



# MONASH REPORTER

An unofficial bulletin for the information of members of Monash University

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- ★ Woman in a Man's World
- ★ Harvard Draws the Line
- ★ Technological Challenge

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## WHAT THE READER IS WRITING

The following interview was with Dr. Mollie Holman, Reader in Physiology.

This is the third in the series of articles on Readers at the University.

Question: You are a biologist with a leaning towards biophysics. What is your special field?



Dr. Mollie Holman

Answer: I am interested in the physiology of the muscles which are responsible for all the activity that goes on in the body over which we have little or no voluntary control; for example, the propulsive activity of the gastrointestinal tract, the variation in the calibre of blood vessels which maintain blood pressure at a normal level, the contractions of the uterus in labour, and so on. All these functions are performed by the same kind of contractile tissue which is known as 'smooth muscle'.

There are many subtle differences in the functioning of the smooth muscle of different organs. My own work has been mainly concerned with the properties that all smooth muscles have in common - the general physiology of smooth muscle. I believe it is necessary to sort out these basic aspects of smooth muscle function before we can begin to answer such questions as to why the uterus suddenly begins to undergo the strong co-ordinated contractions of labour, or why some people suffer from high blood pressure.

Like other muscles (cardiac muscle and skeletal muscle) the contractions of smooth muscle are triggered by movements of ions across the cell membrane. These ionic movements give rise to electrical signals which can be recorded with suitable electronic devices. I was able to show that although smooth muscle cells are very small (a few thousandths's of a mm) it is possible to record such potentials from the inside of single cells. The analysis of these signals is being undertaken here at Monash and in the Zoology Department at Melbourne University by Geoffrey Burnstock and his group.

It turns out that the 'short term' control of the contraction of smooth muscle is mediated through changes in the properties of the cell membrane which can be detected by a variety of electrical measurements. Thus my laboratory looks a little like the flight deck of a jet airliner - at least in terms of the large number of control panels covered with knobs, dials and switches, cathode ray oscilloscopes, tape recorders etc.

Q: Do you, like the previous Readers we have interviewed, spend much of your time writing?

A: Yes; the results of experiments have to be reported in scientific journals and this is a

very time consuming process. We are always being asked to write articles of a review type and to contribute chapters to text books. In an average year I would publish 5 or 6 major scientific papers.

Q: How did you come to work in this field?

A: When I was awarded an overseas research scholarship by Melbourne University in 1955, I had to choose where to go to do my Ph.D. I think it was largely on the advice of Sir John Eccles that I decided to go to Oxford to work with Professor Edith Bulbring who was just beginning to open up this field. Soon after I returned to Melbourne Geoffrey Burnstock also decided to come to Australia and I think it is fair to say that we and our colleagues have been successful in making Melbourne a world centre for smooth muscle research.

Q: Does your work have any practical clinical application?

A: Not directly at the present time. What we are trying to do is to gain enough insight into the properties of normal smooth muscle so that future scientists trying to understand a disease process will know what sort of questions to ask.

Q: You are Secretary of the Australian Physiological and Pharmacological Society. Could you comment on how Australian scientists rate on a world wide scale?

A: Many Australian scientists are recognised as leaders in their respective fields. I think the generally high standard of the meetings of A.P.P.S. and the variety of work that is being done here is quite remarkable for a country with such a small

population. Australian scientists are in considerable demand as speakers for International meetings and Symposia.

Q: Since you obviously enjoy research why do you continue to work in a University where you must spend a considerable amount of time carrying out duties other than research?

A: Perhaps someday I might consider moving to an Institute for full time research. However I am not an ivory tower scientist and I enjoy teaching both undergraduates and graduates. It has been a great pleasure for me to have played a small part of the exciting developments that have taken place at Monash during the last 5 years.

Q: What do you think the role of a Reader should be in a modern university?

A: Partly to be a free agent. He should not be so tied down by teaching or administrative duties that he is not free to follow his problem wherever it may lead him.

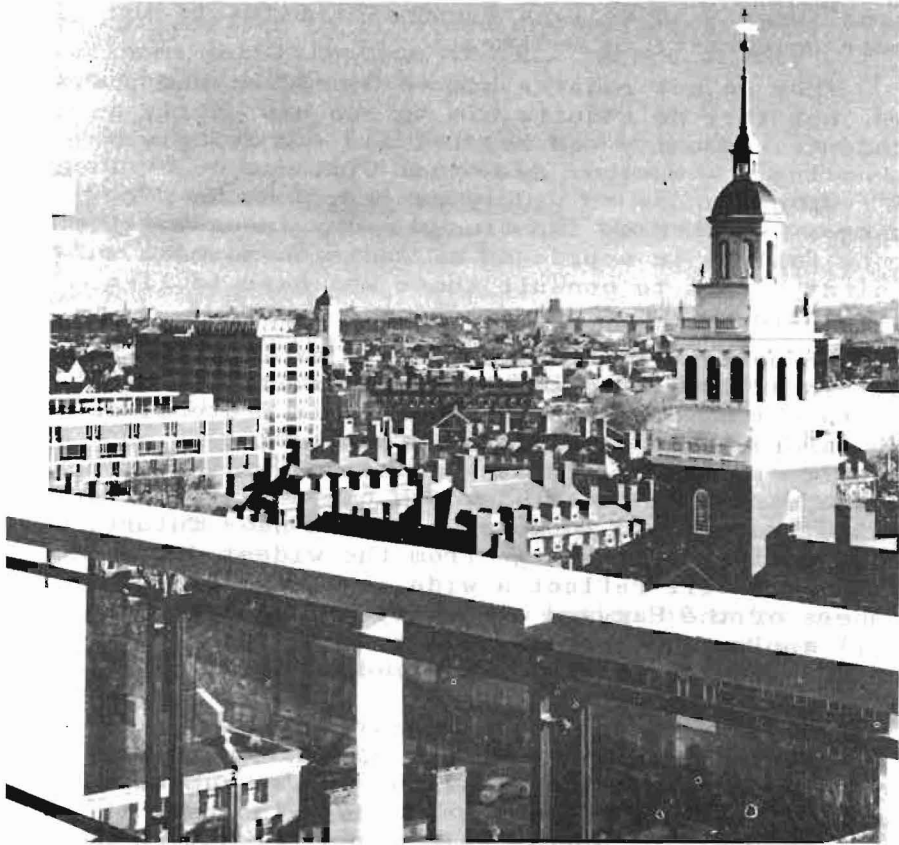
Q: You said 'he' not 'she'. Have you any comments to make on the status of women in scientific research?

A: I have never personally experienced any adverse discrimination on the basis of my sex. In some ways I would say that it is a positive advantage to be female as one's male colleagues are inclined to be somewhat more considerate and sympathetic than they might be in the case of another male!

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**RESOLUTION ON RIGHTS AND RESPONSIBILITIES**  
**(Harvard Faculty of Arts and Sciences)**

*Following is the text of a Resolution on Rights and Responsibilities passed recently by the Harvard Faculty of Arts and Sciences. It is reprinted for the information of members of Monash University.*



View from the tenth floor of the new Holyoke Centre.  
Foreground Lowell House and Tower. Beyond Lowell –  
Quincy House, Leverett, and Dunster.

The central functions of an academic community are learning, teaching, research and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect and openness to constructive change. By accepting membership in this community, an individual neither surrenders his rights nor escapes his fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the whole university community.

They do not require him to be silent and passive, but they do require him to see how easily an academic community can be violated - knowingly or unknowingly - whether by actual violence or by lack of responsiveness to widely perceived needs for change; whether by impatience or by insensitivity or by failure in a process of decision to make sufficient effort to consult those who have to live with the results of the decision.

We believe it timely to state explicitly what certain of these rights and responsibilities are, and to establish procedures for their protection and enforcement. The present formulation is an interim statement, limited to activities that touch on the essential functions of a university. We recognize the need to formulate, in the near future, document that will emerge from the widest discussion within and will reflect a wide consensus of all members of the Harvard community. This statement shall apply equally to students, to officers of instruction and to officers of administration.

### **All Have the Right**

All individuals or groups within the university community have the right to express, advocate and publicize their opinions. They also have the right to press by appropriate means for action on any matter on which they believe that the university can and should act, and they have the right to



be given a full and fair hearing and serve the essential commitment of the university and the right of individual or collective expression of opinion or dissent.

We have taken and will continue to take measures aimed both at dealing with issues and grievances raised by members of the community and at improving and broadening the procedures by which such matters can be resolved and decisions made. We welcome participation of all members of the community in this endeavour.

We regard the following activities as unacceptable because they would prevent or impede the performance of the essential task of the university and are incompatible with the shared purpose of an academic community:

- (a) Violence against any member or guest of the university community.
- (b) Deliberate interference with academic freedom and freedom of speech (including not only disruption of a class, but also interference with the freedom of any speaker invited by any section of the university community to express his views).
- (c) Theft or wilful destruction of university property or of the property of members of the university.
- (d) Forcible interference with the freedom of movement of any member or guest of the university.
- (e) Obstruction of the normal processes and activities essential to the functions of the university community.

Any such activity shall subject the violator to discipline by an appropriate agency.

### **Subject to Discipline**

In case of any violation of any of the sub paragraphs (a) through (e) by a student, he shall be subject to appropriate discipline within the full range of possible disciplinary measures by the faculty or by a committee or agent to which the faculty may have delegated disciplinary power.

Appropriate discipline for a student who violates sub paragraph (a) will ordinarily be expulsion, dismissal, separation or requirement to withdraw. In case of violations of sub paragraphs (c), (d) and (e), discipline will ordinarily be initiated upon complaint by a member of the university community adversely affected, or on a determination of probable cause by a committee or agency to which the faculty may have delegated disciplinary power.

In cases of violation of any of the sub paragraphs (a) through (e) a student found to be engaging in unacceptable activities may be warned to stop. If, despite the warning, the student persists in the unacceptable activity, he may be suspended summarily from the university by a committee or agent to which the faculty may have delegated disciplinary power, pending completion of a regular disciplinary proceeding.

Occasions may arise that may require the appropriate university authorities to use the other proper means to control or terminate unacceptable activities. It is the sense of the faculty that the appropriate authority should attempt, whenever possible, to deal with such occasions, through the disciplinary measures described in the preceding paragraphs.

The faculty also urges that appropriate university authorities consult with representative student and faculty bodies to the maximum extent practicable in devising and implementing ways to invoke other proper means of control.

While this interim statement is in effect, the disciplinary authority over students engaging in the activities listed above shall be delegated to the Committee of Fifteen or a designated successor. The power of summary suspension shall be delegated jointly to the Dean of the Faculty of Arts and Sciences and the Committee of Fifteen (or its designated successor), who are authorized to establish appropriate working arrangements to give effect to this power.

We further affirm that an officer of instruction or administration who engages in the unacceptable activities listed above should also be considered subject to discipline by the appropriate agencies of the university.

\* \* \* \* \*

#### AUSTRALIAN INSTITUTE OF MANAGEMENT

Mrs. B. Caine, Personnel Officer, Myer Emporium Limited, and Mr. D. Hourigan, Officer in Charge, E.D.P., Commonwealth Department of Census and Statistics, will speak on "The effective utilization of female staff in a technological age" on Tuesday, August 19 from 6.30 p.m. to 8.30 p.m.

Anyone interested in attending should telephone Miss M. Elms, extension 512, University of Melbourne.

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## UNIVERSITIES MUST MEET CHALLENGE

*Sir Fred Schonell, late Vice-Chancellor of the University of Queensland, emphasised in an address to the last Commonwealth Universities Conference that universities should guard against losing their true character in the ever-mounting technological revolution of today. Here are some excerpts from his address.*

Along with the effects of a swift, silent social revolution comes the twin challenge to cope with the speedy and spectacular advances in scientific and technological knowledge and with the associated fantastic developments in communications.

No one can assess accurately the changes that the scientific and technological revolution will bring. Just as in the 19th century, the Industrial Revolution devised new machines to do the physical work of the human being so today automatic machines are doing the mental work of the human brain.

Universities will no doubt, over the next decade, produce people with adequate modern scientific and technological knowledge. But three points should be noted.

In the first place, we should emphasise basic principles not the "how to do it" approach, which has distinct limitations for a rapidly changing complex industrial and business world.

Secondly, we should see that our relationship with industry is closer - there should be more reciprocal interchange, e.g., through university

members acting as consultants and joining boards of directors and through more people from industry coming to universities as visiting professors and lecturers.

Thirdly, it is essential that more scientists should go out to posts in industry and commerce after postgraduate work.

We must, as the U.K. Committee on Manpower Resources for Science and Technology recommends, "reverse the current tendency to train scientists towards academic achievement as an end in itself and thus change the consequent attitude that academic research is the only respectable outcome of such training." As a director of Imperial Chemical Industries said recently, "the biggest anxiety of the industrialist who looks forward is not the supply of hands or materials but of educated brains."

One far-reaching aspect of the technological revolution is that improved communications have entirely changed one aspect of the international situation as we knew it twenty years ago. The world has shrunk and national matters become overnight international ones. But there are still more startling changes in communications ahead of us. These will mainly come through the use of satellites, four of which now hover above the earth 22,000 miles in space.

According to General Sarnoff, Chairman of the Radio Corporation of America, a pioneer of radio and television, "the way is now open technically for the establishment in the foreseeable future of a communications system by which governments, organisations or individuals may establish contact with anyone, anywhere, at any time by voice, sight or document, separately or in combination."

When this occurs, man's capacity to communicate will have transcended every barrier of time and distance.

Within ten years, satellite technology will provide all countries with fantastic opportunities for sharing of information and culture, while the possibilities for developing nations by way of the provision of instruments for education and particularly for combatting illiteracy, will be revolutionary.

Universities must play a vital part in providing people who can facilitate this economic, social and political progress.

Undoubtedly, increases in knowledge and techniques will be continuous and extensive, and will in the immediate future mean that universities, as well as providing for post-graduate study, will need to plan, as an integral part of their work, sustained and systematic courses to combat obsolescence. Over the years we shall need to increase the numbers of staff members who can conduct these courses not as an extra in week-ends or so-called vacations, but as their continuous concern throughout the year.

But above all, the challenge to the universities, whether it be at the social or the scientific level, lies in the fact that many of the changes in our lives involve more contacts with more people. Human relationships are more important in the life of a community than has hitherto been the case. Today, as never before, there is the need to extend and deepen our understanding of human nature, for many of our most urgent problems which involve human values and human needs.

Universities can by their training play a vital part in producing men and women with the social attitudes and knowledge for the solution of some of these problems.

## MONASH BUYS A MICHAEL JOHNSON

The University has recently purchased Michael Johnson's large abstract painting, "Rough".

Patrick McCaughey writes:

"This brings the Monash collection right up to date with the most advanced painting in Australia.

"Johnson, who is currently representing Australia at the large survey of international art at the Sao Paulo Biennale, has been widely acknowledged as one of the four or five most important 'new generation' Australian painters.

"He is represented already in the Commonwealth collection, the Art Gallery of New South Wales and is under consideration for the National Gallery of Victoria.

"The painting shows one of the prevailing tendencies in recent work - to push painting towards a sculptural density, strength and presence.

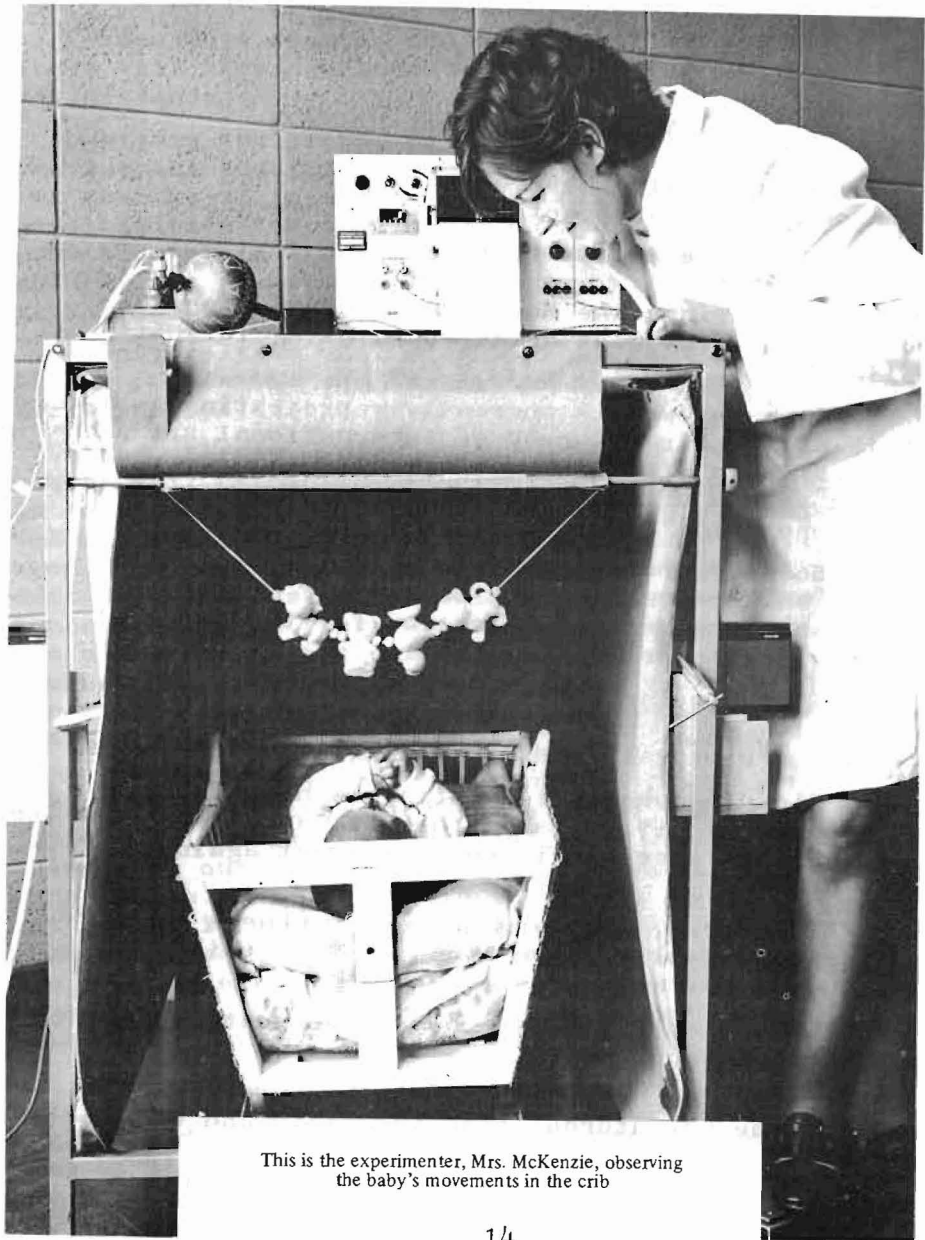
"Clearly Johnson's painting is not a painting of something: it hangs on the wall as an object, letting the force of his colours react against each other.

"Its verve, exhilaration and richness are sufficient justification alone for its existence for those that have eyes to see.

"Undoubtedly, it is amongst the most important new acquisitions.

"It is far better that Monash supports the new and the adventurous than the timid and conventional."

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This is the experimenter, Mrs. McKenzie, observing the baby's movements in the crib



## RESEARCH WITH INFANTS -- BABIES WANTED

The Department of Psychology is conducting research on learning and visual perception in infants between about one and three months.

The programme is intended ultimately to answer questions about whether very young babies see colours, patterns, shapes and designs as an adult does, or differently.

How well babies discriminate and to what extent these perceptual abilities are learned are among the central problems of human perceptual development.

The basic procedure used in the experiments involves training the infant to turn the head in one direction for one sort of pattern and in the other direction for another.

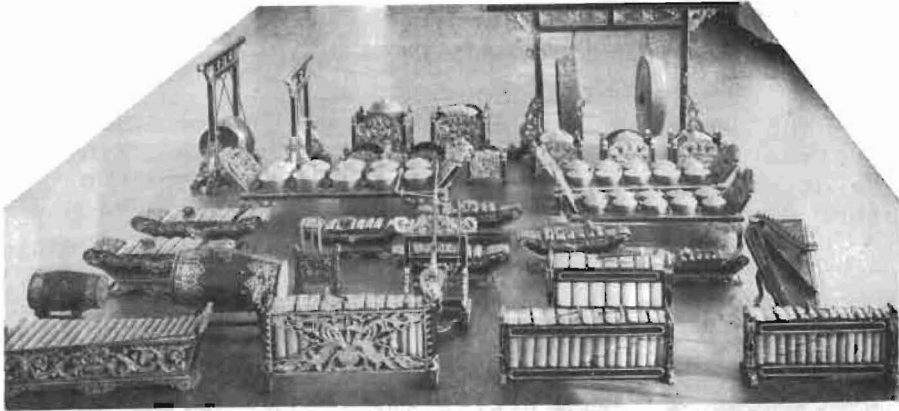
Head turning is a natural and frequent response in babies of two to three months. Head turns are monitored by lightly attaching a tiny transmitter to the baby's forehead and picking up and recording the turns. Mothers are usually present and often help. The babies are tested daily for about two weeks.

The Department of Psychology (Mrs. B.E. McKenzie) is interested in obtaining the co-operation of mothers with babies between two and three months living within reasonable distance of Monash.

Arrangements can be made to provide transport to and from home. The Department would be very grateful to hear from staff or students interested in co-operating in this research on human development. Ring Mrs. McKenzie on 3962.

## A CASE FOR ETHNOMUSICOLOGY

*The following article was written by Dr. Margaret J. Kartomi, of the Music Department, who has just been awarded a \$6,520 research grant from the Australian Institute of Aboriginal Studies to enable her to collect and study aboriginal children's songs:*



A complete gamelan sléndro

Is music, as has often been claimed in the past decade or so, an international language? Would the aural experience of another musical culture than one's own be worth having? Can a Hottentot learn to enjoy Beethoven's music? Can an Australian gain musical pleasure and enlightenment by playing Javanese gamelan instruments?

The possibility that the Music Department at Monash will obtain facilities to allow ensemble and solo performance of some non-Western musical instruments brings ethnomusicological problems such as the above right onto the University campus.

Expert didjeridu players and aboriginal vocal performers live almost on our doorstep. Exponents of the incredibly rich and diverse musical cultures of New Guinea could widen our musical experience, but are rarely asked to leave their home villages. A Javanese gamelan orchestra of 25 instruments, consisting of large, bronze gongs, rebab (lute), suling (flute), kendang, (drum) etc. is advertised for sale. The purchase of a gamelan alone would bring ethnomusicology at Monash into line with the most advanced developments in American and European universities.

For a number of years now, Dutch and Indonesian students, led by an expert Javanese kendang performer (who controls the tempo and other intricate details of a gamelan performance), have held regular practices on a beautifully sonorous, venerably ancient, aristocratic-Solonese gamelan, housed in the Tropen Museum in Amsterdam. This idea spread to the United States (U.C.L.A.), Sweden and a few other countries, where gamelans were obtained for the purpose. Continual rehearsal led to the giving of gamelan concerts, together with performances of classical Indonesian dances.

The gamelan, which is the largest orchestra in the world to be played "by ear", is possibly the most suitable ensemble for beginners in non-Western musical performance. Although some of the instruments require a virtuoso technique, others are fairly simple to master. From skeletal notated scores of the nuclear theme of a piece, non-indigenous performers can learn to play the theme

in its simple, syncopated, augmented and diminished forms, and eventually to improvise simultaneous elaborations of the theme in accordance with regional Javanese or Balinese stylistic practice.

Naturally, the greater one's aural and performing experience of the music, the greater one's familiarity with and "instinctive" comprehension of the music's stylistic qualities, which are absorbed by the performer both perceptibly and imperceptibly. One cannot, of course, claim real intuitive knowledge of the music unless one has lived in the relevant musical area since childhood. But rehearsal allows one to come to grips with the music in a way that would possibly never be achieved through pure listening.

The Monash Music Department's ethnomusicological activities, facilities and approach to the study of music are particularly appropriate and relevant in Australia, in view of our geographical position and our growing concern with Australian aboriginal and Asian affairs, languages and cultures. The pace of more recent ethnomusicological developments at Monash suggests that we may be on the way to catching up with ethnomusicological trends in leading universities abroad. Thus, in the near future, the combined research fields of the four practising ethnomusicologists and two Honours students here will cover areas of aboriginal Australia, Indonesia and the Pacific - musical fields which have previously been largely untouched by research workers and which possess the advantages of geographical proximity and a very high degree of ethnomusicological significance.

But the aural experience, performance and study of non-Western music should not remain the concern purely of Music Departments. These matters are of vital consequence to the universities, the schools and the community at large, if we are in-

deed loath to allow an incredibly rich source of musical experiences to pass us by.

In fact, the questions posed by ethnomusicology have never been more relevant than to the present generation, as it queries and interprets the concepts and events which have brought about the social, economic and spiritual crises of the present day. The symptoms of these crises - alienation, racialism, the bomb etc. - can, it is said, be alleviated by musical experience. Alternatively, it is said, music - the language of the soul, "the most certain mode of expression which mankind has achieved" (Herbert Read), the common experience of all races - can help us to cure the symptoms. Or, as some thinkers believe, the crises themselves might partially be solved through music, if we can but regard music in the fully humanistic sense as an active and integrative, emotive and rational force in human life everywhere.

At least, the need is felt now, more than ever before, to investigate and comprehend the super-substantial heritage of the human race, in all its manifestations and regional expressions, and as embodied most intangibly subtly and intimately in music.

Indeed, the present sense of artistic and critical insecurity in Australian music and the Australian musical scene might well be allayed through the broadening and balancing impulses gained from experience of non-Western music. It is not enough that commercial pop music, which is occasionally in need of the stimulus of new musical ideas, sometimes borrows an arbitrarily selected musical gimmick from an authentic "ethnic style". Nor can single elements of non-Western music serve as a way out of the cerebralism and the other dead-ends of tired, "serious" composers. But a profound, pervasive, experience of non-Western music in Western society would produce among composers,

listeners and musicologists alike a musical invigoration, a regeneration of values, an increased awareness that music can play an enriching role in human life, and that the profoundest of artistic ideas formulate themselves in unique and fascinating ways in the music of all cultures.

We have come far from Rousseau's conception of "the noble savage" and his music, an attitude which was preceded and succeeded (during the colonial era) by the view that non-Western music is barbaric, infantile and unnatural. A few twentieth century writers went to the other extreme and asserted that anyone with an open mind and sufficient goodwill could learn to appreciate the music of a foreign culture (e.g. Peking opera) almost on the spot, since all people have the same senses and organs, inhabit the same universe and know the mystery of musical experience.

Some mid-century writers even go so far as to assert that the very survival of the human race may depend upon an appreciation of music as an internationally understandable form of human communication. Others deny the quasi-humanist truism that music is an international language, one of the reasons for this being that music can properly be understood only in relation to the society which begot it, and that such an understanding cannot be achieved overnight. The truth of the matter may be that some degree of emotive, rational and, if possible, practical experience of the unique artistic qualities and nuances of a musical culture, coupled with a respect for its diversities and some knowledge of the peoples who engendered it, are necessary before one can even begin to scratch the surface of that culture.

Whatever the emotive, rational, intuitive and aesthetic problems involved in gaining aural and practical experience of a musical culture other

than one's own, it is commonly agreed that listening to and performing the music of other cultures in as authentic a manner as possible are exceedingly rewarding activities. No-one will deny that musical languages can be learnt by non-indigenes, in accumulative stages of emotional and intellectual comprehension, that these musical languages are enjoyable to learn, and that the ultimate achievement of this would permit a wider response to profound artistic ideas that would otherwise only be seen through a glass darkly, if at all.

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### **SUB-WARDEN, DEAKIN HALL**

Deakin Hall has a vacancy for a single woman who is interested in the position of Sub-Warden in the Hall. The accommodation consists of a study, a bedroom and bathroom and the fee payable by a Sub-Warden, for accommodation and meals, is \$8.00 per week.

Sub-Wardens are required to assist the Warden and to act on his behalf in various aspects of the running of the Hall. Further details may be obtained from the Warden, Dr. J. A. McDonnell, who would be pleased to receive enquiries from any women, preferably members of the academic staff, who might be interested in such a position.

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### **THE REPORTER**

Copy for the August issue will close on August 5, and for the September issue on September 5. Copy should be addressed to the Editor, Monash Reporter, Vice-Chancellor's Office.

## BUSY DAYS AT RELIGIOUS CENTRE

There are many varied activities included in the daily round of the Monash Religious Centre. Apart from the religious services conducted on a daily or weekly basis and including such widely representative groups as Lutherans, Christian Science, Muslim, Catholic and Anglican, there are special services held at the end of each term by the combined S.C.M. - Newman Societies, by the Society of Friends and the Evangelical Union.

Because of the geographical layout of the Centre it is possible for services to be held concurrently, e.g. on Friday at 1.00 p.m. the Narthex is used by the Islamic Society, the small Chapel by the Christian Science Group, while Catholic Mass is celebrated in the large Chapel.

The Narthex is the venue for committee meetings, for study groups and seminars, for 'coffee' after three services each week, and by the Yoga Club for their classes. The Centre is visited by groups making a tour of the University and by people from overseas and locally, some of these because of their interest in similar ventures.

The Narthex has been designed as a browsing area, and a supply of periodicals and some books are available. It is hoped that this small collection will be added to from time to time.

Special bookings accepted for the Centre during third term 1968 included a Confirmation Service, and a Patronal Festival arranged by All Saints' Parish, Calyton; a programme of one-act religious plays, and poetry reading arranged by the Monash Staff Drama Group, a matriculation



students' night convened by the members of Monash Newman Society, and a Festival of Carols arranged by the Monash Choral Society.

Special bookings for 1st term 1969 included the World Council of Churches service which was telecast; a combined Newman Societies of Melbourne meeting with Bishop Faulkner as the speaker; a Sunday morning service arranged for the Victorian American Field Service Returnees Association and a social evening arranged by the Monash Islamic Students to inaugurate their regular booking of the Centre; also the first of a series of "Sunday Evenings at Monash" when the guest speaker was Mr. Ralph Young of the Division of the Laity, World Council of Churches, Geneva.

On May 1, the Monash Choral Society with the Monash String Orchestra presented a lunch-time recital. Open Day saw a steady stream of visitors to the Centre when the Ad Fontes Consort, under the leadership of Dr. Love, provided music at intervals during the afternoon.

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#### NORTH-EAST HALLS : WEDDING RECEPTIONS

Prospective brides, bridegrooms and parents-in-law in the University may be interested to know that the North-East Halls are well-equipped and very pleased to cater for wedding receptions during University vacations. If anyone has any doubts as to whether we can provide a suitable venue and catering of first-class standard, we can offer, as referees, a number of satisfied customers within the University!

Unfortunately, we are unable to accept any more bookings for the coming August vacation; but we do have several dates available from the last week in November onwards; and out prices are moderate.

Please direct all enquiries to our Manager, Mr. Ken Ward (2900/1/2/3).

M.U.C.A.A.

The Event of the Year to stay away from.

Constant readers will remember the highly successful non-concert which was not held at the end of 1966 in order to assist Community Aid Abroad. Sale of non-tickets realized almost \$100, and subscribers saved a complete evening.

In order to vary the nature of this non-function as much as possible, a now dinner has been arranged for the evening of 35th Octembruary. Subscriptions are due now.

		<u>Menu</u>
6.30 p.m. to 6.55 p.m.		Sherry (tepid) Orange juice (insipid) Company (torpid) Conversation (vapid)
7.00 p.m.	<u>Soup</u>	Messe of potage a l'Esau (avec cheveux)
	<u>Entree</u>	de petits fauns, au naturel
	<u>Main Course</u>	Atomic fission chips, aux champignons
	Wine:	New-Clear
	<u>Sweet</u>	Water Music (Handel)
	<u>Coffee or Tea</u>	(Ambiguous brew)
	<u>Cheese</u>	Stilton (courant)
		Flatulence.

Non-tickets may be purchased from Mr. Alan Gregory, Faculty of Education, at \$1.00 per head, \$2.00 double. (Double-headed ticket-buyers are doubly welcome.) The penalty for non-payment is 100 cents per person. R.S.V.P.

## DEPARTMENTAL NEWS

### Civil Engineering

Dr. Brian W. Cherry, Senior Lecturer in the Department of Civil Engineering, addressed the members of The Institute of the Rubber Industry on Thursday, June 19, on the topic "Adhesion and the Strength of Adhesive Joints".

### German

During the vacation a crash course in German language was organized by Mrs. Hurst and Mrs. Platt for the employees of German firms based in Melbourne. The course provided the department with valuable experience in this field and established contacts with an important section of the community.

A display of rare German books from the Monash University Library and of material connected with the department's research work on German-English bi-lingualism in Australia was exhibited on Open Day. The Language laboratories were also on view and German tapes were demonstrated. From midday until five o'clock German films were shown.

Mr. Rod Wilson has undertaken the task of editing a Newsletter for students of German. The first issue contains short biographies of members of staff.

Rolf Hochhuth's controversial play, Soldiers, was discussed at a public meeting in Theatre I at Monash on Thursday, July 3.

Speakers included Mr. Philip Thomson from the department on Hochhuth as a post-war German phenomenon, Churchill as historical figure and

and as a stage character; Mr. Elijah Moshinsky from the department of History on The play as theatre; Dr. David Cuthbert also from the department of History on Hochhuth's view of Churchill; and Mr. Max Teichmann from the department of Politics on Statesmanship and morality. The meeting - organized by Mr. Philip Thomson - was attended by about 250 people including members of the Melbourne Theatre Company. Professor Bodi chaired the discussion.

### **Medicine**

Two interesting visitors to the Faculty of Medicine were Dr. Hugh Stringer, Senior Lecturer in Dermatology, Otago Medical School, Dunedin, New Zealand, and Dr. R. H. O. Bannerman, Professor Designate of the Department of Obstetrics and Gynaecology at the University of Ghana, and Medical Officer, responsible for the Undergraduate Education Unit, W.H.O. Headquarters, Geneva.

### **Paediatrics**

The recently completed new Children's Wards, part of the Agnes Nathan Children's Unit in the Queen Victoria Memorial Hospital, have provided considerably more space for patients and for the teaching of medical students. The department was closely involved in the details of planning and equipping the new wards. Following the Official Opening the facilities available for children at the hospital will be open to visitors from August 25 - 29 and current work proceeding in the hospital and the department of Paediatrics will be on display.

Dr. T. F. Lambert has joined the staff as lecturer having trained in anaesthetics. He has developed a special interest in the problems of respiratory care in children. Dr. Lambert, a graduate of Edinburgh University, was previously in Perth, Western Australia. He is married.

Dr. T. M. Adamson takes up a post as lecturer in August. He graduated from the University of Melbourne and for the past two years he has been working in the University College Hospital, London on the problems of respiratory disorders in the newborn infant.

## Physiology

Sir Lindor Brown, F.R.S., who has had the title "Visiting Professor" conferred upon him arrived in the department on July 28. Sir Lindor, who until recently was Waynflete Professor of Physiology at Oxford and is now Principal of Hertford College, Oxford, accepted an invitation from the Australian Academy of Science to visit Australia for about six weeks as Senior Fellow of the Academy. Sir Lindor will be a guest of the Physiology department for most of the six weeks, and is participating in its teaching and research activities.

Dr. L. B. Geffen, senior lecturer in the department, has been invited to contribute to an International Symposium on "New Aspects of Catecholamines". This Symposium will be held in Cologne and Dr. Geffen will also be presenting some of his work at the Second International Neurochemical Congress in Milan.

Mr. Ian McCance, senior lecturer in the department, organised a very well patronised Open Day exhibition. He was assisted by some members of the staff and many volunteers from amongst our students in Medicine and Science.

A large number of the staff and students will be presenting papers at the Sydney meeting of the Australian Physiological and Pharmacological Society. This meeting will be held in the August vacation and follows a very successful May meeting of the Society at Monash.

## SCHOLARSHIPS & FELLOWSHIPS

### Rhodes Scholarship for Victoria – 1970

Applications are now being invited for one Rhodes Scholarship for Victoria tenable at the University of Oxford from October 1970.

A Rhodes Scholarship is now worth about £1000 sterling a year. It 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.

Applications on the prescribed form must be lodged with the Honorary Secretary to the Rhodes Scholarship Selection Committee for Victoria, The University of Melbourne, Parkville, 3052, not later than September 1, 1969. 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 D. Sharp (extension 2008) as soon as possible to ensure that an appointment for the interview can be arranged for a date not later than Friday, August 15, 1969.

## **Royal Society and Nuffield Foundation Commonwealth Bursaries**

Applications are invited for awards under the Royal Society and Nuffield Foundation Commonwealth Bursaries Scheme.

The bursaries provide travel to and from the country concerned and an allowance towards maintenance, and are tenable usually for periods of six to twelve months.

For proposed visits beginning during the period from January to June 1970 or later, applications must be received complete with supporting documents not later than September 15, 1969 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.

## **Royal Society of Victoria Medal**

The eighth award of the Royal Society of Victoria Medal will be made for work falling in the field of Social Sciences - anthropology, economics, geography, psychology, sociology and related sciences.

Nominations should be in the hands of the Hon. Secretary, Royal Society of Victoria, 9 Victoria Street, Melbourne, 3000, not later than September 1, 1969.

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## BOOKS FOR SALE

The Monash representative on the Women of the University Fund has the following books for sale in aid of the Fund's charities. They are all in good condition, with hard covers, and anyone interested should telephone Netta McLaren at 25.3424.

Livio, Robin	Taverns, Inns, Coffee Houses of other days. Trans. from French by Poppy Richard. Pub. 1961.	\$2.50
O'Dowd, Bernard	Collected Edition of Poems Intr. by Walter Murdoch. Pub. Lothian 1941	\$2.00
Zimmermann, M.	Solitude considered. Pub. Griffiths, London 1824.	\$1.50
Kiddle, Margaret	Caroline Chisholm. Pub. M.U.P. 1950	\$1.50
Camrose, Viscount	British Newspapers & their Controllers. Pub. Cassell 1947. Illus.	\$1.00
Borrow, George	Lavengro. Pub. J. Murray 1900. Illus.	\$1.00
Dick, Stewart	Master Painters. Stories of their Lives. Pub. Foulis 1922. Illus.	\$1.00
Low, David	Years of Wrath, A Cartoon History 1932-45. Pub. Gollancz 1949	\$1.00
Sandburg, Carl	Storm over the Land. From Abraham Lincoln: The war Years 1861-65. Pub. R.U./ J.Cape 1944	\$0.60
Hamilton, Mary	Agnes Newnham, an informal biography. Pub. Faber 1936.	\$0.60
Bagehot, Walter	The English Constitution. Pub. Nelson 1872.	\$0.60
Harper, Chas.G.	The Bunyan Country. Landmarks of The Pilgrim's Progress. Pub. C.Palmer 1928. First Edition. Illus.	\$0.60