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SPECIAL SECTION: GENDER AND CURRICULUM

REGULAR ITEMS

Editorial

Exactly one year ago, I wrote in this editorial column about a HERDSA NSW branch meeting on the need to introduce women's perspectives into curricula and said that "it would seem that in curriculum development for 'mainstream' courses, Australia is a long way behind." Australia is still a long way behind, but there was enough interest and commitment in New South Wales to schedule another one-day conference last year. The first session included a Keynote address by Dale Spender and supporting addresses by Genevieve Lloyd, representing humanities disciplines and Diana Temple, representing sciences. Those three papers are printed in this issue of the NEWS. I sincerely hope they stimulate as much discussion among HERDSA members (and others) as they did among participants at the second conference.

Traditional curricula are biased. That is a simple fact. But exactly how the bias operates and what to do about it are far from simple. Those of us who seriously believe in the necessity of educational reform for the benefit of many neglected groups, including women, must begin to address these complex issues. Last year when I asked for assistance in developing workshop materials to help tertiary educators address gender issues in curriculum development, I received no responses, not one. I wonder if it is futile to ask again...

Could we possibly start with Schuster and Van Dyne's table for assessing curriculum transformation? (See "Placing Women in the Liberal Arts: Stages of Curriculum Transformation," Harvard Educational Review, *54, p. 419, November 1984.) They outline six stages in curriculum development from not noting the absence of women to achieving a transformed, "balanced" curriculum. In between are: the search for missing women, women as a disadvantaged, subordinate group; women studied on own terms; and women as a challenge to disciplines. Parallel to each stage are the questions asked, the incentives to enter the stage, the means of the stage, and the outcomes. The means require that we step outside the existing paradigms, test and finally transform them. Genevieve Lloyd's thoughtful contribution suggests how difficult this is, but also suggests that at least in her discipline, philosophy, it is moving into advanced stages of curriculum consideration. Diana Temple cites work in computing studies, which may fit into one of the early stages of curriculum transformation.*

That curriculum reform is not just a pie-in-the-sky dream of a few of us is evident if one reads the Draft National Plan of Action for Women in Tertiary Education. This draft should have been in circulation in your institution since early December with a cover letter (from Hugh Hudson, Chair, CTEC) seeking comments by 31 March. It is a document which moves past participation issues to state: "Courses need to include the experience and contributions of women", and "Teaching approaches in both higher education and TAFE need to take account of women's learning styles ... This issue needs to be addressed in TAFE staff development, and in work done by academic development units in higher education. Further research and dissemination of information is needed." The Draft specifically links action for women in national education planning to current national goals such as the increasing emphasis on technological development, so there are certainly interconnections between this document and the Green Paper.

*Helen Hughes (*The Times on Sunday, *14 February 1988) notes that Australian women form a negligible proportion of the decision-makers in higher education, and that they will have virtually no input into many of the meetings being convened to consider the Green Paper on Higher Education. There are a good number of women in HERDSA at least, and on the Executive, through which we may try to single out those issues most likely to impact on women. John Bowden's Report from the President explains new affiliations HERDSA is forging in order to add strength to its voice in representations to Canberra. He and/or other members of the Executive will be happy to hear of particular concerns of members.*

One area of concern for some time has been funding (or the lack of it) for research in education, particularly in tertiary education. Leo West's contribution to this issue outlines the arrangements for funding research in higher education in Sweden and the effect of those arrangements, drawing some comparisons with the situation in Australia.

Thanks are due to John Hedberg for guest editing the November 1987 issue of HERDSA News, *and to his contributors on continuing education. The next special November issue will be guest edited by Vic Beasley, and will comprise a retrospective consideration of the Participation and Equity Program (see announcement in following pages). In the meantime, I would be very pleased indeed to receive contributions for the July issue (mid-May deadline). Even very short items are very handy, and we would welcome some considered opinions about the Green Paper — its good points as well as the more problematic.*

Peggy Nightingale

Deadlines for future issues:

July issue: 16th May

November issue:

Material for special issue on PEP program — 15 August

All other — 14 September

Writing Women In: The Legitimation of Knowledge

Only when the gatekeepers of knowledge share their power to set curricula will the vast body of existing knowledge about women be accepted into mainstream curricula, argues Dale Spender in her Keynote Address.

> Virginia Woolf, on the *Education Battle*: In each campaign "there is the same waste of strength, waste of temper, waste of time, and waste of money. Almost the same daughters ask the same brothers for almost the same privileges. Almost the same gentlemen intone the same refusals for the same reasons. It seems as if there were no progress ... but only repetition."
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> (*Three Guineas*, [1938] 1984, p. 180)

That women are absent from the curricula of higher education is glaringly obvious. While it is still too infrequently undertaken, a simple survey of the course provision of any university or college quickly reveals the extraordinary extent to which the experience and values of women are being excluded from educational consideration. Although the following inventory of omissions is by no means comprehensive, it does begin to point to some of the major areas of distortion in a variety of disciplines, and to suggest the nature and extent of the problem.

Currently, language courses are being conducted where the norm for competence is assumed to be male and where the linguisitic repertoires of women have been rendered invisible (see the work of Cheris Kramarae for examples). Philosophy courses can concentrate on the consciences of men and can consign women to a footnote, or else oblivion (Sheila Ruth, 1981). History courses can still teach almost exclusively about men (Jane Lewis, 1981) — a womanless history as Rebecca West so aptly phrased it. In anthropology it is not unusual to find the little codified knowledge about women that does exist is codified by men, after talking to men (see Shirley Ardener, 1975, for explication of this phenomenon). And psychology has a lot to answer for; not only did one of its founding fathers construct a thesis about the fantasies of women in preference to acknowledging some of the brutalities of men,[1] but the premise that mental health is epitomised in men continues to prevail, so that wherever women behave differently their actions can be taken as a sign of "sickness" (see Phyllis Chesler, 1972, for further discussion).

Women are not the only factor omitted from economics but their absence is significant; Ann Oakley (1974) has analysed the way women's work is systematically left out of all conventional calculations of work, and pay. And legal studies reveal just how far women's reality can be rejected (and how far disciplines can be inconsistent) when they insist on a *single* standard in one field and fail to recognise the necessity of premeditation in women's self defence,[2] while allowing a *double* standard in rape cases, where the word of a woman counts for less than that of a man.

The experience and expression of women's values are rarely evidenced in the theory and practice of medicine where, again, the normal human being is assumed to be male, while the female has been granted a few different parts — which are invariably perceived to be faulty. So serious has the sexual division and inequality in this area become that some of the most eminent feminist scholars have argued that the new reproductive technologies are forms of mutilation and violence perpetrated by the high priest of genetic engineering and medicine on their sacrificial victims, women (see Genoveffa Corea, 1985: Mary Daly, 1978).

That women have been prevented from participation in scientific endeavour is a practice that has been well documented. The exclusion of half of humanity, and of half the human values, from this arena is often advanced as the reason for the construction of an aggressive science in which greater priority is given to dominance and destruction than to harmony and coexistence; there are even those who would assert that women are now being nothing short of sensible when they *boycott* such anti-human academic enterprises (Dora Russell, 1984).

"... they really would like to include some women writers on the course but ... there weren't any."

Of course it is conceptually awkward to ascertain, for example, to just what extent geology (or mineral processing) would have been different had women been responsible for the encoding, although along with Antoinette Brown Blackwell, Ruth Hubbard, and Elaine Morgan, I would be prepared to assert that evolutionary theory as well as geology and geography would have generated radically different explanatory frameworks had they been formulated by women.[3] But if the possible paradigm of geology is a matter of some debate, what can be stated with certainty is that many women report that there is so little with which they can identify in the scientific world that they feel completely alienated from it (Kathy Overfield, 1981).

Last but by no means least on my list are the two disciplines with which I am most familiar: literature and education. Whether they are among the worst, or whether I just know more about their deficiencies, I cannot tell. But I can say that when it comes to their treatment of women — and knowledge — they have appalling records. Many examples could be cited of the way both disciplines can be practised as if women do not exist and to me this is a source of concern, and regret. For while I can be scathing about some of the shortcomings of literary studies and education, I do not think that their current

culpable state is inevitable. It is partly because I believe that these areas *could* offer valuable and viable insights to society, that I so caustically condemn their "conventions" and consistently call for their reform.

But change is a long time coming in these disciplines.

Twenty years ago it was possible to do a degree in English literature and to encounter on the course only the female famous few — Jane Austen, Charlotte Bronte, George Eliot — and perhaps Virginia Woolf, although I have it on good authority that she is still considered too marginal for inclusion at the University of New England (see Elaine Showalter, 1977, and Germaine Greer, 1974, for discussion of "the few"). And if and when twenty years ago, women thought this curriculum ratio of women to men disproportionate or strange, and queried the poor representation of their sex, it was not uncommon for eminent academics to respond with the assurance — that they really would like to include some women writers on the course but the sad fact to be faced was that there weren't any (see Annette Kolodny, 1981).

"... too frequently have educationalists served as accomplices in the great knowledge hoax..."

And countless women students took these "impartial scholars" at their "objective word" and concluded, not unreasonably, that if women as a group were going to make a contribution to the literary heritage, the process would have to begin with them (Joanna Russ, 1984). Presented with so few women writers on their courses, and so many overt and covert messages that women were not there because a band of great women writers simply did not exist, women students accepted the knowledge — *including the knowledge that this was a fact, impartial and objective* — that women in general and women writers in particular were the proven inferiors of men.

And my indictment of education would be that it did not make this — and other comparable common practices within the academy — *a problem*. My major criticism of education has been that its leading practitioners have rarely if ever made a systematic attempt to examine the origin and distribution of knowledge within the academic community. How a discipline which is ostensibly concerned with imparting knowledge could fail to place at its centre questions about *who* makes up knowledge and to what purpose, never ceases to astonish me.

Today, education as a discipline has still failed in many respects to make the construction and legitimation of knowledge a core part of its brief. If it were doing the job which I think is its *raison d'etre*, it would be educationalists who, as a matter of course, were monitoring the exclusion of women (and blacks, and other subordinated groups) from mainstream curricula. It would be educationalists who — as a group of responsible professionals — were for example asking why there are *no* women writers on the course on 20th century writers in the English department at Sydney University.

But intead of challenging the power configurations in the construction of knowledge, instead of exposing the political nature of such categorisations as men/women, objectivity/subjectivity, hard data/soft data, empirical/"participant" research processes (Jessie Bernard, 1973), too frequently have educationalists served as accomplices in the great knowledge hoax which would have disciples believe in universal truths, absolute proofs, value-free research, and a concept of objectivity; *it is this deception which lowers academic standards.*

(This would seem to me an appropriate time to suggest that for quite a few decades we have had access to the well-supported assertion in the sciences that measurement is in the eye of the beholder; and for quite a few years we have had the benefit of Adrienne Rich's insight that *objectivity is the name that men give to their subjectivity*. From the sciences to the arts there have been those who have pointed to the poverty of many of the prevailing scholarly conventions about truth, proof, "great" books and acceptable research methodology, but there are many academic areas where their words have not been given a fair hearing and where disciplines are daily being brought into disrepute.)

The problem of constructing and validating knowledge should be ordinarily addressed by the discipline of education; then perhaps there would be no need for an extraordinary meeting to discuss the apparently additional and arbitrary item of how to write women into the mainstream curricula. Then it could be educationalists who were asking not just why there are no women on a course devoted to twentieth century writers, but more crucially, why the credentials of those who give such courses are not being called into question. Educationalists could ask why it is that men who teach only men are called scholars, while women who teach only women are called political agitators, and are invariably accused of undermining academic standards.

Well might they ask where this knowledge comes from.

Had educationalists been engaged in professional activities over the last twenty years they would probably have noticed the education revolution that was taking place in their own back yard. Over the period they could have monitored the objections raised by feminist scholars about the masculist, opportunist, and unreliable nature of much research and knowledge — for assuredly there have been sufficient protests to attract attention (see Joan Acker et al, 1983; Maggie McFadden, 1984; Janice Raymond, 1985; Shulamit Reinharz, 1986). And they could have also noted the response made by masculist scholars to the allegations of distortion, discrimination, deception, and the production of highly dubious research findings whose "shelf life" was distinctly limited.

"...I see shifts in the pretexts that keep women out rather than shifts in the premises that would put women in..."

No great or subtle survey would have been necessary to establish that the information revolution has not been confined to computer sciences; in recent years there has been a virtual explosion in knowledge by, about (and for) women (see Cheris Kramarae and Dale Spender, forthcoming). The number of new courses, journals, publications, and women's publishing houses and bookshops which support them, the creation of a new discipline, these are the feminist success stories and there are few, if any, parallel records of achievement. But despite this explosion in knowledge, despite the way this knowledge extends the boundaries of understanding and provides a more comprehensive coverage of human experience, many practitioners in a variety of disciplines have been able to superciliously turn their backs on this new area of information and educationalists in general have been able to turn their backs on the entire phenomenon.

This is why women are not written into the mainstream; and until there is a change in the *attitude* of individuals who are denying the value and validity of women's knowledge — or a change in the *power* they possess — women are unlikely to be written into the mainstream of higher education curricula.

For two decades — at least — women have, of necessity been producing knowledge about women (and men) which could co-exist with that produced by men about men (and women!); for one decade — at least — the potential for attitude change about the desirability of women's knowledge has been a possibility among academics. But it is because I see few changes in the personnel — because I see shifts in the pretexts that keep women out rather than shifts in the premises that would put women in — that I think the most sensible strategy for writing women into the curriculum is to reduce the power of those who presently perform the legitimating and gatekeeping tasks in the academic community.

If those who make the decisions about courses, about curricula, about research topics, methodologies, grants and graduates cannot carry out their tasks in a well-informed, fair, professional and scholarly manner, then there is a strong case for relieving them of their duties. Universities risk losing their credibility if they cannot put their house in order.

For example, in literature, over the past twenty years, there has been a steady stream of impressive feminist research and scholarship. Hundreds of "buried" women writers of the past have been reclaimed, reprinted, and re-evaluated to the point where even the most conveniently absent-minded professor could not fail to have noticed the emergence of this enormous body of "alternative" literary texts with its accompanying criticism — including explanations as to how the work got lost in the first place (Joanna Russ, 1984; Elaine Showalter, 1977; Dale Spender, 1986). Yet on many campuses there have been few changes in the curricula as a consequence of this revolution. Rather, the response to the overwhelming evidence of the contributions of countless literary women has shifted from — "we would like to include women but there aren't any" to "we would like to include women — but there aren't any who are any good".

No academic institution can maintain its claim for impartial authority, or reliability, if some of its supposedly leading intellectual lights continue to indulge in such false and foolish justifications for their prejudices.

Strange though it may seem, I do not want to single out literary studies for the failures; the problem of keeping women out of the mainstream of higher education curricula is intrinsic to the present arrangement for the legitimation of knowledge and is common to *all* disciplines; which is why so many examples of substandard and unscholarly practices across disciplines can be cited. Those who persist in teaching courses on economics where work is defined as an activity undertaken by men (see Hilda Scott, 1984) cannot afford to be critical of the political and poor performance in literary studies. And wherever sociology courses are taught in line with classification schemes that would have a woman's status determined by a man (much to the chagrin of Margaret Thatcher, Germaine Greer and presumably, the Queen), there are clear indications that there is a great deal of conceptual and curriculuar work to be done. While ever educationalists blithely declare that there is a correlation between education and occupation without acknowledging that this "fact" applies only to men, many exposés of an absence of intellectual rigour can be readily made.

And unless and until the sciences recognise that their agenda could be one where, if included, women could change science rather than have science change women, intellectual limitations on a grand scale are being embedded in its practice and philosophy.

There is no mystery about the way the massive male bias got into present disciplinary practices; and no great mystery either about how it can be eliminated. The current education system was designed by men and devised to provide the best education — to produce the best men. For centuries men prevented women from entering their halls of learning (see Virginia Woolf, 1929/1984, for illumination) and what women have won as their educational right is the right to sit in on the education of men. Women are currently consumers of a product made by men; that is why they are not in the curriculum. And that is why they won't be until there is some form of powersharing; until women have the same educational right as men to make, legitimate and distribute knowledge as well as to consume it.

"... what women have won as their educational right is the right to sit in on the education of men..."

Certainly over the last century, women have gained technically equal access to education, but it is still not access to an equal education. It is an education which has an ethos and a curriculum that originates with men and which is consistent with the views and values of men; it promotes positive images of men and by acts of omission and commission, represents women as deficient and deviant (see Dale Spender, 1981a, 1981c, 1982). It was precisely because women gained access to the institutions only to find that what was being taught was not for them that Women's Studies was born (Florence Howe, 1977). It was because women wanted to know about the existence of women, past and present, that feminist scholarship emerged.

Out of the need to explain women's position in the world — a position not occupied by men — women began describing, explaining, hypothesising and checking; in the last 20 years women have been using the same methods that men have used for the last two hundred years to generate a substantive body of knowledge which takes account of their position in the world.

Of course the knowledge produced by the two sexes is different; they occupy different positions in society, they have different priorities and perspectives, they *know* different things (Jean Baker Miller, 1978). Women relate to men in a way that men don't relate to men and out of this context comes knowledge which women have about men and which men may not have about themselves (Sally Cline and Dale Spender, 1987). And in the interest of a comprehensive coverage of human experience and insights, the scholarly approach would be to recognise the different, "alternative" — even challenging — knowledge women have generated.

Unfortunately, however, the scholarly approach is not often adopted. For while the processes and the products of the two sexes may be comparable, the knowledge of each sex assuredly does not share comparable status.

It is still widely asserted in the male-dominated academic community that the knowledge made by men is pure, value-free, and reliable, while that made by women, and which is different, is frequently perceived as personal, political, peculiar ... and patently not to be trusted.

Were this just a sex difference in opinion, it could be an interesting but not necessarily significant phenomenon. But such pronouncements have pervasive political implications. Because the education system continues to be dominated by men, because in the main, men are the decision-makers able to determine the academic agenda, men have the power to enforce their own prejudices, to legitimate their own value system. In Adrienne Rich's terms, they have the power to insist that their own subjectivity be termed objectivity, and the power to devalue and discredit the knowledge produced by women.

To put it simply — while men make the decisions, not only are they capable of decreeing that women writers are no good *because they are women*, they also have the power to give substance to their prejudice and to write women out of the curriculum.

This is why there should be power-sharing, why it is desirable and necessary to put an end to an education system which originated with men, and which is still controlled by men. Women must take their place as joint knowledge-makers and *legitimators*, responsible for half the knowledge which is presented in the academic community.

"Women must take their place as joint knowledge-makers and legitimators..."

And if there are any who would object and say that it will be unfair, unwholesome, unfortunate, if men are required to spend half their time learning information generated by women, let me give them the assurance that I have some idea as to what they are talking about. Because for women to spend their educational lives learning the information generated by men — has been emphatically worse.

The knowledge of women will not enjoy the same validity as that of men until it is equally represented in the curriculum: ironically, it will not get into the curriculum until it enjoys equal validity. And the most obvious way to ensure the validation of women's knowledge is to have women equally represented as gatekeepers in the academic community, is to have women enjoy the same legitimating power as men.

Now — how this is to be accomplished is quite another matter: how one gets more women in and more men out of decision-making positions is a problem I don't propose to tackle here — and not because I cannot think of a few good solutions. But what I can say is that the present performance of many in power, in many disciplines, is demonstrably deplorable; and given some of the prevailing strategies for dealing with the problem, I see little prospect for change.

And I am tired of being rational with irrational men. For more than a decade I have been presenting much the same case as I have documented here; on the evidence that has been offered over the last decade, I have every reason to believe that I will not live long enough to see women written into the mainstream of higher education unless sweeping changes in the structuring of the academy can be made. So, like many other women, I have little to lose and a great deal to gain by calling for reform among the personnel as a means of promoting an intellectually and socially responsible education for women — and men.

Dale Spender.

NOTES

[1]Freud of course showed a preference for explaining reports of sexual abuse from women as products of women's imagination, as father fantasies, rather than as incestuous realities of male behaviour.

[2]Ann Jones (1980) has indicated that because women are on average smaller than men they are at a disadvantage in any form of physical combat with men; which is why, in order to be *evenly matched*, women must make use of premeditation — and this is held against them as their actions are judged to be more heinous, because, premeditated.

[3]Antoinette Brown Blackwell (1875) was the first to point out that the assumption behind men's theories of evolution was that only men evolved; this thesis was developed by Ruth Hubbard (1981) while Elaine Morgan (1972) has given a good, dramatic — and very different — account of the state of evolutionary theory when it originates in the experience of women.

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(Continued on page 17)

"Let a Thousand Flowers Bloom": The Difficulty of Altering the Mainstream

Genevieve Lloyd discusses the danger that curricula will not be fundamentally reformed if feminist scholarship is accommodated as just a new variant on an old pattern.

I want to centre my remarks about the introduction of issues of gender into course content in the humanities on an aspect of it which I find troubling. I will make the point mainly with reference to my own discipline, philosophy, though I think there are certainly parallels in what is happening in other areas. Female philosophers have been raising issues of gender in relation to the practices and assumptions of "mainstream" — or as it is sometimes called "male-stream" — philosophy for long enough now for some patterns to be emerging. What concerns me is that what I had always thought of as a critical challenge to the discipline, with the potential to transform it in ways that could benefit both female and male students, seems to have been so readily accommodated into an all too familiar pattern of female complementation of a male norm, which remains fundamentally unchanged.

Marilyn Strathern, in a paper on the relations between feminism and anthropology in the first issue of *Australian Feminist Studies*, describes a similar situation, summed up in the disconcerting remark of a tolerant male colleague: "Let a thousand flowers bloom", i.e. "There is room for everything, including a feminist-inspired approach to anthropology. Why should women not be given the space to explore and articulate the concerns of women within the institutional structures of professional anthropology?" But what was supposed to be an exercise in bringing the concerns of women in from the margins to the mainstream here seems to have flipped over into a new version of marginalisation. When feminist inspired anthropologists began raising questions about male bias, they were challenging the foundations of the subject — challenging the ways in which anthropologists conceived of their subject matter. These feminist anthropologists who saw themselves as taking on the *whole* of the subject, were disconcertingly met with a tendency to hive off "women's studies" from the rest of anthropology. By concentrating on "women", rather than on gender as a social fact, Strathern complained, social science characterises this subject matter as something less than the overall study of "society" and "culture". The challenge to the mainstream became deflected. Its own declared interest in putting women back on the map has led to the theoretical containment of feminist anthropology. If it is seen as having to do with the study of women, or at most, of gender in a way that stays connected with women, then both these things can be taken as something *less* than society. Feminist anthropology is thus tolerated as a specialism, a "part" which can be absorbed without challenge to the whole.

Feminist historians make similar complaints. Although mainstream history pays increasing attention to women as subject matter, there are few male scholars who acknowledge that gender is an important category of analysis in areas other than a circumscribed "women's history". Room has been made, to some extent, for the study of subject matter relating to women. But the potential power of a critical concern with issues of gender to transform the discipline has not been realised. I think this has certainly been the case with philosophy. There are, I think, two dimensions to the problem; and they reinforce one another. On the one hand, we have a deeply rooted structure of thought in which maleness coincides with the human norm, femaleness being either subsumed under it or constructed as complementary to it — a long-standing pattern of thought which operates to render the feminine either invisible or marginal. And we have, on the other hand, a new feminist inspired consciousness which, in its eagerness to upgrade the feminine, conceptualises its projects in ways that are all too readily accommodated into the existing structures of male norm and female complement. The challenge of the new is accommodated to become just a new variant on an old pattern.

"... we have a deeply rooted structure of thought in which maleness coincides with the human norm..."

I want to illustrate this with a quick look at the preface of a fairly recent collection of philosophical papers, edited by Sandra Harding and Merril Hintikka, called *Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology and the Philosophy of Science*. In the preface the editors claim that the papers in the collection aim to "root out sexist distortions and perversions" in the mainstream, that they carry feminist critique right into the hard core of abstract reasoning thought to be most immune to infiltration by social values. The editors stress the role of experience in grounding knowledge claims. What counts as knowledge must be grounded in experience; and human experience differs according to the kinds of activities and social relations in which humans engage. Women's experience systematically differs from male experience on which knowledge claims have been grounded. Thus the experience on which the prevailing claims to knowledge are founded is only partial experience, and what is more, partial experience only partially understood — masculine experience as understood by men. However, when this experience is presumed to be gender-free — when the male experience is taken to be the human experience — "The resulting theories, concepts, methodologies, enquiry goals and knowledge claims distort human social life and thought."

What the editors claim on behalf of the collected essays is that they identify some of the philosophical consequences of relying on this partial and distorting experience as the foundation of all knowledge; and that they begin to describe, in contrast, "the kind of experience on which could be grounded maximally scientific human understanding." Our first response to that may be to wonder why female experience should prove superior to male as grounding theory of knowledge. But the point, of course, is not that female experience is of itself superior to male. Its potential lies in the fact that it incorporates the consciousness of having been excluded from, or subsumed under, those male norms which have in the past masqueraded as universal ones. The underlying point here is a repudiation of the idea that *any* variety of experience can provide the foundation for a universal representation of knowledge. There is nonetheless, I think, much that is problematical about the way the idea of a distinctively "female" experience figures in this exercise.

Harding and Hintikka distinguish two stages of the exercise. In the first, which they label the "deconstructive" phase, the task is to unmask ways in which supposedly gender neutral claims have in fact been shaped by "male" experience. With that much of the enterprise I do not wish to disagree. I have, I think, engaged in it myself. In my book, *The Man of Reason*, I tried to give content to the idea that philosophical ideals are not, in fact, gender neutral: that they incorporate a privileging of maleness and have helped constitute femaleness through exclusion, as distinct from merely suggesting that women are less perfect exemplars of ideas that are applicable to both sexes. What disconcerts me about Harding and Hintikka's description of the enterprise of feminist inspired philosophy is that they present all that as a merely preliminary stage. Beyond it, they think, lies another stage, which they label the feminist "reconstructive" project. At this stage the task is to identify

"... philosophical ideals are not, in fact, gender neutral..."

distinctive aspects of women's experience, which can provide resources for the construction of a more representatively *human* understanding. I am not at all clear what this "reconstructive" stage amounts to. I am not sure that it has been provided with a coherent content. And I think there is a danger if it is conceptualised as establishing a new "female" theory or version of knowledge. The danger is that it can generate from its own momentum the conviction that there is a distinctive content to the "female experience" on which it all supposedly rests — a content which can provide a viable alternative to clearly specifiable "distortions and perversions" in a unified "traditional" epistemology. The problem is to see how the task of conceptualising the feminine, or theorising female epxerience really bears on the concerns of traditional epistemology. There is something right about the claim that the philosophical tradition has constructed norms of rational knowledge which purport to be universal, but in fact "exclude the feminine". But it is not clear that traditional epistemology ever did conceptualise or theorise male experience in anything like the way the new female, or feminist epistemology now sets itself to conceptualise female experience. Just what is involved in the exclusion of the feminine in the intellectual tradition, and how it relates to the more literal exclusion of women from academic structures is something which I think needs a lot more thought than it has yet received. There is in some of the recent work in this area, an implied suggestion that traditional theories of knowledge conceptualised male experience as if it were universal; and the new female epistemology now does for the feminine what those traditional theories did for the male. But what we can now retrospectively call "male" epistemology was never formulated to be male, or even, one might add in passing, to be epistemology. It was not consciously formulated as male in the way that we are now supposed to come up with a female version of the exercise. And to show its maleness we usually have to read it against the grain, highlighting aspects of the tests which to their authors were incidential or peripheral. The presence of the "male" tradition, moreover, seems to fill all the space in which the new theories of knowledge might operate. This is borne out by the way even projects carried on under Harding and Hintikka's "reconstructive" label often seem to have a negative, essentially reactive content, as if they need the "male" epistemology in opposition in order to say anything.

"The serious critical edge, which I would want to regard as crucial to feminist philosophy, can become blunted through its very acceptance."

The relations of the new to the old — here, as in other areas where feminist thought confronts traditional structures — are complex and difficult to get properly articulated. It is all too easy to think of feminist philosophy in ways that suggest that the women, and a few sympathetic males, can get on with the new, exciting enterprise of developing theories of knowledge in accordance with female experience, while the more traditional males can be left to get on with their theorising. When it goes that way, it is easy for the very success of feminist inspired philosophy in gaining some institutional acceptance to end up reproducing an old pattern of female complementation of the male mainstream, happily producing a theoretical version of the content of the feminine that has been formed within a structure of dominance. What can readily happen is that feminist philosophy, instead of being seen as a welcome complementation of it — a new presence of feeling and concreteness to offset the chilling abstractions of "male" philosophy; an addition of warmth and colour which will keep the women happy and give the men a little light relief. The serious critical edge, which I would want to regard as crucial to feminist philosophy, can become blunted through its very acceptance. Space is being provided for it; the mainstream goes on relatively untouched.

I think we have to try here to keep open a middle ground between simply adding women to the mainstream structures of academic disciplines — reinforcing the traditional subsuming of the female under the male, masquerading as gender neutral — and, on the other hand, an affirmation of female difference which risks a different kind of absorption — into an already existing and equally traditional structure — of male norm and female complement. That will involve trying to disentangle the skills and procedures which are important and productive

from those which are accretions from the traditional maleness of the disciplines. In the case of philosophy, as Janice Moulton has persuasively argued in a paper on the "adversarial paradigm" in the Harding and Hintikka collection, those practices have often been detrimental to good philosophy as well as to female "reluctant aggressors" who find the gladiatorial combat style of philosophising uncongenial. But I think the deficiencies of the practices have to be demonstrated piecemeal, not globally dismissed as male posturing, masquerading as the expression of a sexless soul. What needs to be shown is just how — and there is no one way but a variety of ways — a discipline, both in its history and in its current practices, is not gender neutral. And beyond that, to try to transform the practices and assumptions of the discipline so as to make it better and more genuinely accessible to both women and men. This does not preclude the possibility that there might emerge some broadly different styles of philosophising or characteristic concerns which might bear the mark of difference in male and female experience as we at present have them. But it is not a question of trying to develop distinctively "female" ways of doing philosophy, etc, or of trying to theorise distinctively female experience.

"What needs to be shown is just how ... a discipline, both in its history and in its current practice, is not gender neutral."

Some of the points I have been making reflect the theoretical preoccupations of my own discipline. But they do, I think, bear on other attempts to try to incorporate "female experience" into the mainstream of academic disciplines. One of the problems is that "female experience" does not exist independently of the fact that it has been excluded. It has, in Hegel's phrase, been "constituted through exclusion". It is not as if the experience of women has been simply left out, and we can now simply put it back in. It is not as if both female and male are really on an equal footing and preference has been given to the one where it might have been given to the other, or to both equally. The privileging of the "male" has been more complex than that.

The question we need to address is not just "what can be done to include women's experience?" But also, and together with that: what is it about a discipline that makes it "masculine"? And how might that gendering be removed. Perhaps we need to conceptualise the exercise — some of the time at any rate — not so much as "how do we get the feminine in?" as "How do we remove a subtle variety of ways in which the operations of the discipline have been gendered?" (A "degendering" rather than a "feminising".)

(Evelyn Fox Keller makes this point in her book *Gender and Science*, in connection with the work of Barbara McClintock, the geneticist: it was not so much that she tried to do science as a woman, as that she did it without the intrusions of gender that coloured the work of male scientists. It was more a degendering of science than the introduction of a new feminine way of doing it.)

In conclusion I want to stress that none of these concerns are meant to minimise the extent, or the implications, of the exclusion of women, their activities and their characteristic preoccupations, from the academic disciplines. One of the problems about raising critical points about the exercise of bringing "female" concerns into the mainstream is that it can easily lend itself to returning the issues of gender to their previous invisibility. Much of the work that has been done around the theme of including "female" experience and interests in the work of the humanities has come out of a sense of contradiction that women experience in sharing a supposedly common human nature. Much of it expresses unease or hostility towards male conceptualisation of the social world shared by men and women. And it comes out of direct female experience of living in a world largely structured and conceptualised around men. In many disciplines the impact of those female concerns has as yet to be felt. My concern is that where the impact has started to be felt, interest in issues of gender have come to be seen as "female" interests. Women no doubt are more interested in issues of gender than men, for the most part. For gender impinges on female lives in more visibly disadvantageous ways than it does on male lives. Men are disadvantaged by gender, too. But it is less visible, partly no doubt, because the impoverishments that accompany it tend to be things that are downgraded anyway. But I think it is regrettable if the issues of gender that women are interested in — the things that men have characteristically been uninterested in — came to be conceptualised as "women's issues". When that happens we risk having our attempts to bring women into the mainsteam end in just another version of the marginalisation of women.

Genevieve Lloyd,
University of New South Wales.

Special Issue Announcement

EFFECTS OF THE PARTICIPATION AND EQUITY PROGRAM ON TERTIARY INSTITUTIONS: A RETROSPECTIVE

The Federal Government's Participation and Equity Program handed out a good deal of money and received a great deal of publicity. It has now been wound down. What impact did it have in tertiary institutions? What did people do? Were there lasting effects?

Vic Beasley has been coordinator of the Flinders University Equity Program. As Guest Editor for the November issue of *HERDSA News*, he seeks contributions from others who have been involved in programs funded under PEP. The object of the special issue is to begin a retrospective consideration of a major funding program.

If you are interested in submitting an article, please communicate directly with

Mr Vic Beasley
Health and Counselling Service
Flinders University of South Australia
Bedford Park, SA, 5042

Copy must be submitted to the Guest Editor by **15 August 1988**.

PRESIDENT'S REPORT
Membership of FASSO and HERDSA Submissions to Government Inquiries

In my Report to the Annual General Meeting last August, I indicated that I had been attending meetings of a new group — FASSO (Federation of Australian Social Science Organisations) — which was being established to lobby on behalf of its member organisations. The following is an extract from that Report:

> A lobby group, FASTS (Federation of Australian Scientific and Technological Societies) has been established for some time (in response to taunts by the then Minister for Science, Mr Barry Jones) and it represents over sixty organisations with more than 50,000 members. Its aim is to have a significant influence in the formulation of science and technology policy by the Federal Government and thereby to improve the overall climate for research and development. It also aims to create a proper recognition and appreciation by the Australian community of the achievements of science and technology and their contribution to society.
>
> FASSO would operate in a similar way but on a lower budget, with initial administrative support from the Academy of Social Sciences in Australia, and with the following objects:
>
> (a) to encourage the social sciences in Australia;
> (b) to stimulate discussion among social scientists about the conduct and funding of research in Australia; and
> (c) to promote the general and collective interests of social scientists to government, industry and commerce, and the public at large.

It was agreed at the Perth AGM that the Executive should decide whether HERDSA would join FASSO, as the structure and activities of FASSO developed. Since that time there have been several developments which have resulted in a decision by the Executive that HERDSA should join FASSO.

On Wednesday, November 25, two members of the Executive attended the FASSO AGM in Canberra. I arranged meetings both before and after the AGM with representatives from the Australian Association for Research in Education (AARE — President-elect Dr Leo Bartlett) and the Australian College of Education (ACE — Executive Director Dr Robert Broadbent and President Dr Shirley Randall). We resolved that a commitment to FASSO would be worthwhile only if societies concerned with educational issues such as HERDSA and AARE, could have a voice in the organisation and if it made a commitment to dealing directly with educational matters.

In the event, both Dr Bartlett and I were elected to the six-person Executive of FASSO and a motion was passed (the only motion for action from the meeting) that FASSO should make a submission to the Parliamentary Inquiry into efficiency and effectiveness in higher education and also that FASSO should respond to the DEET Green Paper on higher education: the submissions would be based on documents produced by HERDSA, AARE and ACE, among others. At a meeting with these groups that I had arranged to follow the FASSO meeting, it was also agreed that AARE would focus on drafting responses on research issues, HERDSA on teaching and learning issues and ACE on structural matters.

In addition, I have the agreement of the President-elect of AARE and the Executive Director of ACE (Drs Bartlett and Broadbent) to an exchange of policy documents at early stages to enable a concerted effort with respect to media releases and approaches to government.

Already FASSO has made that submission to the Parliamentary Inquiry into efficiency and effectiveness in higher education. It took the form of a letter to the Inquiry endorsing the HERDSA Submission which I had made on HERDSA's behalf several weeks earlier (following discussion at an Executive Meeting in Sydney).

Currently, a FASSO submission to Mr Dawkins in response to the Green Paper is in preparation and it will be based, in part, on the HERDSA response to the Green Paper which I have prepared with assistance from the Executive.

The value to HERDSA of our participation in FASSO is that some of the issues in tertiary education with which we are concerned, and on which we make representations to Canberra, are being taken up by an organisation with very wide representation in the academic and professional community. We have also established a much closer relationship with AARE and ACE. HERDSA's voice is more likely to be heard.

John A. Bowden.

THE INSTITUTE FOR WRITING AND THINKING, BARD COLLEGE

For some time I have been receiving intriguing announcements of workshops and conferences sponsored by The Institute for Writing and Thinking, Bard College, Annandale on Hudson, New York, 12504. Some *News* readers may be interested in their activities — maybe for a study leave visit. The Institute provides workshops, consulting and conferences to secondary and tertiary teachers who want to improve interactive instruction in critical reading, creative thinking, and clear writing in all courses. Some workshop titles: Teaching Writing and Thinking, Writing to Learn, Writing to Teach Math and Science, Essay and Inquiry.

I heartily wish their perspective were widely accepted in Australian tertiary education — no, in all levels of education: "The Institute does not regard writing as a basic communication skill learned by handbook rules, handout exercises, or rote practice. Writing is a more liberal art, a complex, imaginative activity in which the mind engages the world and creates meaning for itself through language... All programs resist gimmicks, recipes, and glib talk of basic tools, and examine instead the deeper, long-term evolution of thought through written language."

Peggy Nightingale.

Does Science Have A Masculine Image?

Which sciences attract female students? Diana Temple surveys the numbers and suggests why so few women enter some areas.

Views quite widely held are that science is not for women, that science has a masculine image, that science is constructed to reflect male values (Firkin, 1982; Bowling & Martin, 1985). Modern science is a male creation, with a strongly stereotyped image (Harding, 1986). A number of feminist social scientists and natural scientists are promoting the cause of a feminist approach to science, which includes rewriting curricula in science education to make them more sympathetic to women's viewpoints.

At another level, many men and women, both the person in the street and also some male scientists, no doubt believe that laboratories and scientific education are not for women because of the sex stereotype of women as creatures who are soft, passive, irrational, innumerate and impractical in the sense of not being able to handle a screwdriver. I'm sure all of us here renounce this point of view, towards which men and women have been, and are still being, socially conditioned.

I shall discuss and try to analyse the view that science has a male image which is unsympathetic to girls and women, and to seek changes.

Since science is more and more a part of our culture, a degree of scientific understanding is essential for all educated people. It seems to me to be deplorable that the female 51% of the population should be disadvantaged by an ignorance of, and even more an antipathy towards, science.

"It seems ... deplorable that the female 51% of the population should be disadvantaged by an ignorance of, and even more an antipathy towards, science."

I believe that women are not necessarily inept at science, even in the physical sciences where their under-representation is more evident; in general they are simply not attracted to subjects like physics and engineering and computing. We have to ask *why*, and how something can be done to attract more young women into studies which they may never have considered so that their future options for interesting, useful (and perhaps profitable) careers may be broadened. There are women who would never want to spend their time being marine biologists or veterinarians or biochemists; and likewise men.

First, we should look at some facts and figures. In what ways are women missing from scientific disciplines? In fact, numerical data on students show that young women are not very put off by the supposed masculine image of science, and that in the last generation the proportion of

"... many men in authority would deny there is a problem, and cite figures for women successfully coping with science education..."

women undergraduates has increased, often dramatically, in all the science-based faculties. The figures here are for the University of Sydney, but the same sort of trend is evident at other Australian universities.

Published statistics for 1986 for the undergraduate population at the University of Sydney show that women students comprise 48% of the total. The Faculty of Science includes 46% women, including Pharmacy with 59%. The Medical Faculty has 38%, and the Faculty of Veterinary Science, 57%. Engineering has the least women, with 9%. Every one of these proportions has risen steadily during the past 30 years, with dramatic rises in Veterinary Science and Engineering, and a more gradual rise in Science. If the numbers of graduates with Pass level Bachelor degrees are studied, Science graduates in 1986 were 42% women, Pharmacy graduates 63%, Veterinary Science 52%, Medicine 39%. By contrast, Engineering graduates were only 9% female, while Arts graduates were 69%. Proportions of women enrolled for post-graduate courses were always significantly lower than for undergraduate courses.

When science graduate numbers for 1987 are analysed by gender, according to the major subjects studied for the Bachelor of Science degree, at Pass and Honours level, it is seen that women predominate in Biochemistry with 69% and Pharmacology 77%. In Biological Sciences, graduates are 47% women, Chemistry 33%, Geology 30%. Computer Science has 19% women graduates and Physics only 7%. It is in these two subject areas that we should ask, "Why so few?"

There are three obvious possible reasons. Firstly, these two subjects, like engineering, are more dependent on mathematical ability than other science subjects. Schoolgirls tend to dislike and avoid higher level mathematics, and there is evidence, about which there has been debate, that schoolgirls perform less well at mathematics (Fennema and Sherman, 1978). However, graduates in Pure and Applied Mathematics at Sydney University were 29% and 27% female respectively in 1987, so a respectable number of women do choose to study mathematics to degree level. Secondly, in very male-dominated areas like Physics, Engineering and to some extent Computer Science, the female population fails to reach a "critical mass" where the women feel comfortable in their environment. Eileen Byrne (1987), who has made detailed studies of the scientific and technical education of women and girls, has spoken of the critical mass as

being 30% of the total, providing the total class is large enough so that the number of women is significant. Thirdly, there is more likelihood of an absence of female role-models and mentors in these male-dominated areas.

A feminist science is a concept that disturbs some women scientists, particularly physical scientists. I have talked to women research scientist colleagues across a range of age, experience and disciplines who believe that scientific methodology and interpretation of results are independent of gender influences. It may be that women scientists are brain-washed by their education, that they have accepted the male science stereotype and as scientists have become "honorary males". Fox Keller (1985), herself a scientist of eminence, has written in depth of the need for a female approach to science. She has written of Barbara McClintock, who received the Nobel Prize for Medicine in 1983 after years in which her theories were neglected, that she had a different, female, approach to the cells in which she identified gene transport, and "let the material tell her". McClintock, however, is reported as denying that her approach was gender-influenced, in science, she said, "the matter of gender drops away". It seems very likely that the influence of gender may be most apparent in choice of topic, choice of research project, and in consideration of the applications of science to society and humanity. Women researching in the so-called "hard sciences", when they are sufficiently senior to have a choice, tend to opt for scientific studies which relate to social issues.

The problem of girls' lack of sympathy for some areas of science is probably largely one of conditioning from birth. Parents are responsible, school teachers are responsible, the media and all our cultural and educational intake are responsible for making physical and technological sciences appear inappropriate for women. Given this environment, what can be done about it in universities and tertiary institutions? If methods can be devised to humanise science, will there be opposition to their introduction? The answer to the latter is firstly to make heads of science departments understand the problem, to believe it exists. I think this may be difficult, and that many men in authority (whom Dale Spender describes as gatekeepers) would deny there is a problem, and cite figures for women successfully coping with science education, such as the graduate statistics above.

"... curricula must be developed that allow girls and boys to come into the study of science through social issues."

Problems for women in computer science departments have been discussed by Kay et al (1986) in a CTEC-sponsored report. The report says that most computer science courses commence with a techno-centred curriculum, which gives a misconception of the discipline as technology-centred rather than problem- and people-centred. It shows high correlations between poor mathematics background, lack of school and/or home computer practice, and lack of progress in existing computing courses. The report recommends a change in curriculum to lead into the subject through people-based problems, to de-emphasise hardware, to emphasise communication skills, in order to encourage the progress of women students.

In recent years there have been many initiatives to encourage participation of girls in science at secondary school level. For example, the NSW Government Department of Education has set up a "Girls' Technology Strategy" which is to report on ways and means; the Australian Science Teachers' Association has produced a statement of "Policy, Girls and Women in Science Education" (1987). There has been much activity in countries overseas. A British programme, GIST, (Girls Into Science and Technology) was described by Jan Harding, who visited Australia to talk about women and science education in 1986. Harding believes that school curricula must be developed that allow girls and boys to come into the study of science through social issues. She quotes examples of relevant topics: acid rain, the world food problem, over-use of fertilisers and pesticides, experiments on animals, drug over-use; for nurses, "how high should the intravenous drip reservoir be placed?" She quotes statistics showing schoolgirls who opt for science because of interest in the sociological application of science rather than the boys' prime reasons, of interest in the mechanical apparatus. She also refers critically to the work of sociologists who relate differences in male and female scientific interest and performance to genetic differences between females and males and describes it as unscientific. Lesley Rogers who has published extensively on biological determination says the idea that genes determine gender roles directly is a theory without evidence, generated by male scientists to support societal beliefs (Rogers, 1985). Rogers quotes her own experimental evidence showing that environmental factors can influence the course of brain development.

In conclusion — it appears that many women practising scientists and science students do not perceive a major problem with the masculine image of science. However, there obviously are problems in certain areas of science which remain non-traditional for women. Improvements may come in time, with the efforts being made to modify secondary school curricula and to encourage girls to keep their career options open, and with the current changes in society's attitudes to what is "right" for women to do. For more immediate improvements and curriculum changes, we are dependent on our ability to persuade the educational administrators in authority: professors and heads of schools who are usually male and of an older generation, that curriculum planning must take account of a need for women to feel welcome.

Diana Temple,
University of Sydney.

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Policy Research on Higher Education: Some Views through a Swedish Glass

What can we learn from Sweden about the relationship between research and policy? Leo West considers implications of research being commissioned by policy-makers.

Much research on higher education has a policy orientation. Indeed, in Australia, with the soon-to-be-defunct Commonwealth Tertiary Education Commission and the Commonwealth Department of Education as major commissioning bodies, a substantial proportion of the total higher education research has had a policy orientation. In time, there will undoubtedly be an evaluation of that research, with an eye to its impact on policy and hopefully of the impact of its policy orientation on research and researchers in higher education in Australia. In the meantime, there should be something we can learn from Sweden about the relationship between research and policy — an issue that has been a major preoccupation of the Swedish National Board of Universities and Colleges (UHA). Before addressing this issue specifically, it is worth noting some of the close similarities between Australia's and Sweden's higher education systems. Higher education in Sweden is funded by the central government; there are no fees; the UHA (rather like CTEC) stands between the institutions and the government; there are nine universities or other research institutions and twenty-five degree granting but not research institutes.

UHA, research and policy

Within the UHA, there are three units concerned with what might be called research on higher education — a "research" unit, a "follow-up and policy studies" unit and an "investigations" unit. The first of these acts rather like a mini-research council; the second was initially concerned with evaluating the 1977 reforms but now has much broader functions; the third conducts in-house studies based mainly on existing data, usually for the annual report.

The relationship between research and policy will be examined using two sources deriving from UHA:

1 material from several UHA-funded international meetings and publications to examine the empirical and theoretical knowledge about the relationship; and
2 an examination of UHA's policies in the funding of research on higher education, and of several recent studies funded by it.

The relationship between research and policy

There is a substantial literature on the non-utilisation or under-utilisation of research by policy makers (e.g. Wittrock, 1986). The 1960s belief in a "golden chain of wisdom and action", as Wittrock called it, from good social and economic knowledge to good social and economic policies to social welfare and economic growth, simply has not eventuated. There is something of a paradox here, for if these findings are true, what are we to make of the growth in social research and the increasing "scientification" of the policy process that have so obviously occurred at the same time? There seem to be two possible answers to this question. Either the way in which research and policy relate is not as it is conceptualised by those who make the non-utilisation claims, or there is, indeed, no strong relationship at all and the increasing stress on rational policy making is misplaced.

Lindblom and Cohen (1979) take the second position. They apply the term "hyper-rationalism" to discussions of the policy-making process (or social problem-solving, as they call it) and make the claim that rational knowledge is of little real importance. Their point is not that rational knowledge (like that produced by research) was not available to policy-makers, but that it was just one of a whole range of knowledges of equal importance — and that social scientists have an inflated view about the relative value of the type of knowledge they are producing. The following quote captures their position well.

> "To begin with, pPSI [people who engage in professional social enquiry] greatly overestimate the amount and distinctiveness of the information and analysis they offer for social problem solving. They greatly underestimate the society's use — and necessary use — of an existing knowledge stock, as well as a flow of new ordinary knowledge from sources other than pPSI. ... For social problem solving, we suggest people will always depend heavily on ordinary knowledge".

Others (e.g. Wittrock, 1986) have articulated various models of the research-policy interaction. One such model, which seems to have underpinned a number of the empirical studies is the "engineering model". This model, which is the kind of thinking opposed by Lindblom and Cohen, imagines that there is a chain from a rational conception of the policy process, through an emerged need for specific research, through the conduct of that research and its use in policy-making. Empirical searches for evidence of this type of interaction have found few cases of it in action.

"Either the way in which research and policy relate is not as it is conceptualised ... or there is, indeed, no strong relationship at all..."

A second model, the so-called "enlightenment model" sees research not as providing solutions to problems, but providing an intellectual sifting of concepts, of orientations, of empirical generalisations and so on, so that the decision-making takes place within a more informed and thoughtful environment.

The empirical evidence and the reflections of policy researchers support the existence of an enlightenment model of interaction. Its problem, from the perspective of policy researchers, is the haphazard process by which the enlightenment occurs. In the US especially, policy advisors (often ex-researchers) provide a more formal direction to the diffusion process. Wittrock has incorporated this into a separate interaction model, which he calls the "dispositional model". In this he includes the researchers, the policy-makers and the social advisors, and some specifications of the ways in which they influence each other.

"The empirical evidence and the reflections of policy researchers support the existence of an enlightenment model of interaction."

These few notes are derived from intense discussions stimulated by Swedish-funded and organised meetings. They are important from two perspectives. Wittrock's dispositional model provides a useful framework for any future evaluation of the impact of policy-oriented higher education research, identifying as it does both the nature of the interaction process and the key actors involved. Secondly, it provides a model for those involved in policy research in higher education to maximise the policy utility of that research.

The use of the terms "interaction" and "relationship" above instead of the "impact of policy-oriented research" has been deliberate, and it highlights a most important point — there are two directions to the relationship between research and policy. The normal quality controls on research, for example on the questions addressed, the methods used or the individuals supported, derive from the discipline itself. In policy research these quality controls are changed. The questions addressed are often decided outside the discipline; the criteria, for example, for judging who to fund are different from those used in normal discipline research. Elzinga (1985) calls this "epistemic drift" and expresses some concern that it weakens the quality of a research field. In the broader context of science research under the experience of a science policy rather than discipline quality control, many believe that the result will be a deteriorating position of university research due both to epistemic drift and to a decrease in loyalties between members of the research community.

Even without taking a normative stance, it is obvious that the field of research on higher education in Australia is shaped by such influences. There are relatively few funds available for research on higher education outside of policy-oriented bodies, so that the research questions addressed, the methodologies preferred, even the researchers favoured are influenced by those sources. This is an issue that has not been addressed seriously in discussions of Australian higher education research and cries out for attention.

Policy research on higher education in UHA

UHA has two programmes funding research in higher education. One of these operates as a research council, accepting and evaluating research proposals and organising dissemination activities. One of the goals of this programme is to create an "ability reserve" of researchers in higher education to provide for future policy research. As part of this there has been a deliberate attempt to broaden the range of disciplines from which researchers are drawn, and to develop groups who show promise. In achieving these goals, the programme has no agenda of specific research questions. The programme invites submissions, these submissions are evaluated and funded or not. In the evaluation of the submissions there are two advisory groups — one has to do with policy relevance, the other is the conventional peer evaluation of the quality of the proposal and of the proposers. The policy relevance evaluation acts more as a filter, since many more projects are rated as relevant than are funded.

There is a strong commitment within UHA to this programme as a policy-oriented research programme. This seems to be based on a belief in an enlightenment model of the interaction between research and policy, with policy makers involved at the evaluation stage and at the dissemination stage. As an example of the latter, at a recent dissemination conference two of the sessions were chaired by the Secretary of State. There is also a strong commitment to the development of an ability reserve of researchers noted above. This has not so much to do with the training of new researchers as with the nurturing of excellence. In Australia, probably the best known Swedish research in higher education is the work of Marton and his colleagues. This group has had major funding from this UHA programme, and is a good example of development of eminence intended by the programme. It also illustrates one of the potential weaknesses. The current research of the Marton group is no longer in higher education but has moved to secondary and primary education. So, while the research results stand and are having an impact on practice in higher education, and the research group has an international reputation for its work in higher education, the cadre of researchers are, for the moment at least, not involved in research in higher education.

"[In Sweden] There is also a strong commitment to the development of an ability reserve of researchers..."

The other policy research funding programme of UHA is the follow-up and policy studies programme, which funds specific policy-oriented projects in higher education. In its early years this programme funded evaluations of the 1977 reform but it now initiates and funds policy-oriented research within broad areas of interest. The manner in which this works is that UHA organises a meeting of people — teachers and researchers on higher education and staff of UHA — to produce a list of areas of interest. Mostly these coalesce into projects/proposals/people through informal contacts, negotiations and so on. It would never happen that UHA sent out a brochure giving projects of interest and inviting submissions. It would be normal for UHA to invite people to a seminar on one of the topics of interest to explore "what was worth looking at". In 1985-86 this process led to three areas of interest: Students in undergraduate education (9 studies); Research and research education (4 studies); and Planning and evaluation (3 studies).

In order to understand how the researchers see this programme, I interviewed three of the groups undertaking projects in 1986.

These studies were:

Financial aid and post secondary education (Svensson and Reuterberg);

New student groups in higher education (Holmer);

Analysis and influence of study habits (Ronnback).

In each case the researchers expressed a feeling of freedom in setting the methodology and the research questions. Svensson and Reuterberg felt that their awareness of the audience of their research (policy makers) restricted the complexity of the statistical analyses they might otherwise have conducted, but in every other sense they and the other researchers felt unrestricted. In response to questions about the likely impact of their research, Ronnback thought there would be an immediate applicability since the study skills programme, once tested, "could be used by anybody". Svensson and Reuterberg thought that their research raised understanding of the financial problems faced by students, especially those from lower social groups, and that would assist in better policy formulation. Holmer considered that his research had made an impact already in exposing the problems in implementing courses for different students and that the "noticing of these problems would have a greater influence than the research results". All confirmed the UHA description of the ways in which they became involved in the projects through informal negotiations, initiated by UHA in the case of Svensson and Reuterberg and of Holmer, and by the researchers in the other case.

"[In Australia] the best researchers may in time be lost to higher education research."

The Ronnback study skills project provides a valuable insight into whether certain groups or orientations are favoured — an obvious potential weakness of such a system. Ronnback's study is behaviourally oriented and offers a general (that is across disciplines) study skills programme. This is the very antithesis of the Marton work, which is also currently being funded by this programme. Ronnback expressed her surprise that the proposal was funded because "of the strength of the Marton paradigm [at UHA] and that my study was behaviourist". This is only a single case but because it is extreme it provides evidence against the operation of a "favoured group" system.

This brief description of the two ways of funding research on higher education by UHA shows up the consistency of their approach with the conclusion drawn from their theoretical considerations of the interactions between policy and research. There is no hint of an engineering model in their approach. Wittrock's dispositional model, of an "enlightenment" interaction between research and researchers and policy makers, implemented via policy advisors at UHA (the wise men, clerks and wizards respectively as Wittrock named them), seems to underlie the whole approach. And if I may be allowed a personal impression, it is the special "wizards" at UHA in charge of these programmes that make it work.

Quality and excellence in Higher Education Research

I certainly do not want to preach to my colleagues as a result of a visit to Sweden, nor do I want to suggest that the Swedes are a shining example for us to imitate. My intention has been to describe and analyse what is going on there and hold it up as a glass through which we might view Australian higher education research somewhat differently. In the course of the description I have made some such comments, and others certainly could have been made. I want to draw out just one of these in this final section. I have already mentioned the UHA goal to create and maintain an ability reserve of researchers on higher education and the view that this is neither produced nor maintained by research which is funded by policy bodies, having, as they do, criteria that are different from the discipline-based criteria that usually provide the quality control for research and researchers. I am not sure that I fully accept the argument that quality in a research area is diluted by applied research, but I am convinced of the reverse argument, that pure research and the research communities' critical appraisals provide the cutting edge where advances in excellence are achieved. In Australia, we are fortunate to have a professional society (HERDSA) and journal (HERD) to provide the nucleus of a discipline of higher education research, so we can feel confident that epistemic drift will not dilute research standards. But what of advances in excellence? The body of researchers in Australia is located very much in R and D units.

Not only is that body static, but there are also serious doubts about whether there exists in R and D units a pathway for career development, so that the best researchers may in time be lost to higher education research. Nor is there any evidence of the expansion of the field to capture other social scientists, as UHA has achieved through its funding policies. So, the conditions exist for stagnation. It is in everyone's interest, including those who use policy research in Australia, to ensure that stagnation does not occur. This is an issue that requires some serious thinking in Australia, and for which the Swedish glass provides some new foci.

Leo West,
Monash University.

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EXPERIENTIAL LEARNING — CALL FOR CONTRIBUTIONS

The Second International Conference on Experiential Learning is to be held at Hawkesbury Agricultural College, near Sydney, 3-7 July **1989** (jointly sponsored by the Australian Consortium on Experiential Education).

Contributions are sought from those working in any one of the diverse aspects of experiential learning — in educational or training institutions, the workplace, or the community. Further information can be obtained from:

The Conference Secretariat
Dean's Unit
Hawkesbury Agricultural College
Richmond, NSW, 2753

Deadline for expressions of interest — 1 September 1988.

REVIEW

Student Learning: Research into Practice, The Marysville Symposium. Edited by John A. Bowden, Centre for the Study of Higher Education, University of Melbourne, 1986, paper, 227 pp, ISBN 0-949036-14-5. (Available from CSHE, University of Melbourne, Parkville, Vic., 3052.)

Student learning is one of the few areas in which there is a sufficient number of active higher education researchers for Australia to be able to claim a leading role. **Student Learning: Research into Practice** provides a showcase for some of this work and enables readers to discover something of the interesting results which have been appearing in recent years. The book arises from a symposium organised by John Bowden and his colleagues at the University of Melbourne which brought together researchers and those interested in applying research to the teaching of particular subjects and to the area of study skills development. It bridges the almost insurmountable gap between the ways in which psychologists and educational researchers see learning and the perspective of subject teachers.

The approach to research reflected in the symposium is mostly that of phenomenography: a strategy which has particular appeal to teachers as it takes as its focus the reported experience of students learning real subjects in real settings. It is interesting to note that three of the papers are by authors who identify first as teachers of subjects and secondarily as educational researchers. Many of the findings reported in this publication have appeared elsewhere in journal articles, but the book is useful in bringing together a range of work so that its applicability can be more easily considered. It is important in that it marks a significant step towards learning research which looks at the problems that most of our colleagues face in teaching complex subjects.

The book has the merit of being published relatively quickly following the symposium [unlike this review] and having a readable format. It is a pity that it is not published by a body with access to good publicity and distribution as it is a book that the authors should not be ashamed of if it falls into the hands of colleagues elsewhere in the University. It is also pleasing to see a report from the Centre for Research into Higher Education which does not commence with an instruction to refrain from quotation or citation.

David Boud,
University of New South Wales.

Conferences

HERDSA 88
Place Ormond College, University of Melbourne
Date 13 — 16 May 1988 (Educational Developers' Day: 17 May)
Information Helen Edwards, Lincoln Institute, 625 Swanston Street, Carlton, Vic, 3053.

Standing Conference on Educational Development (SCED) National Conference
Theme The Student as Communicator
Place Crossmead Conference Centre, Exeter, U.K.
Date 25 — 27 May 1988
Information Mrs Celia Wills, St Loye's College of Occupational Therapy, Millbrook House, Millbrook Lane, Topsham Road, Exeter, U.K.

Eighth Annual Conference on Teaching and Learning in Higher Education
Place McMaster University, Hamilton, Ontario, Canada
Date 18 — 21 June 1988
Information Society for Teaching and Learning in Higher Education, C/- Instructional Development Centre, McMaster University, Hamilton, Ontario, Canada, L8S 4K1.

Improving University Teaching: 14th International Conference
Theme Improving Teaching and Learning: The Continuing Challenge for Higher Education
Place Umea, Sweden
Date 20 — 23 June 1988
Information Improving University Teaching, The University of Maryland University College, College Park, Maryland, 20742, USA.

International Conference on Women in Education
Theme Private Woman — Public Work
Place University of Haifa, Haifa, Israel
Date 21 — 25 June 1988
Information Miriam Ben-Peretz, University of Haifa, Israel, 31999

First International Conference on Successful College and University Administration
Theme What Can We Learn from Each Other [Britain and USA]
Place Newcastle Upon Tyne
Date 27 June — 1 July 1988
Information Dr Al Smith, International Conference on Successful College Administration, Division of Continuing Education, 2207 N.W. 13th Street, Gainesville, Florida, 32609-3476, USA.

The First Year Experience 1988 (Society for Research into Higher Education in association with the University of South Carolina)
Place Robinson College, Cambridge University
Date 25 — 29 July 1988
Information Brian Oldham, Educational Development Unit, Teeside Polytechnic, Middlesborough, Cleveland, TSA 3BA, UK.

A Conference on Promoting Ethics, Values and Interdisciplinarity in Higher Education
Place Pembroke College, Cambridge University
Date 8 — 12 August 1988
Information H & E Associates Ltd, 12a Church Street, Stiffkey, near Wells-next-Sea, Norfolk, NR23 12J, U.K. or Prof. S.J. Paolini, Alaska Pacific University, 4101 University Drive, Anchorage, Alaska, 99508, USA.

10th European Association for Institutional Research Forum
Theme Evaluation of teaching and research as elements in planning and management in higher education and research
Place University of Bergen, Norway
Date 14 — 18 August 1988
Information Edmund Utne, School of Social Science, University of Bergen, P.O. Box 25, N-5027 Bergen-University, Norway.

Ten Years of Innovative Medical Education 1978-1988
Theme A range of workshops and events, including Problem-based Learning: Education for the Professions (a 4-day inter-professional workshop from 30 August)
Place University of Newcastle
Date 30 August — 16 September 1988
Information Information Officer, Faculty of Medicine, University of Newcastle, New South Wales, 2308.

ASCILITE 88 P Sixth Annual Conference
Theme Computers in Learning in Tertiary Education
Place Canberra College of Advanced Education
Date 4 — 7 December 1988
Information Mrs Kay Fielden, ASCILITE-88, School of Information Sciences and Engineering, CCAE, P.O. Box 1, Belconnen, 2616, ACT.

Society for Research into Higher Education
Theme Academic Freedom
Place University of Surrey
Date 19 — 21 December 1988
Information James Strawson, Deputy Secretary, University of Surrey, Guildford, Surrey, GU2 5XH, UK.

World Conference on Engineering Education for Advancing Technology
Place University of Sydney
Date 13 — 17 February 1989
Information The Conference Manager, World Conference on Engineering Education for Advancing Technology, The Institution of Engineers, 11 National Circuit, Barton, ACT, 2600, Australia. (062) 70-6549.

Recent Research and Development in Vocational Education
Place Adelaide
Date 12 — 19 March 1989
Information TAFE National Centre for Research and Development, 296 Payneham Road, Payneham, South Australia, 5070.

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ABSTRACTS

HERDSA Abstracts are based on a regular survey of relevant literature. They are intended for use by tertiary teachers, research workers, students, administrators and librarians. The abstracts are classified into the same groups used by the Society for Research into Higher Education in their quarterly publication *Research into higher education abstracts.*

The *Abstracts* attempt a coverage of current English language publications in Australia, New Zealand, Papua New Guinea, Malaysia, Singapore, Indonesia and Hong Kong. Publications describing research, teaching, administration, staff and students in tertiary education are abstracted.

Educational or other non-profit organisations may reproduce a limited number of these abstracts in their own publications provided that HERDSA receives suitable acknowledgment.

HERDSA is most grateful to its abstractors and the co-operation of the editors of a number of journals abstracted in this issue. The *Abstracts* are edited by Hugh Guthrie, Research and Development Officer at the TAFE National Centre for Research and Development Ltd, 296 Payneham Road, Payneham, 5070, South Australia, Australia. Library support is provided by Mrs Marjolijn Jones, the National Centre's librarian.

A GENERAL

Bulbeck, C., **Financing Tertiary Teaching — An Income Tax Levy Scheme.** Australian Universities' Review, 30, 1, 1987: 40-41.

The paper discusses an alternative way of financing tertiary education — by using an income tax levy on all graduates as an alternative to a loans scheme, the levy being based on a flat percentage of income earned above average earnings.

(HBG)

Bye, J.A.T., **HEAC* — An Alternative Approach to Refinancing Tertiary Education.** Australian Universities' Review, 30, 1, 1987: 50-51.

The author discusses a simple transformation to the concept of the Higher Education Administrative Charge (HEAC) to produce the HEAC*. Under HEAC* good and successful students would be subject to a less than average fee while poor students would be charged a higher than average fee. An example based on statistics at The Flinders University is presented and discussed. Administration procedures and benefits are described.

(HBG)

Clarke, A.E., **Intellectual Property — Problems and Paradoxes.** Journal of Tertiary Educational Administration, 8, 1, 1986: 13-26.

The paper describes the innovation process moving from the discovery and exploration of new phenomena to the development of "products". Possible patterns of funding academic research by industry are considered as well as the potential pathways for negotiating the transfer of intellectual property. The paper also considers what the university, the researchers and industry may want from an interaction. The protection of intellectual property through patenting is also discussed. Some traditional academic values are threatened by industrial — academic links. These problems are described. Finally a series of paradoxes in the development of intellectual property is presented and discussed.

(HBG)

Hall, S., **The Changing Emphasis in Education: Learning for Life.** In Ducker, C., Northedge, J. and O'Brien, H. (eds.), ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 79-85.

In this paper the author examines the idea of becoming responsible for one's own life and the implication for learning. It looks at lifestyle transitions, technological change and the concept of self direction in learning as part of the need for an individual to face changes occurring throughout life.

(Synopsis)

Lowe, I., **University Research Funding: The Wheel Still is Spinnin'.** Australian Universities' Review, 30, 1, 1987: 2-11.

The article summarises the current funding of research in Higher Education and briefly reviews the discourse of the last decade before tentatively exploring the rather bleak prospect for University research in the late 1980s.

(HBG)

Marginson, S., **Free Market Education.** Australian Universities' Review, 30, 1, 1987: 12-16.

Marginson's paper examines free-market thinking in the economics of education. The views of Friedman and his followers are considered as well as Fane's proposals to the Federal Government's Economic Planning Advisory Council and current moves towards privatising education. The implications of these free-market policies are then considered. Marginson believes the practical consequences will include narrower education around vocational ends, a lower level of participation in education, a reduction in the amount and quality of education, the capacity to pay becoming a major criterion for access and a reduction in democracy and freedom.

(HBG)

Moses, I., **Educational Development Units: A Cross-cultural Perspective.** Higher Education, 16, 1987: 449-479.

This paper examines the institutionalisation of educational development in universities in Australia, Britain, USA, West Germany and Sweden. Centres for staff, instructional, educational or academic development were established in these countries in the sixties and seventies, following expansion of the higher education systems. But the triggers for the establishment in each country were different, as are the institutional integration of centres and provisions in general. The institutional reward systems in all of these countries favour research performance over excellence in teaching, regardless of whether the universities see themselves as research or teaching centred.

(Edited journal abstract)

Powles, M., **AUSTUDY and TAFE.** Australian Journal of TAFE Research and Development, 3, 1, 1987: 50-55.

This paper presents a summary of a Commonwealth-funded project which was undertaken in order to clarify some key issues and to delineate problems associated with the AUSTUDY student assistance scheme in its early stages of operation in TAFE. This study was based on a series of interviews with persons in state TAFE authorities and advisory personnel in colleges nationwide. The examination of changes under AUSTUDY presented here, including allowance levels and eligibility conditions, indicates where student assistance policy is still in need of attention.

(Journal abstract)

Sharma, R., **Course Cost Modelling in Australian Tertiary Education.** Journal of Tertiary Educational Administration, 8, 1, 1986: 87-92.

The paper discusses the move away from monitoring expenditure at the cost-centre level and towards program budgeting and considers the specific problems of estimating the cost of courses given the expenditure on cost centres. A course cost model is described which is independent of the particular organisational structures in various colleges. The model is applied to CAEs and compared with the only other Australian study in the area. Other applications of the model are considered, for example Universities, TAFE and in marketing courses overseas for full cost recovery.

(HBG)

West, P., **Helping Western Sydney's Young Unemployed.** In Ducker, C., Northedge, J. and O'Brien, H. (eds.), ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 59-63.

In recent years Australia has seen many of its young people unable to find work. The problem seems likely to continue for the foreseeable future, as it will for countries like Great Britain, the United States and Sweden, where a variety of youth unemployment programs has been established. What can governments do to lessen the effects of unemployment on young people? This article reports on a study of the success of one program established by the Hawke Government. This was the Participation and Equity Program (PEP) launched in schools, colleges of TAFE and other institutions. The study examined only TAFE programs, and used the framework of the literature on policy implementation. The context was Western Sydney, an area growing in population and political importance.

(Synopsis)

White, M., **Agricultural Education in Western Australia: Historical Perspectives.** In Ducker, C., Northedge, J. and O'Brien, H. (eds.), ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 17-30.

This is a specialised article on agricultural training and education. It gives emphasis to the place of such education, including the contribution of TAFE, in the Western Australian economy, and places current policy trends in the context of 100 years of development.

(Synopsis)

B SYSTEMS AND INSTITUTIONS

Atkinson, R., **Integrating External Studies and Contracting: The Experience of Murdoch University with Regional Colleges of TAFE in Western Australia.** Australian Journal of TAFE Research and Development, 3, 1, 1987: 56-63.

The contracting of higher education courses to regional colleges of TAFE is well established in Western Australia. Taking Hugh Hudson's attack on inter-sectoral rigidities as a theme, this paper outlines the evolution of contracting, the increasing support for it from high level policy planners, and advantages of integrating it with distance education methods and study centre functions in regional colleges. Contextual factors in the small, non-metropolitan communities favour inter-sectoral integration, but staff development limitations to achieving this goal are noted.

(Journal abstract)

Burkhardt, G., **Futures Methodologies.** In Ducker, C., Northedge, J. and O'Brien, H. (eds.), ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 51-58.

This paper explores the relevance and role of futures methodologies in educational planning. It suggests that such methods can provide valuable knowledge of alternative social and economic futures, especially longer term futures.

(Synopsis)

Goldring, J., **Ombudsmen and Australian Universities.** Australian Universities' Review, 30, 1, 1987: 31-37.

This article explores the role of the ombudsmen in relation to universities, analyses some of the relevant legislation, indicates some problems arising from the limited powers of Ombudsmen, and discusses initiation and investigation of complaints. While the author expresses some reservation about the role ombudsmen could play in the administrative procedures of the assessment process, he suggests that ombudsmen play a valuable role in administration, and that this role is equally valuable in university administration. They increase public confidence in the administration, because their presence ensures that those responsible will take care to ensure that their conduct is not "contrary to law ... unreasonable, unjust, oppressive or improperly discriminatory. This cannot be seen as an unwarranted intrusion on academic freedom.

(Synopsis)

Greenleaf, G., **Freedom of Information and Universities — in the Courts.** Australian Universities' Review, 30, 1, 1987: 16-29.

Universities and other bodies have been involved in a number of cases relating to Freedom of Information legislation. In this article Greenleaf discusses the basic principles of the legislation and presents information about the special features of the legislation and decided cases relating to student trends, assessment methods, academic promotions, research applications, research in progress, academic government, amendment to personnel records, documents of an agency and the deliberative process exemption. The author concludes that academic institutions are increasingly required to demonstrate their public accountability at the price of continued public support. It is suggested that a willing (if cautious) compliance with the freedom of information legislation is one way in which to do this.

(HBG)

Guthrie, H. and Foyster, J., **Course Evaluation and Validation at the System Level: The Development of Evaluation and Validation Strategies for a TAFE System.** Australian Journal of TAFE Research and Development, 3, 1, 1987: 38-46.

This paper describes the outcomes of two projects which aimed to raise issues and develop methodologies for evaluating and validating TAFE programs in Victoria. The evaluation procedures proposed are inwardly focused and aimed at the improvement of course process. Validation is seen as outwardly focused and seeks to gather information to establish whether or not a particular program is relevant, up to date and effective. Validation is directed to meeting TAFE accountability requirements.

(Journal abstract)

Kelly, N.H. and Shaw, R.N., **Strategic Planning by Academic Institutions — Following the Corporate Path?** Higher Education, 16, 1987: 319-336.

This article compares the findings from two surveys of strategic planning practices in Australia: those of academic institutions and those of manufacturing corporations. The similarities and differences are identified and in broad terms explained by the stage of evolution of strategic planning that has been reached by academic institutions when compared to corporations. Given the recent questioning of the value of strategic planning by corporations, the validity of academic institutions continuing on this path is questioned with the conclusion that the planning process per se is desirable.

(Journal abstract)

Kelly, M., **The High Cost of "Efficiency and Effectiveness" in Australia.** Open Learning, 2, 3, 1987: 19-24.

In its recent review, the Australian Commonwealth Tertiary Education Commission made a series of recommendations regarding the rationalisation of the provision of external studies. Here, Mavis Kelly, of the School of External Studies and Continuing Education at the University of Queensland, argues that these recommendations will serve to maintain the distinctions between distance and face-to-face education, while greater convergence in practice and further development of integrated modes of provision are what is really needed.

(Journal abstract)

Lindsay, A. and Neumann, R., **University Research in Flux: Policy Debate in Australia.** Higher Education, 16, 1987: 433-448.

After a brief "golden age" Australian university research faces a difficult future. Two notions, utility and concentration, have become the catchwords of the emerging policy initiatives. Both have tended to be interpreted narrowly and simplistically, utility as having immediate technological applications that will bring economic benefits, and concentration to argue for breaking the teaching-research nexus, reducing the research workforce and thus achieving cost savings. As proposed, both initiatives require more centralised control of research policy and funding. Despite the outstanding record of Australia's universities in research and the absence of evidence to support the benefits claimed for the new initiatives, the pressure for change is gaining momentum. This paper argues that the adoption of the easy solution of increased concentration, short-term utility, and centralised control, is likely to compromise the established excellence and diversity in basic research, and to lead to an overall reduction in the scale of university research. Before any changes are instigated, there is a pressing need for a broad-ranging review based on widespread participation in a debate about needs and priorities, and rigorous research into performance of the existing system and the potential benefits of the changes proposed.

(Edited journal abstract)

McKinnon, K., **United We Stand — The Process of Amalgamation at Wollongong University.** Journal of Tertiary Educational Administration, 8, 1, 1986: 43-58.

The paper describes the history of, and background to, the amalgamation of the University of Wollongong and the Wollongong Institute of Education.

(HBG)

Millis, N.F., **Universities and the Private Sector — Camp Followers or Bedfellows?** Australian Universities' Review, 30, 1, 1987: 38-40.

There have been calls by government for universities to become more relevant. The growing relationship between universities and industry during a time of declining research monies from traditional resources is discussed. Some comments about establishing these relationships are made and the kinds of relationships possible between universities and industry are described. A number of universities have established consulting research companies. The preferred relationship between universities and industry is one where universities interest industry in their ideas, assist industry in the basic strategic research for the project and become progressively less involved as the project moves through pilot plant to demonstration, manufacture and marketing. In this way each group contributes most effectively to the development of novel industries.

(HBG)

Moran, L., **Collaboration On and Marketing Of Educational Course Materials.** Journal of Tertiary Educational Administration, 8, 2, 1986: 183-188.

The paper reports on the finding of a study tour and discusses the rationale and ingredients for successful inter-institutional collaboration in the development and production of course materials, particularly at the international level.

(HBG)

Ramsay, G., **Institutional Amalgamations in Tertiary Education: Process versus Outcome.** Journal of Tertiary Educational Administration, 8, 1, 1986: 27-42.

Gregor Ramsay, the (then) Chairman of the Advanced Education Council of the Commonwealth Tertiary Education Commission, discusses the institutional amalgamations which have occurred in Australia over the last two decades.

While many other papers focus on process the author has attempted to give more attention to the outcomes achieved and draws particular attention to advantages and disadvantages of institutional amalgamations.

(HBG)

Stanford, J.D., **Deregulating the University System.** Australian Universities' Review, 30, 1, 1987: 45-49.

The paper discusses the deregulation of the University system by the removal of government funding and regulation of, as well as control over, universities. The case against the current system is presented and the social and private returns of a university education are also considered. The author concludes that there is a clear enough case for deregulation and that a deregulated system would be both more efficient and more equitable. There would still be a significant role for government to play in subsidising research and any social benefits of universities, as well as making scholarships available to students as part of the process of redistribution of income in the community.

(HBG)

Tasker, R.G., **Educational Standards in Technical and Further Education (TAFE).** Unicorn, 13, 4, 1987: 214-218.

TAFE in Australia is faced with a high and increasing demand for its programs. Available resources cannot meet this demand. This article takes this supply/demand situation and examines the factors affecting program quality. Prominence is given to the role of the TAFE college principal.

(Journal abstract)

C TEACHING AND LEARNING

Charng-Ning, C. and Kwong, Y.W., **An Experientially-based Training Programme in Civil Engineering.** Assessment and Evaluation in Higher Education, 12, 1, 1987: 2-23.

An innovative training programme providing second year students with a real taste of civil engineering practice through the construction of full-size structures was introduced at the Nanyang Technological Institute, Singapore. Students are divided into companies, each responsible for executing the construction project for a profit, and in accordance with contract requirements in the forms of specifications and design drawings. Each company is sub-divided into management, office and field groups. Thus the students, through a mandatory rotation of the role play, gain valuable experience in the field, office and management functions through personal involvement in such a real-life project. To reflect the objectives of the programme, a system of assessment was developed based on the student performance at the team, group and individual levels. Interim feedback from the students, staff members and industrialists on students' performance subsequent to their second-year course work suggest that the programme has served well in achieving its intended objectives.

(Technical Education Abstracts, 27, 4, 1987)

De Smeth, O., **A Learning Experience.** In Ducker, C., Northedge, J. and O'Brien, H. (eds.), ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 107-110.

This paper is about experiencing first hand the expectations, processes, problems and emotions which may accompany an

adult learner undertaking a learning task. The author, a TAFE teacher, undertook a learning experience in order to sensitise himself to these issues and so improve the quality of his teaching. The paper derives from an assignment for a unit in a TAFE teacher education course.

(Synopsis)

Dias, P.L.R., **An Evaluation of the Undergraduate Teaching Programme in Ophthalmology in Sri Lanka and Malaysia.** Medical Education, 21, 1987: 334-339.

The knowledge and clinical and minor surgical skills acquired by 257 medical students in three universities in Sri Lanka and Malaysia were assessed by a questionnaire after they had completed their training period in ophthalmology. This study showed that many medical students graduating from these universities lacked the basic clinical and minor surgical skills essential for a doctor practising in a community in south-east Asia.

(Edited journal summary)

England, E., **The Design of Versatile Text Materials.** Open Learning, 2, 2, 1987: 11-15.

Increasingly, instructional designers are coming to appreciate that the different approaches to study adopted by learners require a more versatile approach to the construction of learning materials and pathways through them. If the development of study skills and long-term learning is to be encouraged, responsibility for organising the concepts presented in materials should be placed as much as possible on the students, and materials should have sufficient depth to enable fruitful re-interpretation on subsequent readings. Dr Elaine England, Senior Educational Technologist at the City Polytechnic of Hong Kong, explores these ideas here, illustrating them with examples from her own work.

(Journal abstract)

Hester, D., **Attempting to Compensate for Socio-economic Disadvantages by Manipulation of University Selection Methods.** Australian Universities' Review, 30, 1, 1987: 42-44.

The author critically discusses a series of six proposals to overcome unequal representation of various socio-economic groups put by Marginson in a previous article in The Australian Universities' Review (Volume 29, No. 1, 1986, pp. 21-24). The present author concludes that Marginson's proposals all have a price, including increased costs for education, lowering of standards and a decrease in graduation rates. He believes that radically changing university selection procedures is no solution; the solution to inequalities in educational opportunity in the tertiary sector lies elsewhere.

(HBG)

Leder, G., Jones, P., Paget, N. and Stillwell, J., **Peer Perspectives on Teaching: A Case Study in Mathematics.** Higher Education Research and Development, 6, 2, 1987: 185-196.

This paper describes an experiment devised to increase our understanding of good teaching practices. Each of two instructors selected a topic and on two consecutive mornings they taught a topic of their choice to a group of 21 experienced and competent tertiary educators but without expertise in the subject area being taught. The organisation of the experiment is outlined, and the subject matter selected and strategies adopted by the instructors are described. Outcomes of the experiment are reported in two ways: in terms of general comments provided by the independent evaluator and in terms of the participant's reactions to the exercise. While mathematics teaching was the basis of this study, the peer review process described has general applicability to all disciplines.

(Journal abstract)

Margetson, D., **The Question-led Design of a Degree Programme.** Higher Education Research and Development, 6, 2, 1987: 151-173.

This article discusses a question-led approach to the design of a new degree programme in computing and information studies, the Bachelor of Informatics, at Griffith University in Brisbane, Australia. Basic considerations arising from various theories which have given a central place to problems and questions in human activity are outlined. Some implications of these considerations for the role and place of questions in education are discussed in terms of the notions of focusing, opening and activating. It is argued that these notions are important in understanding education to be, in part, vitally concerned with critical inquiry. The specific context at Griffith University in which the question-led approach came to be adopted is described. The processes by which this approach was implemented in the design phase are described briefly. The resulting design, as it existed shortly prior to the commencement of teaching, is described. The conclusion discusses some issues arising from experience in the design and implementation of this programme, and provides some evaluative feedback from staff and second-year students obtained during the second year during which the programme was offered (1986).

(Edited journal abstract)

Osborne, J., **How Adults Learn.** In Ducker, C., Northedge, J. and O'Brien, H. (eds.), ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 95-98.

The process of learning is very complex involving the interaction of our senses with a variety of cognitive activities and environmental factors. Different theorists argue over the relative importance of these but there seems to be general agreement amongst contemporary theorists about the holistic nature of the process.

(Synopsis)

Perry, C. and Delahaye, B., **Learning Styles and Student Experience in Management Courses.** Higher Education Research and Development, 6, 2, 1987: 175-184.

Two learning style instruments — Kolb's and Fox's — were administered to students and staff at an Australian CAE. Only Fox's instruments were reasonably reliable over time, and some factors in both instruments measured were correlated. In addition, measured factors did not correlate usefully with preferences for education methods, preferences for academic subjects, easiness of these subjects, achievement in those subjects, staff discipline, years of study, age or salary. Although Fox's instrument is preferred to Kolb's, the usefulness of the instruments to educators appears to be limited.

(Journal abstract)

Powell, J.P., **How a Change of Environment Changed a Teacher.** Higher Education Research and Development, 6, 2, 1987: 197-203.

This paper describes how the experience of working in an unfamiliar cultural environment affected the author's basic conceptions of the nature of teaching and learning. A detailed account is given of the ways in which these ideas were incorporated into a course constructed around the notions of experiential and problem-based learning. It is suggested that the novelty of the setting stimulated a major change in the teacher's perspective on the nature of higher education and that it would be desirable for academics to be given opportunities to encounter unfamiliar contexts for teaching.

(Journal abstract)

Reid, M., **Radical Education for Adult Learners.** In Ducker, C., Northedge, J., and O'Brien, H., (eds.). ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 65-71.

The author argues for a more radical approach to Education whereby the needs of the individual take precedence over those of society in general. He concludes that computers could, and should, be used in the teaching of problem solving, decision making, and independent learning skills.

(Synopsis)

Shahabudin, S.H., **Content Coverage in Problem-based Learning.** Medical Education, 21, 1987: 310-313.

Required learning of the basic medical sciences based on five clinical problems was compiled by teachers and subsequently derived as "learning needs" by students during the problem-solving process. These lists of topics were compared in terms of number of lecture-hours and when these were taught in the traditional curriculum. The findings indicate that learning from problems is not entirely free-rein and can be largely determined by teachers; topics taught earlier in the course appeared more frequently than latter topics and there was a tremendous overlap of topics in both the traditional and problem-based list. Regardless of whether lectures have been given or not, students recalled facts better if they had encountered the related clinical problem. This study also reveals that problem-based learning can be as efficient as lectures in content coverage and concludes that the lecture method be retained provided the topics are selective and are derived and sequenced appropriately with clinical problems. Problem-solving should be adopted as a teaching strategy.

(Journal summary)

Sleet, R.J., Shannon, A.G. and Irvine, B., **A Systematic Approach to Solving Closed Problems.** International Journal of Mathematical Education in Science and Technology, 18, 5, 1987: 705-715.

An investigation of students' unsuccessful attempts to solve a mathematical problem is described, where the students possessed all the prerequisite skills. The results of this study are combined with evidence from previous research to propose a three-stage nine-step procedure for solving closed problems.

(Journal abstract)

Vogt, A., **An Evaluation of Aspects of an Outreach Program.** In Ducker, C., Northedge, J., and O'Brien, H., (eds.). ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 87-93.

The evaluation project aimed at finding out whether machine crafts courses are meeting the needs and aspirations of the students (as perceived by the students themselves) as well as those of the organiser of these courses. The findings of this evaluation are that the courses are meeting the abovementioned needs very well. The results clearly indicate the importance of the social aspects of these courses to the students' continued growth in self-confidence. This is enhanced by the stress-free class atmosphere and a "curriculum free" learning environment.

(Modified synopsis)

D INFORMATION NETWORKS

E STUDENTS: GENERAL

Ballard, B., **Academic Adjustment: The Other Side of the Export Dollar.** Higher Education Research and Development, 6, 2, 1987: 109-119.

Asian students bring to Australia a very different educational and intellectual experience from that which awaits them in tertiary studies here. Traditional attitudes to knowledge and styles of learning can lead to severe problems of intellectual culture shock, especially in approaches to knowledge and academic authority. If these students are to make a successful adjustment to the styles of teaching and learning in Australia, they need specific assistance in methods of study and language development. Academic staff may also have to recognise these problems of transition by adapting their own styles of teaching. If in the course of their studies here these students do not become capable of independent thinking and a critical approach to their area of expertise, they may not be able to adapt their new knowledge to the needs and constraints of their home country on their return. This paper is based on the experience of the Study Skills Unit at the Australian National University in working with postgraduate and undergraduate overseas students, and on two extended study tours in Southeast Asia and Burma to gain understanding of the cultural and educational backgrounds of students from this region. It draws attention to the need for academic institutions to provide adequate support systems for any increased intake of overseas students.

(Journal abstract)

Kelly, M. and Shapcott, M., **Towards Understanding Adult Distance Education Learners.** Open Learning, 2, 2, 1987: 3-10.

We are all aware that adults who return to study at a distance may approach their studies in very different ways. The reasons for such differences, and their relation to students' personal contexts, are not well understood. In this paper, Mavis Kelly of the School of External Studies and Continuing Education, University of Queensland, and Margaret Shapcott of the Distance Education Unit, Deakin University, present some of their findings from research into this area. Analysing interviews with external students of the University of Queensland, at two distinct levels, has enabled them to identify both attitudes to study common to all those interviewed and two basic kinds of study orientation. These differences are closely related to the students' personal background and experiences.

(Journal abstract)

Lee, C., and Schmaman, F., **Self-efficacy as a Predictor of Clinical Skills Among Speech Pathology Students.** Higher Education, 16, 1987: 407-416.

Bandura's self-efficacy theory was used as a model for examining levels of confidence and clinical skills among undergraduate speech pathology students. Forty-four second-year students rated their confidence in their ability to perform a number of clinical tasks at the beginning and at the end of the academic year, which was their first clinic experience. These efficacy expectations were compared with clinical supervisors' assessments of the students' performance on the same tasks. An attempt was also made to assign students to pairs and small groups for training on the basis of their initial efficacy expectations. These results show self-efficacy to be only moderately well related to clinic performance, but it is suggested that relatively high baselines may have attenuated the strength of the obtained relationship. The role of self-efficacy in clinical skills training warrants further investigation.

(Edited journal abstract)

Plunkett-Cole, P., **Literacy and Numeracy Problems in TAFE Students.** In Ducker, C., Northedge, J., and O'Brien, H., (eds.). ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 73-77.

Much concern has been expressed at the lack of numeracy and literacy skills evident in school-leavers going on to tertiary education. And the literacy and numeracy departments at ACT Colleges of TAFE seem to be expanding quite rapidly with the present demand for remedial teaching. The purpose of this paper is not to discover why this is so, or to propose solutions, but rather to discuss what research has been done and to suggest some ways of coping with the problem in our classrooms.

(Modified synopsis)

Samuelowicz, K., **Learning Problems of Overseas Students: Two Sides of a Story.** Higher Education Research and Development, 6, 2, 1987: 121-133.

Research into the nature and extent of problems faced by overseas students in Australia is based almost entirely on surveys of this population either by staff of support services or by or on behalf of policy-making bodies. The nature of educational difficulties — "language" and "study" problems — is still relatively unknown, however it has been explored to some extent by study skills counsellors and teachers of English as a second language. Little is known about perception of these problems by academic staff. This paper describes learning problems of

overseas students as seen by the academic staff at the University of Queensland and compares them with the perception of learning problems held by overseas students. Academic staff (145) representing 50 departments, and 136 overseas students representing 14 courses at postgraduate level and 10 courses at undergraduate level responded to questionnaires identifying educational problems and suggesting possible solutions.

(Journal abstract)

F STUDENTS: SELECTION AND PERFORMANCE

Finlay, A.C., **Test Construction.** In Ducker, C., Northedge, J., and O'Brien, H., (eds.). ACT Papers in Technical and Further Education, 1987. Canberra; School of Education, Canberra College of Advanced Education, pages 111-119.

This paper describes the methodology of construction of a test to assess student achievement in part of a unit (corresponding to approximately four weeks) taught by the author.

(Synopsis)

Pithers, B. and Hick, B., **A Comparison of Subjective and Objective Practical Assessment for a Building Trade Course.** Australian Journal of TAFE Research and Development, 3, 1, 1987: 31-37.

In this study two methods of practical assessment, differing in degree of objectivity, were compared over a series of five identically designed projects using a sample of bricklaying teachers from various TAFE colleges in NSW. Five students were selected, each to build the practical projects and then 16 bricklaying teachers assessed the projects using their own individual assessment methods. They then assessed the projects again using a detailed marking scale containing a high degree of objectivity. The results indicated that the use of a substantially objective marking scale was a more reliable means of assessing practical work, provided lower marks and required at least twice as much time to complete as the various individual methods. The effect of the age and length of experience in TAFE of the assessors on the marks awarded was also examined. The results are discussed in terms of the desirability of introducing and/or improving objective standardised marking procedures for practical assessment in the building trades.

(Journal abstract)

Thomson, P., **Tales About the Sorry State of Student Assessment.** Australian Journal of TAFE Research and Development, 3, 1, 1987: 1-11.

Peter Thomson takes a light-hearted, but nevertheless penetrating look at the errors made in assessment by TAFE teachers and makes a plea both for adequate programs of training in assessment for teachers and for a greater understanding of assessment issues among students and the wider community. Peter is author of "Student assessment: a handbook for TAFE teachers" (Nelson Wadsworth, 1986).

(Journal abstract)

G CAREERS AND EMPLOYMENT

H STAFF

Baxter, P., **Appraising Teachers.** Australian Journal of TAFE Research and Development, 3, 1, 1987: 12-22.

In the present climate of awareness of cost-effectiveness and accountability, teacher appraisal is a thorny problem that few have shown the courage to grasp. This paper examines the philosophical basis, purposes, procedures, problems and effects of current approaches to teacher appraisal. Guidelines are proposed for developing an effective staff appraisal program based on a human resources approach to management.

(Journal abstract)

Lambert, P., **TAFE Teachers and Performance Appraisal Problems and Pitfalls: An Overview.** In Ducker, C., Northedge, J., and O'Brien, H., (eds.). ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 41-49.

This paper discusses the need for an effective performance appraisal system for classroom teachers who aspire to senior teaching positions. It highlights some of the key problems and issues that face educational personnel involved in performance appraisal.

(Synopsis)

Mageean, P., **The Professional Development of a TAFE Teacher.** Australian Journal of TAFE Research and Development, 3, 1, 1987: 23-30.

This article has been adapted from an address the author gave at the Australian Association of Adult Education Inc. National Conference: "Focus on the Future", in Sydney in September 1987.

(Journal abstract)

Pyle, N., **Recruitment and Induction of Beginning TAFE Teachers.** In Ducker, C., Northedge, J., and O'Brien, H., (eds.). ACT Papers in Technical and Further Education, 1987. Canberra: School of Education, Canberra College of Advanced Education, pages 31-39.

The paper is concerned with new recruits to full-time teaching in TAFE, and therefore does not address the recruitment and induction of previously-qualified teachers. As the eight TAFE "Authorities" have differing organisational structures, differing recruitment policies/practices and differing models of teacher preparation, the paper does not attempt to be prescriptive as to practice. Rather, it endeavours to set out some principles which could form a basis for thinking further about recruitment and induction: most of the people appointed in 1986 will still be in TAFE in the year 2010.

(Synopsis)

Schaafma, H. and Burg, J., **A Cross-cultural Perspective on Short-time Staff Development in Singapore: Principals as Reflective Practitioners.** Higher Education Research and Development, 6, 2, 1987: 135-150.

Training packages, based on the "Concerns-Based Adoption Model" (Hall, Wallace and Dosset, 1973) were used in a one week residential symposium in Singapore for school principals and inspectors. This paper represents the reflections on practice from two change consultants who designed the short-time "training package" for specific staff development needs. The authors found that cross-cultural implementation of such packages highlights important differences between consultants and participants about initiating and managing change in schools. Interim evaluation data about the training suggests that school principals who were able to consciously reflect upon their implementation practices and adapt their intervention strategies accordingly were more effective change agents than their less insightful colleagues.

(Journal abstract)

I CONTINUING EDUCATION

Brennan, B., **Diploma Dilemma for Adult Education Tutors.** Unicorn, 13, 4, 1987: 219-225.

The issues of accreditation and credentialism are examined in relation to adult education and the tutor in adult education. A

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case is developed for non-compulsory training because of the peculiarities of the field of adult education. Current research on the adult education tutor is discussed and the major ingredients of the non-compulsory program design to raise the quality of adult education practice are outlined.

(Journal abstract)

Nairne, E., **The Provision of TAFE Services to Older People in Australia.** Australian Journal of TAFE Research and Development, 3, 1, 1987: 47-49.

Elsie Nairne discusses how TAFE can cater for the requirements of older citizens, and in turn benefit from their experiences. She explains the problem of stereotyping and cautions against relying on the medical model when interpreting research on the ageing.

(Journal abstract)

ABSTRACTOR

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