Murdoch University Historical Lectures

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Chancellor: Ladies and gentlemen, would you please stand to receive the official party and remain standing during the anthem? Thank you.

[National Anthem plays]

C: Please be seated.

Your Excellency Professor Gordon Reid and Mrs. Reid, Vice Chancellor Peter Boyce and Mrs. Boyce, distinguished guests, ladies and gentlemen, it gives me very great pleasure to welcome each of you here this evening. It is a significant occasion in the life of this university and I am pleased to say a very happy one. I would like to welcome many of you personally by name but hope that you will acquit me of discourtesy if I summarise this part of my remarks. We are, as always, delighted to have Lady Murdoch, Mrs. Catherine King and other members of Sir Walter Murdoch's family with us. We're grateful for the continuing goodwill and support evidenced by the attendance this evening of the leaders of other tertiary institutions and of WAPSEC.

We're glad to have the Honourable Robert Hetherington here this evening representing the Honourable the Premier, the Honourable Andrew Mensaros representing the Opposition, the mayors of the cities of Fremantle and of Melville, and the foundation chancellor of this university the Honourable John Wickham. And finally, a very special welcome to his Excellency and Mrs. Reid.

His Excellency is welcome not only in his capacity as Governor of Western Australia but more relevantly as the Visitor of this university. The office of a Visitor is an ancient one, so ancient that nobody is too sure about what, if anything, the visitor is supposed to do. The statute establishing the university is very clever in this regard. It declares that the Governor shall be the Visitor and then says, blandly, that in that capacity he shall exercise such general powers as usually pertain to the office of Visitor. This is not the occasion to pursue this interesting question. It suffices to say that the central interest of the visitor lies in maintaining the peace of the university and encouraging its members in their efforts to attain the highest standards of excellence in all that they do.

We're delighted that his Excellency has agreed to open the university celebration of the tenth anniversary of the arrival of its first undergraduates. We enter upon this year with a great deal of expectation, knowing that it will be a celebration in which we look back with admiration for, and gratitude to, our founders, and let me say it’s particularly pleasing to have Sir Noel Bayliss, the chairman of the planning committee. with us tonight. And we look back with gratitude to them for the dreams and visions which informed and directed their efforts, and for the skill with which they laid the foundations. And now as a ten-year-old looking forward to the next decade, I hope we will continue to dream dreams and see visions and find scope for the joyfulness and the imaginative sense of adventure

that characterises the young.

Let me just take a moment to mention some of the highlights of the celebration. An exhibition will open in the city in the foyer of the Perth Building Society on March the twenty-ninth and continue there for a week, to be displayed later, we hope, both in Fremantle and in Booragoon. Also on the twenty-ninth there will be special functions organised by the student guild and by convocation. The degree ceremony on the third of April will be a special occasion with their Excellencies, the Governor-General and Lady Stephen as our special guests. Three special publications will appear during the year, the first a history of the first ten years written by Professor Geoffrey Bolton, the second an illustrated guide to the birds of Perth - this is a guide which has been prepared and illustrated by Murdoch's staff and students - and thirdly a companion volume to that, on the flora of Perth. Later in the year September or October there is to be a monster, I used the word advisedly, birthday party for ten-year-old children from nearby primary schools and this, I am pleased to say, will be hosted not by the Senate, but by the student guild, with some assistance. It is proposed to invite the children on that occasion to plant trees on the campus to mark the anniversary. MURDUCS, the Murdoch University Choral Society, is looking forward to presenting a choral concert about that time in the year and finally there will be the usual Counterpoint series, the annual Murdoch, Walter Murdoch lecture and a special Keith Roby Memorial Lecture to be given by world famous Paul Ehrlich.

Ladies and gentlemen, I hope I have whetted your appetite for things to come and it's now my privilege to invite his Excellency to address you and to open our

tenth anniversary celebration. Ladies and gentlemen, the Visitor.

GR: Mr. Chancellor, Sir Ronald Wilson and Lady Wilson, Mr. Pro-Chancellor, Mr. Kim Beazley, Vice Chancellor, Professor Boyce and Mrs. Boyce, and Mrs. Beasley, distinguished guests, ladies and gentlemen. Mrs Reid and I are delighted to be with you on this happy occasion. I've always been delighted to come to Murdoch, enthused by its creation and what it has been trying to do, and to be asked to open an occasion such as this is a great privilege for me.

I find that Murdoch's decade is a decade of educational excitement. It's a story of the pursuit of educational ideals in a society which is bewildered by change, and I feel certain that if Professor Sir Walter Murdoch were with us today, as I recall his penetrating commentaries on all aspects of Australian society, he would be analysing what has been happening in Australian education over the last twenty-five years.

Murdoch University, as many of you will recall, was officially opened on the seventeenth of September 1974, the hundredth anniversary of Walter Murdoch's birth, and that was marked the creation that was built from, seven years of intensive work by many people in planning, designing and landscaping and building, appointing staff, and planning the teaching arrangements. It's amazing that the University of Western Australia was created in 1913 in such a short time, as you read Professor Alexander's history. Murdoch was the result of careful and prolonged planning.

The first Planning Board held its meeting on the ninth of July 1970, when Professor, Sir David Brand's, the Premier's, message was read to the board and incorporated in the minutes, and I imagine that message will be read over and over again through the history of Murdoch, because it is a memorial document. It said amongst other things, to the planning board, "You are being asked to lay the foundations of an institution which in years to come will play an important part in the lives of many thousands of students, who, in their turn, will contribute to the development of this state and the welfare of its people. A university should be given a name in keeping with the high standards expected of it as a place of scholarship and learning, and of service to the community. I can think of no more appropriate name than Murdoch University and the government has decided that it shall be so named". And then it went on "Sir Walter Murdoch is a man who has been prominent in the life and learning of Western Australia for more than half a century", and gave the details of his career which are well known to so many of us.

Well, at the end of that month, thirtieth of July, Sir Walter die, died, at the wonderful age of ninety-five years, but his family recount that when he was told that the university had been named after him, his response was "Well, it had better be a good one". And, well, four and a half years after that planning board meeting and the name, naming of the university, the first students commenced their courses, as the chancellor just mentioned, and that was ten years ago, and now.

Well we all know that universities are vast and costly institutions and for them to be created today, a vast amount of public money has to be invested. So they

rely upon government, first for their statutory base, and secondly for the provision of financial resources, and in Australia we have the peculiar arrangement where the statutory base is the product of one polity, the state, and the provision of financial resources comes from the national government. It's a fascinating arrangement, it has advantages and disadvantages.

In making that decision to create Murdoch University, the government engaged in certain presumptions. It made presumptions about the population growth of the state and of the city of Perth, and its distribution. It made presumptions about the development of the city of Perth and the freeway system and the movement of people. It made presumptions about hospital development because medical and allied interests are important to a developing university. And of course, some of those presumptions were, now as with the wisdom of hindsight, took some time to be attained and that meant that Murdoch University, in the midst of those surmisers, and the changing economic situation, has had to weather a lot of unpredictable and unexpected vicissitudes.

But the question was asked at the very beginning, what kind of university will it be, and there was a resolve, quite clear in the documentation, that it should not be a mirror image of the sixty-year-old university at the other side of the river, the University of Western Australia. Hence, in the development from that stage, ideals of education became prominent in the decisions that were made, and the ideals you can see in the academic shape of the university and these have been talked about extensively in educational circles as well as among students and in the community.

First there was the notion that there ought to be the flexibility in learning that comes from having interdisciplinary schools, to get away from the traditional faculty structure. Interdisciplinary opportunities are said to be the hallmark of Murdoch's development. Secondly, they opted for semesters, not terms, to show that they were going to be different. Thirdly, a system of continuous assessment, very radical at the time, not annual examinations. Fourthly, a notion of a greater degree of participation in the decision making of the university from the staff and the students.

And then in the academic design, we found the notion of the Part One and Part Two studies. The Part One to have students studying under a Board of Studies of the university as a whole, more general studies, and the Part Two studies where students work under a Board of Studies within their respective school of study. That provided the maximum, it was esteemed, maximum flexibility for students and the minimum pre-emption of the options that students could take in undertaking their undergraduate courses and that was laudable. If choice is one aspect of liberty, choice in undertaking one's academic training ought to be maximised.

So, continuing the academic design, there was other emphases on external studies, and that they saw Australia as a catchment area. The developing a close interface between the university and the immediate community, particularly in the notion of sharing of resources. The sympathetic disposition towards mature age students and all of these, external studies, mature age students, close integration with the community, all seem to presume that university education

would be free, that fees would be abolished.

Now, in total, in retrospect, that was most an exciting educational adventure and I envy those who were part of it, and the question being asked today over and over again is, has it worked? Well frankly I do not know. I would have not been a member of staff or not been a student on the university or any of the university committees, but I sincerely hope that it has worked. It was a noble ideal. It would widen student opportunities in choice, would emphasise the generalist rather than the specialised level of and approach to undergraduate education. And students through that process have a greater incentive, greater, wider invitation to join into the excitement of learning. Being unable to answer that question, has it worked, I wondered what I could say in that direction and I'm sure if Professor Murdoch was in that position, he would say if you are unable to define, give a definitive answer. Well, at least provide something which would make people, help people towards the answer.

And my background, of course, as a student of government leads me to consider whether those ideals are indeed relevant to the organisational arrangements in the society within which we live, and in talking about organisations in society, no one can move past the contribution made by the German sociologist Max Weber in the early part of this century. Weber lived in Munich and wrote extensively on social arrangements around the world. He lived between 1864 and 1920 and his essay on bureaucracy was written in 1910, and he made the generalisation that organisations in modern Western industrial societies all tend towards what he called bureaucracy. In talking about bureaucracy, he wasn't using, using it in a

pejorative sense and wasn't talking about red tape. He saw in organisations in a modern industrial society, there were common traits and these traits were such that with any organisation, it was difficult to resist their development, their encroachment upon an organisation, notwithstanding that its ideals may be different. And Weber said the modern army, the church, the universities and other institutions are generally losing their traditional characteristics. That's not very profound, it simply says those, the army, the church and universities are subject to change. Then he said they are increasingly administered by impersonal and rational rules aimed at maximizing efficiency.

Now if you continue to read into Weber's essay on bureaucracy, you find some wonderful perceptions of what's happening in large scale institutions in our societies. He says that they tend always to be hierarchical. You find in them superior/subordinate relationships developing. A hierarchy, a pyramid developing. You find them developing an authority structure along those lines, with rules and regulations, with records and files, and those people who have knowledge of all those things have a big advantage in the administration of the institution. There is an emphasis, he says, in modern organisations, upon cost effectiveness, cost per unit of operation, ratios of the consumption of one asset to another asset. He finds, he says you'll find increasingly, in organisations that might set out to be different, marks of status, and you'll find that there's no necessary relationship between status and performance. He says you'll find a separation of working life from private life; that people are not dedicated completely to the organisation because they have a private life with must, which must be respected. He says that employers no longer will own the means of production. They won't own their own equipment; the equipment is owned by

the employer and must be used in accordance with the rules and the regulations.

And the result of it all is that in training within these organisations or for these organisations, you'll find that there's social prestige given to educational certificates. There's a growing emphasis upon the training in expertness. People wish to be trained to be expert because that is the product required of other large organisations of that style and character in the community.

So you can see that what he's getting at, so far as we're concerned, that in modern life, modern industrial life, you'll find, particularly in educational institutions, increasing pressure excluding room for the kind of student options and the student choice that I mentioned before. And then you find the people recruited to undertake the training and expertise in these organisations must be sufficient, cert, certified with their certificates, to demonstrate that they have the prerequisites to undertake the training prescribed, in the time prescribed, and not cost too much. So there's a great effort made in measuring the time that they consume, the resources that are spent on them. We'll keep that in mind and consider the Murdoch University story over ten years and then also the years ahead.

I think the history, when it's written, and I'm looking forward to reading Professor Bolton's history of the ten years, and I would hope that it relates those original ideals with the inexorable pressures of the Weberian style of bureaucracy. What about student choice in courses? What about the participation of people in the decision making of a university? What about the

close interface with the community, and the sympathy towards the mature age student and the great social experience and capital he can bring to the university, and what about external studies? Can they be reconciled with the character of modern organisations that students will have to join?

When you read the reports of the commissions and councils and ad hoc committees set up to examine the Australian university development, you'll appreciate the affinity that they had had, and have had, with the qualities of organisation that Weber has mentioned, and I sincerely hope that Murdoch, as a university, can display the tenacity to stick to its ideals. I believe that is what Walter Murdoch would have wanted; to preserve the adventure in education. He once wrote in an article in the newspaper, replying to a correspondent and answered her question. The question was are you a sceptic? And he says "I am a sceptic. I have always been a sceptic, and I hope to be a sceptic till I die, for sceptic is just the Greek name for enquiring" and then he went on to define the verb, the Greek verb sceptomai to mean to look carefully, to examine and to consider, and he saw that to be an admirable quality to hold and to engender in others. And then he quoted the apostle Paul who said "Quench not the spirit". Don't stifle your impulse to inquire, said Murdoch, explaining that. Strive to examine, to weigh and consider, and as Paul said, to prove all things, which is the essence of scepticism. So the ideals of Murdoch University I see to be to encourage a healthy scepticism and then Murdoch left us with one parting shot, he said "A lot of people confuse sceptic with septic and there is a difference".

And I think this difference, between the ideals of Murdoch University and the threatening traits of bureaucracy which Max Weber warned, will constantly be

knocking at the door. So in looking to the future, please remember Walter Murdoch's response on hearing the use of his name for the university, “Well it has to be a good one” and it is my great pleasure to declare open this tenth anniversary celebration of a wonderful university.

C: Thank you very much, Your Excellency, for that thought-provoking and encouraging address. And now it's my privilege and pleasure to welcome Professor Peter Boyce to the office of Vice Chancellor of this university. The Senate was very gratified to be able to appoint a person of the intellectual distinction and of the wide-ranging experience of Professor Boyce to succeed Professor Glen Wilson.

Born in Bridgetown, Professor Boyce attended Wesley College in Perth and entered the University of Western Australia armed with exhibitions in both English and History. He graduated with first class honours in History, then after taking a Master’s degree, he succumbed to the attractions of the academic life by spending a time at Duke University in the United States, where he obtained a doctorate in political science. Whilst at Duke, he was awarded the prestigious Woodrow Wilson fellowship.

Returning to Australia in 1962, Professor Boyce held teaching and research posts in the University of Tasmania and then at the Australian National University, before spending a year at Oxford University as the holder of a Nuffield Dominion scholarship, fellowship. From there he returned to Tasmania as senior lecturer in political science and then as reader, until 1976 when he was appointed Professor

of Political Science at the University of Queensland. In 1980 who returned to his original University here in Perth as Professor of Politics and it is from that post that he has come to us.

In addition to his work within universities, Professor Boyce has achieved considerable eminence in the field of international relations. He has been prominent for many years in the leadership of the Australian Institute of International Affairs. In 1979 he was appointed one of the original members of the Australia New Zealand foundation and continued as a member of that foundation until 1983. Successive ministers of foreign affairs in the Australian Government have appointed him to the Consultative Committee on Relations with Japan. In that committee, which is a high-level committee composed of government administrators and leaders of industry, Professor Boyce is the only academic, and that is a post that he still holds. And finally, since 1981 he has been a member of the Human Rights Commission in Australia. I must not forget to add that, last but by no means the least of his achievements, Professor Boyce is married. His wife Lorinne is a social worker with many years of practical experience behind her. They have three children - a son and two daughters.

Ordinarily I would simply welcome Professor Boyce and sit down at this point but I can't forbear to go on just a little longer, lest the litany of achievements, some of which, with some of which Professor Boyce may already have been familiar, has encouraged him to think that he is adequate to the task that he's undertaken. As to that I must disabuse him, for it's been said that the office of Vice Chancellor is the most perfectly crazy job that has ever been invented. A

description of the qualities that are required of a Vice Chancellor make those of the Great Poobah seem like a one-stringed instrument of doubtful range.

A Vice Chancellor is all things to all persons; he cannot possibly win. If things go right, somebody else will get the credit. If things go wrong, he will get the blame. It's also been said that there are two essentials, or at least two essentials, for a Vice Chancellor to survive. One is a capacity for fun and the other is a strong instinct for self-preservation. The example of the latter has been drawn from Tudor times and Sir William Paulet. He was a senior Tudor or a civil servant who survived through four reigns of Tudor monarchs, and when asked to explain his extraordinary capacity for survival is reported to have said simply that he was strung from the willow and not from the oak.

Peter and Lorinne, Murdoch University welcomes you into its midst. It assures you both of its respect and support, and it looks forward eagerly to Peter's leadership of this community. And now with suitable deference, I'll ask the Vice Chancellor if he would care to address us.

PB: Your Excellency, Chancellor, distinguished guests and Murdoch colleagues, I am honoured by the Senate’s decision to combine the launching of its tenth anniversary with a welcome to myself and I gladly seize the opportunity afforded me by this ceremony to offer a few thoughts, a potpourri of hopes, fears and predictions if you like, on the course which Murdoch may decide to chart, whether by conscious choice or by submission to external pressures over the

next decade.

Murdoch enters its second decade buoyed by tangible signs of government and public confidence, while burdened by tightened budgets, confused or apparently inconsistent government priorities in tertiary education, and ever-increasing intrusion into its housekeeping by a remote bureaucracy headquartered in the national capital.

This university, like Deacon and Griffith, was born at the end of what Sir Lewis Matheson called the twenty-year honeymoon relationship between Government and Australian tertiary institutions. Murdoch's founding fathers could not have anticipated the very hard times that lay ahead, though perhaps they should have been ready for the public reception that greeted some of their innovations in educational organisation and curriculum, however refreshing and enterprising they might have been at the time.

I hope it will not seem presumptuous of me to share with you a vision of Murdoch's future. It is only one person's vision and necessarily a tentative and conjectural one, but it could provide a basis for discussion or contemplation. By the end of Murdoch's second decade, the student community may well number about eight thousand, and either the universities planners or the government agencies which fund it may have decided by then that eight to ten thousand is an optimum population.

The overwhelming majority of students will probably be recent school leavers or young adults, and most will be full time. Murdoch's highly regarded distance education program will be maintained, and indeed, will have plugged into an impressive national network of external courses on offer by the five participant universities, but the ratio of attending to non-attending students will have increased substantially.

I would expect Murdoch's student population to include a higher proportion of foreign students by 1995, most of them probably Asians, here as fee payers, possibly on the basis of full cost recovery. I would also expect there to be a significantly higher percentage of students drawn from newly developed southern suburbs, because of the likely explosion of school leavers from families in this reasonably affluent catchment area towards the end of the decade. There may also be some increase from the less affluent south east and south west corridors, because of efforts being made to increase the participation rate of students from disadvantaged backgrounds.

By 1995, a couple of additional professional or vocational programs will have been established. Who knows, but one or two departments may have transferred from the University of Western Australia by then, following a rationalisation agreement. My original text actually named the departments but I was advised to withdraw them. A few specialist chairs and lectureships will have been instituted, with state government or private sector support, possibly in mineral science, horticulture, biotechnology and public administration, and of course I will be bitterly disappointed if a program of legal studies has not by then been set in place, one which offers, at the very least, a three year Bachelor of

Jurisprudence degree.

As for capital development and the provision of basic amenities to staff and students, I would expect the completion of at least one more academic building, this time for the Humanities, additional to the $6 Million Dollar Science Computer Studies building already approved, along with a gymnasium, guild amenities building and administration block, well before 1995. Student and staff amenities buildings are unlikely to be funded by the Commonwealth, so alternative sources of funding will have to be explored. I have said it before publicly, and I declare it again, Murdoch students and staff are not pampered inhabitants of this campus. Their recreational facilities are minimal and the preservation of a dis, of esprit de corps through the past decade in the absence of such facilities reflects most creditably on the strength of the Murdoch ethos.

As to that magical Murdoch ethos, which appears to be so vital to the maintenance of esprit de corps and a sense of continuity, my vision for 1995 is somewhat blurred. I do believe that most of its essential ingredients will be retained, though I'm not sure whether I yet understand what all its ingredients are. Sponsorship of cross-disciplinary and joint programs will probably still be with us, so, I imagine, will [trunk] courses as part of the structured undergraduate program, but I foresee the possibility of our having to reduce the number of elective course offerings in some areas, especially where patronage is consistently small, and in humanities/social science disciplines, I would personally welcome the return of formal end-of-semester examinations across the board, as well as a serious attempt to standardise the distribution of grades. Fighting words, I realise. More positively, I see no reason why the splendid

tradition of relaxed and cooperative staff-student relations should be endangered by growth or diversification over the next ten years, nor would I seek to discourage the underlying values of responsible, involved, critical citizenship which inform this institution, however misunderstood or unwelcome the public expression of such values may sometimes be.

Although it will not be a question for Murdoch's governing body to resolve by itself, unaided by government, the university will someday need to choose between the conflicting claims of elitism and egalitarianism in its admission policies and plans for growth. It may have to decide whether smallness, as a surer guarantee of act, academic excellence and specialisation, is to be preferred to growth and diversity. The stark choice is not yet upon us because enrolment growth has been accompanied by a dramatic increase in the listing of first and second preferences for Murdoch by well-qualified school leavers, and because we have not yet reached an optimum size.

During the next decade, difficult choices on research priorities will also have to be made. Universities are now expected to attract funds from the private sector in the pursuit of research and the exploration of new teaching fields, as well as the expansion of their physical plant. In this exercise, a shift of emphasis from pure to applied research has already started, with government revising the criteria for research fund allocations, and with benefactors in industry and commerce understandably expecting direct and profitable returns from their subsidies. Murdoch has already taken some promising initiatives in collaboration with the private sector, including the establishment of a limited liability company, Anumin, and participation in a venture capital company, [Westintech],

a product innovation centre and a biotechnology company. In addition to subsidised research and joint ventures with us, I am hoping that corporations and professional bodies will think it worth their while to assist Murdoch with the provision of scholarships, the endowment of chairs or the construction of buildings.

Despite the massive generation of wealth in this state during the past quarter century, much of it derived from mining ventures, lamentably little of it has found its way into our halls of learning. How different it would have been in the United States, Canada or even the United Kingdom. One might have thought that even if our tycoons had no personal enthusiasm for higher education, it would have occurred to more of them that a permanent and tangible memorial on a university or college campus, campus offered them an honourable ticket to respectability, even one might say, immortality. To those companies and phili, philanthropic persons who have so far assisted Murdoch, we are eternally grateful. May many more follow your splendid examples.

In the quest for students of quality and funds from government, tertiary institutions are inevitably pitted against each other. For most of the time, in this state at least, the competition seems to be played out honourably enough but Murdoch cannot afford to adopt too low a profile in the marketplace, the boardrooms or the corridors of political power, distasteful and time consuming though such aggressive gamesmanship may be.

Sir Lewis Matheson found himself caught up in vigorous competition with Murdoch University in, with Melbourne University in his fifteen years as foundation Vice Chancellor of Monash. “It may be thought that my concern with the competitive position of Monash vis-a-vis Melbourne ill befits the high-minded attitude that should inform operators in the world of tertiary education”, Matheson wrote in his memoirs. But the hard fact is that Monash, in spite of the desperate need for more university capacity, had to claw its way into an unsympathetic world. I like that phrase. I read recently a vivid account of the administration of Harvard University's longest serving and best-known president Charles W. Eliot. Harvard had been in existence for more than two hundred years when Eliot was appointed president in 1873, but it may be of some interest to members and friends of Murdoch University, that two fundamental questions which exercised the young Harvard president very early in his tenure of office will also be exercising this not so young Vice-Chancellor more than a century later.

Indeed, Eliot addressed these questions at his own inauguration. The first concerns what should be taught and the second concerns the utility or relevance of research. Eliot’s answer to the first question would have deemed, been deemed radical even by Murdoch standards for 1975, for he averred that no subject of human inquiry can be out of place in the program of a real university, provided it is taught at a higher plane than elsewhere. I don't agree with Elliot, and he changed his own mind eventually, but with regard to the difficult choice between pure and applied research, his answer is one which I would share a century after Eliot proffered it. He rejected a simplistic practicalism in education which ignored humane and scientific values and warned that nobody could tell

which of the research contributions of his own day would be the most important for industrial or social purposes fifty or a hundred years hence. I think I recall Professor Bob Street having said much the same thing to a journalist a few, a few days ago.

As we press into the second decade, structures of decision making will need to be reviewed at Murdoch, with particular attention paid to the machinery for academic planning, both short term and long term. Within our present structures there seems to be too little coordination between those responsible for planning and those responsible for resource allocation, and the collective role of the deans probably needs clearer definition vis-a-vis that of the formally constituted bodies. Furthermore, the role of the Vice Chancellor in all three of these key groupings needs to be reviewed.

Chief executives of Australian universities are these days in an unenviable predicament because they are expected to take painful decisions on issues of growth and economies in a non-hierarchical, decentralised assortment of academic dukedoms, which Weber certainly not have liked. In each of which, sluggish bouts of consultation and cross-referencing among representative committees are meant to occur, with eventual outcomes often reflecting the lowest common denominator of agreement. Sir Lewis Matheson writes of his difficulties in the nineteen sixties, when collective decision-making was very much in vogue. The pressures are greater now, I suggest. Matheson noted that premiers and newspaper editors alike are apt to hold the Vice Chancellor personally responsible when things go wrong, even though the wretched man may have been going against his better judgment in trying to implement a

resolution passed by some august campus body. Sir Zelman Cowen has written in like vein of his troubles at the University of Queensland in the early nineteen seventies, but the troubles and pressures to which both former Vice Chancellors refer were political and ideological in origin rather than economic. Those pressures didn't threaten the lifeblood of an academic discipline or research enterprise.

Despite the call by government for tough decisions on resource allocation in universities or colleges, a university, of all places, must be governed by consent and like Lewis Matheson, I think this is probably best achieved if the chief executive is heavily involved in decision making, possibly as chairman of the key committees. In any event, I will be relying heavily on the professional advice and personal goodwill of my academic colleagues as the steps towards tough decisions are taken, bearing in mind that not all of our tough decisions will involve economies or closures. Some of them will herald innovation, expansion and construction.

And what of the Vice Chancellor himself; there are no females of the species yet so I refer to the himself. Two distinguished American academics cum administrators, California's Clark Kerr and Harvard's David Riesman, were recently commissioned to review the quality of presidential leadership on American campuses, and one of their preliminary findings was that many college presidents are so consumed by logistics that they have no time to pursue a larger vision. They found that the ever-increasing role of outside agencies in campus matters is gradually wearing down the men and women who handle the

governance of American colleges and universities. I quote "As leadership is diminished, power and initiative flow ever more rapidly to outside bureaucracies. Under such circumstances, administration too often means simply responding to an impersonal system flowing along on a ceaseless tide of forms, reports and computer printouts. As one president remarked in a moment of exasperation, I could once say decisively the buck stops here. Now it never stops."

Australian vice chancellors and college principals experience similar frustrations, made worse perhaps by their nearly total dependence on Commonwealth Government funds and by the requirement to satisfy two sets of political masters, federal and state, even though directives from the latter, from state governments, are seldom accompanied by funds, personnel, or any form of material support. The Australian federal system is indeed a mixed blessing for the world of tertiary education, though academics who recollect salary levels and general conditions in the poorest state universities prior to 1955, before Sir Robert Menzies' acceptance of the Murray report, may feel that it would be unwise to return the responsibility for funding universities to state governments. My own preference would probably be for the Commonwealth to disburse funds for education to the states on a formula related to aggregate income tax earnings for each state, but such an arrangement would be fraught with the risk of destabilising education policy and making it even more subject to the vagaries of ministerial power play than it already is.

However eager to consult his colleagues the chief executive of an Australian university may be, or however much the victim of elaborate committee

structures and participatory democracy he might find himself in, he is bound to attract the enmity or scorn of some of his colleagues for some of the time. That prospect does not appeal to me at all, and I hope to find my pessimism unfounded, but Sir Walter Murdoch himself sends me the message to be brave and cheerful in the face of unpopularity.

In a whimsical essay he wrote over forty years ago entitled *On Having Enemies*, he offered these thoughts: To say that a man had had no enemies is as much to say that he has consistently shirked his duty. It is to accuse him of all sorts of cowardly compromises and mean capitulations. Mistrust popularity, the rock on which many a good man has wrecked his soul. Every night before falling asleep, count your enemies, and make sure that the number is sufficient to earn for you a night's repose. Murdoch agreed with Edmund Burke, one of my favourite political philosophers, that it is it is our business to cultivate friendships and incur enmities, though it was Burke rather than Murdoch who practiced what he preached, not neglecting either half of life's business.

In closing, may I draw briefly again on President Eliot of Harvard and his inaugural address. He stressed that a university must grow from seed, that it cannot be transplanted in full leaf and bearing, that it could not be run up like a cotton mill in six months to meet a quick demand, that numbers alone could not constitute it nor money make it before its time. Universities can be created to meet a demand and in, and can even acquire an enviable, enviable reputation in rather quick time these days, as the twenty-five-year history of Monash University certainly attests. I believe that Murdoch, only ten years down the track, is capable of acquiring a similar, a similar reputation in quick time. Eliot

believed that a worthy university suited its own environment and Murdoch, more quickly than most universities I suspect, has identified positively with its environment.

I pledge myself to work unstintingly for the welfare of this university, hoping that Murdoch itself will become a highly valued instrument of national purpose, with its members free to be fearless critics of that national purpose. I move towards this assignment in the knowledge that I may draw freely on the experience and common sense of a genial deputy, and the wisdom and charity of a supportive Chancellor and Senate. I am fortunate too, in the promise of cheerful collaboration and loyalty already expressed by a wide range of dedicated academic and administrative colleagues.

May sound learning flourish in this place whatever its material circumstances. throughout Murdoch's second decade and far beyond. Thank you.

C: Thank you, Vice Chancellor, for that stirring policy speech, the applause says everything. Ladies and gentlemen, this ceremony is now concluded. It remains simply for me to say again what a, an honour we counted to have his Excellency and Mrs. Reid with us. We really do appreciate their coming, and to repeat again how much we value the presence of every one of you. I hope that you will all be able to stay and participate in the refreshments in Bush Court and if you would now simply mind rising in your seats while the official party retires, I would be grateful. Thank you.

End of Transcription