

with undergraduate students, many of them immature and uncertain of what they really want to achieve in life and who have come straight up from high school on the advice of parents and/or teachers. It seems necessary to ask ourselves whether this "follow on" type of tertiary education is really in the interests of students or our society as a whole. As an alternative, students completing secondary education could spend a reasonable period (possibly a minimum of two years) either participating in the working economic life of society or engaging in social work, preferably in developing countries through such agencies as volunteer services abroad. The maturity gained through these experiences is necessary to orient students towards the type of career they wish to follow and to motivate them into accepting the self discipline needed for full achievement in university tertiary education. Open university type T.V. and radio programmes, and the use of books and educational articles should, where possible, be made available to young people in this situation. By these means, potential university students could be kept in touch with tertiary level information, reasoning and synthesis of concepts.

After these experiences, the potential university student should be able to make a more personal choice of a future career and also a wise selection of the courses and subjects that will be of assistance and interest. At this stage, such a person ought to have the option of enrolling either as an external or part time student, or if it is practicable for the individual concerned as a full time internal student, which would mean the completion of a degree in a shorter period of time. Admittance could be granted to all with fair expectation of success; possibly success in one or two subjects taken under an open university system, rather than on marks gained in the final high school examination. A reasonable expectation would be for fewer undergraduates than we have with the present system. Also it might be expected that all internal students could support themselves for the first year of study. If successful at the end of this time, full Government maintenance support could be provided for the rest of the course as an alternative to the present system of Commonwealth

and State Government bursaries and scholarships. At present Australian universities are tentatively admitting that there is a problem in this area, by allowing undergraduates deferment of entry. Nevertheless, there are as yet none of the other re-organisations nor supporting educational structures that would make this a really effective policy. A university system organised on this pattern should be not flooded with immature undergraduate students, and should, for possibly a similar order of cost, be able to provide a tertiary level education to the general public as well as to the enrolled undergraduates. Freed from repetitive lecturing to massed undergraduates the same academic staffing should be released for more creative work. If it is accepted that an educated population is one of a country's greatest assets, this should provide considerable benefits to society. In summary, I am suggesting that universities should be seen as part of continuing education, not as part of a sequence from primary to secondary to tertiary. People take up continuing education when they decide they need such education to further their understanding of an area of knowledge.

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TRANSLATION NEEDS AND RESOURCES IN AN AUSTRALIAN UNIVERSITY

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The study of foreign languages in both the schools and universities of Australia has declined drastically over the last decade or so. This phenomenon, barely remarked upon at first by any but the language teachers themselves, has begun of late to call forth troubled comment from more disinterested quarters. For example, during 1974 a committee was formed within the University of Sydney's Faculty of Arts at the behest of members of non-language departments to investigate the causes of the decline of the teaching of foreign languages in schools, the likely effects of this on the teaching of the humanities in the university itself and possible ways of remedying any adverse effects. The most recent concrete manifestation of general disquiet about the phenomenon at the national level is probably the *Survey of Foreign Language Teaching in the Australian Universities* issued by the Australian Academy of the Humanities during 1975.¹

It might be expected that one of the effects of the decline in language teaching in the schools would be the inability of students and at least younger staff at universities to read background and research literature in their field which was not written in English. Such inability might derive either from the impossibility of taking the language at school level or from the belief that English was the all-sufficient medium of communication in the sciences and humanities, any important work being surely available in English translation, even though it may have originally appeared in a foreign language. The A.A.H. survey drew attention to this latter attitude in its section on social attitudes to language study:

There seems to be a deep-seated conviction in Australia . . . that the English language is a sufficient means of communication with the rest of the world and that the study of other languages therefore lacks relevance. This belief is accompanied, even among many academics, by a confidence which we consider unwarranted in the adequacy of translations of books and documents and of newspaper reports (often prepared by journalists who have no knowledge of foreign languages) as sources of information about the life and thought of the non-English-speaking world.²

In recent years the staff of the Language Laboratories at the University of Sydney had become aware of an increasing number of enquiries from staff and students wishing to have articles or chapters of books translated or merely needing some idea of the

contents of articles and books. The secretaries of the various language departments themselves had, of course, long been getting such requests, but members of these departments, which are all necessarily only medium to small departments in terms of staff numbers, were often too busy to undertake the demanding work involved or, if willing, found they lacked the expert knowledge of the relevant scientific or other discipline requisite for a satisfactory translation. And there were always the problems of what to charge, or even if to charge for the job anyway.³ As a result, demand often far exceeded supply.

In an attempt to provide some sort of remedy for this unsatisfactory state of affairs, an ad hoc committee enquiring into the role of the university's Language Laboratories asked two members of the Laboratories' staff to undertake a survey within the University of Sydney in order to determine what degree of need there seemed to be amongst staff, particularly academic staff, for the services of a translator and what resources there might be amongst academic, administrative and service staff on the campus itself to meet such a need. The survey had initially to be restricted to full-time staff as these were the only ones who could readily be reached using the computer print-out of the name and university location of employees. Consequently students, undergraduate and postgraduate, part-time staff and certain other categories of staff (e.g. some library staff) were missed out at this initial stage. It was, however, reasoned that if, from a survey of the full-time staff alone, it could be demonstrated that a sufficient degree of need for translators' services and a sufficient pool of resources to meet all or most of this need existed in this group, then there would be a prima facie case for setting up some kind of service to bring together those who needed assistance with translation and those who would be willing and able to give it. Such a service could be expected to be all the more important in turn for the unsurveyed group of younger, part-time staff (many of whom would be working on higher degree theses and other research) and students (especially Honours and postgraduate students), who are of course more likely to have been affected by the recent decline in language teaching in the schools than the generally older permanent and other full-time staff.

In mid-October 1974, a questionnaire was put together and sent to all staff on the computerized payroll. A preface to the questionnaire explained

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that its purpose was to collect information to see whether there might be a case for creating "an academic and educational translation service within the University". The questionnaire consisted of three parts. Part A merely asked for the name and location (i.e. department, etc.) of the respondent. Part B was addressed to those who had "ever experienced the need for the assistance of a translator or (saw) such a need developing", and Part C to those who were "able to translate between English and any other language and would be interested to participate in a university translation service". Parts B and C were set out as follows.⁴

PART B

1. Please indicate by underlining how often you have felt the need of the services of a translator. ONCE OR TWICE OCCASIONALLY OFTEN
2. For which languages (list) and how frequently (tick)? LANGUAGE ONCE OCCASIONALLY OFTEN
3. For translation from which language (including any in the foregoing question) do you see a continuing or developing need in your own work (list) and for what kind of translation (tick)? LANGUAGE ABSTRACTING CONTENT ROUGH TRANS. CAREFUL TRANS.
4. In which field(s) do you see this need (psychology, history, biology, economics, mathematics, etc.)?

PART C

1. Languages from which you are competent to translate into English (in order of competence):
2. Languages into which you are competent to translate from English:
3. Source of your competence in the above language(s) (native speaker, self-taught, school, university training, any certification, etc.):
4. Technical and specialized fields with which you are sufficiently acquainted for translation purposes (e.g. music, physiology, law, architecture, . . .):
5. What would you regard as a reasonable fee for the following categories of translation:

	Non-Technical		Technical	
(a) Rough oral translation	\$ per hour	\$ per hour	\$ per hour	\$ per hour
(b) Abstracting content	\$ per hour	\$ per hour	\$ per hour	\$ per hour
(c) Rough written translation	\$ per page	\$ per page	\$ per page	\$ per page
(d) Careful written translation	\$ per page	\$ per page	\$ per page	\$ per page
(e) For publication	\$ per page	\$ per page	\$ per page	\$ per page

At the end of the questionnaire, space was left for respondents to take up the invitation to make further comments.

On this occasion the questionnaire went out to some 3,800 people of whom 358 (i.e. just under 10%) replied.⁵ Of these, 65 (18%) said the frequency of need for translation assistance was "once or twice", 221 (61%) replied with "occasionally" and 27 (9%) replied with "often", while 45 (12%) indicated that

they had no need at all. These represent respectively approximately 2%, 6% and 1% of the total population circularized so that some 91% of this total population would appear to feel no need for translation assistance.

Early in the following academic year, viz. in April 1975, multiple copies of the questionnaire were sent to secretaries of the various departments throughout the university with a covering note requesting them to pass a copy on to any members of their departments who might have missed out the previous time, namely newly appointed staff, part-time staff and, if possible, research students. This netted an additional 158 replies, making 516 in all. Further analysis of the replies below is in terms of this grand total.

In presenting the breakdown of replies to the questionnaire, information bearing on Part B - needs - and that bearing on Part C - resources - have been brought together in the tables that follow. The languages are grouped under four tables (Tables I-IV) reflecting respectively their decreasing degree of significance as indicated by the questionnaire answers. The amount of detail in the information given about them in the tables on the following two pages is in direct proportion to this degree of significance.⁶

There were thus 39 languages for which some degree of need, past or future, was expressed and potential translators were available for 30 of these, including all 13 languages for which the demand was most significant (Tables I and II). Potential translators were available for 48 languages in all, but no demand, past or future, was indicated for 18 of them (Table IV).

Amongst the 13 more significant languages the need expressed seemed potentially catered for by the resources indicated in all but two cases, viz. Russian and Japanese, where there is a very great discrepancy between the number of people requiring a translator's assistance and those able to offer it. This is pointed up particularly for Russian by the fact that whereas the total past and future need expressed happens to come to exactly the same figure as for French, 387, the number of potential translators is only one-seventh of those available for French, 15 versus 104. This is not to be wondered at when one compares the paucity of adequate facilities for people to learn Russian in Sydney⁷ with the almost ubiquitous availability of French courses.

At this point it might be appropriate to look briefly at the competence of the potential translators as revealed by answers to Part C, question 3. Table V contains a breakdown of the sources of competence of the translators for the five main languages. It must be admitted, of course, that the source of competence as presented here is an utterly inadequate criterion of a potential translator's actual competence. For instance, the "school, . . ." criterion might include a German speaker who learnt his

TABLE I LANGUAGE OF GREATEST NEED

	NEEDS										RESOURCES
	Humanities (Architecture, Arts, Law, Economics)		Medical (Medicine, Dentistry)		Scientific (Science, Engineering, Vet. & Agric. Sciences)		Non-Academic		Total Need		Total Resources
	a	b	a	b	a	b	a	b	a	b	
German	108	75	47	40	187	144	9	7	331	266	62
French	60	46	44	30	117	78	8	4	229	158	104
Russian	71	48	30	21	130	84	3		234	153	15
Japanese	35	22	11	11	63	45	2	1	111	79	5
Italian	32	30	10	6	15	11	1	2	59	49	26

TABLE II LANGUAGES OF LESS IMPORTANCE

	NEEDS										RESOURCES
	Humanities (Architecture, Arts, Law, Economics)		Medical (Medicine, Dentistry)		Scientific (Science, Engineering, Vet. & Agric. Sciences)		Non-Academic		Total Need		Total Resources
	a	a	a	a	a	b	c				
Arabic	3				7	12	7			4	
Chinese	12		1		4	1	18	14		7	
Dutch	20		1		8	2	31	17		13	
Greek*	20		3			3	26	17		7	
Indonesian [#]	9		1		2		12	8		7	
Latin	16						17	7		15	
Spanish	18		5		16	7	46	26		20	
Swedish	17		2		9	2	30	8		8	

* Includes Ancient and Modern Greek
 # Includes Bahasa Indonesia and other Indonesian languages
 a Number of people expressing past or present need for translation
 b Number of people anticipating a future need for translation
 c Number of people competent to translate.

TABLE III LANGUAGES OF LEAST IMPORTANCE

LANGUAGE	a	b	c	LANGUAGE	a	b	c	LANGUAGE	a	b	c
Cambodian		1		Hungarian	11	3	6	Sanskrit	2	2	1
Czech	17	5	8	Korean	1		2	Serbo-Croat	10	3	1
Danish	15	4	6	Lebanese	1	1		Thai	2	2	3
Fijian	1			Marathi	1	2		Tibetan	1		
Finnish	3	2	2	Maori	1	1		Turkish	5	2	
Flemish	2	1		Norwegian	12	3	6	Urdu	2		1
Gujarati	2	3		Polish	16	6	3	Vietnamese	1	1	2
Hebrew	6	3	3	Portuguese	4	1	3	Welsh	2	2	2
Hindi	4	2	4	Rumanian	5	3	2				

TABLE IV LANGUAGES FOR WHICH THERE IS NO NEED (BUT TRANSLATORS AVAILABLE).

LANGUAGE	a	LANGUAGE	a	LANGUAGE	a
Afrikaans	2	Old and Middle English	1	Nkore-Kiga	1
Aramaic	2	Esperanto	1	Pidgin	3
Armenian	1	Estonian	1	Punjabi	2
Bengali	1	Gaelic	1	Slovak	2
Catalan	2	Icelandic	2	Telugu	1
Cornish	1	Maltese	1	Yiddish	2

a Number of people expressing past or present need for translation

b Number of people anticipating a future need for translation

c Number of people competent to translate

French at school in a bi- or multilingual country like Switzerland and who is likely to be far more competent in that language than someone who learnt his French at school, or even at university, in a virtually monoglot country like Australia remote from a substantial French-speaking community. Though the tables are thus insufficiently delicate to reflect possibilities such as this, more detailed information was often to be gleaned from the questionnaire answers themselves, so that a much more accurate picture of the various translators' linguistic competence was available than would appear here.

TABLE V SOURCE OF COMPETENCE OF TRANSLATORS (Elaborates Table I, Column C)

	SOURCE OF COMPETENCE TO TRANSLATE			TOTAL PERSONS COMPETENT TO TRANSLATE C
	Native Speaker	University trained	school, self-taught, residence, etc.	
German	8	22	32	62
French	6	41	57	104
Russian	2	5	6	15
Japanese	3	2		5
Italian	5	12	9	26

Finally, the matter of fees was raised in Part C, question 5, of the questionnaire, where we had attempted to take account of a number of types of translation procedure. "Rough oral translation" was envisaged for the situation where the translator would sit down with the client and simply read off a fairly literal (hence "rough", not idiomatic) translation of the text at sight, leaving it to the client, with his usually detailed knowledge of the background of the text topic, to infer the total meaning of the text from the combination of the translator's linguistic competence and his own prior knowledge. Those parts needed could be taken down by dictation. This sort of translation makes the least physical (there is no need to write) and intellectual demands on the translator and yet, because of the constant opportunity for interaction between the two parties, produces a very satisfactory result; it should also have the merit for the client of being done at cheaper rates than the other types and should thus be particularly suitable for student clients. It poses, however, the problem that translator and client must be able to be present at the same time and often for extended periods of time, unless the translation is spoken directly onto tape.

The meaning of "abstracting content" is self-evident. It requires less verbal output by the translator but makes greater intellectual demands on him, especially if he is not particularly au fait with the topic of the text, since he must follow the lines of argument in the text successfully.

"Rough written translation" differs from a rough oral translation largely in that the translator has the added task of writing or typing the translation himself in his own time and in the absence of the client. Again only a literal translation sufficient for the user to follow the line of thought in the text would be produced, whereas "careful written translation" would require some attempt at producing an idiomatic rendering, possibly for the benefit of some third party. It is interesting that one respondent's comment suggests that he saw no need at all for this "careful written translation" category since he stated as a general principle that all translation done by the translator "should be accurate and literal; the user should supply the 'polish'." Translation "for publication" would clearly be a refined version of the preceding category, most likely typed, that would permit all of the text to be published or parts of it to be incorporated in some other piece of work being prepared for publication. This most expensive type would be especially necessary in the case of translation from English, i.e. where an author wished to place his work, or at least an abstract of it, with a foreign journal. One respondent in fact suggested that "the service might encourage more academics here to place translated articles with foreign language journals in other countries".

These then seemed to be the types of translation that might be demanded by clients. Sometimes the general comments made by respondents at the end of the questionnaire alluded to the subject of fees. One respondent felt that the university should finance the service, while another hoped that "the problems of financing such a service (would) not be raised and that a free service would strengthen inter-departmental co-operation". Six actually claimed that they would translate for colleagues at no charge if no one else was available at the time (referring perhaps only to colleagues in their own department), and another said that because of the time involved, translation can never be paid adequately so he did not charge colleagues for the help. On the other hand, two said translation was difficult and should be paid well, one suggesting that it should be equivalent to the "tutor's fee", the other commenting: "the establishment of a translation service may help to put an end to the unwarranted feeling amongst the members of the Corpus Academicus (sic) that members of language departments will readily carry out translations gratis whenever asked".

The combined effect of these various responses was to make us feel that our next correspondence with translators should suggest some scale of fees that took cognizance of the fees charged by commercial services but erred on the side charitable to the client, since many if not most potential translators might tend to agree that assisting colleagues with their research or relatively impecunious students with their studies was rewarding in its own right to a limited extent at least. We felt, however, that some account would have to be taken of the two parameters of competence required for effective

translation skill, viz. linguistic competence and competence in the specialized subject area. We would also change the "per page" unit to "per 100 words", since it was pointed out to us to be the usual unit, but would retain the "per hour" unit.

So far it has not been possible, in spite of an initial tentative "go ahead", to obtain the approval of the university authorities to set up the Translation Advisory Service so that there has been no general advertising of its existence. Inevitably, though, the circulation of the original questionnaire provided a form of advance publicity and requests have constantly been trickling in ever since it went out. (In fact some respondents seized upon the questionnaire itself as a vehicle to make an often desperate request for immediate assistance, which was then given.)

At the beginning of this report it was suggested that such a translation service would probably be more than ever necessary now in view of the decline in language teaching in schools and it might be wondered whether the answers to the questionnaire bore this out. Where it was possible to draw conclusions about age from the relative status of the respondents we did gain the impression that senior staff tended to be able to cope, at least to their own satisfaction, in languages such as French or German or else pointed out that many foreign journals, especially in the natural and medical sciences, now appear in English so that a translation service was not really necessary. But respondents at the lecturer and, more especially, at the tutor level said there was such a need. Indeed, over 40 (i.e. some 10%) of the respondents went out of their way to express this in the section for comments. (It is noteworthy that many more respondents from science departments than from the humanities expressed a need for a translator's assistance (cf. Table I).) In the light of this response, the committee saw the setting up of a translation service as a means of systematically meeting a need that was already known to exist and of reducing the frustration suffered by those seeking help and those unwillingly importuned by them.

Clearly having a translation done by a second party is much more cumbersome than skimming a foreign text oneself. Students coming from school without a knowledge of a foreign language would doubtless be better advised to avail themselves of reading courses offered in one or other of the major languages.⁸ Nevertheless there will always be the problem in the foreseeable future, particularly in the humanities and social sciences, of a researcher needing to get at the content of a text in a language that it would not be worth his while learning, and

to that extent a translation advisory service of the kind envisaged by us would always have its place within the university on however modest a scale.⁹

Notes:

- 1 Australian Academy of the Humanities, First Report of the Committee on Foreign Languages: SURVEY OF FOREIGN LANGUAGE TEACHING IN THE AUSTRALIAN UNIVERSITIES (1965-1973), presented to the Annual General Meeting of the Academy in Canberra on May 22, 1975.
- 2 Page 29.
- 3 We have heard of cases where staff of language departments have done translations for university administrative departments or other academic departments and, on enquiry about payment, were told that such work was part of their general duties. There are doubtless cases where such an attitude is probably justified, e.g. translation of brief documents, references, etc. for the university administration, but there are others where it undoubtedly amounts to unfair exploitation.
- 4 Both parts of the questionnaire are here compressed to the extent that the spaces for the responses have been omitted.
- 5 Since the 3,800 included service staff such as tradesmen, attendants, gardeners, etc., a not inconsiderable proportion of the total circularized could not have been expected to answer. We were, however, pleased to receive responses to Part C from a few of these colleagues who proved to be native speakers of languages such as Spanish and even at times had some sort of experience as unofficial translators or interpreters. A few academic colleagues included their wives in Part C, a useful source of translators we had not thought of.
- 6 The breakdown of results in the tables into discipline areas — Humanities, Medical, Scientific — was made according to the faculty in which the respondent was located, as indicated in brackets after the broader heading. "Non-academic" includes the administration, general library, etc.
- 7 There are no facilities whatever available at the University of Sydney. A chair of Russian was funded and advertised in 1958 with a view to setting up a department, but it was never filled and since 1974 no longer appears on the Faculty establishment. A course in Science Russian offered almost a decade ago on the campus by the University Extension Board lapsed after about two years.
- 8 Such courses are offered at the University of Sydney by the French and German departments, the latter having separate courses for the sciences and the humanities. It must be admitted, however, that the success rate in courses of this kind is often diminished by such factors as lack of time, poor motivation (and sometimes poor or inappropriate teaching) and the failure of the courses to count as part of the work for the degree.
- 9 Only when this report was being written up at the end of 1975 did we become aware of a very useful booklet issued by the University Library on the subject, namely GUIDE TO TRANSLATIONS AND TRANSLATION SERVICES, compiled by J. Dawbin, Reader Services Division, University of Sydney Library, December 1974, 15 pp. Whether its appearance is at all connected with the appearance of our questionnaire a month or so before we have been unable to determine. It contains some very useful advice on "Procedure for Contracting for a Translation to be made" (pp.6f.) and a short bibliography headed "Translations and Translation Services" (p.14). It should be stressed that the Laboratories' liaison service was to be an entirely free one (hence the word "advisory") so that they would be in no way legally responsible for any source of dispute between the translator and his client, e.g. dispute arising from unsatisfactory work done by the one or failure by the other to pay the fee agreed on by the two parties.

SATISFACTION OR FRUSTRATION: THE DILEMMA OF UNIVERSITY ACADEMICS

George R. Walker*

INTRODUCTION:

In the debates on the issues facing higher education at the present time one of the key elements in the system sometimes seems to receive little consideration and this is the welfare of academic staff. It is not uncommon for schemes to be devised by educational theoreticians which may be fine in many respects but in which little account has been taken of their impact on those who will be expected to implement them. This paper is essentially a plea that this factor not be overlooked in the current debate on Excellence or Equality.

This is even more important at the present time when higher education is facing a slow down in its growth relative to the boom conditions which existed in the 1960's. During the 1960's higher education underwent rapid expansion with old Universities rapidly increasing in size, new Universities being created, and Polytechnics, Colleges of Advanced Education and the like being developed and raised in status to become a major force themselves in higher education as they sought to satisfy the demand for a different type of education than that traditionally associated with Universities. Like many similar rapid growth phenomena a reaction to this boom now appears to be setting in, which could well have a traumatic effect on institutions of higher education which have become geared to the conditions of rapid growth, including very serious effects on the morale of academic staff.

If Universities and Colleges are to come through this period, which could well extend to the end of the 1970's, without too much distress, then it will be important to recognise that conditions have changed, look at the critical areas and take action to minimise the worst effects of the change in circumstances. Failure to heed the signs may well lead to academic frustrations giving rise to staff unrest comparable or worse than the student unrest of the late 1960's and early 1970's with consequent disruption and possible decay of the academic life of the institutions of higher learning.

In this paper an attempt is made to identify the most likely sources of staff discontent at Universities as the squeeze on higher education continues and to suggest some strategies that might well be embodied in University organisation and planning over the next few years in order to alleviate the problem.

The opinions expressed are those of the author based on his involvement in a small Australian

University and tempered by discussion with academics from other Universities which have suggested that the problems discussed are by no means unique to his own University.

ACADEMIC SATISFACTION:

The contribution which academics make to society both through teaching and also through their direct involvement in the life of the community through a wide range of organisations and professional bodies and the media, is out of all proportion to their numbers. The value of this contribution is not generally appreciated by the public at large, and the recompense in monetary terms of academics does not generally reflect it either. Nevertheless the academic profession has continued to attract and hold many of the most gifted men and women in our society. The reason for this is the deep satisfaction to be found in academic pursuits, which makes many academics less interested in material recompense and public acclaim than might normally be expected. Recent agitation over their pay by academics in the United Kingdom was regarded as newsworthy for its uniqueness and even this may have been largely fostered by deeper frustrations being experienced in their academic life.

A University at its best is primarily a community of scholars of which the academic staff are the senior members and the students are the junior members. Satisfaction for the academic comes from the freedom to pursue personal studies of those things that excite his natural curiosity and from the opportunity to pass on to others the fruits and experience of his scholastic endeavours. These two activities are often designated as research and teaching respectively although both these terms tend to be used in a much narrower sense to describe only the more formalised forms of these activities. The interaction between these two activities forms an intimate and essential part of the nature of the academic.

For satisfaction in personal study an academic needs time above all else, and for satisfaction in teaching he needs the opportunity for personal interaction with his students. Both the "Ivory Tower" and the tutorial are important in the community of scholars.

The boom of the 1960's provided plenty of opportunity for finding satisfaction in both teaching and research as a result of the rapid increase in academic staff and the strong support for research from both within and without the Universities which accompanied it. Although the boom was accom-

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