and Research Centre is now a reality. It is housed in a room in Birch Cottage, specially renovated and equipped for the purpose by the Sports Association, and as far as is known it is the first clinic of this type actually on a university site.

The activities of the Centre are directed towards:

(i) reducing the severity and duration of sports injuries;

(ii) advice on the prevention of injuries;

(iii) research in the field of sports medicine.

The Centre is manned two afternoons and two evenings a week by a panel of interested doctors and physiotherapists.

The services of the panel are free and there is no compulsion on injured members of the University sporting teams to attend. The committee responsible for the Centre consists of members of the medical and dental professions and interested laymen, with the director of the University Health Service as chairman.

The original objective of the University Sports Association was to encourage, foster, and develop amateur sport within the University. It has since been agreed that this concept was inadequate. The present thinking involves developing a full recreational and fitness programme with the accent on participation rather than prowess. To assist in this aim particular attention has been paid to the provision of facilities for sports such as squash and weight-training which do not demand a great deal of time. Professional coaching is slowly being provided for many sports with an emphasis on training for the less skilled. Priority in the appointment of coaches has been given to golf, tennis, and squash, as these are games which may be played for many years after students have left the University. It is also hoped that some contribution can be made towards meeting the growing problem of the effective use of increased leisure time in the general community.

HONORARY DEGREE CONFERRED ON LORD CASEY

At the second conferring of degrees on Saturday, April 23, 1966, His Excellency the Right Honourable Lord Casey, Governor-General of Australia, was admitted to the degree of Doctor of Laws *honoris causa*.

In introducing Lord Casey, the Vice-Chancellor said:

"It is appropriate that the first honorary graduate of this University, a University named after Sir John Monash and required by its Act to 'have regard to the urgent need for the establishment of courses in applied science and technology, and for the training of more engineers and scientists for industry and agriculture', should have begun his remarkable career by graduating in mechanical science at the University of Cambridge.

"R. G. Casey did not actually practise as a professional engineer; but only the slightest degree of bias is needed to attribute to his early training the deep interest in science — applied science for preference — the talent for incisive analysis and the passion for translating analysis into action that have characterized his long public life as soldier, Minister of the Crown, statesman, author, aviator, life peer and now, most appropriately, Governor-General of Australia.

"Occasions such as this are not unfamiliar to him: it was part of his duty, as Governor of Bengal, to preside over degree ceremonies although I understand, Mr. Chancellor, that in those turbulent times he had to sit at a safer distance from the audience than you need to do here.

"A lifetime of achievement, such as we honour today, cannot easily be compressed into the few short sentences proper to a citation and it is necessary to resort to rigorous selection. Even selection is not without its difficulties and, from all that might be said, two short paragraphs only, recording work of special significance, must suffice.

"Casey's period of office as Minister of External Affairs can be seen, in retrospect, as one of lasting importance in our relations with neighbouring countries. A.N.Z.U.S. and S.E.A.T.O. date from this period and the Colombo Plan, which has happily brought to our universities hundreds of students from abroad, came fully into operation. It was surely a time when Australia's reputation as a friendly, well-intentioned but quite resolute member of the Pacific area never stood higher.

"And this reputation was due, in no small measure, to the personal qualities of the Minister himself, to his relations with his opposite numbers in other countries and, above all, to the impression that he gave to the world of his understanding of, and sympathy for, the people of those countries.

"Intensely patriotic, he never allowed his love for Australia to blind him to the many difficult problems of population, strategy, and rural and industrial development which must be solved if this country is to survive. His writings, speeches, and private communications to people whom he sought to influence show that his mind was constantly occupied with these problems.

"The key to their solutions, he believed, lay to a large extent in well conceived and intelligently applied research in science and technology and he saw the Commonwealth Scientific and Industrial Research Organization as the most important available means of pursuing these ends. As his own individual contribution, first as Minister-in-Charge and later as a member of the Executive, he gave to the Organization time, energy, and untiring interest. For this, as for so much else in his long and active life, Australia will always be grateful.

"Mr. Chancellor, I present to you Richard Gardiner, Baron Casey of Berwick and of the City of Westminster, Privy Councillor, Knight Grand Cross of the most distinguished Order of St. Michael and St. George, Companion of Honour, Officer of Distinguished Service Order, Holder of the Military Cross, Master of Arts — for admission to the degree of Doctor of Laws *honoris causa*."

In the course of the Occasional Address, Lord Casey said:

"I have listened to what the Chancellor and the Vice-Chancellor have been good enough to say, with interest and respect, and perhaps I might be allowed to make some comment on their addresses.

"My first comment, of course, is to express my sincere gratitude to the Chancellor, the Vice-Chancellor, the members of Council, and all those who had a hand in bringing it about, for the great courtesy that Monash University has offered me, in the shape of an Honorary Degree, the first that the University has offered to anyone. This is no small thing and my appreciation is very real and not just an empty form of words.

"As I understand it, this function today is largely in effect a dialogue between the Chancellor and the Vice-Chancellor on the one hand and myself on the other. The Vice-Chancellor's part in this is bound by the rigid and unbreakable tradition of a century or more of Vice-Chancellors — that of largely confining himself to a eulogy of the recipient of the Honorary Degree, by way of selecting certain aspects of my career on which to build the most favourable picture he can — and to avoid the rest. As I know probably better than any of you, he has done this with great skill — an exercise in selection and presentation which I followed with interest and appreciation and, if I may say so, with humility.

"As to what I might say now, I have been in two minds — whether to address myself to the graduates and undergraduates who may be here today, and to say something of what I like to believe that my life has taught me, some of which might surprise a good many of you, or alternatively to endeavour to say something about what I believe are the great changes that are in course of coming about in the position of universities in this Australian community of ours.

"On net balance, I have decided on the latter — largely for the reason that giving advice to people younger than oneself is not a very profitable enterprise. They never show signs of taking any notice of what you say anyway. I was subjected to a good deal of it when I was in your position, and I remember my unfavourable reactions — and I don't suppose you are much different from what I was. So I will try to confine myself to an easier task — that of speaking of the university explosion that has come about in Australia in recent years.

"In what I may call 'my day', the so-called 'image' of a university was very different from what it is today and a good deal more different from what it is likely to be in the future.

"In those days, the six universities of Australia were ivory towers with but little contact with the public at large. Now the situation has changed very much for the better. The universities have a better public understanding and their influence has increased and is increasing.

"Australian universities will have doubled in numbers in a year or two, as compared with 1950. The student numbers and the number of degrees granted have a good deal more than doubled in the last ten years. Indeed we have gone ahead in this regard a good deal faster than Britain, where the numbers of universities have taken a generation to double. However this is understandable, as we started from a much smaller base.

"This has come about by the much increased demand for higher education by the Australian people, and has been made possible by a very large increase in the necessary money made available by Governments in the last ten years. The work and the report of the Murray Commission and what flowed from it was the turning point for the universities, and I believe can be regarded as the impetus and generator of the very much expanded university system of today.

"I believe that the public demand for more education has been, perhaps unconsciously, stimulated by the need for a great many more trained people to enable Australia to keep pace with the obvious and remarkable material development and expansion of the Australian economy in the post-war period. The 1950's and 1960's will go down in history as a period of quite remarkable advances in all human activities in Australia. This has brought with it the great need for more trained, thinking, and educated people from the workshop floor and the farms and mining camps to the board room, and from the secondary schools to the universities and the Parliaments, and indeed elsewhere.

"The functions of universities have changed very greatly over the generations. In the distant past they were places of privilege confined to the study of the humanities, and were limited to those few who could afford it.

"Now, in Australia at least, a university education is within the reach of the majority of the community possessing the requisite ability, and of course the subjects have been very much increased, particularly in what may be called the practical professions.

"There has been, particularly in recent years, an increased readiness on the part of employers to seek and to employ university graduates particularly in Engineering, Science, the Technologies, Economics, and Arts. Then again the advice and work of university staff members are being increasingly sought after by boards, developmental organizations, research groups, and the like, for their help and expertise. This, I believe, will result in a better and an increasing mutual understanding between the community and the universities, to their mutual benefit.

"Although my contact with the undergraduate world today is necessarily limited, they appear to be increasingly concerned with and interested in current problems of the Australian community, both domestic and international, to a considerably greater extent than in the past. Although they do not necessarily have access to complete information on which to base their views and judgements, I believe this is a healthy sign.

"What do we, the Australian people, want from our universities? I would believe we want you to turn out educated people able to think and to *do*, to analyse and to act in a variety of directions, not just people capable in one specialized direction, but reasonably well-rounded people, able to do more than succeed in some individual profession and nothing more — people who can hold their place in the community in the world and not only in a narrow field.

"The humanities are not to be disregarded. I believe for instance that the Massachusetts Institute of Technology, probably the greatest engineering and science university in the world, insists on all undergraduates doing at least 25% of their time on the humanities, with a well-rounded professional man or woman in mind — an attempt to solve the problem of the two cultures, that Sir Charles Snow (now Lord Snow) has so capably brought to public notice.

"Up to the present and no doubt for some little time to come, we have had to rely to an appreciable extent on seeking to fill the gaps in our supply of trained and educated people in a number of directions, including the universities, by enlisting the balance of our requirements from overseas, but I believe that, in our present state of development, we should train them for ourselves, which indeed we are in course of doing, and so avoid the charge that we are accepting a situation of academic colonialism — and at the same time reducing the extent to which we are contributing to the brain drain on Britain.

"Let me make passing reference to another aspect of the university expansion in Australia. There are welcome signs on the part of universities of expanding

The Governor-General, Lord Casey, and the Governor of Victoria, Sir Rohan Delacombe, at the ceremony

interest in Australia itself and in our neighbours in Asia. This is reflected in university courses in Asian studies generally. Also in the growing numbers of university groups which go in vacations into our outback country to investigate our wild life, our anthropology, and our natural phenomena, which is all to the good.

"Also the much-improved place that our universities have developed for themselves in recent years by way of well-informed concise broadcast commentaries by university teachers on international affairs — as well, of course, as the University of the Air ventures.

"On another subject — research has not been a very prominent feature of university life in Australia up to now. It is very much more so in Britain and indeed in the United States. I would believe that more money for research in our universities is likely to be made available here. In Britain it seems to be accepted, almost as an article of faith, that research is best done where teaching is done. The logic of this escapes me, although personally I welcome trained minds being devoted to research wherever it is done — and I hope that research in Australian universities prospers.

"There is also the healthy movement in a few of our universities to extend the benefits of university adult education to those in outback areas who cannot afford the time to attend the universities themselves, but have to rely on extension arrangements for instruction by mail. In a country of the very great size of Australia, one can only hope that this movement will grow.

"All this adds up to the fact that our universities have accepted the challenge and are determined to play their proper and multi-lateral part in the life of the Australian community, and to be an influence for good in our struggle to strengthen Australia, so that we can face whatever the future holds for us.

"I would hope that the present examination system is not being regarded as the perfect means of identifying and recognizing talent, and that it will be given thought and attention. As has been said before, you can measure quantity — but quality is very hard to measure.

"As the university structure of Australia grows, university teachers will inevitably find part of their time progessively engaged in conferences, committees, and seminars with their colleagues and others on many matters of common interest. This is the experience in many professions. Much as you may deplore the time involved, it is what has been called 'the penalty of competence'.

"Although I have said that I will not burden the younger people here today with personal advice, let me break this undertaking by saying a few things to those who have taken their degrees or who will do so before long.

"A degree is not an end-point. It is rather the end of the beginning. Some graduates will have opportunity, or can make opportunity, to travel abroad, outside Australia — and this is very much to the good. Good place as Australia is, there is a great deal outside Australia that is worth your attention even at some sacrifice, whatever you propose to do with your lives. You'll be much better Australians if you learn something about the world outside while you're young — provided you come back here at the end of it. And do so before you do that dreadful-sounding thing — "settling down" — getting married (frequently too young), getting a second-hand car and a small house in the suburbs.

"And let me say one more thing to the younger men and women, which may not be necessary to say to you but which it *is* necessary to say to a considerable proportion of young Australians — the need to develop the ability to express themselves distinctly and understandably in speech and in writing. It is something that you have to teach yourselves, rather than be taught — although you can get help from others if you seek it. However much you've absorbed at school or at the University, a great deal of your success in life depends on your ability to communicate with others in understandable terms. British and American youth are much better at it than Australian youth. Strine is a good deal more than a parody, and pidgin is not confined to Papua and New Guinea. I am not suggesting Oxford English or any other dialect or affectation, but ordinary internationalized English as spoken and written by average educated people in many parts of the English-speaking world and by a great many people in Australia.

"Finally, now, to the younger people, it is not only your personal futures that count, it's what you can contribute to the Australian community as a whole, that has contributed so much by helping to make your education possible. There are many ways in which you can do this, if you consciously watch out for them.

"And now, a word or so about this new University, Monash. You've come a long way in a short time, and those who have produced this remarkable result in so short a time deserve very great credit, if I may say so. You are well on the way to becoming one of the great universities of Australia, both in quality and in quantity.

"And I am the more pleased and honoured by this honorary degree from Monash University, by reason of the fact that I served on the staff of General Monash in France in the last months of the war in 1918, and have a proper realization of the great gifts of this great man, in whose honour this University is named.

"We in Australia are at a testing time in our development. The 1950's and 1960's will be regarded by the historians of the future as periods of most dramatic development and expansion. Our most important task is to strengthen Australia as quickly as we can, so that we can face with reasonable confidence whatever the future may hold for us. This means population increase, development of our primary and secondary industries, exploitation of our natural resources and much else — and, as a means to all this, the need to develop a much larger proportion of trained and well-conditioned minds in all fields. Our survival as a free and independent people may well be at stake, and is not by any means to be taken for granted, except by exceptional effort, in which our universities have a big part to play.

"And now to finish what I would like to say, let me remind you of an extract from the Coronation Prayer at the Queen's Coronation, when the symbolic Sword of State was handed to her, and which I think has universal application —

> " 'Restore the things that have gone to decay: maintain the things that are restored: punish and reform what is amiss — and confirm what is in good order'."

At the conclusion of the ceremony the guest of honour and Lady Casey together with the Governor of Victoria and Lady Delacombe and other distinguished guests who were present for the occasion were entertained at afternoon tea in the faculty club.

Derwent and Langwith Colleges, University of York

NEW STUDENT RESIDENCES IN GREAT BRITAIN

By J. A. McDonell, Executive Director of the North-East Halls of Residence

Between October and December of last year I had the opportunity to see recent developments in student residences in ten British universities. One feature common to all is the almost complete disappearance, from their future planning, of the traditional self-contained hall of residence or college. Evidently the University Grants Committee, which was prepared to give considerable support to halls of residence in the last decade, has now come to the conclusion that the self-contained hall of, say 200 students, with its own kitchen and a dining-room large enough to seat all its members at once, is too costly.

The first step in reducing the capital cost of the catering establishment is to use one large central catering organization for a number of "houses", in the same way as we do in our own North-East halls. The next is to cut down the dining areas, so that only 60% or 70% of the inhabitants can sit down at once. Almost every meal must then be served cafeteria-style. The whole hall can never dine together and it will only be on special occasions that a "house" will be able to do so. This feature of dining together is one which we have retained in our own halls and which we still value.

The next economy is to do away with separate hall catering facilities and to site the residential buildings so that the resident students can obtain meals in the Union building. or its equivalent. This is the arrangement which is going to operate, in one form or another, in all of the new British universities. In some of these, the residential buildings are also stripped of their own commonrooms, games rooms, and libraries, these facilities being simply provided communally for the whole university. All that then remain in the residential buildings are bed-studies, bathrooms, and a parlour-cum-kitchenette of about 200 square feet for each group of twelve to sixteen students.

In some places where this kind of accommodation is planned, it is said that it is the university's deliberate policy to encourage informality and student self-discipline. Whether such a policy represents a considered judgment, on the part of the university, as to the type of residential life which is most likely to be in the best interests of a majority of its students in this day and age, or whether it is a rationalization of financial policy imposed from outside the university is something that would be very difficult to discover. In nearly all cases, however, it is clear that this major decision, as to the extent and type of student residences, is one that has been made in the very early stages of planning, well before the university came into existence. And in some places this policy is now being expressed in terms of permanent buildings whose design and relationships with other university buildings can be modified only at considerable expense. Any proposal to amend the pattern of student residential life at some future date, in the light of experience, will therefore encounter very great difficulties.

In some of the established universities older halls are being supplemented by blocks of student flats. There is clearly a demand for these and there is no reason

why they should not be quite successful in catering for the needs of some students, provided they are well designed and administered. A variety of types of residential accommodation at each university is all to the good; lack of such variety is apparent in the plans of some of the new universities.

Nottingham University, where I was stationed, provides one of the best collections of "traditional" halls. Of their fifteen, eight have been completed since 1959, and these each house 150 to 250 students. In principle of operation and in range of facilities provided, they would be comparable with, say, Bruce Hall at A.N.U., International House at Melbourne, or Robb College, New England — to name three Australian institutions, all of quite different appearance and design, but having many overall similarities in the type of life they offer for students.

Most of the money for these Nottingham halls came via the U.G.C. and they represent pretty much the last of their generation. I did not come across any more of this kind under construction or in the planning stage, apart from privately endowed institutions as, for example, at Oxford and Cambridge.

NEXT GENERATION OF BUILDINGS

The next generation of buildings — those with their own communal catering facilities — are represented by places such as Bodington Hall at Leeds and Owens Park at Manchester. Bodington has eight physically separate houses, each of 75 men. Each house has a warden (a senior academic with a 4-bedroom residence) and one sub-warden. There is a games room and a small lounge in each house, but the main commonrooms are in the central building which also contains the kitchen, two main diningrooms seating a total of 400, a good library, a small stage (at one side of the main commonroom) and, in the basement, a bar which is open from 9.00 to 10.30 p.m. The wardens form a management committee while the day-to-day administration of the whole hall is in the hands of a steward — quite a senior man. In appearance, in quality of finish, and in atmosphere this was one of the most pleasant institutions I saw.

Owens Park, at Manchester, is a similar arrangement in principle, but on a larger scale. Here 1,000 students, 276 of them women, are housed. Three hundred and eighty-eight of the men live in a single 19-storied tower building. Study bedrooms are in groups of six, two sharing bathroom and kitchenette. About eight groups form a house, which has a laundry and a commonroom. A tutor, who is responsible for the house, has a bachelor flat within it. In the tower building, each two floors constitute a house. Students take meals in any of three restaurants, in different parts of the site (total seating capacity, 700), each of which has its own kitchen but relies on a central food preparation building. There is an assembly hall which seats 750, with movie projection equipment and an adequate stage. The seats stack away easily and dances are regularly held there. Attached to this hall is a lounge and bar.

Informality and a minimum of regulations are the keynotes of Owens Park. It is designed to leave the student entirely free to choose the extent to which he enters into the social life of the place. However, it did seem to me that the houses may be too small and not sufficiently separate to have any particular social influence. I was left with the impression of a single, large, and rather impersonal community — but this impression was necessarily superficial and could well be incorrect.

Now we come to the "Union-orientated" residences of the new universities. The description is not quite accurate, since some of the universities do not plan to have a single comprehensive Union building as we know it; but they will have all its facilities distributed among a central group of buildings. The Universities of Sussex, Essex, and East Anglia were the three I saw which are to be similar in this respect. In all cases, a group of students, ranging from 12 to 16 in number, have a set of rooms adjacent to a common kitchenette which may be combined with a small dining space or lounge. The intention is that students should be able to prepare breakfasts or snack meals for themselves as they please. If they want to buy a meal they use the cafeterias of the Union.

The proportion of staff members to live among the students is low; one to about 70 students at East Anglia, one to 100, on average, at Sussex and none at all with any responsibility for supervision (although some staff may live in the buildings) at Essex. One sees a definite trend towards reduction of supervision of students' activities while they are in residence. This is made quite clear at Sussex, where the university's policy is one of non-interference in students' private lives unless, for example, their behaviour is such as to affect their academic progress. There the student houses are run by student-elected committees, of which the resident staff member is simply a university-appointed chairman. The committees also draw up the regulations (subject to Senate ratification) for residents. It is the house committee which then deals with any reported infringements of the regulations.

A similar policy, but evidently without the staff chairman, is to operate at Essex. It is in this university, incidentally, where the residential buildings have been pared to the very minimum of facilities and, regrettably, to a minimum finish as well.

APPREHENSIVE ABOUT ARRANGEMENTS

From my own experience I must confess to being apprehensive about the success of these arrangements. Certainly it is not only wise, but proper, to treat individual students as adults. On the other hand it may be unwise to design the whole residential complex of a large university on the assumption that students can be expected to behave and to look after their own affairs like a responsible adult community. Indeed, under the stresses to which they are subjected in our present-day universities — stresses more intense than those of a generation ago — it is possibly unreasonable to expect such behaviour from a student community.

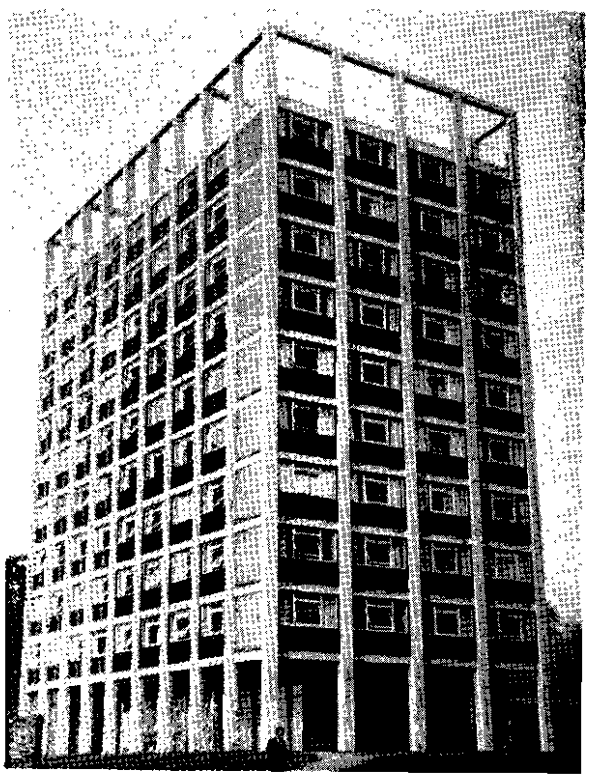
Lastly, the University of York should be mentioned, since it has some similarity to the proposed structure of La Trobe University. At York every student and every member of staff is a member of one of the colleges. The first two colleges, Derwent and Langwith, opened last October. Each houses about 200 undergraduates and 20 graduates and has about another 200 non-resident undergraduate members. Much of the teaching is carried out within the colleges and there is, naturally, a tendency for some disciplines to be concentrated in particular colleges. Then, since students are allotted to colleges in such a way as to form a heterogeneous mixture in each, it is quite possible for a student member of one college to spend virtually all his time

in another. This means that, for many non-resident students, the attachment to their own colleges may not be very meaningful.

Each college has its own cafeterias, seating about half the total college membership (resident and non-resident). The architectural arrangements stress the atmosphere of informality which is being fostered. Students' rooms, lecture rooms, and offices are often not in separate blocks but are close to one another within the same buildings. Commonrooms are open spaces rather than being enclosed rooms. An extensive system of covered ways, in which it is hoped that people will, almost literally, run into one another, links the buildings. There is a lively, bustling air about the colleges. My only doubt is whether or not they will be good places in which to live and study. Will there be so much going on so close to students' rooms that there are ever-present temptations to put off work until tomorrow night?

We have little to learn from British residential buildings in terms of architectural details or building techniques. We could well emulate universities like Leeds and press on with our present plans to diversify the kinds of residential accommodation we provide. But we might be well advised to watch closely the development of the large-scale informal residentials of the new universities and to wait until we are able to draw on their experience before committing ourselves too deeply in that direction.

Neuadd Sibly hall of residence, University College of Swansea



UNIVERSITY STAFF

FULL-TIME DEANS

Professor Donald Cochrane, who for the past five years has combined the duties of professor of Economics and dean of the faculty of Economics and Politics, has accepted the University Council's invitation to occupy the new position of full-time dean of that faculty. Professor Cochrane assumed the duties of full-time deanship on June 20, 1966.

Professor K. H. Hunt, who for the past five years has combined the duties of professor of Applied Mechanics and dean of the faculty of Engineering, has accepted the University Council's invitation to occupy the new position of full-time dean of that faculty. Professor Hunt assumed the duties of full-time deanship on June 20, 1966.

There are at present full-time deans of the faculties of Arts, Education, Law, Medicine, and Science. The appointments of Professors Cochrane and Hunt fulfil the University Council's policy of having a full-time dean for each of the University's seven faculties.

APPOINTMENTS TO CHAIRS

THE SIR JOHN LATHAM CHAIR OF LAW

Before his appointment to the chair Professor Jackson held a senior lectureship in the faculty of Law.

Professor Jackson graduated B.A. (Juris.) with first class honours in 1953 and B.C.L. with first class honours in 1954 in the University of Oxford where he was a member of Brasenose College. In 1957 he qualified for the degree of M.A. at Oxford. He has held appointments as Bigelow Teaching Fellow, University of Chicago from 1954-55, tutor, St. Edmund Hall, Oxford from 1958-63, assistant to the Director, British Institute of Comparative and International Law 1962-63, senior lecturer in law and vice-dean of the faculty of Law, University of Singapore, 1963-64. From 1955-56 Professor Jackson was a fellow of the Association of the Bar of the City of New York and from 1959-63 he practised at the London Bar. From 1957-59 in fulfilment of the British national service requirement he held a commission in the British Army Intelligence Corps.

Professor Jackson's research interests have been concerned with the United States Federal Loyalty Security Programme and the United States' commercial treaties. His special interests are in the law of Equity, Property, Contract, and Tort. He has contributed articles and notes to a number of law journals.

Professor Jackson is married.

SECOND CHAIR OF BIOCHEMISTRY

Before this appointment Professor Linnane was reader in biochemistry at Monash.

Professor Linnane is a graduate of the University of Sydney and has held teaching and research positions in that University. From 1956 to 1958 he was post-doctoral fellow of the United States National Institute of Health.

Since 1956 Professor Linnane's research interests have centred mainly on three closely-related problems, electron

transport, oxidative phosphorylation and the origin, biosynthesis and function of mitochondria. His main research project, begun in Sydney and continuing at Monash, is designed to learn something of the origin and evolution of the mitochondria of yeast cells and to investigate the nature, properties, control, and synthesis of the enzymes of yeast mitochondria.

During the past two years Professor Linnane has been a guest lecturer at six international meetings. He is a member of the Australian Society for Microbiology, the Australian Society for Medical Research, the Cell Culture Society of Victoria, and the Australian Biochemical Society. He was the organizing secretary for the first International Symposium sponsored by the Australian Biochemical Society recently held at Monash.

Professor Linnane is married.

Professor D. C. Jackson

Professor A. W. Linnane

CHAIR OF ORGANIC CHEMISTRY

Dr. J. M. Swan accepted the invitation of the University Council to fill the foundation chair of Organic Chemistry. He was previously Chief Research Scientist. Division of Organic Chemistry, C.S.I.R.O.

Professor Swan qualified for the diploma of Applied Chemistry at Melbourne Technical College and subsequently graduated as B.Sc. in the University of Melbourne in 1946. He received his Ph.D. from the University of London in 1949, and was awarded the degree of Doctor of Science by the University of Melbourne in 1965 for a thesis entitled "Studies on the Chemistry of Proteins, Peptides, and Amino Acids".

Professor Swan worked with I.C.I.A.N.Z. Ltd. until 1949 when he joined what is now the C.S.I.R.O. Division of Protein Chemistry. In 1960 he joined the C.S.I.R.O. Division of Organic Chemistry and was in charge of the synthetic chemistry side of the Division's research programme.

During 1952-53 he participated in the synthesis of oxytocin, an octapeptide amide, under the direction of Vincent du Vigneaud at Cornell University Medical College. This first synthesis of a polypeptide hormone was part of the achievement which led to the award of a Nobel prize in Medicine to Professor du Vigneaud.

He has been a fellow of the Royal Australian Chemical Institute since 1955, a member of the Editorial Board since 1957, was editor of "Reviews of Pure and Applied Chemistry" 1959-60, editor of the "Proceedings of the Royal Australian Chemical Institute" 1959-61, and is at present chairman of the Publications Committee of the Institute. Alone or jointly Professor Swan has been the author of nearly sixty papers in chemical journals of international standing.

Professor Swan is married with four children.

THIRD CHAIR OF ECONOMICS

Dr. Maureen Brunt has been appointed to the third chair of Economics. She is at present lecturer in economics at Harvard University.

Dr. Brunt will be the first woman appointed to a full professorship of Economics in Australia and is only the third woman appointed to a chair — the other two are Professor Judith Robinson, professor of French in the University of New South Wales; and Professor Mary Lockett, professor of Pharmacology in the University of Western Australia.

Dr. Brunt is a graduate of the University of Melbourne and Harvard University and has held teaching appointments in those universities and the University of Adelaide.

Her field of interest is in the economics of industry with special reference to the problems of restrictive trade practices. Publications include "The Structure of the Australian Economy" with P. H. Karmel (Cheshire).

Dr. Brunt is expected to take up her appointment at the beginning of 1967.

Professor J. M. Swan

Professor Maureen Brunt

CHAIR OF EDUCATION

Professor S. S. Dunn is a graduate of the University of Adelaide and the University of Melbourne. Before coming to Monash, he was Assistant Director of the Australian Council for Educational Research. From 1957 Professor Dunn was in charge of all test development work and associated work carried out at the Australian Council for Educational Research. He was a part-time lecturer in "Measurement in Education", a subject in the Bachelor of Education course in the University of Melbourne. He has also given courses on aspects of applied psychology at the Royal Melbourne Institute of Technology and the Australian Institute of Management.

In 1956 he was awarded a Carnegie grant to visit the United Kingdom and the United States of America. He visited these countries again in 1963.

Professor Dunn has been particularly interested in examining procedures and their effects on teaching

methods and on the study habits and thought processes of students. He is very interested in the development of abilities, in concept formation and in the way in which these are affected by different disciplines and teaching methods.

He is the author of some thirty papers in educational books and journals and since 1961 has been Consulting Editor of the Australian Journal of Psychology. In 1962 he was president of the Australian Branch of the British Psychological Society and since 1963 has been chairman of its Standing Committee on the Profession of Psychology.

Professor Dunn is married with two daughters.

Professor S. S. Dunn

Professor A. McBriar

CHAIR OF HISTORY

Dr. Alan McBriar has been appointed to a chair of History. He was formerly reader in history in the University of Melbourne.

Professor McBriar is a graduate of the University of Melbourne and of Oxford University. On an Aitchison Travelling Scholarship he went to Balliol College, Oxford, and was awarded a D.Phil. in 1949.

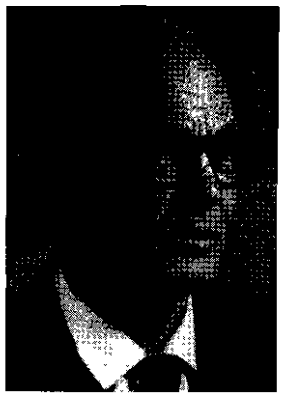
His research has been in British History of the period 1880-1918. His book "Fabian Socialism and English Politics 1884-1918" (C.U.P. 1962). is highly regarded and a second edition and paperback edition have appeared this year. He is at present engaged in writing a book on Edwardian England, with the Royal Commission on the Poor Laws 1905-9 as a focal point of the study. He wrote a chapter on *The Webbs and their Work*, ed. Margaret Cole (Frederick Muller, London 1949) and from 1949 to 1955 and again in 1958 he edited the journal *Historical Studies, Australia and New Zealand.*

Professor McBriar is married.

SECOND CHAIR OF ENGLISH

Professor Alec King was born in Dorset, England, and was educated at Sherborne and New College, Oxford, where he took Honour Moderations in Classics and the Final School of Literae Humaniores. While at Oxford he was a member of a poetry reading club which included Cecil Day Lewis, Rex Warner, and W. H. Auden.

Professor King has contributed numerous articles and critical reviews to Australian journals and quarterlies over the past twenty-five years. He has contributed poems to Australian magazines and is at present on the editorial board of *Westerley* and *The Critic* and poetry editor of *Westerley*. F. W. Cheshire Ltd. has commissioned him to write a book on Australian poetry. Professor King has broadcast regularly for thirty years on literature, art, music, and religious topics. He is very interested in music and the arts and is himself a keen practising musician.



Professor A. King

Before coming to Monash Professor King was reader in English literature in the University of Western Australia.

He was a member of the Council of St. Hilda's Church of England School and vice-chairman of St. Catherine's Council, University of Western Australia. He is also a member of the Australian College of Education.

Professor King is married with two sons and a daughter. One of his sons, Mr. F. W. King, is a lecturer in the department of English at Monash.

CHAIR OF APPLIED MATHEMATICS

Dr. Bruce Morton, senior lecturer in mathematics in the University of Manchester, has been appointed to a chair of Applied Mathematics. There are now six chairs in the department of Mathematics — three in pure mathematics, two in applied mathematics, and one in mathematical statistics.

Dr. Morton who is a graduate of the University of New Zealand and of the University of Cambridge, has held appointments in Auckland University College, University College, London, and Manchester University. He has also given lecture courses at the University College of North Staffordshire (now Keele University) and at the University of Wellington.

His present research interests are centred mainly on geophysical fluid mechanics. He is a member of a subcommittee of the Meteorological Research Committee of the United Kingdom Ministry of Defence.

Dr. Morton, who is married with three children, will take up his appointment in February, 1967.

FIRST PROFESSOR OF JAPANESE

Dr. Jirí V. Neustupny has been appointed as the first professor of Japanese. Dr. Neustupny is at present research associate of the Oriental Institute of the Czechoslovak Academy of Sciences, Prague.

In 1952 Dr. Neustupny entered the philological faculty of Charles University, Prague, specializing in Japanese and history of the Far East, and in 1957 received the degree of "promovany Milolog", which may be regarded as the equivalent of an M.A. In 1960 he completed a postgraduate course at the Oriental Institute of the Czechoslovak Academy of Sciences, where he specialized in Japanese linguistics.

Dr. Neustupny spent the following two years in the faculty of Letters in the University of Tokyo under a scholarship programme of the Japanese government. In 1963 after returning to the Oriental Institute he was

awarded the degree of "Kandidat Filologickych ved" (C.Sc. which is equivalent to a Ph.D.) by the Institute.

Dr. Neustupny's research interests lie in the fields of Japanese language and literature, general linguistics (especially phonology, typology, and sociology of language), and in the sociology of Japanese culture and thought. He has published a number of articles and contributions to books in these fields principally in Japanese, but also in English, Russian, and Czech.

Dr. Neustupny is married and will take up his appointment later this year.

ADMINISTRATIVE STAFF

COMPTROLLER

The University Council some time ago considered the administrative problems created by the rapid increase in the size of the University. It decided to appoint a Comptroller, to be the University's business and financial manager and generally in charge of administration, and an Academic Registrar, who will be responsible for the academic administration.

Mr. F. H. Johnson, formerly the Registrar, accepted the Council's invitation to fill the position of Comptroller.

Mr. Johnson, who is a graduate of Oxford University, has had considerable experience in University administration. As the first Registrar of Monash he has been intimately concerned with its planning and development since early 1960. Before his appointment to Monash Mr. Johnson held senior administrative positions in the University of Western Australia and the University of Adelaide.

ACADEMIC REGISTRAR

Mr. J. D. Butchart has been appointed Academic Registrar. Before this appointment he was Deputy Registrar.

Mr. Butchart graduated in Economics in the University of Sydney and in Arts in the University of Melbourne. As an undergraduate he took an active part in student life and was at various times president and general secretary of the National Union of Australian University Students, president and honorary secretary of the Sydney University Evening Students' Association. Before his appointment to Monash as Assistant Registrar in 1960 Mr. Butchart had been on the administrative staff of the University of Sydney since 1945. During that time he was honorary secretary of the New South Wales Rhodes Scholarship Selection Committee. With the help of a British Council grant he spent 1955 on study leave in the United Kingdom visiting universities.

Mr. Butchart was a member of the Council of Meriden Church of England Grammar School for Girls until he resigned to come to Melbourne. He was also New South Wales Headquarters Commissioner for Administration of the Australian Boy Scouts' Association (N.S.W. Branch) and now holds the same appointment in the Victorian Branch. He was one of five Assistant Jamboree Camp Chiefs who organized and ran the 7th Australian Jamboree at Dandenong early in 1965. He is Captain of the M.C.C. Rifle Club.

Mr. J. D. Butchart

Mrs. Betty Cumming

WARDEN OF HOWITT HALL

Mrs. Betty Cumming, senior lecturer in the department of Mathematics, has been appointed warden of Howitt Hall. She will be the first woman in Australia to be warden of a University Hall taking both men and women.

Howitt Hall, which is a twelve-storey building, should be ready for occupation later this year and will take 183 students and 15 tutors. It was named after Alfred William Howitt, a distinguished explorer, anthropologist, botanist, and geologist.

Mrs. Cumming graduated B.A. with honours in mathematics from the University of Melbourne, obtaining first class honours and the exhibitions in both pure and applied mathematics in all years of the course. She later gained the degree of Master of Arts with first class honours in mathematics.

She has been a part-time tutor and lecturer in the University of Melbourne, Trinity College, and Women's College. Prior to her university positions she worked at the Aeronautical Research Laboratories.

Mrs. Cumming joined the department of Mathematics at Monash in 1962. Her particular interests are in engineering mathematics and applied mathematics.

Since joining Monash, Mrs. Cumming has been very much involved in University activities and in staff and student discussion groups.

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