

In other words, women began to develop a feeling of solidarity and began to act consciously in support of each other. We do not learn from their summarised discussion whether or not the women's style of presentation and debate was in any way affected. A number of noticeable changes occurred at the conference, so the delegates report. The women's overt support of each other increased debate and broke down inhibitory formalities. Younger women began to make comments and participate more actively in debates in both formal as well as informal situations. The separate gatherings, furthermore, helped considerably in breaking down sex-divisions. 'Men, as well as women, were sharing more explicitly their ideas with others'.⁸ In other words, the overall effect of this, initially political, act of separate meetings finally improved communication in general and facilitated a fuller exchange of ideas.

The strategies employed by the women at Bressanone seem promising and appealing as a starting point for concrete actions intended to radically change prevalent patterns of discourse and to eliminate discrimination at the workplace.

I propose that, in future, women in academia should:

1. continue to press for equal representation in organising committees of conferences and seminars⁹
2. begin to organise women's groups at conferences in order to ascertain strategies and to analyse their participation patterns
3. begin to acknowledge each other overtly at public gatherings
4. begin (or continue to be) very explicit about encouraging young women anywhere in the learning or career path
5. individually interject at those points in debate when an argument by a previously female speaker has been ignored

6. if there is no other woman present to support a female delegate, interject herself and repeat her argument

7. insist on communicating clearly but not necessarily with the intention of 'fitting in' to the style of debate of male speakers.

'Silencing, i.e. muting a person intellectually, is the real tragedy of discrimination . . .'

Too many women still see themselves wrongly as victims without recourse for change. Admittedly, covert forms of discrimination are less tangible and are therefore more difficult to tackle than overt discrimination which, moreover, can be objectified and can be discussed fairly abstractly. At the same time, I agree with the number of writers over the past decade who have also thought that counter-strategies even at the micro-level of discrimination are available.¹⁰ They can be applied in situations in which traditions are strong and the roots of the discrimination appear masked. And they must be considered and applied now in order to work towards the equity which, theoretically, should be implementable at this time. Women's entry into academia one hundred years ago has broken a tradition. Therefore, there is no need to succumb to that tradition since the most important step in breaking it has already been taken.

References/Notes

1. Marian Simms' book review in *The Australian Journal of Politics and History*, 30, 1 (1984), pp.133-134.
2. Bettina Cass, Madge Dawson, Diana Temple, Sue Wills and Anne Winkler, *WHY SO FEW? Women academics in Australian*

Universities, Sydney University Press, Sydney, 1983.

3. Cf. Diana Temple 'Dr. Who? Women in Science and Medicine' in *WHY SO FEW?*, op.cit., esp. Table 7.2, pp.160-161. Prof. Temple shows that, at Sydney University, women academic staff increased significantly both in science and in the humanities, in the 1960-1980 period (p.155). However, on national average, such patterns have remained regrettably untypical.
4. Cr. Sue Wills 'Perceptions of Discrimination: Realism — not Paranoia' in *WHY SO FEW?* op.cit., especially pp.93-94. She notes that most studies on discrimination have confined themselves to areas of, what she calls 'objective' discrimination, i.e. macro patterns of employment etc. and have paid no or too little attention to the subjective aspects of discrimination. 'Personal experiences can' in fact be 'far more sensitizing than the use of statistical data alone'.
5. David C. Stove 'The Feminists and the Universities' in *Quadrant* (Sept. 1984), p.8.
6. *WHY SO FEW?*, op.cit., Appendices, p.219.
7. Steven Rose (gen. ed.) *Towards a Liberatory Biology. The dialectics of biology group*. Allison & Busby, London, 1982, p.152.
8. *Towards a Liberatory Biology*, op.cit., p.151.
9. The meaning of 'equal' representation is of course a point of interpretation. At the moment, it is fair to say that most organising committees do not even have a proportionate participation of women (by number of delegates/members). Participation of women in ANZAAS Congresses has increased markedly which, says D. Temple, 'is almost certainly related to the increasing strength of the Social Sciences Sections' (cited from the Editorial of *Search* Oct./Nov. issue). Apparently, however, the participation of women in the organisation of the ANZAAS congress has not increased appreciably. Quantifiable data on any of these questions are as yet not readily available as the Editorial explicitly states.
10. This includes EEO office help of course in cases that require outside assistance. The instances referred to here are often below that threshold, however,

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A study of staffing patterns in faculties and departments of education in Australian universities

Introduction

Staffing practices and recruitment patterns in Australian universities have been the subject of considerable research during the past 25 years. Interest in the topic

first emerged during the 1950s when it became increasingly apparent that the universities, faced with a shortage of suitably qualified people to fill the growing number of academic positions

throughout the country, began to rely more and more heavily on recruitment from overseas. This trend became the subject of a number of studies designed to establish the nature and scope of this

overseas influence on university staffing. Tien, in a study of staff at the Universities of Sydney and Melbourne during the 1950s, found that 33 per cent of his 479 respondents were foreign born.¹ Encel concluded that of some 1200 appointments made across Australia during the period 1957 to 1960, 34 per cent were from overseas.² Rodda, writing in 1964, was of the opinion that 'something like 40 per cent of academic staff in recent years' had been appointed from outside Australia³ while Browne, some five years later, reported that of a sample of over 1100 staff at the Universities of Melbourne and Queensland, 33 per cent were from overseas countries.⁴ Interest in the extent of overseas staffing in universities continued into the 1970s when Cropley and Hemingway suggested an Australia-wide figure of over 30 per cent⁵ and Saha and Klovdahl, writing in 1979, claimed an overall figure of 40 per cent.⁶ It is obvious from these figures that one important ongoing factor in university staffing is the extent of its overseas component.

An extension of the research interest shown in overseas recruitment is seen in a number of studies which have sought to delineate the influence of specific countries in the staffing of Australian universities. Encel found that in the late 1950s, 57 per cent of all overseas appointments were from the United Kingdom and only 9 per cent were from the United States.⁷ Saha and Atkinson reported that some 50 per cent of overseas appointees at Sydney University in 1973 were from the United Kingdom.⁸ A comprehensive Australia-wide study by Fallon covering the period 1956 to 1974, detected a marked balancing over this period of the numbers of staff being recruited from the United Kingdom and the United States. In 1974, United Kingdom recruitment stood at 37 per cent and United States recruitment at 34 per cent although, when Canadians were taken into account, the total North American contribution rose to 44 per cent.⁹ Saha and Klovdahl found a similar trend towards North American recruitment and a decreased proportion of appointments from Britain.¹⁰

Another aspect of university staffing which has attracted research interest is that of 'academic inbreeding'. This term was used by Saha to describe the practice of graduates of a university being employed as members of academic staff of that university. In his 1968 study of Sydney University he found that 20 per cent of his sample of 140 had 'perfect inbreeding' in that all of their qualifications were gained from Sydney University. A further 33 per cent had partial inbreeding, with one Sydney degree, and 47 per cent had no qualifications at all from Sydney. Saha concluded that despite the influence of overseas recruitment, in-

breeding was a very significant factor at Sydney University during the late 1960s. Interestingly, he found the Science Faculty to be significantly more inbred than the Faculties of Arts or Engineering.¹¹

Another line of research into academic staffing in universities was that pursued by Browne in 1972 when he applied organisational theory to an analysis of the recruitment practices of Queensland University. He found that certain types of recruitment procedures, which varied across the departmental groupings of arts, science and professional subjects, led to the employment of particular types of candidates. The educational goals of particular departments and faculties were found to influence significantly the types of appointments which they made.¹²

Purpose of the Study

This study examines the staffing of faculties and departments of Education in Australian universities in terms of three of the research directions outlined above; the extent of overseas influence, the origins of overseas influence, and the extent of academic inbreeding.

The study is restricted to the field of Education because of the author's background and interest in this area, because staffing patterns in the field do not appear to have been previously examined in any detail, and because the effect of variations across different universities is minimised if only one field of study is considered.

The study seeks to answer four questions about the staffing of faculties and departments of Education:

1. What types of qualifications are held by Education staff in Australian universities?
2. What are the sources of the qualifications held by Education staff in Australian universities?
3. What is the extent of overseas influence on Education staffing in Australian universities?
4. To what extent does academic inbreeding exist in faculties and departments of Education in Australian universities?

Procedure

The study attempts to answer the questions set out above through examination and analysis of Education staff in a sample of ten universities across Australia.

The technique of analysis of qualifications as a means of determining the origins of academic staff has been used in previous studies and is considered to be a legitimate procedure.¹³ In the study the qualifications of lecturers were obtained from staff listings in the current Handbooks and Calendars of the institutions chosen.

The sample of ten universities was chosen from those with Schools, Faculties or Departments of Education and for which staff lists were available indicating degrees held and the universities or colleges from which they were obtained. The sample includes universities from all States. When the sample had been chosen, the qualifications of staff involved were analysed and used to generate the tables which follow.

Limitations of the study

A significant limitation of the study lies in the procedure used to identify those staff members assumed to have originated from overseas. A common procedure in previous studies has been to use the first degree as an indicator of country of origin.¹⁴ This indicator was not always used in this study because it was a reasonably common practice in the 1960s for Australian teachers, after gaining teacher's certificates or diplomas, to go overseas to acquire first degrees and then to return to Australia for employment and for further study.¹⁵ Instead, the full qualifications of each staff member were considered and an assessment made as to whether or not they indicated overseas origins. When all qualifications were obtained in one country, nationality of that country was assumed. A first degree from an overseas institution was considered to indicate country of origin when followed by one or more subsequent qualifications from institutions in the same country. It is conceded that errors could occur through this method of identification and the findings relating to proportions of staff originating from overseas should only be treated as very general ones. The procedure adopted, however, does represent an attempt, absent in most previous studies, to separate genuine overseas recruitments from returning Australians.

Findings of the study

1. What types of qualifications are held by Education staff in Australian universities?

Table 1 lists the number of Education staff at each of the universities studied and the total number of their qualifications. It then proceeds to a breakdown of these qualifications in terms of percentages of different types of awards. Across the total sample of 517 staff it was found that 17 per cent of all qualifications were at the diploma level, 34 per cent were at first degree level, 30 per cent were at masters level and 19 per cent at doctoral level. Comparisons of the figures for the various universities against these averages reveal considerable diversity and varying emphases on different types of qualifications.

TABLE 1
Qualifications held by Education Staff

University	Total Number of Education staff	Total Number of awards held	Percentages of awards held			
			Diploma level	First degree level	Masters level	Doctoral level
Adelaide	18	48	25.0	39.6	22.9	12.4
La Trobe	51	124	12.1	34.7	29.0	24.2
Macquarie	73	185	13.5	35.1	29.2	22.2
Melbourne	66	133	10.5	47.4	24.1	18.0
New England	52	145	18.6	29.7	29.7	22.0
Queensland	46	118	5.1	44.1	27.1	23.7
Sydney	71	157	21.0	28.0	32.5	18.5
Tasmania	39	103	31.1	34.9	26.2	7.8
Western Australia	40	107	16.8	25.2	32.7	25.3
Wollongong	61	150	26.7	28.0	34.7	10.6
Total	517	1270	17.5	34.2	29.4	18.9

2. What are the sources of the qualifications held by Education staff in Australian universities?

Table 2 indicates the origins of all qualifications of members of the sample. Twenty-three per cent of all qualifications are held from the universities in which staff are employed while an additional 22 per cent are from institutions within the same State. Expressed in another way, 50 per cent of all qualifications held by staff come from institutions in the State in which they live. Across the sample, there are twice as many qualifications from overseas as there are from interstate. With one half of all qualifications from within States and one third from overseas there is obviously comparatively little interstate movement of Education staff in Australian universities.

The percentage of qualifications obtained from employing institutions varies from 1 per cent at Wollongong to 54 per

cent at Melbourne. Tasmania clearly has the greatest interstate influence in its staffing while Sydney and Wollongong tend to have very little. Melbourne has the highest total proportion of Australian qualifications and the lowest proportion of overseas qualifications. New England has the reverse, the lowest proportion of Australian qualifications and the highest proportion of overseas qualifications. Another figure of interest is the overall percentage of 33.5 from overseas sources. While this figure is for qualifications and not for individuals, it suggests a level of overseas influence commensurate with that found in the studies earlier reviewed.

3. What is the extent of overseas influence on Education staffing in Australian universities?

Table 3 indicates the numbers of Education staff with one or more overseas qualifications and expresses these as

TABLE 2
Proportions of Education Staff qualifications from all sources

University	Qualifications from own University	Qualifications from same State	Total for State	Qualifications from other Australian States		
				Total for Australia	Out of Australia	
Adelaide	35.4	2.1	37.5	22.9	60.4	39.6
La Trobe	11.2	31.2	42.4	16.0	58.4	41.6
Macquarie	19.4	37.1	56.5	13.9	70.4	29.6
Melbourne	54.1	8.3	62.4	17.3	79.7	20.3
New England	20.3	14.0	34.3	18.2	52.5	47.5
Queensland	49.2	.8	50.0	14.6	64.6	35.4
Sydney	40.8	22.9	63.7	7.0	70.7	29.3
Tasmania	21.4	5.8	27.2	45.6	72.8	27.2
Western Australia	34.6	.9	35.5	17.8	53.3	46.7
Wollongong	1.3	66.7	68.0	6.7	74.7	25.3
Total	23.1	22.2	50.0	16.5	66.5	33.5

percentages of the total Education staff in each university and in the overall sample. It will be seen, again, that New England has a very considerable overseas staffing influence with two-thirds of all of its staff having overseas qualifications. The overall average of 45 per cent for the sample must be considered to represent a very significant factor in Australian university staffing. At some stage or other of their careers almost half of the Education staff in the sample had obtained qualifications from overseas.

Table 4 examines, by country, the sources of the various levels of qualifications held by members of the sample. Two patterns are immediately apparent; the strong influence of United Kingdom institutions at diploma and first degree levels, tapering off at masters and doctoral levels; and the exact opposite influence of United States institutions with very strong influence at doctoral and masters levels, tapering off to almost negligible influence at diploma level. It is clear that United States influence at post-graduate level is much greater than influence from the United Kingdom. When the contribution of Canada is taken into account, two-thirds of all overseas doctorates in the sample were obtained from North America. Table 4 also shows that the proportions of first degrees obtained in the United States and in Britain are virtually identical.

The relative significance of overseas influence on Education staffing in Australian universities emerges more clearly in Table 5 which provides a rank order listing of Australian and overseas institutions in terms of the number of qualifications held by members of the sample. The influence of the Universities of Sydney and Melbourne at the diploma, first degree and masters levels, is perhaps to be expected. Macquarie's influence at the doctoral level clearly exceeds that of any other Australian university. The University of New England appears to exert an overall influence on the study of Education in Australia which is out of all proportion to its size. Overseas institutions tend to exert most influence at higher degree levels and the most significant of these would seem to be the Universities of London, Oregon, Alberta and Illinois.¹⁶

Table 6 gives the proportions of the sample considered to have originated from overseas along with their countries of origin. It will be seen that 20 per cent of the sample were identified as overseas born. It is argued that this represents a more realistic figure than those of some earlier studies because it attempts to take into account the recruitment of returning Australians with overseas qualifications. The greatest proportion of those born

overseas came from the United Kingdom. When Tables 6 and 4 are compared the interesting conclusion emerges that while most higher level overseas qualifications in Education are gained in North America, most non-Australian recruitment is from the United Kingdom. The influence of overseas recruitment emerges in clearer perspective when those involved are considered in terms of the whole sample. Only 7.4 per cent of all Education staff in the sample were presumed to have originated in Britain and only 5.6 per cent in the United States. The proportion of presumed New Zealand born appointees appears to be higher, at 4.0 per cent of the total, than that suggested by earlier studies.¹⁷

4. To what extent does academic inbreeding exist in faculties and departments of Education in Australian universities?

Table 7 assesses the extent of home institution influence on the qualifications held by Education staff in the sample. The three categories employed are those used by Saha in his 1968 study.¹⁸ It will be seen that 13.5 per cent of the overall samples held all of their degrees from the institutions which employed them. Variations from this overall average would seem to be noteworthy in the cases of Adelaide, Queensland and Melbourne which have quite significant numbers of staff who would be classified by Saha as being perfectly inbred.

When the partially inbred with one degree only from their employing institutions are considered, Western Australia, Sydney and Macquarie draw attention to themselves. The least inbred institutions were Wollongong, Tasmania and New England. It is interesting to look at Sydney University in terms of the figures obtained in this study, and those obtained by Saha in 1968.¹⁹ This study considered only the Department of Education within the Faculty of Arts at Sydney while Saha considered the whole of the Faculty but the figures for the different categories of academic inbreeding are remarkably similar. For perfect inbreeding this study found 15.5 per cent while Saha found 11.3 per cent; for partial inbreeding the respective figures were 35.2 per cent and 40.3 per cent; and for no inbreeding, this study found 49.3 per cent and Saha found 48.4 per cent. It would appear that the patterns observed by Saha at Sydney University a decade ago have remained essentially unchanged.

On the overall figures presented in Table 7, academic inbreeding appears to be especially prevalent in the Universities of Melbourne and Queensland. In both of these institutions, significantly more than 50 per cent of Education staff hold one or

TABLE 3
Proportions of staff with one or more overseas qualifications

University	Size of Sample	Number with Overseas Qualifications	% of Sample
Adelaide	18	9	50.0
La Trobe	51	27	52.9
Macquarie	73	30	41.1
Melbourne	66	18	27.3
New England	52	35	67.3
Queensland	46	21	45.7
Sydney	71	27	38.0
Tasmania	39	16	41.0
Western Australia	40	24	60.0
Wollongong	61	25	41.0
Total	517	232	44.9

TABLE 4
Origins of Overseas Qualifications

Country	Diploma level		First Degree Bachelor level		Masters level		Doctoral level	
	N	%	N	%	N	%	N	%
United States	1	1.3	26	37.2	66	43.1	69	52.7
United Kingdom	50	66.7	27	38.6	40	26.1	33	25.2
Canada	0	0	7	10.0	24	15.7	20	15.2
New Zealand	16	21.3	5	7.1	18	11.8	3	2.3
Others	8	10.7	5	7.1	5	3.3	6	4.6
Total	75	100	70	100	153	100	131	100

TABLE 5
Rank Order of Institutions according to the number of qualifications awarded to members of the sample

Diplomas	First degrees	Masters degrees	Doctorates
Sydney	Melbourne	Sydney	Macquarie
38	113	75	23
Melbourne	Sydney	Melbourne	London
33	70	33	22
Sydney Teachers' College	Queensland	Oregon	Queensland
19	53	18	15
London	New England	New England	New England
16	38	17	15
Adelaide	Western Australia	Western Australia	Alberta
11	27	17	13
Tasmania	Adelaide	Macquarie	Illinois
11	18	17	12
New England	La Trobe	New South Wales	Sydney
8	16	14	11
New South Wales	New South Wales	London	Monash
8	16	13	9
Monash	Monash	Queensland	Melbourne
7	13	11	8
New Zealand	Tasmania	Alberta	Oregon
6	13	8	8

TABLE 6
Proportion of sample presumed to have originated overseas

Country	Number	Percentage of total from overseas	Percentage of total sample
United States	29	28.4	5.6
United Kingdom	38	37.2	7.4
Canada	7	6.9	1.4
New Zealand	21	20.6	4.0
Others	7	6.9	1.4
Total	102	100.0	19.8

TABLE 7
Extent of Home Institution influence on qualifications held

University	Numbers of Education Staff					
	Holding first degree and highest degree from home institution		Holding only one degree from home institution		Holding no degrees from home institution	
	N	%	N	%	N	%
Adelaide	4	22.2	5	27.8	9	50.0
La Trobe	2	3.9	6	11.8	43	84.3
Macquarie	3	4.1	30	41.1	40	54.8
Melbourne	25	37.8	17	25.8	24	36.4
New England	2	3.8	15	28.9	35	67.3
Queensland	13	28.3	15	32.6	18	39.1
Sydney	11	15.5	25	35.2	35	49.3
Tasmania	3	7.7	7	17.9	29	74.4
Western Australia	7	17.5	14	35.0	19	47.5
Wollongong	0	0	2	3.3	59	96.7
Total	70	13.5	136	26.3	311	60.2

TABLE 8
Proportions of Education staff doctorates from various sources

University	Total	Doctorates					
		From Home University		From other Aust. Universities		From Overseas Universities	
		N	%	N	%	N	%
Adelaide	6	1	16.7	1	16.7	4	66.6
La Trobe	30	5	16.7	7	23.3	18	60.0
Macquarie	41	21	51.2	5	12.2	15	36.6
Melbourne	24	6	25.0	6	25.0	12	50.0
New England	32	10	31.3	1	3.1	21	65.6
Queensland	28	15	53.6	2	7.1	11	39.3
Sydney	29	8	27.6	4	13.8	17	58.6
Tasmania	8	1	12.5	4	50.0	3	37.5
Western Australia	27	3	11.1	2	7.4	22	81.5
Wollongong	16	1	6.3	7	43.7	8	50.0
Total	241	71	29.5	39	16.2	131	54.3

more degrees from their employing institutions.

Another way of looking at the question of academic inbreeding is to examine the numbers of staff who hold doctorates from their own institutions. Table 8 presents this information along with the figures for other Australian and overseas sources of doctorates. Of those Education staff with doctorates, almost 30 per cent held them from their own institutions. Queensland and Macquarie appear to rely very heavily on their own resources in this regard with over 50 per cent in each case. Only 16 per cent of all doctorates came from other Australian sources and by far the greatest proportion, 54 per cent, came from overseas institutions.

Conclusions

There are a number of conclusions which may be summarised from the above discussion:

1. In a sample of 517 Education staff drawn from 10 universities across all states of Australia it was found that 17 per cent of all of their qualifications were at diploma level, 34 per cent were at first degree level, 30 per cent were at masters level and 19 per cent were at doctoral level.

2. Fifty per cent of all qualifications held by members of the sample came from universities in the State in which they lived and only 16 per cent came from interstate institutions. One third of all qualifications were from overseas institutions. The University of Melbourne had the highest proportion of Australian qualifications and the lowest proportion of overseas qualifications. The University of New England had the reverse, the lowest proportion of Australian qualifications and the highest proportion of overseas qualifications.

3. At some stage in their careers, 45 per cent of all Education staff in the sample had obtained one or more qualifications from overseas institutions.

4. Overseas awards held by Education staff at the diploma level came predominantly from institutions in Britain and New Zealand.

5. Overseas awards held by Education staff at first degree level came in equal proportions from Britain and North America.

6. Overseas awards held by Education staff at masters and doctoral levels came predominantly from institutions in North America.

7. The overseas institutions which appear to exert greatest overall influence on Education staffing in Australian universities are the Universities of London, Oregon, Alberta and Illinois.

8. Twenty per cent of the sample were considered to have originated from overseas. While most overseas qualifications in Education were gained in North America, most non-Australian recruitment came from Britain.

9. Twenty per cent of all overseas recruitment in the sample was from New Zealand, an increased proportion on that reported in previous studies.

10. Academic inbreeding of Education staff was found to exist to some extent in all but one of the universities studied. The Universities of Melbourne and Queensland were found to have significantly more than 50 per cent of Education staff with one or more degrees from their own institutions.

11. Almost 30 per cent of all Education staff with doctorates held them from their own institutions and only 16 per cent were obtained from interstate institutions.

12. Over 54 per cent of all doctorates held by Education staff in the sample were obtained from overseas institutions.

The study represents an attempt to survey current staffing patterns in faculties and departments of Education in Australian universities and to relate these patterns to those detected in earlier studies. It is not claimed to be exhaustive or definitive but rather to be a further

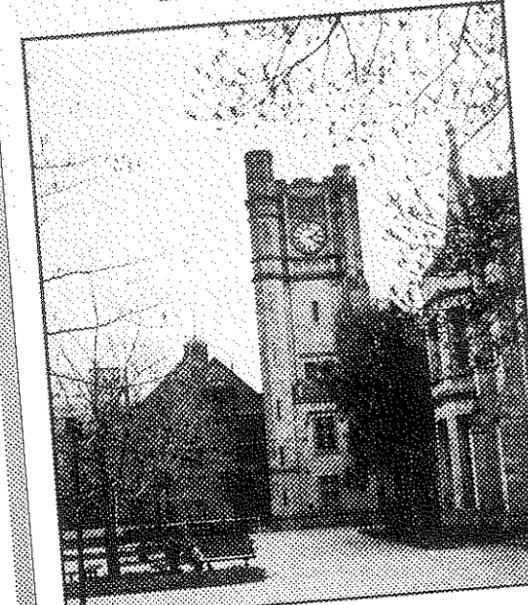
statement in the ongoing research into university staffing practices and recruiting procedures.

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- See, for instance, Cropley and Hemingway, op.cit., p. 34 and Saha and Klovdahl, op.cit., p. 58.
- The first tertiary qualification of many Australian teachers, certificate or diploma, is often omitted from lists of qualifications.
- The entry labelled New Zealand in Table 5 refers to awards from the University of New Zealand, a federal university which was dissolved in 1961. See H. Parton, *The University of New Zealand*, Auckland University Press, Auckland, 1979, p. 11.
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