

MONASH UNIVERSITY GAZETTE

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

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

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

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

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

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

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

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

"All those who have been associated with the planning and erection of this building are to be congratulated on its excellence, and for the speed with which it has been erected. I have had the opportunity of seeing over the building, and would like to pay special tribute

to the architects, the builders, and the employees, who carried out the work. Special thanks are also due to the Premier and his Government for making the necessary finance available.

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

MAIN LIBRARY

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

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

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

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

*The Monash University Medical School, Alfred Hospital*



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

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

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

"There are also some other ideas that I would like to give in relation to a library of this kind, a humanities library. Humanists generally are believed to be engaged in producing works of a more abiding character and less in the way of ephemeral publications than are we scientists. Certainly there is a much greater periodical publication in the sciences and this may look to be overwhelming. Of course libraries are still able to cope with this increasing burden which doubles every few years; but it will go on, if extrapolated, into fantastic quantities of books and paper.

Now we have in science a curious way of handling this problem of the immense accumulation of knowledge. Relatively little of this periodical publication survives; it is soon lost — much of it perhaps beyond all recall. It will be on the library shelves but never found again, never looked at again for hundreds of years, perhaps for ever. Yet we store it all because it is bound into volumes; where there are the odd papers that have abiding value. Now this loss is a good thing. It's the same kind of ruthlessness that we have in the biological processes that lie behind evolution: the survival of the fittest. You don't bother burning these ephemeral publications. You just store them and lose them. How else can you handle this immense volume? Who is going to decide as a censor



*Sir John Eccles*

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

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

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

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

## APPOINTMENTS TO CHAIRS

The following appointments were announced in May:

### CHAIR OF PSYCHOLOGY

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

*Professor R. H. Day*



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

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

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

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

*Professor P. D. Finch*

