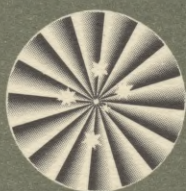


**ACADEMY OF THE
SOCIAL SCIENCES IN
AUSTRALIA**



Annual Report 1992

ACADEMY OF THE SOCIAL SCIENCES IN AUSTRALIA

Annual Report 1992

PRESIDENTS OF THE ACADEMY

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SIR DOUGLAS COPLAND	1952-1953
SIR LESLIE GALFREID MELVILLE	1953-1958
SYDNEY JAMES BUTLIN	1958-1962
WILFRED DAVID BORRIE	1962-1964
WILLIAM MATTHEW O'NEIL	1964-1966
PERCY HERBERT PARTRIDGE	1966-1969
RICHARD IVAN DOWNING	1969-1972
GEOFFREY SAWER	1972-1975
FRED HENRY GEORGE GRUEN	1975-1978
ALAN GEORGE LEWERS SHAW	1978-1981
KEITH JACKSON HANCOCK	1981-1984
JOSEPH EZRA ISAAC	1984-1987
PETER HENRY KARMEL	1987-1990
PETER WINSTON SHEEHAN	1990-

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EXECUTIVE OFFICERS

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Professor P. W. Sheehan

Executive Director and Secretary

Professor O. O. G. MacDonagh

Honorary Treasurer

Professor Stuart Harris

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Professor Stuart Harris (Honorary Treasurer)

Dr C. Bell

Professor B. Crittenden

Professor P. H. Karmel

Associate Professor P. Jalland

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Professor J. Marceau

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The Executive Director

Professor P. Bourke

Professor R. Day

Professor F. L. Jones

Professor B. Raphael

Professor G. A. Withers

Finance Committee

The President (Chairman)

The Executive Director

The Honorary Treasurer

Professor H. W. Arndt

Professor R. L. Mathews

Future Committee

Professor P. W. Sheehan

Professor O. O. G. MacDonagh

Professor H. G. Brennan

Professor P. H. Karmel

Professor J. Marceau

Consultative Committee of the Australian Academies (ASSA Members)

Professor P. W. Sheehan

Professor O. O. G. MacDonagh

Professor Stuart Harris

Award Committee

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Professor O. O. G. MacDonagh

Professor H. G. Brennan

Professor G. Bolton

Professor G. Jones

Professor R. Taft

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Professor P. Glow (SA)

Professor D. Andrich (WA)

PANEL COMMITTEES

Panel A

(Anthropology, Demography, Geography,
Sociology, Linguistics)

Professor G. Jones (Chairperson)

Professor M. Clyne

Professor B. Cass

Professor F. Jones

Dr M. Young

Panel B

(Economics, Economic History,
Business Administration)

Professor H. G. Brennan (Chairperson)

Professor R. Blandy

Professor D. Throsby

Professor C. Schedvin

Professor K. Wright

Panel C

(History, Law, Political Science,
Social Philosophy)

Professor G. Bolton (Chairperson)

Associate Professor P. Jalland

Professor P. Pettit

Professor S. Macintyre

Dr C. Bell

Panel D

(Education, Psychology, Social
Medicine)

Professor R. Taft (Chairperson)

Professor R. F. Over

Professor W. F. Connell

Professor R. White

Professor L. Mann

Dr J. L. Bradshaw

Professor B. S. Crittenden

Professor N. T. Feather

SECRETARIAT

Executive Officer

Barry Clissold ED, BA, MLitt

Secretary

Wendy Pascoe

Project Officer

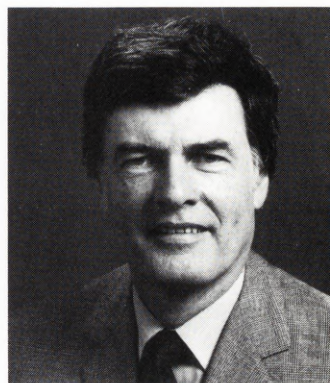
Peg Job BA, PhD

This has been a year of considerable activity and interest for the Academy and much has happened on both the internal and external fronts.

Internally, the Academy has spent a lot of time through the last year thinking critically about its objectives and redefining its goals. Through its Future Committee, it is trying to plan for the long-term. Among other issues, including taking a look at the gender, discipline and age balances in the Academy Membership, there are proposals before the Academy to establish regional co-ordinators who will have resources to further the objectives of the Academy, and a Standing Committee on Higher Education which can address national issues in a more informed way. The Executive has also decided that the Publications Committee should be constituted the Academy's management committee for the purposes of publications. A whole host of changes, in fact, will be before the Academy at its 1992 AGM in a revamped program that also should expedite our decision making.

Externally, the situation on the research funding front is acute. Last year, we were faced with 70-75% of applicants to ARC in the Social Sciences not obtaining support for their research. This year, the situation is much worse. Right at this moment, the ARC is announcing its grants in the Social Sciences for 1993 and only 19% of applications in the area of the Social Sciences are going to be successful - the lowest rate of success I can remember in the Scheme. This means that a large number of very deserving projects, many of which are unequivocally of high quality and amply praised by assessors, will be unable to be supported through lack of resources. As a mechanism for encouraging new research, the Research Grants Committee of the ARC looks as if it is near crisis point. It no longer has adequate resources to support new research in the Social Sciences (and in other disciplines), and seems ill equipped to carry new research ideas forward to the future. The Academy must have a role to play in trying to change this situation and rescue the plight of research.

The difficult funding situation has created many effects. One political fall-out, as disciplines clamber for their place in a world of scarce resources, has been what the media have called a "searing attack" on the Social Sciences (and Humanities) by other disciplines, themselves starved of sufficient funds. The Institution of Engineers, Australia, for example, has gone public on its view that the Social Sciences have opted out of the technology debate and failed to contribute positively to create jobs and national wealth. Its arguments, I believe, seem all too diagnostic of the turmoil and cross-disciplinary wrangling that current funding frustrations are encouraging.



Professor Peter Sheehan

The Academy has contributed in an informed and responsible way on the technology debate via a detailed submission to ASTEC. The concern of both ASTEC and the Institution of Engineers is that the Social Sciences and the Humanities are not relating enough to national concerns. This may be so, but the questions being raised offer a very limited view of the nature of the Social Sciences. The current debate either seems to be asking that the Social Sciences contribute directly to economic development, or indirectly via science and technology. Both these views underestimate the diversity of the Social Sciences and fail to acknowledge the strength of their current contributions. In the national debate, there are too many misleading assumptions about the character of the Social Sciences. They have a dynamic and complex role to play in relation to economic development. The relationship between the two is a synergistic one and not simply explained by putting the Social Sciences on one side and arguing that they are best viewed as contributing to the nation's welfare through science and technology. It is clearly an important time for the Academy to be heard.

Both internal and external constraints inevitably come together in the total scheme of things. With its new structures in place, the Academy will be much better equipped to educate those outside its ranks about the Social Sciences. There is much to communicate on our part, but also, it seems, much for others to hear.

Peter Sheehan
President

General Report

Several themes were dominant in the Academy's activities during 1992. At its centre has been the development of strategies for the future and the encouragement of scholarship in the social sciences. Underlying this direction has been a realisation that the Academy needs to develop its membership for the challenge of the future, and to base its recruitment for the decades ahead on younger scholars, with an increase in the proportion of women scholars, if possible.

At the forefront of these developments has been the work of the Future Committee during the year and its aims to provide a blueprint for strategic action for the Academy in the years ahead. The Committee recommended, as crucial to the Academy's future effectiveness, the establishment of committees in areas such as international relations and higher education. It also advocated a number of structural changes to make the Academy more responsive to the needs of government and the private sector.

Provision of advice to government continued to be high on the Academy's current agenda. During the year the Academy contributed to a number of important public sector reviews particularly those conducted by the Australian Science and Technology Council focussing on the contribution of the social sciences to economic development. The Academy also contributed to the Higher Education Council's draft Discussion Papers, 'The Quality of Higher Education', intended to recommend to the Minister for Higher Education and Employment Services detailed strategies to enhance the quality of higher education in Australia.

The issues defined by the proposers of the Academy's major research initiative, the *Australian-Asian Perceptions Project*, have been highlighted more and more in newspaper headlines during the year. Politicians and business leaders are increasingly focussing on the challenges to be faced if Australia is to become more closely integrated into the Asian region. The results of the project will be important contributions to these new directions. During the year project staff visited China, Japan and Malaysia while a number of workshops were conducted in Australia attended by participants from many parts of the Asian region. (see pages 11-13)

Partly as a result of the conclusions reached at its 1991 workshop, *Aboriginal Employment Equity by the Year 2000*, and the interest aroused both within Australia and overseas by the publication of the proceedings, the Academy's 1992 workshop program included, *Collecting socio-economic statistics about Australia's indigenous populations: conceptual, cultural, methodological and policy issues*. As an allied initiative the Academy has also planned a workshop on the theme, *Population and Policy in Australia*. The results of both

these important activities will assist policy makers, and particularly the Australian Bureau of Statistics, in the consultative and negotiating process essential to the design of an effective national survey of the Aboriginal and Torres Strait Islander populations (see pages 14-15)

No less important to social scientists and Australian Government policy makers will be the topics of the Academy's 1992 Annual Symposium and the inaugural Cunningham Lecture. The Symposium, **Market and State Relations in the 1990's**, convened by Professor Bettina Cass, University of Sydney, brings together a number of social science perspectives to shed light on the meaning, causes and likely social, economic and political consequences of shifts in the balance of public and private sector activity, investment, control and responsibility. The 1992 Cunningham Lecturer, Professor Stuart Macintyre, University of Melbourne, will present, **Rethinking Australian Citizenship**, a consideration of the revival of interest in citizenship.



As part of its national program the Academy supports a range of activities encouraging the advancement of the social sciences in Australia. Here Professor Fred Gruen, a Fellow of the Academy, listens to a young Economics student taking part in the first National Honours Colloquium in Economics held in Canberra in July. The Academy was co-sponsor of the event with the Economic Society of Australia and the Research School of Social Sciences, ANU.

The importance of having links with Australia's regional neighbours is reflected in the growing role of the Academy's international program. The Academy now has links with cognate institutions in the Netherlands, China, Finland, Japan and Vietnam and supports exchange visits of young scholars in the various disciplines of the social sciences. Some of its programs are undertaken in association with the Australian Academy of the Humanities (see pages 60-66)

As part of its international commitments the Academy is a member of, and provides a Vice-President to, the Association of Asian Social Science Research Councils, and is a member of the Pacific Science Association together with the other three learned Australian Academies.

Membership in the Consultative Committee of the Australian Academies is central to the Academy's policies in representing the social sciences in dialogue with those of the humanities, natural sciences and technology. Co-operation and consultation between the four learned Academies is managed through twice-yearly meetings and regular contact between their executives. In 1993 and 1994 the Academy will provide the Secretariat for this Committee.

As a national institution of the most scientifically active and eminent social scientists the Academy seeks to provide an effective forum for interdisciplinary discourse. The bringing together each year of the Fellowship is part of that process. This year is particularly noteworthy as it heralds changes, and objectives, for the Academy's annual general meeting which will include a colloquium for Fellows, public participation in a symposium, a lecture by a distinguished Fellow and presentation of the Academy's Award for Scholarship.

The Academy and its Objectives

The Academy of the Social Sciences in Australia (prior to July 1971 the Social Science Research Council of Australia) is a corporate body of social scientists. Its functions are

- (i) to encourage the advancement of the social sciences in Australia;
- (ii) to act as a co-ordinating group for the promotion of research and teaching in the social sciences;
- (iii) to foster research and to subsidise the publication of studies in the social sciences;
- (iv) To encourage and assist in the formation of other national associations or institutions for the promotion of the social sciences or any branch of them;
- (v) to act as the Australian national member of international organisations connected with social sciences; and
- (vi) to act as a consultant and adviser in regard to social sciences.

Each member, on election to the Academy, takes the title of Fellow. As at 3 November 1992 there were 244 Fellows of the Academy. New Fellows are elected by postal ballot on the recommendation of the Membership Committee. The Academy's functions are discharged by an Annual General Meeting and the Executive Committee. The Executive Committee consists of the President, the Treasurer, the Executive Director and seven other members all elected at the Annual General Meeting.

Since 1953 the Australian Government has provided an annual grant to assist the Academy to meet administrative and travel costs.

Four panels, each representing related groups of disciplines as described on pages 85-86, serve the Academy with advice relating to membership matters, the selection of new research topics and general policy issues. Panel activities are supplemented by assemblies of Fellows on a State basis which meet from time to time in the various capital cities to discuss issues of current significance to particular States or other matters referred to them by the Executive.

The Academy conducts and co-ordinates research projects. Some have led to the production of major series of books and monographs; others have been of more limited scope. It conducts annual symposia, usually on matters involving the application of the social sciences to current problems, and is producing a series of books on the development of the various social sciences in Australia. The Academy frequently acts as an adviser and consultant to government. It is involved in a number of international projects. It maintains close relationships with other Australian Learned Academies.

Academy Award

The Academy of the Social Sciences in Australia Medal honours younger Australians who have achieved excellence in scholarship in the social sciences.

Award conditions are that the award shall be for recent work, not necessarily one particular book or monograph; that nominations be submitted by two Fellows of the Academy; that the choice of the recipient be made by a Selection Committee comprising the President, Executive Director and Chairpersons of Panels; that Fellows of the Academy are ineligible; and that the Medal be presented at the Annual General Meeting of the Academy. The Award recipient may be invited to speak about her/his work to the Fellowship on that occasion.

While no age limit is placed on nominations for the Award, the general intention is to encourage younger scholars. The Medal itself features a laurel of Australian flora on one side and the Southern Cross constellation on the other. The disciplines of the Academy are represented by sixteen interlocking bronze blades, symbolising unity, strength and progress. The terms of the award, **For Scholarship**, are highlighted on the obverse side of the Medal.

Past Awards have been granted to:

1987 — Richard George Fox, for scholarship in the fields of Criminology and the Administration of Criminal Justice.

1988 — Wojciech Sadurski, for scholarship in the field of Jurisprudence and the Philosophy of Law.

1989 — Gregory J. Whitwell, for outstanding accomplishment and promise in the field of Economic History.

1990 — Vicki Lee, for scholarship displaying high intelligence and breadth of understanding in the field of Psychology.

1991 — Peter Higgs, for distinguished scholarship and promise in the fields of agricultural policy analysis, regional economics and financial economics.

The recipient of the Academy Medal for 1992 is Dr Robert Cribb, Lecturer, Department of History, University of Queensland. Dr Cribb was born in 1957, and after graduating with First Class Honours in History at the University of Queensland went on to complete his Doctoral degree at the University of London. His major work on the Indonesian Revolution of 1945-9 gave rise to several important publications, including his classic study of the Revolution in the Jakarta area, *Gangsters and Revolutionaries*. Dr Cribb is regarded as one of the most promising of the younger generation of historians of modern Indonesia.



Dr Robert Cribb,
awarded the Academy
of the Social Sciences
Medal in 1992.

Australian-Asian Perceptions Project

The issues defined by the proposers of the Project have been dominating the newspaper headlines in recent months. Politicians and business leaders are increasingly focussing on the specific challenges to be faced if Australia is to become more closely integrated into the Asian region. The Project itself is receiving attention in this public discussion.

As explained in last year's report, the Project is undertaking both comparative studies and case studies. The comparative studies are being undertaken in the form of 'composition meetings', that is to say five-day small workshops designed to produce a draft research paper. Six composition meetings have been held up to this point.

A meeting on *Comparative Perceptions of the Education Process* took place 7-11 October 1991 in Melbourne. The workshop paid particular attention to the different concepts of knowledge in the countries represented by the writing group (Thailand, China, Japan, Australia and Indonesia), the relations between teachers and students in those countries, the links between schools and community, and the perceived status of teachers and education. The writing group included Dr John Caiger (Australian National University), Assoc Prof Bronwyn Davies (University of New England), Dr Barbara Leigh (University of Sydney), Dr Jane Orton (University of Melbourne), and Dr Alan Rice (Monash University). The Vice-Chancellor of Monash University generously provided funding for travel and accommodation.

Comparative Perceptions of Business Ethics was held in Canberra and Braidwood from 17-21 December. In this case the writing group included Dr Bob Armstrong (Murdoch University), Assoc Prof Charles Coppel (University of Melbourne), Mr Ahmad Dermawan Habir (Australian National University), Dr Dan Skubik (Griffith University), Prof Bruce Stening (Griffith University) and Prof Yoshio Sugimoto (La Trobe University). The group considered the essential ethical dilemmas facing Australian business people and also the moral (and to some extent legal) structures underpinning business practice in Japan, China, Indonesia and Thailand.

Accommodation and travel within Australia for this meeting were funded in part by Austrade. The Australia-Indonesia Institute funded the visit of a prominent Indonesian businessman, Mr Moetaryanto of the Tirtalina Group, who participated vigorously in the first two days of the meeting. Prof Stephen Fitzgerald, Prof Alice Erh-Soon Tay and Dr John Girling took part in the first day's discussions.

Comparative Perceptions of Labour Relations was held from 17-21 February at the University of Melbourne. Funded by Austrade, with additional assistance from the Department of Business Law (University of Melbourne) and the National Key Centre in Industrial Relations (Monash University), participants came from a range of universities, both in Australia and the Asian region. Apart from analysing Australian and Asian values in relation to labour, the group focussed on the relationship between economic development and the regulation of industrial relations behaviour, and the different roles of government in the process of industrial rule-making.

University of Melbourne participants were Prof Stephen Deery, Mr Richard Mitchell, Ms Wendy Smith and Dr Alan Thompson. Others involved were Dr Paul Alexander (University of Sydney), Dr Chris Leggett (University of NSW), Dr David Levin (University of Hong Kong) and Prof Young-ki Park (Sogang University, Korea). Prof Young-ki Park's participation was sponsored by the National Korean Studies Centre (Swinburne Institute of Technology).



Participants exchanging views on labour relations at a composition meeting at the University of Melbourne. Pictured left to right: Wendy Smith, *University of Melbourne*, Paul Alexander, *University of Sydney*, Richard Mitchell, *University of Melbourne*, Tony Milner, *Young-ki Park, Sogang University*, Stephen Deery, *University of Melbourne*, and Chris Leggett, *University of NSW*.

Comparative Perceptions & Expectations of Government, held from 28 April - 2 May, was funded by the East Asia Analytical Unit of the Department of Foreign Affairs and Trade. The week commenced with a provocative overview by Prof Ross Garnaut. The participants were asked to consider the conflicting expectations of government (both historically and at the present time) within the societies of Asia and Australia and how perceptions and expectations are changing today. Other areas investigated included the perceived obligations of government in respect to social welfare and the expected role of government in the economy. The writing group included Prof Takeshi Ishida (Tokyo), Prof Ben Kerkvliet (ANU), Dr Andrew MacIntyre (Griffith University), Dr Barrett McCormick (ANU), Assoc Prof Shamsul A.B. (University Kebangsaan Malaysia) and Prof O.W. Wolters (Cornell University, USA). Prof Ishida's participation was funded by the Australia-Japan Foundation.

The *Comparative Perceptions of Citizenship* workshop, held in Fremantle from 25-29 May, examined the following issues: how far does 'citizenship' involve the civil and political liberties that Western societies take for granted? Does it involve clearly-defined obligations (eg participation in national defence)? What are the rights of non-citizens, of foreign workers and refugees in particular? Participants in this composition meeting were Prof Barry Hindess (ANU), Prof Stuart Macintyre (University of Melbourne), Prof David Goodman (Murdoch University), Dr David Marr (ANU) and Dr Anthony Day (University of Sydney). Their travel and accommodation was sponsored by the Asia Research Centre, Murdoch University. On the first day of the workshop the writing group met a range of people involved in a practical way with citizenship, including

representatives of the Migrant Women's Association, the Khmer Association, the Chung Wah Association and the Overseas Relations Committee. Mr Andre Malan, regional affairs journalist at the "West Australian", also participated.

The most recent workshop was concerned with *Comparative Perceptions of Human Rights*. Held at ANU from 29 June - 3 July, like the other meetings it involved participants specializing on several countries and cultures. The writing group comprised Dr Peter Bailey (ANU), Dr Muhammad Abu Bakar (University of Malaya, Kuala Lumpur), Mr Fauzi Abdullah (Indonesian Legal Aid Foundation, Jakarta), Prof Chua Beng Huat (National University of Singapore), Dr Rey Iletto (James Cook University), Dr Peter Jackson (ANU), Mrs Ann Kent (ANU) and Prof Chai-Anan Samudavanija (Chulalongkorn University, Thailand). The meeting was sponsored by the Department of Foreign Affairs and Trade, and two senior members of the Human Rights section of that department took part in the Monday discussions. The Australia-Indonesia Institute, UNESCO and the Australian Institute of International Affairs provided assistance to fund the overseas participants. Mr Greg Sheridan of "The Australian", who has given 'Human Rights' considerable attention in his columns recently, was invited to make an opening statement on the first day.

Arrangements for three further 1992 composition meetings have been finalised: *Comparative Perceptions of the Media* (again funded by the Asia Research Centre at Murdoch University) 14-18 September; *Comparative Perceptions of Democracy & Government* (funded by Griffith University) 2-6 November; and *Comparative Perceptions of National Security* (funded by the Department of Defence) 30 November - 4 December.

With respect to the 'case studies' series, a number of papers are already in preparation. The *Human Rights Delegation to China 1991* by Dr Peter Van Ness and *East Timor/Indonesia/Australia* by Prof Jamie Mackie and Ms Allison Ley are both in the final editing stages. Small seminars on the working drafts of these papers were held on 26 February and 22 April respectively. *The Australian-Malaysian Relationship* by Dr Harold Crouch and *Australian Policy and Initiatives in the Cambodian Crisis* by Dr Frank Frost are in the early planning stage. Other topics likely to be covered include *Westpac Labour Relations in Korea*, *The Philippines Brides Issue*, and *Indonesian Fishermen in Australian Waters*.

In March and April the Project Director visited both Japan and China. He was an official guest of the Japanese Foreign Ministry and of the Chinese People's Institute for Foreign Affairs. A specific aim of these visits was to identify possible participants for the Project's workshops.

1992 Workshops

A large number of workshops are in planning stages for the remainder of this financial year. At least two are yet to be held in 1992 and several more are being finalised. A most successful workshop, both in terms of functioning and outcomes was held earlier in the year. That workshop, *A national survey of Aboriginal and Islander populations: problems and prospects* was held in April.

The workshop built on one which was staged the previous year on Aboriginal employment equity, and was aimed specifically at canvassing the issues involved in collecting statistics as recommended in the Royal Commission into Aboriginal Deaths in Custody. It was a particularly timely workshop, contributing substantially to the consultative process which the Australian Bureau of Statistics had just begun in order to survey Aboriginal and Inlander people in Australia.

Dr Jon Altman from the Centre for Aboriginal Economic Policy Research at the Australian National University convened the workshop, and subsequently edited the proceedings for publication. The monograph, *A national survey of indigenous Australians: options and implications*, was launched by Charles Jackson, Commissioner for South Australia in the Aboriginal and Torres Strait Islander Commission in early August. Many of the participants and representatives from both Aboriginal and Torres Strait Islander organisations and government departments attended the launch and were welcomed by the Executive Director of the Academy.

The Academy thanks Dr Altman and his colleagues at the Centre for Aboriginal Economic Policy Research for their cooperation and efficiency in designing such a successful workshop and producing a publication in a very short time.

Many workshops are slowly taking shape; others have been postponed from earlier schedules. Among those to take place in late 1992 and early 1993 are:

- *Women: restructuring work and welfare in Australia* (Canberra, 17-18 November, convened by Professors Susan Magarey and Anne Edwards)
- *Population and policy in Australia* (Adelaide, November, convened by Professor Graeme Hugo)
- *Contemporary Debt Crisis* (Canberra, November, convened by Barry Carr and Stephen Niblo)
- *The sexual contract* (Canberra, 12-13 December, convened by Drs Moira Gaten and Marion Tapper)
- *Federalism* (Melbourne, February 1993, convened by Dr Cheryl Saunders)



Workshops form an integral part of the Academy program to promote and sponsor research in the Social Sciences. The 1992 series included a further workshop on aboriginal issues, being jointly sponsored by the Academy and the Centre for Aboriginal Economic Policy Research at the Australian National University.

- *Understanding ageing processes* (Canberra or Melbourne, early 1993, convened by Professor George Singer and Dr Hal Kendig)

Full guidelines for workshops, designed to assist convenors to plan effectively, have now been developed and published. Since the program is expanding, and workshops are being held in various cities, it was found necessary to outline both responsibilities and limitations. The workshop program is seen as an exciting and essential part of Academy activities, meeting as it does the charter of the Academy to encourage the advancement of the social sciences and to foster research and publication.

Joint Academy Activities

During the year the four learned Academies continued to consult and develop policies of mutual interest and provide advice to government. The Academies maintained an interest in the funding of research, the funding of representation of national disciplinary bodies in international organisations, and the recognition of each of the four Academies, the Academy of the Social Sciences in Australia, Australian Academy of the Humanities, Australian Academy of Science and Academy of Technological Sciences and Engineering, as the national representative for the disciplines within its particular field of scholarship.

Of particular note this year has been the development of a symposium proposal, *Changes in Scholarly Communication Patterns: Australia and the Electronic Library*, to be conducted by the Joint Academies Committee on Libraries. The National Board of Employment, Education and Training has agreed to support this national symposium which will be held in April 1993.

The Committee has also given consideration to the autonomy of universities and a proposal for a major national symposium to coincide with International Decade for Natural Disaster Reduction Day in October 1996. Other issues considered during the year included continued membership of the Pacific Science Association, which was renewed, and the respective Academy activities concerning Sustainable Development.

Administration

Changes to the format of the Academy's annual general meeting, and its associated activities, the establishment of a Future Committee and a review of the Academy's structure resulted in a busy year for the Secretariat.

Meetings of the Executive Committee of the Academy were held on 14 April, 14 September and 2 November. A meeting of the Consultative Committee of the Australian Academies was held on 10 April and one is scheduled in Canberra on 8 December 1992. The Membership Committee met on 10 July to consider nominations for election of new Fellows in 1992 and the Award Committee met on 14 September. Two new committees were active during the year; the Future Committee met on 16 December 1991, 20 March and 24 August and the Publications Committee met on 7 April, 20 May, 24 June and 3 September.

Administrative support was provided in the conduct of a number of Academy workshops and to the Academy's major research initiative, the *Australian Asian Perceptions Project*. Three Academy newsletters, an information brochure, three monographs, the Annual Report and the 1991 Annual Lecture were published during the year.

The Academy continues to occupy offices in the Garden Wing, University House, The Australian National University, Canberra.



The Garden Wing of University House, on the campus of the Australian National University, houses the Secretariat of the Academy.



ASSA Newsletter

During 1992, *ASSA Newsletter* was redesigned and expanded. The inclusion of more information and several substantive articles in each issue has considerably improved the newsletter. Three issues were published during the year, in March, June and September. In 1993 it is hoped that four issues will appear.

The purpose of the newsletter is to inform Fellows and other interested people about the activities and views of the Academy. One of the functions of the Academy is to serve as advisor to Government, and when asked for such advice as a matter of urgency, it is not always possible to consult widely among Fellows. The newsletter attempts to inform Fellows of steps taken and advice given, so that ongoing debate can occur.

The newsletter includes regular features, such as columns written by the President and the Executive Director, reports on workshops conducted under Academy auspices, and progress reports on the Academy research project: *Australian and Asian Perceptions*.

Because the Academy is a national body, and Fellows are located throughout the country (and some are currently employed in overseas institutions) the newsletter is one of the ways in which news of honours achieved and appointments made can reach colleagues. Accordingly, information of this kind is included in each issue of the newsletter. So too are deaths of Academy Fellows.

International news is provided on such matters as the scholars being funded under the various Exchange Schemes of the Academy and international conferences likely to be of interest. Regular reports on the activities of the Association of Asian Social Science Research Councils, of which the Academy is a Vice President, are also made.

Although *ASSA Newsletter* is primarily directed towards Fellows, it is distributed more widely so that those interested may learn something of the nature of the Academy. As the Academy receives government funding, politicians and government officials naturally wish to be informed about the use of those funds, and the newsletter also performs this function.

The newsletter is available on request to any member of the public, and enquiries are welcomed.

1991 Annual Symposium

Management of Research in the Social Sciences

The right to carry out research in a chosen area and access to the resources needed for research have been components of academic freedom. Research has been seen as a creative process that cannot readily be planned and managed. In recent years governments have adopted a much more instrumental view of universities research. In particular they see it as an instrument in promoting economic growth. They want value for research dollars spent in universities.

The Academy's 1991 Symposium on Management of Research in the Social Sciences took stock of this change and its implications. Roy MacLeod compared Australian and British experience, focussing particularly on government attempts to get value for their funding of research degrees. Max Neutze compared various strategies for allocating research resources and argued that those strategies derive from differences in the main objectives being pursued and beliefs about what motivates researchers.

The role of the Australian Research Council through its project funding, funding of research centres and of research degrees was explained by Max Brennan. Economics is one of the fields in which the outcome of ARC funding has been reviewed by an independent committee. Frank Jarrett, a member of that committee, described the strengths and weaknesses it found.

Performance indicators can be used in allocation of research resources between research groups and centres. Russell Linke discussed both their value and their limitations. Geoffrey Brennan used information about publications by members of staff of economics departments in Australian universities to point out the great variation between individuals and to discuss the implications of these findings for research management.

Strategies for Research Management

Max Neutze

This paper compares three long term and two short term strategies for managing research resources in universities. It argues that the choice between these strategies depends on the relative importance of different objectives and on beliefs about the nature of university research and what motivates researchers. The best strategy may vary between basic and applied research and between teaching-and-research and research-only situations.

THREE LONG TERM MANAGEMENT STRATEGIES

1. *The gifted researcher strategy*

Under this strategy the emphasis is on recruiting and then supporting researchers with a record of high productivity. Research program are built around productive people rather than areas of research being closely defined prior to recruitment. The strategy is based on the following views.

The most important objective is to get the greatest research output from the available resources. Research productivity varies greatly between individual researchers and the productivity of a researcher can be predicted quite well from past productivity. Researchers are motivated mainly by curiosity and good researchers want to be able to determine their own research agenda and to follow interesting ideas that arise in their research. This strategy is more applicable to basic than applied research.

This strategy was used in the early development of universities but has become less appropriate as they have had to recruit in the fields needed to meet teaching demands. It was used in establishing the Institute of Advanced Studies and is still a powerful influence there.

Among the advantages of this strategy are that many of the most creative researchers are attracted by the freedom it offers research leaders and the autonomy it provides for universities. World wide, universities and research institutions that adopt this strategy can be seen to be highly productive. Administrative costs are low.

One disadvantage is that it may be difficult to discontinue a research area when the gifted researcher retires or resigns, unless the strategy of the Max Planck Institutes, in which this occurs automatically, is followed. There is always some risk of the gifted researchers resting on their laurels or running out of ideas. The strategy does not to provide accountability to funding authorities. It takes little or no account of institutional or national priorities between research fields.



Professor Max Neutze

2. Strategic planning

Under this approach fields of research are chosen according to institutional priorities before recruitment of the best available staff in the chosen fields. It is based on the following views.

The most important objective is research results of social or economic value and the fields of research in which useful results are likely can be predicted, as can the future productivity of individual researchers. Researchers are motivated by opportunities for research funding and career advancement. In the short term researchers can transfer their skills to fields where funding is available and in the long term researchers will choose to train in such fields.

The strategy is most obviously appropriate for applied research. It can be used in either research-only or teaching-and-research situations; in the latter to decide on areas of research concentration.

CSIRO, with its new emphasis on strategic research, now uses strategic planning as its main management tool and many universities are using it, partly as a result of pressure from DEET to develop "research management plans".

Among the advantages of this strategy are that the clearly stated criteria for resource allocation provide a high level of accountability, it takes account of university and funding agency priorities, and concentrates resources in order to achieve critical mass.

A disadvantage is that it limits the ability of researchers to pursue interesting lines of research or to support the research of promising new researchers. Plans may not be able to be implemented because researchers of sufficient quality cannot be recruited. Academic tenure can limit the ability of a university to change fields in line with an adopted plan.

3. The nexus strategy

Under this strategy research resources are distributed according to the need for teaching staff and the presumption that all such staff will do research. Its proponents hold the following views.

The most important purpose of university research is to ensure high quality of teaching and graduate training. If the research results are valuable in their own right, that is a bonus. It is legitimate to use research performance in making appointments in its own right and as a surrogate for teaching ability, which itself is very difficult to measure.

Basic research, as it involves mainly the extension of knowledge, is most clearly complementary with teaching and therefore consistent with the nexus strategy, though applied research also enriches teaching.

This strategy was widely applied in the older Australian universities alongside ARGC and NHMRC research project funding prior to its attack in the White Paper, and through the "claw back". Because the old college sector had not been funded for research it would have been costly to apply it to all universities following the disappearance of the binary system of higher education.

It has the advantages of preserving university autonomy and academic freedom, maintaining the research skills across a wide range of disciplines, and giving all academics the opportunity to carry out research. Its administrative costs are low.

A major disadvantage is that research output is not maximised because resources are not concentrated in hands of the most productive researchers. Neither university nor external research priorities are considered. Accountability is low.

TWO SHORT TERM STRATEGIES

As well as a grand strategy a university or a funding agency needs a strategy for allocating resources from year to year or over the life of a project. The alternatives are performance based strategies, including peer review, or allocation by deans and heads of departments.

1. (a) Peer review

Peer review allocates resources on the basis of an assessment by peers of the research productivity of the proposer and the merits of the proposal. If the research record is given a high weight it becomes the short term equivalent of the gifted researcher strategy, though because it is short term it is very different. The proponents of this strategy hold the following views.

Three objectives are satisfied by peer review: value for money in the short term, social value from research, and the legitimacy of decisions. Research record is a good predictor of future performance in the short run.

Researchers are assumed to be motivated by material rewards and honour among peers. Competition among peers for research support and hence career advancement will keep them on their toes. Insecurity, rather than the security provided through the gifted researcher strategy, will stimulate the best performance.

Peer review can be used for basic as well as applied research, though it is used more frequently for the former. It is used extensively by granting agencies that support basic research but only to a limited extent for allocation of universities' own funds.

Its advantages are that it is well understood and relatively open, it provides accountability to funding agencies and preserves the autonomy of universities and, to a degree, the freedom of individuals.

Its disadvantages are that it tends to support safe rather than adventurous research and short rather than long term projects, and it limits the ability of researchers to set their own research priorities. It is costly in terms of the time spent by researchers in preparing unsuccessful proposals and the time of assessors and panel members. It places a great deal of power in the hands of panel members who choose assessors and does not provide support for promising researchers without a track record.

(b) Performance indicators

Performance indicators (the topic of another paper) attempt to quantify aspects of performance that influence peer review. They are objective and provide a form of accountability for the use of grant funds, for example in the Cooperative Research Centres program.

They are strictly applicable only to comparisons within a field of research and hence not suitable for allocations across such fields, though some universities use them for that purpose. They are at best only partial indicators of many-faceted research performance and are particularly weak on judging quality. Citation analysis, which provides some measure of impact, captures one dimension of quality, but it is reliable only for making comparisons between relatively large groups of researchers within a field of research.

2. Allocation by deans and heads of departments

This method is used to allocate most of the research funds available to universities through their operating grants. In addition to research output, deans and heads also give weight to their own and the university's research priorities and to the effects of research on teaching quality.

As a short term allocation strategy it is an implicit part of the gifted-researcher long term strategy, but it fits well also with strategic planning and the nexus strategy. When it is used to allocate operating grants in dual funding systems it complements peer reviewed funding of external grants.

Its advantages are that it takes account of the different motivations, talents and responsibilities of staff members while giving due regard to the complementarity between teaching and research. Supervisors have a good knowledge of the potential of young researchers and can assess the risks of long term projects.

While it appears to lack accountability and legitimacy, and to place too much power into the hands of an individual supervisor, these problems are ameliorated by the internal checks provided by the collegial nature of university decision making.

Among its disadvantages are that it is unlikely to make the best use of resources and likely to spread them too thinly to achieve efficient research concentrations.

CONCLUSIONS

Is it possible to combine these strategies in an approach that gets the best outcome? I would like to argue that no one approach should be relied upon. Strategic planning is the broadest of all and strategic decisions are always needed to decide broad fields of teaching and research. The gifted researcher strategy has greater application in parts of universities that place a heavy emphasis on research and the nexus strategy on those which give greater emphasis to teaching. An alternative is to use strategic decisions to narrow the fields of research further in line with priorities and judgements about areas in which important results are likely.

The strengths and weaknesses of peer review on the one hand and allocation by deans and heads of departments on the other are the mirror image of one another. There is a strong case for a balance between the two strategies by having universities funded for research partly through external peer-reviewed grants and partly from internal funds allocated by deans and heads of departments. There are also advantages in having research centres and parts of universities, such as the Institute of Advanced Studies at ANU, that are mainly block funded for research. Such a pluralist system is risk-avoiding, permits comparisons between the outcomes of the different strategies, and may well be the most efficient in the long term.

The implications of variations in research output for management decisions.

Geoffrey Brennan

In the current Australian debate over research management, there are in play two quite different pictures of the research process. On the one hand, there are those who believe that nothing is ever done truly conscientiously unless its performance carries with it appropriate rewards or lack of performance appropriate penalties. This group is composed mostly (though not exclusively) of economists; and their theories of how academia works are drawn, consciously or otherwise, from Adam Smith (in particular Book v of *The Wealth of Nations*, Part III Article II). The epigraph for this account is Smith's famous observation that in Oxford, where all professors are endowed, 'the greater part of the publick professors have, for these many years, given up altogether even the pretence of teaching,' (and, no less, presumably, the pretence of research). And the account offered of research in the Australian university system where salaries are only tenuously linked to current research performance is that there will predictably be a lot of 'wankers' in the system.

On the other hand, there are the academic romantics who believe that intellectual curiosity and the sheer love of the life of the mind are sufficient spur to research activity for all but the outliers - that virtually all academics in the Australian system are dedicated researchers, inspired by a sense of the academic vocation, and pursuing to the best of their ability their various tasks with a natural conscientiousness. This view is the stuff of graduation addresses and academic autobiography. The question is, however, whether it is at all descriptive.

These two rival pictures tend to be associated with quite different 'lessons for research management'. According to the first picture, the institutional arrangements in Australian universities require radical restructuring. In particular, the provision of research infrastructure, including a significant proportion of academics' time on an equal per capita basis, and the tradition of promotion within broad grades according to seniority, should be replaced by a system in which research resources (including researcher's time) are subject to competitive bidding and salaries much more closely tied to research output. At least part of the justification for current 'reforms' ¹lies in an argument of this kind: something much closer to the American system has seemed desirable.

According to the second picture, however, the notion that government should attempt to restructure academic institutions and the processes of allocation of resources within them is a mistake. The appropriate posture for the government in relation to the universities is that of 'patron'; beyond the normal constraints of auditing, to guard against outright corruption, it is enough for the government to throw the relevant amount of treasure over the ivy-clad walls and drive away, no questions asked. Attempts to 'interfere' in the way in which universities allocate the money among different researchers and/or different research programs represent, on this view, an intrusion into the collegial culture and an assault on university integrity. And this intrusion is bad not so much because universities should not be held 'accountable' in a broad sense, but because academics themselves both individually and collectively are better placed to define their responsibilities and fulfill their academic obligations than politician- or bureaucrat-managers would be.

Now, whether in fact these two rival policy postures are logically connected to the corresponding pictures of university operations is a more subtle question than it may seem. Even if the performance of universities was fairly bad, it is not obvious that more finely tuned incentives would improve things - particularly if those incentives

¹ policies with this end in mind depend for their success on the extent to which the decision processes under competitive bidding (i.e. ARC allocation procedures) "get it right". A system of differential payments that is randomly related to the activity we seek to encourage (e.g. genuine contributions to knowledge) achieves no positive end at all. But we set aside such critical issues here, because our interest is in the more descriptive dimensions of the issue.

were to be designed by agents driven by interests other than academic quality. And even if the current system worked fairly well, it might nevertheless work still better if a more finely-tuned incentive structure were in place. But such subtleties do not seem to play much role in the current debate. Most of that debate proceeds instead on the basis of an assessment of the state of the universities themselves. In that assessment, the two rival pictures we began with are very much in play.

Now, if the state of the universities is to be seen as such a crucial matter in framing research management policy, it might be reasonable to expect that research performance in Australian universities would be a matter of public record - that the debate would be informed by reliable data. Not so. It is, it seems, more fun to pursue the argument on the basis of anecdote and corridor-gossip: there is a fear, perhaps, that careful consideration of the facts would merely inhibit one's rhetoric. There is, then, not only absence of reflection on what particular pieces of evidence might imply for public policy towards research; there is also very little attempt to gather the relevant evidence in.

It is against this background that we present the data in this paper. If, as is often enough the case, the data are themselves somewhat inconclusive and do not decide the issue one way or the other, they will serve at least, we hope, to discipline the wilder flights of fancy and moderate the more extravagant claims. Moreover, the exercise of reflecting on the information available may lead us on to consider what further data we would need to decide the issue, or what the real implications of various 'facts' might be.

The data to be presented here are drawn from an earlier bibliometric exercise undertaken by Geoff Harris of the University of New England (Harris [1988; 1989]). The Harris exercise aimed to rank all Australian university economic departments on the basis of research output. To do this, Harris examined the research output of every academic economist of the rank of lecturer and above who appeared in an economics department over the decade 1974-83. Because the period in question pre-dates the abolition of the binary divide, the sample includes only the nineteen 'universities' that were so-called over the period. The sample excludes specifically the output of research economists who were outside the university system (e.g. in the Reserve Bank or the various government research bureaus, such as the Bureau of Labour Market Research or the Bureau of Agricultural Economics); it also excludes the output of those in full-time research centres, including most notably the I.A.S. at the A.N.U. (the ANU Faculties department is of course, included).

The measurement of research performance in comparable terms clearly requires that outputs of differing length and academic



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significance be reduced to some common measure. For the purpose, Harris employed an algorithm which gave higher weights to papers in more prestigious journals and to scholarly books. The weights in question are bound to appear somewhat arbitrary and there is a range of aspects of the algorithm Harris uses that could be called into question. However, sensitivity analysis suggests that Harris' rankings of departments are not much affected by such details. The same persons emerge as 'productive' pretty much irrespective of how productivity is measured, and the Harris procedure seems to us to be entirely adequate for the kind of general exercise we have in mind. Accordingly, in what follows, we shall depict all our measures of research productivity in terms of a single, putatively homogeneous, unit specified as the 'Harris point'. To place this measure in some context, note that an article in a major journal (a class in which the two major Australian journals, *The Economic Record* and *Australian Economic Papers*, are both included - arguably somewhat generously) is worth ten Harris points; a book with a reputable academic publisher (Oxford, Cambridge, University of Chicago etc) is worth thirty-five Harris points. It may be helpful in interpreting the measures to follow to think of the Harris point as one-tenth of a first-class journal-article equivalent.

As economists, we should perhaps apologise to our other social science colleagues in focussing on our professional home-turf. There are, however, good reason for such focus. The truth of the matter is that economics is more amenable to this kind of bibliometric exercise than are most other social sciences (psychology, to the extent that it is a *social* science, is probably no less congenial). The major output in economics comes through the journal literature: books, though not unknown, are not the *sine qua non* in economics that they are in history or political science. And within the journal literature, there is a well-established pecking-order that makes weighting a relatively uncontroversial matter. To conduct a similar exercise for other disciplines in the social sciences would be a much more complex and tendentious exercise. However, we have no grounds for believing that the picture in other social science disciplines would be different and the onus of proof would seem to lie with those who would assert otherwise.

Because Harris' interest was in ranking departments, his exercise involved aggregating individual performances across departmental affiliation and his results are published only in that form. Our interest is in the individual performances themselves, and we are grateful to Harris for making his raw data available to us.

Over the decade under consideration, there were almost four hundred and fifty individuals who were members for a period of one year or more of the relevant departments. We derive for each individual his/her average annual research output in Harris points. (We use *annual* averages because we wish to wash out differences in

research output based solely on differences in the number of years different individuals spent in the cohort). We depict in table 1 the distribution of those individual per annum outputs. The second column shows the numbers of academics who fit into the relevant row designated by column one. For example, as the first row indicates, 149 persons or one third of the cohort produced nothing. Or to take the bottom row, six persons (or 1.3 percent of the cohort) had average research outputs of more than thirty Harris points per year (three first-class article equivalents per year). As column 7 tells us, those persons produced among them an average output of 215.2 Harris points, which as the final column tells us was 11.2 percent of the total research output. Or consider columns 5 and 6 and 11; in the fifth row from the bottom, we learn that the most productive sixth of the cohort (column 6), representing seventy-five persons, produced almost two-thirds (63.3 percent) of the output. The average annual output per person was 4.3 points, or one first-class-article equivalent every two and a third years. The median output per person was two points (or one first-class-article equivalent every five years). By definition, half the individuals in the sample produced at a slower rate than the median, if indeed they produced anything at all.

The distribution has two salient features: first, the high proportion of the cohort who are relatively (and absolutely) unproductive in research; and second, the very significant proportion of total research output that is produced by the handful of most productive scholars. Simply put, the distribution is highly skewed towards the lower end, with *zero* the modal value.

If we are to interrogate these data in terms of the debate outlined earlier, and in particular, ask which picture of universities is vindicated, the conclusion must be that there is something here for everyone. Much depends on which aspect of the distribution one is disposed to focus on. Consider the bottom end first. It is certainly difficult not to be struck by the apparent wastage involved in so-called 'infra-structure' funding for research in economics: the release of teaching time for academics' research is apparently bearing little fruit for a very considerable proportion of the academic population. Although we have no measure of *inputs* here (and in particular no information about inputs of academic time), it is certainly tempting to conclude that there are a significant number of free loaders in the system. We know for example that of the one hundred and fifty non-producers, thirty were in the system for virtually the whole period (nine or ten years). To prevent oneself straying into print over a period of such duration would seem to require a quite deliberate policy of inactivity. Some of this number are doubtless heavily engaged in other activities - administration, scholarship (i.e. reading what others have written), heavier than normal teaching loads. But some are equally doubtless ripping off the public purse. It

would be a mistake, however, to become excessively preoccupied with this aspect of the story, salient though it may be. For equally clearly, there is, at the other end of the spectrum, a number of persons who is highly productive and on whom the performance of the system largely depends. If one treats the distribution more as a fact of intellectual life and less as an occasion for indignation, one is drawn inevitably to the conclusion that the success or otherwise of the research system depends on the extent to which that system nurtures its high-fliers. Sensible research policy must focus every bit as much (and arguably a good deal more) on the top end than the bottom. For example, losing a handful of high-fliers to the U.S. academic market could reduce Australia's research output by as much as ten percent. If the cost of producing a first-class-equivalent paper is around \$100,000 at current prices (it cannot be much less once reasonable allowance is made for overhead), then the cost-equivalent to Australia of losing one of its top producers is around \$400,000 p.a.. It is extremely important to make this point because policy is often very coarse-grained: systemic changes designed to put a foot up the backsides of free-loaders can easily sour the system for everyone and involve a loss of morale for persons at the upper end as well. Unless policies make relevant distinctions - and in particular unless there are considerable benefits to the system at the upper end - policies designed to improve research performance will fail.

There are a couple of implications here that are worth drawing out. The first is that in the analysis of research policy generally it is a mistake to focus attention on numbers of *persons*. A large number (an overwhelming majority) of the persons in the academic system are simply irrelevant to the main game. That is a point that academics know well when it comes to the allocation of scarce reading-time. But an analysis of brain-drain effects, for example, that simply considers the *number* of persons affected, without considering *which* persons, will assess the implication for research activity quite incorrectly. Equally, if one wants to *understand* the research process, one may do much better to focus on individual academic heroes than to look broadly across the system. One interesting (and potentially policy-relevant) question might be to look in detail at the academic profiles of the dozen or so highest performers in the profession and see what emerges (if anything) as a common factor.

A second implication of quite a different kind is to reflect on rates of ARC funding. There is a certain disquiet at the time of writing about the fact that under current levels of funding, the ARC has only an eighteen percent acceptance rate for basic research grants. The data here would suggest, however, that if the ARC processes of identification are reasonably good, then an eighteen percent acceptance rate is not too bad: the output rate below the top eighteen percent is less than one first-rate-journal-article equivalent

TABLE 1
Distribution of Individual Research Outputs 1974-1983

Range (Harris Pts)	Number of Individuals				Number of Points Per Annum					
	Nos	Cumul.	% Cum.	Inverse Cumul.	% IC	Points	Cumul.	% Cum	Inverse Cumul.	% IC
0	149	149	33.3	448	100.0	0	0	0	1924.5	100
0-1	32	181	40.4	299	66.7	16.5	16.5	.9	1924.5	100
1-2	42	223	49.8	267	53.6	63.7	80.2	4.2	1908.0	99.1
2-3	45	268	59.8	225	50.2	107.7	187.9	9.8	1844.3	95.8
3-4	27	295	65.8	180	40.2	95.7	283.6	14.7	1736.6	90.2
4-5	34	329	73.4	153	34.2	149.2	432.8	22.5	1640.9	85.3
5-6	21	350	78.1	119	26.6	112.6	545.4	28.3	1491.7	77.5
6-8	23	373	83.3	98	21.9	161.7	979.4	36.7	1379.1	71.7
8-10	17	390	87.1	75	16.7	148.5	855.6	44.5	1217.4	63.3
10-15	25	415	92.6	58	12.9	306.7	1162.3	60.4	1068.9	55.5
15-20	16	431	96.2	33	7.4	274.5	1436.8	74.7	762.2	39.6
20-30	11	442	98.7	17	3.8	272.5	1709.3	88.8	487.7	25.3
30+	6	448	100	6	1.3	215.2	1924.5	100	215.2	11.2

Average output = 4.3pts (per annum)

Median output = 2.0 pts (per annum)

per year. To take funding beyond the top twenty-five percent would be to fund persons whose performance was, at best, only average.

A single table of data, a single paper, cannot be expected to settle high issues of research policy. By necessity, an exercise like the one here is necessarily question-begging. In part, that is its point. Some of the questions begged are these:

1. does the system work to filter out less productive persons and retain more productive? (i.e. do the less productive persons spend shorter periods in the system on average?)
2. does the present reward structure work tolerably well? In other words, what is the relation between research performance and academic rank in the Australian system?
3. recognizing the riskiness in the research process, is there any way we can reliably identify the high-fliers *ex ante* rather than *ex post* (as any data must necessarily do)?
4. if policies were in place to redistribute to the more productive researchers (supposing these can be identified *ex ante*), would the research output of the system increase? (i.e. to what extent are high producers constrained by lack of equipment or lack of time? To what extent would high producers return to Australia or stay here if rewards were higher? To what extent would talented students be attracted into academia if they were likely to receive higher rewards if successful?)
5. if policies were in place to redistribute away from the less productive researchers (supposing that these *can* be identified *ex ante*), would the research output of the system increase? (i.e. how much of the unproductiveness is incentive-related?)

The Harris data provides some answers of a kind to the first two of these questions, though we shall not report those results here. On the other questions, we have no real evidence. We do not reckon, however, that evidence on all these matters is impossible to obtain, and we believe that a certain amount of energy could usefully be spent by the protagonists in the public debate in attempting to obtain and analyse that evidence, rather than in airing their suspicions or indulging their prejudices.

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Some Principles for Application of Performance Indicators in Higher Education

Russell Linke

Performance indicators are rapidly becoming an integral part of organisational management in every sphere of human activity. Their role in manufacturing industries and other business enterprises as a basis for Total Quality Management (sometimes referred to as Total Quality Control) is already well established, as is their use in program performance budgeting for certain areas of government service provision including public health, transport, communications, social security and employment support, but as yet only to a limited extent in education. Their underlying purpose in all these areas is to serve as a guide in making decisions on ways in which organisational performance might be improved. Their function is to identify the principal characteristics or components of successful performance, expressed in terms amenable to either quantitative measurement or reliable estimates of relative achievement, and thus to provide a profile of performance levels attained by a particular organisation, and at a particular time, against which to compare that of other organisations or the same organisation at different times. They are in this respect an aid to decision making and potentially a powerful one - but in no sense a substitute for what is an inherently subjective process.

In higher education especially, pressures for increased cost efficiency arising from growth in participation, expansion of course range and duration, and demands for greater research and development support, have in many countries led to strengthening interest by governments and other funding authorities in the application of performance indicators. While the initial response from institutions has typically been one of anxiety and outrage that processes as complex as education and research should be subjected to such an austere approach - reinforced by some remarkably naive and demoralising attempts at implementation by government authorities - there has developed a growing acceptance that the underlying issues of quality assurance and cost efficiency are more than transient concerns and must eventually be addressed by institutions in a serious and systematic way. Together with this realisation, and to some extent underpinning it, has been a growing research interest among academic staff and an expanding body of experimental evidence on the feasibility of defining and evaluating performance characteristics.



Professor Russell Linke

For the most part the two approaches of exploratory research and policy development have proceeded independently, with sporadic attempts at implementation providing a general stimulus for further research but seldom involving any serious attempt at coordination of research and policy decisions.

One exception to this rule is the recent attempt in Australia to establish a more competitive funding regime for higher education institutions which takes account of differential performance in both teaching and research. The process was initiated by a national policy discussion paper in 1987 which stated clearly the Government's intention "to fund on output and performance", expecting institutions "as part of their strategic planning, to give consideration to indicators that would help in measuring the achievement of their goals" (Australia 1987: 41-42). In response to this proposal the Australian Vice-Chancellors' Committee established a working party to identify a range of performance indicators which might, at least in principle, assist institutions in this evaluation process (Taylor 1988). Subsequently, and on the basis of the working party's recommendation for further development of the indicators identified in their report, the Commonwealth established a national research group to conduct a trial evaluation with a view to defining more specifically, and in operational terms, those indicators which could provide a reasonably valid and reliable source of information on institutional performance, together with the relevant data elements and conditions required for effective application (Linke 1991)

While the issue of implementation is still far from being resolved, and a number of potential indicators remain essentially unproved, this process has already served to clarify some basic principles of institutional performance appraisal which could help to reconcile government pressures for accountability through performance based funding with institutional demands for autonomy of action and self determination. These principles refer to the selection of appropriate indicators; making provision for expert judgment in the process of interpretation; taking account of institutional context and priorities for achievement; providing incentives for good performance; and limiting the range of funding adjustment to allow opportunities for improvement in those areas regarded as inadequate.

To the extent that the use of performance indicators is intended to influence the nature and direction of institutional activities - and they are of no real value if they don't - it is essential that they be designed to reflect as closely as possible the true purpose of higher education. The use of simplistic or inappropriate indicators, especially if used to determine institutional funding, could divert institutions from their proper focus on the quality of teaching and research by emphasising outcomes related more directly to the quantity of work undertaken or the volume of publications and data produced, notwithstanding the fact that both these factors may have

some legitimate role in judging institutional performance. The problem is not their inclusion in the process of performance appraisal, but their preferential use over other more important factors that might be regarded as too difficult to measure.

There are at least three characteristics required to provide a valid and effective guide to institutional performance: relevance to the central functions of teaching and research; reliability of measurement; and recognition of intrinsic merit or worth.

The requirement for relevance is to ensure that any selective orientation of effort by institutions to improve their respective indicator scores, regardless of the underlying motive or anticipated gain is likely to have some genuine benefit in relation to their specified aims.

Notwithstanding the desire for relevance of individual indicators, in reality the complexity of teaching and research makes it impossible for any single measure to provide a valid and comprehensive assessment of either characteristic. Thus in terms of broad institutional performance the selection of appropriate indicators implies also the need for an adequate range to cover each of the major aspects involved in these two functions, where possible including multiple indicators to minimise the risk of random error and avoid the possible consequence of expending unnecessary effort on incidental characteristics.

The need for reliability of measurement is in principle self-evident. More important in this context are the practical implications of this requirement for clarifying the operational definition of indicators and improving procedures for data collection and analysis. While these requirements cannot be stated precisely or expressed in numerical terms, they can be summarised in the form of a general guideline that for any indicator to be reliable the constituent data elements should be aggregated over a large enough group of individuals and a long enough period of time to avoid, or at least to minimise, random or inherent fluctuations in performance being reflected in the indicator scores.

The need for performance indicators to include some recognised standard of merit within their definition derives primarily from their intended role of reflecting the quality as well as the quantity of higher education performance. Although essentially quantitative measures, they may legitimately be used to inform judgments of relative quality provided that all the characteristics or items included in the measure are generally regarded as being of reasonable worth. This is not to suggest that more is necessarily better - especially where differences are marginal - but in dealing with aggregate measures in which every component may be assumed to have met some test of acceptable value, it is likely that the range in quality of individual items will be comparable across different institutions or

departments where these are at least of moderate size. While the test of item value need not necessarily be explicit nor assume that all 'acceptable' items are of equivalent worth, nevertheless some test of value must be included as an integral component of the indicator, by implication if not by definition, and must be rigorous enough to gain acceptance both within the higher education system and across the community at large to the extent that any items included in the indicator are regarded as legitimate and worthy achievements. To demand less than this would undermine the criterion of relevance, exposing institutions to pressures for increasing indicator scores by diverting their efforts from improvement in the quality of essential teaching and research functions toward more trivial and, in the long term, potentially damaging outcomes.

In relation to academic achievement the acceptability of quantitative indicators as a guide to collective performance appraisal rests essentially on the judgment of individual merit attached to each component, and on the public recognition that this affords to the relevant class of activities. It follows from this that the range of activities suitable for use in developing performance indicators must be selective, focusing on those which meet the concurrent criteria of relevance, reliability and recognition of merit. To go beyond this in seeking a comprehensive array of performance data, as is argued by some on the grounds of potential bias in current procedures for peer review and constraints in access to research and development funds, could weaken the emphasis on quality improvement in higher education toward a more general goal promoting productivity of any kind. While pressures for greater cost efficiency and performance based funding remain, such an approach would be more likely to dissipate resources, especially in the field of research and development, than to concentrate them on areas of excellence which might benefit the system as a whole.

There are two points at which expert judgment is required in the of performance indicators. The first, which involves making decisions on the merit of individual activities or components to be included in each specified indicator, has already been discussed. The second involves interpreting results from a range of performance indicators to make decisions on the overall performance of particular institutions or departments. The need for interpretative judgment in this process rather than the use of any predetermined formula derives from a number of factors, including the complexity of educational and research functions performed in higher education institutions, the selectivity of available indicators, and the variable relationship between individual indicators and associated institutional goals.

While in principle all higher education institutions are engaged in teaching and research, the nature of these two functions and the balance of priorities between them may differ widely both within

and between institutions. In a system of this complexity, which acknowledges - indeed encourages - a multitude of functional configurations within institutions all making a legitimate, characteristic and potentially important contribution to the process of higher education, it is impossible to define in empirical terms any single combination of performance characteristics which would constitute an ideal institution. Moreover it is likely that any attempt to apply a formula process in evaluating institutional performance, based implicitly on a general ideal, would in time reduce the diversity of function which currently provides a competitive influence for adaptation to changing community needs and thus underscores the continuing development of the system as a whole.

Another problem with the mechanistic approach to performance indicators lies in the relationship of indicator values to perceptions of quality in the underlying performance characteristics, which is not necessarily a simple linear function in that higher indicator scores may not always reflect better performance, at least in any consistent way.

This again reinforces the need for expert judgment in interpreting performance indicators, partly to provide a balanced perspective on which indicators should be given priority in particular institutional circumstances, and partly to avoid unwarranted assumptions about the overall quality of performance based solely on selective indicator scores. The mechanistic or formula based approach cannot adequately address either of these requirements.

The quality of institutional performance is not simply a function of output or productivity measures, regardless of how well these may reflect the particular objectives and priorities of the institution concerned. It is also determined in part by a variety of input constraints, most importantly perhaps by the level of financial resources provided and the inherent abilities of students and staff. In different ways each of these characteristics may limit the capacity of the institution to fulfil its assumed or expected role, whether by pressures of time and workload demands, lack of supporting facilities and services, or simply the ability of students and staff to cope with the necessary standards of initiative and intellectual rigour.

Reliable measurement of incremental gains ('value added') has so far proved impossible. A more practicable approach is to define in operational terms the major background or context characteristics which are likely to influence institutional performance, and to map as accurately as possible their individual and collective relationship to particular performance outcomes. The purpose in this is not to prescribe an ideal or expected outcome score for any given set of input characteristics (which would clearly contradict the underlying notion of differential performance), but rather to provide a basis for

interpreting actual outcome scores in relation to the 'normal range', that is in relation to the overall distribution of scores produced by other institutions or departments in similar circumstances. Such an approach provides an opportunity to question extraordinary outcomes rather than to make simplistic judgments without regard to their possible explanation, and in this respect contributes to a better informed and more rational process of performance appraisal giving due regard to the aims and resources of each institution.

While the principles outlined above should help to establish a sound and practicable set of performance indicators they will only succeed in improving the general standard of institutional performance if they are seen to be of genuine benefit and accepted by institutions as a guide to more effective and cost efficient practice. The need for this acceptance is based on many factors. Most important perhaps, at least in practical terms, is the fact that all the relevant data must be verified by institutions themselves if it is to have any value for comparative purposes, where consistency of definition and accuracy of reporting are far more critical than they have been for the more conventional purposes of systemic trend analysis. This requires a considerable investment of time and resources on the part of institutions, and regardless of who pays the cost for this activity the work will only be done satisfactorily if it is seen to be consistent with institutions' own aims and priorities and to be useful for their internal evaluation and monitoring procedures.

It follows too that the effort required to implement such a system is likely to be more productive if it is driven by the prospect of real benefit to the institution rather than by that of averting potential punishment. Recognising that the use of performance indicators is expected to lead to some measurable improvement in institutional practice and that this is likely to incur some cost within the institution, whether directly in terms of payment for additional facilities and services or indirectly by way of increasing staff commitment and work efficiency, experience would suggest that a positive incentive strategy which offers to reward improved performance is more likely to be successful than any form of punitive regime.

In addition there are serious risks, in applying a performance based funding system which at any particular time has more than marginal influence on institutional recurrent budgets. The problem here is that the impact of relatively poor performance tends to be cumulative, both directly in terms of reduced operating funds and indirectly through loss of student and community support.

The most appropriate role for performance indicators in supporting this process of institutional evaluation and providing guidelines for quality improvement remains an open question. That reliable indicators can be developed, at least for a limited range of

institutional functions, is no longer at issue. What has yet to be determined, however, is whether the range of indicators can be expanded to cover sufficiently the major aspects of teaching, research and other related professional functions within the constraints of time and resources required for routine application, and in a way which meets the essential criteria of relevance to institutional goals, reliability of measurement and recognition of intrinsic merit. Equally important is the question of implementation, that is, how best to apply the indicators so as to encourage institutions to improve the quality of their performance rather than aiming simply at the more obvious outcome measures of productivity and cost efficiency, while at the same time recognising the need to maintain diversity across the higher education system by making appropriate allowance for institutional context and avoiding implicit pressures for convergence on any particular set of outcome characteristics. The principles outlined above are intended to provide a practical framework for developing a more comprehensive and effective indicator system, though a great deal of work remains to be done, both in analysing indicator characteristics and relationships and in exploring potential policy and funding implications, before such a system could be established with any real confidence of success.

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The Australian Research Council's role in the Support of Research in the Social Sciences

Max Brennan

The Australian Research Council (ARC) was established in July 1988, as one of four advisory Councils of the National Board of Employment, Education and Training. Its functions are broadly defined in the Employment, Education and Training Act 1988 as being to advise the National Board on research priorities and the co-ordination of research policy and related matters, and to advise the Minister for Employment, Education and Training on the allocation of resources for research under a range of approved programs.

Although the scope of the Council's brief is broad, its policy advice must be given in the context of the advice given to the government by a variety of commonwealth agencies and organisations. Similarly, its advice on the allocation of funds must be given in the context of the level and nature of government supported research in all sectors - government laboratories, industry, and higher education institutions. With this perspective, Council's advice is concentrated primarily on higher education research and research training (which includes postdoctoral training in other sectors).

In providing its advice to government, the Council has consistently emphasised the unique role of higher education research in undertaking research and research training in all areas of basic research. It is through this emphasis on basic research that the higher education sector can most effectively deliver the benefits which the community should expect to receive from its investment in higher education research.

It is important to make two comments on this emphasis on basic research. First, it includes both pure basic and strategic research. Second, pure basic research is funded primarily by the institutions themselves and the ARC, while strategic research is funded from these sources and by a variety of (mainly) government agencies including the National Health and Medical Research Council and the primary industries and energy research corporations.

There are five major benefits that flow to the community from higher education research:

- Direct applications of research results
- Highly qualified graduates



Professor Max Brennan

- Increased institutional capacity for consulting, contract research, and other service activities
- International links
- Contributions to our culture.

In some cases (strategic research or applied research and development) the first benefit is the primary objective and outcome of the research. However, for most higher education research, the primary outcome is the advancement of knowledge; the five benefits then become potential secondary outcomes.

One of the challenges currently confronting the Council is to devise ways in which consideration of these potential benefits can be brought into its selection and evaluation processes while, at the same time, preserving the emphasis on excellence in the advancement of knowledge.

The ARC is the premier funding agency for higher education research. The Council supports research in all fields except clinical medicine and dentistry, which are supported by the National Health and Medical Research Council. In all its programs the quality of the research and the researcher are of paramount importance. With the exception of some infrastructure funds distributed to institutions on a formula basis, all of the funding decisions are based on assessments made by highly qualified researchers - the 'peer review' system.

The ARC funding programs are listed below, together with the 1991 expenditures (current dollars).

	(\$ million)
Postgraduate awards	43.2
Fellowships	13.5
Research grants	86.3
Large equipment grants	5.2
Centres	20.0
Infrastructure grants	42.1
Grants to Learned Academies	1.2
Reserve Funds	1.8
Other	0.1
TOTAL	213.4

It is interesting to note that over the three years since its inception the total sum available to support the Council's programs has trebled. Approximately half of this increase has come from a transfer of funds from university operating grants and half is 'new money'.

In the case of research grants, the increase has been closer to a factor of two. Despite this substantial increase, the success rate for initial applications has decreased as a result of a much greater increase in the number of applications. The success rate for initials for the 1992 grant year is 29%.

An expenditure of over \$200 million per annum of taxpayers' money demands a high level of accountability. At the level of the individual researcher and centre director this is achieved through a series of reports to Council. Likewise, at the institutional level, reports are required on the expenditure of funds provided for research infrastructure.

At the level of the Council itself, a series of evaluation studies have been put in place. The Council has allocated \$400,000 in 1991 for these studies.

Consideration of the results of these evaluation studies will enable Council to adjust its programs and procedures to achieve more effective use of the funds available.

During 1991 the Research Grants Committee's four Discipline Panels were each asked to prepare a status report on the research projects funded by the ARC over the period 1988-1990. Some analysis was also undertaken of research funded in the 1991 grant year. A consolidated report will be published shortly.

The panel reports are primarily concerned with a quantitative analysis of the patterns of grant applications and awards; there is no attempt to analyse the outcomes of the research. These outcomes are the subject of a series of detailed retrospective studies of individual research fields being undertaken as part of the Council's Evaluation Program. The findings of the first of these studies - of economics - have already been reported to the symposium by Professor Jarrett, who chaired the review panel.

The status report prepared by the Humanities and Social Sciences Panel contains some interesting and valuable information on the pattern of funding of research in these two broad areas over the period of the study. Some of the main features for the Social Sciences¹ are:

- The three most heavily supported fields in 1991 are, in order,
 - Psychology (37.4% of total social sciences funds)
 - Economics (20.8%)
 - Education (13.9%)
- Psychology and Economics have been consistently strong over the period 1988-1991.

¹ The analysis does not include two Priority Areas (Cognitive Sciences and Australia's Asian Context) with substantial social sciences components.

- Support for Education (although somewhat difficult to quantify because of a change in the ARC's field classifications) has risen substantially during the same period.
- Some of the less well-supported areas (with an average support level of less than 2% of funds) are:

- Psycholinguistics
- Social work and administration
- Demography
- Mental retardation
- Ethnic and race relations
- Political sociology

(It should be noted that statements concerning levels of support for various fields need to be assessed against an appropriate background of factors including the number of academic staff in the field and the number active in research.)

- There is a degree of mismatch between ARC strengths and those in institutions' research management plans. Gender Studies, Demographic and Policy Studies, Environmental Studies, and Studies in Tourism, feature as research strengths in 7, 14, 11, and 7 institutions; none of these fields feature prominently in ARC grants.
- The top three institutions, in terms of percentage of grants funds awarded in 1991, are the University of New South Wales, the University of Queensland, and the University of Sydney. Each received more than ten percent of funds in social sciences. (It is interesting to note that the distribution of grants in the humanities is very different from that in the social sciences: the three leading institutions in humanities are, in order, Melbourne, Sydney, and ANU)

The Large Research Grants Scheme operates in a 'responsive mode': applications are called for and assessed with only one criterion in mind - the excellence of the researcher and the proposed research.²

There are, however, three examples where actions or decisions by the Humanities and Social Sciences Panel have contributed to changes in the patterns of applications and awards in the social sciences.

The first example is one that is shared by all four Discipline Panels, in varying degrees. It is, I believe, a case of a modification in the behaviour of applicants caused by decisions made by panels over many years - a rather curious form of research management!

² A broadly similar situation exists in the Small Grants Scheme which is administered by individual institutions.

The roots of the problem probably can be found in decisions made by panels in the late 1970's and early 1980's, when panels become increasingly reluctant to award large grants. Even today, despite Council policy that *all* grants should be adequately funded (that is, funded at a level which will enable results to be obtained which are internationally competitive in quality and timeliness), there is still a tendency to fund at the bottom end rather than at the top end of the funds requested.

The consequences of this approach are clear: there are now relatively few applications for large grants (across all fields) and far fewer large grants awarded than in the early years of the Australian Research Grants Scheme. To be specific for the social sciences, there were no grants over \$100,000 awarded for 1991; there was only one grant (of \$92,500) over \$75,000. In the face of these figures, I find it hard to draw any conclusion other than that the social sciences research community in Australia has turned its back on addressing big and complex research problems.

I should acknowledge that the situation is not as bleak as I have painted. There are nine Key Centres in the social sciences. The level of funding for these centres, particularly the Special Research Centres, certainly permits large and complex problems to be studied. Indeed, these two programs (both of which are currently under review) are an important example of research management by the ARC; but they do not, I suspect, fully cover the need for support of the whole range of complex and high-cost social sciences research.

My second example is the decision by the Council, on the advice of the Discipline Panel, to designate Cognitive Sciences and Australia's Asian Context as two of the five Priority Areas in the Large Grants Scheme. This decision has had a significant effect on research in both of these areas. In both areas, the respective panels have had an entrepreneurial role in encouraging applications in the field; and there has been a significant increase in the number of multidisciplinary approaches to research (in two fields that have obvious multidisciplinary dimensions).

One panel member commented to me that 'creative partnerships' were being established between social scientists with Asian skills and colleagues with no Asia experience. He sees a clear trend from 'mainstream Asian studies' projects towards projects undertaken by scholars in the wider social (and even natural) sciences with an Australia-Asia focus. He commented that these developments (which, I believe, stem from the Council decision to designate the field as a Priority Area) 'will certainly help to make social sciences research more responsive to the needs and challenges of Australia's Asian context'.

It is interesting to note that these encouraging developments in the nature of research in the Cognitive Sciences and Australia's Asia Context have been achieved without compromising the quality of research supported by the ARC.

My third example is one in which there was no explicit designation of a priority area; it is, rather, a case where an individual panel member assisted by a DEET staff member ran a series of workshops which raised awareness among researchers in a particular field with a resultant substantial increase in the number of research proposals and grants in that field.

The field is education which, as mentioned earlier, has risen to be third behind psychology and economics in the value of grants awarded in the social sciences.

It is important to note that the entrepreneurial activities of the panel member were not the only factor which led to an increase in the number of applications.

Other important contributing factors were the decision by the Research Grants Committee to amend its classification system by bringing all education research under the single heading 'Education' and the efforts of the AARE (both of which gave researchers in the field a greater sense of identity), improvements in the choice of assessors, and a realisation that institutions' allocations of small grants funds to education depended (in part) on success in winning Large Grants.

There are clear messages here for researchers in other fields currently underrepresented in ARC grants; and there are messages for the Council and its committees and panels.

I have concentrated my remarks on ARC support for research in the social sciences on the Large Research Grants Scheme. It is important to note that, while this is the most important scheme, in dollar terms and as the 'engine room' which drives and feeds into the other schemes, those other schemes are important avenues of support for research - through awards or grants for postgraduate scholarships, fellowships, centres, research infrastructure and collaborative research grants. The balance of funding between these schemes is an important management tool for the Council.

The degree of management which the ARC exercises within the individual schemes is relatively slight - but by no means negligible. Every guideline that is established carries research management implications which need to be debated and assessed, from time to time.

Doctors' Dilemmas: Managing Research Degrees and Government Policy in Anglo-Australian Perspective

Roy MacLeod

This is a condensed version of the paper presented at the 1991 Symposium. Original is available from the author.

The management of research has become a living reality, as well as an academic discourse. We are saturated with 'great debates' on the shape of policy for higher education. We are under pressure -- and I do not say it is unfair -- from those who would have us audit and multiply our efforts, and from those who would see our students and successors better trained.

In the culture of measurement, where degrees are counted as an index of 'cleverness', research training is a ready target. The research degree seems inefficient. Its outcome is unpredictable. It commonly lacks a market orientation. Its commodification is incomplete. For statistical purposes, it is apparently easily defined - divided into doctorates, research masters, and masters by coursework. Yet this easy division hides a great diversity, and wide variation in expectation both between and within universities. Today, Australia has about 71,000 postgraduate students, representing 14% of all students in higher education. Of these 14,000 (or about 20%) are research students. Of these in turn, about 22% are in the Arts, Social Sciences and Education.

The word 'management' arrives in English distantly from the Latin verb, *mandiare* -- to handle - and from the 16th century Italian *maneggiare* -- both words finding meaning in the 'handling' of horses, thence weapons, thence, by the 17th century, the making of money. Whether people can be managed in quite the same way as mares, machines and money, has ceased to be problematic. But the metaphor is instructive: management is a matter of grooming, as well as of instruction; of personal care, as well as competitiveness. So it was, in the beginning of research degrees. And the interests of management were implicit, in Europe, Britain, America, and in the derived academic culture of Australia, where the higher degree was eventually introduced, with few of its ancient tenets questioned and none of its tensions resolved.

What we call the modern research degree begins awith the PhD given by the German universities, which acquires its contemporary dress at the turn of the 19th century, and which for another century remained the only degree given in Germany outside the professions.

To this history, we may conjoin the genealogy of the so-called higher doctorates of France and Scotland, thence England -- degrees for high scholarship, not training. These were recognition for the few not 'credentials' for the many.

In English faculties of science and arts, the 'German doctorate' met a slow and reluctant reception -- a qualification perhaps useful to chemists, it was said, but not to philosophers. Far different was the experience of North America, where the German doctorate offered a path to a scholarly career. By the end of the 19th century, over 10,000 Americans had taken PhD degrees in Germany, while variations upon the degree were domesticated at Yale, Johns Hopkins and twenty-two other institutions. The degree was an extension, perhaps an embodiment, of the positivist model of science, incorporating a largely empirical or experimental ethos, acculturating laboratory, library or field training; sustained by a series of systematic, specialised seminars, integrated into a two- or three-year apprenticeship with a great teacher or scholar, and resulting in a specialised thesis 'showing originality in argument and presentation'. The result was defended, like theses of old, in a vigorous *viva voce*. The object, however, was no longer scholastic disputation, but the reception of new knowledge; and as the 'scientific movement' pervaded the Arts, so the doctorate became the model for the social sciences and the humanities. With it, came a new form of ascribed status, which eventually threatened the security of those without such degrees, and conspired to produce a new *samurai* class of scholars, whose loyalty lay less with institutions, and more with the advancement of their branch of knowledge -- discipline above mere learning, and dedication to the ethos of what the French called *la recherche*. *Chercheurs* were henceforth to rival *savants*.

It bore an arrogance of its own. Some saw it as an intrusion. William James was one who, in his brilliant dissection of the 'PhD Octopus' in 1903, reviled the degree as 'a sham, a bauble, a dodge, whereby to decorate the catalogues of school and colleges.' But it was an instrument as politically powerful as knowledge itself. To universities, it lent a not wholly spurious measure of performance, and secured the recognition and reward of scholarship within domains set by academics themselves. The German state (or principality) might appoint professors, but professors controlled the degree.

In Britain, academic resistance to the doctorate continued throughout the 19th century, but finally collapsed before the inescapable logic of specialisation and political necessity. Higher knowledge required higher validation, and this the degree supplied. Validation also implied control, and for this reason, too, the doctorate became more seductive. The first Congress of the Universities of the British Empire, meeting in 1912, proposed British



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universities adopt the PhD as a way of tying tight the crimson thread of kinship, linking the colonial universities that produced the 'raw material' of scholarship, to the scholarly secondary industries of the mother-country. The appeal of empire unity, coupled with the demands of war, proved ineluctable. By 1917, the newly-created DSIR promoted the PhD as part of its case for science in the national interest; while Arthur Balfour, scientific statesman and diplomat, then at the Foreign Office, saw the degree as a device to woo (or rescue?) Americans from their long infatuation with the cultural sirens across the Rhine. His intervention was decisive -- with London, then Oxbridge and the provincial universities following suit.

The PhD was thus incorporated within Britain as a tool of management. Much happened quickly, and shortcomings were sidestepped, as by the 1960s university departments were pressed to meet rising demand. In hindsight, the ESRC has since admitted, 'a major opportunity for discussion and reform was missed.' Already at issue were three questions:

1. What was the principal purpose of the PhD degree: training for research, or the advancement of knowledge? If the latter, was it to produce original work, or to judge a person's capacity to do such work?
2. A thesis had, apparently, to be done over a set, arbitrary period of time; but why? The state set financial limits, which determined periodicity, participation, and to some extent, performance; but were these limits an artifact, an historical accident, or did they reflect some deeper research rhythm?
3. From the government's perspective, there was little said about process, effectiveness or suitability. These were academic matters. Variation in expectations and standards could be tolerated, as long as results were confirmed by external examination. Above all, management remained in academic hands. 'Wastage' was a concept appropriate to industry, not scholarship.

Such unquestioned assumptions allowed the research triangle -- that relationship between university, discipline and government - to proceed with relatively little external criticism for nearly two decades. In the 1970s, British social science research studentships peaked at 856 in 1978; absorbing 34% of SSRC funding. Social science doctorates increased from 7.7% of all doctorates in 1970, to 12.2% of the total in 1978. But in 1982, Whitehall called in the accountants. The result was the Winfield Report of 1985-87. There was an element of Thatcherism in the manner in which it was done; but what were called the 'facts' of the previous decade spoke for themselves. Although terminal master's courses produce good arithmetic, of all PhD candidates only 24% were completing in three

years, and only 52%, in four. Of a measured 1974-5 cohort, only 10% had completed after three years, and only 60% had done so after six.

This news, which was hardly a surprise to scholars, was taken up by the media, producing a wave of indictments made all the more difficult to oppose, given the precarious position in which the social sciences then found themselves. In 1988, the ESRC precipitated a system of sanctions against offending universities. Changes in policy, procedure and provision began to emerge; and with them, the re-definition of the doctorate itself. No longer universally required to be 'an original contribution to knowledge', the thesis is now becoming a measure, as Oxford now puts it, of 'an ability to accomplish a major piece of work in a timely fashion.' With these changes have come required course work, along American lines. By implication, the award of a PhD is no longer solely to measure a product, but rather to index a person's capacity to *produce* a product. Within five years, what had been, by custom, a custodial investment in higher education under academic supervision, had become a training operation, monitored closely by government.

What effect has this new spirit of rational management had on the nature of disciplines? The answer varies with the level of degree. In 1986, 70% of social science masters students completed on time. However, only 33% of students receiving three-year research awards (3/5ths of all awards) had submitted within four years. Over half of the PhD candidates still needed six years to complete. Figures for 1986 show an 'encouraging' increase to 59%; and last year, the ERSC increased its 'sanctions threshold' from 40% to 50%, presumably in the belief that 'best practice' was producing better results. Leaving numbers aside, what have been the intellectual consequences of government pressure? We do not know, although working parties have now been set up to enquire and report. Perhaps it will be asked whether someone is confusing cost with value? If this is so, has anyone noticed?

Similar questions are relevant to Australia. As is well known, the PhD did not arrive here until after 1948. It was intended for science, of course, but, as in Britain, the humanities entered the scene from the start. Candidates grew slowly in number until the late 1950s, when, following the Murray Report, the CPRA scheme was begun. From 100 awards in 1957, Commonwealth investment in graduate education increased to 725 awards in 1974, then to 735 in 1982, 1200 for 1992. The expansion has paralleled the experience of Britain. Both countries shared in the 1960s and 1970s the concept of 'education on demand', justified in a general sense by investment in economic progress. The arguments that were applied to education generally, and for science and applied science in particular, were applied to higher degrees as well.

By the late 1970s, however, Australian and British higher education faced uncomfortable facts. Growth in higher education, let alone postgraduate education, seemingly did not in themselves spur economic development. Human capital was too subtle and volatile a commodity. However, Australia found evidence of a market over-run. Private industry never recruited more than 10% of Australia's research graduates, so competition increased for academic and government jobs, neither of which had direct bearing on economic growth. Third, a fall in the value of awards and fluctuation in their number had made recruitment more problematic. Finally, Government had allowed the system to develop without much guidance. In their report for the Commonwealth Department of Education in 1983, Hill and Johnston reported that the CPRA scheme had been left 'to wander along by itself with no particular changes except when political pressure suggested the number or value should be adjusted another notch or two.' Overall, as Hill and Johnston put it, this produced an 'eminently conservative system, determined by past performance, ... with little capability of responding to rapidly changing pressures or needs'.

Since 1983, we have come to know more about the system, although not enough about the pressures that shape its outcome. Analysis has brought to light the effects of changing economic circumstances, for which the apparatus of graduate awards was ill-prepared. In the period 1975-88, research students were overtaken by course work students, and particularly by part-time students doing course work degrees. Arguably, it seemed that the economic climate of Australia was being reflected in, rather than being directed by, the higher degree system. If so, the nature and configuration of research degree programs might be thought increasingly problematic.

In recent years, CPRA awards -- (renamed Australian Postgraduate Research Awards (APRAs) in 1990 -- have proceeded, in time-honoured fashion, to reflect custom and usage, but also to set 'priority areas' for targetting. Today, the natural sciences receive about 47% of awards; the humanities, 21%; the social sciences, 13%, while 5% go to engineering and architecture. Although CPRA holders form only a small fraction - 8-9% [or about 2450 awards, with about 2000 of these in research degrees] - of currently enrolled PhD candidates, they set the tone for the rest. Within universities, awards to candidates are based on first degree results, and on traditions of negotiation between Faculties. Such continuities sustain the belief that it can operate continuously while the rest of the system changes. Of course, it cannot -- and with the White Paper have come searching eyes. So far, these have focussed chiefly on policy and provision. They have not yet penetrated to deeper and harder questions of process, or of product. But given the changing

nature of universities, and the pressure on resources, it is likely that such enquiries will come, emanating from the Federal Government.

Academics should consider what is at stake, before they have the business taken away from them. We cannot long sustain a procedure of allocating research awards based principally on a university's historic record of attracting graduate students, without knowing more in detail about the consequences of concentrating our resources in this way. We cannot avoid having some comparative 'league table' of completion rates and participation rates; and while there will be resistance to any attempt to influence allocation or choice on criteria other than 'academic excellence', as each university chooses to define this, pressure to justify choice and criteria cannot be far away.

Even this, of course, many academics will find alien. For many of us, the language of management is itself alien. Nonetheless, four years before the Winfield Report in England, the Hill - Johnston study helped introduce this language into our everyday life. We were asked, and it is not unreasonable, to examine supervision patterns and variations in expectations between disciplines. Perhaps we should consider more closely their recommendations for the separate treatment of the social and natural sciences. They raised real possibilities for academic initiative, by universities and disciplines themselves. Although they wrote to the Commonwealth, they spoke to the community. Few, apparently, responded to their call.

Since then, as we know, the Commonwealth has begun to request, rather than invite responses; and in the last four years has become more intrusive in managing what were earlier considered purely academic affairs. In this, Australia has been consistent with the UK, which has in the same period become far more directive than ever in prescribing not only the number and direction of research awards, but, increasingly, their content as well. It is fair to recall that, in Australia, a climatic change was noticed, dating from the Hudson Report in 1986, when CTEC was asked to study provision for higher degrees.

Since July 1988, we have experienced a bewildering blizzard of enquiries and reports. From all these, two trends are worth noting. The most obvious is that towards greater centralisation of supervision, thence direction and control. The second, is that most of the research on these questions is being done under the auspices of the Federal government. It is instructive that in September 1990, DEET recommended that there should be studies funded under its 'Evaluations and Investigations Program' to monitor and evaluate its initiatives. This is an area of policy research not only open to independent social science researchers, and to this Academy, but one of enormous significance to the scholarly community. Has the Academy responded?

In 1988, DEET gave social scientists a signal to begin research on their own. In its report on the *Progress of Postgraduate Research Award Holders*. The performance of APRAs, they said, reflected an 'undesirable inefficiency in the uses of resources', and recommended important shifts in the duration and stipend of scholarships. Again, academics were implicitly invited to take the initiative. By 1989, however, the time had changed. By then, there was no doubt, as NBEET noted, of the Government's interest in 'using the higher education system as a significant means of meeting national objectives'. It now recommended 'firm steps, including the establishment of a code of supervisory duties,' which it then proceeded to spell out. The ESRC did the same in April 1991, with new 'Guidelines on Postgraduate Training.' Moving from the external management of policy and provision, the British Government now appears to reach into the internal management of the research process itself, in a document that tells the universities (and thesis supervisors) precisely what is expected of them.

In general, one can distinguish three dimensions of research training apparently susceptible to 'management'. First, there are measures of what CTEC called 'efficiency and effectiveness'; second, there are relationships of supply and demand, and the changing role of the marketplace; and third, there is the maintenance of quality, or 'product control'. If we are indeed now an 'industry', and manage or be managed as part of a workforce, it behooves us to fashion a language of industrial relations that is appropriate to our circumstances. Here the Academy has an important responsibility. Whether, or to what extent, management will remain in the hands of academics, or indeed whether it will be handled capably by institutions acting separately or together, will be a function of social science policy, of a kind this Academy is ideally placed to sponsor and supervise. There is remarkably little social science policy research conducted in this country. Surely this shortcoming is one the Academy could remedy?

I instance one direction in which an initiative might lead. In July, 1990, the AVCC, in its publication "The Progress of Higher Degree Students", produced a valuable summary of the various attempts that have been made, here and overseas, to measure completion rates and times. From a great deal of inconsistent data comes the message that rates in different fields differ substantially, even within the same university; that such differences are sometimes greater between fields, than between countries in the same field; and that there are probably boundary limits beyond which we may not greatly improve our well-managed output. Indeed, the AVCC concludes that a completion rate of 75% among full time PhD students may be the best goal we can hope for; with perhaps 60% as an acceptable lower limit. For research master's degrees, we may do a little better; for part-time research students, we can only hope for

the best. With completion times, three to four years seems the expectation, much as in 19th century Germany; but five years and more are not exceptional. If we are to change our expectations, we must know more than we do, not only about the subjects being studied, but about the individuals involved -- a person's sex, age, prior qualifications, gaps in life between previous and later study, home location, and supervisors. We must look at the nature of supervision itself, not merely at the quality of the people, but the ways things are done, and the way things done are valued. Process and product are the proper province of academics, and should remain so.

This is not to say that the second domain of management - the marketplace - should be neglected. So far, however, labour-market planning has not been able to influence the research training system, either here or in Britain. There is experimentation along the edges -- the award of grants in priority areas, for example, increasing from 10% of APRA awards to 30% next year, and no doubt more in future years -- and this needs to be carefully monitored. But it is not clear where the rationale for 'best practice' lies -- whether, for example, in encouraging research as a national need, or in encouraging the doctoral student as an employable products, -- whose first priority, we may sadly find, will be immediate employment overseas.

The third dimension of management refers to quality. Here we have few guidelines, but any number of questions. How do we improve calibration on the 8000 predoctoral students, the 6000 research master's, and the 16,000 course work master's students we are currently teaching? One-fifth of our entering PhDs discontinue within two years. Why? At Sydney, 35% of students decline CPRA offers. Is it just because there are 'better offers'? If so, can we improve our targetting?

Insofar as we can take the initiative in these matters, and before we make further adjustments in research training, we need to know a great deal more systematically than we do about our students and graduates -- how they compare with their competition; how they fare in publication and teaching; and what impact they have on the community. What differences, after all, will 'priority' targetting make? How do we employ the people we produce? How can we improve supervision? Indeed, how do we measure such improvements as are made? Studies by discipline, and local studies of the larger universities, which have traditionally had the largest numbers, are logically two first steps. Such research is beginning in England; and, given the overall convergence in policy between the two systems, they should be encouraged here as well. Wisdom suggests we should have evidence on which to base policy; and that we should not simply follow, for example American fashion without fully understanding American precept.

In many respects, these questions are of direct professional relevance to Australian social scientists. At the very least, we need to know whether traditional PhDs and master's can do what a changing world seems now to require. At the same time, we might also examine our own expectations of 'mirror-imaging' our graduate students, as we look to the next generation of university teachers. Until we do, perhaps we should keep the 'management impulse' at bay. MBA students at the Harvard Business School used to be told that, before we ask how to do a thing right, we should ask whether we are doing the right thing. The first is a question of management; the second, of leadership. And leadership, surely, is our business.

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1991 Annual Lecture

Instituting a Research Ethic

Philip Pettit

It is easy to assume that with a policy as high-minded as the policy of reviewing research on human beings, the only difficulties will be the obstacles put in its way by recalcitrant and unreformed parties: by the special-interest groups affected. But this is not always true of high-minded policies and it is not true, in particular, of the policy of reviewing research. Ethical review is endangering valuable research on human beings and, moreover, it is endangering the very ethic that is needed to govern that research. And this is not anyone's fault, least of all the fault of any special-interest groups. The problem is that the process of ethical review has been driven by an institutional dynamic that is not in anyone's control and this is now driving us, willy nilly, onto some very stony ground.

The rise of ethical review



Professor Philip Pettit

The sort of institutional dynamic that has fuelled the growth of ethical review has been described, in another context, by Oliver MacDonagh. In a seminal article on the growth of administrative government in the last century, MacDonagh developed an innovative model of why the British government sponsored the dramatic growth in regulative legislation and regulative agencies, especially in the period between 1825 and 1875.⁽¹⁾ The policy initiatives with which MacDonagh was concerned introduced a regulative machinery to govern matters as various as public health, factory employment of children, workplace safety procedures, the condition of prisons, and the ways in which people were treated on emigrant ships. He argued that we could generally find the same elements at work in the generation of policy in these different areas and that we could identify more or less the same stages in the evolution of such policy.

To simplify somewhat, there are four elements to which he directs us. In each case there is an evil to be dealt with by policy, usually an evil associated with the industrial revolution and the results of that revolution for the organisation of social life. Second, this evil is exposed, usually in the more or less sensational manner of the developing 19th century newspapers; the exposure of the evil may be triggered by some catastrophe or perhaps by the work of a private philanthropist or fortuitous observer. Third, the exposure of the evil leads to popular outrage; this outrage connects with the increasing humanitarian sentiments of people in 19th century Britain, sentiments in the light of which the evil appears as intolerable. Fourth, the popular outrage forces government to react by introducing legislative or administrative initiatives designed to cope

with the evil; this reactivity of government is due, no doubt, to the increasingly democratic character of 19th century British government.

The reactive dynamic that MacDonagh describes is still at work in social and political affairs, often with results less congenial than those which he was concerned to explain. Consider how social work agencies may be, and have been, driven to be very interventionist at taking children into care: taking them away from parents or guardians who are thought to pose a threat. Some child is left with its parents or guardians by a social worker, despite evidence of such a threat; some abuse of the child occurs; and then the offence receives more or less sensational publicity. The public is scandalised and outraged. The government is forced to respond to this. And how can it respond other than by initiating an enquiry into the decision of the social worker, or some disciplining of that official? Hence a culture, even a routine, is established which furthers the taking of children into care, even though this may not be for the overall good of those children.

The growth of the ethical review of research, in particular research on human beings, has been driven and continues to be driven by the same sort of reactive dynamic. Biomedical and behavioural research enjoyed a huge growth in the late 19th century as the natural sciences extended their reach into human biology, and as the new sciences of human beings were developed on the model of natural science. By the turn of the century biomedical and behavioural research was a steadily growing, if not actually a boom, industry. Inevitably, the industry was bound to generate its scandals. And inevitably, those scandals were bound to elicit government responses. (2)

Unsurprisingly, then, the ethical review of research took institutional shape in successive waves of exposure, outrage and reaction: exposure of scandals; outrage among the public and in the media; and reaction on the part of governments and professional bodies. Initially the reaction was to institute guidelines for research: first voluntary, professional guidelines and then often guidelines imposed from without. Next the reaction escalated to requiring review by committee of any research that was funded by certain, usually public bodies. And finally it led, in the last twenty years, to the requirement of committee review for any research whatsoever: it led to the sort of requirement that is now in place in Australia, in the United States and in many other western countries.

The trajectory of ethical review

There is no reason to think that this process has run down and I am pessimistic about where it will lead us: pessimistic, in the first place, about the effects it will have on the research practised, but pessimistic also about the effects it will have on the ethics of researchers. The reasons for my pessimism go back to certain

considerations about the nature of ethics committees, and about the context in which they operate. These considerations combine to suggest that the reactive dynamic we have described may lead to a serious reduction in the current scope of research and to a substantial compromise of the ethic that currently governs research practice.

Think of the context in which ethics committees operate as one in which certain sorts of committee decisions and procedures are rewarded, and others punished. Looked at in that way, the striking thing about the context is that things are designed to elicit progressively more conservative postures and to drive out more liberal dispositions. The context is moulded in such a way that as time passes, ethics committees are bound to take on a more and more restrictive shape.

To return to our earlier analogy, consider the context within which social workers operate in making decisions about whether to take children into care. The reactive dynamic operates there in such a way that we must expect social workers to be more and more cautious about leaving children with their parents, even if they believe that that is for the best overall. Social workers get little credit for correct decisions, whether the decisions be cautious or liberal; the only relevant sanctions are the penalties that may follow on incorrect judgments. But the penalties for incorrect decisions are not even-handed. Social workers get little blame for any error they may make in taking a child into care; the child may be worse off than it would have been at home but who is to tell? On the other side, social workers are liable to attract great blame, even public humiliation and dismissal, for any error they make in leaving a child with its parents; if the child is abused then, short even of newspaper coverage, they will suffer the wrath of their superiors. Little wonder if social workers should begin to become over-cautious and conservative.

The context in which ethics committees work is very much the same. There are few rewards on offer for correct decisions; the focus, again, is on penalties for mistakes. But the penalties on offer for mistakes are not fairly distributed. Suppose an ethics committee makes a mistake in not allowing a particular research proposal to go ahead. Who is going to blame them? There may be a protest or two from the area of research in question but such protests are easily stilled with declarations about the public interest and if necessary, with appeals to the institutional authorities to protect the impartial referee against partisan attack. Suppose on the other hand that an ethics committee makes a mistake in allowing a questionable proposal to be pursued. There is always a possibility in such a case that the proposal will come to public attention, becoming a matter for media criticism and even a matter for the courts. And if that happens then the penalty on the ethics committee is going to be enormous.

The contexts of the social workers and the ethics committees have two features in common. One, they deploy lots of penalties and few rewards. And, two, the penalties on offer display a striking asymmetry. In each case there is little or no penalty for a false negative: for saying 'nay' to a proposal, when it deserves support. And in each case there is a potentially enormous penalty for a false positive: for saying 'yea' to a proposal, when it should have been blocked, or should apparently have been blocked. It does not require a great deal of reflection to realise how unsatisfactory this sort of situation is. As social workers tend to be driven towards over-cautious decisions, so I believe that ethics committees are likely to be driven more and more to adopt a conservative and restrictive profile. The incentive structure under which the committees operate is so seriously skewed that any other result would be miraculous. There is an invisible backhand in place which is designed to produce systematically inferior results.

But there is also a second source of worry as to where the dynamic may take us. Not only may ethics committees come to intrude on current research in a way that is undesirable. It is also all too likely that, as they begin to intrude in this way, those committees will engender a culture of resistance among researchers, and that they may thereby undermine the existing commitments of researchers to ethical guidelines.

The scenario I have in mind is this. Researchers come to see ethics committees as over-protective, often putting a stop to well come research that may be of important benefit to humankind. In this situation, they may to scorn whatever restrictions are laid down for the research they are allowed to continue practicing. For example, they may come to be scornful of the informed consent requirements laid down by those committees. It is easy to see that researchers in hospitals, or in the anthropological field, may easily offend against regulations for seeking informed consent by excessive verbal persuasion, by glossing over various details, and so on. If researchers do come to lose a commitment to ethical guidelines, if they do come to be 'demoralised' in this way, then I see a further reason for worrying about the trajectory along which ethical review is developing. It may not only lead to a restriction of the research we currently tolerate. It may also lead to a restriction in the commitment of researchers to the ethic which currently prevails.

The point to stress here is that there is no regulation like self-regulation. There are so many areas where researchers on human beings may offend against ethical standards that the only hope of having research done in an ethical fashion is to have those researchers identify strongly with the desired ethical code. If ethics committees continue on the trajectory that I am plotting, then there is a serious danger that they may cause resentment and alienation on the part of the researchers, leading us towards a really sorry state

of affairs. Indeed there is some evidence that this is happening already. The medical journalist, Dr Norman Swan, reports as follows: 'in the course of my coverage of Australian and overseas medical research I'm coming across more and more researchers—decent people, not Dr Mengeles—who are fulminating against the practice of bioethics'. (3)

Some proposals

Where does this discussion leave us? The main problem with ethical review of human research is the absence of rewards for the decisions made by ethics committees and the asymmetry between the penalties attaching to questionable decisions: the false positives are likely to be harshly penalised, while the false negatives attract little or no punishment. There are a number of measures that might be taken to try to cope with this problem, although there is no sure-fire solution.

One measure I propose is the establishment of some appeals procedure whereby a researcher can gain a review of a negative decision made by an ethics committee. Such a procedure would help to redress the present balance in favour of researchers but it might also inhibit the ethics committee which is tending to become over-cautious. It would introduce the possibility of a penalty for the false negative: the penalty, to which any committee is likely to be sensitive, of having its judgment overturned. Of course, if an appeals procedure of this kind is to work then it would need to involve a different sort of body from the ethics committee itself: if it is a twin of that committee, then it is likely to mirror the decisions at the lower level, being subject to the same pressures. I suggest that the appeals body should involve two or three very senior people whose understanding of research, and whose commitment to a research ethic, is beyond doubt. It should involve the sort of people whom it would be difficult to recruit to the time-consuming labours of an ethics committee but who might well be willing to take part in a procedure involving the occasional appeal and review.

A second measure I propose is that each institution maintain and publicise the record of its ethics committee in approving research and the record of the committee, where it has reservations, in negotiating a compromise with the researcher or researchers involved. I make this proposal in the hope of establishing a certain sort of reward for the committee that is not over-cautious and that goes to some trouble in facilitating research projects with which it initially finds some difficulties. Where the appeals procedure would help to establish a symmetry of penalties between false negatives and false positives, I hope that this measure would put some rewards in place for the committee that does not run too quickly to cover: the committee that really works at sponsoring ethically satisfactory research activity.

There is also a third proposal which comes naturally to mind. Not only can we try to manufacture the reward just mentioned, and not only can we try to introduce penalties for the false negative, we can also attempt to reduce the dimensions of the penalty that threatens any false positive, or any apparently false positive, decision. We can look at ways of protecting the members of ethics committees from media exposure and from litigation. I am unclear about how this end may be best achieved but I have no doubt that the goal is important. So long as ethics committee members remain vulnerable to exposure and litigation, they cannot be expected to pursue the task of ethical review in the responsible manner we would desire.

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This is a shortened version of 'Instituting a Research Ethic: Chilling and Cautionary Tales', the Annual Academy Lecture for 1991. The full version has been published separately and has been reprinted in Bioethics, Vol 6, 1992 and in Bioethics News, Vol 11, 1992; it is also to be excerpted in the Suspended Judgment Column of Controlled Clinical Trials.

Australia-China Exchange Program

The Program is a joint one between the Australian Academy of Humanities, the Academy of the Social Sciences in Australia and the Academy of the Social Sciences (CASS) in Beijing. It has been in operation for twelve years and is the major international exchange program of the Academy, reflecting the importance of relations between countries within the region. Modifications to the agreement have been made from time to time, and it is formally reviewed each three years.

The Academies also require that returning scholars submit a detailed report on their visits, so that the Academies remain informed about any shortcomings or difficulties in the operation of the Program. These reports enable us to monitor variations in atmosphere and attitudes within the scholarly community in China and to brief subsequent Australian scholars more adequately. Sections of the reports remain confidential, but many aspects of them can be shared with other scholars in similar fields of research.

For its part, CASS also receives reports from Chinese scholars on their visits to Australia. Both parties to the agreement request modifications of itineraries and in the organisation of the Exchange as appropriate, and when difficulties are encountered, they are discussed.

Following requests to CASS from the Presidents of the Australian Academies in 1991 that organisational aspects of the Program be improved, the functioning during 1992 has been smooth.

The Academies have hosted visits from scholars in the Institute of Nationality Studies, the Institute of World History and the Institute of Journalism during 1992. In March, Zhan Chengxu, Xia Zhiqian (Institute of Nationality Studies) and Xu Xiaoqian (interpreter) visited Australia for two weeks to examine aspects of Aboriginal culture. Although such a short visit seemed inadequate, the cooperation received from a variety of local scholars and institutions created such an intensive schedule that the scholars politely declined the final activity planned for the night before their departure on the grounds of exhaustion.

Those whom the Academies would particularly like to thank for assistance in hosting the visitors are Professor Bill Newell, Dr John Clegg, Professor Ken Maddock, Dr Hans Hendrichske, Dr Jennifer Grant, Ms Diana Plater, Ms Judith Graham (Australian Museum), and staff at the Aboriginal Legal Service, the Aboriginal Medical Service, and Tranby Aboriginal College in Sydney. In Canberra the visitors were guests of the Australian Institute of Aboriginal and Torres Strait Islander Studies, where Dr Stephen Wild coordinated

a program. The Academies thanks the Institute and its staff for their generosity and help. In addition Drs Jon Altman, Nic Peterson and Luke Taylor (National Museum of Australia), Xie Guanghua, John Jervis (National Botanic Gardens), Daphne Wallace (Australian National Gallery), Patrick Fletcher (Aboriginal and Torres Strait Islander Commission) and those resident at the Aboriginal tent embassy provided the visitors with a variety of perspectives on the situation of Aboriginal people in Australia. The Academy is very grateful for the assistance of all those involved in making the visit a successful one.

In August and September, Qiu Li-Ben from the Institute of World History visited to study the history of the Chinese in Australia. Since this was a six-week visit, Professor Qiu was able to make good use of the library facilities in different parts of the country, besides meeting scholars with whom he shared research interests. One or two scholars in each of the four cities visited were asked to develop an appropriate program for Professor Qiu, and the Academies thank Drs Mabel Lee and Liu Weiping in Sydney, Dr Tony Reid and Ms Mo Yimei in Canberra, Dr C F Yong in Adelaide and Dr Antonia Finnane and Professor Charles Coppel in Melbourne. It was pleasing to note that Professor Qiu and Dr Yong (who visited China under the Exchange Scheme in 1991) are continuing a research association that began some years ago.

In October and November Chen Chongshan and Wang Yihong from the Institute of Journalism are visiting Australia. This visit too, will provide a continuation of research contacts between Australian scholars who have visited China recently and their Chinese counterparts, and follows recommendations for developing networks outlined in two reports submitted by Australian scholars who had visited the Institute of Journalism. Dr Jennifer Grant will coordinate the visit in Sydney, Dr Leonard Chu in Brisbane and the visitors will also spend time in Canberra and Melbourne. Discussions will be held with a variety of media representatives and controlling bodies, as well as with scholars in the field of communications.

It is evident that all visitors are making contact with Australian scholars before their arrival, and preparing for their visits with more care than has been the practice in the past.

Australian scholars approved for the 1992 program were:

- **Professor Yew-Kwang Ng**, a Fellow of the Academy and Professor of Economics at Monash University. During his visit in May and June, Professor Ng examined the strategies for economic reform in China, focussing on the ownership and pricing system and the speed of reform.



Professor Bill Newell is host to Zhan Chengxu, Xia Zhiqian and Xu Xiaoqian from the Institute of Nationality Studies, Chinese Academy of the Social Sciences, during their visit to Australia during 1992.

- **Pak-kuen Lee**, a doctoral student in the School of Political Science at the University of New South Wales, visited China in June. His research involved an investigation of materials related to theories of economic reforms, fiscal relations between central and local governments and investment in capital construction by local governments.
- **Dr May Jane Chen**, from the Department of Psychology at the Australian National University was in China during August and September for three weeks. She is working on a long-term project which makes a cross-cultural comparison of the development of children's social cognition.
- **Dr F Ahmadi-Esfahani** and **Dr G H Wan** from the Department of Agricultural Economics at the University of Sydney plan to visit China in December. The delegation will investigate the economic costs of food self-sufficiency in China and the implications for Australia.
- **Dr Rosemary Roberts**, Department of Social Sciences in the University College of Northern Victoria, will further her studies on contemporary Chinese literature and sociological writings within the context of the feminist-oriented trend in recent intellectual developments in China. She plans to travel in December and January.
- **Dr Susan Young**, from the Centre for Asian Studies at the University of Adelaide is exploring the individual and private economy in China with a view to developing a major cooperative research project with the Sichuan Academy of Social Sciences. However, the visit she planned to make during 1992 has had to be postponed until 1993 for personal reasons.

Applications for grants for 1993 have closed and are being considered by the Selection Committee. The applicants chosen for consideration by the Chinese Academy are notified, so that they may begin to write to scholars in China regarding a possible visit. Approval by CASS is not usually given until January or February, and for some visits the lead time is then very short. Given the brevity of most visits (a month or less), it is essential that a full program is in place before arrival to ensure that the best possible use is made of the limited time.

The membership of the Joint Academies' Australia-China Exchange Committee remains the same, with Professor R G Ward as Chair.

Australia-Netherlands Program

In 1987 the Academy, in collaboration with the Royal Netherlands Academy of the Arts and Sciences, formalised a three-year program of exchanges between Dutch and Australian scholars. Modest in scope the program was confined to scholars in the social sciences.

Following a review last year, that recommended a broadening of the program to include disciplines of the humanities, the Australian Academy of the Humanities was invited to become a partner in the program. As a result, on 12 November 1991, the Presidents of the three Academies - Professor PW Sheehan of the Academy of the Social Sciences in Australia; Professor GEO Schulz of Australian Academy of the Humanities, and Professor PJD Drenth of the Netherlands Academy signed a three-year agreement. The scope of the Agreement is broadened to include attendance at conferences as well as visits by scholars to research institutes.

Since the inception of the agreement, the Netherlands Academy has sponsored eleven visits of Australian scholars, Australia has sponsored six. Modest funds have limited more applicants taking advantage of the program.

Dr W Sadurski, Faculty of Law at The University of Sydney, and a Fellow of the Academy, plans to visit the Netherlands from 2-15 December 1992. He intends to visit the Faculties of Law and Political Sciences at The Free University of Amsterdam, the University of Amsterdam, Erazmus University in Rotterdam, Leiden University, University of Utrecht, University of Groningen - his main hosts being two leading Dutch legal philosophers at the Free University and Tilburg University. Dr Sadurski will research Dutch legal philosophy, specifically focussing on the legal and jurisprudential aspects of freedom of speech. He will discuss the Dutch approach to the freedom issue which he states is a very lively topic in the Netherlands and Australia. He expects that his research of this issue will give him the opportunity for later discussion during staff seminars at the Universities he intends to visit.

A large number of applications were received this year, seeking funds under the joint exchange program. These have been forwarded to the Netherlands Academy for consideration for visits in 1993.

Australia-Japan Program

In 1991, the Executive Committee of the Academy decided to establish a program to foster understanding between Australia and Japan by research in the social sciences.

The program has particular reference to changing aspects of the relations between the two countries. The program provides grants to enable younger Australian scholars to undertake research, especially post-doctoral, in Japan.

The new program is a development of a former scheme, jointly managed by the Academy of the Social Sciences in Australia and the Australian Academy of the Humanities, which supported research activities in Japan by Australian scholars in multi-disciplinary areas of both the humanities and social sciences. Support for scholars in the new program will be confined to disciplines of the social sciences and limited to the funding of individuals rather than group activity, conferences, working parties or costs associated with publications.

The financial resources of the Program are relatively modest and for this reason it is unable to meet requests each year for support across all disciplines of the social sciences. The Program is thus structured to support a number of related social science disciplines each year. Applications for 1992 were invited from scholars in the fields of sociology, geography, anthropology, demography and linguistics. The successful candidate was Dr Raul Perttierra from the School of Sociology at the University of New South Wales. His research is examining theoretical developments and the practice of the social sciences in Japan, with particular reference to sociology and anthropology. The research forms part of a wider framework of comparative studies in various Asian countries.

During 1993, the Academy will offer support to applicants in the fields of economics, accounting, statistics and economic history, with preference being given to more junior scholars.

Australia-Finland Memorandum

On 1 August, 1991 a Memorandum of Understanding between the Academy and the Academy of Finland was signed. The Memorandum agrees to promote and enhance relations between social scientists of the two countries through the exchange of publications, facilitation of visits by scholars to research institutes and encouragement of direct contacts between scholarly institutions and individual social scientists in Australia and Finland.

Australia-Vietnam Academic Co-operation Program

For some time the Academy, together with the Australian Academy of the Humanities, has been exploring ways to expand relations with organisations of similar character overseas, particularly within its region, and including Vietnam. In 1989 the two Australian Academies made scholarly contact with Vietnam's National Centre for the Social Sciences. It was recognised that Australia was best placed to develop close and mutually helpful scholarly relations with Vietnam. The establishment of a formal agreement would provide for joint projects and the exchange of information and ideas between Vietnamese and Australian scholars in the social sciences and the humanities.

In late 1991, the Academies signed an Agreement with the National Centre for the Social Sciences of Vietnam, formalising an exchange scheme. This is seen as complementing the Academy project *Australian and Asian Perceptions*, and continuing the move towards closer relations with neighbours in our region.

Each Australian Academy and the Vietnamese Centre will propose scholars in specialised fields subject to the proposal being supported by a program. These programs will normally be the result of prior contact, and agreement, between scholars and institutions in both countries. Following these contacts and the submission of a proposal, each visit will be finalised in consultation with and on the approval of the host Academy or the Vietnamese Centre for the Social Sciences.

The Agreement will provide for the visit of up to three Australian scholars per year to Vietnam, each being responsible for their own travel and accommodation costs. The Agreement provides for one Vietnamese scholar per year to visit Australia. Registration fees for relevant conferences and symposia will also be paid by the host Academy.

The first scholar selected from Vietnam under the Agreement, Professor Ha Van Tan, Director of the Institute of Archaeology in Hanoi, visited Australia in October. Applications from Australian scholars for visits to Vietnam during 1992-1993 are currently under consideration.

Further details can be obtained by contacting either the Academy of the Social Sciences in Australia or the Australian Academy of the Humanities.



Professor Sheehan and Professor Gerhard Schulz (The Australian Academy of the Humanities) exchange Agreements following their signing of the Agreement on Academic Co-operation with Vietnam in November 1991.

Association of Asian Social Science Research Councils

AASSREC is a regional organisation with 15 member countries: Australia, New Zealand, India, Sri Lanka, PR of China, Japan, USSR, Bangladesh, Vietnam, Republic of Korea, PDR of Korea, Pakistan, Indonesia, Philippines and Thailand. The organisation meets biennially at a General Conference, and this is the primary decision-making forum for the affairs of AASSREC. An Executive Council meets annually to handle other business.

The Academy served for the two years 1989-1991 as the Secretariat of AASSREC, and at the 9th Biennial Conference held in Manila in August 1991, relinquished that role and assumed a Vice Presidency of the Association. The duties and responsibilities of this Office are far less demanding, but did involve attendance at the meeting of Executive Council in Tokyo, held in March 1992.

Professor George Smolicz attended this meeting on behalf of the Academy. Professor Smolicz's interest in and association with AASSREC is of long standing, and his advice and assistance in relations with member Councils of AASSREC have been valuable. The Executive Council decided on the themes for the 10th Biennial Conference and Symposium, to be hosted by the Japan Science Council.

The theme of the Symposium will be *Environment and sustainable development: social science perspectives*. In order for the Academy to prepare a national view on this theme, a workshop or seminar will be organised early in 1993 to discuss the issues involved and write a summary paper for presentation to the AASSREC Symposium in Kawasaki in September. An additional panel discussion is also scheduled, on *Economic reforms and democratisation in Asia*, for which a group of social scientists from various countries of the region will be invited.

Another decision taken at the Executive Council meeting concerned assistance from the region to Cambodia and Laos. It was agreed that member Councils of AASSREC would, through the auspices of UNESCO, offer assistance in setting up infrastructures in the social sciences. To this end, the Academy has invited Fellows to donate books and journals which will be sent to the National Library of Cambodia in Phnom Penh. This will complement the work already being done by other institutions in Australia, such as that initiated by the National Library.

The involvement of the Academy in AASSREC affairs at an Executive level has been a rewarding one, fostering closer ties with neighbours and working together to promote the social sciences in our region.



Professor George Smolicz (centre) with Professor Ruben Trinidad (left) and Dr Yogesh Atal at the AASSREC Executive Council Meeting in Tokyo in March.

Fellows of the Academy

The *Rules* of the Academy state that 'persons who are deemed to have achieved distinction in one or more branches of the social sciences may be elected as Fellows of the Academy if (i) they are nominated by one Fellow and seconded by two other Fellows; (ii) they are recommended by the Membership Committee after investigation of their eligibility; and (iii) they receive the support of a majority of the Fellows for the time being at a postal ballot'.

Thirteen new Fellows were elected in 1992. They were:

Dr James Fox, Professorial Fellow in Anthropology, Research School of Pacific Studies, Australian National University.

Professor Donald Greig, Professor of Law, Australian National University.

Associate Professor Patricia Grimshaw, Reader in History, University of Melbourne.

Dr Knud Haakonssen, Senior Research Fellow, History of Ideas Unit, Research School of Social Sciences, Australian National University.

Professor John Longworth, Professor of Agricultural Economics and Pro-Vice-Chancellor, Social Sciences, University of Queensland.

Professor Ian McAllister, Professor of Politics, Australian Defence Force Academy, University College, University of New South Wales.

Dr Iain McCalman, Senior Lecturer in History, Faculty of Arts, Australian National University.

Professor Peter Muhlhäusler, Professor of Linguistics and Communication, Bond University.

Professor John Piggott, Professor of Economics, University of New South Wales.

Professor Millicent Poole, Pro-Vice-Chancellor, Queensland University of Technology.

Professor Margot Prior, Professor of Psychology, Department of Psychology, La Trobe University.

Dr Peter Rimmer, Senior Fellow in Geography, Research School of Pacific Studies, Australian National University.

Professor William Rubinstein, Professor of Social and Economic History, Deakin University.

At November 1992 there were 244 Fellows, including Honorary and Overseas Fellows.

Fellows of the Academy 1992

- 1975 **AITKIN**, Donald Alexander. MA (New England), PhD (Australian National University). Vice-Chancellor, University of Canberra PO Box 1, Belconnen, ACT 2616
- 1944 **ALEXANDER**, Frederick. CBE, MA (Oxford), Hon DLitt (Western Australia). Emeritus Professor, The University of Western Australia. (History). 77 Victoria Avenue, Dalkeith, WA 6009 (Honorary Fellow 1969).
- 1981 **ALLEN**, Michael Richard. BA (Dublin), PhD (Australian National University). Professor of Anthropology, The University of Sydney, NSW 2006
- 1990 **ANDRICH**, David. BSc, MEd (Western Australia), PhD (Chicago). Professor of Education, Murdoch University. Murdoch, W.A. 6150
- 1967 **APPLEYARD**, Reginald Thomas. BA (Western Australia), MA, PhD (Duke). Professor of Economic History, The University of Western Australia, Nedlands, WA 6009
- 1977 **ARGY**, Victor Elie. BA, BEc (Sydney). Professor of Economics, School of Economics and Financial Studies, Macquarie University, Sydney, NSW 2109
- 1954 **ARNDT**, Heinz Wolfgang. MA, BLitt (Oxford). Emeritus Professor, The Australian National University (Economics). Visiting Fellow, National Centre for Development Studies, Research School of Pacific Studies, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1990 **AUSTIN-BROOS**, Diane. BA, MA (ANU), MA, PhD (Chicago). Associate Professor, Department of Anthropology, University of Sydney, NSW 2006
- 1987 **BALL**, Desmond. PhD (Australian National University). Special Professor, Institute of Advanced Studies, ANU. Professor, Strategic and Defence Studies Centre, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1957 **BARNES**, John Arundel. DSC, FBA, MA (Cambridge), DPhil (Oxford). Emeritus Professor, University of Cambridge (Sociology). Visiting Fellow, Sociology Program, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1981 **BELL**, Coral Mary. BA (Sydney), MSc (Econ), PhD (London). Visiting Fellow, Strategic Defence Studies Centre, The Australian National University, 30 Padbury Street, Downer, ACT 2602
- 1982 **BERNDT**, Catherine Helen. AM, BA (New Zealand), Dip Anthropol, MA (Sydney), PhD (London), Hon DLitt (Western Australia), (Hon) FRAI. Senior Honorary Research Fellow, Department of Anthropology, The University of Western Australia, Nedlands, WA 6009
- 1970 **BLAINEY**, Geoffrey Norman. AO, MA (Melbourne). Emeritus Professor of History, The University of Melbourne, Parkville, Vic 3052
- 1981 **BLANDY**, Richard John. BEc (Adelaide), MA, PhD (Columbia). Director, National Institute of Labour Studies and Professor of Economics, The Flinders University of South Australia, 3 Glyde Street, Glen Osmond, SA 5064

- 1976 **BOLTON**, Geoffrey Curgenven. AO, MA, DPhil (Oxford), FAHA, FRHistS. Professor of Australian History, The University of Queensland, Qld 4072
- 1950 **BORRIE**, Wilfred David. CBE, MA (New Zealand), HonDLitt (Tasmania), HonDSc Econ (Sydney), HonLLD (Australian National University). Emeritus Professor, The Australian National University (Demography). 29 Norman Street, Deakin, ACT 2600 (Honorary Fellow 1985)
- 1977 **BOURKE**, Paul Francis. BA, DipEd (Melbourne), PhD (Wisconsin), Hon DLitt (Flinders). Professor of History, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1975 **BOXER**, Alan Howard. BA (Melbourne), BPhil (Oxford). 2 Bambridge Street, Weetangera, ACT 2614
- 1987 **BRADSHAW**, Johnson Lockyer. MA (Oxford), PhD (Sheffield), DSc (Monash), FBPsS. Reader in Psychology, Monash University, Clayton, Vic 3168
- 1989 **BRAITHWAITE**, John Bradford. BA(Hons) (Queensland), PhD (Queensland). Professorial Fellow, Philosophy and Law, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1985 **BRENNAN**, H. Geoffrey. BEc, PhD (Australian National University). Professor of Economics, Department of Economics, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1977 **BROOKFIELD**, Harold Chillingworth. BA, PhD (London). Professor of Human Geography, Research School of Pacific Studies, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1972 **BROOM**, Leonard. AM (Boston), PhD (Duke), Hon Dsc (Boston). Emeritus Professor, The Australian National University (Sociology). Research Associate, University of California, Santa Barbara, Calif. 93106. 379 Canon Drive, Santa Barbara, CA 93105, USA.
- 1979 **BROWN**, Philip Ronald. BCom (New South Wales), MBA, PhD (Chicago). KPMG Peat Marwick Professor of Accounting, Department of Accounting and Finance, The University of Western Australia, Nedlands, WA 6009
- 1973 **BROWN**, Raymond George. BA, Dip Soc Stud (Melbourne), MSS (BrynMawr), PhD (Birmingham). Emeritus Professor of Social Administration, The Flinders University of South Australia, 12 Wanbrow Avenue, Wattle Park, SA 5066
- 1973 **BROWN**, Robert Richard. BA (New Mexico), PhD (London), FAHA. Visiting Fellow, History of Ideas Unit, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1980 **BRYAN**, Harrison. AO, MA (Queensland), Hon LLD (Monash, Queensland), Hon DLitt (Sydney), FLAA. 16 Asquith Street, Oatley, NSW 2223

- 1972 **CALDWELL**, John Charles. BA (New England), PhD (Australian National University). Associate Director, National Centre for Epidemiology and Population Health, and Director, Health Transition Centre, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1972 **CAMPBELL**, Enid Mona. OBE, LLB, BEc (Tasmania), PhD (Duke), Hon LLD (Tasmania). The Sir Isaac Isaacs Professor of Law, Monash University, Clayton, Vic 3168
- 1964 **CAMPBELL**, Keith Oliver. BScAgr (Sydney), MPA (Harvard), MA, PhD (Chicago). FAIAS. Emeritus Professor, The University of Sydney. (Agricultural Economics). 188 Beecroft Road, Cheltenham, NSW 2119
- 1989 **CASS**, Bettina. AO, BA (University of NSW), PhD (University of NSW). Professor of Social Policy, The University of Sydney, NSW 2006
- 1989 **CASTLES**, Ian. BCom (Melbourne). Australian Statistician, Australian Bureau of Statistics. PO Box 10, Belconnen, ACT 2616
- 1964 **CHAMBERS**, Raymond John. AO, BEc, DScEcon (Sydney), Hon DSc (Newcastle). Emeritus Professor, The University of Sydney (Accounting), Professorial Associate, Deakin University. 18 Amy Street, Blakehurst, NSW 2221
- 1978 **CHAMPION**, Richard Annells. BA (Sydney), MA (Iowa). Emeritus Professor, The University of Sydney. (Psychology). 14 Waterview Street, Mona Vale, NSW 2103
- 1988 **CLEGG**, Stewart Roger. BSc (Hons) (Behavioural Science: Sociology), (Aston), PhD (Bradford). Professor of Organisation Studies, Department of Management, University of St Andrews, St Andrews, Fife, KY16 9DJ, Scotland, UK
- 1982 **CLYNE**, Michael George. MA (Melbourne), PhD (Monash). FAHA. Corresponding Member, Institut fur Deutsche Sprache, Mannheim and Research Centre for Multilingualism, Brussels. Professor, Department of Linguistics, Monash University, Clayton, Vic 3168. Research Director, Language and Society Centre, National Languages Institute of Australia.
- 1988 **COLTHEART**, Max. BA, MA, PhD (Sydney). Professor of Psychology, School of Behavioural Sciences, Macquarie University, Sydney, NSW 2109
- 1964 **CONNELL**, William Fraser. OBE, MA, MEd (Melbourne), MA (Illinois), PhD, DLit (London). Honorary Member AARE. Emeritus Professor, The University of Sydney (Education), Fellow, Faculty of Education, Monash University. 34 Tanti Avenue, Mornington, Vic 3931
- 1943 **COOMBS**, Herbert Cole. MA (Western Australia), PhD (London), H on LLD (Melbourne, Sydney, Australian National University), Hon DLitt (Western Australia), Hon DSc (New South Wales). FAA, Honorary Fellow, FAHA, LSE, ANZAAS. Visiting Fellow, Centre for Research and Environmental Studies, North Australia Research Unit, The Australian National University, GPO Box 4, Canberra, ACT 2601 (Honorary Fellow 1973)
- 1977 **CORDEN**, Warner Max. MCom (Melbourne), PhD (London), MA (Oxford). Professor of International Economics, The Paul H. Nitze School of Advanced International Studies of The John Hopkins University, 1740 Massachusetts Avenue, N.W. Washington, D.C. 20036

- 1952 **COWEN**, The Right Honorable Sir Zelman. AK, GCMG, GCVO, GCOMRI, QC. FRSA (Hon), FAAH, FTS, FACE, FRAIA, FRACP, FASA, FRACMA, FRACOG, FCA, FACRM, FANZAAS, BA, LLM (Melbourne), MA, DCL (Oxford), HonLLD (Hong Kong, Queensland, Melbourne, Western Australia, Turin, Australian National University, Tasmania), HonDLitt (New England, Sydney, James Cook University of North Queensland, Oxford), Hon DHL (University of Redlands, California and Hebrew Union College-Jewish Institute of Religion, Cincinnati), HonDUniv. (Newcastle, Griffith), HonD Phil (Hebrew University of Jerusalem, Tel Aviv), Governor-General of Australia 1977-1982. Former Provost, Oriel College, Oxford OX1 4EW. 4 Treasury Place, East Melbourne, Vic 3002 (Honorary Fellow 1977)
- 1989 **CREEDY**, John. BSc (Bristol), BPhil (Oxford). The Truby Williams Professor of Economics, University of Melbourne, Parkville, Vic 3052
- 1979 **CRITTENDEN**, Brian Stephen. MA (Sydney), PhD (Illinois). Professor of Education, La Trobe University, Bundoora, Victoria 3083
- 1962 **DAVIS**, Solomon Rufus. LLB (Western Australia), PhD (London). Barrister-at-Law (Victoria). Emeritus Professor, Monash University (Politics). 31 Mont Victor Road, Kew, Vic 3101
- 1985 **DAVISON**, Graeme John. BA, DipEd (Melbourne), BA (Oxford), PhD (Australian National University) Professor of History, Monash University, Clayton, Vic 3168
- 1967 **DAY**, Ross Henry. BSc (Western Australia), PhD (Bristol), D.Univ (La Trobe), FAPsS, FAA Professor of Psychology, Monash University, Clayton, Vic 3168
- 1983 **DENING**, Gregory Moore. MA (Melbourne, Harvard), PhD (Harvard), FRHSV. Emeritus Professor of History, The University of Melbourne, Parkville, Vic 3052
- 1975 **DILLON**, John Louis. BScAgr (Sydney), PhD (Iowa),FAIAS, FAAEA. Professor of Farm Management, The University of New England, Armidale, NSW 2351
- 1982 **DIXON**, Peter Bishop. BEc (Monash), AM, PhD (Harvard).Director, Centre of Policy Studies, Monash University, Clayton, Vic 3168
- 1989 **DRYSDALE**, Peter David. BA (New England), PhD (Australian National University). Professor, and Executive Director, Australia-Japan Research Centre, Research School of Pacific Studies, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1973 **DUNN**, Sydney Stephen. AO, BA, DipEd (Adelaide), BEd (Melbourne), HonLLD (Monash). FAPsS, FACE. 1 Harriet Street, Werribee, Vic 3030
- 1964 **EDWARDS**, Harold ('Harry') Raymond. BA (Sydney), DPhil (Oxford), Hon DLitt (Macquarie). FAIM. Member for Berowra, Parliament of Australia. 12 John Savage Crescent, West Pennant Hills, NSW 2125
- 1987 **ETZIONI-HALEVY**, Eva. BA (Hebrew University), PhD (Tel-Aviv). Professor, Department of Sociology, Bar-Ilan University, Ramat Gan 52900, Israel

- 1970 **FEATHER**, Norman Thomas. BA, DipEd (Sydney), MA (New England), PhD (Michigan). FAPsS, FBPS. Professor of Psychology, School of Social Sciences, The Flinders University of South Australia, Bedford Park, SA 5042
- 1985 **FENSHAM**, Peter James. AM, MSc (Melbourne), DipEd (Monash), PhD (Bristol, Cambridge). Professor of Science Education, Faculty of Education, Monash University, Clayton, Vic 3168
- 1990 **FINN**, Paul Desmond. BA, LLB (Queensland), LLM (London), PhD (Cambridge). Professor of Law, Research School of Social Sciences, Australian National University, GPO Box 4, Canberra, ACT 2601
- 1974 **FISK**, Ernest Kelvin. MA (Oxford), LittD (Australian National University). 1 Dugan Street, Deakin, ACT 2600
- 1977 **FORD**, Harold Arthur John. LLM (Melbourne), SJD (Harvard), Hon LLD (Melbourne). Emeritus Professor, The University of Melbourne. (Commercial Law). 32 Molesworth Street, Kew, Vic 3101
- 1987 **FORGAS**, Joseph Paul. BA (Macquarie), DPhil, DSc (Oxford). Professor, School of Psychology, The University of New South Wales, PO Box 1, Kensington, NSW 2033
- 1984 **FORSTER**, Kenneth I. MA (Melbourne), PhD (Illinois). Professor of Psychology and Research Scientist in Cognitive Science, University of Arizona, Tuscon, Arizona, USA 85721
- 1991 **FREEBAIRN**, John W. BAgEc, MAgEc (UNE), PhD (University of California, Davis) Professor and Chairman, Department of Economics, Monash University, Clayton, Vic 3168
- 1973 **FREEMAN**, John Derek. PhD (Cambridge), DipAnthrop (London). Emeritus Professor of Anthropology, Visiting Fellow, Research School of Pacific Studies, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1978 **GALE**, Gwendoline Fay. AO, BA, PhD (Adelaide). Vice-Chancellor, The University of Western Australia, Nedlands, WA 6009
- 1991 **GARNAUT**, Ross Gregory. BA (Australian National University), PhD (Australian National University). Professor of Economics, Department of Economics, Research School of Pacific Studies, The Australian National University. GPO Box 4, Canberra ACT 2601
- 1968 **GATES**, Ronald Cecil. AO, BCom (Tasmania), MA (Oxford), HonDEcon (Queensland), HonDLitt (New England), Hon FRAPI, HonFAIUS. Emeritus Professor, The University of Queensland and The University of New England (Economics). 'Wangarang', Kellys Plains Road, MSF 2001, Armidale, NSW 2350
- 1990 **GEFFEN**, Gina Malke. BA (Rand) PhD (Monash). Professor of Neuropsychology, Psychology Department, University of Queensland, Qld 4072
- 1956 **GIBB**, Cecil Austin. OBE, MA, BEc (Sydney), PhD (Illinois). FBPsS. Emeritus Professor, The Australian National University. (Psychology). POBox 28, Farrer, ACT 2607
- 1990 **GILBERT**, Alan D. BA, MA (ANU), DPhil (Oxford). Vice-Chancellor, University of Tasmania, Hobart, Tas 7001

- 1974 **GLOW**, Peter Helmut. BA (Melbourne), PhD (London). Professor of Psychology, The University of Adelaide, Adelaide, SA 5000
- 1969 **GOLDBERG**, Louis. AO, BA, MCom, LittD (Melbourne). FCPA, ACIS, ACIM. Emeritus Professor, The University of Melbourne (Accounting). 5 Kemsley Court, Hawthorn East, Vic 3123
- 1990 **GOODIN**, Robert Edward. BA (Indiana), DPhil (Oxon). Professorial Fellow in Philosophy, Research School of Social Sciences, Australian National University, GPO Box 4, Canberra, ACT 2601
- 1976 **GOODNOW**, Jacqueline Jarrett. BA (Sydney), PhD (Harvard). Emeritus Professor of Psychology, School of Behavioural Sciences, Macquarie University, Sydney, NSW 2109
- 1975 **GRANT**, John McBain. MEc (Adelaide), DipEc (Cambridge). Emeritus Professor, The University of Tasmania. (Applied Economics). 33 Parkhill Street, Pearce, ACT 2607
- 1979 **GREGORY**, Robert George. BCom (Melbourne), PhD (London). Division Head, Economics and Politics, Professor of Economics and Executive Director, Centre for Economic Policy Research, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1989 **GREGSON**, Robert Anthony Mills. BSc(Eng) (Nottingham), BSc, PhD (London), FAPsS, FBPsS, FNZPsS, FSS. Emeritus Professor of Psychology, University of New England, NSW 2351. Visiting Fellow, Australian National University, GPO Box 4, Canberra, ACT 2601
- 1982 **GROENEWEGEN**, Peter Diderik. MEc (Sydney), PhD (London). Professor of Economics, and Director, Centre for the Study of the History of Economic Thought, The University of Sydney, NSW 2006
- 1970 **GRUEN**, Fred Henry George. AO, BA, BCom (Melbourne), AM (Chicago), MSc (AgEc) (Wisconsin). Emeritus Professor, The Australian National University. (Economics). Visiting Fellow, Economics Program, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1980 **HAGGER**, Alfred James. BCom (Melbourne), PhD (London). Senior Research Consultant, Centre for Regional Economic Analysis, The University of Tasmania, Box 252C, GPO, Hobart, Tas 7001
- 1986 **HALFORD**, Graeme Sydney. MA (New England), PhD (Newcastle). FAPsS. Professor of Psychology, The University of Queensland, Qld 4072
- 1968 **HANCOCK**, Keith Jackson. AO, BA (Melbourne), PhD (London), HonDLitt (Flinders). Deputy President, Australian Industrial Relations Commission, 50 Grenfell Street, Adelaide, SA 5000
- 1980 **HANNAN**, Edward James. BCom (Melbourne), PhD (Australian National University). FAA. Emeritus Professor, The Australian National University (Statistics), Department of Statistics, The Faculties, The Australian National University, GPO Box 4, Canberra, ACT 2601

- 1971 **HARCOURT**, Geoffrey Colin. MCom (Melbourne), PhD (Cambridge), LittD (Cambridge). Reader in the History of Economic Theory (*ad hominen*), University of Cambridge and President, Fellow and College Lecturer in Economics, Jesus College, Cambridge CB5 8BL, UK. Professor Emeritus, University of Adelaide.
- 1982 **HARRIS**, Stuart Francis. AO, BEc (Sydney), PhD (Australian National University). Professor of Resource Economics, Department of International Relations, Research School of Pacific Studies, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1948 **HASLUCK**, Sir Paul. Privy Councillor, KG, GCMG, GCVO, KStJ, MA (Western Australia). (Hon) FAHA. 77 St George's Terrace, Perth, WA 6000 (Honorary Fellow 1969)
- 1982 **HEAD**, John Graeme. BEc (Adelaide), BPhil (Oxford). Professor of Economics, Monash University, Clayton, Vic 3168
- 1981 **HEATHCOTE**, Ronald Leslie. BA (London), MA (Nebraska), PhD (Australian National University). Reader in Geography, The Flinders University of South Australia, 7 Parham Road, Eden Hills, SA 5050
- 1982 **HENDERSON**, Alexander Scott. MD (Aberdeen), DPM, FRACP, FRCP, FRANZCP, FRC Psych. Director, National Health & Medical Research Council, Social Psychiatry Research Unit, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1974 **HIATT**, Lester Richard. BDS, BA (Sydney), PhD (Australian National University). Reader in Anthropology, The University of Sydney, NSW 2006
- 1990 **HINDESS**, Barry. BA (Oxford), MA, PhD (Liverpool). Professor of Political Science, Research School of Social Sciences, Australian National University, GPO Box 4, Canberra, ACT 2601
- 1986 **HIRST**, John Bradley. BA, PhD (Adelaide). Reader in History, La Trobe University, Bundoora, Vic 3083
- 1976 **HUGHES**, Colin Anfield. MA (Columbia), PhD (London). Professor of Political Science, Department of Government, University of Queensland, St Lucia, Qld 4072
- 1985 **HUGHES**, Helen. AO, MA (Melbourne), PhD (London). Professor of Economics and Executive Director, National Centre for Development Studies, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1987 **HUGO**, Graeme John. BA (Adelaide), MA (Flinders), PhD (Australian National University). Professor of Geography, The University of Adelaide, Adelaide, SA 5001
- 1991 **HUMPHREYS**, Michael S. BA (Reed College), PhD (Stanford University). Professor of Psychology, University of Queensland, St Lucia, Qld 4067
- 1975 **INGLIS**, Kenneth Stanley. MA (Melbourne), DPhil (Oxford). Professor of History, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1971 **ISAAC**, Joseph Ezra. AO, BA, BCom (Melbourne), PhD (London), HonDEcon (Monash), Honorary Fellow, LSE. Emeritus Professor, Monash University (Economics). Professorial Associate, Department of Economics, The University of Melbourne. 5 Vista Avenue, Kew, Vic 3101

- 1985 **ISAAC**, Rhys Llywelyn. BA (Cape Town), BA (Oxford). Professor of History, La Trobe University, Bundoora, Vic 3083
- 1988 **JALLAND**, Patricia. BA (Bristol), PGCE (London), MA, PhD (Toronto), FR HistS. Associate Professor of History, School of Social Sciences, Murdoch University, WA 6150 1991-2 Visiting Fellow in History, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1976 **JARRETT**, Francis George. BScAgr (Sydney), PhD (Iowa). Emeritus Professor, The University of Adelaide. (Economics). SA 5000
- 1990 **JONES**, Eric Lionel. BA (Nott), MA, DPhil, DLitt (Oxon). Professor of Economics (Economic History), La Trobe University; Professorial Associate, Graduate School of Management, University of Melbourne. La Trobe University, Bundoora, Vic 3083
- 1983 **JONES**, Gavin W. BA (New England), PhD (Australian National University). Professor, Demography Program, Division of Demography and Sociology, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1974 **JONES**, Frank Lancaster. BA (Sydney), PhD (Australian National University). Professor of Sociology, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1989 **JONSON**, Peter David. BComm (Melbourne), MA (Melbourne), PhD (London School of Economics). General Manager – (Group Finance), Norwich Union Life Australia Ltd, 509 St Kilda Road, Melbourne, Vic 3004
- 1989 **JUPP**, James. MSc(Econ) (London), PhD (London). Director, Centre for Immigration and Multicultural Studies, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1969 **KAMENKA**, Eugene. BA (Sydney), PhD (Australian National University). FAHA. Professor of History of Ideas, Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1981 **KAPFERER**, Bruce. BA (Sydney), PhD (Manchester). Fellow, Center for Advanced Studies in Behavioural Sciences, Palo Alto, California. Professor of Anthropology, University College, London, Gower Street, London, UK, WC1E 6BT
- 1952 **KARMEL**, Peter Henry. AC, CBE, BA (Melbourne), PhD (Cambridge), PhD ad eundem gradum (Adelaide), HonLLD (Papua New Guinea, Melbourne, Queensland), HonDLitt (Flinders, Murdoch), DUniv (Newcastle). FACE. Emeritus Professor, The University of Adelaide (Economics). Former Vice-Chancellor, Australian National University. President, Australian Council for Educational Research. Chairman, Canberra Institute of the Arts. Chairman, Australian Institute of Health. Chairman, Australian National Council on AIDS. Member, Australian Statistics Advisory Council. Member, Council, The Chinese University of Hong Kong. 4/127 Hopetoun Circuit, Yarralumla, ACT 2600 (Honorary Fellow 1986, President 1987-90)
- 1978 **KEATS**, John Augustus. BSc (Adelaide), BA (Melbourne), AM, PhD (Princeton). Emeritus Professor, The University of Newcastle (Psychology). Institute of Behavioural Sciences, The University of Newcastle, NSW 2308

- 1977 **KEEVES**, John Philip. BSc (Adelaide), DipEd (Oxford), MEd (Melbourne), PhD (Australian National University), fil dr (Stockholm). FACE. The School of Education, The Flinders University of South Australia, Bedford Park, SA 5042
- 1989 **KENDIG**, Hal. BA (Univ of Calif Davis), MPL, PhD (Univ South Calif). Director, Lincoln Gerontology Centre, La Trobe University, St Heliers Street, Abbotsford, Vic 3067
- 1964 **LEGGE**, John David. AO, BA, MA (Melbourne), DPhil (Oxford), HonDLitt (Monash). Emeritus Professor, Monash University. (History). Monash University, Clayton, Vic 3168
- 1986 **LEWIS**, Mervyn Keith. BEc, PhD (Adelaide). Midland Bank Professor of Money and Banking, The University of Nottingham; Visiting Professor in Economics, The Flinders University of South Australia. 'Sarm Chase', 13 Rostrevor Road, Stirling, SA 5152
- 1986 **LINGE**, Godfrey James Rutherford. BSc (Econ) (London), PhD (New Zealand). Professorial Fellow, Department of Human Geography, Research School of Pacific Studies, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1979 **LLOYD**, Peter John. MA (Victoria University of Wellington), PhD (Duke). Professor of Economics, The University of Melbourne, Parkville, Vic 3052
- 1973 **LOGAN**, Malcolm Ian. BA, DipEd, PhD (Sydney). Vice-Chancellor, Monash University, Clayton, Vic 3168
- 1977 **LOVEDAY**, Peter. BA, PhD (Sydney). Senior Fellow in Political Science, and Executive Director, North Australia Research Unit (Darwin), The Australian National University, PO Box 41321, Casuarina, NT 0811
- 1972 **LOVIBOND**, Sydney Harold. BA (Melbourne), MA, PhD, DipSocSc (Adelaide). Emeritus Professor, The University of New South Wales (Psychology). School of Psychology, The University of New South Wales, PO Box 1, Kensington, NSW 2033
- 1975 **LOW**, Donald Anthony. MA, DPhil (Oxford). President of Clare Hall and Smuts Professor of the History of the British Commonwealth, University of Cambridge. Clare Hall, Cambridge CB3 9AL
- 1974 **McBRIAR**, Alan Marne. BA (Melbourne), DPhil (Oxford), FRHisS. Emeritus Professor, Monash University (History). 24 Wellington Road, Clayton, Vic 3168
- 1980 **McCARTY**, John William. BCom (Melbourne), PhD (Cambridge). Professor of Economic History, Monash University, Clayton, Vic 3168
- 1965 **MacDONAGH**, Oliver Ormond Gerard. MA (National University of Ireland), MA, PhD (Cambridge), HonDLitt (Flinders), HonDLitt (Sydney), HonDLitt (National University of Ireland), Hon Fellow, St Catharine's College, Cambridge. Barrister-at-Law (King's Inns, Dublin). FBA. FAHA. Executive Director, Academy of the Social Sciences in Australia, GPO Box 1956, Canberra, ACT 2601, and Emeritus Professor and University Fellow, The Australian National University, GPO Box 4, Canberra, ACT 2601
- 1991 **McDONALD**, Ian Martin. BA (Leicester), MA (Warwick), PhD (Simon Fraser). Professor of Economics, The University of Melbourne, Parkville, Vic 3052

- 1981 **McDONALD**, Roderick Peter. BA, MSc (Sydney), PhD (New England), DSc (Macquarie). FAPsS, FRSS. Professor of Education, University of Illinois, 603 East Daniel Street, Champaign IL61820, USA
- 1984 **McGAW**, Barry. BSc, BEd (Queensland), MEd, PhD (Illinois). FACE, FAPsS. Director, Australian Council for Educational Research, PO Box 210, Hawthorn, Vic 3122
- 1975 **McGEE**, Terence Gary. MA, PhD (Victoria University of Wellington). Professor, Institute of Asian Research, University of British Columbia, Vancouver, BC V6T 1W5 Canada
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SOCIOLOGY

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LINGUISTICS

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B

ECONOMICS

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D

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Regional List of Fellows

Australian Capital Territory

AITKEN, D.A.
 ARNDT, H.W.
 BALL, D.
 BARNES, J.A.
 BELL, C.B.
 BORRIE, W.D.
 BOURKE, P.F.
 BOXER, A.H.
 BRAITHWAITE, J.
 BRENNAN, H.G.
 BROOKFIELD, H.C.
 BROWN, R.R.
 CALDWELL, J.C.
 CASTLES, I.
 COOMBS, H.C.
 DRYSDALE, P.D.
 FINN, P.D.
 FISK, E.K.
 FREEMAN, J.D.
 GARNAUT, R.G.
 GIBB, C.A.
 GOODIN, R.E.
 GRANT, J.McB.
 GREGORY, R.G.
 GREGSON, R.A.M.
 GRUEN, F.H.G.
 HANNAN, E.J.
 HARRIS, S.F.
 HENDERSON, A.S.
 HINDESS, B.
 HUGHES, H.
 INGLIS, K.S.
 JALLAND, P.
 JONES, F.L.
 JONES, G.W.
 JUPP, J.
 KAMENKA, E.
 KARMEL, P.H.
 LINGE, G.J.R.
 MacDONAGH, O.O.G.
 MACKIE, J.A.C.
 MARCEAU, F.J.
 MARTIN, A.W.
 MASON, A.
 MATHEWS, R.L.
 MELVILLE, L.G.
 MILLER, J.D.B.
 NEALE, R.G.
 NEUTZE, G.M.
 PARKER, R.S.
 PASSMORE, J.A.
 PETTIT, P.N.

PITCHFORD, J.D.
 PRICE, C.A.
 RAWSON, D.W.
 REAY, M.O.
 RIGBY, T.H.
 SNOOKS, G.D.
 SPATE, O.H.K.
 TURNER, J.C.
 WARD, R.G.
 WILSON, R.
 WITHERS, G.A.
 WURM, S.A.
 YOUNG, M.W.
 ZINES, L.R.
 ZUBRZYCKI, J.

New South Wales

ALLEN, M.R.
 ARGY, V.E.
 AUSTIN-BROOS, D.
 BRYAN, H.
 CAMPBELL, K.O.
 CASS, B.
 CHAMBERS, R.J.
 CHAMPION, R.A.
 COLTHEART, M.
 DILLON, J.L.
 EDWARDS, H.R.
 FORGAS, J.P.
 GATES, R.C.
 GOODNOW, J.J.
 GROENEWEGEN, P.D.
 HIATT, L.R.
 KEATS, J.A.
 LOVIBOND, S.H.
 MADDOCK, K.J.
 MORISON, W.L.
 NEVILE, J.W.
 NILAND, J.R.
 POLLARD, A.H.
 POLLARD, J.H.
 ROE, J.I.
 RUZICKA, L.T.
 SADURSKI, W.
 SAWER, G.
 SIMKIN, C.G.F.
 SMITH, R.H.T.
 SPEARRITT, D.
 SUTCLIFFE, J.P.
 TAY, A. E-S.
 THROSBY, C.D.
 WELLS, M.C.
 WOODLAND, A.D.

Victoria

BLAINEY, G.N.
 BRADSHAW, J.L.
 CAMPBELL, E.M.
 CLYNE, M.G.
 CONNELL, W.F.
 COWEN, Z.
 CREEDY, J.
 CRITTENDEN, B.S.
 DAVIS, S.R.
 DAVISON, G.J.
 DAY, R.H.
 DENING, G.M.
 DIXON, P.B.
 DUNN, S.S.
 FENSHAM, P.J.
 FORD, H.A.J.
 FREEBAIRN, J.W.
 GOLDBERG, L.
 HEAD, J.G.
 HIRST, J.B.
 ISAAC, J.E.
 ISAAC, R.L.
 JONES, E.L.
 JONSON, P.D.
 KENDIG, H.
 LEGGE, J.D.
 LLOYD, P.J.
 LOGAN, M.I.
 MACINTYRE, S.F.
 MANN, L.
 McBRIAR, A.M.
 McCARTY, J.W.
 McDONALD, I.M.
 McGAW, B.
 MONRO, D.H.
 MUSGRAVE, P.W.
 NEAVE, M.A.
 NG, Y.K.
 OFFICER, R.R.
 OVER, R.F.
 PARISH, R.McD.
 PERKINS, J.O.N.
 POWELL, A.A.L.
 POWELL, J.M.
 POYNTER, J.R.
 PRESCOTT, J.R.V.
 SCHEDVIN, C.B.
 SELLECK, R.J.W.
 SERLE, A.G.
 SHAW, A.G.L.
 SINCLAIR, W.A.
 SINGER, G.

Regional List of Fellows

Victoria—continued

SINGER, P.A.D.
 SNAPE, R.H.
 STEPHEN, N.M.
 TAFT, R.
 TURNER, B.S.
 WALLACE, J.G.
 WALLER, P.L.
 WEBBER, M.J.
 WHITE, R.T.
 WILLIAMS, R.A.
 WRIGHT, F.K.

Queensland

BOLTON, G.C.
 GEFFEN, G.M.
 HALFORD, G.S.
 HUGHES, C.A.
 HUMPHREYS, M.S.
 RAPHAEL, B.
 REID, J.C.
 RYAN, K.W.
 SCHWARTZ, S.
 SHEEHAN, P.W.
 SIDDLE, D.A.T.
 TISDELL, C.A.
 WEBB, L.R.
 WESTERN, J.S.

South Australia

BLANDY, R.J.
 BROWN, R.G.
 FEATHER, N.T.
 GLOW, P.H.
 HANCOCK, K.J.
 HEATHCOTE, R.L.
 HUGO, G.J.
 JARRETT, F.G.
 KEEVES, J.P.
 LEWIS, M.K.
 MARJORIBANKS, K.
 PILOWSKY, I.
 PREST, W.R.
 RICHARDS, E.S.
 SMOLICZ, J.J.
 STRETTON, H.H.
 WALLACE, R.H.

Tasmania

GILBERT, A.D.
 HAGGER, A.J.
 SCOTT, P.

Overseas

BROOM, L.
 CLEGG, S.R.
 CORDEN, W.M.
 ETZIONI-HALEVY, E.
 FORSTER, K.I.
 HARCOURT, G.C.
 KAPFERER, B.
 LOW, D.A.
 McDONALD, R.P.
 McGEE, T.G.
 MILLAR, T.B.
 O'NEILL, R.J.
 PAGAN, A.R.
 PATEMAN, C.
 RUSSELL, R.W.
 SKILBECK, M.
 TURNOVSKY, S.J.
 VICKERS, D.
 WELFORD, A.T.
 WILLIAMS, B.R.

Western Australia

ALEXANDER, F.
 ANDRICH, D.
 APPLEYARD, R.T.
 BERNDT, C.H.
 BROWN, P.R.
 GALE, G.F.
 HASLUCK, P.
 RICHARDSON, A.
 ROSS, J.
 TONKINSON, R.

Northern Territory

LOVEDAY, P.

Obituaries

Charles Patrick FitzGerald, 1902-1992

Patrick FitzGerald 'discovered' China through following the news in England during the middle of the First World War. He was only 15. He was determined to study China but did not get there until he was 21. After that, he lived in or travelled around as much as he could over a period of twenty years until he finally left China in 1950. He then continued to write about China until the very last years of his life. It was an absorbing love affair, sometimes passionate, sometimes distant and critical, but it led to distinguished writing which was inevitably filtered through a sharp eye and an endearing wisdom.

He was a Foundation Fellow of the Academy, the first to hold the Chair of Far Eastern History at the Australian National University from which he retired in 1967. He was appointed to that Chair without ever receiving a degree himself. This was rectified when ANU conferred on him his first degree, an Honorary doctorate, in 1968.

His best-known book is undoubtedly *China, A Short Cultural History*. This was first published in 1935, reprinted and revised several times, an authoritative introduction to China and a popular and successful textbook as well. Remarkably, it is still in print. Even more remarkable is the fact that it was written by a young man of thirty-three. Together with his first book published two years earlier, a biography of the founder of the T'ang dynasty, it gained him scholarly acclaim. But he was never a conventional scholar-historian. His desire to know China could not be satisfied by poring through the classical sources. He had arrived in China in 1923, a turbulent time of decay and revolution accompanied by desperate efforts at national revival. This experience coloured and deepened his curiosity about, and his concern for, all those engaged in defining a Chinese identity. Thus, two major themes of Chinese history remained dear to his heart to the end of his life.

The first was the Chinese Revolution. He first saw it when it was in total disarray, overwhelmed by warlords within and manipulated by foreign powers without. He saw the revolution saved only by the allies during the long-drawn war against Japan. But he also saw, at close hand after the war, in Nanjing and Beijing as the representative of the British Council, how the dying Guomindang revolution was overtaken by the militant second revolution led by the Chinese Communist Party.

Two books appeared in 1952 which launched Patrick FitzGerald in his second career as a scholar-commentator of contemporary China. They were *Revolution in China and Flood Tide in China*. By that time, he had joined the Australian National University. No one



Professor Patrick
Fitzgerald

before him had brought to Australia the depth of feeling and understanding about China and the Chinese that he had. In fact, his was the essential fresh voice that the country needed to hear if it were to erase the deep-rooted fears of the Chinese which had contributed to the tragic White Australia policy. What he had to say about the Chinese revolution was not always what most Australians wanted to hear. Only his colleagues, some journalists and a few diplomats appreciated that his was that rare phenomenon, an authentic and authoritative view. Fortunately, *Revolution in China* (later revised and published in a Pelican edition as *The Birth of Communist China*), earned him international fame. This ensured that he was eventually listened to more carefully across Australia.

The second major theme in his writings derived from the beautiful South-west provinces bordering on South-east Asia. He had chosen to return to China in 1930 via Haiphong (then French Indo-China) and Kunming and saw a part of the country relatively untouched by the mandarin culture he had himself so admired. And he returned to Yunnan a few years later on a Leverhulme Fellowship. He has given us a vivid account of his travels through the south-western provinces in his memoirs. What he saw alerted him to the boundaries of Chinese civilisation which enriched his understanding of China from the periphery.

Two scholarly books came out of his studies of this region which have not received the attention they deserve. The earlier ethnographic study was *The Tower of Five Glories, a Study of the Min Chia of Ta Li, Yunnan*, which he published in 1941. These 'Min Chia' who lived around the beautiful Ta Li Lake in Western Yunnan were descended from one of the core peoples of the kingdoms of Nan Chao and Ta Li which preserved their independence in the face of the great Tang and Song empires. Seven hundred years after the fall of Ta Li to the Mongols, the people remain still distinct in speech, dress and customs, but they have become marginally Chinese. This book provides valuable data for the study of people who have been described as 'not yet Chinese'.

Patrick FitzGerald never lost his love for the Yunnan region. Towards the end of his formal academic career, he returned to ponder on the failure of the various minority peoples of the province to form their own states independent of China, whereas their neighbours in Vietnam succeeded in doing so. This led to his thoughtful study, *The Southern Expansion of the Chinese People: 'Southern Fields and Southern Ocean'*. This was published in 1972, in the midst of the Vietnam War. Even in his historical quest for an answer to the question, 'How did Vietnam become independent?', he could not avoid the contemporary ramifications of China's involvement across the land borders to its south.

Patrick FitzGerald was much loved by his friends, colleagues and students. They all continued to seek him out and hear him tell his stories of China. They encouraged him to write his memoirs and finally he obliged and decided to answer their most frequent question, Why China? Thus appeared his last book, using that question as its title and published in 1985 when he was 83. No one who knew him can read that book without hearing his voice telling us how dearly he cared for the world he 'discovered' at the age of 15. I last saw him in August 1991. He moved slowly, but his mind was clear and he still had new stories to tell. I was sorry I was unable to join his family and friends who gathered to hear him once again at a special 90th birthday party. A few weeks after his birthday, he died, on 13 April 1992.

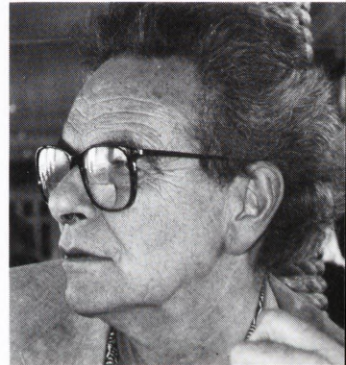
WANG GUNGWU

John Anthony Waldo Forge, 1929-1991

Anthony Forge died at his home in Canberra on 7th of October 1991. He was born in Elgin Crescent, West London, the only child of Kitty and Waldo Forge. Anthony's father was an editor and his mother the Headmistress at Camden School for Girls. Both parents were graduates of the London School of Economics. Kitty in particular was an important influence in Anthony's life, instilling in him a wide range of intellectual interests.

Anthony was educated at Highgate School and went on, in 1948, to do national service in Intelligence. As he used to tell the story, this period of his life gave him time to read the whole of Frazer's *The Golden Bough* and kindled in him his first interests in Anthropology. At Cambridge, instead of reading Chemistry as he originally intended, Anthony chose the Archaeology and Anthropology Tripos and graduated in 1953. He then spent three years following in his father's profession, holding various positions in the printing industry. Finally in 1957, he enrolled at London School of Economics, his parents' university, and began graduate work in Anthropology. Anthony was fortunate in his teachers both in Cambridge and in London. At the LSE, he established a close friendship with Sir Raymond Firth, a personal and intellectual association that continued to the end of his life.

In 1957, Anthony began a period of twenty-three months fieldwork in New Guinea among the Abelam of the Sepik District. This experience among the Abelam formed the foundation for his development as an anthropologist with special interests in aesthetics, ritual and social organisation.



Professor Anthony Forge

On his return from New Guinea, Anthony became a research officer on the LSE's 'London Kinship Project' and a year later, in 1961, he was appointed as Assistant Lecturer in Social Anthropology at the LSE. In 1962, he returned to New Guinea for another year's fieldwork in the Sepik. By 1970, he had become Senior Lecturer and an established figure in British Anthropology.

In mid-career, having delivered the prestigious Malinowski Memorial Lecture and having completed the editing of his book, *Primitive Art and Society*, Anthony decided on a major change of research fields. With his family, he went off to Bali for a year to study art and ritual in a predominantly Brahmin settlement of Kamasan in the former court centre of Gelgel. While on Bali, he was invited to visit the Australian National University and was chosen to become the Foundation Professor of Anthropology in the Faculty of Arts.

At the ANU, Anthony joined John Mulvaney in what became the joint Department of Prehistory and Anthropology. With enormous energy and disarming determination, he built a strong research and teaching department and surrounded himself with a remarkable group of students, colleagues and friends. One of his former students and colleagues, now in Britain, has described Anthony at this time as "the most sociable and genial of professors in his true element, presiding over alfresco entertainments in the champagne-bright atmosphere of Canberra."

Anthony revelled in being an anthropologist. For him, anthropology was a way of life and his many students were an important part of that life. Although he was not a prolific writer, what he wrote had a magisterial authority. His Malinowski lecture, entitled 'The Golden Fleece' and his introduction to *Primitive Art and Society*, together with his paper on 'Style and Meaning in Sepik Art,' set the agenda for a subsequent generation in the study of complex New Guinea exchange systems and of art within anthropology.

No anthropologist did more to make the traditional art of the region the subject of serious study. Anthony's course on the anthropology of art was itself a work of art and his collection of slides a major teaching resource. Anthony had an eye and a flair for collecting, which he directed to support the study of traditional art by providing the documentation essential to its understanding. The collection of Sepik art that he assembled for the Museum of Ethnography in Basel is perhaps the finest collection of its kind in Europe. Equally remarkable is his collection of traditional Balinese painting which was acquired by the Australian Museum in Sydney and for which he wrote a superb catalogue. Anthony was also a member of the Asian Textiles Advisory Committee of the Australian National Gallery and for more than ten years, provided both expertise and enthusiasm in developing the Gallery's outstanding

collection of South and Southeast Asian textiles. He was also active in promoting the collection and study of Aboriginal art.

In some implicit way, Anthony Forge seems to have chosen Gregory Bateson as his mentor. Both men began their careers in Cambridge. Bateson's prior research led Anthony first to the Sepik and then later to Bali. He included a paper by Bateson in his *Primitive Art and Society*, reanalysed Bateson's Iatmul findings in another paper in the influential volume, *Rethinking Kinship and Marriage*, and before he died, was working on a film on Bali that incorporated footage taken by Bateson in the 1930s.

Anthropologists, it is often remarked, tend to adopt the characteristics of the people they study. Anthony lived among Big Men in New Guinea and Brahmins on Bali. In different guises, he had a personal style that combined attributes of both such figures. Shortly before his cancer was diagnosed, Anthony had begun a new field study, with his wife Cecilia, in the mountains of Timor. He had also begun to collect objects of local art and appeared to be on the verge of another transformation.

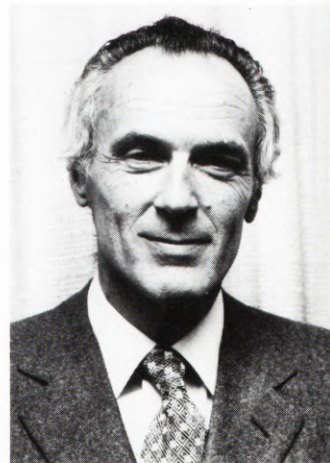
Anthony Forge was a remarkable individual who created strong impressions, close relationships, and lasting friendships. Through his collections and writings and through his students and colleagues, he has passed on a legacy that remains vivid. He is survived by his wife, Cecilia, by two children, Tom and Olivia, from a previous marriage to Jane Hubert, and by an aunt, May Garrett, who was a life-long influence on Anthony.

JAMES J. FOX

Kenneth Baillieu Myer, 1921-1992

At its Annual General Meeting in November 1972 the Academy elected Kenneth Myer to an Honorary Fellowship "in recognition of his support for work in the social sciences, and in particular, of the Academy". It is with great sadness that the Academy records the tragic death of Mr Myer and his wife in an aviation accident in Alaska.

Kenneth Myer was in many ways a Renaissance man. He was born into a family in which the father, a Russian Jewish immigrant, had great commercial talents and the mother was of the Melbourne establishment. The Myer name has, for over 60 years, been that of Melbourne's, and perhaps Australia's, best known retail store. It is not surprising, therefore, that over his whole life Kenneth Myer was deeply involved in retail business. However, his interests extended well beyond commercial activities into the sciences, the arts, universities and public policy.



Mr Ken Myer
(photograph courtesy
National Library of
Australia)

Kenneth Myer was born in 1921 and was educated at Geelong Grammar School. World War II interrupted his university education and he left Princeton to return to Australia to join the Royal Australian Navy's anti-submarine service. He attained the rank of lieutenant, and was awarded the Distinguished Service Cross and mentioned in dispatches. After the War his major activity was the retail trade. He was a Director of the Myer Emporium Ltd from 1948 until the merger of Myer with G J Coles Ltd in 1985, whereupon he became a Director of Coles Myer Ltd. From 1960-1966 he was Managing Director of the firm and from 1966-1976 Chairman of the Board. He presided over a great expansion of the company and his prominence in retailing was attested by international recognition of his achievements.

Kenneth Myer was fascinated by the intersection of commerce and science and, earlier than most, saw the potentialities of the information revolution for retail services. His interest in science was evidenced by his presiding over the Howard Florey Institute of Experimental Physiology and Medicine for some years. Recently he accepted the Chair of the Advisory Committee of the Plant Science Centre - a cooperative research centre involving the ANU, the CSIRO and Biocem Pacific. He was to have presided over a major meeting of the Centre a few days after the air crash.

Kenneth Myer's interests in the humanities were as wide as those in the sciences. He was a foundation Fellow of the Australian Academy of the Humanities, and a member of the Council of the National Library of Australia for over 20 years and its Chairman between 1974-1982. He was also a member of the Interim Committee of the Australian National Gallery in 1968 and chaired the Victorian Arts Centre Trust for 15 years from 1965. He chaired the Australian Broadcasting Commission, 1983-1986.

The width of Kenneth Myer's interests was manifested in his involvement in matters relating to social and economic policy. He was a member of the Australian Universities Commission, 1962-65 and of the Committee of Economic Enquiry (the Vernon Committee), 1963-65. My acquaintance with Kenneth Myer began while he was serving on those two bodies. He was a perceptive and open minded man, who asked the most penetrating questions and did so with good humour and gentleness. He had charm and elegance. Most recently I saw him at work with the Plant Science Centre, where he gave generously of his wisdom, leadership, vision and wealth.

Kenneth Myer followed his father in his philanthropic interests and, with his family, established the Myer Foundation. One gift of particular sensitivity was a donation to the NSW Government of a 200-hectare property co-owned on the NSW south coast. The land, a sanctuary for rare flora and fauna, is now part of the Mimosa Rocks National Park.

Kenneth Myer was appointed a Companion of the Order of Australia in the Australia Day Honours 1976. He was a business man of the first rank, a cultivated gentleman of the widest interests and a great Australian.

PETER KARMEL

William Abbott Scott, 1926-1991

It is comparatively rare for scholars, American born and bred, to uproot themselves from a successful career in a quality American university in order to take an appointment in Australia. And, when they do, it is even more rare for them to immigrate fully, assume Australian citizenship and spend the rest of their lives in Australia. That requires special life circumstances, a special family and a special type of person. Bill Scott was one such person. In 1974, because of his growing negative attitude towards current trends in America, he left his much respected position as Professor of Psychology at the University of Colorado to become Foundation Professor and Head of Department of Behavioural Sciences at James Cook. This position called for a scholar who had an understanding of Social Work, Anthropology and Sociology as well as Psychology. The cross-discipline department suited Bill and in the three years that he headed it, he established a sound base for its continued growth. In 1977 he was appointed to the Chair of Psychology at ANU (as successor to Cecil Gibb) where he served as Head of Department for seven years and retired in 1991.

Bill's career reveals a self-direction which can explain why he was able to make the transition from American to Australian. Despite his early life in "middle America", he was a committed multi-cultural person. He interrupted his education for economic reasons and worked in the local shipyards, although he spent a year at Reed College. He served as a Lieutenant in the US Navy during the War, and, because of his interests and talents, was chosen for specialised training in the Japanese language and culture which he subsequently employed during the occupation of Japan by working as translator, cultural attaché and educator. This was the beginning of a cross-cultural interest which emerged at various points in his professional career. He seems to have had a passion for the Japanese language which he maintained all his life. He also was married to a Japanese-American, but this ended in the early 1950s. In 1987 he was a visiting Fellow at the Japan Society for the Promotion of Science and also of the Tokyo Institute of Statistical Mathematics. At various times, Bill undertook visiting appointments in other countries, notably England and New Zealand.



Professor William Scott

Bill Scott was born in Lincoln, Nebraska on 21 April 1926. His father, a travelling salesman, died when he was a child, and he was brought up by his school teacher mother in Portland, Oregon. After his return from Japan in 1948 he completed a degree in Psychology and Mathematics at the University of New Mexico and then undertook graduate studies in Sociology and Social Psychology at the University of Michigan. His main topic there was Propaganda and Attitude Change which he deliberately chose with the intention of putting it to use in connection with the post-War re-education of the Japanese people. In the event, the pressures on him to utilise his gifts within an academic setting prevailed. After obtaining his PhD degree he was employed as a project director at the well-known University of Michigan Survey Research Center where he conducted basic and applied research on attitudes and attitude change. Among the topics was a thorough research into attitudes towards the UN, leading to an influential publication (with Withey) *The United States and the United Nations: The Public View* (1958).

From 1955, until he emigrated to Australia in 1974, Bill was a Professor of Psychology at the University of Colorado. In 1957 he married Ruth, who was also a social psychologist, and thus began a fruitful professional collaboration and a satisfying family life. The many social scientists and others who know Ruth will fully understand the significance of that union for him. During his 19 years at Colorado, Bill established a well-merited international reputation for his research on attitudes and values and his chapter on "Attitude Measurement" in the *Handbook of Social Psychology* was the authoritative source on that topic in the early 1970s. While he was at Colorado, Bill served as associate editor of two highly prestigious journals, *Sociometry*, which is published by the American Sociological Association, and the *Journal of Personality and Social Psychology*, published by the American Psychological Association. He was elected as a Fellow of ASSA in 1977, within three years of his arrival in Australia.

While his earlier work on attitude change was based on the reinforcement model which was favoured by the Behaviourist School, he began to place much more emphasis on a cognitive model in his work at Colorado. Eventually he extended his interest in cognitive structures beyond attitudes and published papers on such topics as international images, cognitive complexity, cognitive flexibility and cognitive balance and consistency. After his emigration to Australia he further extended his systems model to the study of groups and organisations and, in particular, to family structures and their effect on the behaviour of the members of families. In the latter part of his career he developed an extensive program of research, together with students and colleagues, into the inter-relatedness of family structures, personality, socio-emotional adjustment and pathological

behaviour. Bill's approach to these topics opened up a rich vein of investigation which his premature retirement and death interrupted but which deserves to be exploited much more than it has been to date.

In the late 1970s Bill, together with Ruth, commenced a large research program on the adaptation of immigrants to Australia which brought together several facets of his life and scholarly interests. In this work he made use of his conceptualisation of family structure in order to study factors related to the personal adjustment of immigrants in the early period after migration. True to his interest in cross-cultural psychology, he compared the findings for five major language groups. Although he made use of his own experience as a migrant, the study is objective and completely empirical, and makes use of sophisticated statistical techniques. In typical fashion, Bill and Ruth collected all of their data personally despite super-human demands which required them to interview intending migrants in more than 10 Australian consulates in Britain, Continental Europe and the USA, and to follow them up in various parts of Australia subsequent to their migration. The resultant book, *Adaptation of Immigrants: Individual Differences and Determinants*, which Bill and Ruth Scott published in 1988, represents an original and outstanding contribution to the rather sparse literature on the psychology of immigration and immigrant settlement.

Bill was a remarkable individual. He pursued scholarship with firm dedication, even in his last few years during which he suffered from a seriously debilitating disease which would have caused most scholars to retire completely and to devote themselves to playing the role of invalid. Not Bill. When one thinks of him, a number of descriptive adjectives and phrases immediately come to mind: courageous, enquiring, passion for truth, possessing the highest integrity, conscientious, meticulous, sense of humour, loyal and hospitable. In case this list makes Bill appear to be a candidate for sainthood, it might be added that he did not unduly restrain his intolerance of foolishness, pretentiousness and cant. However, he was unstinting to an unusual extent in the support and encouragement that he was willing to provide to the students and colleagues whom he considered to be worthy. From the time of his arrival in Australia, he participated in the work of the Australian Psychological Society and his contributions to the annual meetings of the Australian social psychologists were considerable. He also made a point of publishing a proportion of his papers in Australian journals despite their limited international readership. Even in the last year of his life he travelled to Ballarat in order to deliver a paper to the social psychology meeting — and also to receive a warm tribute from the members in appreciation for contributions which he had made to the meetings over 14 years.

OBITUARIES

To the virtues already mentioned, it should be added that Bill was a pianist of potential concert level, an art lover, a superb photographer and a jazz aficionado. Ruth and Bill were exceedingly hospitable and it was always a delight to visit their home.

Bill Scott's death has deprived Australian social science of a creative scholar whom it can ill afford to lose and he will be mourned by his colleagues on many counts.

RONALD TAFT

Financial Statements

The accompanying financial statements of The Academy of the Social Sciences in Australia Incorporated are drawn up so as to give the results of the Academy for the year ended 30 June 1992.

To the best of our knowledge these statements give a true and fair view of the operation of the Academy.



O. O. G. MacDonagh
Executive Director



Stuart Harris
Honorary Treasurer

AUDITOR'S REPORT

I have audited the financial statements set out in the attached pages in accordance with Australian Auditing Standards. I have obtained all information and explanations which to the best of my brief were necessary for the purpose of my audit.

In my opinion the accompanying statements are properly drawn up so as to exhibit a true and fair view of the Academy of the Social Sciences in Australia Incorporated according to the information at my disposal and explanations given to me and as shown by the books of the Academy at 30 June 1992.



Pauline Hore
B.Ec. CPA
21 August 1992

BALANCE SHEET AS AT 30 JUNE 1992

1990/91 \$		Notes	1991/92 \$
	CURRENT ASSETS		
4277	C.S.B. — Current Account		6206
50	Petty Cash		50
4327			6256
	DEBTORS		
5304	Subscription Arrears		4869
2292	<i>Less</i> provision for doubtful debts		3088
3012			1781
28028	Accrued interest	2	1990
213647	Investment	2	314478
249014	TOTAL CURRENT ASSETS		324505
	FIXED ASSETS		
3268	Furniture and Fittings at cost		3643
2868	<i>Less</i> Accumulated Depreciation		3358
400			285
34595	Office Equipment at cost		34595
24063	<i>Less</i> Accumulated Depreciation		30982
10532			3613
10932	TOTAL FIXED ASSETS		3898
259946	TOTAL ASSETS		328403
	CURRENT LIABILITIES		
2161	Accrued Salaries		2701
NIL	Major Research Project		25000
2161	TOTAL LIABILITIES		27701
257785	NET ASSETS		300702
	ACCUMULATED FUNDS		
249650	Balance at Start of Year		257785
8135	Transferred from Revenues and Expenses		42917
257785	Balance at end of year		300702

STATEMENT OF SOURCES AND APPLICATIONS OF FUNDS
FOR THE YEAR ENDED 30 JUNE 1992

SOURCES OF FUNDS			
Funds from Operations			
Australian Government Grants	268552		
Members' Subscriptions	40229		
Other	14254		
Interest	26734	349769	
Outflow of funds from operations note (a)		<u>299443</u>	
		50326	
Decrease in Assets			
Debtors	1231		
Accrued Interest	26038	27269	
Increase in Liabilities			
Accrued Salaries	540		
Major Research Project	25000	<u>25540</u>	
TOTAL SOURCES OF FUNDS		<u>103135</u>	
Increase in Assets			
Bank	1929		
Investment	100831		
Fixed Assets	375	<u>103135</u>	
TOTAL APPLICATIONS OF FUNDS		<u>103135</u>	
Note (a) Reconciliation of funds from Operations with Statement of Revenues and Expenses			
Funds from Operations	50326		
Less Depreciation	<u>7409</u>		
	<u>42917</u>		

STATEMENT OF REVENUES AND EXPENSES
FOR THE YEAR ENDED 30 JUNE 1992

1990/91		1991/92
\$	REVENUES	\$
189742	Australian Government Grants	218684
—	Additional Australian Government Grants	49868
32844	Members' Subscriptions	40229
57418	Interest	26734
	Contributions from the Academies'	
6282	Australia-China Exchange	—
7907	Sundries	9431
4282	Donations	1713
625	Symposium	440
2680	Annual General Meeting	2670
<u>301780</u>	TOTAL REVENUES	<u>349769</u>

STATEMENT OF REVENUES AND EXPENSES
FOR THE YEAR ENDED 30 JUNE 1992

1990/91		1991/92
\$	EXPENSES	\$
900	Audit and Accounting	1100
292	Bank Charges	388
491	Depreciation of Furniture and Fittings	490
6920	Depreciation of Office Equipment	6919
1633	Doubtful Debts	796
4863	Fax/ Telephone	10052
2018	Insurance	1892
2442	Maintenance of Office Equipment	2913
3443	Postage/ Petty Cash	4862
4177	Printing and Stationery	4759
8718	Publications/ Printing	24263
22170	Rent & Cleaning of Premises	23298
111067	Salaries and Long Service Leave	114083
2174	Superannuation	1633
4898	Sundry Expenses	5762
176206	TOTAL ADMINISTRATIVE EXPENSES	203210
	RESEARCH EXPENSES	
794	Academy Award Project	90
5879	ANZAAS Project	—
30364	ASSA Research Project	25000
13024	Workshops	12078
50061	TOTAL RESEARCH EXPENSES	37168
	MEETING EXPENSES	
27810	Committee Expenses	30684
4543	Meetings	5477
32353	TOTAL MEETING EXPENSES	36161
	INTERNATIONAL EXPENSES	
25190	Australia-China Exchange	28031
9835	International Relations	2282
35025	TOTAL INTERNATIONAL EXPENSES	30313
293645	TOTAL EXPENSES	306852
8135	Transferred to Accumulated Funds	42917

**RESEARCH PROJECT ACCOUNT
BALANCE SHEET AS AT 30 JUNE 1992**

1990/91		1991/92
\$		\$
	ASSETS	
25697	Cash Management Call Account	17175
30256	Cash at Bank	53142
55953		70317
	ACCUMULATED FUNDS	
55953	Brought forward from previous year	55953
	Transferred from Revenues and Expenses	14364
55953	Balance at end of year	70317

**STATEMENT OF REVENUES AND EXPENSES
FOR PERIOD ENDING 30 JUNE 1992**

1990/91		1991/92
\$	REVENUES	\$
25669	ASSA	
50000	DEET Grant	100000
760	Interest	2879
	Other Grants	48867
	Refund	399
76429	TOTAL REVENUE	152145
	EXPENSES	
19590	Salaries	83888
360	Workshop	41485
373	Printing	1461
60	Stationery	464
93	Sundries	6559
	Equipment	3924
20476	TOTAL EXPENSES	137781
55953	SURPLUS FOR THE YEAR	14364

NOTES TO AND FORMING PART OF THE ACCOUNTS FOR THE
YEAR ENDED 30 JUNE 1992

Note 1.

Statement of Accounting Policies:

The following is a summary of significant policies adopted by the Academy in preparation of the Accounts:

- (a) The accounts have been prepared on the basis of historical costs and do not take into account changing values or current valuations of non-current assets.
- (b) Fixed Assets: Fixed assets are included at cost. All fixed assets are depreciated over their estimated useful life using straight line depreciation.

Note 2

Investments

	Amount Invested	Interest Accrued	Total Value Investment
	\$	\$	\$
Citicorp	22581	823	23404
State Bank	193327	902	194229
Short Term Money Market	92958	247	93205
Cash Management	3622	18	3640
	<u>312488</u>	<u>1990</u>	<u>314478</u>

Recent Academy Publications

- Survey of Australian Political Science*, D. A. Aitkin (ed.), Allen & Unwin, Sydney, 1985.
- Australian Psychology: Review of Research*, N. T. Feather (ed.), Allen & Unwin, Sydney, 1985.
- Women, Social Science and Public Policy*, Proceedings of a Symposium, J. Goodnow, C. Pateman (eds.), Allen & Unwin, Sydney, 1985.
- Victoria's Heritage*, A. G. L. Shaw (ed.), Lectures to celebrate the 150th anniversary of European settlement in Victoria. (With AAH), Allen & Unwin, Sydney, 1986.
- Blast, Budge or Bypass: Towards a Social Democratic Australia*, H. H. Stretton: 'Tasks for Social Democratic Intellectuals', 1984. Academy of the Social Sciences in Australia, 1986.
- Equality of Opportunity Reconsidered*, P. H. Karmel: 'Quality and Equality in Education' 1985. Academy of the Social Sciences in Australia, 1986.
- Blast, Budge or Bypass: Towards a Social Democratic Australia*, Proceedings of a Symposium, D.W. Rawson (ed.), 1984. Academy of the Social Sciences in Australia, 1986.
- Equality of Opportunity Reconsidered*, Proceedings of a Symposium, D. W. Rawson, R. G. Neale (eds.), 1985. Academy of the Social Sciences in Australia, 1986.
- Australian Education: Review of Research*, J. P. Keeves (ed.), Allen & Unwin, Sydney, 1987.
- The Social Scientist in a Democracy*, Sir Paul Hasluck, 1986. Academy of the Social Sciences in Australia, 1988.
- New Directions in the South Pacific: A Message for Australia*, Muriel Brookfield and R. Gerard Ward (eds.), Academy of the Social Sciences in Australia, Research School of Pacific Studies, The Australian National University, Canberra, 1988.
- Land, Water and People*, R. L. Heathcote and J. A. Mabbutt (eds.), Allen & Unwin, Sydney, 1988.
- Multiculturalism and National Identity*, K. S. Inglis, 1988. Academy of the Social Sciences in Australia, 1989.
- Australian Society*, Keith Hancock (ed.), Cambridge University Press, Cambridge, 1989.
- Scientific and Technological Progress – Who Benefits?*, S. Encel and L. Waller, 1987. Academy of the Social Sciences in Australia, 1990.
- Global Change: The Human Dimensions*, Harold Brookfield and Loene Doube (eds.), Academy of the Social Sciences in Australia, Research School of Pacific Studies, The Australian National University, 1990.
- Rats, Patients and People: Issues in the Ethical Regulations of Research*, P. Singer, 1989. Academy of the Social Sciences in Australia, 1990.
- Changes in the Soviet Union*, T. H. Rigby, 1990. Academy of the Social Sciences in Australia, 1991.
- Linguistics in Australia: Trends in Research*, Michael Clyne (ed.), Academy of the Social Sciences in Australia, 1991.
- Aboriginal Employment Equity by the Year 2000*, Proceedings of a Workshop, J. C. Altman (ed.), Academy of the Social Sciences in Australia, Centre for Aboriginal Economic Policy Research, Australian National University, Canberra, 1991.
- Australian National Identity*, Proceedings of a Symposium, Charles A. Price (ed.), 1989. Academy of the Social Sciences in Australia, 1991.
- Instituting a Research Ethic: Chilling and Cautionary Tales*, P. Pettit, 1991. Academy of the Social Sciences in Australia, 1992.
- A National Survey of Indigenous Australians: Options and Implications*, Proceedings of a Workshop, J. C. Altman (ed.), Academy of the Social Sciences in Australia, Centre for Aboriginal Economic Policy Research, Australian University, Canberra, 1992.

