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) other 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 staff and relevant 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, as an internal student, which would mean the completion of a shorter period (possibly a "follow on" type of tertiary education). People take up continuing education when they decide they need such education to further their understanding of an area of knowledge.

Acknowledgements:
I want to acknowledge the help given in the preparation of this article, by discussion with numerous colleagues, in particular, Dr. W. G. Nicholls of the Business Agricultural Research Centre, and Dr. A. B. Lloyd, Mrs. J. M. Frew, and Mr. R. Macare of the University of New England, have provided invaluable assistance. I accept full responsibility, however, for all views expressed or implied.

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TRANSLATION NEEDS AND RESOURCES IN AN AUSTRALIAN
UNIVERSITY

Brian Taylor*  
Carolyn Webb*

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 by the University of Sydney's Faculty of Arts at the behest of members of non-language departments to discuss the crisis of the declining enrolment 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.

It might be expected that one of the effects of the decrease in the numbers of students wishing to have articles or chapters of books translated or needing merely some idea of the

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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 (in or from) 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.1

PART B

1. Please indicate by underlining how often you have felt the need of the services of a translator.

   (a) For translation from which language(s) into which you are competent to translate as indicated by 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.

There were thus 36 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 all 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 was almost solely limited to that immediate service required 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 available for 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, 357, the number of potential translators is only one-seventh of those available for French. 18 versus 1,503. This is not to be wondered at when one compares the paucity of adequate facilities for people to learn Russian in Sydney 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 on utterly inadequate criterion of a potential translator's actual competence. For instance, the "school" criterion might include a German speaker who learnt his
TABLE III

<table>
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<tr>
<th>LANGUAGE</th>
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<th>c</th>
<th>LANGUAGE</th>
<th>a</th>
<th>b</th>
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TABLE IV

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<td>1</td>
<td>Yiddish</td>
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</table>

Franco at school in a bi- or multilingual country like Switzerland, he 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 detailed to reflect possibilities such as this, more detailed information was often to be gleaned from the questionnaire answers themselves, so that much more accurate a picture of the various translators' linguistic competence was available than would appear here.

Finally, the matter of fees was raised in Part C 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 the text at sight, leaving it to the client, with his usually detailed knowledge of the background of the text in question, to infer the total meaning of the text from the combination of the translator's linguistic competence and his own prior knowledge. These parts needed could be taken down by dictation. This sort of translation makes the least physical (there is no need to write) and intellectual (there is no need to think) 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 transcription is 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"; he 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 interdepartmental 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 to colleagues in their own department), and another said that because of the time and energy translation can never be paid adequately so he did not charge colleagues for the help. One of 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 differed on the side charitably to the client, since many if not most potential translators might tend to agree that assisting colleagues with their research or relatively inexperienced 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
Satisfaction or frustration: The dilemma of university academics

George R. Walker

INTRODUCTION:
In the debates on the issues facing higher education, it is generally agreed that the key elements in the system sometimes seem 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, essentially a plea that this fact not be overlooked in the current debate on Excellence in Education, is more than ever necessary now in view of the decline of the Laboratories' activities and Translation Services. The laboratories' existence was made possible to draw conclusions about age from the relative status of the respondents when such an attitude would doubtless be neither.