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ENGINEERS, THEIR EDUCATION, AND MONASH

By Professor K.H. Hunt, Dean of the Faculty of Engineering

One cannot be too sanguine that the general public knows what an engineer is. The man who greases your car may call himself an engineer; so may the crane-driver, the television service mechanic, the machine tool operator, the shop foreman, the draughtsman, the highly-skilled instrument technician.

But in Germany, say, or France, or Russia, the word 'engineer', or 'Ingenieur', is not used for these categories; it is confined to those who have been educated to a high standard in recognised professional courses, who are thus fully qualified professionally to take responsibility as consultants, designers, research and development engineers, plant managers, chief engineers, and the like.

In these European countries, there is a clearly accepted distinction between the professional engineer, or technologist, on the one hand, and those who fall within a wide spectrum of sub-professional technicians and craftsmen on the other. In broad terms it is the professional engineer who decides, selects, designs, directs; the sub-professional constructs, operates.

In an attempt to clarify the muddle on the word 'engineer', the term 'Chartered Engineer' has been introduced in Britain, and in Australia, as signifying corporate membership of a recognised professional engineering society. 'Chartered Engineer' is the equivalent in English of the French or German word 'Ingenieur'. In Australia, as it happens, professionalism has been pressed even further than in Britain by the 'professional engineers' award and by the continuing concern with the professional status of engineers by the Association of Professional Engineers, Australia. These trends seek to establish what has long been accepted in many other countries outside the British



Commonwealth, namely a firmly recognised professional identity for Engineers.

If there has been confusion about what the professional engineer is, small wonder that there has been confusion about how he should be educated. Britain, notwithstanding her early industrial prowess, was far behind the continent of Europe in recognising that professional engineers needed a formal technological education; engineering degree courses in universities were virtually non-existent a century ago, even though by that time equivalent qualifications in continental Europe were well established in Polytechnics and Technische Hochschulen. Yet, at that time, Britain was doing an outstanding job training the new breed of skilled craftsmen and technicians in technical schools or mechanics' institutes. In Australia in the late 1800's rather the same; small opportunities of university education for the few aspiring professionals, and many technical schools that formed centres for trade training and the like.

During the next few decades there was no lack of incentive to raise the standards of courses in the technical schools to the extent that, forty-odd years ago, the newly formed Institution of Engineers, Australia, was prepared to recognise many of their courses as suitable preparations for professional practice. This trend has been continuing since then; technical college diploma courses have been lengthening; the Institution has, from time to time, been pressing for higher standards; the gap between the technical college diploma and the university degree has been narrowing; But today, with the enormous growth and complexity of industry and technical services there is certainly no oversupply of professional engineers, far from it; the demand, particularly in certain specialist areas is greatly exceeding the supply. Yet, as may be guessed, the major neglect in training has been for the immediate sub-professional category, the higher technician. If the shortage of professional engineers is acute, then shortage of good technicians in some specialist areas is desperate.

To return to the education of professional engineers in Australia; about half those entering the profession of engineering qualify with degrees, the rest with diplomas. In Victoria, which has a highly developed technical school and technical college system, engineering diplomas outnumber degrees by about three to one. Moreover in this State which contains only 28% of Australia's population, we are in fact producing 40% of the country's professional engineers. (New South Wales, with 38% of the population, produces only 33%

of the professional engineers). One concludes from this not that Victoria is overproducing, but rather that other States have for some time lacked adequate educational opportunities for aspiring professional engineers to qualify, especially in non-university colleges.

The last half-dozen years has seen important developments all over Australia to improve facilities for technological education. A vast New South Wales Institute of Technology has been planned, and already partly built, so that the defunct professional diploma qualification can revive. All comparable institutes in the other State Capitals have been, or are being, transformed so that they can play a vigorous role in tertiary education. Since 1967, the first year of the current triennium, the Commonwealth Advisory Committee on Advanced Education (under the chairmanship of Dr. Ian Wark), running in parallel with the Australian Universities Commission, has been coordinating grants to these non-university colleges according to the same State-Commonwealth partition formulae as apply to universities.

In Victoria the local coordinating activity for these tertiary colleges is now passing into the hands of the Victoria Institute of Colleges which has the difficult job of drawing the threads together for an enormous number and diversity of such colleges. They are far more numerous in Victoria than in any other State; most of them are technical colleges, and five of these (The Royal Melbourne Institute of Technology being the largest) are in the Melbourne Metropolitan area.

This is the context in which the Monash School of Engineering finds itself. Despite the vast overall production of professional engineers in Victoria, there are, as university selection statistics show, inadequate places in the two university faculties of engineering (Melbourne and Monash) to satisfy the demand by qualified matriculants wishing to read engineering. Even with the numerous courses leading to diplomas recognised as professional qualifications, many students obviously believe it to be well worth while to take the extra time to achieve the higher standard of a degree. Employers are increasingly recognising the value of a degree-engineer, and there is no doubt that, in Victoria at least, they are very much in demand.

If the rate of granting engineering bachelors degrees at the University of Melbourne remains fairly constant, the projected annual output from Monash (well over 200 by the mid-1970's) may still be inadequate to redress the balance in this State between engineering diplomas and degrees. But, by that time, what will be the standards in the colleges

affiliated with The Victoria Institute of Colleges? Judging by recent performance one can judge that the standard of the diploma will not remain static; moreover the V.I.C. Act allows it to award degrees (and some Bachelors of Pharmacy were recently awarded). However, the recent site and building improvements in many Victorian Technical Colleges are not so much to provide for substantially more students as to rectify a backlog of deficiencies and to move positively towards a separation of tertiary facilities from secondary and technician-training schools.

Apart from all those things that make up the differences between first degrees and diplomas, university engineering schools are distinguished from technical colleges in another important aspect of their activities. They conduct research and higher award degrees. And one can guess that it will be a long time before there will be any effective engineering research contribution in the V.I.C. Colleges.

All the engineering departments at Monash are already playing an important part in engineering research. There are distinct signs that our graduate activity in engineering will continue to grow in relation to the engineering population of Victoria more than to our own rate of producing graduates. In fact one can foreshadow an increasing importance in the community of many more engineers with Masters and Ph.D. qualifications. It is these people who, in a decade or two, will be the main university-educated component amongst a majority of professional engineers, well trained and well qualified, who will come from the V.I.C. system. Since Monash has the one and only major university engineering school in Australia whose growth coincides with these trends and changes, we must be ready to move with the times, and indeed to set an example.

DR. G. ETTERSHPANK: REPORT ON OVERSEAS VISIT

The following extracts have been taken from a report on an overseas visit by Dr. G. Ettershank, senior lecturer in the Department of Zoology.

An agreement having been reached between this university and the Leningrad Zhdanov University to exchange one academic (for a period of one to two months) and one graduate student (for ten months) each year, the writer was selected to visit Leningrad for a period of six weeks from 25 November, 1967 to 6th January, 1968.

Leningrad Zhdanov University is situated on the bank of the Neva River, at 7-9 Universitatskaya Naberezhaya, in a series of buildings dating back to 1722-1942, originally built by Domenico Trezzini to house Czar Peter I's Twelve Colleges, although the University as a chartered foundation was established in 1819. Many famous Russian men of letters and science graduated from the university, including the chemist Mendeleev and the physiologist Pavlov. Another well-known graduate was one Vladimir Ilyich Lenin. At the present time the university has some 20,000 students in 14 faculties, and has over 3,000 professors and teachers. In addition to the main campus, the university utilizes buildings in other parts of the city and many laboratories are situated in old country houses outside the city.

To state merely that the accommodation is crowded would be a gross understatement; the buildings are almost literally bulging at the seams. They are so old that little can be done on the present campus to alleviate this. A new campus is to be built, but the Pro-Rector was unable to say when - his statement that this might be perhaps in five to ten years depending on the availability of finance had a familiar ring.

On campus is a library of over three million books, with collections going back to the foundation of the school. The library also is crippled by lack of space, with storage shelves stretching away down the main corridor of the Science Building. Indexing is by a unique system of shelf coding which students find hard to use, but the reading tables always seemed to be crowded with users. A discussion was held with a senior staff member of the library on exchange between Monash's Biomedical Library and the Leningrad University Library, and the results of this meeting have been transmitted to the Biomedical Librarian. Briefly, the Leningrad Library will send their Biological Journal and also relevant books edited by the University Press in



Part of Leningrad University with the Academy of Sciences
on the right. The River NEVA is in the foreground.



Cathedral in the Fortress of Peter and Paul, Leningrad.
The river is the NEVA.

exchange for books and journal subscriptions of western origin; this would appear to reflect the severe shortage of foreign currency seen elsewhere. The librarian (V.P. Tjetniev) commented that some exchange had taken place some years ago; they sent some books and journals, and received two volumes of a "Journal of French Studies", but nothing since 1965.

Accommodation

I was accommodated in the Hotel Oktiabraskaya, a very large, reasonably comfortable hotel, centrally situated, and used mainly by Russian tourists and visitors, although a few non-Russian guests were in residence. The Hotel had a "Service Bureau" which would arrange use of a car, theatre tickets, and transport by rail and air; there was also a branch of the "Beriozka" foreign exchange shop, where the visitor could purchase for foreign currency many types of goods at between a quarter and a half their price in roubles in the normal stores. These were the only places in the hotel where a non-Russian speaking visitor would be likely to find anyone with a smattering of his language. The room provided for me was of reasonable standard, judging by other Russian hotels I saw, but would only rate one or two stars by most standards. It was, however, clean and well heated, with a private bathroom, desk, and telephone; the latter was a mixed blessing, as due to the total lack of 'phone books', one averaged several "wrong number" calls per day and night.

On the subject of language, the university supplied me with an interpreter, a third-year English student Mr. Sasha Dolinin. He was a very bright, intelligent and friendly young man, and the success of my visit was largely due to him. He was excused university lectures but was still responsible for end-of-year examinations in late December, and compulsory weekly political lectures and examinations; hence I felt obliged to release him as much as possible so that he could study. While it is possible to get by with the minimal amount of Russian I had, I would strongly recommend that future visitors make an intensive study of the Russian language before departure. This is particularly important for visitors to Science or Engineering faculties - outside the Department of English, few people in the university spoke any English, and fewer still spoke it well. Significantly more had a reading knowledge of English. This means that technical discussions have to be carried on through an interpreter - but those who speak good English do not have the necessary technical vocabulary. This disability could be overcome to some extent by using standard symbols and terminology, and by some facility in drawing. A great many

technical words in Russian are derived either from the same root or else directly from English words resulting in a large apparent increase in one's Russian vocabulary.

Degrees and Course Structures

An excellent summary of the Soviet degree system is given by Jaspan (Jaspan, M.A. 1966. Soviet academic degrees, salaries and promotion policy). The first degree, referred to by Jaspan as the degree of Highest or Tertiary Education, is usually referred to in Soviet universities as the Diplom. This is a five-year course, and would be equivalent to our bachelor's degree with honours. There is, perhaps, a rather greater degree of specialization in Soviet degree courses. For example, a student wishing to train in Invertebrate Zoology undertakes general courses in first year (e.g. Physics, Chemistry, basic biology and mathematics). In second year, the student takes extensive survey courses in invertebrate and vertebrate zoology, and in third year, specialized courses in the invertebrate field only, such as Comparative Anatomy, Parasitology, Protozoology, Protozoan Physiology, Laboratory Technique, and a practical course with local invertebrates. These courses may be for one or two semesters. The aim is to produce students at the end of third year who are thoroughly trained in techniques as well as theory. All courses are supported by textbooks written by the appropriate lecturer: these are printed and bound in hard covers. I asked why they did not use notes produced by mimeograph or similar process, such as we use, which can be easily updated each year, and I was told that no such process is available in the Soviet Union; nor are photocopying techniques such as Xerox, etc. Only type-set printing is available for reproduction. The disadvantages of this are fairly obvious.

In addition to formal coursework and laboratory studies, students at all levels spend part of the summer at various field stations, depending on their interests, from the Baltic to Vladivostok, or the Black Sea to the Arctic. In the last two years, students are allocated laboratory space and work on a problem involving original research, leading to a thesis which is handed in at the end of their fifth year, and is subsequently published in the University Bulletin.

The best students graduating at the Diplom level are selected for graduate study, and are now termed Aspirants. No further course-work is given, but the aspirant works on a research problem leading to a research paper which must be published before the student may be formally examined. Although this work leading to the Candidate degree may be

completed in three years if the student has a scholarship, many take teaching positions or research posts with the Academy of Science. The aspirant is examined by a committee of three academics; each is an expert, one in the area of the candidate's speciality, one in the area of scientific philosophy in the broadest sense, and one examines the candidate on his knowledge of the relevant literature in a selected foreign language (usually English). The thesis is usually defended publicly.

Following admission to the candidate's degree, which I would judge to be equivalent to a Master's or in some cases to a Ph.D. degree, the student continues in his employment, or may receive promotion while continuing studying for the highest degree, the Doctorate. Except in a few fields such as mathematics, where research and examination may be completed in about five years, ten years is usually regarded as the minimum period for the doctorate after admission to candidate status. The material submitted may be a monograph or a series of papers on a unified topic, but in all cases the thesis must be published. I was told that delays in publishing may account for up to three years of the time involved. After preliminary examination by a committee of three experts of doctoral status, often but not always from outside the candidate's university or institution, the candidate publicly defends his thesis. At Leningrad the candidate is examined by his three examiners before a "jury" of twenty-one senior members of the faculty; most faculty members hold dual appointments in the university and in an appropriate institute of the Academy of Science. I understand that the process may differ in other institutions in some details. Interested scientists may make up a quite extensive audience, and with the participation of the leading experts brought in from outside bodies as examiners, a thesis defence often becomes almost a colloquium. Due to a very high selection rate at the aspirant and candidate levels, few students who get through to final defence are failed.

Exchange Activities

In going to Leningrad, I had anticipated undertaking three types of activity - lectures in my own speciality, discussions and visits to scientific institutes of interest to myself, and general "propagandizing" on Australia and Monash University.

Being slightly dubious of assurances that students and staff spoke good English, I prepared verbatim notes of the series of twelve lectures I proposed giving on "Ecological Techniques for Soil-Dwelling Invertebrates". As mentioned earlier, few staff and fewer students understood English; my interpreter, a student of English, knew no biology. It was arranged that I would give my lectures at 3-5 p.m. Monday and

Friday. In practice, a lecture took considerably longer to prepare, the morning being devoted to going over the entire lecture with the interpreter and one of the lecturers in the Department of Entomology, Victor P. Tyshchenko, to translate technical terms. The lectures were well attended and well received - the audiences were unexpectedly large, considering the specialized nature of the topic, although it is one not given in the Leningrad curriculum and was apparently of interest to many zoologists outside the field.

Although nobody at Leningrad was working in my area, I had extensive discussions with many biologists in the university on their research areas and on teaching practices, and visited their laboratories. I made my headquarters in the Department of Entomology, which is headed by Professor Alexander Sergeovitch Danislevsky, who is also Dean of the Faculty of Science for two years. Some taxonomic work is done at the department, but most experimental work is carried out at the laboratory at Old Petershof (Petrodvorets), 40 km. from the city, in an old country house (dacha). Research follows only two main themes - photoperiodic reactions of a variety of arthropods, and electrophysiology of nerve transmission in insects. The laboratory, headed by Dr. N.I. Goryshin, has been fitted out with considerable ingenuity, but still reflects the general shortage of modern equipment seen in all the laboratories I visited. It was also very noticeable that much equipment that I would purchase "off the shelf" has had to be made in the laboratory. Many of their solutions to technical problems were most ingenious, and I met a number of scientists who were interested, as I am, in techniques. Unfortunately, many research students find themselves in the position of having to spend a large amount of time tinkering with equipment instead of in productive work.

Conclusions

I would unreservedly support continuation of the exchange scheme, although it would seem advisable to clarify and to specify the financial obligations of the host universities in advance...I believe I gained quite a lot from my stay at Leningrad, not only professionally but in terms of friendships made. As Australia is regarded in a somewhat exotic light, a not-very-real place of natives and "kangaroo-farms", I trust that I left a few people a little better informed. I also hope that through the many people I contacted and spoke with that the flow of information in both directions may be increased and a little more understanding of a far academic community should result. That this is vitally needed is

stressed in John Siman's recent "Letter to an Imaginary Society Scientist" in which he describes graphically the problems of communication between the scientists of the U.S.S.R. and the "West".

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DISCIPLINE STATUTE

Staff members are invited to submit in writing any comments they may have on the draft of a revised Discipline Statute. They should send them to the Legal Officer, University Offices.

The latest draft Statute was published in the July 23 issue of Lot's Wife. Additional copies of Lot's Wife may be obtained from the Legal Officer.

Lot's Wife said that comments should be submitted within ten days of publication of the July 23 edition. But comments will still be considered provided they are submitted without delay.

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ECUMENICAL SERVICE

On Friday, August 30, at 11.45 a.m. there will be a short ecumenical service held for the Y.W.C.A. National Board meeting.

Father Knowles will be preaching at the service, and Chaplain Hahn will be conducting it.

The service will be the final activity of a Y.W.C.A. Conference which will be held at Monash.

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HEALTH INSURANCE

The Staff Association has recently drawn the attention of members to the necessity for checking to ensure that they have adequate cover for hospital and medical benefits. The Salaries Office always holds a supply of current schedules of the Hospital Benefits Association and will supply these to any staff member on request.

THE BENEVOLENT DESPOTISM OF ACADEMIA

(Reproduced from Carnegie Quarterly, Volume XVI/No.2, Spring 1968, published by the Carnegie Corporation of New York).

If today's college students have some complaint about the nature of the educational experience they are offered - and quite a number make sounds to that effect - they might better address themselves to the faculty than the administration, and better to both than to the official governing bodies of the colleges, the lay boards of trustees or regents. For it is not merely corporate structures in the United States that have undergone the "managerial revolution." So have American institutions of higher education, where effective (as opposed to formal) control of policy as well as operations rests largely with academicians, and where top management (the presidents and other administrators) is most susceptible to the influence of middle management (the faculty).

In "The Academic Revolution" to be published by Doubleday on May 21 (\$10), Christopher Jencks and David Riesman describe "the rise to power of the academic profession." (That is what they mean by "the academic revolution.") They use the word "profession" in a special sense: as descriptive not merely of an occupation that requires special and advanced training, such as medicine or law, but one whose practitioners are more colleague-oriented than client-oriented.

"If one defines a profession as a group that claims the right to regulate itself, determining its own methods and judging its own members, academicians might be judged the most professionalized of all occupational groups. Unlike a doctor or lawyer, an able scholar does not have to persuade non-professional 'customer' to respect his expertise. His 'customers' are other scholars."

The triumph of academic professionalism, Jencks and Riesman say, has had many good results. They assert flatly that American higher education, including undergraduate education, is better today than it ever was in the past. "Not only are the faculty better, but contrary to another legend they are often more interested....It is true that the growing emphasis on research has distracted some able senior faculty from undergraduate instruction. But the prestige of teaching remains greater among scholars than among engineers, businessmen, or probably even school administrators." What bothers Jencks and Riesman and other friendly critics, however, is that colleague-oriented professors bring to undergraduate teaching the values pervading the graduate schools where they were trained, and that undergraduate education

as a consequence has become "less and less a terminal enterprise, more and more a preparation for graduate school." And in many universities and high-prestige colleges today, they say, undergraduate education itself is already a form of cut-rate, mass-production graduate schooling. A highly diversified clientele, they believe, requires a wider choice among educational patterns. This is unlikely to come about without changes in graduate education.

This theme, presented here in capsule and oversimplified form, is only one of many running through the 550 pages of "The Academic Revolution." In the book, Jencks and Riesman undertake a historical and sociological analysis of the relationship between higher education and American society, a symbiosis which, they frankly acknowledge, is both too close and too subtle ever to be fully captured.

The book is so packed with relevant (and often surprising) statistics, history, and interpretations that it is impossible in a short space to develop even one theme properly. We shall return to the one with which we started, but first will mention only a few of the other subjects dealt with.

There is a long, involved, exceedingly interesting chapter on social stratification and mass higher education which should throw into question many widespread assumptions. Take the great increase in college enrollments since World War II. It is not accounted for primarily by a dramatic rise in the proportion of working-class and lower-middle-class youngsters attending. Rather, the situation today is that virtually every academically mediocre or even incompetent middle-class student now starts to college. Even in the case of the junior colleges, it is not mainly the poor who attend, current mythology notwithstanding. "The highest rates of enrollment are found among the affluent but academically inept."

Increased higher education may promote more social mobility, but not as much as most people assume, the authors believe - it never has. And they suggest that what may be needed is not more mobility (which can be downward as well as upward, we tend to forget) but more equality. About this possibility, they are pessimistic.

"Our own guess is that universal higher education will diminish the economic or social differences among classes a little but not much." The authors believe that "relatively few of the differences between the extensively educated and the briefly educated are caused directly by education per se. Most of the differences seem to result from selective withdrawal and ejection from the system. We would argue, in

other words, that the many differences between college graduates and high school dropouts have relatively little to do with the school experiences of either group."

Of the three most obvious reasons for lower-class "withdrawal and ejection from the system" - money, academic programme, and motivation, to use shorthand - Jencks and Riesman believe the last is by far the most important.

"Children raised in different circumstances necessarily have different hopes, expectations, and compulsions. We suspect that these differences account for more of the class variation in college chances than all other differences combined."

To the extent that the other factors are influential, however, the poor are likely to be shortchanged in the future as they have been in the past. Public higher education is largely a subsidy the middle class votes for itself (though the poor help pay for it); in the absence of substantial subsistence support most poor students cannot attend state universities even though the fees are low. And private institutions tend to give many small scholarships rather than a few large ones; the purpose is not primarily to help a poor youngster who could not otherwise go to college at all, but rather to recruit a middle-class youngster who would otherwise go to some other college.

The authors believe that substantial educational reform is necessary for intellectual and humanistic reasons, not because it is likely to equalize the opportunities of the poor. They conclude that although disadvantaged students would unquestionably perform better with better education, so would underachieving middle-class young people, and, ironically, it might be that those who would improve most of all would be the already high-achieving, bright, advantaged students. It is thus possible that educational reform would widen the class gap.

A New Balance of Power

The present distribution of power in American colleges and universities is very different from what it once was. So, of course, are the institutions themselves.

During the colonial period and until the second quarter of the nineteenth century, there was only a handful of American colleges, and they had little impact on the nation's life. Following the Jacksonian period, and for the remainder of the nineteenth century, a remarkable number of what the authors call "special-interest colleges" sprang up. There were schools for men, women, Catholics, Protestants of a large number of denominations, for rural folk, city folk,

Midwestern children whose parents did not want them to be corrupted by the wicked East, for Negroes, whites, teachers, farmers.

Most of these colleges led precarious financial as well as academic existences, which were sometimes very short. Self-confident (and often self-righteous) boards of trustees meddled, "sometimes disastrously", to an extent that few would today. What power resided on the campus was almost always vested solely in the president, who usually marked the entire place with his intensely personal stamp and was little concerned by the opinions of his faculty, who had little prestige, money, or advanced training, and no tenure. And the students, according to Jencks and Riesman, generally regarded everyone in authority, including the faculty, as the enemy. The rather numerous student riots of the nineteenth century resembled "peasant revolts against tyranny."

By the mid-twentieth century the balance of power had shifted, to put it mildly. Although faculty powers are largely informal rather than specified, they are real. Faculties today have great control over who teaches (and certainly who will not teach), what is taught and how, and who will be taught. (Jencks and Riesman remind us that when the pressure of applicants after World War II forced institutions to expand greatly or raise admissions requirements, it was the faculties that pressed for academic selectivity. In all institutions, they say, this was influential; in private ones, decisive.) And while faculties do not actually choose presidents, they often propose candidates and, at least in the "better" institutions have effective veto power.

Futhermore, presidents and other administrators, who are frequently denounced by faculty in private and sometimes in public, are today "more concerned with keeping their faculty happy than with placating any other single group," Jencks and Riesman say.

"Most university presidents see their primary responsibility as 'making the world safe for academicians'....The typical president's greatest ambition for the future is usually to 'strengthen' his institution, and operationally this usually turns out to mean assembling scholars of even greater competence and reputation than are now present."

College administrations are even more often denounced by students; yet Jencks and Riesman say that in their experience, administrators are "far more responsive to students and more concerned with the inadequacies and tragedies of student life than the majority of faculty."

The Shape of Things that Came

It was the rise of the modern university, with its graduate schools for training in the professions, sciences, and other scholarly fields, that shaped American higher education into what it is today. By World War I, there were about two dozen major universities in the United States; by World War II, the authors say, the majority of American college students attended institutions staffed by faculty who had been trained in these institutions and others like them.

"These universities have long been remarkably similar in what they encourage and value. They turn out Ph.D.'s who, despite conspicuous exceptions, mostly have quite similar ideas about what their discipline covers, how it should be taught, and how it should be advanced." The graduate schools produce many faculty and some administrators who "want undergraduates to act like graduate apprentices, both socially and intellectually.....Since only a minority of undergraduates have either the talent or the motivation to act like apprentice scholars, many professors disclaim responsibility for the majority, urge more selective admission, and hope for the best."

Yet the graduate schools are unwilling to relinquish control over undergraduate education, for a variety of reasons. One is the desire to ensure an ample supply of able recruits into the various disciplines. Another has to do with the graduate faculties' "aversion to letting non-academicians" teach undergraduates. A third is the genuine wish on the part of many faculty to teach younger students, although Jencks and Riesman compare scholars' enthusiasm for undergraduates to their "enthusiasm for their own children: they enjoy them for their youth and spirit, but only in small doses. Given their choice, most professors would probably teach an undergraduate course now and then, but they would prefer it not to interfere with their 'real' work."

But the most crucial reason for continued graduate school hegemony, the authors say cruelly, is that "undergraduate instruction provides jobs for members of the academic profession." They compare the graduate schools to an imperial power which imports raw material, consumes some of the best itself, and sends the rest of the processed product back to run the colony.

"Like all imperial powers, the graduate schools believe they are doing their empire a favour by keeping order and maintaining standards within it. Given their values, this is to some extent true. Nonetheless, their values are not the only imaginable or appealing ones, nor are they necessarily the ones most appropriate to an undergraduate college."

Today's entering college students, Jencks and Riesman say, are quite different from those of only a generation or two ago. "A growing minority are entering college estranged from the adult world. These students soon become quite hostile to the academic community, which they find deficient both as a human environment and as an exemplar of meaningful work. They usually come expecting their professors to resolve their doubts and show them how to live the good life. They find that most professors cannot do this and many will not even try."

The two great challenges, therefore, "are to devise colleges that can touch the lives of those who are now merely going through the motions, and to devise graduate programmes - and indeed a style of faculty life - that better develop and exemplify the possibilities of the life of the mind."

To accomplish this would require "non-revolutionary" changes in graduate education. You may read the book to find the authors' recommendations. It should be noted here, however, that Jencks and Riesman do not make the usual "teaching versus research" argument. Their complaint in that respect is not that Ph.D.'s are taught to do research, but that they are certified to teach although no attempt is made to find out if they are competent to do so and, in fact, no university would deny a competent scholar a Ph.D. even if he were known to be an incompetent teacher. Similarly, they do not denounce publication as such (though they do question the nature of much that seems to be required), noting reasonably that a scholar who has nothing of value to say to his peers probably has little of value to say to adolescents. Their primary objection, as was suggested earlier, is that the pattern and values of graduate education have already been established in about a hundred of the most prestigious undergraduate schools, college as well as university, and that they bid fair to be the shape of the future, since most of the other 1,900 institutions show every inclination to emulate the leaders so far as they are able.

At the moment, say Jencks and Riesman, "it is hard to imagine any sort of short-term political pressure, whether from students, adults, or other groups, that is likely to improve teaching." In the long run, however, they say that the changing character of undergraduate generations may force it. Many of the best youth now enter college angry and rebellious but idealistic; what they need is "a sense of purpose, direction, discipline, and sympathetic criticism. What they get is a great deal of tolerance, relatively little

interest, and a chance to observe the academic profession at work. A few students find this last opportunity catalytic and become converted to academic life. The majority, however, reject the academic world...."

Some of the new style generation, however, are choosing the academic life, and they are committed to teaching. "They have rejected conscious careerism, and their lives are therefore less certain to follow the established priorities laid down by the existing academic system." In the long run, Jencks and Riesman point out, "the young always displace the old, and they seldom completely resemble them. If they are a different breed, and if they want to build a different world rather than simply destroying the one their elders built, they can do so."

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ALEXANDER THEATRE

A new production "The Explorers" - The Great Australian Exploration Race" has been selected for the Marionette Theatre of Australia's forthcoming visit to Monash.

Production written and directed by Peter Scriven.

Dates: Monday 9th September, 2.30 p.m.

Tuesday 10th September, 11 a.m., 2 p.m., 4 p.m.
(Special Family Matinee).

Wednesday 11th September, 11 a.m., 2 p.m.

Adults: \$1.00, Monash Students 70 cents and children 40 cents.

BRITISH VIEW OF UNIVERSITY EXTREMISTS

A recent statement by the Vice-Chancellors of British universities was tabled at the Monash University Council meeting in July.

The Vice-Chancellors said that they would resist attempts by extremist groups to obstruct or disrupt university life, but that they were prepared to discuss reforms with Britain's National Union of Students.

The statement said:

"The Vice-Chancellors' Committee has discussed student matters in the British universities in the context of the recent disturbances.

"Discussion necessarily started from the concept of universities as centres of education, learning and research. They exist to transmit wisdom from one generation to the next and to seek new knowledge and a better understanding of nature, man and society. Universities can achieve these purposes only in a climate in which rational discussion is universally accepted.

"For this reason we utterly condemn, and will resist, attempts by extremist groups to obstruct or disrupt the life of the universities. Such activities destroy freedom of speech and the freedom to learn, and we believe that they are entirely unacceptable to the over-whelming majority of members of the British universities, staff and students alike.

"We distinguish sharply between disruptive activities of this kind and the increasing and responsible interest of a large body of students in many of the affairs of the universities. This interest we recognize and welcome.

"Students already contribute to the formulation of university policy in a number of fields in which it has long been recognized that their interests are paramount. In recent years the range and variety of their contribution to university affairs have been greatly increased and we have no doubt that there is scope for them to do more.

"Nevertheless there are important academic and financial matters in which the responsibility for decision must rest with those members of the university who have a continuing responsibility for its work and progress and whose training and experience in the various fields of study qualify them to bear it. Only in this way university standards be guaranteed.

"We are convinced that the great majority of students agrees with us that suitable arrangements can and should be worked out within the universities by rational discussion,

uninfluenced by external and irrelevant pressures.

"We have been interested to see the series of specific and important points which the National Union of Students has recently declared as requiring attention. So far as they are applicable to universities we will arrange that they are considered by the universities individually, and the committee for its part stands ready to discuss them at national level."

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SWAN HILL CHORAL SOCIETY

More often than not country areas rely on the crumbs of the city's cultural activity. Visits of artists and professional musical or theatrical groups are nevertheless looked forward to, appreciated and welcomed with true country hospitality whenever they do occur. Consequently, it is something of an innovation to find a country organisation coming to the city, and Monash University hopes to reciprocate the country's generosity when the Swan Hill Choral Society visits us on 31st August.

The choir and conductress Jessie Carmichael have established a tremendous reputation for the quality of their choral work both in Swan Hill and surrounding areas, and their decision to visit Monash and give a performance, in aid of the Great Hall Appeal, can be viewed with expectation.

Distinguished soloists will be Bettine McCaughan (Soprano), George Hegan (Tenor) and Leslie Cox (Bass).

Haydn's Oratorio 'The Creation' is undoubtedly one of his major achievements. Haydn describes the Lord's acts of creation as in three altar pictures. The first has as its subject the creation of the elements, the heavenly bodies and the green things upon the earth; the second deals with the creation of birds and animals, and its climax that of the first human beings; the third consists of the idyll of Adam and Eve in Paradise, leading to the great song of praise to the Creator of all these wonders. A work rarely heard, it is significant that the Swan Hill Choral Society has already performed it with outstanding success.

There will be one performance only at 8.00 p.m. on Saturday, 31st August. Bookings will be open from 22nd July. Adults \$1.25. Students 75 cents.

PLASTIC SURGEON OPENS NEW DEPARTMENT

The new Department of Surgery of the Monash Medical School at the Alfred Hospital was officially opened on Friday, July 26.

The Department is on one of three floors which have been added to the original Medical School building at a cost of \$980,000.

A leading plastic surgeon, Mr. B.K. Rank, who is retiring president of the Australasian College of Surgeons, opened the Department.

The additions to the Monash Medical School have been made necessary by the rapid growth in student numbers. When it began in 1963 there were only 30 students. Next year 450 students will be at the University's teaching hospitals around the city.

The new building is wired for closed-circuit television. It has a highly-instrumented animal operating theatre.

Work being done by Department teams includes:

- *Research into the basic functions of the liver.

This will lead to better understanding in the field of organ transplants;

- *The use of nuclear medicine techniques to study the effect of kidney failure on cell growth;

"Study of the effects of re-nourishment - after malnutrition - on wound healing;

- *Study of the sleep needs of surgical patients; and

- *Research in the bio-engineering field. This involves the introduction of computer techniques into all fields of medical activity including teaching.

The Department, which is headed by Professor H.A.F. Dudley, has also taken one of the first steps in Australia in a new teaching direction. Three of the students are working for a Bachelor of Medical Science degree in combination with the usual medical degrees.

ADELAIDE CHAIR FOR DR. DUNCAN

Dr. Graeme Campbell Duncan, a senior lecturer in the Department of Politics, has been appointed Adelaide University's Professor of Politics.

At 32, he will become the youngest politics professor in Australia.

Dr. Duncan, who was Victorian Rhodes Scholar in 1959, was born at Bairnsdale and educated at Melbourne High School.

He had a brilliant academic career at both Melbourne and Oxford Universities. He graduated B.A. from Melbourne in 1957 with first class honours in the School of History. In 1958 he took a Diploma in Education.

He capped three years at Oxford with distinguished work in political theory for his B.Phil. degree. This year Oxford awarded him a Doctorate of Philosophy for a critical comparison of the theories of Karl Marx and J.S. Mill.

Early this year Dr. Duncan, who has visited Vietnam, was given a Ford Foundation grant for a study of the Viet Cong.

He is well-known for his news commentaries - especially on Vietnam - over the Australian Broadcasting Commission.

Dr. Duncan, who lives at Syndal with his wife and two daughters, has been at Monash since October, 1962. He will take up his new appointment on January 1, next year.

ELECTION OF A MEMBER OF COUNCIL BY GRADUATES

Six nominations have been received to fill the one vacancy and an election will be held on Wednesday, 16th October, 1968.

The following candidates (in alphabetical order) will stand for election:

Paul Maxwell D'Astoli
Allan Malcolm Dowsley
Patrick Hartl
Michael John Hubbert
Michael R. Sheffield
Rodney L. Turner

Not later than Wednesday, 4th September. Voting papers and biographies of the candidates will be sent to all persons listed on the roll of electors as at Wednesday, 21st August.

STAFF APPOINTMENTS

Dr. D.J. Davies as Senior Lecturer in Pathology from approximately November, 1968. Dr. Davies graduated B.Sc. in 1959 and M.B., Ch.B. in 1962 from the University of Liverpool, and was awarded his M.D. in 1967. After a year, in 1962 and 1963, as House Physician and House Surgeon at the Royal Southern Hospital, Liverpool, he spent a further year as University Fellow in Pathology at the University of Liverpool. Since 1965 he has held appointments as Lecturer in Pathology at the University of Liverpool, and Honorary Senior Registrar in Pathology, the United Liverpool Hospitals. His main research interest has been in the field of renal disease, and he has had several articles published.

Dr. P. Dransfield as Senior Lecturer in Mechanical Engineering from approximately October, 1968. Dr. Dransfield gained the Diploma in Mechanical Engineering at the Sydney Technical College in 1953, and graduated B.E. at the University of New South Wales in 1961. He was awarded his Ph.D. by the University of Salford in 1965. Dr. Dransfield worked as a Marine Engineer between 1954 and 1957, when he joined the staff of the University of New South Wales as Technical Officer, a position he held until 1962. At the same time between 1960 and 1962 he was a part-time Lecturer at both the Sydney Technical College and the University of New South Wales. In 1962 he was appointed Lecturer in Mechanical Engineering at the Royal College of Advanced Technology at Salford. Since 1965 he has held appointments as Associate Professor at Oklahoma State University, and in the Weapons Department of the U.S. Naval Academy, Annapolis, Maryland. His major research interest is in the field of oil hydraulic control systems and he has published a number of papers.

Dr. D.J. Roaf as temporary Lecturer in Physics from August, 1968. Dr. Roaf graduated B.A. in 1958 from the University of Oxford, and was awarded his Ph.D. by the University of Cambridge in 1963. Since 1961 Dr. Roaf has been Fellow and Lecturer in Mathematics at Exeter College, Oxford, and since 1962 he has also been a University Lecturer. His research has been on the Fermi surfaces of copper, silver, and gold, and he has had two papers published. Dr. Roaf will be at Monash for about a year.

Mr. K. Watson as Senior Teaching Fellow in Biochemistry from approximately August, 1968. Mr. Watson graduated B.Sc. from the University of Strathclyde in 1965 and is at present a

candidate for the degree of Ph.D. in the Department of Applied Microbiology and Biology at Strathclyde. He has had two papers published in the field of fungal mitochondria.

VISITING APPOINTMENTS

Dr. R.J. Elliott as Visiting Reader in Physics from August 1968. Dr. Elliott is a Fellow of St. John's College, and Reader in the Department of Theoretical Physics at the University of Oxford. He took a first degree in Mathematics and a D.Phil. in Physics at the University of Oxford, and his doctorate research led to a number of joint papers with Professor K.W.H. Stevens, with whom he was earlier this year awarded the Maxwell Medal and Prize for work on solid state theory, particularly the magnetic properties of solids. He has had many papers published. Dr. Elliott will be at Monash for about a year.

Professor G. Narsimhan as Special Lecturer in Chemical Engineering. Professor Narsimhan holds the degree of B.Sc. (1944) from Madras University, and the degrees of B.Sc. (1946), M.Sc. (1950) and Ph.D. (1957) from Nagpur University. He was Lecturer in Chemical Engineering at Nagpur University from 1946 to 1957, and Senior Scientific Officer in the Chemical Engineering Division of the National Chemical Laboratory at Poona from 1957 to 1963, when he was appointed to his present position of Professor and Head of the Department of Chemical Engineering, Indian Institute of Technology, Kanpur. He has had many papers published. It is expected that Professor Narsimhan will be at Monash for about a year.

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THE REPORTER

Copy for the September issue will close on 20th August, and for the October issue on 20th September. Have post-graduate students any points of view on matters of general interest to submit for publication? Copy should be addressed to the Editor, Monash Reporter, Vice-Chancellor's Office.

DEPARTMENTAL NEWS

CLASSICAL STUDIES

On June 20/21 the Department was visited by Professor A.G. McKay, Chairman of Graduate Studies in Classics, McMaster University, Ontario, Canada. Professor McKay has worked in the fields of Greek Tragedy, and Greek and Roman Archaeology. He is also a distinguished Virgilian. He lectured to the Classical Civilisation II students upon certain of the juridical and political aspects of Aeschylus' 'Eumenides', and took part in a seminar with staff and students upon structural elements of Virgils' 'Aeneid.'

Mr. J. Ellis will attend the International Symposium on Ancient Macedonia to be held at Salonika in late August. He will present a paper on 'The Security of the Macedonian Throne under Philip II.' He also intends to spend some time in Athens on research into some Boiotian Inscriptions.

ECONOMICS

During June and July visitors to the Department included Professor Robert W. Fogel, Professor of Economics at the University of Chicago; Professor Akira Takayama, Associate Professor at Purdue University, Indiana; Professor J.D. Pitchford, Department of Economics, School of General Studies, A.N.U.; and Professor Mark Perlman, Professor and Chairman of the Department of Economics, University of Pittsburgh, and Australian-American Educational Foundation Visitor to the University of Melbourne.

EDUCATION

Professor S.S. Dunn has visited New Guinea briefly to take part in discussions of the Educational Research Committee of the New Guinea Education Department.

Professor Dunn also participated in a Public Lecture series organized by the University of Sydney, entitled "Education in the 1970's and 1980's - Continuity and Change in Australia."

Dr. John Biggs left Australia on July 23rd to spend three months study leave abroad. He will attend a month-long UNESCO seminar in Stockholm on "Learning and the Education Process" and will go on to visit England, Canada and the United States.

Mr. John Lawry is taking his study leave this month. He plans to visit New Zealand for several months, and then the United Kingdom. He will travel home via the United States.

MODERN LANGUAGES

The Australasian Universities Language and Literature Association will hold its Twelfth Congress at the University of Western Australia, Perth, from Wednesday the 5th to Tuesday the 11th of February, 1969. Concurrently, the Linguistic Society of Australia will hold a meeting.

The Fourth Annual A.U.L.L.A. Workshop on Language Laboratories will be held at the University of New South Wales from Monday the 19th to Wednesday the 21st of August, 1968. The convener is Ross Steele, School of French, University of New South Wales. Any further information may be obtained from Mr. T. Quinn of the French Section.

French Section

Associate Professor W. Rivers has returned from study leave in the United States, Great Britain and France. She visited a number of academic institutions in the United States and in England, and collected information on language laboratories and language teaching methods. She addressed the State Congress and National Congress of Modern Language Teachers in the United States, and gave seminars and lectures in London, Cambridge and York.

The French Section is running a weekly Matriculation French Course over ten weeks. This course, for which students from suburban and country secondary schools have enrolled, is offering a survey of the entire matriculation syllabus, and includes three language laboratory sessions. Because of the overwhelming response to this course, it has been necessary to offer a second intensive course on three Saturdays in August and September. A total of 550 students will attend the two courses.

On Monday, 8th July, Professor I. Barko addressed the Franco-Australian Association at the Lyceum Club on "Monash - the Nanterre of Melbourne."

Associate Professor W. Kirsop, Dr. J. Birnberg, Mr. R. Husson and Mr. A. Michaux took part in a panel discussion of the French student revolt. This discussion was held at the University of Melbourne on Friday, 28th June.

Miss M. Redmond represented the Monash Department of Modern Languages at the Schools Careers Night organized by the Victorian Women Graduates Association in Wilson Hall on Friday, 28th June.

Under the auspices of the Modern Language Teachers Association of Victoria, Mr. T. Quinn took part in a symposium on Modern Languages in the School Curriculum.

Mr. A. Michaux has been invited by the French Department of the University of Melbourne to give a series of lectures.

German Section

The German Pre-University Course, now in its sixth year, ended on Tuesday, 9th July. One hundred and eighty-five secondary school students attended the course which included a conducted tour of Monash, particularly of the libraries and language laboratories.

PAEDIATRICS

Professor Clark will leave on 25th August for an overseas visit of six weeks. His principal interest is the haematological disorders of children. He has been honoured by the invitation to be a co-chairman of a session at the International Haematology Congress in New York from 2nd - 6th September. Apart from visiting centres in U.S.A., Professor Clark will also see units in Canada, United Kingdom and Norway. Dr. Ian I. Findlay will be Acting Chairman.

Work on the additions to the Department of Paediatrics is almost complete and will add considerably more space for laboratory and academic staff.

The combined Hospital-University building project has as one of its items an entirely new children's ward on the sixth floor near Swanston Street. Completion date is late December.

Miss Mona Morley commenced duties on 15th July as the new secretary to the Department.

PATHOLOGY

Associate Professor W.G.R.M. de Boer has been invited to give a Paper at the third Australian Medical Congress in Sydney this month.

FELLOWSHIPS AND SCHOLARSHIPS

RHODES SCHOLARSHIP FOR VICTORIA - 1969

Applications are now being invited for one Rhodes Scholarship for Victoria tenable at the University of Oxford from October 1968.

A Rhodes Scholarship is now worth about £1150 sterling a year; part of this sum is paid by the Trust direct to Colleges by way of fees, each scholar receiving a personal allowance at the rate of £60 sterling a month. Tenure of other awards in conjunction with a Rhodes Scholarship is not permitted without prior consultation with the Secretary of the Trust in Oxford. The cost of travel to and from Oxford must be borne by the scholar.

The Scholarship is tenable at the University of Oxford, and is awarded for two years in the first instance but may be extended for a third year under certain circumstances.

The conditions of eligibility are as follows:

1. Candidates must be between the ages of 19 and 25 on the 1st October 1969.
2. Candidates must be male British subjects and unmarried. A Rhodes Scholarship is forfeited by marriage after election, or during a scholar's first year of residence. Permission to marry without deprivation of his Scholarship may be given by the Rhodes Trustees for a Scholar's second and third years.
3. Candidates must have at least five years domicile in Australia and by the 31st October 1969 must have completed two years' study at a University in Australia.
4. Candidates may compete either in the State in which they have their ordinary residence or in that in which they have received any considerable part of their education.

In making nominations, Committees will have regard to the qualities specified by Mr. Rhodes in that section of the Will in which he defined the general type of scholar he desired: Literary and scholastic attainments; qualities of manhood, truthfulness, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness and fellowship; exhibition of moral force of character and of instincts to lead and to take an interest in his fellows; physical vigour, as shown by fondness for or success in manly outdoor activities.

Quality of both character and intellect is the most important requirement for a Rhodes Scholarship and this is what the Selection Committee will seek.

Applications on the prescribed form must be lodged with the Honorary Secretary of the Rhodes Scholarship Selection

Committee for Victoria, The University of Melbourne, Parkville, 3052 not later than the 1st September, 1968. Candidates who are asked in writing to attend the final interview for selection will at the same time be asked to make an appointment with the medical referee for a medical examination.

Intending applicants from Monash University should in the first instance make an appointment for an interview with the Academic Registrar. Since late applications are not accepted by the selection committee under any circumstances, and because of the formalities to be completed, intending applicants or students who contemplate becoming applicants are advised to telephone Miss Sharp (extension 2008) as soon as possible to ensure that an appointment for the interview can be arranged for a date not later than the 23rd August 1968.

**AMERICAN CANCER SOCIETY: ELEANOR ROOSEVELT INTERNATIONAL
CANCER FELLOWSHIPS - 1969**

The International Union Against Cancer, with the funds provided by the American Cancer Society, will award fellowships for research on cancer.

The awards will be granted to experienced investigators who have demonstrated their ability for independent research and who wish to broaden their experience by a period of study at a single institution in another country.

Fellowships will be granted only to persons on the staff of universities, teaching hospitals, research laboratories or similar institutions. Awards will be made to investigators who are devoting themselves either to the experimental or the clinical aspects of cancer research.

Fellowships will not be granted to persons who wish primarily to perfect their training in methods of cancer detection or in therapeutic techniques, or who wish to visit briefly several institutions abroad. The duration of the fellowships ordinarily will be one year but this period may be longer or shorter in special circumstances.

The stipend will be based on the current salary of the applicant and the salary of persons of comparable qualifications in the place where the applicant expects to study.

An allowance will be made for the cost of travel of the fellow and of those dependants who will accompany him from his place of residence to the institution where he will work, and return.

Applications must be received prior to 1st September 1968, for a fellowship to begin within the twelve months' period following 1st March 1969. Application forms and additional

information may be obtained from: International Union Against Cancer, P.O. Box 400, CH-1211 Geneva 2, Switzerland.

ROYAL SOCIETY AND NUFFIELD FOUNDATION COMMONWEALTH BURSARIES

Applications are invited for awards under the Royal Society and Nuffield Foundation Commonwealth Bursaries Scheme which was instituted to provide facilities for increasing the efficiency of scientists of proven ability by enabling them to pursue research, learn techniques or follow other forms of study in natural science and its application overseas in a Commonwealth country where either the physical or personal environment is peculiarly favourable. Of the available funds about one half is earmarked to assist movement (a) between Commonwealth countries other than the United Kingdom, and (b) outwards from the United Kingdom, and applications relating to those parts of the scheme are especially invited.

The bursaries provide travel, maintenance at a rate depending on the applicant's circumstances and living costs in the country concerned (on the basis of about £600 a year in the United Kingdom) and are tenable usually for periods of six to twelve months; they are not intended to provide any salary as such. Bursars will not be permitted to prepare specifically for, or to take examinations for, higher degrees or diplomas.

For proposed visits beginning during the period from January to June 1969 or later, applications must be received complete with supporting documents not later than 15th September 1968 by the Executive Secretary, The Royal Society, 6 Carlton House Terrace, London, S.W.1, from whom application forms and fuller particulars may be obtained.

SCANDINAVIAN CULTURAL FUNDS

In 1952, on the occasion of the fiftieth anniversary of the inauguration of the Commonwealth of Australia, the Danish, Norwegian and Swedish Communities in Australia raised funds as a token of the goodwill they entertained towards Australia and in memory of the contribution made by their countrymen to the development of the Commonwealth.

These funds were to be used to promote close and friendly scientific, educational and cultural relations between their countries and Australia. Contributions from members of these communities and from friends of Australia and Scandinavia were collected and in 1952 sums totalling nearly \$12,000 were handed to the Australian National University in which the administration of the funds, for the purposes which the donors

had in mind, was vested.

By agreement with the donors, grants are now made each year from only one of the three national funds; this has enabled more substantial grants to be made when justified, e.g. for Scandinavians wishing to visit Australia. Grants for 1969/70 will be from the Swedish Fund to provide assistance towards the expenses of Australians visiting Sweden and in assisting visitors to Australia from Sweden. Grants in the two succeeding years will be from the Norwegian and the Danish Funds respectively.

Except for the special grants referred to above awards made usually amount to \$A100 - \$A200. Numerous grants have been made, some of which are listed below to indicate the types of activity which have been supported:

\$160 from the Swedish fund to a Swedish physiologist towards the travelling expenses of a visit enabling him to undertake research in physiology at the Australian National University.

\$175 from the Danish fund for the study of Danish architectural education and architectural building practice;

\$175 from the Danish fund for visits to pig research institutes.

\$100 from the Norwegian fund for the study of Old Norse language and literature;

\$160 from the Norwegian fund to attend a symposium on "Aurora and Geomagnetic Storms" and to visit certain research institutions.

\$90 from the Swedish fund for study of industrial arts and crafts education at tertiary, secondary and primary levels.

Applications for grants from the income of the funds for use between 1 July 1969 and 30 June 1970 are invited from:

- (a) Persons in Sweden who expect to visit Australia during 1969/70 or could do so with such additional assistance.
- (b) Persons in Australia who wish to visit Sweden during 1969/70.

Address for information and applications: The Registrar, The Australian National University, P.O. Box 4, Canberra, A.C.T. 2600.

AUSTRALIAN DAIRY PRODUCE BOARD GRANTS

The Australian Dairy Produce Board will consider applications for assistance to university graduates provided these persons can demonstrate that they are currently employed.

within or are closely connected with the Dairy Industry.

Applications for grants from university undergraduates and matriculating students who are prepared to seek sponsorship by an Australian dairy factory are also invited.

Further information may be obtained from Mr. W.S. Spence, Grants and Scholarships Officer, University Offices.

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SYMPOSIUM ON "DIVORCE, SOCIETY AND THE LAW"

A Symposium of six public lectures will be held at the David Derham School of Law, Monash University, during Third Term. The lectures will be held on Wednesdays at 8.00 p.m. and should be of particular interest to lawyers, marriage counsellors and social workers.

There will be no charge for admission, but to enable adequate seating arrangements to be made, those wishing to attend some or all of the above lectures are asked to advise the Secretary to the Faculty of Law.

<u>Dates</u>	<u>Speaker</u>	<u>Topic</u>
Sept. 4	Dr. G. Goding, M.B.,B.S., D.P.M., Psychiatrist	"The Psychology of Marriage Breakdown"
Sept. 11	Mr. L.V. Harvey, B.A., M.A.P.S., Psychologist	"Marriage Counselling: A Therapeutic Approach to Marital Disorgani- zation".
Sept. 18	Mr. T.A. Pearce, Solicitor	"The Broken Marriage - is Modern Divorce the Answer?"
Sept. 25	The Honourable Mr. Justice E.H.E. Barber, A Judge of the Supreme Court of Victoria.	"Divorce - the Changing Law"
Oct. 2	Professor M.G. Marwick, M.A., B.A., Ph.D., Professor of Anthropology and Sociology, Monash University; Professor Designate of Sociology, University of Stirling.	"The Comparative Sociology of Divorce"
Oct. 9	Mrs. Concetta Benn, B.A. Dip.Soc.Stud., Social Worker	"Marriage Breakdown and the Individual"

THE KINDERGARTEN

The Kindergarten is the first unit of the Education Faculty's Child Study Centre. It is temporarily located in Birch Cottage, south of the Main Library. When the Education Building is completed late in 1969, the kindergarten will be incorporated in the Child Study Centre, which will occupy a separate building connected to the main Faculty building.

The Centre will also include a laboratory for educational and psychological research, provision for remedial teaching, medical examinations and child health research, rooms for interviewing and testing, and arrangements for students and research workers to observe children. The Child Study Centre will thus form an integral part of the research and teaching programmes of the Faculty of Education, and of other Departments of the University.

It is expected that children attending the Kindergarten, and their parents, will participate in research programmes from time to time. Information obtained in research is confidential and will not be disclosed except in published reports under conditions which prevent identification of individuals. The research interests and needs of the Faculty will change periodically, and may be reflected in conditions governing entry of children to the Kindergarten. In general, a child will be admitted according to his position on the waiting list provided:

- (1) that the number of children enrolled in one group does not exceed twenty;
- (2) that a child when admitted is not under the age of three or over the age of five years;
- (3) that a child's admission will not exclude another child whose need for admission, in the opinion of the Faculty Advisory Committee, is greater than that of the child concerned.
- (4) that a balance of ages and sexes is maintained;
- (5) that his parents are willing to participate, and for the child to participate, in research and educational programmes.

Children's names may be placed on the waiting list for the Kindergarten when they have reached the age of $2\frac{1}{2}$ years. Enquiries concerning the Kindergarten may be addressed to: Mrs. M. Catchlove, Secretary, in the Faculty (Ext. 2830)

Monday ...	9 a.m. - 2 p.m.
Wednesday ..	9 a.m. - 5 p.m.
Thursday ...	9 a.m. - 1 p.m.

Miss B. Lewis, Director, at the Kindergarten (Ext. 2995)
Miss M. Nixon, Convenor, Faculty Advisory Committee,
(Ext. 2853).

Mrs. Catchlove maintains the waiting list. Fees at present are \$17.50 a term, payable in the first week of term. Kindergarten holidays consist of two weeks in May, two weeks in September, and six weeks in December-January. A child's hours of attendance are arranged when he enters the Kindergarten; they usually consist of four half-days a week. A parent is expected to accompany each child on his first visits to the Kindergarten, and to remain until he has become accustomed to his new surroundings.

An active Parents' Association exists, and welcomes new parents to its ranks. The names and addresses of office-bearers may be obtained from Mrs. Catchlove. Arrangements are made for parents to participate in the day to day work of the Kindergarten.

The Child Study Centre was established by Associate Professor Morey, whose death in a motor accident on January 19, 1968, was a sad blow to the University. The new centre will be named "The Elwyn Morey Child Study Centre" in remembrance of Professor Morey and her work.

MUSIC-LOVERS' BROADCASTING SOCIETY

There is widespread concern throughout the community that no established broadcasting authority provides an adequate service of serious music. A Music-Lovers' Broadcasting Society has been formed to promote serious music by working towards the establishment of an independent broadcasting authority. It aims:

- (1) to demonstrate the extent of dissatisfaction with the present broadcast networks, and to petition for a licence to broadcast in an accessible region of the broadcast spectrum;
- (2) to establish a listener-owned co-operative broadcasting station in Melbourne, broadly along the lines of overseas examples, which would provide continuous, balanced daily programmes of serious music.

Those interested may contact T.D. Jarvie or R.A. Spence, Department of Chemistry, for further information.