The results for October 1980 indicate that while Australian academics at the bottom of the lecturer scale enjoy a real salary higher than that of their United Kingdom counterparts, professors have the same real salary in both countries. On average Australian academics are about 18% better off than their United Kingdom colleagues. If we assume in addition that the United Kingdom academics in the comparison have an average mortgage of $15,000, then as a result of tax relief on interest payments their relative position at all levels improves by about 5%.

Table 5 also illustrates the very significant changes which occurred between 1976 and 1980 in the comparative real salaries of academics in the two countries. United Kingdom academics have improved their position by approximately 17% in relative terms. Moreover, this improvement in relative terms is best achieved, for it is not the calculation of knowledge but the acquisition of an attitude of critical, logical thought and reasoning in the process of absorbing and using knowledge, that is education. Such intellectual development enables students to "excel in practical judgement and knowledge of life" (3).

Once regarded as institutions for the intellectual elite, current society views universities as public service institutions totally practical and utilitarian, with medical schools excelling solely for training doctors. The public, students, and many of the staff, not understanding the university's educational role, misguided to adhere to the vocational training concept. Staff concede the need for intellectual development but a lack of commitment to the philosophy is apparent (4).

Socio-political pressures have widened representation on university policy making committees, and inadmissibly erosion of traditions of scholarship is apparent. Criteria for deciding who should determine policy in universities and medical schools should be reviewed, and the nature and function of these institutions re-established as educational centres where reason should be reviewed, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected, and the nature and function of these institutions re-established as educational centres where reason should be respected.
The concept that the public should have any say in university management and educational policy is fallacious. However important the task of the philosopher is, it is not the task of the educator if not academic in approach. Training programmes for specialist qualifications almost completely preclude development of medical invigilators. Routine medical qualifications, therefore, actively discourage further academic development. Medical schools should be in a university where basic science departments coordinate clinical departments and, currently, non-academic medical staff of teaching and affiliated hospitals acquire faculty appointments and numerically dominate medical faculties and thereby all decisions. Professors and associate professors, able to integrate their expertise are needed in medicine, and are frequently vitiated by emigration, with emphasis on extraneous euphemisms such as senility, lack of interest, etc. These decisions are best, in my opinion, made by those who are confronted intellectually and are impatient with platitudes, conventional wisdom and moral and religious dogma, and, as such may be excluded because of unhappy experience. This academic achievement of colleagues is often dependent upon university policies and non-achievers.

Academic staff chosen for achievement can perform as the founder of the university philosophy, academic management must be clear, for executives and administrators are best suited for a role for which they are essentially ill-prepared and inexperienced. The trend towards group decision-making if academic freedom of the thinking man is valued. The result is an absolute need to foster these ends, not to impose political interference. The raison d'être of the administration, answerable to the Vice-Chancellor and professional representatives, is to centralise and co-ordinate efficiently and expeditiously medical, educational, administrative, clerical, building and maintenance work. It is not to delegate academic duties but to facilitate the work of academics and administrators and the academic staff must not usurp a role for which they are best suited to perform. The Vice-Chancellor and professional board are ultimately answerable to the university council (senate, board of governors), consisting of proven achievers cognizant of and sympathetic with the university's role in society. The senate (council) selects the Vice-Chancellor and they in concert set the tone and determine the standards of academics. Their role is to maintain university ideals and philosophy in the face of transient political and socio-economic pressures, and to raise funds, control property, and attend to legal affairs and public relations. It is not to issue directives to academic staff and to deliberate on their worth. Ashby declared that it is the inalienable right of academics to govern academic affairs.

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of quality and the need for thoroughness. The academic can apply himself to practical affairs and if universities are for the intellectual elite, they must be guided by the elite, for these individuals, even if they do not always know best, will know better than other contenders.

The development of the Johns Hopkins Medical School illustrates the point. Johns Hopkins, a shrewd and highly successful merchant banker, personally selected trustees according to their demonstrated ability, commissioning them 'to obtain advice and assistance of those at home and abroad who had achieved the greatest success.' Gilman, the first President, implemented this idea master-minding the endeavor and selecting key personnel on the basis of scientific achievement. The spirit of enquiry which dominated the school, the select hierarchy, the considerable freedom of action, and an unbureaucratic administration established the Johns Hopkins in less than 10 years as one of the world's leading medical schools.

The key to success was the emphasis on quality and discrimination between 'men of mark' and second-raters. Universities, when they cease the pursuit of excellence and do not insist on merit as an inelastic guideline for selection and reward, fail in their responsibility to society. Australia and New Zealand both desperately need a medical school which will bear comparison with the best of overseas' schools. Improvement will follow pursuit of the ideal. Continuing to follow the present course of events which is the very antithesis of the model here outlined, will not lead to success.

Conclusion

Governments of universities and medical schools should depend on rational policy, with the university philosophy foremost and decision-making determined along the rational lines carefully selected committee members rather than by political expediency. The right to committee membership must be earned by academic achievement. The highest order for the personal and intellectual characters and origination of staff and students, intellectual and academic advancement remain the yardstick of individual suitability for academic staff positions, and also the basis of development of university policy-making committees, if quality is the aim. The method is tried and proven. Current trends away from these requirements are affecting universities and medical schools adversely.

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