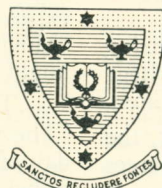


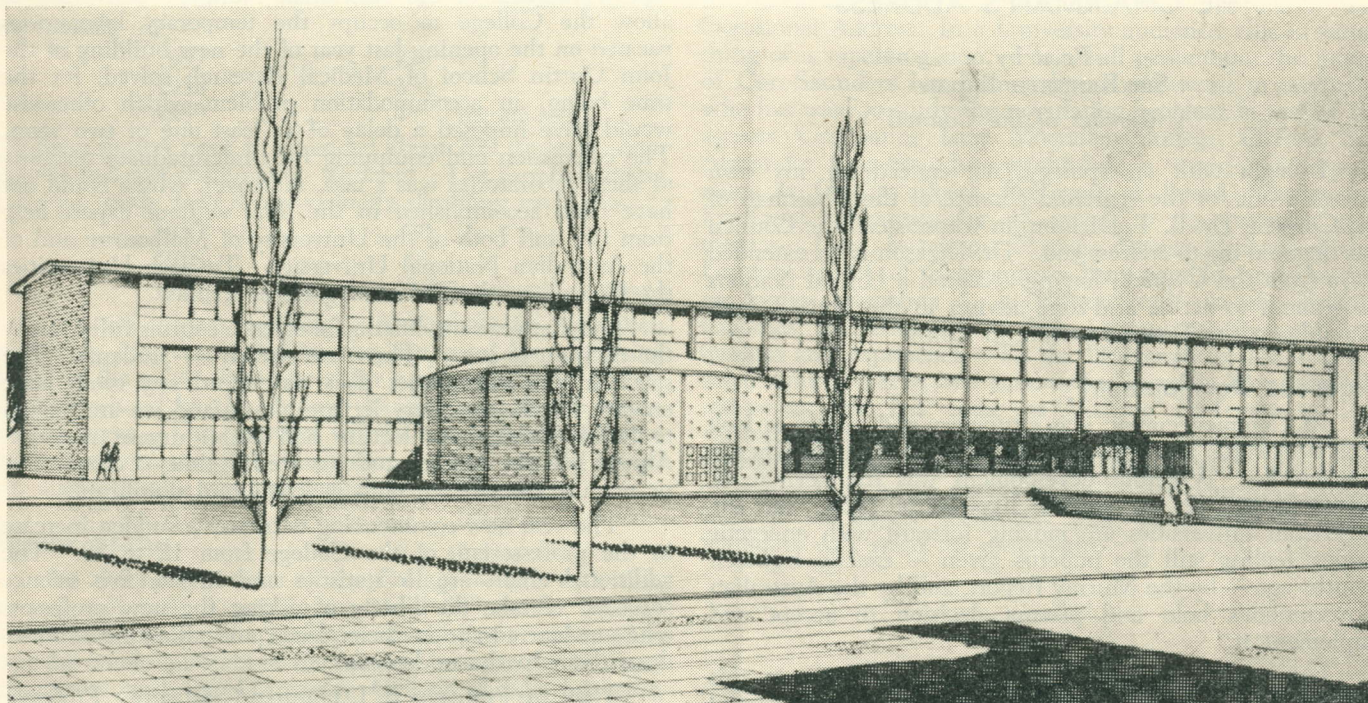
THE CANBERRA UNIVERSITY COLLEGE



GAZETTE

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JULY, 1959



THE PROPOSED ARTS BUILDING

An architect's impression of the College's first permanent building — the Arts Building — which will provide accommodation for the Departments of English, History, Philosophy, Classics and Modern Languages. Designed by Messrs. Bunning and Madden, the building will be 320 feet long by 40 feet wide and will have a detached, circular lecture theatre (see page 9).

The foundation stone of the Arts Building will be set by the Prime Minister, Mr. Menzies, at a ceremony to be held on Monday, 12th October, 1959.

THE 1959 COMMENCEMENT CEREMONY

The Thirtieth Annual Commencement and Conferring of Degrees Ceremony of the Canberra University College was held in the College Hall on Thursday, 19th March.

The Chancellor of the University of Melbourne, the Hon. Mr. Justice Arthur Dean, LL.M., conferred degrees in Arts, Commerce and Science.

In the absence of the Chairman of the Council, Dr. B. T. Dickson, the Chairman's Address was read by Sir Kenneth Bailey, C.B.E., M.A., B.C.L., LL.M., a member of the Council. The Address is printed in this issue of the Gazette.

The Occasional Address, which is also printed in this issue, was given by Sir Alexander Carr-Saunders, K.B.E., M.A., F.B.A., former Director of the London School of Economics.

THE CHAIRMAN'S ADDRESS

Read by
SIR KENNETH BAILEY
A Member of the Council

I begin with an apology, not indeed for my own presence but for the regretted absence of the Chairman of the Council, Dr. B. T. Dickson, in whose stead the Council has deputed me to address you. Dr. Dickson is on extended leave from the Council, having accepted a United Nations assignment to act as arid-zone adviser to the United Arab Republic at the Desert Institute in Cairo.

Vigorous Development

At Commencement, it is customary and proper to look both backwards and forwards: to consider not only whence but whither. Vigorous development was the keynote of 1958. It will be the keynote likewise of 1959. All the Australian universities are moving forward with energetic strides, feeling still the impetus given — exactly eighteen months ago — by the Murray Report, and by the Australian Government's bold and prompt decision to accept and implement it.

Let me illustrate what this has meant here, in this College. Annual expenditure, excluding major capital works, gives a good general picture. The figures were:

1955	£108,000
1956	£153,000
1957	£213,000
1958	£259,000
1959	£440,000

You will see that the College has, of late, been spending about £50,000 more each year; but this year will spend nearly £200,000 more than last. These figures, I repeat, do not include any major building operations. Over-simplifying, but nevertheless not falsifying, they represent academic services — more men and women, more books.

The story told by the building figures is even more spectacular. But the story is wholly prospective. Since moving into the temporary quarters in which we meet tonight, the College has spent virtually nothing on build-

ings. For the next five years it looks as though an annual expenditure of at least £300,000 is on the approved list. "Moving forward with energetic strides", I called it. You might almost think the College was bolting!

This is a Canberra audience which in the columns of "The Canberra Times" has excellent opportunities day by day of keeping in touch with College affairs. I shall not inflict upon you a detailed catalogue. Let me say a few words about three only of our vital current matters — Science, Site and Status.

Science Courses

First then, about Science. Until this year, the College had confined itself exclusively to the social sciences and the humanities. The addition of a Science faculty was one of the specific recommendations of the Murray Committee. The College is thankful to the Government for promising the necessary grant early enough to make it possible for the College to establish first-year courses this year in the basic sciences of botany, chemistry, geology, physics and zoology. The willingness of the Australian National University to allow the College to occupy the temporary laboratories vacated on the opening last year of the new building of the John Curtin School of Medical Research solved, for the time being, an accommodation problem which otherwise would have imposed a delay of at least one or two years. The conversion and equipping for undergraduate teaching of these laboratories was a task, moreover, which could not have been accomplished in the time without expert help from the staff both of the University of Melbourne and of the Australian National University. To both Universities the College renders its most grateful thanks.

The first-year enrolments for science courses fully justify the decision to start. There are already 47 students. The space in the laboratories does not afford any room large enough for the necessary lecture classes and we are having to build a temporary lecture hall as an urgent measure. Almost half the science students are full-time—a characteristic not unexpected but both welcome and significant.

The year now commencing witnesses a sudden increase in the professoriate of the College from 12 to 18. The additional chairs are in statistics and in the five science subjects. I take the liberty of asking the new professors who are here to rise in their places, and allow me to introduce them to the audience.

They are Professor E. J. Hannan (Statistics); Professor L. D. Pryor (Botany); Professor A. N. Hamblly (Chemistry); Professor D. A. Brown (Geology); Professor D. N. F. Dunbar (Physics); and Dr. F. H. Drummond, Reader in Zoology in the University of Melbourne, who has been in charge of the Zoology Department pending the arrival from Dublin of Professor J. D. Smyth (Zoology).

Permanent Site and Buildings

Another recommendation of the Murray Committee was that the College should, as soon as possible, be allotted a permanent site, as near as practicable to the National University. Such a site has now been allotted. It comprises 138 acres, literally adjacent to the University site, and, indeed, including some 40 acres of University land, for the surrender of which, I understand, the University will be compensated elsewhere. The College site includes the

premises in which we are meeting tonight. New building is to start without the least delay. The National Capital Development Commission will, of course, not allow the College to "saw off the branch it is sitting on" by starting its building programme on the teaching and administrative block in which we are assembled; but tenders are to be called in July for an Arts building on the corner of University Avenue and Kingsley Street. The hope is to finish it towards the end of 1960.

A Hall of Residence for at least 150 students is the next building on the list, possibly towards the Black Mountain end of University Avenue. The College hopes that plans will be approved and tenders called by the end of the present year. Next will come permanent buildings for the Faculty of Science. But it is time for me to draw rein. The prospect is altogether too exciting.

Student enrolments at the College strongly suggest that the current and planned extensions of staff and buildings may be just in time to enable the College to meet the rising demand for tertiary education in the region in which Canberra lies. Taking degree and diploma students alone, the figures are —

1957	275
1958	351
1959	447 (incomplete)

To these figures need to be added about 200 students—non-degree and non-examination students. The numbers doing full-time study have been virtually doubling each year:

1957	38
1958	66
1959	136 (and still coming)

We are in fact entering a new phase in Australian university life, dominated on the one hand by a growing belief in the value of and need for higher education and on the other hand by the chronic overcrowding of the metropolitan areas. The question will be not so much whether we can attract students as whether we can provide for all the students who want to come.

Future Status

On the future status of the College — and with this, as you will see, I pass to my third "S" — the Murray Committee made no specific recommendation other than that the whole question of the relation between the National University and the University College should be given careful consideration. The Committee, however, did express the positive view, as you will remember, that "the academic arrangements with the University of Melbourne have worked well in the circumstances of the early years but the time has come for the College to be given independent control of its courses and, indeed, the whole conduct of its academic affairs".

In conformity with these views, the University of Melbourne recently renewed the existing arrangements until the end of 1959, but has informed the College that it will not consider any extension beyond the present year. It has also made clear that, while it approved the inclusion for the first time of Science in the subjects in which Canberra teaching was recognized for the purposes of a Melbourne degree, this approval was strictly limited to first-year courses, and did not imply any willingness to recognize teaching here in the second or later years.

The Government, as the Prime Minister has said, has discussed with representatives of both the University and the College the matters raised by the Murray Committee. It is in full possession of the views held in both institutions. It appreciates the fact that, as the College owes its being to an Ordinance of this Territory, any change in its status requires a Government decision. The problem of the College's future is not simple. It appears simple only to those who have not thought about it at all, or who see it only from inside blinkers. As of today, the College is not able to answer the questions, naturally asked by its students, as to the degree which will eventually be awarded to them. There is, however, no ground here for apprehension. There will be a degree, the College teaching will continue, and its standards are a sufficient guarantee that whatever degree is awarded in respect of the work done here will in every respect be comparable with other Australian degrees.

Occasional Speaker

My last duty tonight, and a pleasant one, is to introduce to you Sir Alexander Carr-Saunders, who is to deliver the Occasional Address. In a University audience, this is something of a supererogation. For a full generation, the name of Carr-Saunders has been a household word to anybody who has tried to study the population problem in any of its aspects. Graduating from Magdalen College, Oxford, Sir Alexander Carr-Saunders established a world-wide reputation as Charles Booth Professor of Social Science in Liverpool University for 15 years, in the twenties and thirties. Then, for almost 20 years, he was Director of the London School of Economics. Innumerable commissions on higher education — in Britain itself, in the British Colonies, in Africa and in Asia — drew heavily upon his wisdom and experience. To the University of Malaya, he acted more or less *in loco parentis* for years. In his ostensible retirement, he has come as Visiting Professor to the Australian National University. We welcome him to Canberra. It is, I think, as a life-long member and critic of universities, as an expert in university education rather than as an expert sociologist that Sir Alexander Carr-Saunders will speak to us tonight.

THE OCCASIONAL ADDRESS

SIR ALEXANDER CARR-SAUNDERS

Former Director of the London School of Economics

It is a pleasure and a privilege to be invited to give the Occasional Address at this graduation ceremony, especially at a time when your College is in a phase of rapid expansion. It is my hope to see something of your universities and colleges during my visit to Australia. I know something of them by report, but as yet little through personal contact. After a lifetime spent in British universities I have formed some opinion of their present condition and the problems which they face, and it is very much in my mind to attempt to discover how far your universities and colleges encounter similar problems. Therefore it is perhaps not inappropriate that I should tell you something about certain matters relating to British universities today as I see them.

exponents of their subjects. To construct a good general degree which is not professional is difficult for two reasons. It is difficult to make the subjects coherent and inter-related, much more difficult than in the case of the professional degree, because there is no obvious focus such as that which the needs of a learned profession provide. It is difficult again because a general degree, which is not professional, is nobody's child; the specialised departments are not interested in it and there is no professional department to take charge of it. Still I hope that the general degree will be resuscitated in a new and better form. I note that the Murray Report lays stress on the need for "strong honours schools", and I hope that this will not be interpreted as meaning only strong special honours schools. There could be strong general honours schools. In fact there are at Oxford at least two strong general honours schools; one is that of *litoræ humaniores* while the other is *Modern Greats* commonly called Greats. The former does not demand the minutiae of classical scholarship or acquaintance with the latest details derived from historical research. It is a sort of meditation on the rise, achievements and fall of the classical civilisations of Greece and Rome, and by common consent there has never been a course better suited to be a nursery of statesmen and administrators. I might add that it is easier for a general degree to flourish at Oxford because that university is not organised in rigid departments as are the modern universities. It would take me too far afield to discuss university organisation, but I will not disguise the fact that in my experience the departmental system is the cause of many difficulties.

Students' Re-orientation Problems

After this brief reference to degree courses I come to more general matters. There is no reason to complain that students are idle; for the most part they work hard enough, but they tend to slog and to drudge, and that is the trouble. Somehow they are not often stimulated to think for themselves, to develop imagination and curiosity. I am impressed when I hear from friends who know the secondary schools that pupils in upper forms often display more mental activity than do university students. I am impressed too when I find not infrequently that students who seem dull at their studies are lively enough in their hobbies. Part of the explanation is no doubt that students are well aware that most of their age group are already at work and are earning their keep, while they themselves have still to make good, which means passing the examinations which open the path to jobs. This is unavoidable. It is no doubt also true that it is difficult for pupils from school, when entering a university, to make the necessary reorientation of mind towards study and to learn that they are expected to develop initiative. But I wonder how far universities have exerted themselves to help students to overcome these difficulties.

The whole apparatus of a university is formidable and mysterious to people outside, and especially to young people, who are so often intellectually intimidated and inhibited when they enter, and remain mentally timid and unadventurous so long as they are inside. Universities might well display more vigour in experimenting with methods intended to help students to overcome these difficulties; it is because they have not done enough that they so often fall into the habit, primarily for the benefit of the weaker students, of giving them the product of thought without

requiring them to go through the process of thinking. But, since thinking is a labour, once the easy way is open, students who might have thought, save themselves the trouble, and the practice of memorising lectures and regurgitating them on examination day spreads like a contagion. But if this is to be avoided students must be sufficiently mature; British universities have found it a good working rule to admit none under the age of eighteen. It is still more important that students should not be thrust upon universities in numbers with which they cannot cope and that students, who cannot study at university level and in the university spirit, should not be imposed upon universities. If that happens, the task, difficult enough in any case, is hopeless; you cannot put a fine edge on a leaden blade.

Criticism of the Lecture System

I might add one remark. In Great Britain the lecture system is under criticism. But it is a pity to think of abolishing anything because it is abused if it can be used to effect. Not long ago a man died who was well known for his advocacy of empire migration. His obituary notice said that by his lectures he had induced many people to emigrate to Canada, one of those things that might have been more happily put. We all know the lecture which moves us to depart for any destination. But a lecturer who does not read from a prepared manuscript but visibly, as it were, thinks before his audience, stimulates thought. Human beings are imitative creatures, and if they have the exhilarating experience of seeing a man thinking they may well follow his example.

But I must not spend on this problem; books could be written about it. I turn to another matter. Universities enjoy unwonted public esteem and financial support; they have a very good Press. At once a question comes to my mind. May there not be something amiss? Universities, as I understand the matter, are at bottom concerned to promote free, active, far-reaching thought into fundamental problems. But this is not an activity to which the public is by nature disposed or even understands. How then, if the universities are fulfilling their proper task, does it come about that they are not merely tolerated but even valued?

Drift to Academic Service Stations

If I visit any British university, I find it a place of great activity, indeed of hurry and bustle, where business presses, of scurrying of teachers from one engagement to another, and the engagements often having nothing to do with the university, being undertaken as members of outside bodies, consultative, advisory or executive. But teachers are always spending, seldom refreshing, themselves; moreover, their efforts are directed, so far as outside activities are concerned, to immediate problems, to the cure or alleviation of current social and economic troubles, and increasingly, I think, so is their research. To the public this seems admirable; in the view of the public, universities not only offer ladders or, more accurately, moving staircases, leading to eligible positions for their children, but also function as organs of the Welfare State as power-houses whence come recipes for a more comfortable and secure life. This in my opinion is the chief reason for the good standing of universities in Great Britain today in the eye of the public.

The public can understand and appreciate an academic service station, a place which trains young people to find answers to their immediate needs. There is some reason to fear that there is a certain drift of universities towards becoming such places. But what is it that universities may be drifting from and why is this to be feared? The students of the London School of Economics once asked me to define a university. I replied that a university is a place where a never ending informed discussion is in progress, a discussion which leads to no conclusion not in need of revision. A definition one-sided, of course, but framed to emphasise a fundamental characteristic of universities. They grew up in Europe, I went on to say, to meet a human need which has proved to be enduring since they clearly have a part to play in the modern world no less important than their part in medieval times; they are and have always been supranational; they are organs through which all peoples can be represented in the world-wide community of intellect. They are repositories of knowledge; they guard it, add to it, disseminate it and above all reflect on it; they aspire to the ascertainment of wisdom, so far as that is open to man. They do not pontificate, they do not claim authority, they do not proselytise. They conduct a continuous, unhurried, wide ranging discussion of matters fundamental in the human situation. As to students I remarked that university activities are not primarily undertaken for their benefit; students are fortunate people who are aiming at an occupation which happens to demand acquaintance with a fundamental study pursued by universities, with physiology, for example, in the case of medical students. They are in fact privileged people who are allowed to listen in to the discussions in progress.

Traditional Function of the Universities

Now this is not so fantastic a picture and so remote from reality as it might seem. When I was a student we did have this sort of attitude to the university, and it was encouraged by our teachers. They were lucky in that they were born before the invention of such things as telephones, and apparently also of committees, since, if they ever attended any, we never knew that they did so. It was easier then than it is now to form a community of scholars with mutual interests, and to welcome students to discussions. And what did the students derive from their experiences along with studying their special subjects? They acquired a characteristic tone of thought, a habit of wide-ranging curiosity and reflection, a recognised standard of judgment, and a realisation, to use Newman's words, that "knowledge is more than a passive reception of scraps and details". Surely something worth having which an academic service station can never give, and which is carried some way into society by those who leave the university. And society needs for its health what universities can disseminate of these attitudes. **Universities are not cure-alls;** they hand out no programmes. They can recall the past, suggesting that too much may be expected from some lines of action and too little from others; they can put present hopes, fears and immediate pre-occupations in their true perspective and so provide the background necessary for a wise handling of social affairs. Finally they are supranational organisations, inviting all, without regard to race, nation or class, to collaborate in their task which has no end, and it is hardly necessary to add that this aspect of their work has never been so important as it is today.

If there is an element of truth in what I have just said, the remedy does not lie in any reform of the curriculum; it is a matter of recalling the traditional function of universities. Their purposes are long-run, and their immediate usefulness is an incidental product of carrying them out. This does not mean that universities are unrelated to the needs of society; far from it. They are related to society much as an ideal is to a man, informing his efforts but not necessarily prescribing the next step.

THE CHANCELLOR'S ADDRESS

THE HON. MR. JUSTICE ARTHUR DEAN
Chancellor of the University of Melbourne

It is, you will agree, unfortunate that having listened to addresses of the high quality of those delivered by Sir Alexander Carr-Saunders, Sir Kenneth Bailey and Sir George Paton, there is still interposed between you and your supper, an obligation to listen in silence, if not with attention, to one further speech.

In courts of law, where I spend so much of my time as is remunerated, it is customary before sentencing a prisoner to deliver a little homily upon the error of his ways. It is no doubt thought that this is a receptive moment. But I often suspect that the person addressed has no interest whatever except in the Judge's concluding sentence, which he hopes will be short. It is, of course, inappropriate to compare the situation of a person convicted of crime with that of a graduand. But academic custom dies hard and this address seems to be necessary.

The happy association between the University of Melbourne and this College has existed for the 30 years of your existence. But it has presented increasing problems, especially with the introduction of Science into your curriculum. Accordingly last year we did not find it possible to continue the present arrangements beyond the present year. This is therefore probably the last occasion on which representatives of our University will confer degrees here. We are sorry to have to break our pleasant association and hope that whatever solution is adopted you will find entirely satisfactory.

The degrees which are conferred upon graduates of a university are of considerable importance and mark the attainment of a high standard of scholarship. They confer a high academic distinction and we do not unduly flatter ourselves, I hope, when we claim that a degree in the University of Melbourne is regarded as a hall-mark of learning. But you will not make the mistake of supposing that it represents the end of your education. There is much still to learn. Much that you have learnt will be out-of-date in five, ten, or twenty years. What is important, therefore, is that you should continue to pursue knowledge in your chosen fields and widen and deepen and refresh your minds. How this objective can be best achieved must be left to yourselves.

My only other observation is this. It is an inescapable duty cast upon every graduate of a university to regard himself as committed to the service of his fellows. Your education has fitted you to render such service in a special degree. I do not mean that you are not to derive such

remuneration as you can honestly do consistently with the preservation of your intellectual and moral freedom. Few of you, I am sure, are likely to be adequately rewarded. But what is important is that your governing motive is not gain. Sir Keith Murray has reminded us that one function of a university is to serve as the guardian of intellectual standards and intellectual integrity in the community. Scholars and scientists, he has affirmed, should be proof against the waves of emotion and prejudice which make the ordinary man, and public opinion, subject from time to time to illusion and self-deceit.

The university graduate is expected to perform a public service to his fellows. In public affairs, in the public service, in the academic world, in industry, in public and private health, in religion, in the maintenance and enforcement of justice and freedom, in great research organizations like the Commonwealth Scientific and Industrial Research Organization, he makes a valuable contribution to national well-being. These are anxious times. The discoveries of science have put into our hands the capacity to destroy the human race. There are many great and seemingly insoluble problems dividing the world. But we must not forget that the statesmen of all nations are exerting themselves to the utmost to give effect to the universal desire of mankind that such problems will be solved without resort to force. Nor must we forget that there are great and unpublicised efforts by many bodies under the direction of the United Nations to improve the health and happiness of the depressed, overcrowded and undernourished areas of the globe. A great deal of this effort is being made by scientists, economists and other graduates of our universities. There is also the fact that knowledge is universal. It knows no boundaries, creeds or politics. The constant communion between scholars of all nations is a great and unifying force for peace. Great foundations — Rockefeller, Ford, Carnegie, Fulbright and Nuffield—are providing means for the extension and increase of knowledge in many fields. I can imagine no nobler task for our universities than for our graduates to participate in and encourage the free intercourse of scholars and the interchange of knowledge.

As you carry into your daily lives the knowledge you have gained here, the habits of thought, the capacity for objective, impartial and unprejudiced consideration of problems which confront you, my University, which has honoured you with its degree, expects much from you. You will not, I am sure, disappoint us.

AUSTRALIAN UNIVERSITIES COMMISSION

The Prime Minister, Mr. Menzies, announced on Tuesday, 21st July, the names of four part-time Commissioners appointed to constitute the Australian Universities Commission with the full-time chairman, Sir Leslie Martin.

They are: Professor N. S. Bayliss of the University of Western Australia; Professor A. D. Trendall of University House, The Australian National University; Mr. K. A. Wills, Managing Director of G. and R. Wills; and Dr. J. Vernon, general manager of the Colonial Sugar Refining Company.

DEGREES AND PRIZES

GRADUANDS OF THE COLLEGE, 1959

Bachelor of Arts (Ordinary Degree)

Judith Ann D'Acre Baskin
Maurice David Burke
Margaret Jean Cameron
Edward Scott Campbell
Leslie Athol Taylor
Diana June Willoughby
(*In absentia*)

Moira Cleary
Noel Michael Cook
Trevor John Alexius Hall
Rosemary Ann Hemming
Margaret Mary Kearney

Master of Arts

(*In absentia*)

Gabrielle Maupin Bielenstein

Bachelor of Science (Ordinary Degree)

John Laurence Carroll

Bachelor of Commerce (Ordinary Degree)

Frank Herbert Bollman
Mendel Weisser

Master of Commerce

Geoffrey Joshua Hall

Diploma in Public Administration

(*In absentia*)

Charles Mainwaring Toop

PRIZE WINNERS OF THE COLLEGE, 1959

The George Knowles Memorial Prize

Anne Biveinis

The Economic Society Prize

Kenneth Ronald Walter Brewer

The Marie Halford Memorial Prize

Lindis Masterman

The Accountancy Prize

Beryl Ailsa Seawright

REPORT OF THE 1958 COMMONWEALTH UNIVERSITIES CONGRESS

A Report of the Eighth Congress of Universities of the Commonwealth, which was held in Montreal last September, has now been published by the Association of the Universities of the British Commonwealth.

Copies of the Report may be obtained from the Secretary, A.U.B.C., 36 Gordon Square, London W.C.1, price 12s. 6d. stg. per copy, post free.

FACULTY BOARDS

In February this year the Council of the College established Faculty Boards in Arts, Economics, Law and Science. The following comments on this development are by PROFESSOR A. D. HOPE, Professor of English and Dean of the Faculty Board in Arts.

The Council's decision to set up Faculty Boards in Arts, Economics, Science and Law takes the College one step further towards full university organisation and structure. From its foundation in 1930 till 1948 the administration of the affairs of the College was largely a function of the Council, a small lay body which had power to co-opt a member of the permanent academic staff. The next step towards academic self-government was the establishment in 1946 of a Board of Studies consisting of the Chairman of Council, the full-time lecturers and the Registrar. At this time there were only seven full-time lecturers representing Economics, English and Latin, Modern History, Modern Languages, Pacific Studies and Philosophy: Accountancy was represented by the Registrar. Law, Mathematics, Statistical Method, Political Science, Public Administration and Zoology were taught by part-time lecturers and these had no representatives on the Board of Studies. While the constitution and functions of the Board did not alter much, its character and effectiveness as the academic body charged with furthering and co-ordinating the teaching work of the College, were strengthened by the appointment from 1949 onwards of an academic principal, professors in charge of departments and a full-time staff in all the main teaching subjects. At about the same time, however, the Board of Studies ceased to be a body comprising the full-time lecturers in all teaching subjects, and became, by 1951, a body composed only of the heads of teaching departments of independent subjects. This made it virtually a professorial board and by 1959 left the great majority of the sixty-odd members of the full-time staff without a direct voice on matters of teaching, studies and discipline. The establishment of Faculty Boards has changed this and completes the normal organisation of a university by which groups of related studies are charged with the conduct and organisation of their own affairs under the general authority of the two higher bodies, the Board of Studies and the Council. Until the association with Melbourne is terminated, the faculty boards will, of course, not exercise the most important of their functions which is the prescription of their own courses of study and the conduct of their own examinations.

The faculty structure was naturally implicit in the organisation of the studies of the College from the beginning, but the control of faculty concerns has remained in the hands of the faculties at the University of Melbourne.

It is interesting to recall, however, that in 1944 and 1945 the College Calendar used the term Faculty for the newly-formed school of Diplomatic Studies. This was perhaps hardly in accordance with the modern university use of the term and it was later dropped.

In the older use of the term, which we derive mainly from that of Oxford which in turn took it from the University of Paris, there were in general four recognised faculties: Arts, Medicine, Canon Law and Theology. Arts was the subordinate and preliminary course and led on to the superior or graduate faculties, an arrangement similar

to that obtaining in many American universities today. But if the number and relations of faculties is very different today from those of medieval universities it still embodies the original principle that the government of a university should be from the bottom up as well as from the top down. The faculty structure and membership recognise the fact that a university is primarily by its very nature a free association of teachers each responsible for what he works at, what he teaches and the way he teaches it and entitled to a voice on the body charged with the conduct and organisation of the group of studies in which he is engaged. On this view the faculty boards should properly be regarded as the main initiating bodies in the framing of academic policy. It is therefore important that faculty boards should have been set up while the future shape and structure of the College as an independent university institution are still being determined.

DEANS OF FACULTY BOARDS

The first Deans of the newly-established Faculty Boards at the College were elected at meetings held on 9th and 10th April, 1959. Those elected were:

Dean of the Faculty Board in Arts:

Professor A. D. Hope, Professor of English.

Dean of the Faculty Board in Economics:

Professor H. W. Arndt, Professor of Economics.

Dean of the Faculty Board in Law:

Professor J. G. Fleming, Robert Garran Professor of Law.

Dean of the Faculty Board in Science:

Professor A. N. Hambly, Professor of Chemistry.

NEW PRIZES IN SCIENCE

The Council of the College has agreed to administer three annual prizes in Science which have been presented by the Canberra Branch of the Professional Officers' Association and the Commonwealth Territories Division of the Geological Society of Australia to celebrate the inauguration of a Science Faculty at the College.

The Professional Officers' Association has presented two of the prizes, each of £10, for award to outstanding first-year students of the College who are proceeding to the degree of Bachelor of Science.

One of the prizes presented by the Professional Officers' Association will be awarded in the physical sciences — Pure Mathematics 1, Physics 1, Chemistry 1 in rotation — and the other will be awarded in the natural sciences — Botany 1, Geology 1, Zoology 1 in rotation.

The Geological Society of Australian Prize, which will be in the form of books to the value of £10, will be awarded annually to the student of the College who achieves the best results in Geology 1 at the annual examination.

PERMANENT SITE AND BUILDINGS

The National Capital Development Commission has recommended that an area of 138 acres, adjacent to the site of The Australian National University, be set aside as a permanent site for the College. This site, which includes the land on which the College's present temporary buildings are located, is bounded by Boldrewood Street, Froggatt Street, thence in a direct line to Ellery Circuit, University Avenue, Farrell Street, and thence to Boldrewood Street.

The greater part of the site is level but it rises slightly to the north-west in the direction of Black Mountain and there is a knoll of higher ground overlooking Sullivan's Creek between the present Drill Hall and University Avenue. The site is easily accessible from existing roads.

One of the main factors influencing the development of the site is Sullivan's Creek and the area on either side which is subject to flooding. A study of the Creek has shown, however, that the water course can be treated in such a way that it will not unduly prejudice the use of land for building, and what at first appeared a disadvantage of the site now presents an opportunity of creating an attractive parkway, between 200 to 300 feet wide, with some of the main buildings looking across it.

Suggested plans for the development of the site have been prepared by Professor Denis Winston, site consultant to the National Capital Development Commission which will undertake, at the outset in any case, the planning and construction of buildings for the College.

In his proposed site development plan, Professor Winston has suggested areas for Arts and Social Sciences, Science and Applied Science, the Library, halls of residence, a Students' Union, sports facilities, a theatre, a hall, administrative buildings, stores, workshops and service buildings.

The various groups of buildings are compact and logically related to each other, and dramatic landscape effects are possible through the creation of large-scale open spaces with distant views from end to end across the site.

The first permanent building to be erected on the site will be the Arts building. It will be situated at the corner of University Avenue and Kingsley Street. Designed by Messrs. Bunning and Madden of Sydney, the new Arts building will form the first section of a university courtyard which will be bounded by buildings to be erected later, including the Library and a hall.

The Arts building will be a brick and concrete construction of three storeys having about 40,000 square feet of floor space. It will be 320 feet long and 40 feet wide and will have a copper roof. The wall facing University Avenue and the end walls will be faced with straw-coloured bricks and the spandrels between columns on the courtyard side will be filled with exposed aggregate panels. The main corridor on the ground floor is planned on a "cloister" principle and retains a feeling of university tradition.

The new building will also have a detached, circular lecture theatre of patterned brick with a domed copper roof. It will be 55 feet in diameter and will seat 150 students.

It is expected that the Arts building, which is to be occupied by the Departments of English, History, Philos-

ophy, Classics, and Modern Languages, will be completed by June, 1960.

Plans are also being prepared by Messrs. Bunning and Madden for the College's first hall of residence which will be sited on rising ground at the western end of University Avenue. It will be designed to accommodate 160 men and women students.

The National Capital Development Commission has also appointed a firm of Melbourne architects, Messrs. Eggleton, Macdonald and Secomb, to design the Science buildings, which will be located to the north-west of University Avenue in proximity to the Commonwealth Scientific Industrial and Research Organisation establishment.

It is hoped that the first of the Science buildings (for Physics) will be ready by May, 1960, and that the hall of residence will be ready for occupation by the end of 1960.

GIFTS TO THE GEOLOGY DEPARTMENT

Donations and annual grants amounting to £2,000 and gifts of geological specimens have recently been made to the College to help build up reference and research material in the new Department of Geology.

Ampol Petroleum Ltd. has donated £500 to the College to purchase material for the Geology Library and will make an annual grant of £250 for five years commencing in 1960 to promote the study of sedimentary geology and palæontology.

A donation of £250 has also been received from the Shell Oil Company of Australia which has made important contributions to tertiary education in Australia through the creation of Shell post-graduate research scholarships in Arts and Applied Science.

The teaching and research collections of the new Geology Department have also been augmented by the gift of seven cases of fine mineral specimens from the American Museum of Natural History in New York. These specimens were provided through the kindness of Dr. Brian H. Mason, Curator of Mineralogy at the Museum.

Other donations include Australian rock materials from the Bureau of Mineral Resources; New Zealand geological specimens from the New Zealand Geological Survey and New Zealand universities; and valuable maps and publications from the Geological Surveys of the United Kingdom and the United States.

PUBLICATION OF THE GAZETTE

This is the first issue of The Canberra University College Gazette to appear since November, 1957. It is hoped to publish another issue this year and then to resume publication of three issues of the Gazette each year, probably in April, July and November.

ADULT EDUCATION

The College introduced classes in adult education in March this year. In this article MR. B. H. CREW, Resident Tutor in Adult Education, discusses some of the activities of the new department in Canberra and the surrounding region.

Since World War II there has been a great increase in adult education. An extract taken from a recent issue of the American "Newsweek Magazine" shows the extent of this increased interest in the United States.

"At classroom desk and kitchen table, by mail and by TV, some 35 million Americans (nearly half of the country's 20-60 age bracket) were ardently applying themselves this week to the task of understanding their world—and getting ahead in it.

"What was happening — and what had been happening since the War — was no less than an educational revolution. Since pre-World War II days, participation in adult education was nearly tripled. Many of the grown-up scholars, it is true, are interested only in learning to swim or make pottery figures. Many look for quickie courses in welding, business, arithmetic and the like. Some go literally to learn to read and write.

"But the Adult Education Association reported last week that more than 10 million with a thirst for deeper learning are enrolled in formal academic work offered through public schools, colleges and organised TV and radio classes. Other millions take part regularly in discussion groups that are in the broadest sense truly educational. It is to these that thoughtful adult educators are increasingly addressing themselves.

"We may find our most fruitful area of future service," says one leader, "not by providing a 'second chance' for those who didn't get enough schooling in their youth, but by providing a first chance for everybody to continue learning throughout their lives with intermittent help from our schools."

The Australian Picture

What is the picture in Australia? Adult education here is not a new thing. Organisations formed for the purpose of fostering adult education have existed for many years. Some are concerned almost exclusively with technical and vocational training. Others include education in their programme of activities in an occasional, informal, and sometimes casual fashion. But there have been for many years in all States special bodies whose sole responsibility has been the encouragement and organisation of adult education. In the last fifteen years there has been renewed interest and in Queensland, Victoria and Tasmania new bodies had been specially constituted to carry out the work of adult education. The Queensland and Tasmanian Boards of Adult Education and the Victorian Council of Adult Education have their own organisations independent of the universities, but in Western Australia, South Australia and New South Wales adult education services are carried on by Departments of Adult Education within the University of Western Australia, the University of Adelaide, and the University of Sydney. The newly-independent University of New

England at Armidale has set up a Department of Adult Education to continue the work that was done while it was a college of the University of Sydney.

First Courses in Canberra

This year Canberra University College appointed a Resident Staff Tutor in Adult Education to conduct the activities of its new Department of Adult Education and appointed an Advisory Committee for Adult Education. Members of the Advisory Committee are Professor A. D. Hope, head of the Department of English, Professor H. W. Arndt, head of the Department of Economics, Professor D. A. Brown, head of the Department of Geology, Mr. O. B. van der Sprenkel, acting head of the School of Oriental Studies, and Dr. J. Biggs, senior lecturer in the Department of Law.

The first courses were offered in Canberra at the beginning of the first term this year. These were Italian (First Year), Italian (Second Year), Elementary Astronomy and Science Russian. So many enrolments were received for Italian (First Year) that a second class had to be formed, and even this did not provide for the numbers of those desiring to enrol. In Elementary Astronomy also a large enrolment was received. In second term three new courses were offered and all filled quickly. These were courses in Art Appreciation, the Structure of Society, and Atomic Energy. The interest shown promises well for future developments.

The Department of Adult Education at the College will co-operate very closely with the University of Sydney Tutorial Classes Department. This year it is planned to offer Adult Education courses in four towns in that part of New South Wales adjoining the Australian Capital Territory. A course in Ancient History, lasting throughout the year has been started at Cooma; a course in Chinese History and Civilisation has begun at Yass; and before the end of the year it is hoped to arrange courses at Goulburn and Queanbeyan.

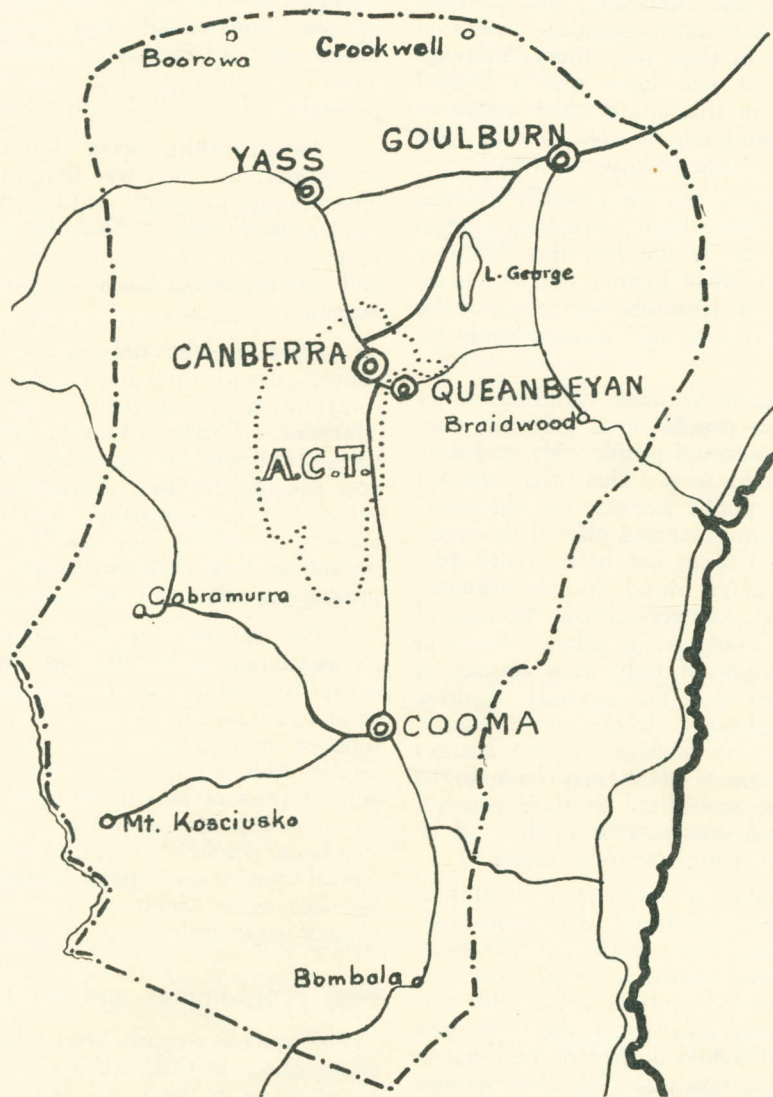
A map of the region to be served by the Department of Adult Education of the Canberra University College is shown. The University of Sydney Tutorial Classes Department will meet tuition costs in N.S.W. towns and make available throughout the whole of the region its Discussion Group and Kits Services, on exactly the same basis as these are available throughout the rest of the State.

Adult Education Research

A study made at Oxford University shows that those with a high standard of learning are those who are most interested in learning more. These are the people who have a sustained interest in education. Modern methods of production, and the rapid changes of conditions that are experienced in the world to-day, make great demands on the adult population. On all sides we hear stressed the need for more and better education, particularly for more technical and scientific training. But this alone cannot provide a satisfactory solution. Conditions are changing rapidly and this rate of change is likely to continue. We must learn to adapt ourselves to these changing conditions all through life. The provision of educational facilities

for adults is not merely desirable, it is a necessity in the modern world. It is true that adult education classes are attended by a small proportion of the population, but mass media — the press, films, radio — gramophone recordings and public libraries to-day reach almost every member of the public. Unfortunately they are used almost entirely as media for entertainment, but each of these can be used as a medium for education. If they could be linked in

"Such people tend to avoid unaccustomed impressions or can't be bothered to consider them. Such people read little and what they do read tends to be the lighter items in the newspaper; they do not look at or listen to the more serious broadcast programmes or have much to do with what we might describe as cultural activities of any sort. . . . But, looking at the brighter side of the picture, there is a good half of the



The area served by the College's Department of Adult Education.

some way, even to a small extent, with the work of formal adult education, the results could well be revolutionary.

The research project carried out at Oxford University by Mr. J. Trenaman of the B.B.C. during the period 1955-57 indicates that in England nearly half of the population is indifferent to education. These people are inclined to resist new ideas and higher values. According to a summary of a report on this research project:

population who are curious about the world and their neighbours, or are anxious to learn more about them, and some — a minority — have a conscious love of learning."

These people with an interest in education are those who have had a good earlier education, who listen to serious radio programmes, and read books and the more important items in newspapers.

Variety of Group Interests

In that half of the population that is interested in education Trenaman found three main groups. One group comprising about 20% consisted of those people with an elementary education who are found in semi-skilled occupations. He found that these could be interested in serious topics but concluded that it would be necessary to show how such topics are related to their personal interests and needs.

A second group about the same size, that is 20% of the sample, have either had some secondary education or have undertaken courses in their own time. Although only a simple background of knowledge and a limited vocabulary can be assumed in this group, there seems to be no reason why they should not be able to deal with serious topics presented in a straight-forward way.

The third group, more than 10%, have mostly received a full secondary education. These have a sustained interest in education. This is shown by the fact that 90% of these had undertaken some kind of further study or training. As a contrast only 13% of those who left school at the elementary level had undertaken any further study or training.

In Canberra already there is some confirmation of these findings. The Canberra population is generally supposed to contain a high proportion of people with secondary education and university education. This may account for the large attendances at public lectures and the ready response to those adult education courses offered this year. Among the students enrolled there has been a high proportion of graduates. Trenaman found that the interests of such groups become diverse and specialized. Because of this factor a "box office" criterion in adult education becomes meaningless. Provision of only such courses as attract large numbers means that the interests of these minority groups will be neglected. It may be necessary, for example, for the University College to offer courses in a variety of subjects; some of these may have to be offered at high levels or be specialized in their content; and in some cases small enrolments may be all that can be expected because of the very nature of these classes.

This does not mean that the interests of groups at the lower levels should be neglected. It is true that Trenaman found that, among those people over 45 years of age who left school at the elementary level, only 9% had joined a class at any period of their lives. But this proportion is changing. In the same group the proportion of those under 45 who had joined a class or undertaken some other form of adult education was 17%; and amongst the youngest age group the proportion of such people was even larger. Trenaman found that the pattern of interest in adult education was changing and that this change was greatest among those who had received only an elementary training. This finding places an obligation upon adult education organisations to assume some responsibility towards these groups, and the findings hold out hope that a wise programme well administered may be expected to meet with a measure of success.

Co-operation with Other Organisations

A university department may not be the best body to deal directly with these groups. There are other organisa-

tions—technical and evening colleges, Y.M.C.A., Y.W.C.A., church, social and community groups—which are already showing interest in the inclusion of some form of adult education in their programmes. These may be more suitable organisations than the universities to carry out programmes suited to the educational needs of these particular groups. The university will almost certainly have some part to play and it should certainly assist these organisations, perhaps by providing leadership and guidance or by providing courses for leaders and members of these organisations—courses specially planned to assist them in the educational aspects of their activities. The University of Sydney Tutorial Classes Department is already considering what can be done, and there is a possibility of some interesting developments in this field.

An interesting aspect of the survey is that it provides no support for the view that the arts and liberal studies appeal most to people with a better education, and that ex-elementary school students are most concerned with narrow vocational training. The ratio between vocational and non-vocational studies is much the same from top to bottom.

Although the universities are not the only bodies concerned with the education of adults, they have a special contribution of the greatest importance to make to adult education. This contribution is associated with the universities' traditions of academic freedom, involving as this does the right of free and open discussion of controversial subjects. The universities also have an interest in maintaining standards of scholarship, and the encouragement of systematic and sustained study at a high level is of the utmost importance to the education of adults.

The university in return has something to gain from its association with adult education. Many members of university staffs have found value in the experience gained from teaching adult classes. In addition, the university is brought more closely into association with the general public. This is important since it gives the university extra opportunities of making its work more widely understood. In particular the universities' attitude towards academic standards, research work, the development of informed and critical opinion on important topics and the pursuit of truth becomes more widely understood and appreciated in the general community.

New Programmes and Methods

There has recently been a tendency for adult education organisations to widen their programmes. Their main work is still done in the broad field of the humanities, particularly in Great Britain. In the United States of America there has been a strong tendency for the emphasis to be placed on technical and vocational subjects, but recently adult education organisations there have been interested in allotting a greater proportion of their programmes to the study of the liberal arts. Some adult education bodies in Australia devote a great deal of their time to community arts services, to problems of community development, and even to the provision of handicraft classes. The pattern of adult education varies considerably from State to State, and there is at times much lively discussion on important aspects of adult education among those engaged in this work. There are, naturally, differences of opinion about

the relative importance of the various programmes and the methods adopted.

The annual conferences of the Directors of Adult Education in Australia have made possible exchanges of opinion and a good deal of frank discussion about these differences. A suggestion has been made that an Institute of Adult Education be set up in Australia on a national basis. If it is soundly constituted and wisely administered, such an institute could make a valuable contribution to the progress of adult education in this country. Adult education has played a part in our past development. The present lively interest in adult education throughout the Commonwealth promises that it will play a significant part in our future development.

STUDENT COUNSELLING SERVICE

A Student Counselling Service was established at the College in 1958 for a trial period of one year with Mr. P. Pentony, Senior Lecturer in Psychology, acting as Student Counsellor.

Mr. Pentony has specialised in clinical psychology using non-directive therapy. During 1957 he worked at the University of Chicago with Dr. Carl R. Rogers, the acknowledged leader in this style of therapy.

The Counselling Service is available to students of the College and research students of The Australian National University who feel the need of advice on study methods, adjustment to academic life, or personal difficulties which may affect their progress.

COMMONWEALTH UNIVERSITIES YEARBOOK, 1959

The 1959 Edition of the Commonwealth Universities Yearbook is now available from The Association of Universities of the British Commonwealth, 36 Gordon Square, London, W.C.1. The ordinary price of the volume is £stg.4/7/- per copy, but members of staff or member institutions of the Association may obtain copies at the special reduced rate of £stg.2/16/- (by post, £stg.2 19/-).

The 1959 Yearbook contains in its 1,400 pages all the features which have characterised previous editions. Among new items in the 1959 book is a 20-page summary of the admission requirements of Canadian universities. Also included for the first time is information about the preliminary "transfer year" provided at certain United Kingdom universities for students who have not specialised in science at school but who now wish to read for a first degree in science.

ENROLMENTS

Enrolments at the College this year up to 15th July totalled 593, including 459 degree and diploma students. Comparative information on student enrolments at the College in the past three years is given in the following table:

COURSE	1957	1958	1959*
<i>Higher Degree</i>	30	36	27
<i>Bachelors' Degree:</i>			
Arts	101	137	192
Commerce	93	118	152
Education	2	3	2
Law	31	32	32
Science	1	1	36
<i>Total</i>	228	291	414
<i>Diploma (Sub-Graduate):</i>			
Journalism	—	—	1
Public Administration	17	25	16
Social Studies	1	1	1
<i>Total</i>	18	26	18
<i>Miscellaneous (Single Subject)</i>			
Arts	80	85	95
Commerce	37	27	26
Law	9	13	7
Music	1	1	—
Science	—	—	10
<i>Total</i>	127	126	138
<i>Gross Total</i>	403	479	597
Adjustment for Students counted in more than one category	7	6	4
<i>Net Total</i>	396	473	593

* 1959 figures are incomplete.

LEAVING CERTIFICATE PRIZES IN GREEK AND LATIN

The Council of the College has agreed to administer two prizes which have been presented by the Canberra Classical Association for competition among students of schools in the Australian Capital Territory.

The prizes, each of £5, will be known as the Canberra Classical Association Prize in Greek and the Canberra Classical Association Prize in Latin, and they will be awarded on the results of the Leaving Certificate examinations in Greek and Latin.

THE COUNCIL

The newly-appointed Council took office on 1st July, 1958, for a period of two years, Dr. B. T. Dickson being re-elected Chairman for his third term. New members of Council included Dr. C. Barnard, D.Sc., Mr. J. C. Conway, B.Com., Mr. J. G. (now Sir John) Crawford, C.B.E., M.Ec., Mrs. J. C. Garrahan, B.A., and Professor C. A. Gibb, M.A., B.Ec., Ph.D.

The retiring members of the previous Council were Professor H. W. Arndt, Sir Kenneth Bailey, Sir Allen Brown, Mr. C. S. Daley, Mrs. R. A. Ellis and Professor A. D. Trendall. Mr. Daley had been a member of the Council since the inception of the College in 1929.

The Canberra University College Ordinance gives the Council itself the power to appoint up to two persons in addition to the sixteen appointed, elected and ex-officio members. The Council invited Sir Kenneth Bailey (in August, 1958) and Professor A. N. Hambly, M.Sc., Dip.Ed. (in May, 1959) to be members of the Council under this section of the Ordinance.

Dr. Dickson left in September, 1958, to take up a United Nations appointment as arid-zone adviser to the United Arab Republic at the Desert Institute in Cairo. He returned to Australia in May. Mr. C. L. S. Hewitt, B.Com., A.A.S.A., A.C.A.A., A.C.I.S., was a member of Council during Dr. Dickson's absence.

Professor A. D. Trendall was a member of the Council from July to October, 1958, during the absence from Australia of Sir Leslie Melville; and Mr. E. J. Hook, B.A., LL.B., was appointed to Council during the absence of Mr. J. Q. Ewens from August to November.

Professor D. P. Scales, a member ex officio as the Deputy Chairman of the Board of Studies, resigned in October before going abroad on study leave and was replaced by the new Deputy Chairman of the Board, Professor L. F. Crisp, M.A.

Canon D. A. Garnsey, a member of the Council since September, 1953, resigned in December in view of his election as Bishop of Gippsland. He was succeeded by Mr. E. J. Bunting, O.B.E., B.A., Dip.Pub.Admin., Secretary to the Prime Minister's Department.

Three members of the Council were honoured by the Queen during the past twelve months for distinguished public service. In the 1958 Queen's Birthday Honours List, the honour of Knight Bachelor was conferred on Sir Kenneth Bailey. Sir John Crawford was created a Knight Bachelor in the 1959 New Year's Honours List; and in the 1959 Queen's Birthday Honours Mr. J. Q. Ewens was appointed a Commander of the Order of the British Empire.

Present members of the Council are as follows:

Members appointed by the Governor-General:

Mr. E. J. Bunting
Mr. J. C. Conway
Dr. B. T. Dickson (Chairman)
Mr. J. Q. Ewens
Mr. W. J. H. Lind
The Most Reverend Dr. Eris O'Brien
Dr. H. G. Raggatt
Mr. A. T. Shakespeare

Members ex-officio:

Professor H. Burton (Principal)
Professor L. F. Crisp

Members elected by Graduates:

Dr. C. Barnard
Sir John Crawford
Mrs. J. C. Garrahan

Member appointed by the Council of the Australian National University:

Sir Leslie Melville

Member elected by the Professors:

Professor C. A. Gibb

Member elected by the Academic Staff other than the Professors:

Mr. B. D. Beddie

Members appointed by the Council:

Sir Kenneth Bailey
Professor A. N. Hambly

PRESENTATION COPY OF SIR ROBERT GARRAN'S MEMOIRS

A craftsman-bound copy of "Prosper the Commonwealth", the memoirs of the late Sir Robert Garrahan, was presented to the Council at its last meeting in 1958 by Mr. John Garrahan.

Mr. Garrahan recalled that his father had come to Canberra with "the first fleet" of public servants and had been active in starting the University Association of Canberra which had worked for the establishment of a teaching university in the capital.

When the Canberra University College was created in 1930, Sir Robert had been elected first Chairman of the Council, an office he had held until 1953.

The inscription in the book reads: "In memory of the long and happy association of Sir Robert Garrahan with the Canberra University College, this book is presented by his sons."

A close associate of Sir Robert Garrahan and former member of the Council, Mr. C. S. Daley, and the Robert Garrahan Professor of Law at the College, Professor J. G. Fleming, also attended the presentation.

GIFT OF JAPANESE BOOKS

A collection of Japanese books was presented to the College by the Japanese Ambassador, Mr. Suzuki, at a dinner held in the Senior Common Room on Monday, 23rd February, 1959.

The books formed part of a gift from the Japanese Government to commemorate the visit to the School of Oriental Studies at the College in December, 1957, of the Prime Minister of Japan, Mr. Kishi.

STAFF NEWS

The following items of staff news cover the period of twenty-one months since November, 1957, when the previous issue of the Gazette was published.

Honour

Mr. T. Inglis Moore, Senior Lecturer in Australian literature, was created an Officer of the Order of the British Empire in the 1958 New Year Honours List for "his valuable contribution to Australian literature as author, poet, and playwright."

New Appointments

Associate Professor B. D. Cameron was advanced to the status of Professor in February, 1958, and appointed to a newly-created Chair of Applied Economics. He holds the degrees of Master of Economics of the University of Sydney, and Doctor of Philosophy of the University of Cambridge. Professor Cameron joined the staff of the College in 1946 as one of its first permanent academic staff members, and in 1954 he was given the status of Associate Professor. Through Professor Cameron's research work on inter-industry analysis, the College has become the Australian centre of study in this field of Applied Economics.

Dr. E. J. Hannan has been appointed to the new Chair of Statistics. Dr. Hannan graduated Bachelor of Commerce from the University of Melbourne in 1949. From 1953 to 1956 he studied at the Australian National University, first as a Commonwealth Bank Scholar and then as a Research Fellow, and in 1956 he was awarded the degree of Doctor of Philosophy of the Australian National University. Dr. Hannan began his career in the Commonwealth Bank in 1937. He served with the Australian Military Forces in Northern Australia and Northern New Guinea from 1941 to 1946 and, after graduation from the University of Melbourne, he returned to the Commonwealth Bank where, for the next four years, he was on the staff of the Economic Department. In 1956 he was appointed Fellow in the Department of Statistics at the Australian National University. Dr. Hannan is the author of a book on Time Series Analysis which is to be published shortly.

Dr. L. D. Pryor, a graduate of the University of Adelaide and formerly Director of Parks and Gardens in the Department of the Interior, Canberra, has been appointed to the new Chair of Botany. Graduating Bachelor of Science in 1935, Dr. Pryor was awarded the Diploma of Forestry at the Australian Forestry School in 1936 and began his career as an Assistant Forester. From 1939 to 1940 he was Assistant Research Officer at the Forestry and Timber Bureau, and for the next four years he was Acting Forester in the Department of the Interior. He was appointed Director of Parks and Gardens, Canberra in 1944. Dr. Pryor has travelled widely in Australia, North America, Europe, North Africa, the Middle East and Japan, examining botanical and forestry material. He has made a special study of eucalyptus genetics and breeding and, in 1953, he spent six months with the Food and Agriculture Organisation, reporting on eucalypts to the Government of Iraq. Last year Dr. Pryor was awarded the degree of

Doctor of Science of the University of Adelaide for his published work on eucalypts.

Associate Professor A. N. Hambly has been appointed as the first Professor of Chemistry. Professor Hambly graduated Bachelor of Science with first-class honours in Chemistry from the University of Melbourne in 1930. In 1932 he qualified for the degree of Master of Science in the School of Chemistry at Melbourne with first-class honours and Exhibition, and was awarded the Dixon (First Honours) Research Scholarship. He also holds the Diploma of Education of the University of Melbourne. Professor Hambly was associated with the Royal Melbourne Technical College, first as lecturer in Chemistry and later as Head of the Department of Applied Chemistry. He was invited to a senior lectureship in the Department of Chemistry at the University of Melbourne in 1948, and in 1953 he was appointed Associate Professor of Physical Chemistry at that University. He has published numerous papers and reviews on the subjects of spectroscopy and chemical kinetics. A Fellow of the Royal Australian Chemical Institute, Professor Hambly was President of the Victorian Branch of the Institute in 1947-48.

Dr. D. A. Brown has been appointed to the new Chair of Geology. Graduating Bachelor of Science at the University of New Zealand in 1936, Dr. Brown was awarded the degree of Master of Science with first-class honours in Geology in 1938. After service as an observer with the Fleet Air Arm in Europe from 1941-46, he studied at the British Museum (Natural History), London, and in 1948 he was awarded the degree of Doctor of Philosophy of the University of London and the Diploma of the Imperial College of Science. Dr. Brown worked for five years with the New Zealand Geological Survey and N.Z. Oil Exploration Ltd. He was appointed Senior Lecturer in Geology at the University of Otago in 1950 and appointed Reader in Geology at that university in 1956. Various awards have enabled him to spend short periods at number of British, European and American universities. He is the author of a monograph on the tertiary polyzoa of New Zealand which was published by the British Museum (Natural History) in 1952, and in 1958 he completed for publication a translation from the Russian of the explanatory notes accompanying the New Tectonic Map of the Soviet Union and neighbouring countries.

Dr. D. N. F. Dunbar has been appointed as the first Professor of Physics. Educated at the University of Otago, Dr. Dunbar graduated Bachelor of Science in 1944 and in 1946 he qualified for the degree of Master of Science of the University of New Zealand with first-class honours in Physics. He also holds the degree of Doctor of Philosophy of the University of Melbourne. Dr. Dunbar became an assistant lecturer in the University of Otago in 1944 and three years later joined the staff of the University of Melbourne as a lecturer. He was appointed Senior Lecturer in Physics at Melbourne in 1955. His research and publications have been mainly in the field of nuclear physics, particularly the study of the energy levels of light nuclei and its application to astrophysical problems. In 1952, as a result of his work in this field, Dr. Dunbar was awarded a Fulbright Research Fellowship which enabled him to study for twelve months at the California Institute of Technology, and to visit many centres of physical research in the United States and Britain.

Professor J. D. Smyth of Dublin has been appointed to the new Chair of Zoology at the College. Professor Smyth is a graduate of the University of Dublin. Gold medallist at the final examination, he graduated Bachelor of Arts and Science in 1940 with first-class honours in Natural Science, and was awarded his doctorate of Philosophy in 1942. Professor Smyth has lectured at the Universities of Dublin, Leeds and Leicester in many branches of Zoology. Fellow of Trinity College, Dublin, from 1947 to 1955, he was appointed to the Chair of Experimental Biology in the University of Dublin in 1955 and became Head of the Department of Zoology in 1957. During the past twelve years his research has been mainly in the fields of parasitology and histochemistry and he has published some twenty-eight papers. Editor of the American journal "Experimental Parasitology", Professor Smyth is preparing a book on "Animal Parasitology" as one of a new series of zoological texts to be published in Britain and the United States.

Miss Clare Campbell-Smith has been appointed to the new post of Chief Librarian. A graduate of the University of Tasmania, Miss Campbell-Smith has been in charge of the College Library since 1949. She holds the degree of Bachelor of Arts, the Diploma of Education and the Registration Certificate of the Library Association of Australia. After teaching for several years at the Launceston Methodist Ladies' College, she began her career in library work with the Bureau of Statistics, Canberra. Appointed as Assistant Librarian in 1951, Miss Campbell-Smith has built up almost from the beginning an undergraduate library which now contains some 55,000 volumes.

Dr. A. H. Johns, who holds the degrees of Bachelor of Arts and Doctor of Philosophy of the University of London, has been appointed Senior Lecturer in Indonesian and Malay. Before coming to Canberra he was engaged on a Ford Foundation project in Indonesia for the training of teachers to teach English.

Dr. N. G. D. Malmqvist, a graduate of Stockholm University, has been appointed to a Senior Lectureship in Chinese. He has lectured in Chinese at the School of Oriental and African Studies, London, and was for three years Language Officer with the Swedish Embassy in Peking.

Mr. D. W. Smith, a graduate in Law and Commerce of the University of Melbourne, has been appointed Senior Lecturer in Industrial Relations. He was formerly Secretary of the Australian College of Dentistry.

Dr. D. C. Corbett, a graduate of the Universities of Toronto and McGill, has been appointed to a Senior Lectureship in Political Science at the College. Formerly an associate professor of Political Science in the University of British Columbia, Dr. Corbett is at present studying in England. He is expected to come to Canberra early in 1960.

Dr. J. M. Biggs, a graduate in Law of the University of London, has been appointed to a Senior Lectureship in Law in the place of Dr. J. J. Gow. The award of a Commonwealth Fellowship in 1956 enabled Dr. Biggs to spend two years in the United States and in March this year he was awarded the degree of Doctor of Juristic Science of Harvard University.

Mr. J. E. Drummond, a graduate of the Universities of New Zealand and Cambridge, has been appointed Senior Lecturer in Mathematics. He replaces Dr. W. A. O'N. Waugh. From 1954 to 1958, Mr. Drummond was Senior Principal Scientific Officer in the Applied Mathematics Laboratory of the Department of Scientific and Industrial Research in Wellington, New Zealand.

Mr. C. G. Plowman, a graduate in Economics of the University of Sydney, has been appointed to the new post of Assistant Registrar. He was previously an Assistant Registrar in the University of Western Australia.

Mr. J. B. Miller, a graduate of the University of Sydney and of Cambridge, has been appointed to a Lectureship in Mathematics. He was formerly Lecturer in Mathematics in the University of New England and was recently awarded the degree of Doctor of Philosophy of that University.

Mr. C. Forster, a Melbourne graduate, was appointed Lecturer in Economic History in the place of Dr. J. A. Barnard. Previously Mr. Forster was Lecturer in Economic History in the University of Melbourne.

Mr. P. R. Ireland has been appointed Lecturer in Russian. He is a Cambridge graduate and was working as a translator with the British Embassy in Moscow before coming to Canberra.

Miss Margaret R. Middleton has been appointed to a new Lectureship in Psychology. She holds the degree of Master of Arts of the University of Melbourne and was previously Senior Research Fellow in Psychology at the University of Western Australia.

Mr. R. R. Dyer has been appointed to a permanent Lectureship in Classics. A Master of Arts of the University of New Zealand, he was previously Temporary Lecturer in Classics at the College.

Mr. E. L. Burge, a graduate of the University of Queensland and of Oxford, has been appointed to a new Lectureship in Classics.

Mrs. A. Hope Hewitt, a graduate of the Universities of Sydney and Melbourne and a former Temporary Lecturer in English at the College, has been appointed to a new Lectureship in English.

Mr. B. H. Crew has been appointed Resident Tutor in Adult Education. A graduate of the University of Queensland, he was previously district organiser of Adult Education in the Maryborough district of Queensland.

Miss Margaret J. Mahony, a Master of Arts of the University of Melbourne, has been appointed to a new Lectureship in German.

M. Jean-Claude Raynaud, a graduate of the University of Aix-Marseille who holds degrees in Arts and Law, has been appointed Lecturer in French.

Mr. T. L. L. Suttor, who holds the degree of Master of Arts of the University of Sydney, has been appointed Lecturer in History in the place of Mr. L. R. Gardiner.

Dr. Wang Ling has been appointed Temporary Lecturer in Chinese. He is a Cambridge graduate.

Mr. D. M. Taylor, an Oxford graduate, has been appointed to a Temporary Lectureship in Psychology.

Mr. Tetsuo Ito, a Master of Arts of Keio University, Tokyo, has been appointed Senior Tutor in Japanese.

Mrs. Anne Harsanyi, a graduate of Stanford University, has been appointed Temporary Research Assistant in the Department of Psychology.

Mrs. Jill I. Pertoldi has been appointed a Temporary Research Assistant in the Department of Economics. She is an Adelaide graduate.

Mr. J. D. Brocklehurst, who was formerly on the staff of the Commonwealth Bank in Canberra, has been appointed Administrative Assistant in the Accounts Section of the Registrar's Office.

Visiting Fulbright Lecturer

Dr. Bernard M. Olsen, Associate Professor of Economics at North Carolina State College, was appointed Visiting Fulbright Lecturer in Economic History and Economic Development at the College from March to June this year. He will spend the second half of this year at the University of Adelaide. Dr. Olsen, who is a graduate of the University of Chicago, has made a special study of technological change in the American textile industry and hopes to make a similar study of the Australian textile industry in the course of his visit.

Resignations

Dr. F. C. Langdon resigned from the position of Senior Lecturer in Japanese in February, 1958, to take up appointment as Assistant Professor in the Department of Economics and Political Science in the University of British Columbia.

Dr. W. A. O'N Waugh resigned from the position of Lecturer in Mathematics in October, 1958, to take up appointment as Lecturer in Mathematics in the University of Western Ontario.

Dr. J. J. Gow resigned from the position of Senior Lecturer in Law in December, 1958, in order to take up practice in Hamilton, Victoria.

Mr. L. R. Gardiner resigned from the position of Lecturer in History in December, 1958, to take up appointment as Senior Lecturer in History in the University of Melbourne.

Mrs. Margaret M. Charlesworth, who was appointed Research Assistant in the Department of Economics in 1958, resigned in January this year to return to the United States.

Mr. D. P. Evans, Research Assistant in the Department of Economics, resigned in February this year to return to the United Kingdom.

Staff Leave

Professor D. P. Scales, Professor of French and Head of the Department of Modern Languages, commenced his study leave in November last year, and is continuing his research on certain aspects of French Romanticism in France and England. He will also visit a number of

universities in the United Kingdom to investigate syllabuses and teaching methods and attend a Conference of University Teachers of French to be held in England.

Professor H. Bielenstein, Head of the School of Oriental Studies, went on study leave in November. He proposes to visit important centres of oriental studies in London, Holland, Paris and the United States and will continue his studies on Chinese population history.

Professor H. W. Arndt, Professor of Economics, was granted special leave to spend four months from November as Visiting Professor at the Indian Statistical Institute, Calcutta, and to visit Kuala Lumpur at the invitation of the Government of Malaya. For the greater part of his stay in India he was seconded to a section of the Planning Commission in New Delhi, where he worked with a small team of economists in the preparation of a draft outline of India's Third Five Year Plan.

Professor C. M. H. Clark, Professor of History, was granted special leave to visit the Soviet Union in November as a member of a delegation elected by the Fellowship of Australian Writers.

Mr. Q. B. Gibson, Senior Lecturer in Philosophy, also commenced his study leave in November. He will spend some time in university centres in India, Germany and at King's College, London, studying the methods of conducting philosophical enquiries and philosophical teaching and following up certain further problems in the logic of social enquiry.

Mr. G. N. Seagram, Senior Lecturer in Psychology, commenced his study leave in December last year to study under Professor Piaget in Geneva and visit some French universities. He also intends to spend some time in England observing methods of child study. He has since been granted extra leave of absence to enable him to accept a Rockefeller fellowship to continue his studies with Professor Piaget until August, 1960.

Dr. A. H. Johns, Senior Lecturer in Indonesian and Malayan Studies in the School of Oriental Studies, was granted special leave during the 1959-60 vacation to visit centres of Indonesian and South-East Asian Studies in North America, Britain, Holland, Singapore and Indonesia. He received a grant from the Rockefeller Foundation of New York for this purpose.

Mr. L. F. E. Goldie, Senior Lecturer in Law, was granted special leave from October, 1958, to March, 1959, to pursue further studies of federalism in Europe and at Harvard University.

Miss Dorothy M. Leaper, Assistant Librarian, was granted leave of absence from October, 1958, to March, 1960, to undertake a course in librarianship at the North-Western Polytechnic, London, and to visit a number of university libraries in Britain and Europe.

Professor K. E. M. Baier, has been granted study leave for the academic year 1960. He has received an invitation to go as Visiting Professor at the University of Illinois from February, 1960, and he will later undertake research in political philosophy in the United States and England.

Associate Professor K. C. Masterman, has been granted special leave from the end of July this year until March, 1960, to represent the College at the International Classical Congress in London and to study at Oxford and Cambridge. He also intends to visit Greece, Italy and Sicily, where he will prepare a collection of slides of the more important classical sites.

Professor E. J. Hannan, has been granted study leave from early October, 1959, for eight months. He has received a Fulbright award to enable him to undertake research in mathematical statistics at the University of North Carolina.

Mr. S. Encel, Senior Lecturer in Political Science, has been granted study leave for the year 1960 to study at the London School of Economics. He will pursue certain interests in the field of public administration and continue his research on elite groups in modern society.

Dr. K. V. Sinclair, Lecturer in French, has been granted nine months study leave as from 28th February, 1960. He will visit England and Europe to continue his research on medieval French language and literature.

APPLICATIONS FOR RESEARCH GRANTS IN THE SOCIAL SCIENCES

The Social Science Research Council of Australia again invites applications for research grants in the social sciences.

Applications for research grants should be made on the prescribed forms and should be in the hands of the Secretary of the Social Science Research Council of Australia Incorporated, Academy of Science Building, Gordon Street, Canberra City, A.C.T. by September 18, 1959. Application forms will be forwarded by the Secretary on request.

Grants will normally be made for one year. Money will not be given as "training grants", e.g. for an M.A. degree, but this does not preclude a grant to a project in which some of the research workers may be proceeding towards an M.A. degree. Preference will be given to projects not assisted from other sources.

The nature and extent of the assistance to be given to any particular projects will depend upon its method of organisation and the number of workers involved, but research assistance and travelling and other expenses directly associated with the research may be taken as examples of matters considered appropriate to the purposes of the grants.

Applications for grants may be made by heads of departments in universities or other similar institutions, or directly by the individuals who intend to conduct the research.

ACADEMIC VACANCIES, FELLOWSHIPS ETC.

Details of a number of academic vacancies in Australian and overseas universities may be obtained from the Registrar or inspected at the Students' Records Office at the College.

The lists circulated fortnightly by the Australian Vice-Chancellors' Committee showing academic vacancies in British Commonwealth universities (including Australian) may also be inspected in the Students' Records Office.

Details are received from time to time of fellowships and scholarships available in various universities, but it is not always practicable to advertise them in the Gazette. These details may also be obtained from the Registrar or consulted in the Records Office of the College.

ROLL OF GRADUATES

University graduates of not less than three years' standing and resident or permanently employed in Canberra are invited to register their names with the Canberra University College on the Roll of Graduates maintained by the College.

Forms of application for registration may be obtained from the Registrar.

Members of the Roll are eligible to elect three of their members to the Canberra University College Council, the governing body of the College. The Council holds office for a period of two years.

Members of the Roll also receive copies of the College Gazette.

The Registrar would be pleased to receive notification of change of address from members of the Roll of Graduates so that records may be kept up to date.

COMMONWEALTH LITERARY FUND LECTURES

The second of the Commonwealth Literary Fund Lectures for 1959 will be given on Wednesday, 23rd September by Mrs. Glen Balmford of Balwyn, Victoria. The lecture will be held in the College Hall, commencing at 8.15 p.m.

A graduate of the University of Melbourne, Mrs. Balmford is an expert on Australian folklore and folksong. She broadcasts frequent performances of folksongs and will sing a number of them to her own accompaniment as part of the lecture.

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