

STUDY LEAVE AND OTHER RESEARCH TIME AVAILABLE TO UNIVERSITY TEACHERS IN AUSTRALASIA, GREAT BRITAIN, FRANCE AND NORTH AMERICA

Colin Dyer
Department of French,
University of Queensland.

Research represents a fundamental and essential part of the work of university teachers. The Universities Commission in Australia phrased the subject succinctly in its Fifth and Sixth Reports:

Research is an essential activity of a university. Indeed it is the characteristic which most distinguishes universities from other institutions of higher education. All educational institutions are concerned with the transmission of knowledge, but the extension of knowledge is at the very heart of university work.

Without research a university would be a university but in name. The time available to teachers for research is thus of major importance with regard to the quality of work achieved in the universities. The purpose of this article is to endeavour to compare the availability and nature of this time with regard: firstly to study leave availability and conditions, secondly to lengths of vacation, and finally to the number of teaching "contact" hours required of teachers either by law or by other less specific or homogeneous exigencies.

Study Leave

The various Australian universities have similar study leave conditions (in February 1974¹). Most grant lecturers and above study leave on the basis of six months leave after three years' service, or twelve

months after six years. In some universities teachers below the lecturer grade are eligible for leave, while others give the shorter leave only to Associate Professors and Professors. All staff of lecturer status and above in all Australian universities are thus eligible for study leave of some duration after six years' service. At the University of New England leave is rather longer than many, extending to one year plus the long vacation; here the staff member may depart after the Board of Examiners' Meeting, and return at the end of leave fifteen days before the beginning of the new term. Leave is approved in many instances by the University Council, in others usually by the Vice-Chancellor or his Deputy.

In all Australian universities full salary is paid to the member of teaching staff on study leave, and — as in most cases it is expected that leave will be taken overseas — supporting grants are also available. These vary slightly in dimension, but all staff members receive financial assistance for themselves, their spouse and dependants. The grants may be made in the form of payment (or part-payment) of travel fares or possibly as a "lump sum" allowance. Examples of such study leave assistance are those at Monash University in Victoria, Queensland University, and Sydney University (for twelve months leave after six years' service):

Table 1

	Single teacher	Married	Married and one child	& 2	& 3	& 4
Monash	A\$1260	1785	2100	2310	2520	2625
Queensland	700	1200	1600	2000	2400	2800
Sydney	950	1500	1700	1900	2100	2300

Most universities (with the apparent exceptions of Adelaide and Sydney) expect the staff member to return to the university for a period equal to the duration of the leave or, alternatively, to refund a pro-rata part of the grant or the salary (or, on occasion, both) paid to him during the study leave. Also, on return from leave, all universities (with the exception of Macquarie University) require a written report to be submitted on the study leave and its results.

Generally, therefore, one may conclude that in Australian universities the research time available to teachers in the form of study leave accrues to an average of two months per year for those people (usually lecturers and above) eligible. Considerable financial assistance is given towards the — somewhat expensive — economy class travel fare from Australia to distant Europe, where many university teachers may spend at least part of their leave.

In New Zealand, study leave conditions resemble those in neighbouring Australia. This is no doubt for similar reasons: namely, the same academic traditions, and — a point which an unpublished study on sabbatical leave policies by McMaster University in 1974 mentioned on two occasions in this context — the need for "faculty from those countries to travel abroad to pursue their scholarship".² Thus, in New Zealand, regular study leave is available to academic staff after a minimum of three years' and a maximum of six years' service. Members on leave receive full salary and a travel allowance. They are generally expected to return after their leave for a period corresponding to that of leave's duration, and are required to submit a report on the results of their leave.

In Great Britain, however, the situation differs considerably from that in Australasia, and indeed leave conditions may vary greatly from one British university to another. With the exception of the study by McMaster University — which obtained information from fourteen universities on this subject in Great Britain and Northern Ireland — we have been unable to make acquaintance with any document indicating practices in Great Britain. The Association of Commonwealth Universities in London advised (August 1976) that the Association of University Teachers in London undertook "a survey in this connection a little while ago, but the results have not been generally available in published form." A letter to the Association of University Teachers obtained in reply a one page document, dated October 1974, entitled *Annual Leave Entitlements for Teaching Staff*, containing information not related to study leave. In the apparent absence of any actual documentation we accordingly wrote to a sample of universities in England, from all of whom the most sympathetic and co-operative response was received. The eight universities to whom these enquiries were addressed were: Cambridge, Hull, Lancaster, Oxford, Reading, Sheffield, Southampton and Sussex. These replies, received late in 1976, form here with the 1974 document from McMaster University the source material for information on study leave availability and conditions in Great Britain and Northern Ireland. As the universities to which the McMaster study wrote overlapped with only three of those to which this author made enquiries, the total sample questioned is thus nineteen universities.

The McMaster survey discovered in early 1974 that five British universities possessed regular study leave provisions, while twelve made "special negotiated leave" available. As in Australasia, the length of service required for eligibility extended from three to six years, and in all cases except one (where the question was "negotiated") full salary was paid during the totality of the leave. With regard to "special negotiated leave", however, the proportion

of salary paid varied from 0% to 100%, only two universities in fact paying full salary. Eleven of fourteen universities expected the staff member to return, but only a small majority (eight) required reports on the results of leave. In early 1974 only one university reported that travel expenses or other allowances were automatically granted, whereas eight stated these could be available after negotiation.

The more detailed information made available to this author by the British universities in late 1976 seems to show a more developed pattern of study leave programmes. The "special negotiated leave" reported by the McMaster survey appears less in evidence at present, and study leave provision seems to be moving towards those currently available in Australian and New Zealand universities.

"Leave of absence" is available at Cambridge University to persons holding offices from the Professor to Assistant Lecturer and Demonstrator level, and to the "holders of any other university office as the University may from time to time determine". Chapter II of the current Cambridge University *Amending Statutes* states that a University officer may be dispensed, "for sufficient cause other than illness, from discharging the duties of his office until a date not later than twelve months after the commencement of his absence from duty" and adds that the "stipend (if any) . . . shall be determined by ordinance or in such a manner as may be provided by Statute or Ordinance". One also reads that "the question whether he is receiving . . . payment from some source other than the University during his absence . . . shall determine that the whole or a part of his stipend shall be payable to him". Cumulation of salaries would appear to be discouraged. As regards eligibility, the Statutes declare that a member of the University "shall be entitled to be dispensed from discharging the duties of his office during one term" for every six terms of service" and consent for the leave must be obtained from the General Board, "which consent shall not be unreasonably withheld". No mention is made in the *Amending Statutes* to post-leave reports, or to the necessity to return to the University after leave.

At the University of Hull the *Arrangements for Study Leave* are set out in five brief paragraphs. A member of staff who has held an appointment for "not less than five years may apply to the Study Leave Committee for leave for a specified purpose". The period of leave is for one term, but includes (as at the University of New England in Australia) the vacations preceding or following that term. At Hull "leave will normally be given with payment of full salary" and with maintenance of superannuation contributions. As at Cambridge, however, when a member of staff receives a grant or other income from an outside body, some deduction of salary may be made. As in most countries, it is considered at Hull

that replacement for the absentee "should normally not be necessary", although a Study Leave Fund is provided for limited replacement when this is unavoidable. Applications are considered by a committee consisting of the Vice-Chancellor, Pro-Vice-Chancellors, Deans of Faculties and two members of the lecturing staff appointed by Senate. Again, no mention is made of post-leave reports, or of the necessity to return to the University.

At the University of Lancaster, leave arrangements appear to be more flexible: "Leave is defined to be absence during normal periods of duty, for personal reasons or to engage in research or other work of scholarship." Staff are advised that "you may apply for leave at any time" but if "you undertake paid work during an agreed period of leave exceeding one month the University may make a deduction of all or part of your salary . . . If you do not undertake paid work, you will normally receive your University salary without deduction." If, after seven years of service in the University, the staff member's periods of leave have been less than one year, he may "as of right . . . take leave of one year less the sum of the previous periods of leave." One year's leave is thus a "right" in respect of seven years' service — an availability of leave comparable in some degree with that in the Australasian universities.

A letter received in August from the University offices at Oxford University advised that "members of the academic staff . . . are entitled to apply for sabbatical leave on the basis of one term's leave for every six terms of service, which may be accumulated to produce one full year of leave in every seven years of service" — a regularity of leave resembling that at Lancaster. At Oxford applicants are required to state the grounds on which they apply, "and it would normally be expected that these would include some academic purpose". Here again "sabbatical leave is granted on full salary" unless an outside income is received which is considered by the General Board of the faculties to be "substantial", in which case the Board may deduct a sum not exceeding one month's salary in respect of each term of sabbatical leave. Leave arrangements at Oxford, therefore, may be considered comparable to those in Australasia. This may not be surprising, as the sabbatical tradition in Australasian universities would often find its historical source in the Oxford and Cambridge systems.

The University of Reading, in its booklet entitled *Notes for Academic Staff*, states that it "has no scheme for fixed periodic leave" but that "it is open to any member to apply for leave at any time". "It is neither desirable nor feasible," continues the *Notes*, "to lay down hard and fast criteria; but, in general, it would be expected that leave would be requested only if it was desired in connection with the member's academic work." As to eligibility,

"long service would not be regarded as sufficient reason in itself". Applications for leave are sent via the Head of Department to the Vice-Chancellor for submission to the University Council. As to financial considerations, the Bursar makes the necessary arrangements with the member "on the general basis that neither the member nor the University should suffer financially", and one may therefore assume that normal salary is usually paid.

At the University of Sheffield *Regulations for Leave of Absence*, which came into force in October 1974, are more specific. "Study Leave is not normally granted until after three years' full-time service has been completed," and members of the full-time permanent staff "can normally expect leave for one term after twelve terms' service, or an accumulation of one year after twelve years." Applications are considered by the applicants' Faculty Board before being submitted to the Leave of Absence Committee for decision. While "applicants must submit a convincing case for leave," it may be noted that "no report from a person granted study leave will be called for on completion of the leave."

"Periodic Leave" (the equivalent of study leave in other universities) is available at Southampton University "to a member of staff for the purpose of furthering research or other study related to his duties in the University". The availability of leave is "normally for one term not less than once in any 7-year period of service", and usually "periodic leave should not be taken before completion of 5 years' service". Full salary is paid, except "where the availability of outside funds makes some form of financial adjustment desirable" in which case the University nevertheless ensures that the member of staff "suffers no net financial loss". Applications for leave are submitted by the Head of Department through the Dean to the Registrar. Here again, no mention is made concerning reports to be submitted on completion of leave.

The periodic availability of study leave at the University of Sussex is situated approximately half way between the extremes in other British universities presented above. A letter in July 1976 from the Establishment Officer at the University of Sussex sets out study leave availability as follows: "Study leave with pay for one, two or three terms for research or other approved purposes may be granted at the rate of one term for each three years' service, i.e. one term in nine." Study leave is thus available to teaching staff on full salary at regular intervals. During 1974-75 the proportion of teachers granted at least one term's leave at Sussex was 16% (or one person in six); similar figures, going back over the years, were 16% (for 1973-74), 1%, 11%, 12%, 9%, 7% and 9%. The proportion for 1974-75 was thus approximately double that of some eight years earlier.

An additional source of information on study leave is available in the *Commonwealth Universities*

Yearbook.⁴ The 1975 edition indicates that practically all universities in Great Britain offer study leave in some form. While the *Yearbook* presents only brief details, the following resumés the major leave characteristics at five other British universities not discussed above. (The omissions indicate that the *Yearbook* does not present this information.)

Table 2

University	Staff Eligible	Duration of Leave
Bristol	"Staff"	1 year after 6 years; 1 term after 3 years.
East Anglia		1 term for every six terms.
Edinburgh	Lecturers and above	1 term after four years (full pay stipulated).
Essex		1 term after 6 terms.
Leeds		No specific minimum but "every reasonable effort is made to enable a member of staff to have study leave at times most profitable to himself".

While many aspects of study leave conditions in Britain often appear similar (the payment of full salary, the absence of post-leave reports, etc.), the periodic availability of such leave varies widely.

Required intervals between leaves at Cambridge, Lancaster and Oxford are one third less than those at Sussex, and half those at Hull, Sheffield or Southampton. Variation is considerable. The regular availability of study leave to staff members also appears to be spreading among an increasing number of universities.

In France the situation concerning sabbatical leave is quick to relate. There is, quite simply, no sabbatical

leave in France in the form known in Anglo-Saxon universities. While this author was told personally last year in France by a teacher at the Ecole Supérieure de Commerce de Paris that that School is envisaging the possibility of an "année sabbatique" on a five-yearly basis, the absence of any such arrangements generally in France was confirmed by the President of the Université de Toulouse-Le Mirail in a letter in September 1976: "The sabbatical year has no real existence in higher education in France. A teacher wishing to update his knowledge must . . . take leave (without pay) or ask for secondment to teach abroad on a contract basis. He may also request a year's secondment to the Centre National de la Recherche Scientifique where he may pursue his personal research while being paid by his "home" institution. Apart from these considerations, however, there are no study leave arrangements as such at present available in France." As the President of the Université de Caen put it quite unequivocally in a letter to the author in October 1976: "Les années sabbatiques ne sont pas autorisées par les règlements nationaux."

In North America the situation is different again. In 1974 the McMaster University survey sampled twenty-one Canadian universities and discovered that eighteen provided "regular sabbatical leave." Thirteen universities required six years' service for eligibility, although in four this period varied from three to six years. All universities provided teachers with at least 50% full salary for twelve months' leave, some (thirteen universities) provided at least 75%, of which two universities maintained full salary. All universities sampled assured at least 75% of salary for six months' leave. All universities expected the return of the faculty member after leave, but only half (eleven out of twenty-one) required a post-leave report. Travel expenses or other allowances were available in only three universities. The *Commonwealth Universities Yearbook*⁵ for 1975 offers additional details regarding study in individual Canadian universities. These may be resuméd in table-form as follows (omissions indicate where the *Yearbook* does not offer information):

Table 3

University	Staff Eligible	Duration of Leave	Salary
Bishops	Full-time staff	12 months after 6 years 6 months after 3 years	4/5ths of full salary
British Columbia	Faculty rank	1 year after 4 years	60% salary
McGill	Full-time staff	1 year after 6 years	Full salary
Concordia	Full-time staff	1 year after 6 years	"With pay"
Guelph	Tenured staff	1 year after 6 years	Full pay for 7 months, proportion of pay for 5 months
Calgary		1 year after 6 years Partial leave after 3 years	80% of salary

In the USA the survey examined fifteen universities, of which eleven reported the availability of "regular sabbatical leave" and ten "special negotiated leave" — the two on occasion evidently being one and the same. The great majority granted leave on a six or seven-year basis, and most also indicated 100% salary was paid during both a twelve-month and a six-month leave (a response which differs from that obtained by the author from individual universities). As in Canada, all US universities expected members to return after leave, and only half required a report. None paid travel or other allowances.

In autumn 1976 four universities in the United States were written to in this context to obtain details to elaborate the McMaster survey and, with the exception noted above, all findings concur. The university of North Carolina indicated that leaves "furnish full pay for one semester or half pay for two semesters". At Duke University "sabbatical leaves are provided for in the bylaws of the University" essentially for "the pursuit of scholarship, e.g., study, research, or publication, undertaken to further the solution of pedagogical and administration problems". Here again "sabbatical leave may be granted for a full year at half salary or a half-year at full salary". All members of the rank of professor, associate professor or assistant professor, "including those with part-time administrative duties", are eligible to apply during the seventh, fourteenth etc. year at Duke.

The *Florida State University Handbook* states that the "need for a program of sustained self-development by a faculty member on a recurring basis has long been recognised as highly desirable by American education institutions". At the Florida State University itself, in Tallahassee, study leave is thus available "after six years of full-time service" to "full-time faculty members with the minimum rank of assistant professor or equivalent". (Untenured assistant professors are thus eligible for leave.) The financial terms of the leave state that "salary should be one-half pay for the academic year (three quarters), or either: (i) three-fourth pay for two quarters, or (ii) full pay for one quarter". At this university the "recipient should upon his return provide a brief written report."

The University of Virginia has a "Sesquicentennial Associates Program" which is available to applicants who "have been in residence at the University and have not had a full-time research assignment for ten consecutive semesters". In their application, teachers are requested to submit a curriculum vitae and "a list of recent publications (not to exceed ten)" to their chairman or dean, the latter drawing up a list "in rank order" before forwarding this to the Sesquicentennial Associate Committee for decision.

Thus, in North America, leave may often be granted on a competitive basis, with the university salary being supplemented by outside scholarships, grants

or remunerations. While — to employ again the statement in the *Florida State University Handbook* — "American educational institutions" have long recognized "the need for a program of sustained self-development by a faculty member on a recurring basis", very few institutions pay completely themselves for this need to be fulfilled.

In conclusion one may note that there is a wide variety in study leave provisions among different countries, and indeed among universities within the same country (notably in Great Britain). France has at present no provisions for "années sabbatiques". Australasian universities provide travel assistance — a fact that is readily understandable because of the need for teachers in those countries — as the McMaster University study stressed on more than one occasion — "to travel so far to be anywhere else". In Canada and Great Britain, numbers of universities providing study leave appear to be increasing. The 1968 edition of the *Commonwealth Universities Yearbook*, for example, indicates no study leave arrangements at the universities of Bristol, Edinburgh and Sussex (where "no regular practice" was indicated) in Great Britain, and similar absence at the universities of Branton, British Columbia, Guelph and McGill in Canada. In 1975, however, all these universities possess study leave in some form. As to conditions regarding study leave, the introduction to the section on Canadian universities in the 1975 *Commonwealth Universities Yearbook* stated that, while the usual arrangement is six months' leave of absence on full salary or a full year on half salary, "increasingly the full sabbatical year is offered with 60 to 75 per cent of full salary".

The Summer Vacation

University vacations provide essential time to the teacher for research. Without the vacation research period it may be said that little sustained research could be pursued at all. The length of the vacations in various countries is of fundamental importance. As the Christmas and Easter vacations are of similar duration we shall here concentrate mainly on the "long" summer vacation. (The total number of teaching weeks varies among the countries in question from some twenty-five to thirty weeks.)

In Australia most universities begin the summer vacation during the first week of November and end in the first week of March. New Zealand universities begin slightly earlier (the Victoria University of Wellington, for example, begins vacation on approximately 20 October), but end on a similar date. Thus in Australasia approximately four months are available for research during the long vacation. In Great Britain the summer vacation traditionally begins during the last week of June, and ends during the first week of October — thus providing the British academic with three months of continuous research time. In France the vacation begins at the beginning of June and ends during the first week of October — a total of some four months. In

Canada the vacation begins during the last week of April, and ends during the first week of September. In the United States this begins during the first week of May and now comes to a close in the last week of August. Thus in Canada and the USA there are some four continuous months available for research.

Thus Australasian, North American and French university teachers are able to profit from four continuous months of summer vacation to pursue their research plans; universities in Britain have some three months. With this last exception, there is little difference between the research time available during the long vacation.

Class Contact Hours

The extent to which university teachers are able actively to pursue research projects during actual term time is difficult to assess. Many teachers may have to be content to let projects "free-wheel" or remain in the planning stage. Others — perhaps with lighter or better organized teaching loads — may be able to realise research aims in a more concrete manner. While other variables may be

important (the experience of the teacher, the nature and number of courses involved, the nature of the research, the ability of the teacher to change rapidly his concentration from teaching to research, etc.), the number of weekly teaching hours, and their organization in the week, must figure among the more decisive criteria. A teacher with three hours teaching, all on the same day, may have more opportunity for continuous research than another with perhaps twelve hours spread at random over the week. Term-time research possibilities in this regard vary greatly from country to country and, on many an occasion, from university to university within the same country.

In Australia, numbers of weekly teaching hours vary from department to department. Replies received to a question posed by this author regarding teaching hours in twelve (science and arts) departments in four Australian universities in 1976 discovered the following average numbers of weekly teaching hours according to rank, and the indicated range from minimum to maximum numbers of hours in each rank:

Table 4

	Professor	Reader	Assoc. Prof.	Senior Lect.	Lect.	Tutor
No. of hrs.	8	9	9	11	11	10
Range of difference	4-12 hrs.	4-14	8-12	8-14	6-14	8-14

The minimum number of hours recorded for any teacher was four, the maximum fourteen. As one "descends" the scale, so numbers of hours tend to rise, but one department indicated tutors possessing fewer hours than others, and two showed tutors having the same number as their colleagues. In two departments, full professors time-tabled more contact hours than their colleagues. In Australia, there is a wide range in numbers of teaching hours according to ranks and departments concerned.

In France the system is much more simple and homogeneous. National laws govern the number of teaching hours required. In the course of 1976 a circular was sent to the French universities by the Secrétariat d'Etat aux Universités setting out the 'obligations de service' of the different categories of personnel. The following are selected from this document, entitled *Horaires utilisés pour les temps de service des personnels enseignants de l'enseignement supérieur*:

Table 5

All disciplines	No. of weekly hours
Professeurs et maîtres de conférences	3
Arts	
Maîtres Assistants	6
Assistants	5
Professeurs certifiés ou agrégés	12
Law and Economics	
Maîtres Assistants	6
Assistants	6
Professeurs certifiés ou agrégés	12
Sciences	
Maîtres Assistants	6 (lectures), 7 1/2 (directed work), 12 (practical classes)
Assistants	7 1/2 (directed work), 12 (practical classes)
Professeurs certifiés ou agrégés	12
Medicine	
Director ("Chef de Travaux")	15
Attaché Assistant	15

The range of weekly hours — from three to fifteen — is similar to that in Australian universities, but in France the distribution among the ranks is very different. Unlike Australia, in France the higher one rises on the academic ladder, the fewer the number of weekly teaching hours. Again unlike Australia, however, many French teachers (called "turbo profs", due to the fact that they travel from post to post in the rapid "turbo trains") hold positions in more than one town. Thus in the same week one teacher may give classes in three different institutions. A teacher may give three classes in, say, Caen on Monday where he is full professor, six in Paris on Tuesday where he may be maître assistant, and six on Thursday and Friday in a business school (Ecole de Commerce) where he may hold a third position — thus totalling fifteen hours (and many tiring kilometres!). Unlike the Australian teacher,

the Frenchman is able to accumulate three remunerations for his fifteen hours.

When the French teacher does not hold two or more positions, his teaching hours are traditionally "blocked" on his timetable into one or two days, enabling him to pursue continuous research during the remaining time. This practice is again probably different from that in Australia, although it would resemble that often employed in North America.

A circular sent to arts and science departments in universities in the United States in December 1976 obtained seven responses. The author's personal experience as a teacher in a American university in 1974-75 enables immediate acquaintance with contact hours in a total of eight universities. The average number of weekly teaching hours according to rank, and the range of hours in each rank, are as follows:

Table 6

	Professor	Assoc. Professor	Assistant Professor
Average no. of hours	5.7	6.7	6.9
Range of difference	3-9	4-9	3-9

It should be noted that only one respondent indicated a full professor teaching nine hours. In that particular department "each faculty member has a two-course (6 hours) load one semester and a three-course (9 hours) the next", there being no distinction between rank in this regard. On occasion, state laws indicate the number of hours required of each rank.

Replies received to a similar circular sent to British universities were only two in number, one from an arts, the other from a science department. Unlike France or the USA there are no national or state government laws stipulating required numbers of hours in Britain and, as in Australia, departments appear to have more freedom in which to work. One respondent stated that "certainly our teaching

hours have nothing to do with our status in the profession. They depend largely on specialism and on the preference of students for options, so that hours can vary very considerably". The average for this department was calculated, with an understood approximation, at some seven to eight hours teaching per week. The second respondent (with a staff of fifty-two) indicated four hours for professors, 5.4 for readers and senior lecturers, and 5.1 for lecturers. The average number of hours for this very small sample would thus be some 5.5 hours per week.

While the smallness of the sample of British universities does not permit any conclusion with regard to that country, it may be said that, while systems and organizations vary, research time available to university teachers during term may be greatest in France, followed by the United States, and then by Australia. In France the "professeurs" and "maîtres de conférences" would have more research time available (three weekly hours of classes) than the professor or associate professor (some six hours) in the United States or the professor or reader in Australia (some eight or nine hours). The habitual "blocking" of teaching hours in the two former countries would also facilitate the pursuit of research.

Conclusion

One may conclude that, while there is only a small difference in research time available to university teachers in these various countries with regard to the university vacations, there is a difference regarding research possibilities in actual term time, and more significantly so concerning study leave. French universities have at present no study leave provisions as understood in Anglo-Saxon countries. Provisions in Britain vary considerably from university to university. The number of British universities providing study leave appears to be increasing, and the conditions for leave appear to be similarly improving. In Canada too, more universities are adopting study leave and here again conditions are improving: as stated in the 1975 *Commonwealth Universities Yearbook*, in Canada "increasingly the full sabbatical year is offered with 60 to 75 per cent of full salary" (instead of some 50% as in the past). In the USA study leave practices are being maintained, as they are in Australasian universities, where, as in Great Britain, full salary is paid to teachers on study leave. With regard to salary

conditions, therefore, it may be said that Canadian and British universities are moving towards the Australasian situation. A significant difference between the Australasian universities and others, however, is that in the former a travel grant is available during leave. In view of the exceptional distance — and expense — involved in travel from these countries to others, this grant, it may be felt, is essential if an equilibrium is to be maintained between Australasian university teachers' possibilities of travel and those of teachers in France, Great Britain and North America.

Thus in conclusion it may be said that, should there for any reason be a deterioration in research conditions in Australasian universities — and most especially with regard to study leave — such a move would be in the opposite direction to that being taken in other countries. Australasian study leave facilities would immediately be less satisfactory than those in certain British universities, and perhaps approximately on a par for a while with those in North America until that latter continent improves its conditions even further. The effect on quality (as opposed to quantity) of academic staff should also be carefully studied — along with the many other eventual deleterious effects — if any such regression in facilities were envisaged. It is, after all, the better teachers and researchers who usually are appointed to those positions with best facilities.

In view of the increasing comparability — and eventual competitiveness — of research conditions in the countries presented here, it must be hoped that the present conditions of research facilities in Australasian universities will be maintained or, if possible, further improved.

REFERENCES

1. The source here for study leave conditions in Australia is a report by the Australian Vice-Chancellors' Committee of this date.
2. S. C. Booth and E. C. Higbee, *A Comparative Study of Sabbatical Leave Practices in Selected Commonwealth and U.S. Universities*. Special Projects, McMaster University, Hamilton, Ontario, (February 1974).
3. It should be noted here that there are three terms in the British academic year.
4. The Association of Commonwealth Universities, London.
5. The Association of Commonwealth Universities, London.