



# MONASH REPORTER

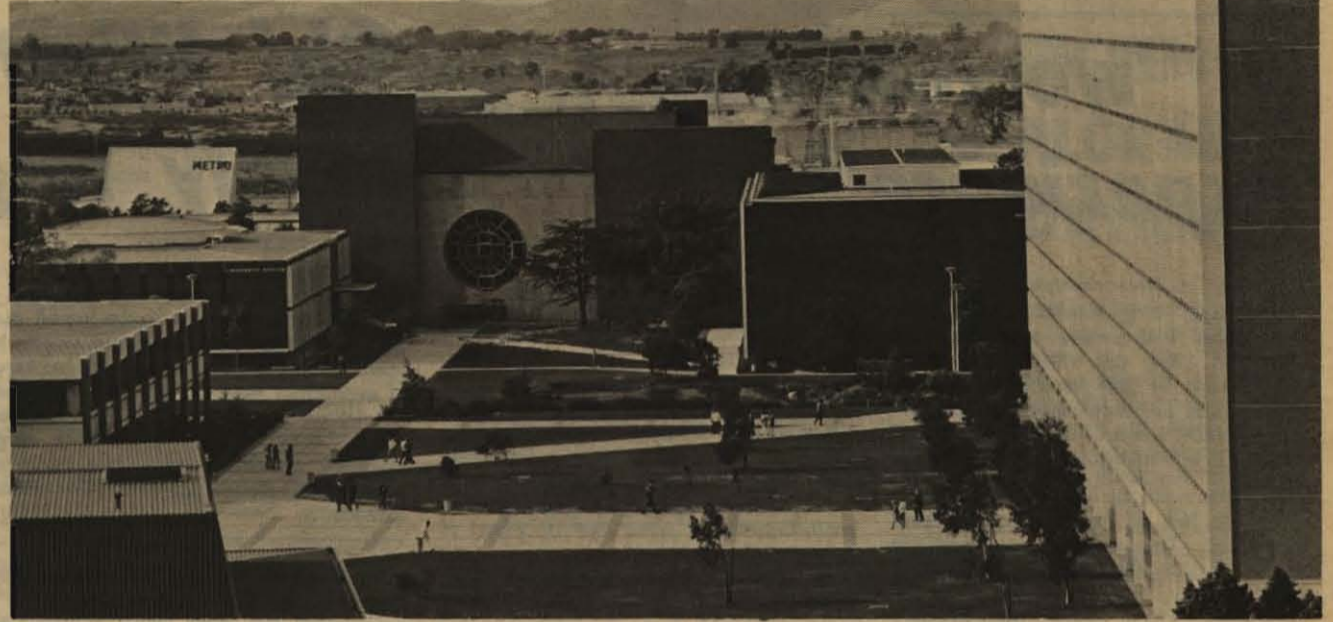
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Robert Blackwood Hall, named after the University's first Chancellor (pictured above) will open on June 19. Here, the Hall's director, Dr. IAN HISCOCK answers some questions about it . . .



## Robert Blackwood Hall: We'll be proud of it!



**MOST-PHOTOGRAPHED** graduate at this year's autumn degree-conferring season was lovely 21-year-old Lucy Kiraly. A professional model, Lucy graduated Bachelor of Arts on May 19 - and attracted the attention of all with her yellow chamois hot-pants suit. A picture of another notable graduate appears on page 8, together with extracts from the occasional addresses.

*WHAT is this new building that dominates the eastern end of the University's Forum? Who paid for it? Do we need it? What will happen in it? Who is Robert Blackwood? Who is responsible for the design of the hall (and its color)? What is it like inside?*

Robert Blackwood Hall is, basically, a ceremonial hall, designed by Sir Roy Grounds, at the request of Monash University. We hope that the official opening of the Hall, on June 19, will show just how well the Hall is suited for great ceremonial occasions.

But this is only one facet of the many uses to which the Hall will be put. Because it will seat over 1350 people, it can gather together a larger group of people than any other building on campus. It will be ideal for public lectures, lunchtime and evening concerts and recitals, exhibitions, teach-ins, conferences (local and international) and will be available for some outside hire. Some students will come to know it best from sitting examinations in it.

The idea of a great building like this one, to perform all of these functions, has been with Monash since about 1960. In 1963, the first moves were made. Sir Roy Grounds was commissioned to prepare a design and a massive public appeal was mounted.

The Hall differs from the original plan in only one major feature - the West wall. Whereas it was intended, originally, to have a "mediaeval look" it now houses the magnificent Leonard French window, paid for by a gift from Sir Lindesay Clark after whom the window has been named. (Have you seen it lit up at night yet?)

The public appeal raised over \$600,000 and Government funds provided \$580,000 towards a total cost of about \$1,200,000.

There is at the moment, a love/hate thing with most people over the red bricks. Time will mellow the red and the proposed planting will, in time, remove the starkness of the Hall. Don't rubbish it yet!

Internally, the auditorium has a processional ramp on its north wall, a large stage with an interesting array of acoustic panels and lights above it and an organ loft (as yet no organ). The large southern foyer will be ideal for art displays and small receptions.

The Hall is named after Sir Robert Blackwood, Chairman of the Interim Council of Monash University and our first Chancellor. On June 19 the present Chancellor, Sir Douglas Menzies, will confer the degree of LL.D., honoris causa, upon Sir Robert, who will then unveil a plaque and officially open the Hall.

Robert Blackwood Hall is a building that we can be proud of, both architecturally and functionally - just you wait and see!

*ABOVE is a new view of the campus. Vladimir Kohout took the picture from the roof of the Science South building to show how the new great hall completes the pattern of the University's Forum.*

The "REPORTER COLLECTION": You've never heard of it? Then find out all about it on pages 6-7 this month!

# 1971 UNIVERSITIES CONFERENCE

Academics, administrators and students gathered in Sydney during the vacation for the Third Australian Universities Conference held at the University of New South Wales. The Reporter asked two of the Monash delegates — Tom May, chairman of the Monash Association of Students, and Dr. Ian Hiscock, Senior Lecturer in Zoology and non-professorial representative on Council — for their views on the successes and failures. These are their reports.

Tom May:

## A "worthwhile experience"

Although two previous Universities Conferences had already taken place in 1961 and 1964, this was the first to be co-sponsored by the Australian Union of Students and to have student participation — which is itself a sign of the changed role of students in universities.

Students made up 21% of the conferees, and made 36% of the contributions from the floor. The non-students were in agreement that the presence of students added greatly to the liveliness of the Conference, which would otherwise have degenerated to a mutual back-slapping session of academics, Council members and administrators.

In the absence of the fundamental questions asked by students and their provocative statements, I believe that the Conference would have been a total waste of time and effort; the papers that were presented would merely have been circulated throughout universities.

But I feel that the Conference was worthwhile, at least for those present who were prepared to re-examine their attitudes to the University as an institution in society and to the internal University situation. It was made clear that neither of these questions could be properly considered without looking at the other.

The Conference considered three areas of discussion:

1. The University as an institution in the total pattern of the coming ten years.
2. The place in Universities of part-time and external studies and of adult or continuing education.
3. University self-government.

The first paper, by Professor Partridge of the Australian National University, attempted to define the University's role by contrasting it with Colleges of Advanced Education into which the Commonwealth Government has recently diverted an increasing proportion of the education budget. It was generally agreed that the attempt was doomed to failure because the CAEs would provide a wide diversity of tertiary institutions and would overlap with Universities to some extent.

The cry for more rational planning at the national level was constantly heard.

Professor Brett, of Melbourne, presented an excellent paper, but his denigration of much of current research in universities was derided by his fellow academics. Brett maintained that teaching was the most important function of a University and that all University research should grow out of teaching. The value of research was being greatly exaggerated at present, and many academics were engaged in "trivial" research projects purely for promotion purposes.

University teaching, he said should never be narrowly vocational but should attempt to produce a "rounded man" who could flexibly handle new developments and who could critically examine the social impact of his work. Much of the research work now done in universities would be better carried out in separate research institutes, especially anything with obvious military implications.

Professor Brett disagreed strongly with the thesis that a good researcher is *ipso facto* a good teacher.

Although students agreed with most of what he had to say, they disagreed on the question of the politicization of the University and claimed that a University could never be politically neutral.

Brett maintained that the University as an institution should never become a part of the political process.

The third section produced a fiery reaction from students, who were at their most vocal at this stage.

The paper presented on university government by Professor Thornton of the University of New South Wales made only a passing reference to the place of students, but he attempted to make up for this by spending a lot of his time speaking to students.

It was interesting that no one argued the case against student representation in decision-making, although there was no clear support for it from non-students. It seemed that these people don't know how to handle this question, apart from a gradual increase in student representation over time — they seem unable to verbalize any opinion on the subject.

It was here that the disappointingly low contribution to the Conference from the sub-professorial academics was attacked by Uldis Ozolins, a Melbourne University student.

To me the Conference was a worthwhile experience, for in both the formal sessions and at meal times and over a glass there were enough challenging statements made by people representing all aspects of tertiary education to force me to rethink my attitudes and defend my position on these questions.

Ian Hiscock:

## Oh! What a lovely flop!

In retrospect, it is to be hoped that never again will such time and money be spent on such a Conference as this has been. If ever proof were needed that an (often) ponderous summary of a pre-published paper, delivered to a relatively large audience, cannot generate two hours of meaningful discussion, this Conference provided it.

"Discussion" in this case was largely comment from "important people", axe-grinders and those who felt moved to try to keep the Conference alive. With one exception, the authors were not called upon to challenge any comment or to defend their own viewpoint on a particular topic. Any delegate seeking a clear message on the current and future role of Universities in the expanding field of tertiary education must have left the Conference with a sense of frustration and wondering why the conference was ever held.

The discussion of Prof. Partridge's paper on "The role of Universities in the pattern of tertiary education" got so bogged down with seeking a role and character for Colleges of Advanced Education that the Universities were largely forgotten.

Prof. Brett's paper on "allocation of resources, etc. etc." promoted some interesting comment, but solved nothing. The next series of papers on 'continuing education' and external studies provided a team who either flogged their hobby horses or defended their educational roles so much that one became, perhaps, a little suspicious of their claims.

Up to this point, it was heartening to hear the views and comments from the many students attending the Conference. Long entrenched and 'sacred' views were challenged and explanations and justifications were sought, largely to no avail.

The final paper, on "University Government" by Professor Thornton, led to a disappointing end to the Conference. The "Thornton" pattern was unimaginative, and unrealistic and the students' comments naive.

The only really challenging question of how to govern a university under threat from the "New Left" remained unanswered.

Mr. Justice Eggleston, in his summing up of the Conference, managed, quite brilliantly, to find a few messages that had appeared during the three days of the conference. In particular, he drove home the messages that universities will not assess their true role by comparing themselves with Colleges of Advanced Education; that external studies, while fulfilling a role in tertiary education, must be viewed in relation to the whole tertiary system, and that students, while demanding a role in university government, should suggest, in a positive way, just how they think they can make a contribution.

It is to be hoped that the Fourth Conference, if ever there is one, will be based on a system of small working groups which can come to grips with some of the problems facing universities today and in the future, and optimistically, provide some guidelines for coping with them.

## 1021 Education places filled

The Victorian Universities Admissions Committee has released on behalf of the Vice-Chancellors of the three Victorian universities the following information on the selection of new students in Education in 1971.

For the academic year 1971 the three Victorian universities for the first time co-ordinated selection procedures through the Victorian Universities Admissions Committee for entry into the full-time course for the Diploma in Education.

Applications were received from 1144 applicants for full-time places. Of these, 29 subsequently withdrew or were not eligible for selection.

Of the remaining 1115, 998 received an offer, 156 declined and the remaining 842 were enrolled as follows: La Trobe University 178; Monash University 387; University of Melbourne 267.

Applications for part-time places in Monash University and the University of Melbourne were received at the V.U.A.C.

Of the 226 part-time applications received, 5 were subsequently withdrawn.

Of the remaining 221, 193 applicants received an offer, 29 of these declined and the remaining 164 were enrolled as follows: Monash 107; University of Melbourne 57.

Applications for part-time places in the School of Education at La Trobe University were made direct to that university — 32 applications were received, 24 persons were offered places and 15 were enrolled.

## PHOTO EXHIBITION

The National Gallery of Victoria's Department of Photography is planning a major exhibition of selected work by young photographers for August next year.

Budding photographers from Monash are invited to submit work. The age limit will be 25 years in January, 1972, and entries should be in by October 31 this year.

More information can be obtained from The Department of Photography, National Gallery of Victoria, 180 St. Kilda Rd., Melbourne, 3004, Attention: Mr. L. Parr, Art School.

## BOOK RE-ISSUED

The Australian Union of Students has just run off a second edition of Tom Roper's successful book "The Myth of Equality", a paperback analysing Australia's primary and secondary education system.

The second edition has added a foreword by the Dean of the LaTrobe University School of Education, Prof. Ronald Goldman. Mr. Roper is a PhD student in education at LaTrobe and a former education vice-president of AUS.

In the foreword Prof. Goldman joined in the criticism saying — among other things — that Australia was defective in almost every area of educational provision now recognised as normal in similarly affluent countries.

He said education for many country children, Aborigines, the handicapped, inner city children and migrants was cursed by lack of finance. The result was sub-standard provision which any other country in Australia's position would find a disgrace amounting to national dishonour.

"The Myth of Equality" is available for \$1.55 from the Australian Union of Students.

## MONASH AND THE ARTS

During first term, the Faculty of Arts ran a successful series of lunch-time lectures on architecture. Here, the Dean of Arts, Professor G. R. Manton, discusses the implications of the series . . .

Monash is unlikely in the foreseeable future to have a faculty of architecture. Nor have we at present any provision for the teaching of fine arts.

But the Arts Faculty is hoping to establish in the next triennium a department of Visual Arts, and in the meantime has tried to fill the gap by arranging from time to time public lectures on some aspect of the visual arts.

Last year a series on contemporary Australian painting and sculpture attracted good audiences and has been followed up in first term this year by six lectures on architecture.

Lecturers were chosen who were known to have something to contribute. Only two were practising architects, Robin Boyd, whose opening lecture was reported in Reporter No. 2, and Harry Seidler, who wound up the series with vivid illustrations of his personal interpretation of the main stream of modern architecture.

In contrast, E. Graeme Robertson, the best known historian of 19th century Australian architecture, spoke on ornamental cast iron work. The three remaining lectures are summarised below. They were given by a former professor of Civil Engineering, a professor of Town Planning, and a master builder. A conclusion to be drawn from the series is that the architecture of individual buildings is becoming subordinate to environmental design.

Later this year, the faculty may consider a further series. Oriental or Southeast Asian Art and Theatre Design have been suggested as possible subjects.

## LEDGAR: "NO FORESIGHT"

Australians had not reached the stage in the debasement of their environment when they were even mildly pained, let alone slightly hurt, Professor F. W. Ledgar, told the Monash lunchtime seminar on architecture.

"The majority are not apathetic about planning - they are content - and grossly so," Prof. Ledgar, Professor of Town Planning at Melbourne University, said.

"We haven't exercised our capacity for foresight," he said. "We've allowed ignorant and sometimes greedy men to determine the shape of our environment.

"We've followed unlicensed and self-cancelling competition in the field of advertising to destroy whatever architectural quality our town centres and our shopping centres ever had."

Prof. Ledgar was speaking at one of six weekly lectures organised during first term by the Faculty of Arts.

"In some of our residential areas we have allowed the indiscriminate intrusion of speculatively built multi-storey flats with the result that the character of the district is destroyed and the privacy of residents impaired," he said.

As a community we react too slowly because we do not know enough about the processes that are at work.

"We have condoned the expensive and disruptive widening of existing roads that were designed to play the role of local streets instead of creating a web of roads that would have removed the need for widening.

"We sit idly by while the tops are being taken off mountains to make car parks that will lead to the destruction of the sylvan peace of our diminishing bushlands. We allowed men to subdivide and sell land in places like Phillip Island and the rash of shacks that results offends the eye. The damage is done and has not been undone."

Prof. Ledgar said public taste was blunted by lack of precept and example.

The average Australian suburban street was a motley collection of houses each striving to be different from its neighbours without a single unifying element.

"What a difference to the street scene it would make if we attempted to get some harmony into planting or the means of enclosure of the front gardens or, alternatively, if we tried not enclosing them at all—and if, above all, we had a policy, as they do in Canberra in important areas of 'No poles on streets'," Prof. Ledgar said.

"Look about you and try to imagine the effect of the removal of all overhead services and of all outdoor advertisements."

Prof. Ledgar said he felt it extraordinary that the law was so sympathetic to the outdoor advertiser.

"I believe that to assault a man through his eyes is as great an offence as to assault him through his other senses," he said. "We protect the public by law from excessive noise and smell yet he who assaults the mind through the eye does so at will."

Prof. Ledgar called for the prohibition of outdoor advertisement "on land and sea and in the air."

"In a town I would allow a few well regulated hoardings but I would confine their use to notices of public interest, entertainments, sales etc. - no proprietary goods.

"In the countryside I would prohibit outdoor advertisement entirely."

Prof. Ledgar said that in these days of advanced technology there was no acceptable excuse for the waste and discomfort involved in the emission of smoke, fumes and noise.

The external appearance of buildings in industrial areas and their settings should match the marvels of the human ingenuity that they contained.

## YENCKEN: "DEPLORABLE SITUATION"

It was a "deplorable situation" that there were no undergraduate landscape schools in Australia, Mr. David Yencken told the architecture seminar.

Mr. Yencken, founder of the firm of Merchant Builders, said there was an overall lack of co-ordination of design and a fragmented approach to architecture which was reflected in the traditional design and planning schools.

"The Schools of Architecture and Planning are not just separated from other environmental studies, they tend to be highly compartmentalised as well," Mr. Yencken said.

Mr. Yencken said the poverty of the environment was very much the problem of the people who had responsibility for making decisions. These people often failed to attempt better and more imaginative ideas.

"The lack of will to try is in part a reaction to the myth about the sunsoaked, uncaring, materialistic Aussie, which is so assiduously repeated for us.

"If our decision makers are so constantly indoctrinated with the idea that there isn't any point in attempting anything adventurous, since it will certainly not be appreciated, is it any wonder that they think it is better to go on doing the same old thing, or marginal variations of it only?"

Mr. Yencken said there was often a good deal of misunderstanding between architect and client. It was a great misconception to think that architects were not only specialists in design of structures but also specialists in all the activities which those structures would house.

## THE V-C TALKS ON BRIDGES

The Vice-Chancellor, Dr. Matheson began his address, which had been advertised as being on "The Aesthetics of Engineering Structures," by saying he thought this title was both too pretentious and too comprehensive: instead he proposed just to talk about bridges, especially their appearance.

Bridges had always been, and still were of great importance to a country's communications system and, as they were often very conspicuous, they played a significant part in the man-made environment. For this reason the designing engineer, although he had first to solve a number of technical problems, should not neglect the aesthetic impact that his structure would make.

Dr. Matheson illustrated his remarks by showing a number of slides beginning with some showing masonry bridges of great age. Pictures of girder, cantilever, arch and suspension bridges followed; the final slide illustrated the lecturer's plea to his audience to regard bridges as works of art, at least in part, and not just as scaffolding for advertising hoardings.

## A VERY busy term II

How to take down notes and how to read faster. Probably two of the biggest problems associated with university study.

The Monash Union will attempt this term to overcome them. Two new tuition courses - Efficient Reading and Pitman script or fast writing will be introduced.

These two, plus a new course in First Aid, will be added to the already impressive list of established Union second term courses: pottery, jewellery, sculpture, Sumi-e (Japanese painting), weaving on four-shaft looms, life drawing and painting, spinning and weaving, singing, tuition in musical instruments and typing.

Efficient reading is popular. It is available to students only and the 40 places were filled on the second day of enrolments - 70 people are on the waiting list.

It will cost each student \$20 and another \$10 is being paid by the Union - a total subsidy of \$400.

Two members of the Higher Education Research Unit at Monash, John Clift and Mrs. Anne Brown, will test the reading course to see what benefit it has for the students.

The course, headed by Jon White from the Advanced Reading Academy, will start on Tuesday, July 6 and be held two days each week until August 5.

The Activities Officer, Miss Carina Hack, was interested in the enrolment statistics for the reading course - over three-quarters from first and second years and 29 of the 40 are male.

Miss Hack said overseas Universities, for example Harvard, had found similar reading courses for freshers helped to curb the drop-out rate.

Under the Pitman script course it is claimed students can be writing at 60 words per minute after 30 hours tuition. This course is open to staff and students and vacancies still exist.

It will be held on Monday and Wednesday evenings starting on June 16 and ending on August 4. The teacher is Mrs. Lynne Wenig from the Caulfield Institute of Technology.

First Aid, 14 sessions beginning on June 7, and Typing involving 15 sessions from June 16 also have vacancies. For more information on all courses contact Miss Hack on ext. 3180 or 3144.

### OBITUARY:

#### DR. OKONG'O OGOLA

His friends at Monash will learn with regret of the death of Dr. Okong'o in a car accident in Kampala, Uganda. Dr. Okong'o was the first Ph.D. from the Botany Department, and almost certainly the first research student to come from Uganda for post-graduate work at Monash.

While an undergraduate at Makerere College he formed a determination to come here for his Ph.D., and carried through this plan with single-minded thoroughness, in the face of very considerable difficulties.

He worked under the supervision of Dr. Don Gaff on the effects of drought on the growth of roots, producing results that have aroused considerable interest among drought physiologists. He returned to Uganda late in 1969, and was awarded his Ph.D. early in 1970. He was appointed to a lectureship in the Botany Department at Makerere early this year, a post that he very much wanted to hold.

The Monash Botany staff had hoped that this early liaison between the two departments might strengthen into a firm bond over the years, and that this exchange might be the first of many in both directions. They were very distressed to hear that their stake in that country had disappeared so suddenly and tragically.

Dr. Okong'o leaves a wife and three children; the two elder children were born while he was at Monash.

-M.J.P. CANNY, Professor of Botany.

# Dangers in "drug explosion"

DR. L. B. GEFFEN, senior lecturer in the department of physiology at Monash, gave evidence before the House of Representatives Select Committee on Pharmaceutical Benefits on the present state of teaching and research in pharmacology and therapeutics in Australian medical schools. Following is an extract from his submission:

It is widely recognised that there is a considerable and rising use of pharmaceutical preparations in Australia. The number of prescriptions issued per capita has increased by two thirds from three to five in the last 10 years and the annual retail market value of prescription medicines has doubled to \$200 million.

In part, this trend is due to better and more extensive medical care, for drugs constitute an estimated 80% of all therapy.

In Australia, 75 million prescriptions are issued each year by an estimated 12,500 doctors - an average of 6000 each. It is doubtful, however, if the increase in physician-directed consumption of medicine has led to any decrease in self-medication.

Reliable statistics are not available for the non-prescription pharmaceutical market in Australia, but I estimate the Australian non-prescription market to be in excess of \$100 million per annum. This includes, in order of importance, internal analgesics, cough and cold items, vitamins, laxatives, external analgesics, tonics, antacids, antiseptics, sleeping aids, as well as digestive, diarrhoea, sunburn and haemorrhoidal remedies.

The consumption of drugs is as old as civilisation and the public, aware that they live in an age of great scientific advances, are prepared to permit and even demand, the use of potent drugs to treat every common vicissitude of the human condition, somatic, emotional and even intellectual. The doctor is also being influenced by a process termed "mystification" whereby all human emotions are gradually being brought into the ambit of the pharmaceutical industry, to its increasing profit.

While responsible for the cure or relief of immeasurable human suffering and discomfort and the prolongation of longevity, the drug "explosion" has also brought medical and social problems in its wake. These are only slowly being recognised as of much greater importance for the health of the community than the more sensational illegal use of psychotropic drugs that has overshadowed the much more widespread and often state-subsidised misuse and abuse of legally obtained drugs.

The medical profession has to balance the benefits of modern medicines against the cost to individuals of the more common and minor side-effects of these drugs, as well as the rarer but more serious adverse drug

reactions and interactions, and the dangers of physical and psychological dependence on drugs.

The social consequences of the rising statistics for accidental poisoning and suicide with drugs (by 1967, Australia had the highest-proportion of suicides with drugs in the world), and the influence of drugs on traffic accidents have also to be taken into account.

But have they? When most pharmaceutical remedies were inert, the art and science of medicine lay mainly in diagnosis and the promotion of the placebo effect. While these retain their importance, modern pharmacology and therapeutics has provided sharp but two-edged swords whose judicious use requires careful training.

Yet I can find little evidence in Australia that the training and retraining of doctors in the use of drugs is being undertaken with sufficient seriousness.

The problems are not unique to Australia; what is unique is thy lack of any planned remedies in comparison with other advanced countries that we are wont to compare ourselves with in other respects.

I recently made a survey of the teaching of pharmacology in medical schools for the Australasian Society of Clinical and Experimental Pharmacologists. It showed that there are 41 full-time and 11 part-time graduate students doing M Sc and Ph D degrees and 22 Honours and B Med Sci students. Medical students constitute the majority of undergraduates (1080), the remainder (649) being composed of science students and those doing paramedical professional courses.

The time devoted to the teaching of pharmacology in the undergraduate medical curriculum, a national average of 93 hours, makes clear that it is taught primarily as a preclinical subject. In the two universities which devote the least time to it, Monash and Queensland, the subject is taught exclusively in third year and there is no further drug-oriented formal teaching of any significance, while at the others there is only token teaching of the subject in the clinical years.

In 1971, 100 years after pharmacology first became an academic discipline in Europe, there are in the eight Australian Medical Schools exactly three departments and professors of pharmacology. In the remainder, pharmacology is taught as a minor component of physiology.

There is a total of only 41 full-time academic pharmacologists, including those who teach the subject within physiology departments, of whom 26 have tenured positions.

In the whole of Australia, there are six medically qualified pharmacologists, three of whom have clinical responsibilities. Only Melbourne University has started a functioning clinical pharmacology unit. Formal teaching in pharmacology and clinical pharmacology occupies an average 2-3% of the undergraduate medical curriculum and medical postgraduate teaching in pharmacology exists only as a small component of the various speciality lecture courses. There are no post-graduate courses or qualifications in clinical pharmacology as such in Australia.

These then are the academic roots that nourish the whole medical therapeutic tree in Australia.

## Reliance on promotional material

A study conducted by the Committee of Enquiry into the Relationship of the Pharmaceutical Industry with the British National Health Service reported that representatives of drug companies were the most important source of information about new drugs for general practitioners.

The pharmaceutical industry in Australia at present spends approximately \$14 million per annum on the promotion of its products directed solely at 12,500 prescribers - an expenditure equivalent to over \$1000 per doctor per annum. It employs 12.8% of its work force of 10,000 for this purpose, including 40 full-time medical directors and over 1000 company representatives. (Compare this to the academic pharmacology task force of 41, six of whom are medically qualified, with access only to undergraduates and that for less than 100 hours in their entire careers.)

## Need for a "therapeutics foundation"

While it is the responsibility of the universities and the medical profession to initiate reforms and of the Government to support them, I believe the drug companies also have a role to play in fostering the development of Pharmacology in Australian Medical Schools.

In 1968, 23 drug companies gave \$284,000 to outside bodies for research that usually involved their products. This was nearly a quarter that spent on research and development within the companies (\$1,190,000) but since the Australian industry is primarily distributive, this was only a minute fraction of that spent on

The reality of the situation in many countries and in Australia in particular, is that the pharmacological education of the medical profession has been placed largely in the hands of the pharmaceutical industry by academic default and professional disinterest.

The dilemma of the prescriber in the front line of medicine is due not only to the variety of available drugs but also to their increased potency. As the therapeutic armamentarium expands, the less personal experience the individual doctor has with each drug, and the less time he has to acquire the necessary information to use the drug appropriately and safely.

It is small wonder he comes to rely increasingly on the drug company representative whose formal training in pharmacology is even less than his own.

Modern pharmacology must be recognised for what it is, an essential bridge between the basic sciences of medicine and their clinical application, composed of a well defined body of knowledge, whose teaching, research and service functions cannot be replaced by any other organisation structure within the medical school.

Equally clearly, curriculum reform that added the full load of modern pharmacology on to the medical student camel would not be very helpful unless this was done judiciously, integrated throughout the medical curriculum and, even more important, was extended into the post-graduate and practising years.

These are matters which must be considered urgently and in detail by the appropriate academic and professional bodies.

When they have demonstrated a willingness to act and have considered appropriate action, the Government, in its own economic interests, will be well advised to provide adequate financial backing for the development of pharmacology.

research overseas (\$500 million in the USA). Moreover, some was recouped in Federal grants for research and development (\$186,000 from 1967-9).

Yet to my knowledge there were few, if any, competitively advertised research grants available from the Australian industry in the manner, for example of the Pharmaceutical Manufacturers Foundation of the United States. This latter body was established in 1962 as an independent foundation and presently distributes over \$500,000 per annum in support of the establishment in medical schools of programs of research and training for personnel in clinical pharmacology, drug evaluation and drug toxicology, specifically excluding studies on particular products.

There are clearly many roads to Rome, provided it is thought desirable to get there and they should not depend exclusively on the pharmaceutical industry. Government and University backing has to be provided in at least equal measure for a proper balance to be struck between the various interests concerned. Not that these are necessarily incompatible. So much time and money is involved in bringing a drug to the market and keeping it there that it is in the best interests of all that reliable answers concerning their efficacy and safety are obtained quickly and efficiently.

FOOTNOTE: Napoleon is said to have refused the services of a doctor on the grounds that he did not want two diseases, the one he had already and the one the doctor would give him. With the incidence of serious drug-induced symptoms in hospital patients as high as 5-15%, it is time chemical pollution of the human internal environment received serious attention. Sir William Osler taught that the first duty of the physician was to educate the masses not to take medicine. But surely he did not mean the way to do so was to neglect the doctor's education on the subject.

## "Suicide" drugs on benefits scheme



Prof. B. S. Hetzel

TWO members of the university's Department of Social and Preventive Medicine also gave evidence before the House of Representatives' Select Committee last month.

The department chairman, Professor B. S. Hetzel, and Dr. R. G. Oliver, a research fellow, spoke on the suicide rate in Australia since 1955 and its possible relationship with the pharmaceutical benefits scheme.

Prof. Hetzel told the committee that Australia had become a nation of pill takers. Doctors had told him that patients were disappointed if they left a surgery without a prescription.

Prof. Hetzel said that certain drugs should be more restricted as to maximum quantity and separately wrapped to help avoid overdose.

Since the introduction of restrictions on barbiturates in 1967, there had been a significant fall in the number of suicides from this drug, Prof. Hetzel said.

The number of drug-overdose suicides had risen sharply since 1960. The drugs concerned were mainly sedatives, anti-depressants and tranquilisers.

Prof. Hetzel said the general practitioner

would have to have better "links with community service, if he was to deal adequately with personal problems brought to him by patients.

Dr. Oliver said that many attempted suicides occurred through drugs obtained by prescription from a doctor.

"There must be some way of breaking the vicious circle between public demand and the readiness of the doctor to supply," Dr. Oliver said.

"I feel that this is linked with the pharmaceutical benefits scheme, where a patient believes he must get something for what he pays.

"If he can't get a counselling service when he might need one, and the doctor can't provide the service, the doctor writes a prescription.

"I submit that if consultation was free and was paid for from funds from social services or income tax, one of the things that provides pressure to prescribe would disappear," he said.

# Health service survey

From January to March this year, Dr. J. S. GREEN, of the Monash Health Service, visited seven universities in England and Scotland and observed how their student health services were organised. He writes about some of the things he saw under the following headings:

## GENERAL STRUCTURE

The British service was necessarily different from Monash for two main reasons, first the structure of the British National Health Service and secondly the fact that many students lived away from home. In Edinburgh this proportion was two thirds and it was higher still in both St. Andrews and Aberdeen.

Broadly there were three groups of University Health Services - advisory, restricted list and unrestricted list. Most services belonged to the restricted group where only students registered with the health service doctors - staff and unregistered students sometimes gained advice but not prescriptions. Edinburgh was the only true unrestricted list I saw in the sense that they treated students, staff, relatives and even people with no university contact.

## PSYCHIATRIC SERVICES

Attitudes towards methods of use and degree of use of psychiatrists varied tremendously. In the case of students with problems, however, all seemed to stress the important role of the doctor of first contact. Most seemed to find a one to two per cent. psychotic or severely disturbed group and for these they felt that the psychiatrist was necessary. For the other students at one extreme there were two University Health Services who had little faith in the psychiatric facilities available to them.

In many ways the Edinburgh system was similar to our own except that there were five half day sessions. The situation was that the senior assistant of the Professorial Unit was seconded to the University Health Service for half week. He actually did two sessions personally and had three other members of the unit doing one session each.

In three other universities the psychiatrist was used in an advisory role to the doctor. He provided support for the health service doctor who was then able to see patients he might otherwise have been reluctant to treat.

In no University I visited was there a full time psychiatrist doing full time psychotherapy. One doctor said this

would be virtually an impossibility to do properly. He felt, with this intelligent and articulate group, that somewhere between eight and sixteen hours a week would be an absolute maximum of face to face intensive psychotherapy that anybody could do - many would debate this point.

## COUNSELLING SERVICES

In Britain the counselling services appeared to be involved almost purely in academic counselling. Where psychologists were involved in psychotherapy this appeared to be always done within the framework of the Health Service.

While there is room for debate on the relative merits of this arrangement versus that which we have here at Monash, I personally feel, with the good relations and co-operation that exist between the two services at Monash, our present system here has much to commend it.

## DRUGS

Pot smoking appears to be fairly widespread amongst British University students. Amphetamines are being used less and are seen as dangerous by most students. L.S.D. however, is still having phases. Hard drugs are almost unknown since they are incompatible with university performance.

More than one doctor commented on the fact that even after a bad trip on L.S.D., perhaps one involving a psychotic reaction of some days, students still weren't prepared to say that they would not do it again.

The irrational, neurotic aspect of the use of drugs would appear to make educational programmes likely to back-fire with many students.

No one appeared to have any real idea as to what one can do about this problem apart from remembering that drug taking is a symptom of personality problems and that it is this which must be tackled rather than the fact that they are taking drugs. One person felt there was far more cause to be alarmed about the increase in alcohol.

For those interested in this problem there is a very good article on drug addiction in the 1970 Proceedings of the British Student Health Service Association - recently gone to press.

## CONTRACEPTIVE ADVICE

There was now an almost universal swing away from the University Health Services prescribing the pill. Instead the idea was that the student (or students, when both would come) would go to the service for advice; however care and prescription would be done by an outside clinic, for example the Family Planning Association or the Brooke Advisory Clinic.

This attitude seemed to be largely engendered by two factors, first the time involved in doing this properly with proper supervision, and secondly the difficulties of concurrent gynaecological and psychological difficulties - a combination all too common. One University had a consultant gynaecologist who attended the University Health Service for this purpose because outside help in this area was not readily available.

Clinics in this field, however, are only just starting to become available in Victoria and some female students have reported difficulty in getting proper supervision in this area of medicine.

As regards unwanted pregnancy, a fairly common figure seemed to be 2-3 per cent of female students at risk per annum and this appeared to be regardless of whether there were talks or not or whether there was a gynaecologist or not.

## OCCUPATIONAL MEDICINE — UNIVERSITY SAFETY

University Health Service involvement varied from "We have a good Safety Officer - I leave it to him" to the sophisticated set-up of Dr. Edmonds at Manchester. Dr. Edmonds felt it would be worthwhile for a doctor interested in this field to visit large chemical industries, such as Shell and I.C.I., to see how they handled the problem of various substances and the people who worked with them. He felt the real place to learn industrial medicine was "on the factory floor". The people he saw as being subjected to the main hazard were not the staff or the students but the technicians.

## STATISTICS

In several places there appeared to be a swing away from the collection of general diagnostic data towards collection in depth of data about a few specific illnesses.

## RARE HONOR FOR MONASH

Monash has achieved a remarkable first in international scholarship by gaining three of nine awards in a scholarship open to all universities in the British Commonwealth, South Africa and the Republic of Ireland.

The scholarships are for research work in pure and applied science and are awarded each year by the Royal Commission for the Exhibition of 1851 to mark the 1851 Great Exhibition in London.

The three Monash post-graduate students to gain the award are: Peter Boyd, 24, and Allan Canty, 25, both Ph. D. students in organic chemistry and Rodney Bowshell, 25, a Ph.D. student in mathematics.

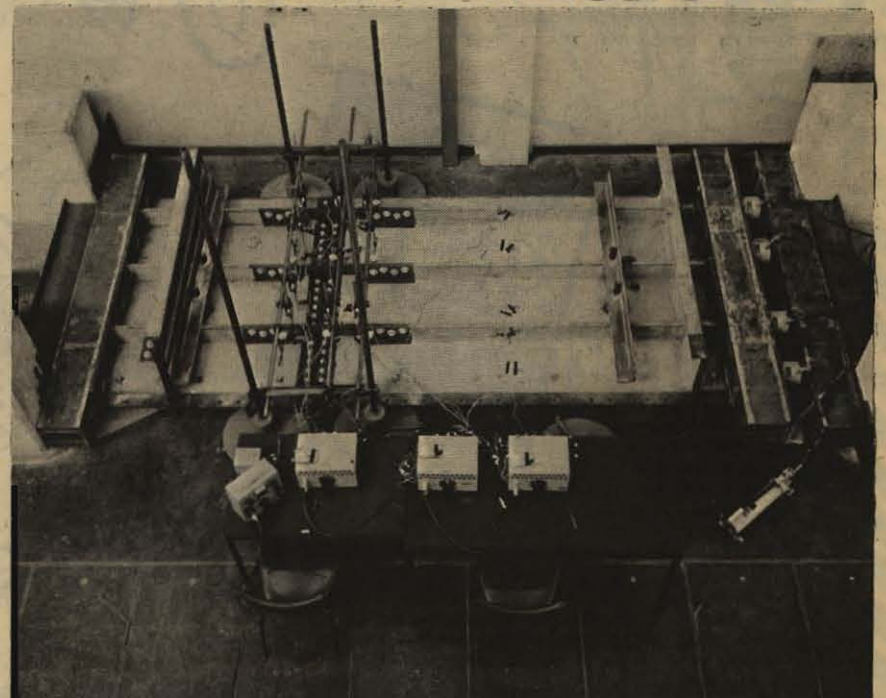
Mr. Boyd and Mr. Canty intend to use the award to study at Cambridge University with Professor J. Lewis of the University Chemical Laboratory and Mr. Bowshell plans to attend the University of London.

A number of distinguished Australian scientists have held the 1851 Scholarship. They include Sir Mark Oliphant and the present chairman of the CSIRO, Dr. J. Price.

Mr. Boyd came to Monash in 1969 from the University of Tasmania and Mr. Bowshell completed his undergraduate degree at the University of Queensland.

It is extremely rare for a single university to be awarded three awards under this scholarship scheme which was founded in 1891.

## STUDYING WESTGATE



FORCES of up to 830 tons have been used by the Department of Civil Engineering, in exhaustive tests over the last few months to help determine the cause of the Westgate Bridge collapse.

Sections of the bridge have been specially mounted in the prestressing bed in the Civil Engineering laboratories.

The Chairman of the Department, Professor N. W. Murray, has been supervising the work which has also involved checking the bridge designs.

Collapses of the magnitude of Westgate are, fortunately rare. The data from the Civil Engineering work will hopefully help to prevent future collapses.

## VACATION SCHOOLS CONFERENCE

Delegates from throughout Australia attended a conference at Monash last month to discuss all aspects of running vacation schools and to exchange ideas.

It was held on Thursday, May 27, and Friday, May 28, in the University Union, and it was the first time that organisers of vacation schools had come together for such a conference.

Miss Carina Hack, Activities Officer, who organised the conference, said the demand for vacation schools had grown enormously in recent years. There was, however, little co-ordination from State to State and it was felt the exchange of ideas would benefit

vacation schools in general.

There were 20 delegates from Victoria, NSW, Queensland, A.C.T., Tasmania, South Australia and Western Australia. It included people from the Council for Adult Education, the Arts Council of Australia, the Workers' Educational Association, the Canberra Centre for Continuing Education, the Hobart Adult Education Board and the Wangaratta Centre for Continuing Education.

Monash runs one of Australia's largest summer schools and last summer more than 700 people enrolled for the 31 courses available.

## PHYSIOLOGISTS TO GO ABROAD

Senior members of the Physiology Department will be attending two top-level conferences in Europe later this year.

From July 25 to July 31, the 25th International Congress of Physiological Sciences will be held at Munich and will be attended by Prof. A. K. McIntyre, Prof. M. E. Holman, Assoc. Prof. G. A. Bentley, Dr. C. Gibbs, Dr. R. F. Mark, Dr. G. Woolley and Dr. R. Westerman.

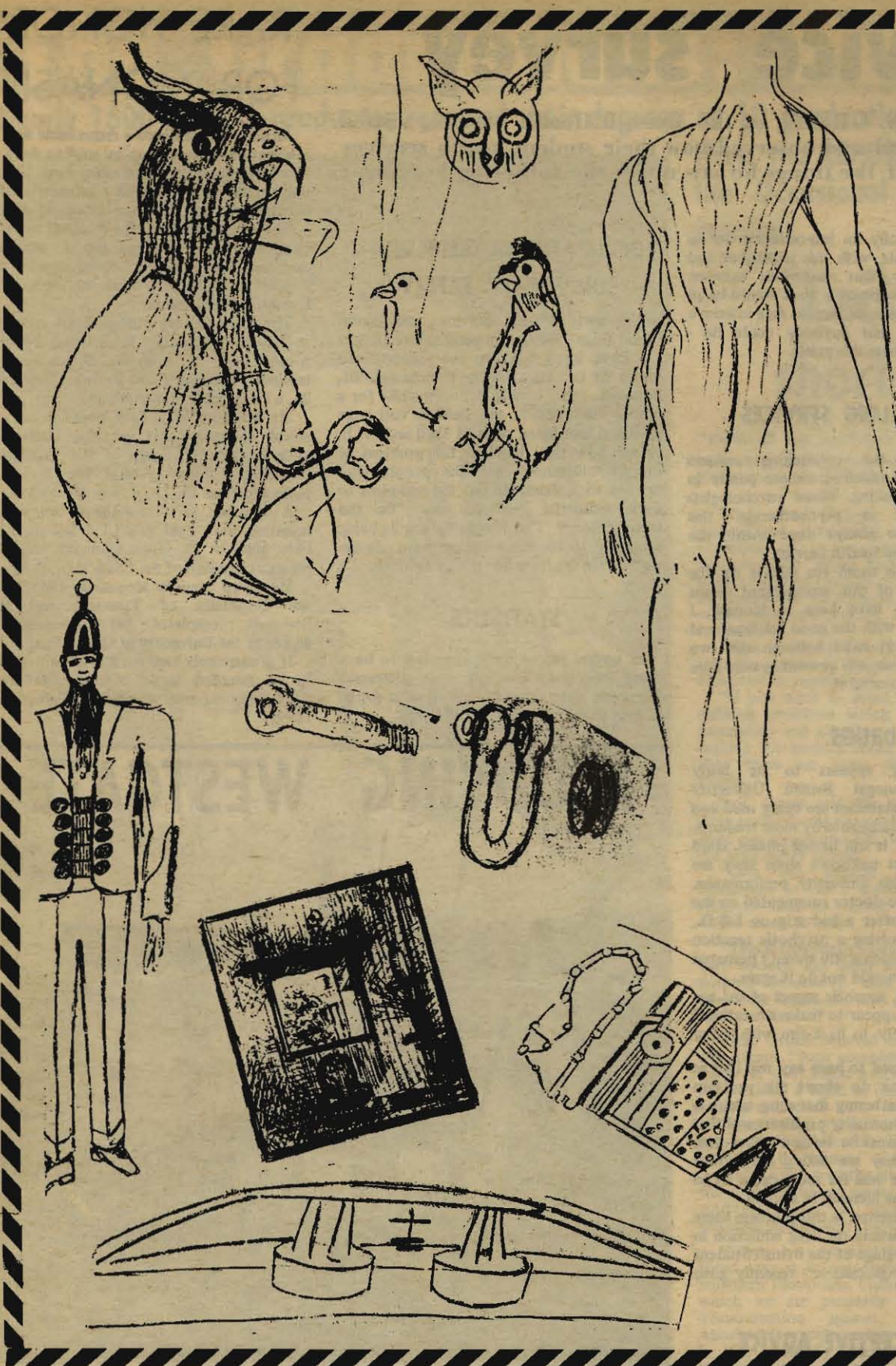
Prof. McIntyre, chairman of the physiology department, will be the delegate from the Australian Academy of Sciences at the general assembly of the International Union of Physiological Sciences to be held during the Munich conference.

Prof. R. Porter will be presenting a paper at a symposium on "Neural Control of Motor Performance" in Zurich on August 7 and 8.

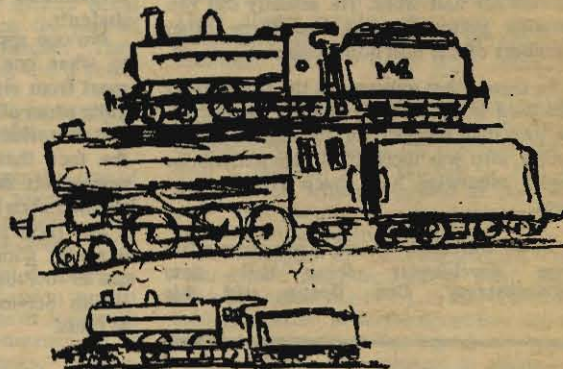
Dr. Brian Cragg, senior lecturer in the Physiology Department, last month attended a conference in New York, sponsored jointly by the National Institute of Child Health and Development and the Rose F. Kennedy Centre.

# THE "REPORT"

This month, MONASH REPORTER proudly presents the "Collection", art coup of the century. For years the Room in the wake of Professorial Board and colleagues have been genuine (unsigned) original doodles. Many are genius. But all provide a valuable insight into our intention to invite the Psychology Department to know how many of them were the work of psychologists. Gems from the Collection in later issues.



FOO WAS  
HERE



## INDONESIA AT THE POLLS

By  
**HAROLD CROUCH**

ON July 3, Indonesia will hold her second general elections since independence. The first elections were held in 1955 under very different circumstances from those prevailing now.

Between 1950 and 1957, Indonesia was working under a parliamentary system where the government was responsible to the parliament. As no single party was able to form a government by itself, a series of unstable coalition governments followed each other in quick succession.

The government formed as a result of the 1955 elections was also a coalition government which split in the face of the regional unrest which was becoming more serious in 1957.

Harold Crouch was a lecturer in political science at the University of Indonesia for three years and is now working on a Ph. D. in politics. This article was written for the Community Aid Abroad Journal, "NOW", and is reproduced with permission.

In 1959 the parliamentary system was finally abandoned and replaced by the Presidential system that is still in operation. Under the Presidential system, the government is no longer responsible to the Parliament but to the People's Consultative Assembly which normally meets every five years.

The coming elections are parliamentary elections, not Presidential elections. President Soeharto will not be facing re-election until March 1973 when his five-year term expires.

Nevertheless, President Soeharto has a considerable interest in ensuring that the parliament is sympathetic towards him and his programme. It seems very likely that his hopes will be fulfilled.

In the first place, 100 of the 460

members of the new parliament are to be appointed by the government. Most of these appointees will be drawn from the armed forces who can be expected to loyally support the government at all times. Thus, of the 360 elective seats, the government only needs to win 130 or 37% to have an overall majority in the parliament.

The unofficial government party in the election is the Joint Secretariat of Functional Groups usually known as "Golkar". The "Golkar" is a federation of organisations, such as labour, veterans, women's and students' organisations, which are not affiliated to one of the conventional political parties.

Although military personnel are not permitted to stand as candidates in the elections, nearly all the important officials of the "Golkar" are army generals and it was they who selected the "Golkar's" civilian candidates among whom are such prestigious figures as the Sultan of

Djogjakarta and the Foreign Minister, Adam Malik.

The government hopes that together with the appointed members, the "Golkar" will win sufficient seats to form a majority in the parliament.

In addition to the "Golkar", there are nine legally-recognised parties compared with the dozens of parties competing in the 1955 elections. Among the parties dissolved since 1955 is the Communist Party which was banned in 1966.

The three main parties contesting this year's elections are the National Party, the Nahdatul Ulama (a conservative Muslim party) and the Indonesian Muslim Party (a more modern party).

However, it would not be true to classify these parties as the opposition. Each of them is represented in the cabinet and each has expressed support for the re-election of President Soeharto in 1973. Indeed, one of the central issues seems to be who supports

# R COLLECTION"

resents its greatest achievement — the "Reporter  
our agents have combed every corner of the Council  
committee meetings, gathering a priceless harvest of  
the works of geniuses — if not works of (artistic)  
that goes on at Prof. Board meetings! It had been  
nt to assess their merit — but realised we didn't  
ologists. The REPORTER hopes to publish further



President Soeharto most with each party trying to prove that it is more loyal than its rivals.

The most controversial issue so far does not involve policy at all but the way in which the campaign is being run.

Some of the party leaders have alleged that certain military figures in the government have provided special help for "Golkar". For example, great pressure is being applied to government officials to support the "Golkar" and in some of the regions it seems that local military commanders have intervened on the side of "Golkar". But such critics are usually quick to point out that criticism of certain government officials does not imply criticism of the President.

The campaign has thus been marked by an absence of major policy issues. In fact the government has deliberately tried to bring about this situation by prohibiting certain controversial issues such as the teachings of former President Sukarno and the question of the Islamic State. Other issues such as the role of the military in political life and the question of corruption are not formally prohibited but the parties have perhaps prudently left them aside.

The editor of a leading newspaper, "Nusantara", which gave much attention to these issues is now standing trial in Djakarta on a charge of insulting the President.

In conclusion, it seems that the government could well have a majority in the new parliament. Even if it does not, it will still have the support in parliament of the political parties.

## U.S. EXPERT TO VISIT MONASH

A well-known expert on Indonesian politics and history, Professor George McT. Kahin, is due to visit the Monash History Department during third term.

Professor Kahin is Professor of Government at Cornell University and Director of the Cornell Modern Indonesia Project. He has written many articles on Indonesia, but perhaps his best known work is a book written in the early 1950s, "Nationalism and Revolution in Indonesia." Under his leadership Cornell has become the major American centre for Indonesian studies.

## WANTED: A DEPUTY V-C

The University of Melbourne hopes to appoint a Deputy Vice-Chancellor in the near future.

Since the resignation of Professor E. S. Hill from the Deputy Vice-Chancellorship, the duties of the office have been substantially recast and the person to be appointed will be expected to assume responsibilities for academic planning and development, budget planning and the development of staffing policy and administration. He will be directly responsible to the Vice-Chancellor.

The University is seeking a person with high academic standing, administrative skills and a capacity to establish effective relationships with staff at all levels and with students. The appointment will be for seven years in the first instance subject to detailed terms and conditions which are available to applicants. The person appointed will also be appointed as a Professor of the University with normal tenure (except that if he resigns from the Deputy

Vice-Chancellorship before the end of his term, he will also resign from his Chair).

Further information, including details of the proposed senior administrative organization of the University is available from the Registrar. All correspondence, marked "Confidential", should be addressed to the Registrar, The University of Melbourne, Parkville, 3052. Applications close on Monday July 5.

## A LIFT FOR STUDENTS

Students in Arts have been given an elevated status. The Arts Board has agreed, having consulted the Dean of Economics and Politics, to the removal of notices on lifts forbidding their use by students. It has also agreed that notices be placed on escalators requesting passengers either to keep moving or to stand to the left to allow others to pass.

# The Graduations: Points from the

Nearly 1600 Monash graduates received their degrees at 10 graduation ceremonies during April and May.

Here, the REPORTER publishes extracts from some of the Occasional Addresses delivered at the ceremonies . . .

## "Lack of concern is shortsighted, stupid"

"FOR all the activism which this generation has indulged in, you show every indication of following a familiar course," Professor F. H. G. Gruen told Economics and Politics graduates at the April 29 evening ceremony.

Professor Gruen, Professor of Agricultural Economics, said this course consisted of a few years of indignant concern with social betterment, coupled with a demand (usually non-negotiable) for an immediate solution to world problems which were particularly noticeable at the moment.

"This is then followed by a trailing off into the apathy of disinterest of the young executive or professional," he said.

"If you want to avoid dealing with the difficult problems which are facing your generation and all of us - basically that of making the world a better place to live in - then there are some classical forms of escape."

Prof. Gruen said the most common of these escape forms was a total pre-occupation with one's personal life, with the climb up the long career ladder.

"One can indulge in a complete immersion in one's specialist professional field to such an extent that the outside world ceases to exist.

"This is frequently coupled with the view that society has been so corrupted that nothing can save it - that it has fallen into unworthy hands and that you, the virtuous, have no chance."

Prof. Gruen believed that society could not afford "such escapism on the part of many of our ablest young people." They should lend a hand in making this a better society to live in.

"Don't expect me to tell you in detail how one should do this. If I knew, I would have done it long ago."

Prof. Gruen told the students that one of the main problems would be tolerance and understanding of communities with different habits, skin colour or creed.

"When we consider racial intolerance these days it is not discrimination against Southern Europeans, Catholics or Jews with which we are primarily concerned; it is discrimination against blacks, Asians, Aborigines or coloured people generally. It is not primarily legal, but social and economic discrimination."

Prof. Gruen said that enlightened policies and morally responsible attitudes were unfortunately all too rare in Australians' dealings with coloured people whether they be Aborigines and Thursday Islanders, Papuans and New Guineans, or Fijians and Indians employed by white Australian employers.

Apart from the immorality of the lack of

concern for others less fortunate, such lack of concern was a most shortsighted and stupid policy for Australians living at the doorstep of Asia - a policy which constantly offended the sensibilities of neighbours.

"I have some hope for the long term future springing from the fact that the young and educated are by and large more racially tolerant," Prof. Gruen said.

Professor Gruen said there was a good deal of loose thinking these days regarding the lack of usefulness of further economic growth.

Much human effort, it was said, was directed towards obtaining possessions which were simply not worth having and which, once possessed, were not enjoyed.

These types of comments were typically made by those in the top one per cent of income earners of their particular societies - people such as John Kenneth Galbraith in America, E. J. Mishan in England and Sir Garfield Barwick in Australia.

However, those who decried further economic growth simply had no idea how the other 99 per cent live. A good deal of hardship still existed - even in affluent countries like Australia.

The critics of economic growth blamed growth for many of the evils of modern civilisation, including pollution and the destruction of the natural environment. These abuses resulted from too narrow a perspective in the making of economic decisions, rather than from economic growth.

Whether a particular economic decision would in fact make the community better off required taking all the repercussions of such a decision into account - not just those effects which appeared in the profit and loss accounts of companies or individuals making the decision.

As examples of "shortsightedness" and "inadequate social accounting" Prof. Gruen mentioned the Little Desert, industrialisation in Westernport Bay and the NSW government worrying about export income and its own revenue in aiding coal export by Clutha interests on the NSW south coast.

Prof. Gruen said that universities all over the world, including Monash, had been extraordinarily tolerant of the revolutionary excesses of some of their students - perhaps somewhere between 2 and 6 per cent in the case of the Monash student body.

No organisation other than universities - in either the Western or the Communist worlds - would tolerate the physical disruption of its activities with so little reaction.

At Monash, the authorities - including the much maligned Council of this university - had been very reluctant to resort to - or endorse - disciplinary measures, except in cases of very great provocation.

"I believe that this tolerance has been interpreted by some revolutionaries as weakness and a lack of determination to defend ourselves from physical interference in the manifold operations of the university - whether these be relatively peripheral activities such as the Careers and Appointments Office or other more central ones," he said.

"We need to reaffirm our determination to defend the continuing uninterrupted operations of our universities. Otherwise their functions will become increasingly difficult to fulfil - under attack in the first place from the intolerant revolutionaries on the inside but also, before too long, from the hard-headed impatient practical men from without."

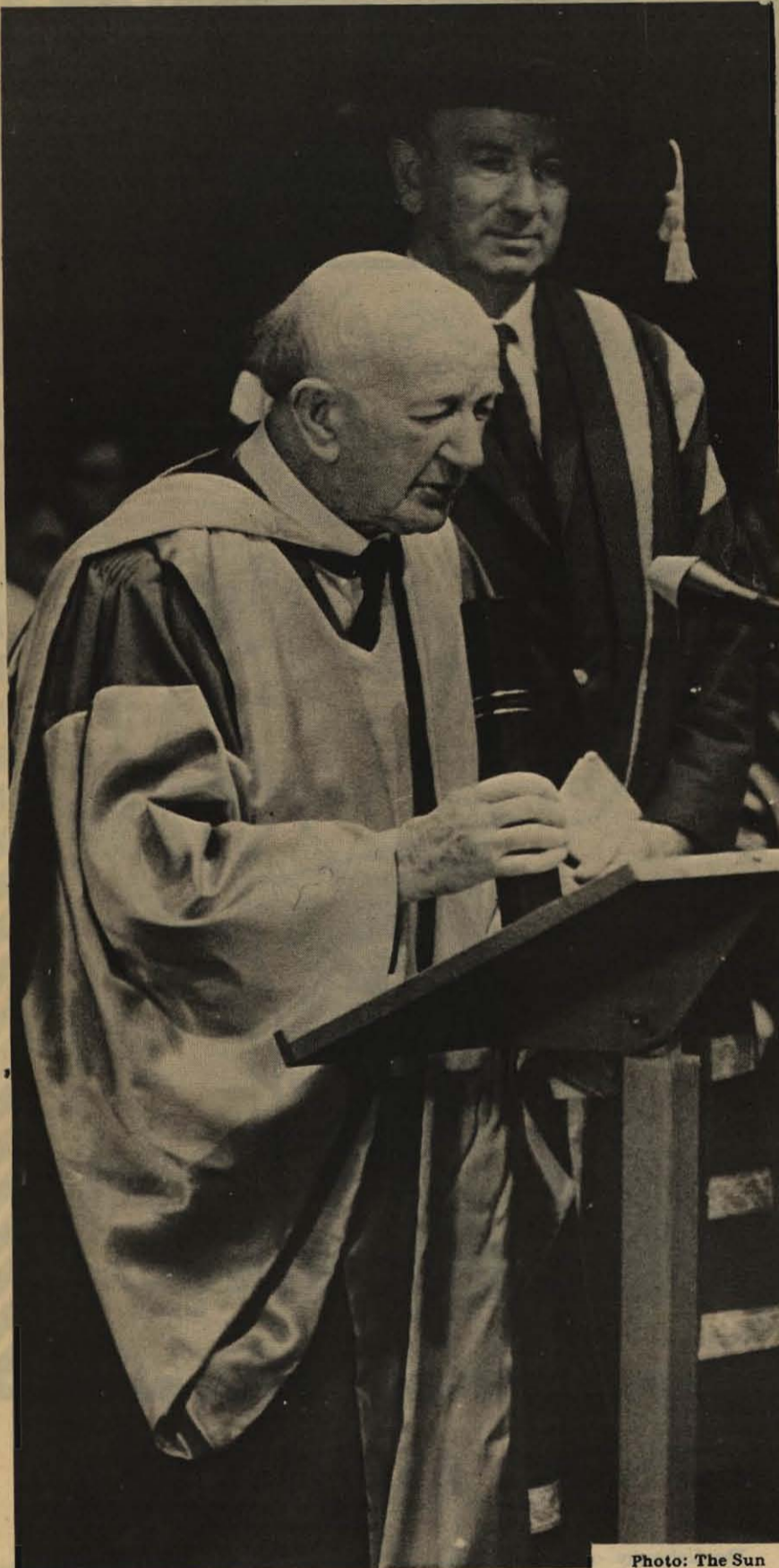


Photo: The Sun

## Honorary degree for "grand old man" of music

ONE of the more heartwarming moments of the graduation ceremonies is pictured above.

Dr. A. E. Floyd, known to millions of radio listeners for more than 25 years for his Music Lover program on the ABC, received an honorary degree of Doctor of Letters on May 19.

Dr. Floyd was organist at St. Pauls Cathedral from 1914 to 1947. He first began broadcasting for the ABC before the second World War.

Now aged 94, Dr. Floyd is believed to be the world's oldest broadcaster conducting a regular program.

## "Make TV an adjunct, not dictator"

The use man was making of television was criticised by Professor A. R. Chisholm, Emeritus Professor of French at Melbourne University, at a May 7 ceremony.

Professor Chisholm said: "Though I am hopelessly bored by many of the programmes television offers, I never cease to marvel at the ingenuity that has contrived to transmit pictures and intelligible sounds through space, through the tumult of traffic, through the walls of our houses.

"The wonder of this makes it all the more lamentable that what is transmitted is often so cheap, so banal, so little calculated to stimulate the viewer."

Professor Chisholm said that ultimately the community shared the blame for such fiascos by failing to protest against the misuse of an amazing apparatus.

He said that humanities were concerned

with the study of man as a thinking creature and of the system that he created. It should use technology as an ally.

Professor Chisholm said that in language and literature mechanical devices, should be used as an adjunct, not as a dictator.

"A computer can tell us how often a poet uses a particular word or phrase in the sum total of his work," he said.

"But only a human mind can discover how he uses this word or phrase; what its overtones are in various contexts. Does it sing, or sigh, or sparkle or thunder, or is it just a semantic stop-gap, a scrap of linguistic slotsam?"

Professor Chisholm, who has taught at Monash several times since his retirement from Melbourne University in 1957, received an Honorary Degree of Doctor of Letters at the ceremony.



## "Beware the political seducers' double-talk"

A UNIVERSITY was not a place where truth could be established along party lines or by mass referendum; it should never be diverted to the service of any political cause.

Professor S. R. Davis said this at the Economics and Politics graduation on April 29.

He said that, as a professor of politics, his business was not that of legislation or reformer; neither his training, nor his subject, nor his appointment licensed him to teach people how to live their lives. Whenever a teacher of politics exchanged the rostrum of the pedagogue for the pulpit of the salvationist, he diminished his subject and defrauded his office.

Professor Davis went on: "My paid concern is to try to explain the world to those who may choose to change it, but until they decide to do so, I am content that they should discover only themselves.

"It is a remarkable paradox that at no time in human history has there been such a deep concern to awaken the individual to his own possibilities as there is now, but at the same time it is very doubtful whether there has been time in human history when so much effort is being put into standardizing, depersonalizing, and reducing him into the mass.

"We are constantly told that much of the distress and insecurity of modern youth - and indeed all of us - is induced by the threat of physical annihilation. It is not a foolish fear. But what holds a far greater terror for me is not nuclear incineration, but the spectre of mental or spiritual erasure as a person, of becoming a puppet at the hands of manipulators - whether they be political or non-political.

### Possessing the mind

"And this too is not a foolish fear. Our times have given us a good account of the ways in which the human mind can be possessed and directed - not merely by the cultural undercurrents in our society, not merely by the practices of the hidden persuaders, but also by deliberate experiments in the service of political ideology.

"Where education should be directed to condition men to maturity, to face complex and ambivalent reality as it often is, the political seducers of our time condition him to regressive infantilism with simpleton catchwords, slogans, formulas, and symbols; with Orwellian double-talk and double-think; with rhythmic chanting; with loud mouthed-phoniness; with ecstasy rituals, with semantic fog and with labels!

### Professor C. G. Phillips

In the May Reporter an article on the occasional address given by Professor C. G. Phillips, Professor of Neuro-Physiology at Oxford University, was headed "Research May Have To 'Go To The Wall'" - Professor C. G. Phillips.

This heading was not intended to suggest that Professor Phillips was recommending that British research should go to the wall. He was merely stating what many politicians and journalists in Britain had been saying.

The relevant part of his speech said: "Since the Government can't afford to pay both for this and for research, and since University people would have to give most of their time to teaching the larger numbers, it is being freely said, by politicians and journalists, that teaching will have to take precedence and research will have to go to the wall."

"To escape all this is not easy. The techniques of propaganda and salesmanship have been refined and systematized; there is scarcely any hiding place from the constant visual and verbal assault on our minds.

"The spectacle that we are confronted with now, however, for the first time in the lives of most of us, is that the refuge we had come to assume we can assume no longer because the attack upon the person no longer comes from the outside alone, but from within our gates. At its first appearance this came as something of an unhappy surprise to many who believed that while the world could undergo its periodic fits of madness, reason and sanity would be secure in the university.

"But this, as we have come to realize, was if we are to be kind to ourselves - idyllic, slumbering innocence; for had we thought better we would have realized that no human institution can escape the all-enveloping gusts of social storms."

Professor Davis said that the "new phenomenon" of the mass meeting, mass confrontation, mass agitation, mass propaganda and mass debate would, if carried to excess, overwhelm people's minds and deny them as individuals.

"How would we respond to a situation in which not only students but the staff of this and every other Australian university expounded "right-think" and "wrong-think" on the campuses, legitimized political agitation as a morally desirable and fitting way of life in the university, passed resolutions as a university condemning or supporting outside causes, directed administration and policy-making through mass meetings and plebiscites, imposed party lines on students and staff, and made heretics of those who disagreed?

"However else we might react to such a phenomenon, few of us could doubt that this would be a horrifying perversion of what a university is about.

"While there are many who find it difficult to say what a university is, it is surely not difficult to say what a university is not. Thus, it is not a place where knowledge is pursued and truth established along party lines; it is not a place where truth is established by mass referendum; it is not a place where truth is disputed through

## Changes needed in Asian studies approach

UNIVERSITY approaches to the teaching of Asian studies were criticised by Professor J. V. Neustupny at the May 7 evening ceremony.

Professor Neustupny, chairman of the Department of Japanese, said teachers and students in arts faculties often supposed the main aim of Asian Studies departments was to produce academics.

"The students can sometimes read and understand difficult literary texts but they cannot read the Asian newspapers, cannot read a telegram, they do not understand the radio and we are not surprised when these graduands are not welcome in the practical life," he said.

Prof. Neustupny said that neither the community nor the universities were able to develop the understanding between Australia and her neighbours without comprehensive co-operation from the other side.

Universities must change their attitudes in undergraduate courses from the attempt to produce academics to more realistic aims involving increased attention to the culture and thought of Asian countries.

the language of excrement; it is not a place where one changes one's views because one's colleagues or one's students do not like them; it is not a place where a teacher is supposed to find out what to think, or how to think from one's colleagues or one's students.

"Plainly if a university were to become any or all of these things, then it is no longer the university history has known, nor can it by any stretch of genuine imagination be called a university. It might be called - an institute for the propagation of the faith, or a centre for the daily revelation of the truth by ballot, or a forum for reconditioning alienated minds, or it may simply be a continuing Woodstock for the experience of communal love and ecstasy. What it is not, what it is no longer, is a home for individuals, for diversity, or the universe of knowledge and learning.

"To speak more positively, a university exists to maintain the integrity of the intellectual enterprise, and it does this by ensuring that the diversity of viewpoints within it serves rather than destroys the individual scholar. And if we subscribe to

## "Rich are getting richer"

AUSTRALIA, and other rich countries, were guilty of gross self-deception on helping the development of backward nations, Professor B. L. C. Johnson, Foundation Professor of Geography, said at the May 19 afternoon ceremony.

Professor Johnson called for the reduction of "the dangerous inequalities" in living standards between Australia and the underdeveloped world.

"We flatter ourselves that we give generously to help develop the backward nations, but I believe we, and other rich countries, are guilty of gross self-deception on this count," he told the Arts graduands.

Professor Johnson, who has just been appointed professor and head of the department of geography in the School of General Studies at ANU, was giving the Occasional Address.

He said: "The rich get richer through continually investing part of their wealth in scientific and technological research and development, to which all institutions of higher learning properly make their contribution.

"The poor nations have little prospect of ever catching up with the rich, since their lack of adequately trained and financed manpower prevents their competing on even terms on world markets.

"So the gap between rich and poor widens, and it is only the rich that have it in their power to change this trend which is so ominous a threat to world peace in decades

this view of it, then it follows quite ineluctably that it is vital that this and every other university must never be diverted to the service of any political cause.

"The question is often asked whether a university can remain politically non-allied without becoming irrelevant. The answer is most emphatically - YES! Otherwise, if all men and all departments mortgage their educational assets to a single political cause, who is to tend to those roots of civilization for which the cause is fought?

"I would be totally opposed to any effort which tried to put this university on record - whether by referendum or mass meeting - for any of my political beliefs however deeply I might feel about them. This kind of mechanical truth-finding is otiose to the whole notion of a university, because truth is independent of the number of her votaries.

"More than this: for a university to assert that the truth has been found is to end the search for it. While this may be the way of life for the legions of messiahs who inhabit history, for those who believe that the search for social meaning can have no finality, or indeed for a university to proclaim such finality is intolerable. And it is because I hold these beliefs that I exhort graduands to guard their individuality and thus guard their university."

to come. Yet the voices are few that speak up for greater and more effective giving of wealth and skills to help the poor".

Professor Johnson said that for too long Australia had assumed an attitude of selfish apathy towards environment - or worse still an aggressive disdain for the aesthetic possibilities of countryside and city.

"Perhaps we have been bemused by the very extent of our sparsely peopled continent, into a disregard for the consequences of concern. More significant probably have been the effects of the rapid growth of our metropolitan cities outstripping the evolution of political mechanisms adequate to control the consequences of growth.

The demand for unrestrained development in a free-enterprise society has often cast conservationists and even planners in the role of opposition to legitimate economic profit."

Professor Johnson said overseas aid and environmental conservation may be reduced to simple terms: "how are we to persuade an affluent community to forego individual and corporate profit in the interests of ideals embodied in words and phrases such as 'aesthetic standards', 'humanitarianism' and 'social justice'?"

represented by students newly coming to the universities and enrolling for subjects does not show similar trends."

Prof. Neustupny said that present Australian interest in Japan was based on political and economic aspects. "The fact that people in Japan besides producing transistors and cars also think, and that they think in a pretty modern way, is completely buried under the flow of information about Japanese economic achievements.

Prof. Neustupny said he believed the old European practice of teaching Asian studies in closed classrooms thousands of miles from the topic had already become obsolete in Australia.

"We have been trying at Monash to break through this trend, and in 1970 and again this year we sent our whole fourth year Japanese studies class to Japan to live and study, and experience the problem of understanding their private life.

"It is not easy to finance or arrange these programmes. We are grateful to those in the community who have contributed to this aim."

## IN BRIEF

### FLYING CLUB

A University Flying Club, aimed at securing discount rates for flying tuition, will be formed this term.

A preliminary meeting last term attracted more than 100 people. Of these, 10 were already licensed pilots and at least 35 said they wished to undertake a flying course.

Membership of the proposed club will not be restricted to active fliers. Anyone interested in aviation is invited to join - airport tours, film nights and other functions will be arranged for non-flying members.

A meeting has been called for June 15 (venue to be announced) to consider the aims and objectives of the club.

Further details can be obtained from Damien Ziebell (home, 98 3527) or Leighton Morris, in the Law School (ext. 3347).

### LABORATORY TECHNICIANS

The Australian Institute of Science Technology is forming a Victorian division and all laboratory technicians are eligible to apply for membership in the Institute. Membership gradings are determined by qualifications and/or experience.

The Institute is the official educational body of the Australian Council of General Staff Associations and the formation of a Victorian division is supported by the Committee of the Monash University General Staff Association.

The Institute is controlled by, and is for the benefit of, laboratory technicians only.

It has, in an advisory capacity, as its President and several Vice-Presidents, professors of various University disciplines.

For further details including an information booklet contact the Institute's Victorian representative, Mr. W. H. Brown, Media Laboratory, Department of Biochemistry, Monash, ext. 3748 or after hours, 97-1469.

### SCIENCE CONGRESS

The Australian Academy of Science is sponsoring the Twelfth Pacific Science Congress to be held at the Australian National University, Canberra, from August 18 to September 3 this year.

Information about the programme and registration can be obtained from the Organising Secretary, Twelfth Pacific Science Congress, Australian Academy of Science, Gordon St., Canberra City, A.C.T., 2601.

### RESEARCH FELLOWSHIP

The University of Melbourne invites applications for a Research Fellowship and these should be lodged with the Registrar, University of Melbourne, by July 31. The fellowship is intended for a scholar who has recently obtained the degree of Doctor of Philosophy (or equivalent qualification), and is valued at between \$6697 and \$9286.

### MEDICAL PRIZE

Applications are invited for the "Selwyn-Smith Medical Research Prize", which is open for competition annually and is awarded to the candidate who submits a record of original research which makes the most important contribution to medicine.

Full details of the Scholarship may be obtained from the Secretary, Faculty of Medicine, University of Melbourne. Closing date for application is June 30.

Monash has expanded its stationery. Miss Adrienne Holzer, ext. 2002 in the University Offices, has available some 1 1/4" x 2 1/2" inch stickers with the Monash emblem. Miss Holzer says they are ideal for conferences as they can be easily used to decorate the lapels of delegates.

Where speakers at the graduation ceremonies (pages 8-9) were concerned with trying to explain the world to the young, the Pro-Vice-Chancellor, Professor J. M. Swan, found himself at an earlier function attempting to explain the young to the older generation in . . .

# A WORD TO PARENTS

**PERHAPS** without too much planning, or indeed with very little conscious effort on your part, you have suddenly found yourselves the parents of a Monash Student!

In some sections of the community this might well be regarded as a potentially nerve-shattering experience; you might even be accused of having sired a monster. But those of you who have known Monash for some time, who have had adult children here for a number of years, will know that such fears or accusations are nonsense.

Any university worthy of the name will be lively and provocative; staff and students alike will be encouraged to put forward new ideas, to debate both sides of an argument, to challenge false assumptions or outmoded values, and, in general, to keep people both within and outside the university 'on their toes'.

By that I do not mean just urging students to study even harder, or prodding the workers to stop leaning on their shovels.

Indeed, if you happen to agree with me that unrestrained economic growth must in the end lead to ecological disaster, you may well wish to encourage people to produce less, to consume less, to conserve rather than exploit, and to bend their energies to finding better ways of making use of the increased leisure which comes with increasing affluence.

But that is by the way. I want now to look at a facet of university life of which you are now observers, and your children participants.

In Tolstoy's novel 'The Cossack' he describes a community in Southern Georgia of about a century ago, where the test of manhood, the mark of achievement, was to cross the border into Turkey on a dark night, kill a Turkish soldier and return with his knife or pistol as a memento.

In the Gilbert Islands to this day the mark of manhood for the young teenager is to swim out to the reef, and using his own body as the bait, capture and kill a large octopus.

What comparable challenges do our young people face, or elect for themselves? Some dice with death on the highways, a very few opt out into a fantasy world of drug addiction, some accept, at the age of 18-19, the challenge of compulsory military service.

### GERMAN PRIZE

Lesley Bowman, 19, second-year Arts student, has won the Goethe Prize for German Studies. Her award, presented by the Society for Australian-German Exchange, was eight volumes of Gottfried Benn's works.

### CRICKETER - GRADUATE

Victorian cricket all-rounder Alan Sieler, 22, graduated with an Honours degree in Arts on Friday, May 7.

Mr. Sieler, a left-arm batsman and bowler, first played Shield cricket for Victoria in the 1969-70 season and played in most Victorian games last season. At present he is doing a Diploma of Education at Monash.

### AMERICAN SCHOLAR

A fourth American senior scholar will visit Monash this year under the auspices of the Australian-American Educational foundation. He is Dr. C. Ladd Prosser, Professor of Physiology at the University of Illinois, and an internationally renowned comparative physiologist and marine biologist.

He is arriving here in September and will work in the Department of Physiology, principally with Professor Mollie Holman.

Many, at the age of 17, make their challenge the Higher School Certificate, university entrance, and a government scholarship. These are the goals they strive for, the community prizes they seek; these are the hallmarks of their young adult achievement.

I think that we old adults do not sufficiently recognise that in our community, university entrance has become a dead Turk, or a captured octopus.

And when one of our children passes this test, is it any wonder that along with our feelings of pride, we may also feel a little shattered. Suddenly they are adult, they are no longer dependent children, they have been accepted into the university, they are maybe leaving home.

Of course, just being a parent can be nerve-shattering at times, whether or not your child has academic ambitions. But, if your socially-concerned, humanity-oriented, politically-activated, parent-provoking child is also a Monash student, you may at times be tempted to think that things would be so much easier at home if only the young lady or the young gentleman were not being taught all those heretical or subversive or revolutionary or disturbing ideas at THAT UNIVERSITY.

But things really wouldn't be easier. We live in a community as man has done for many thousands of years. Like other social animals, man satisfies three basic needs by living in association with others - his need for security, his need for stimulation, and his need for identity.

While the problems of identity - who am I?, what am I doing here?, where am I going? are often of major concern to the young adolescent, I propose to consider only the problem of stimulation.

The university is a community, some would say an ivory tower, within the larger community. The degree to which the university community should be isolated from its larger environment, so as to preserve its opportunities for free and critical inquiry, or be involved with the larger community, to better justify its special privileges, and even its existence, is a matter of much debate at the present time.

Such debate acts as a stimulus for the staff and students of the university, and is therefore a healthy and welcome feature of this community life. Remember, the opposite of stimulation is boredom.

Perhaps the militant student activist is bored to distraction, and needs the stimulus of violent action, the confrontation, the defiant sit-in, to enable him to remain a satisfied member of the university community. If this is true, it is a sad commentary on the courses that these students are taking - or more correctly their reaction to those courses.

If my thesis is correct, that a need for violent and aggressive behavior indicates boredom, a failure to gain intellectual challenge from the courses of study provided by the university, then we can perhaps take some comfort from the fact that the number of students who are bored to this point of distraction is very small.

Of greater concern is the fact that serious student unrest can inhibit rather than help the reforms necessary to improve the university. From the very beginning, Monash staff have been concerned to modernise their courses, to experiment with new teaching methods and methods of testing and examining, and to achieve always the highest academic standards in both research and teaching.

Extreme forms of student aggression can produce a situation where efforts of this kind are inhibited or retarded. Some men can continue to produce works of scholarship while the city burns and the invaders put the populace to the sword, but we are not all of us of the calibre of Archimedes, Beethoven, Christopher Wren or Shostakovich.

Society may well be defined as a brotherhood of tempered rivalry, but a university society does not flourish when the rivalry becomes hot-tempered!

What we must avoid, staff and students together, and here the parents can help us greatly, is a situation where boredom and frustration, helped along by misinformation and misunderstanding, can cause the campus to boil and then explode.

### First know what's right

To find out what is wrong with a university, you must first know what is right within it. The starvation of some basic need in the academic community may well result in a condition of disease or disorder, for example, boredom, which can never be cured until its cause is recognised.

In contrast to Sigmund Freud, who built a psychology based on a study of sick and unhappy people, I believe that one should build an educational psychology on a study of what is healthy, of what works and succeeds. And to find out what is healthy and successful, one must consult with the students, and our past students - the graduates.

Heroic, large-scale solutions of social problems are undesirable and the most heroic and large-scale solution of all is, of course, the revolution. History shows that if you attempt by revolution to leap from one mountain peak to another more glorious and more desirable peak, you usually crash into the abyss between them, and in crawling out you may ascend not the peak you sought but another peak far less desirable.

In science, advances have been to a large extent achieved by slow, steady exploration, with an occasional spurt forward, and an occasional impasse, invariably overcome by a new understanding, and a new move forward.

Social problems, university problems, family problems, the problems of poverty, of war, of race, can also be tackled in this way, and I believe tackled successfully.

But this will require cooperation and goodwill within the universities, where the new ideas and advances are most likely to originate, and from where our graduates will set out to solve the world's problems in a wider sphere.

## Jobs for women

A quote from "Careers Weekly" a publication of the Monash Careers and Appointments Office under the heading "Are women Graduates Employable?":

"Women graduates must recognize that, however much we may deprecate it, they will establish careers in the face of a strongly entrenched, though probably waning, prejudice which can be either implicit or explicit.

"Women generally are employed, almost invariably, for the immediately useful skills that they can provide, and rarely is consideration given to their potential for development into positions of responsibility. The fact that some women do achieve such positions is usually explained away as 'exceptional', and it is often difficult to convince employers that it might happen again

"... Our experience suggests that if a girl really wants to develop a career, and if she goes about doing so with a realistic understanding of the forces working against her, she will be successful."

An academic brings back . . .

# A cautionary tale for needy scholars

DR. DUNCAN WATERSON, senior lecturer in history, back from 12 months study leave in the United States, painted a sober picture of living costs in his report to Council last month. The Reporter reprints it here as a guide to other intending travellers.

During my year in the United States I was constantly in touch with Australian and other foreign post-graduate students and scholars. Many of these were grossly under-financed or had miscalculated the cost of living in the United States.

The result of these factors, plus a year of unprecedented inflationary pressure, often removed the margin between a reasonably serene and contented sojourn and one riddled with financial anxiety. Some scholars had to curtail their stay because of financial difficulties. Others were forced to neglect many of the opportunities the United States offers the academic and the observer.

Scholars proposing to spend some time in the United States might find the following points worth noting:

## Accommodation

Universities do not usually provide Fellows with accommodation. Houses and apartments on the East Coast are in short supply and Boston rents, astronomical by Australian standards, are higher than all East Coast and Mid-West cities, except New York. For obvious reasons family accommodation is much more difficult than single or shared units.

Furthermore, the use of transit housing is apt to be financially crippling, unsatisfactory and frustrating.

There is also the widest variation in social, educational and locational factors between suburbs which has often confused the ignorant new arrival.

It is recommended that intending visitors should make themselves as familiar as possible with the anatomy of their destination before settling on a particular locality.

## Winter clothing

In New England this is essential. While clothing is comparatively cheap, it is still expensive by European, and to a much wider extent, Australian standards. On the other hand, children's clothing is durable, attractive and reasonably priced.

## Health insurance

While Harvard University provided G.P. Services for their students and Fellows, it was impossible to obtain medical insurance for the usual family medical needs. All of us, however, were insured against possible hospitalization at tremendous cost with the Voluntary Funds. This, for travellers, was absolutely essential as neglect of this precaution could lead to complete financial disaster.

## Household expenses

During our stay we were involved in a massive increase in food and material prices. This, a direct consequence of inflationary pressures released by the Vietnam adventure, fell with great weight on the poor and those with fixed incomes. While the standard of food consumed was lower than in Australia, and the prices considerably higher, we found that it was possible to eat fairly well, provided a somewhat monotonous protein-lacking diet was evolved.

Apart from a very few occasions, we did not, for obvious financial reasons, patronize restaurants beyond the hamburger stand and the pizza parlour.

## Air fares

The Air Fares across the Pacific are an international scandal and pressure should be exerted on the Government to break the I.A.T.A. agreement on them. Furthermore, considering the wide range of concessions available for academics elsewhere in the world, the plethora of reliable cheap charter flights and the availability of other aids, the payment of flat rates bites deep.

I have always believed that the most useful role the RAAF could possibly perform would be the transfer of young, talented Australians from one country to another. But not by F111.

## Internal travel

Cars are relatively cheap and reliable within the United States. Few mechanics remain, however, who are able to repair them. Nor can the pocket sustain the cost of major repairs in the 'disposable society.' Petrol is comparatively inexpensive, insurance is often costly and registration expensive.

Unable to afford hotels, we hired a tent-trailer and camped for several weeks. The facilities, usually Federal or State, were superb and numerous. Using the magnificent freeways to make time, it is possible to see a great deal within a limited period. It is unnecessary to add that after surviving the world's worst and most terrifying drivers in Victoria, touring in the United States was free from stress and worry - perhaps because most Americans now regard their car as a tool and not as an expression of social mobility, personal aggression or virility.

## Taxation

Scholars should be warned that any substantial American Fellowship is liable for the imposition of two direct taxes, Aliens Tax and State Tax.

In reality, the former is Federal Income tax. Apart from a personal deduction, there are no other deductions, even for one's wife and children. Given the familiar trend of inflationary incomes pushing academics to higher tax brackets without an accompanying increase in real salaries, the Aliens Tax (about 16% of my total Fellowships) on all Fellowships over \$U.S.3300. p.a., is a considerable burden. In addition, the Commonwealth of Massachusetts imposed a 3% State income tax on the whole of the Fellowship.

The whole question of the Aliens Tax requires the attention of the Commonwealth Government and the Australian Universities. Americans in Australia obtain far more equitable treatment and while I am not prepared at this juncture to dispute the principle of taxing foreign university visitors, it certainly seems that the obsolete schedules and the savage flat rate should be revised.

It should also be noted that consumer goods and food (in some States) are subject to considerable indirect taxation.

Don't forget Open Day - Monash, Saturday, July 10, 11 a.m. to 5 p.m. Mr. R. R. Belshaw (Careers and Appointments office) is the organiser.

# A BABE'S-EYE VIEW OF THE WORLD



**HOW do babies perceive the world in their first few weeks of life? How do they react to colours and noises and objects? Infant perception is an important research topic overseas but work in this field in Australia has been sadly lacking:**

For the past two years in the Psychology Department at Monash, Mrs. Beryl McKenzie has been studying the visual perception of infants. In the following article she discusses her research work with journalist Mietta O'Donnell.

It has been widely assumed among psychologists since the 19th century that vision in early infancy is imperfect and that the world appears confused and chaotic to the young infant.

But, contrary to these assumptions and beliefs, a newborn infant has a considerable degree of visual ability.

Babies respond to a variety of visual stimuli from early on in life.

Research with babies and animals suggests that a deprived visual environment with insufficient stimulation retards development.

At Monash Mrs. McKenzie's research is being undertaken in collaboration with Professor R. H. Day, Chairman of the Psychology Department.

The experiments involving about 100 babies have been conducted in the Cognition Laboratory of the Department, and in a local Baby Health Centre.

In the photograph above six-months-old Lisa, looks towards the screen on which different patterns are presented. Her direction of gaze is observed from small holes in the ceiling of the chamber.

Mrs. McKenzie has tested babies aged from 6 - 26 weeks. She has found that even the youngest of the babies tested could discriminate between checker board patterns and bar patterns and between vertical and horizontal lines.

"My concern has been primarily with establishing and comparing methods of studying infant perception," Mrs. McKenzie said.

"I have used methods which take

advantage of a response which occurs naturally without training, and other methods which involve a more complicated learned response.

"The latter method entails teaching babies to turn their heads to the left or to the right in response to different patterns.

## "No spontaneity"

"With the former method I show them different patterns and examine how long they look at each. We have shown that babies may demonstrate no spontaneous preference for looking at some patterns, but they are able to be taught to distinguish between them."

Mrs. McKenzie said the findings would yield evidence of infants' visual ability and would enable the establishment of a visual environment to take advantage of this ability.

"We are really only just beginning to determine what babies can do with and without teaching and at what age," she said.

"The more we know about the normal development of vision and visual perception in children, then the more we can help those who have deficiencies."

The Psychology Department's workshops designed and built equipment being used by Mrs. McKenzie. The subjects - the babies - have been the children of Monash colleagues and people from the Monash-Clayton area.

The research is not yet completed and Mrs. McKenzie would be pleased to hear from interested parents with babies from one to three months old, phone 541 3968.

