



ACU National

# The Chronicle

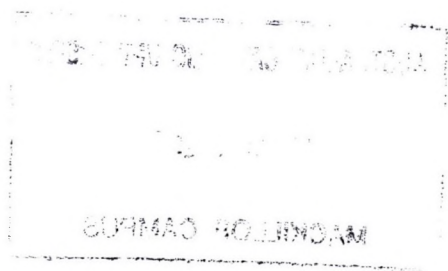
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ACU NATIONAL'S BIG BRISBANE MOVE

STUDENT POVERTY • ETHICS AND CLONING • POST-NATAL  
DEPRESSION • AN UNSUNG HERO REMEMBERED





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*The Chronicle* welcomes feedback from readers. ACU National staff and students are invited to submit contributions for publication.

AUSTRALIAN CATHOLIC UNIVERSITY

10 APR 2002

MACKILLOP CAMPUS

*"ACU National is committed to ethics in all fields of activity, engaging in socially relevant research and illuminating issues of social justice."*



## A national identity

Welcome to the first issue of *The Chronicle* for 2002. This is an exciting time for Australian Catholic University (ACU National). When the University was formed more than 10 years ago, some 20 different bodies contributed to its creation. Now, as we enter our second decade, we are operating as a single institution with a truly national identity.

ACU National has campuses in three states and one territory and off-campus activities in every other state and territory. We are open to all Australians, regardless of race, religion or income, and make a particular effort to open our doors to disadvantaged Australians, particularly Aborigines and Torres Strait Islanders.

Our emerging national identity respects the individual character of each campus but unites us in our mission to deliver world-class teaching and research, built on the rigour of the Catholic intellectual tradition and the ecumenical values that bring together people of goodwill throughout the world.

To enhance our educational services, ACU National is upgrading its facilities in three states.

In this issue you can read about ACU National's newest campus, which will open next year in the Brisbane suburb of Banyo. The 40-

hectare site, formerly the Pius XII Provincial Seminary, is an environment that projects real gravitas. The buildings are being refurbished to include a state-of-the-art library, lecture theatres, laboratories and other special facilities.

Our campus, in Fitzroy, Melbourne, opened in 2000 and is not just servicing staff, students and local community but providing sophisticated facilities including lecture theatres, a street-front cafe and an art gallery which are available for commercial use.

The acquisition of the Loreto building adjacent to our Strathfield campus will provide expanded quality educational facilities in the heart of Sydney's rapidly growing western suburbs.

To reflect our national identity, ACU National's Marketing Department has developed a new visual look for the University, which

will be used on all campuses for publications, signage, at events and on the website.

This issue of *The Chronicle* showcases ACU National's new visual image and unique mission. The articles illustrate our commitment to ethics in all fields of activity and the importance of engaging in socially relevant research and illuminating issues of social justice. It also demonstrates our care and concern for our students, and in turn our students' care and concern for the community, particularly the disadvantaged.

I hope you enjoy reading this issue of *The Chronicle* and finding out more about ACU National.

*Peter W. Sheehan*

**Professor Peter Sheehan**  
Vice-Chancellor  
Australian Catholic University



## Student Hardship in the 'Clever Country'

Many Australian university students are enduring unprecedented levels of poverty and suffering mentally, emotionally and physically as a result, according to a new report released by the Australian Catholic University. Judith Bessant, director of ACU National's Social Policy and Advocacy Research Centre, says many students are putting their health and their education at risk by working long hours in paid employment to earn their keep.

A range of government policies, including the replacement of Austudy with the Common Youth Allowance (and its more stringent eligibility criteria), the introduction of HECS and the imposition of GST on books, have contributed to what Bessant says amounts to a crisis. Her study surveyed students enrolled in Melbourne metropolitan universities. Higher costs of living, particularly for rental accommodation, have also contributed to the situation.

Student poverty has far-reaching implications. It has an adverse effect on the student's physical and mental health, their capacity to maintain satisfactory relationships with friends and family, and their ability to focus on their studies.

Many students survive on earnings well below the poverty line. Research conducted in 2001 found that even those receiving Austudy had incomes 37 per cent below the poverty line.

Many students surveyed cannot afford basic heating and do not eat adequately. Students miss classes and lectures, and are unable to

access the library because they cannot afford the costs of travel. Many skip classes and cannot submit work for assessment because they have paid employment commitments.

At Australian universities, more than seven in 10 undergraduate full-time students are employed during the semester. Work hours average 14.6 hours per week for males and 14.4 for females. The need to work long hours while also studying is reshaping tertiary education in significant ways, says Bessant: "When students attend class exhausted by their employment... the value of their education experience is dubious." More young people are staying in education today than ever before and most are staying for longer periods of time – typically until their early- to mid-20s.

This is partly a result of young people deciding to "invest" in their education and partly because of the lack of job opportunities available to them. Bessant argues that at a time when the labour market and career options traditionally available to young people have significantly diminished, one might expect that a federal government interested in

developing a "clever country" would direct its policies towards supporting young people as they educate themselves.

"Unfortunately this has not been the case," she says. "At precisely the time when students require additional support to educate themselves and therefore 'build Australia's intellectual capital', we witnessed the implementation of policies that have placed substantial financial barriers in the way of tertiary students realising 'quality graduate outcomes'."

Bessant suggests a significant factor contributing to today's situation was the Hawke government's introduction of the Higher Education Contribution Scheme (HECS) in 1988. "It signalled the beginning of what has been described as a more rational approach to education that included the user-pays principle and what [then federal treasurer Paul] Keating referred to as the shift in the government's role from resource distribution to resource production," she says.

HECS has been a great revenue raiser for successive governments and Australia's rates of private contribution are now among the highest in the world for a public higher education system.

The predicament of students is often ignored and indeed considered a rite of passage. "The romantic idea that poverty is a normal part of student life, that it offers some kind of ascetic experience, that it is fun or an adventure for young people to live like church-mice in austere communal households is a common view," she says.

"Unless an issue is identified as a serious social problem, it is unlikely to become part of a policy agenda at the government level, or indeed at the institutional or university level.

"An investigation would help inform policies that recognise how support for students as they complete their university programs is in the national interest. The continuation of the current situation raises serious questions about our claim to be a just, democratic and 'clever' society."





"My old high school teachers would be gobsmacked to see me now. I can hardly believe it myself... Me? A university lecturer? Who revels in science? As a university lecturer my goal is for students to be more independent in their learning and equipped with the necessary skills and resources for lifelong learning."

## Julie Lewin – from indolent student to passionate teacher

At the recent presentation of the Quality Teaching Awards at Government House, I overheard the mother of one of the recipients say: "It's so ironic because he was such a terrible student at school." My mother could have said the same of me.

My transition from bored schoolgirl to lover of learning and passionate teacher has emerged from a combination of deliberate actions and choices, as well as fortuitous meetings and circumstances.

High school was a dismal experience. I loathed every moment and became an expert truant. There was a collective sigh of relief when I made my final escape at age 15.

After working for two years at the local hospital, I started my general nursing training at Royal Prince Alfred Hospital, Sydney.

As a lecturer of bioscience now, I shudder when I remember that my one and only bioscience textbook was a third-hand copy of basic anatomy and physiology. It passed on to a fourth person – shamefully – still in excellent condition.

There was little emphasis placed on bioscience; it was taught as theory and separated from practice – or at

least I didn't see them as an integrated whole. As long as I could pass the occasional exam, perform my duties in the wards and did as I was told, I was usually forgiven for any lack of understanding of bioscience.

I met my Waterloo in third year, working with a superb team whose members taught me to think about the underlying bioscientific rationale of clinical practice. They challenged my understanding, corrected my misconceptions, praised my progress and insights, and supported my attempts to integrate theory with practice. Crucially, we worked together as a team. It is these same processes that I now bring to my teaching.

Promotions took me away from the bedside and into the office. The administrative experience was valuable, but not nearly as enjoyable as hands-on nursing. I left Australia to work back at the bedside as an intensive-care student at Johannesburg Hospital.

After completing my studies I spent three years nursing in Africa, where the experiences ranged from the sublime to the pathetic.

On returning to Australia I spent seven years studying until joining ACU National in the early 90s and

focusing on developing my teaching skills.

My own struggles with deep learning and recognition of similar struggles for my students stimulated an interest in learning and human cognition.

In the mid-90s I studied for my Master of Cognitive Science, examining "thinking" from perspectives, including philosophy, educational and cognitive psychology, and neuroscience.

Technology is an integral part of both my personal and professional lives. I can't imagine trying to keep pace with advances in medical science without the web. Or preparing for lectures. Or accessing gory medical images to "spice up" discussions of diseases!

My teaching philosophy? Help people to think critically and be independent learners, and use those tools and strategies that best advance their quest to derive personal meaning from knowledge.

**Julie Lewin, lecturer in Bioscience at ACU National, is the winner of the 2001 NSW Quality Teaching Award.**





A fundamental love of teaching and children was the main motivation for Michelle Williams to study Education. She graduated from ACU National with a Bachelor of Education (Primary) and now works at All Saints School, a Catholic Primary school in Brisbane's north-west suburbs.

*"ACU National gave me the skills and opportunities I needed to be the best prospective graduate I could be, and one that employers would want to hire."*

## Michelle Williams – Dancing Queen

"I always knew I wanted to teach in a Catholic school ... and there is no doubt that the best primary school teachers placed in Catholic schools today are graduates of ACU National," says Michelle Williams.

Michelle was extremely busy throughout her degree. Apart from her studies, she had to set aside time for her other passion – Irish dancing. She has been the Queensland State Champion for Irish Dancing for the past 16 years and Australian Irish Dancing Champion for the past three years.

The highlight of Michelle's dancing career was performing in Michael Flatley's Irish dance spectacular, *Lord of the Dance*, when it toured Australia and New Zealand. The busy routine, however, did not interrupt her studies or stop Michelle from achieving well throughout her degree.

"Academically, I have survived very well despite a busy lifestyle. I was lucky enough after my four years

at ACU National to be placed on the Dean's list of the top 10 per cent of graduates in my year from the Bachelor of Education undergraduate course," she says. "ACU National gave me the skills and opportunities I needed to be the best prospective graduate I could be, and one that employers would want to hire."

Michelle's greatest enjoyment from her work as a teacher is being able to teach children something new and exciting every day, and knowing that there is no such thing as a typical day at work.

"Schools and children are just so unpredictable, and that gives me variety, excitement and challenges in my day-to-day work. I could never come home and say that I have had a boring day at school. Something funny or memorable always happens, and although I leave the classroom mentally, emotionally and physically drained, I always have a big smile on my face," she says.

"There are so many roles that I have to take on during the course of a normal day. I feel like I've not only done a degree in education, but I've also learnt how to be a parent figure, a nurse, a counsellor, a leader, a friend, a diplomat, a child, an educator and, in a way, a student as well."

"I got a fabulous job and I am highly skilled in my field. I made loads of friends, had a lot of fun and got a highly respected degree. I wasn't just a face in the crowd, and it was all thanks to studying at ACU National."

Michelle is in the process of enrolling for her Masters in Educational Leadership at ACU National. Her goal is to become Assistant to the Principal in Religious Education.

**Michelle Williams teaches at All Saints Primary School, Brisbane.**



## Putting the Bounce Back into Kids



Dr Toni Noble, Senior Lecturer,  
Faculty of Education



Most young people live healthy, happy lives and make the transition into adulthood smoothly. But a recent Australian study reports that as many as 40 per cent of young people are depressed and worry about their lack of self-confidence and not having enough energy.

What makes some kids low on resilience and what are the implications for those of us working with young people today?

Empowering young people to cope with the complexities of the world requires a shift from a deficit model of what's wrong to a positive model for prevention. This shift is now reflected in social welfare, psychological and educational theories and policies.

There are many different definitions of resilience but all refer to the capacity of the individual to "overcome odds" and demonstrate personal strengths to cope with hardship or adversity.

The more protective factors and skills that young people can draw on, the more likely they are to display resilient behaviour.

Dr Toni Noble, a Senior Lecturer in the Faculty of Education at ACU National, Strathfield campus, with co-author Dr Helen McGrath from Deakin University, has written materials for teachers to use in helping their students develop resilience.

Their BOUNCE BACK! Resiliency Program takes a comprehensive, multifaceted approach that incorporates environmental and personal skills components.

Next to families, schools are the most likely places where young people can experience the environmental conditions and learn the personal skills that foster resilience. The program provides practical guidelines on the actions educators can take to build resilient classrooms and schools, and establish strong family-school connectedness.

Bounce Back is an acronym for 10 coping statements to make people more resilient. The program also incorporates guidelines on teaching the coping skills that help students develop resilience.

Benefits for teachers, students and their families have been shown in the findings of a research project funded by the Victorian Department of Education.

A group of eight teachers implementing BOUNCE BACK! in their year five and six classes over

a period of 14 weeks responded that the program was user-friendly, easy to implement and improved their counselling skills. Teaching the program also improved their personal resilience in coping with difficult times.

Eighty per cent of the students surveyed in the study were able to learn and recall the Bounce Back acronym by the end of the program. They showed an increase in resilient thinking, especially optimistic and helpful thinking when asked to solve problems in hypothetically difficult situations. Some students also said they taught the BOUNCE BACK! skills to their family members.

The BOUNCE BACK! Resiliency Program will be published by Pearson Education this year. It includes a handbook and three teacher resource books – containing curriculum activities, worksheets, games and classroom strategies – for lower-primary, middle-primary and the middle years of schooling.



"Travelling to Brazil opened my eyes to how things really happen in third-world countries. It made me realise just how lucky we are in Australia. Our access to public education and issues in regard to indigenous education are way ahead of Brazil."

## Brazil: for richer, for poorer

After visiting the poorest areas of Brazil as part of a study tour last October, ACU National student Clarrie Hoskins returned home determined to raise desperately needed funds for a school in one of the slums of Sao Paolo, the country's biggest city.

Clarrie, who works as an Aboriginal Education Assistant in a secondary school at Nambucca Heads on the NSW north coast, says conditions were appalling and the trip showed him just how lucky Australians are. "Our access to public education and issues in regard to indigenous education are way ahead of Brazil."

Clarrie was one of eight educators to participate in a study tour of Sao Paolo and Matto Gross Do Sul, in the Brazilian interior. The trip was the initiative of the Edmund Rice Centre as part of its *Lets Talk* program for young people to explore the issues of peace and reconciliation, and develop dialogue and negotiation skills.

"The tour provided many challenges and gave me the opportunity to speak with people from other indigenous cultures about education and social justice issues," he says. "It opened my eyes to how things really happen in third-world countries."

With a population of more than 20 million, Sao Paolo is the world's second largest city. Almost four million people live in its 2000 shanty towns, or favelas. Their plight highlights the struggle of Brazil's poor, who number more than 60 million.

"We saw first-hand the work of the Movement for the Defence of the Favela Dwellers in their struggle to implement real change through programs of development and advocacy.

"We also witnessed the work of diverse groups such as the Movement for the Defence of the Landless, who showed how ordinary people can achieve amazing change by pooling resources and labour for the benefit of whole communities."

Clarrie is enrolled in his third year of the Bachelor of Education (Secondary – Indigenous), through ACU National's Yalbalanga Aboriginal Support Unit. The four-year course provides indigenous students with expertise in teaching indigenous studies at NSW government schools. The program is ideal for Clarrie in his work at Nambucca Heads, where 12 per cent of the students have indigenous backgrounds.



Those who knew Sarah felt a great loss in their own lives with the passing of hers. There was also a sense of regret that her contribution to teaching and to the wider community would not be realised.

## A legacy for teaching and travel

Sarah Frawley was only 19 years old, a vibrant young student with a passion for teaching and travel, when she suffered a fatal stroke in June last year. Now, through a trust fund set up by her family, she will help other young student teachers to travel.

Sarah was in her second year at ACU National's Melbourne campus, training to be a primary school teacher. The eldest daughter of Frank and Pauline Frawley, she grew up in the Victorian town of Elmore.

Educated at Our Lady of the Sacred Heart Primary School in Elmore, Rochester Secondary College and Catholic College Bendigo, Sarah made friends easily and loved netball, music, partying and time with friends and family.

Sarah had a great ambition to travel. At the end of her last year of school, she went to New Zealand as an exchange student.

But it was a trip in January 2001 to the Northern Territory with her uncle, Jack Frawley, that really fuelled her ambition to travel around Australia at the first available opportunity.

Sadly, it was a wish that was never to be fulfilled.

Sarah was particularly inspired by her travels in Arnhem Land and her meetings with the Tiwi people of Bathurst Island. On her return home she talked about going back and hoped to do a field placement on Bathurst Island sometime during her studies.

Through the vision and generosity of her family, Sarah's name will be associated with teaching and travel through the Sarah Frawley Memorial Trust. Each year the trust will financially support a third-year teacher education student from either of ACU National's two Victorian campuses to travel to Bathurst Island and undertake a teaching practicum at Murrupurtiyanuwu Catholic School at Nguu.

The Education Field Experience Travel Award will provide an opportunity for the recipients to broaden their life experiences, extend their educational and cultural experiences, gain a broader view of a career in teaching, and develop a greater knowledge and understanding of Tiwi culture. The first award will be conferred this year.



# Cherishing the human embryo

BY PETER COGHLAN

The recent announcement by the American company, Advanced Cell Technology (ACT), that it has cloned a human embryo raises two significant moral issues.

The first concerns the moral status of the embryo. ACT claims in its media release that its research is aimed "not at creating a human being but at mining the embryo for stem cells used to treat disease". At another point, it says that the breakthrough paves the way for the "harvesting of stem cells". Of course the company has some way to go before it achieves its aims, but the direction of its research is perfectly clear.

When in-vitro fertilisation began in Australia some 20 years ago, IVF scientists spoke of the embryos they were able to form in vitro with wonder and awe – they were to be treated with deep respect, cherished even, as the future children of loving couples who were seeking to overcome their infertility.

Then some IVF researchers saw that their technology could be used for genetic selection. Many began to speak of "weeding out" embryos deemed to be "unsuitable" because of some genetic defect. For such practitioners, the embryo became an object of research.

Now we find a group of scientists speaking of "harvesting" or "mining" the embryo for stem cells. This kind of language represents the dehumanisation of the embryo. The language of wonder and cherishing has been replaced by the language

of industry and commerce. In ACT's view, the embryo is a thing to be exploited, in the same way as a field of wheat is harvested or a seam of coal is mined.

Of course ACT's goal – the treatment of disease – is a noble one. But if in seeking that goal we lose sight of what the human embryo means to us, if we lose sight of the embryo as something to be cherished as someone's future child, then our culture has suffered a profound moral loss.

The second moral issue is the obvious fact that the first cloning of an embryo paves the way for full reproductive cloning. Whether it be Dr Severino Antinori in Italy or another researcher, someone will attempt to replicate an adult human being. Antinori himself has said that he wants to help infertile couples or individuals for whom IVF has proved unsuccessful or is inappropriate.

Most scientists involved in reproductive technology will not take this step at the moment because they know that it will take many failed pregnancies before a cloned child is born and they know that the chances of that child being free from any genetic disabilities are poor.

We have only to note the recent news from South Australia concerning the very high death rate among newborn cloned sheep to

recognise that the technical difficulties here are still enormous. That is why Antinori is widely regarded as a rogue scientist who is acting in utter disregard for the harm he may cause both to the women he recruits to carry the cloned embryos he forms in vitro and to the children those embryos will become.

But what happens when these technical problems are overcome? Is there any objection in principle to the cloning of human beings? I think there is. The cloned child will be born as the identical twin of its "mother" or the identical twin of its "father". No matter how much it may be loved by its "parents", such a child will be cut off from all the normal social relationships that give meaning to our sense of personal identity; and, no matter how hard its "parents" try to see it as a unique individual, such a child – more than any other child – will always face the burden of others' expectations of what it will be like. To deliberately create a child in these circumstances is to wrong it – and to wrong it grievously.

**Peter Coghlan is a Senior Lecturer in Philosophy at ACU National Melbourne campus.**



## Breathing new life into Banyo

The Tower of Banyo Seminary, high on a hill, dominates the otherwise flat north-eastern suburbs of Brisbane. With its broad dimensions and its arches holding a tiled roof, and above that the Cross, it would seem more at home in the Italian countryside.

The history of Pius XII Provincial Seminary goes back to 1863, when Bishop James Quinn bought the hill and surrounding properties.

Sixty years after the Seminary was finally built, delivering to Queensland the opportunity to train its own priests, a new future is now being built at Banyo – Queensland and ACU National's newest university campus.

In 1998 the Bishops of Queensland offered the buildings and grounds to ACU National, and a \$30 million building and refurbishing program began in January. ACU National's Brisbane campus will move from its home of 10 years, Mitchelton, to begin the 2003 academic year at Banyo. The seminary will continue to operate within the grounds.

As a public university, the work is being supported financially by the Federal Government and the Queensland Government. A major fundraising campaign is underway to meet the budget.

"Contributing to the new campus means contributing to the youth of Australia. It is an opportunity to show a strong commitment to, and a belief in, quality education" said Vice-Chancellor, Professor Peter Sheehan.

Donor recognition packages have been designed to reflect different degrees of generosity and support, with options ranging from the whole site to particular buildings or parts of buildings. All gifts to ACU National are tax-deductible.

Former Brisbane Lord Mayor Sallyanne Atkinson, the chairperson of the ACU National Queensland Fundraising Committee, says: "I committed my efforts to this project because it will enhance ACU National's ability to produce graduates whose skill is underpinned by intellectual rigour, a deep sense of social justice and commitment to ethical behaviour."

In this environment, she suggests, the University can make a difference. "Australian Catholic University explicitly engages its students in the social, ethical and religious dimensions of their study."

For Sipeen Rojnavabul, Associate Director of Conrad and Gargett Architects, the Seminary – a visual landmark and a spiritual landmark in the Queensland Catholic consciousness – has provided an opportunity to create a campus unlike any other in the state.

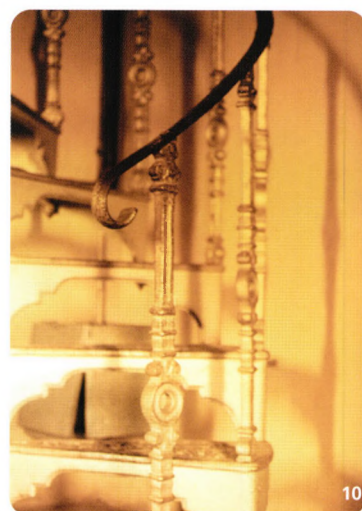
"The physical qualities of a campus are a profound element in a person's educational experience," she says, "and the spirit of this site is the perfect platform for expressing physically the

aspirations of the Catholic vision behind ACU National.

"One of our guiding principles in creating a design was to infuse both the educational process and the environment for study and reflection with the sacredness and spirituality of that vision."

The historic buildings at the 40-hectare Banyo site, 12 kilometres north of the Brisbane CBD, are being refurbished to provide quality teaching and office accommodation. New buildings will house a state-of-the-art library, lecture theatres, tutorial rooms, and enhanced information technology facilities. The new campus will also provide excellent sporting and recreational facilities, including a swimming pool and playing fields.

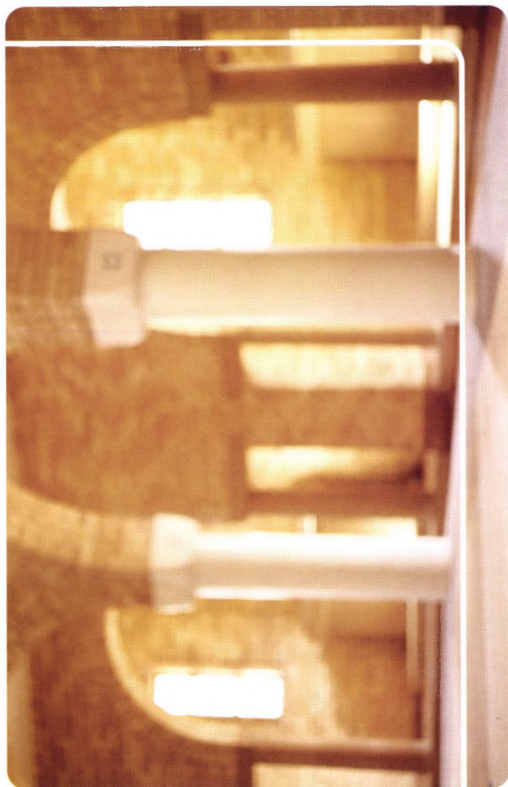
ACU National's Pro-Vice-Chancellor in Queensland, Professor Muredach Dynan is overseeing the project. "The existing campus at Mitchelton has been outgrown in recent years," he says. "The new site is much larger and will provide for the long-term needs as the University develops."













## Chair in Aged Care Nursing



Regional Chief Executive Officer, Sisters of Charity Health Service, Ms Kerrie Cross, Minister for Aged Care, Ms Bronwyn Pike, ACU National Vice-Chancellor, Professor Peter Sheehan and Group CEO Mercy Health and Aged Care, Mr John Ballard

The University signed a Memorandum of Understanding with Mercy Health and Aged Care and the Sisters of Charity Health Service (Melbourne) on 16 October to establish a Chair in Aged Care Nursing at ACU National.

The Chair will provide leadership in the critical examination of current trends and evidence-based practice in aged care and foresee the implications for nursing, research and innovations in aged-care practice.

It will foster productive and innovative links between clinicians, carers and academics which will develop innovative programs to assist older people, their families and communities to provide affordable and quality care.

The Chair will be in the Faculty of Health Sciences at ACU National's Melbourne campus. ■

## Field-based Learning conference

NSW Commissioner for Community Services, Robert Fitzgerald, presented the opening address at the Field Based Learning Conference at ACU National's Strathfield campus on 26 October.

The theme of the conference, *Partners in Learning, Voices in the Field*, focused on ACU National's pursuit of innovative practice in the area of field-based learning. ■

## Working together

On 14 August the Vice-Chancellor announced the signing of the University's General Staff Enterprise Bargaining Agreement (EBA). The agreement attracted extensive media attention with details splashed across the front pages of metropolitan papers throughout Australia and covered by television and radio news nationwide and internationally.

Important new features of the agreement are its work-life balance policies including new provisions for parental leave (maternity, paternity, adoption and foster-parenting). The provisions apply to more than 800 academic and general staff.

Following on from the landmark agreement, ACU National was named Best Provider of Work/Life Balance in the inaugural Australian HR Awards.

ACU National was the only university to win an award in a field otherwise dominated by large Australian and multinational companies. Nominations for the award were sought from some 10,000 HR managers and professionals, management and staff in consultant and recruitment companies and from appropriate government departments, professional bodies and public organisations. ■

## Lifelong Learning seminar

Vice-Chancellor Professor Peter Sheehan chaired a Business/Higher Education Round Table (B-HERT) seminar titled *The Critical Importance of Lifelong Learning* on 24 July at the Westin Hotel, Sydney. The seminar was arranged by ACU National's Centre for Lifelong Learning and considered the significance of lifelong learning in the Australian context. Professor Judith Chapman, Dean, Faculty of Education, provided an overview of the Issues Paper prepared by the B-HERT Taskforce on Lifelong Learning. ■

## Censorship forum

ACU National hosted a public forum on censorship, *To Censor or Not?: Why we must have the Debate*, at the National Press Club, Canberra, on 3 May.

Vice-Chancellor Professor Peter Sheehan opened and chaired the forum. *Sydney Morning Herald* political journalist Margo Kingston provided an introduction ahead of speakers Senator John Tierney and former Chief Censor John Dickie.

Panel members were Ms Kingston, Reverend Dr David Millikan, Director of the Australian Centre for Christianity and Culture, and Dr Sue Packer, Community Paediatrician with ACT Health. ■



## news

## 2001 Aquinas Memorial Lecture

The National President of Australians for Native Title and Reconciliation (ANTaR), Phil Glendenning, delivered the 2001 Aquinas Memorial Lecture, *Federation, Reconciliation and the Future*, at ACU National's Brisbane campus on 19 October.

Mr Glendenning is the author of the Australian Citizens' Statement that is the basis for ANTaR's Sea of Hands project. The project won the Commission for Human Rights and Equal Opportunity's Human Rights Award in 1999. He is also Director of the Edmund Rice Centre for Justice and Community Education. ■

## Business and ethics

ACU National has joined with the Edmund Rice Centre for Justice and Community Education to promote ethical standards and practices in the business, corporate, government and non-profit sectors, and to engage the wider community in consideration of such standards and practices.

The Vice-Chancellor and Brother John O'Shea, a member of the province leadership team of the Christian Brothers, signed a Memorandum of Understanding on 27 November to promote cooperative research activities in collaboration with other bodies.

The flagship Catholic Educational Leadership team at ACU National and ERC Business Ethics Initiative are engaged in an ARC linkage project entitled *Socially Responsible Indicators for Policy, Practice and Benchmarking in Service Organisations*.

This three-year study seeks to identify and develop strategies to help resolve the tensions between competing economic and social values faced by community organisations involved in providing social services.

Industry partners in this research are Centacare, Catholic Education Office, Diocese of Wollongong and Catholic Education Office, Diocese of Parramatta. ■



Sir Donald and Lady Trescowthick

## Trescowthick School of Education opening

In recognition of their generous contribution, ACU National honoured Sir Donald and Lady Trescowthick in the naming of the School of Education at ACU National's Melbourne campus on 16 October. Sir Donald and Lady Trescowthick have supported ACU National energetically. Sir Donald has been campaign adviser for ACU National's Melbourne fundraising campaign committee. The Trescowthick Foundation has also made a major contribution to the Australian community with donations of more than \$11 million. The School of Education named after the Trescowthicks focuses on value-oriented education. It has 38 staff and over 1000 students. ■

## 2001 Blake Prize

The Vice-Chancellor, Professor Peter Sheehan, announced the winner of the 2001 Blake Prize for Religious Art, Lachlan Warner, for his work *Vitrine of lightweight (Sunyata), disposable (Anicca) Buddhas, in a range of festive colours, postures and mudras*, at the S.H. Ervin Gallery on 29 November.

ACU National provided the prize money of \$10,000 to the winner of the annual award, which is in its 50th year.

Named after the visionary English artist and poet, William Blake, the prize is the most important bequest for religious and spiritual art in Australia. ■



## Talking Prevention conference

A conference at ACU National's Strathfield campus on 16 and 17 November examined new preventative measures for dealing with depression, suicide and substance abuse in young people.

The conference, *Talking Prevention – Resilience and Protection*, brought together experts in child protection education, resilience education and safety and empowerment education.

Two new programs were presented at the conference – one for use with children and the other with an indigenous focus.

The conference provided the opportunity for programs from all over Australia to be presented and discussed. ■

## Triptych unveiling

A painting honouring the contribution to education by the Sisters of Mercy was unveiled by the Vice-Chancellor, Professor Peter Sheehan, in the foyer of the ACU National's Melbourne campus lecture theatre complex on 30 July.

*Mercy Triptych*, by Sister Margaret Broadbent rsm, was commissioned by the University. "It depicts the Mercy cross, a symbol of every Christian's call to bring God's mercy and justice to others," said Sister Margaret. ■



Sister Margaret Broadbent and the *Mercy Triptych*

## Naming of Gleeson Auditorium

Gerry Gleeson's contribution to the foundation of Australian Catholic University was officially recognised on 25 October with the naming of the Gleeson Auditorium at the University's Strathfield campus.

Mr Gleeson has been a member of the University Senate and Australian Catholic University Limited since the commencement of the University. He was a member of the Standing Committee of Senate from 1991, now known as the Standing and Finance Committee, and he has been a member of the Audit Committee since it was established in 1999. ■

## Aquinas lecture

Father Brian Gore presented the 2001 Aquinas Annual Lecture in the Mulkearns Theatre at ACU National's Ballarat campus on 11 October. The title of his address was *New Inequalities: Am I Part of the Problem or Part of the Solution?* ■

## Ballarat Rector

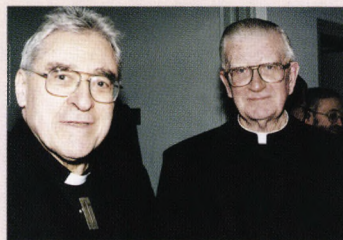
Dr Annemarie (Anne) Jean Hunt has been appointed Rector of ACU National's Ballarat campus. Dr Hunt has a Bachelor of Science from the University of Melbourne, a Bachelor of Education from Monash University, a Master of Science (Education) from Fordham University (NYC), a Master of Arts (Theol) from the Catholic Theological Union, Chicago and a Doctor of Theology from Melbourne College of Divinity.

Dr Hunt is currently Principal of the Melbourne Catholic girls school, Loreto Mandeville Hall. She will take up her position as Rector on 1 July. ■

## Cardinal Lustiger visit

The Archbishop of Paris, Cardinal Jean-Marie Lustiger, visited the Vice-Chancellery on 9 August to speak with prominent leaders in University education.

Cardinal Lustiger, a member of the Academie Francaise and a major figure in Christian-Jewish dialogue, discussed educational and religious needs in contemporary society. ■



Cardinal Jean-Marie Lustiger and Cardinal Edward Clancy

## Public Forum on terrorism

ACU National held a public forum on the war on terrorism at the North Sydney campus on 17 October. Vice-Chancellor Professor Peter Sheehan, who chaired the forum, said, "Everybody has been affected in some way by the tragic events of 11 September. In addition, Australian Catholic University has US exchange students and strong ties with universities in the United States."

Professor Beverley Raphael, Director of the Centre for Mental Health (NSW) and Emeritus Professor of Psychiatry, spoke on *The Dark Side of Human Nature*. Dr Louise Edwards, Head of School (Designate), Arts and Sciences (Qld) spoke on *Pragmatism, Peace and Religion*. ■

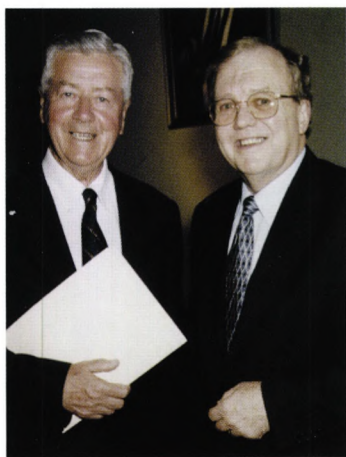


## 2001 Victor J. Couch Lecture

International education expert Dr Gerard Rummery discussed the educational challenges of the new millennium at the 2001 Victor J. Couch Lecture on 26 November at ACU National's North Sydney campus.

He spoke about the relationship between faith and culture, and the role parents and teachers play in educating children in these areas.

Dr Rummery is an Australian De La Salle Brother who has spent the past 23 years working at their headquarters in Rome. Since 1986 he has been an elected member of the council of his congregation and has had wide experience working with teachers in Lasallian schools and universities in Europe, North and South America, Asia and Africa. ■



Dr Gerard Rummery and Pro-Vice Chancellor (Research and International), Professor John Coll

## Business School opening

Barbara Ralph officially opened the John and Barbara Ralph School of Business and Informatics at ACU National's Melbourne campus on 6 September.

The John and Barbara Ralph School of Business and Informatics offers studies in business including marketing, management, human resource management, and information systems. ■



Barbara and John Ralph in the School of Business and Informatics computer library

## Telstra online opening

Telstra Chief Executive Dr Ziggy Switkowski opened the Telstra Online Centre in the Raheen Library, ACU National's Melbourne campus, on 13 December.

## Raheen Library opening

The Raheen Library at ACU National's Melbourne campus was officially opened by the Vice-Chancellor, Professor Peter Sheehan, on 30 July. The library is named after Raheen, the residence of Richard and Jeanne Pratt in recognition of their generous donation to Australian Catholic University. Richard Pratt, joint Chairman and Managing Director, Visy Board Companies, together with his wife Jeanne are two of Australia's leading philanthropists. Raheen was formerly the residence of the Archbishop of Melbourne, Daniel Mannix, where he lived for 45 years until his death in 1963. The Raheen Library houses more than 100,000 volumes and subscribes to 500 periodicals in print form and more than 7,000 journals in electronic form. ■



Pro-Vice-Chancellor (Academic Affairs), Professor Gabrielle McMullen, Jeanne and Richard Pratt

## Simone Weill Lectures

Israeli peace activist Avishai Margalit presented the Simone Weill Lectures on Human Value, an initiative of the ACU National's School of Philosophy. The lecture, titled *A Moral Witness*, was held at both ACU National's Melbourne and North Sydney campuses.

Professor Margalit, the Shulman Professor of Philosophy at the Hebrew University of Jerusalem, is the main contributor on Israeli affairs to the *New York Review of Books* and the author of *The Decent Society* and *The Ethics of Memory*.

## Theologates agreements

ACU National has signed agreements to foster research and teaching links with the Catholic Theological College of Melbourne (CTC), the Catholic Institute of Sydney (CIS) and St Paul's Theological College, Brisbane.

The agreements for Sydney and Brisbane were signed in November at ACU National's North Sydney campus and with CTC at ACU National's Melbourne campus in April.

The agreements will promote and assist the teaching of non-award, undergraduate and postgraduate students of ACU National and the three main east-coast Catholic theologate colleges. The University and the colleges will collaborate in the teaching of students and the carrying out of research by students and staff. ■



## Helping children to help their mothers

When Denise Scott was struck with post-natal depression she didn't realise how much good would come out of it. As a result of the illness, she started working with other mothers experiencing postnatal depression and their families, and went on to study social work at Australian Catholic University, graduating in 1998.

She is now a counsellor at ACU National's Canberra campus, works as a relationship and family counsellor with Centacare, and has just published a groundbreaking book, *Making Mummy Better*, for children aged four to eight to help them understand postnatal depression.

"This is the first book for children of this age group that explicitly addresses the issues surrounding post-natal depression," said Denise.

After working with mothers and their families over the last five years, Denise realised that most services available to families were not addressing the needs of the children.

"Post-natal depression effects one in ten women and therefore one in ten families," said Denise. "Until recently post-natal depression has been largely misunderstood and not discussed in the public domain. There is even less understanding of how this illness impacts on the children of women experiencing post-natal depression".

"Children need to understand what is happening, that mothers can get sick after they have a baby. Frequently, children in this age group think it is their fault that their mother is sick," said Denise. "The book reassures them that their mother will recover. Women

sometimes recover as early as a few months after the onset of depression and most recover within two years."

Denise is just one of nearly 100 students who have graduated in Social Work since the course was established at ACU National's Canberra campus in 1995. The course is highly regarded by its graduates with an approval rating between 85 and 100 per cent for overall satisfaction, according to the *Graduate Survey 1998-2000*. It takes two years to complete and its graduates enjoy a high employment rate.

Until this year the course was only open to graduates and interested Year 12 students in the ACT had to move interstate to study at an undergraduate level. Now, in a partnership arrangement, the School of Social Work at ACU National and the School of Social Science in the Faculty of Arts at the Australian National University have developed a four-year, dual-degree program.

Students will study through the two institutions and on completion gain a Bachelor of Arts and a Bachelor of Social Work from either ACU National or ANU.

## Rediscovering an unsung Sydney hero

After a century of undeserved obscurity, the life of Charles Gordon O'Neill, co-founder of the St Vincent de Paul Society in Australia and New Zealand, was remembered at a function hosted by the society and ACU National late last year.

Presented as part of the Centenary of Federation and the International Year of the Volunteer, the event drew a crowd of 200 people to the Petersham RSL Club on 8 November, the 101st anniversary of his death.

O'Neill was a successful engineer who designed the first plans for a tunnel under Sydney Harbour and served two terms as a member of the New Zealand Parliament. But it was his work as the principal co-founder of St Vincent de Paul in Australia and New Zealand that was his greatest contribution to the emerging antipodean nations.

In a bitter twist of fate, after working tirelessly to improve the welfare of the poor, particularly in Sydney, O'Neill suffered serious financial setbacks when the bank of which he was a director collapsed during the economic depression of the 1890s.

Although exonerated of all responsibility, O'Neill stood down from his office, to protect the society from scandal. He

continued to work as an ordinary member of the society and lived in cheap lodgings at the Rocks where he died, aged 72, almost as destitute as those around him. He was buried in a pauper's grave in Rookwood cemetery.

ACU National is researching the life of Charles Gordon O'Neill. The project is headed by the University's Head of the School of Social Work, Associate Professor Peter Camilleri, who is archiving and researching into the life of O'Neill with particular reference to the period 1880 - 1900. The second part of Professor Camilleri's research concentrates on the 1877 Manual published by the Society and subsequently used by O'Neill.

Today, St Vincent de Paul Society helps 500,000 people each year in NSW and the ACT. Worldwide there are almost 46,000 volunteer branches and one million members in 122 countries.