



AUSTRALIAN CATHOLIC UNIVERSITY

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New era for University

Australian Catholic University enters a new era this year with the end of the five-year sponsorship agreement with La Trobe University of Melbourne.

When the then Minister, Mr J S Dawkins, gave his approval in 1989 for the University to operate within the Unified National System from 1991, the approval was conditional on the University entering an appropriate sponsorship arrangement with an already established University within the System.

Subsequently La Trobe University was chosen as the Sponsor University and the two Universities entered into an agreement of sponsorship for five years from 1991.

Among the comments and conclusions of the final report of the Sponsorship Agreement by La Trobe University are:

"La Trobe University has observed Senate in action through its two representatives and is able to comment very favourably on the proceedings, the progress and the decisions of the Senate and its committees".

"The proceedings of Academic Board were also observed by two representatives

from La Trobe University. It was interesting to watch the change from a College to a University culture. This change was accomplished with careful planning and considerable sensitivity towards the persons involved. The Vice-Chancellor must take full credit for this successful transformation".

"La Trobe University has concluded that the governance of Australian Catholic University from Company, Senate, Academic Board, Faculty Board, Schools and Departments is a success and has been accomplished without disruption to the delivery of courses and to the increasing research effort of the University".

"It is La Trobe University's view that the Australian Catholic University has more than developed itself as a member of the Unified National System it is indeed 'a full and active member'".

"La Trobe University recommends to the Minister for Employment, Education and Training that Australian Catholic University become forthwith a fully accredited and entirely independent member of the Unified National System".

Partner with NSW Government

Australian Catholic University is a partner in the Police and Community Training Project (PACT), an initiative of the NSW Government

PACT was officially launched on 22 March by the NSW Minister for Police, Mr Paul Whelan, the Chairman of the NSW Ethnic Affairs Commission, Mr Stepan Kerkysharian, the Acting Vice-Chancellor, Professor Muredach Dynan, and Acting Police Commissioner Neil Taylor.

The PACT project is a joint initiative of the Ethnic Affairs Commission of NSW and the NSW Police Service in partnership with the University.

The Commission and the Police Service are providing \$480,000 over three years for the project which will train police and the community in dealing with cross-cultural issues through cooperative problem-solving at the local level.

Mr Kerkysharian said that the PACT project sought to strengthen cooperative relationships between police and the community through a learning process at the local level.

"The project is in every sense a joint venture. It has been made possible through the cooperation of the Police Service, the Ethnic Affairs Commission and also Australian Catholic University," he said.

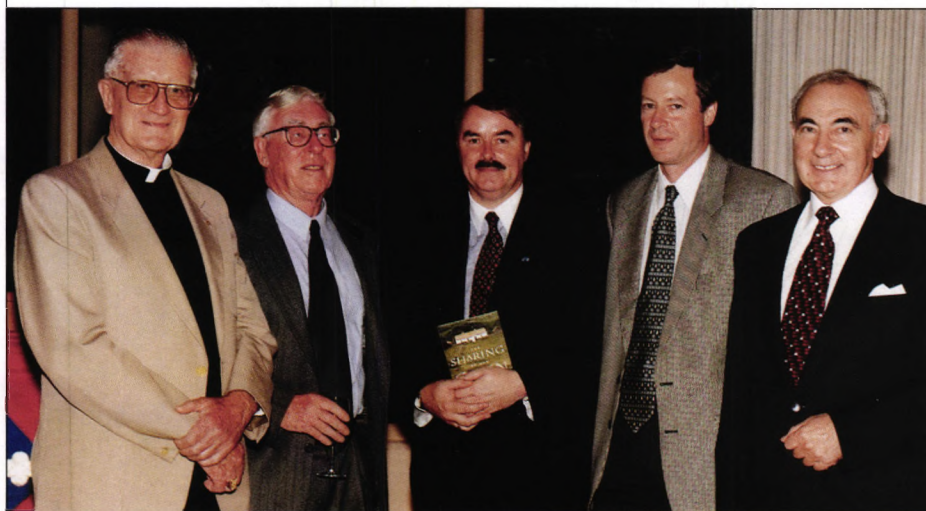
Professor Dynan said that participation in the project gave Australian Catholic University the opportunity to give tangible expression to its mission of serving the wider community.

"The efforts of the Police Service personnel and local leaders in the ethnic communities in Sydney and throughout New South Wales can be assisted by skilled and committed staff of the University," he said.

The University is providing support to the project through facilitation, training and research at its Castle Hill Campus under the Director of the Project, Dr James Woolford, Head of the Department of Educational Foundations at Castle Hill.

Working with the project from the Castle Hill Campus as PACT coordinator is Lorna Watson who has been seconded from the NSW Police Service for the first year of the project.

Irish Ambassador launches modern Irish history



The Irish Ambassador, Mr Richard O'Brien (centre), with the Chancellor, Cardinal Clancy, Professor Oliver MacDonagh, the Managing Director of the publisher Allen & Unwin, Mr Patrick Gallagher, and the Vice-Chancellor, Professor Peter Drake, at the launch of *The Sharing Of The Green, A Modern Irish History for Australians* by Professor MacDonagh at MacKillop Campus in North Sydney on 7 March.

Full report on page 9.

Vice-Chancellor's Column



Professor Peter Drake

The successful conclusion of the University's sponsorship by La Trobe University is cause for joy and satisfaction. La Trobe University has furnished a report about the five year period of sponsorship which reflects great credit on all in this University. The report documents and makes complimentary judgments about all major aspects of the development of the University's organisations and operations.

Our staff and our supporters may take justified pride in the unqualified endorsement given to the sustained and cohesive progress we have made in five years. This

is not the place to attempt a precis of the report: suffice it to say that copies will be distributed widely so that all may have an opportunity to read what our sponsoring university has said of our work. I encourage you to do so.

Whilst taking pleasure in this external appreciation of our achievements, it would be wrong to think that we did it alone or to fail to acknowledge generously the assistance given by La Trobe University. In the splendid Inauguration Ceremony of April 1992, in policy development, in the work of Senate and Academic Board, in staff selection and staff development, in substantial committee contributions and in much informal advice, members of La Trobe University have contributed very significantly to the development of the substance, style and character of Australian Catholic University in its formative years.

The fact that we are now ready to stand alone owes much to the efforts of many people at La Trobe. I am sure others will not mind if I mention Vice-Chancellor Professor Michael Osborne and Deputy Vice-Chancellor Professor Elwyn Davies for particular commendation and appreciation. And I am also sure that staff in both La Trobe and Australian Catholic University would be glad if I express our special gratitude and affection to Professor Davies who has contributed so many hours, so many miles and so much wisdom to our guidance.

"Thank you" La Trobe and "Well done" Australian Catholic University.

Dean's education report

The Dean of Arts and Sciences, Professor Peter Carpenter, is one of three authors of a recently published report on higher education from the Australian Council for Educational Research (ACER).

Entitled *Graduating from Higher Education*, it is the final volume in a series of three reports dealing with access to, and success in, higher education.

Professor Carpenter is based at Christ Campus. The other two authors are ACER Research Officer, Mr Michael Long and the Director of the Academic Unit at Southern Cross University, Professor Martin Hayden.

The first of these reports, *Year 12 in the 1980s* dealt with completion of Year 12 as

a prerequisite for entry for higher education. The second, *Entering Higher Education in the 1980s* considered the experiences of those who entered higher education within a few years of completing Year 12.

The final volume examines the component which completes the process – graduation from higher education.

A grant from DEET's Evaluations and Investigation Program funded the series of analyses which are based on data from ACER Youth in Transition project, a program of longitudinal studies that began in 1978.

The series will contribute to the definition of future government policies on higher education.

NT students at Summer School

Students from as far afield as the Northern Territory attended postgraduate courses in Religious Education offered at the January Summer School at MacKillop Campus North Sydney.

Among the courses offered were:

- A unit for MA and MEd students on St John's Gospel, given by the Professor of Theology, Professor Frank Moloney;
 - Religious Education in Australia, by the Head of the Religious Education Department, Sydney, Associate Professor Patricia Malone RSJ;
 - Foundations of Religious Education by Associate Professor Graham Rossiter of Mount Saint Mary Campus, Strathfield.
- Attending the Summer School were postgraduate students from the Victorian, Queensland, NSW and ACT campuses.

Other students came from the north of Queensland and the Northern Territory to take advantage of the opportunity to study such units at the University.

The Sydney Summer School has become a popular option to assist postgraduate students to complete their Masters' programs by means of Summer and Winter School offerings.

McAuley Campus in Brisbane also arranges one or two overseas lecturers to offer a professional development unit during the winter holidays which provides extra opportunities for their Masters students and are available for students from other campuses who can attend.

In 1996 Dr Joseph Martos will offer a unit on Sacramental Leadership and Drs Maria Harris and Gabriel Moran will present one on the Spiritual Journey. All three are US scholars.

Support for fund

Mrs Joyce M Daniels, widow of Mr Laurie Daniels, has contributed \$2000 to the Laurie Daniels Perpetual Scholarship Fund.

Australian Catholic University's Foundation has set up the Scholarship Fund to honour the memory of Laurie Daniels, a great friend of Signadou College and Campus and of the University. Mr Daniels, who was for many years a senior Federal public servant, died last year.

It is proposed to build an endowment of at least \$100,000 to support the scholarship in perpetuity.

Mrs Daniels also accepted an invitation from the Foundation to nominate a member of the family to serve on the Fund's selection committee. She has nominated her daughter, Rita.

Not carbon copy of other universities

Australian Catholic University had to celebrate the special characteristics of the University and not become a carbon copy of all the other universities, according to the new Pro-Vice-Chancellor (Academic Affairs), Professor John Coll.

Professor Coll said that among these special characteristics was an emphasis on philosophy and theology and the provision of a very good liberal arts education and professional training in education and health science.

"We must not lose our mission and our sense of what we are trying to achieve. What makes this University different are its ideals and values which must continue to permeate the courses," he said.

"We want people to feel that they are going to have an integration of ideals and values in this institution."

Professor Coll, who took up his appointment in Sydney on 1 April, comes from Central Queensland University where he has held senior positions for the past five years.

He is accompanied to Sydney by his wife Frances while their two sons continue to pursue their careers in Queensland in university administration and in music.

International reputation

With an international reputation as a teacher and researcher in Marine Chemistry and Chemical Ecology, Professor Coll held the posts of Lecturer, Senior Lecturer and Reader in Chemistry at James Cook University of North Queensland from 1972 to 1990.

During this period he also served as Visiting Professor at Institut de Chimie des Substances Naturelles (CNRS) in France and at the Cancer Research Institute at Arizona State University. In 1983 he spent six months in research at the Scripps Institution of Oceanography UCSD at La Jolla, California.

Born in Manly, NSW in 1944, he graduated BSc with first class honours from the University of Sydney in 1966. He also holds both PhD (1969) and DSc (1987) degrees from the University of Sydney, is a Fellow of the Royal Australian Chemical Institute, and is the author or co-author of nearly 150 research publications.

Professor Coll was a Research Associate at the University of Illinois from 1969 to 1971 and lectured at the Imperial College in London in 1971-72.

On 1 January 1991 he became Pro-Vice-Chancellor (Academic and Research) at the University College of Central Queensland which, one year later, became Central Queensland University. In 1993 the roles were divided and he became Pro-



Professor John Coll

Vice-Chancellor (Research).

Professor Coll compared the development of Central Queensland University with Australian Catholic University.

"CQU was not an amalgamation. It was already a single institution which wanted to provide higher education over a very wide region. From its central location in Rockhampton CQU established campuses in Mackay, Bundaberg, Gladstone and Emerald," he said.

"This was very different from Australian Catholic University which developed from a number of autonomous institutions which agreed to come together in a corporate structure to become one of the national universities and also to provide the same high level of university education as had been provided to the graduates of those former colleges.

"If the colleges had not come together — if Australian Catholic University hadn't become one university — they would have remained basically a whole lot of teachers' colleges. They would have become irrelevant. People would not have wanted to send their children there."

Research scientist

Professor Coll noted that he had been a research scientist for 25 years before moving into administration at CQU.

"My research science career was driven by a desire to learn more about nature. I have always tried to regard myself primarily as a scientist, wanting to understand and to learn rather than as a strict organic chemist, or a chemist, or a biologist or an ecologist, but to use scientific principles of experimentation and to understand things that may cross a whole lot of disciplines," he said.

"I learned a lot in my five years at CQU.

You see different models of operation and management.

"When you are at the grass roots level of an institution and are in the day-to-day struggle in meeting teaching deadlines and those sorts of things you wonder how you can put up with this for another couple of years before there is change.

"However, in an institutional sense a couple of years is really a very short time. You have to try take the bigger picture, realising that you are not going to introduce change overnight.

"If you are going to introduce a research culture you are going to take five years to put a research strategy in place and another five years before you can recognise achievements."

Professor Coll sees his move to Australian Catholic University as an example of serendipity.

"I don't think I would have contemplated a move to ACU as a research scientist but now that I have moved into administrative activities it is really an extension of things in which in the past I have been interested", he said.

"I was involved in a coeducational Catholic diocesan school development in Townsville which was an unusual development at that time. I was the first President of the School Council and had an interest in the staff and where they were trained, and whether there were ways in which you could get staff who had Catholic values and were of the appropriate professional level.

Open to possibility

"I had not had a lot of contact with Australian Catholic University when I was told of this position. At the time I was coming to the end of a contract period with CQU so I was open to the possibility. I met the Vice-Chancellor and found that we were compatible in our aspirations, ideas and values.

"I feel that it is much better to be receptive to opportunity when it knocks. I think strategic planning and all these things are useful concepts to guide an organisation's structure. But certainly in the development of James Cook and CQU serendipity and chance and grasping opportunities played a major role in making those institutions different from the other institutions.

"It is a matter of being receptive to opportunities and identifying and checking that they conform to the institution's past direction.

"Most of my research, certainly the most exciting, was never programmed into the computer. I was trying to do something and something else happened. You then try to understand why."

Key questions for Centre for Mathematics Teaching and Learning



University of New South Wales mathematics education lecturer, Judy Anderson, who is undertaking her PhD at Australian Catholic University, with Doug Clarke and teachers (seated) at a Centre inservice day.

"What are we doing this for? When are we ever going to use this?"

These two questions are commonly asked by students in school mathematics classes, and reveal concerns about the relevance of the mathematics they are studying. The University's Mathematics Teaching and Learning Centre is conducting research into teaching approaches which can help to make mathematics more interesting, understandable and relevant for students.

The Centre, which is based at Christ Campus, Melbourne, is one of the University's three research centres, the other two being the Institute of Advanced Research and The John Plunkett Centre for Ethics in Health Care.

The Centre's Director and Senior Lecturer in Mathematics Education, Dr Doug Clarke, said that there had been increasing concern that many students leave school with negative attitudes about their study of mathematics, low percep-

tions of their own competence and doubts about the relevance of the subject.

Negative response

"I find that when you tell people in the community that you work in mathematics more than half have a negative response and usually it is that 'I was never very good at maths'.

"Whereas I know that if I said I was a geography teacher people wouldn't immediately say 'I was never any good at geography'. People are happy to confess they were no good at maths. They would be embarrassed to say they were illiterate," he said.

"Also mathematics is seen as something you do by yourself, sitting at your desk. That is starting to change. More and more people see that mathematicians outside the classroom work together all the time. We are trying to encourage teachers to do more of that.

"Another change is that teachers are

now placing greater emphasis on valuing students' methods of solving a problem, rather than insisting on one 'correct' method. A number of students in our courses here tell us how much they appreciate their methods being valued for the first time. We say that as students understand their own methods, and find that they can use them efficiently, then that is great. They say that no one has ever said that to them before".

The aims of the Centre are to:

- stimulate, support and conduct research into the teaching and learning of mathematics;
- conduct professional development programs for educators, teachers and the education community generally;
- provide consultancy services to education systems, regions and individual schools;
- supervise the research of graduate students.

The Centre has two main research themes. These are: "The Contemporary Mathematics Classroom" and "Facilitating the Professional Growth of Mathematics Teachers".

Between 1991 and 1995 staff of the Centre were involved in 30 research projects of which 13 are ongoing. Many of these received support from ARC grants.

Doug Clarke said the Centre forged a strong link between research and teaching and conducted a major in-service and teaching program.

"Many of the in-service presentations for teachers inform them of the research that we are doing or that others are doing.

"As an example of this link between theory and practice, one of our masters students, Peter Corkill, is leading a two-part inservice program for teachers with me, sharing the findings of his research.

"Peter's research involved a case study of a school mathematics department developing a range of strategies for encouraging students to take greater responsibility for their own learning.

"There has been so much interest in Peter's work, that we have had to 'knock back' many teachers who wished to participate in the inservice. There is also a strong chance that his thesis will be published commercially.

"In 1994 and 1995 we actually increased the number of in-service programs dramatically. About 500 teachers came to 13 days of in-service programs last year."

The Centre has broken new ground this year by funding a one-week visit in March by a leading authority on the role of mental arithmetic in classroom practice, Alistair McIntosh from Edith Cowan University in Perth. The Centre hopes that such visits will be an ongoing program.

The Centre has also planned visits by Michelle Sellinger from the Open University in the United Kingdom, an authority on the role of technology in distance learning, and by Jim Stigler of the University of California in Berkeley, who is a renowned researcher into mathematics education in Japan and Korea.

A feature of the research projects conducted in the Centre is the collaboration with other universities and educational organisations, in Australia, the United States, New Zealand and Malaysia.

In Australia these have included Deakin University, Swinburne University of Technology, the Victorian Board of Studies, the Curriculum Corporation, the SA Department of Education and the University of Queensland.

Centre's funds

Doug Clarke has a time allowance of one day per week to direct the activities of the Centre, and a research assistant works in the Centre three days a week, one day of which is funded by staff research grants and revenue from inservice programs.

"Funds for the Centre come from research grants that we apply for and the in-service program that we run. In 1995 we received \$20000 from the Vice-Chancellor to purchase new equipment and to pay for additional research assistance," he said.

Doug Clarke said that many of the University's Education students come to the campuses with a lack of confidence in mathematics.

"We have brought in a compulsory mathematics unit for primary teachers throughout Australian Catholic University. It is not meant to be particularly high-powered but it is to boost their competence and confidence with the sort of mathematics they have to teach.

"A major aim of the Centre in 1996 is to increase the links with mathematics staff at campuses other than in Victoria, as mathematics education is a major strength across the University. In the last five years, more papers have been presented by our University's mathematics education staff at the Annual Conference of the Mathematics Research Group of Australasia that have been by any other Australian university.

"The Centre is very encouraged by the interest shown by the Pro-Vice-Chancellor, Professor Wolfgang Grichting, who has the national responsibility for research."

A detailed report on the activities of the Centre (1991-1995) will be released during April. Further information regarding the activities of the Centre can be obtained from Doug Clarke (03 9563 3628)

Painting by Koori student at Signadou



Koori student Theresa Ardler and the Rector of Australian Catholic University's Signadou Campus in Canberra, Professor David Parker, with Theresa's painting on an aboriginal theme which is now on display in the Campus library.

A painting on a traditional aboriginal theme by Theresa Ardler, a Koori student at the University's Signadou Campus in Canberra, is now on permanent display at the Campus.

The painting was formally received by the Rector, Professor David Parker, on 8 February 1996 and will hang in the Campus Library.

Theresa Ardler is from Jervis Bay and is about to begin her second year in the Bachelor of Education (Primary) course at Signadou. She inherits her artistic skills, both her mother and grandmother being artists.

In her painting she depicts a boys' initiation ceremony traditionally held at the special meeting place where the four tribes of the Jervis Bay area used to gather.

Professor Parker said the Campus was extremely proud to have the painting.

"It is not only very beautiful but it represents a form of transmission of traditional wisdom and of spiritual values. In a sense that explains a good part of what is

happening on this campus."

He described how the painting came into being. He and Theresa were walking home from Mass one day. Theresa had her art portfolio with her and he admired the design on the cover.

"Theresa immediately said: 'I'll do one for you'. I jumped at the chance and said 'yes'. I wasn't actually sure I was going to see it. I know students very well. But about a week later it came. It is absolutely stunning and I decided that it had to be placed in a place of importance and prominence.

"With the assistance of Colleen Hinder who taught Theresa in her Visual Arts course last year we had the picture framed. Colleen and Nancy Clark, the librarian, decided the best situation was the library. I think this is an inspired location. Practically all students come into the library and therefore will see the painting".

Professor Parker said that Theresa had wanted to give the painting to the Campus but he had insisted that the Campus purchase it.

Centre as host

The Mathematics Teaching and Learning Centre will be co-hosting with colleagues from the University of Melbourne the annual conference of the Mathematics Education Research Group of Australasia from 30 June to 3 July at the University of Melbourne. The Conference draws academics from every university in Australia as well as overseas, including New Zealand, South East Asia and the Pacific. Associate Professors Peter Sullivan and Philip Clarkson are on the Organising Committee.

Social work programs

The University's Foundation is underwriting two programs in 1996 of the Department of Social Work at Signadou Campus in Canberra. These are:

1 Poverty Seminar Program – a series of six seminars featuring expert speakers with student involvement and interaction.

2 Community Family Needs Survey – a supervised review of community needs and structures in the ACT. The Survey is being conducted by students as part of their assessment.

Main attraction is 'Clinical Chair'

For Dr Susan M Ronaldson, who is taking up the University's Chair of Nursing at St Vincent's Campus, Darlinghurst, on 22 April, the main attraction of her appointment is that it is to a "Clinical Chair".

"A Clinical Chair is based predominantly in the Hospital and you are doing research into actual clinical problems and activities of nurses with the object not just to do research but to improve patient care," she said.

"These are very new in Australia. I wanted to be where the clinical nursing is actually happening. The Clinical Chair is so important because the research can happen at the bedside so to speak," she said.

"I want to enable nurses to improve their practice and ultimately to provide better care for the people who need that care so that they can recover more quickly or be more comfortable".

The new Chair is sponsored by St Vincent's Campus, Sydney, which is operated by the Sisters of Charity.

Professor Ronaldson, who will be on the staff of Australian Catholic University, will be responsible for the establishment and activities of a nursing research unit at the St Vincent's Campus. The Campus comprises St Vincent's Public Hospital, St Vincent's Private Hospital and Sacred Heart Hospice, all located on nearby sites.

Professor Ronaldson notes that she is a product of the old system of nurse training. She trained as a nurse at Mercy Private Hospital, Melbourne, where she gained her Registered Nurse Certificate with Distinction in 1974. She then went to St Vincent's Hospital, Melbourne, where she was Senior Teacher of the School of Nursing from 1978 to 1980.

She also straddled the development of graduate and postgraduate education for nurses.

"I took myself off from teaching at St Vincent's to do an undergraduate course at La Trobe University, full-time and part-time. Not many nurses did degree courses then. I could see at that time we were going to be moving towards university education of nurses," she said.

"In my third year I developed a keen interest in zoology under the influence of Professor George Stephenson. He is well known for his work in muscle physiology. I did my honours with him in his laboratory. (She graduated BSc with first class honours in 1988.)

"During this period I also became inter-

ested in aged care and worked in geriatric nursing. I knew that at some point I would need to bring all this together. For my PhD I studied aging phenomena in relation to muscle physiology.

"I had an honorary appointment at the Austin Hospital to allow me to interview women who were undergoing orthopaedic surgery. I had their consent to investigate their muscle function. I interviewed them as to how active their lifestyles had been. (She received her PhD in 1995.)

"When I started to do my PhD there was not the availability in Australia of a PhD in Nursing. Most of the senior nurses now have Masters degrees and many are looking to do their PhDs in Nursing".

Care for aged

Professor Ronaldson said that care for the aged had remained a major interest because it was an undervalued area not only in terms of nursing but also in terms of how society regarded the aged.

"This concerns me greatly as it flows on to nursing with aged care nursing something of a Cinderella. Yet when you work with some of these nurses who care for elderly people they are very competent and caring nurses. They have a lot of skills that are undervalued.

"I enjoy working with them because they just take off when given credit for the work they do. I think this is changing in Australia with growing concern for the situation of older people in society.

"The area I am particularly interested in is the psycho-social care of people. This cuts across all the areas of nursing. Often the person's leg or arm or heart is very well looked after but the impact of that illness will be acute on the person and often also on the family.

"The specific area in aged care that I have been interested in is with people who are elderly and confused.

"I am interested in the approach to communicating with these people called Validation Therapy which has been developed by Naomi Feil in the United States. This is a very humane way of communicating with these people. It has a simple approach, namely that all behaviour has meaning.

"Actions that might seem senseless are treated as having meaning for the confused person even if that meaning is not evident. Sometimes the actions reflect the confused person's need to establish an identity."



Professor Susan Ronaldson

Her book "A Time To Care" was primarily based on Validation Therapy. She chose the title very carefully.

"So much depends on the quality of communication with patients and families. Often patients and families are reluctant to ask questions of doctors. Nurses can do a lot to improve communication. They can act on the patient's behalf."

Professor Ronaldson is currently Head of the School of Health Sciences, La Trobe University, Bendigo. Prior to that appointment she was from 1992 to 1994 Head of the Department of Nursing in the School of Health Sciences.

In 1984-85 Professor Ronaldson spent six months in the United States as a W K Kellogg Nursing Fellow at the University of California, San Francisco.

She expects to spend most of her time on the hospital campuses in the early months establishing her program and developing applications for grants for research. She will be involved in teaching some parts of the University's post-graduate courses.

Professor Ronaldson is moving to Sydney with her husband Phil who has a surveying background and works as a consultant in Geographic Information Systems. Some of his clients are based in Sydney.

Praise from renowned scholar



From left: Pro-Vice-Chancellor Professor Muredach Dynan, author Dr David Sim, Professor Graham Stanton, Professor Francis Moloney and Professor Peter Carpenter at the launch.

World-renowned authority on the Gospel of St Matthew and Professor of New Testament Studies at King's College, University of London, Professor Graham Stanton, launched an "important new book" at McAuley Campus on Thursday, 14 March.

The new book is *Apocalyptic Eschatology in the Gospel of Matthew* by

Dr David Sim, Lecturer in the Department of Theology.

Professor Stanton said that Dr Sim set Matthew's teaching on judgement against the backdrop of contemporary Jewish writings in which similar emphases are found.

"His book is a major contribution to serious study of Matthew, the favourite Gospel in the early Church," he said,

"Dr Sim's monograph is published by Cambridge University Press in the most prestigious series in the field. This series includes revised versions of the finest PhD theses written by younger scholars in many countries".

Dr Sim, who gained his PhD from King's College at the University of London, has taught at La Trobe University, Heythrop College of the University of London, and Australian Catholic University.

In his book Dr Sim gives a sociological explanation for the prominence in Matthew's Gospel of apocalyptic eschatology which divides the cosmic order into two opposing groups and which places heavy emphasis on the final judgement, the salvation of the righteous and the horrific punishment of the wicked by eternal fire.

Studies of this religious perspective have shown that it is embraced by minority or sectarian groups undergoing a situation of crisis.

Dr Sim reconstructs in detail the social setting of the community for which the Gospel was written and reveals it was involved in a number of crises.

History of Christ Campus

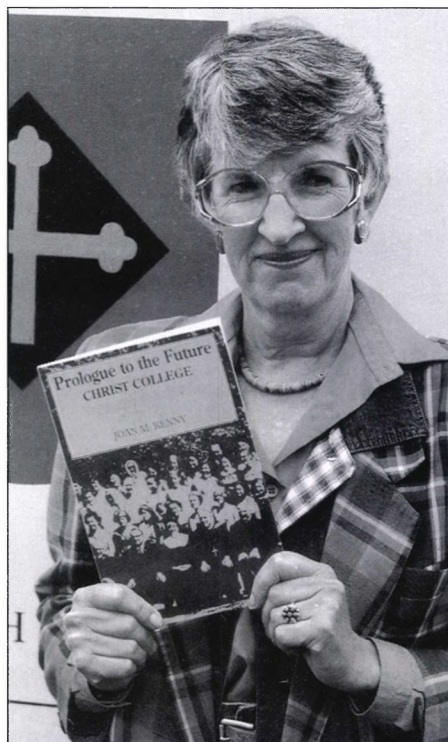
A comprehensive history of Christ Campus, written by former Senior Lecturer in the School of Education, Ms Joan Kenny, was published in March.

The history is entitled *Prologue to the Future — Christ College*, and sub titled *The Foundation and Early Development of Australian Catholic University's Christ Campus 1967-1990*.

Ms Kenny was on Christ College and then Christ Campus academic staff from 1973 to 1995. This meant she knew personally many of the personalities who contributed to the foundation and development of the College.

The book is full of fascinating insights into many aspects of the college, including the interplay of politics — State, national and religious — which impinged on the foundation and development of Christ Campus.

Many well known personalities were involved. Among them are historical and political figures like Archbishop Knox, Mr Bob Santamaria, Victorian Premier Henry Bolte, who admitted there were votes in State Aid for Catholic schools and teacher training, and Gough Whitlam, at the time Leader of the Federal Opposition, who came to Christ College on an unannounced



Joan Kenny

visit and walked into a class — to the delight of the students.

For hundreds of former students and staff members — many of whom Ms Kenny interviewed — the history will be a fascinating reminder of incidents and people they recall — and a revealing

insight into events which took place behind the scenes about which they knew nothing.

The work is also a major contribution to the history of Catholic education in Australia. It documents the vision and courage of lay Catholics, clergy and bishops of the Archdiocese of Melbourne who addressed the crippling shortage of teachers for primary schools in the mid 1960s, in spite of the enormous financial burden which the establishment of an archdiocesan teachers' college would place on parishes.

Prologue to the Future — Christ College is published by David Lovell Publishing on behalf of Australian Catholic University. Funding came from the Bishops' Grants Committee, ACU School of Education (former Victoria Division), the former Christ Campus Staff Association and the former Victoria Division of ACU.

Former Christ Campus Senior Lecturer, Mrs Elisabeth (Dinny) Culican, officially launched the book at a special ceremony at Christ Campus in March.

The book is available at the CITSU Bookshop at Christ Campus for \$20 or by mail order addressed: CITSU Bookshop, Australian Catholic University, PO Box 213, Oakleigh VIC 3166) for \$23.50 packaging and postage included.

Guidebook for new religious education teachers



The Pro-Chancellor of Australian Catholic University, Brother Julian McDonald CFC (centre), with co-authors Associate Professor Patricia Malone RSI and Dr Maurice Ryan at the launch on 31 January 1996 at MacKillop Campus, North Sydney.

Two specialists in religious education on the staff of the University have written a guidebook for teachers who are new to religious education in Catholic primary and secondary schools.

The publication, *Exploring the Religion Classroom: A Guidebook for Catholic*

Schools, was launched on 31 January 1996 by the University's Pro-Chancellor, Brother Julian McDonald CFC, at MacKillop Campus, North Sydney.

The authors are Dr Maurice Ryan, Head of the Department of Religious Education at McAuley Campus in Brisbane and

Associate Professor Patricia Malone RSI, Head of the Department of Religious Education in Sydney. The publisher is Social Science Press.

Brother McDonald said that the book was a wonderful work which gave a "disciplined explanation in a very gentle way of the what and the why, with some helpful suggestions as to the how of religious education".

"The text separates the role of the teacher from the role of the parent in religious education.

"Woven through the book are tasks which give the chance to pause and reflect as well as the opportunity to think about other areas".

Both authors are very experienced in the preparation of religion teachers and the inservice training of teachers in Catholic schools throughout Australia.

Their previous book, *Sound the Trumpet: Planning and Teaching Religion in the Catholic Primary School*, was written for religion teachers in primary schools and raised a number of educational issues for such teachers.

In developing their new work they discussed the overview with other lecturers in religious education from the various campuses of Australian Catholic University.

Two chapters in the book were actually written by other University staff members — Sr Barbara Stead of Mercy Campus in Melbourne and Ms Toni Noble of Mount Saint Mary Campus in Strathfield.

Media interest in new book on stepfamilies

Christ Campus Senior Lecturer in Sociology, Dr Ruth Webber's, latest book, *Split Ends — Teenage Stepchildren*, was published by the Australian Council for Educational Research (ACER) in January.

The book and author (right) have attracted wide media attention.

At the same time *Split Ends* was published, Dr Webber and Mr John Hillel, Head of the Visual and Performing Arts Department at Christ Campus, produced for ACER an audiotape on the same subject entitled *Split Lives: New Beginnings*.

Split Ends and *Split Lives* are based on Dr Webber's research in 1993 on teenagers who find themselves in a stepfamily situation — a very common scenario.

Dr Webber is heavily involved in research into stepfamilies, running pro-



grams for stepparents and stepchildren and teaching professionals how to work with stepfamilies.

Split Ends provides basic, practical advice to teenagers in stepfamily situa-

tions to help them live in maximum harmony in their domestic situation.

Dr Webber says her book does not offer simple solutions but provides a range of options that other teenagers have tried and found successful.

She believes that stepfamily members need to work hard together to find ways of relating that feel comfortable. She says that while stepfamilies are very different from intact families, they can still be fun and members can still get on well with each other.

The audiotape, *Split Lives*, is in a different format to the book. The lives of teenagers in two stepfamilies are portrayed in short episodes. At the end of each family portrayal, well known children's author, Paul Jennings, leads a discussion with a group of teenagers on the issues that arise in the episodes.

Split Ends (\$14.95) and *Split Lives* (\$16.95) are available from ACER, Private Bag 55, Camberwell VIC 3124.



Margot Hillel with copies of 'Celebrate' and 'Celebrate With Stories'.

Margot Hillel's latest book

The latest book from Christ Campus Senior Lecturer, Ms Margot Hillel, is aptly named *Celebrate* for it acclaims the half century of the Children's Book Council of Australia (CBCA) Awards.

Ms Hillel, who lectures in children's Literature and is immediate Past National President of CBCA, compiled the collection of samples of prose which have won the Award.

Working with Royal Melbourne Institute of Technology (RMIT) Senior Lecturer in Children's Literature, Mrs Anne Hanzl, Ms Hillel selected work by 36 authors, many of them now literary household names.

Last year Ms Hillel also contributed two

chapters to a book entitled '*Celebrate With Stories*' which celebrated the 50th anniversary of the CBCA.

"CBCA Award winning works reflect the change in social and cultural values in Australia since World War II", says Margot.

"Particularly noticeable is the switch from rural to urban settings of the stories. Also there has been in recent years an emphasis on stories about teenagers rather than yarns about younger children evident in the earlier works", she said.

Published by Penguin Books Australia Ltd, *Celebrate* will be officially launched at the Third National CBCA Conference in Brisbane in May.

Modern Irish history

Continued from page 1

The Irish Ambassador, Mr Richard A O'Brien, launched *The Sharing Of The Green, A Modern Irish History for Australians* by Professor Oliver MacDonagh, at MacKillop Campus in North Sydney on 7 March.

Professor MacDonagh, who is a Foundation Professor of the University's Institute of Advanced Research, is one of the most distinguished historians of Ireland, its history and people.

Prior to his appointment to the Institute, Professor MacDonagh was Professor of History, Australian National University from 1973 to 1993.

Mr O'Brien said that Professor MacDonagh's superb new work was excellently conceived.

"It introduces us — Australians, Irish-Australians and Irish living in Australia — to a part of our history that is relevant and meaningful to us as we ponder the past, seek meaning in the present and attempt to chart the course in these days into the next millenium," he said.

Professor MacDonagh said in the Preface that his book was not about the Irish in Australia but an attempt to describe the worlds from which the Irish came. The principle of selection had been the implications of one national history for another. Each had influenced the other.

"I have sought to stress those aspects and patterns of the modern Irish past that have had most bearing, as I see it, on the evolution of the Australian colonies, and later states and federation," he said.



Professor Oliver MacDonagh signing a copy of his new book

"This accounts for the emphasis on religion, land, protest, respectability, the role of the state, attitudes to authority, the imperial connection, separatism and above all politics, both organisational and aspirational".

Among those attending the launch were the Chancellor, Cardinal Clancy, the Vice-Chancellor, Professor Peter Drake, the Managing Director of the Publisher Allen & Unwin, Mr Patrick Gallagher, members of the Senate and of the staff.

Lecturer's publications

Lecturer in Education at Mount Saint Mary Campus, Toni Noble has co-authored with Helen McGrath, psychologist and part-time lecturer at Deakin University, two recent publications. They are:

1 *Different Kids, Same Classroom. Making Mixed Ability Classes Really Work*; and

2 *Seven Ways at Once*.

Both are published by Longman Australia Pty Ltd.

The first publication focuses on children with learning difficulties while challenging the more able students in the classroom.

The second publication is a series of two practical teacher references based on Howard Gardner's concept that all of us have seven intelligences not one.

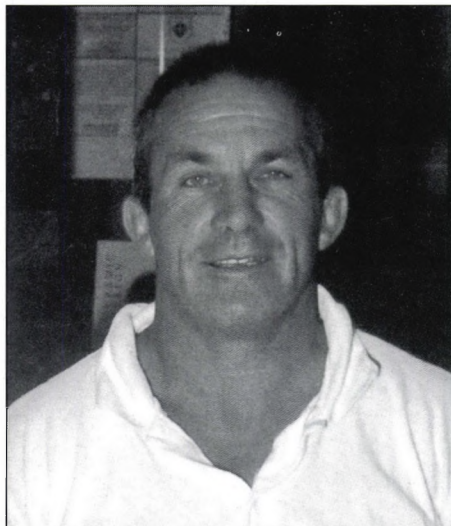
Aquinas Graduates

Aquinas Campus has learned that 97 per cent of its 1995 graduates with the Bachelor of Arts/Bachelor of Teaching qualification were in employment, the majority as primary school teachers and one undertaking child care.

While the majority of former students had found positions within rural Victoria, seven are in Melbourne, four in Tasmania, three in New South Wales, and one in each of South Australia, the Northern Territory and the Australian Capital Territory.

All last year's nursing graduates seeking work were also employed by mid-February, 25 per cent working at Geelong Hospital, one of the sites the University uses for field work placements.

Rehearsing in the mind



Christ Campus Lecturer Paul Callery (above) and (right) as seen by cartoonist WEG in the Melbourne Herald during his playing days at St Kilda.

Lecturer in Human Movement at Christ Campus and well known Sports Psychology Consultant and Motivator, Paul Callery, is pursuing scientifically the link between 'Imagery Rehearsal' and actual performance under pressure.

Mr Callery defines 'Imagery Rehearsal' as rehearsing in the mind away from the physical setting the processes necessary to achieve a desired result.

Aspects of Imagery Rehearsal are the subject of Mr Callery's PhD thesis at Victoria University of Technology which is currently being read by examiners in three different countries.

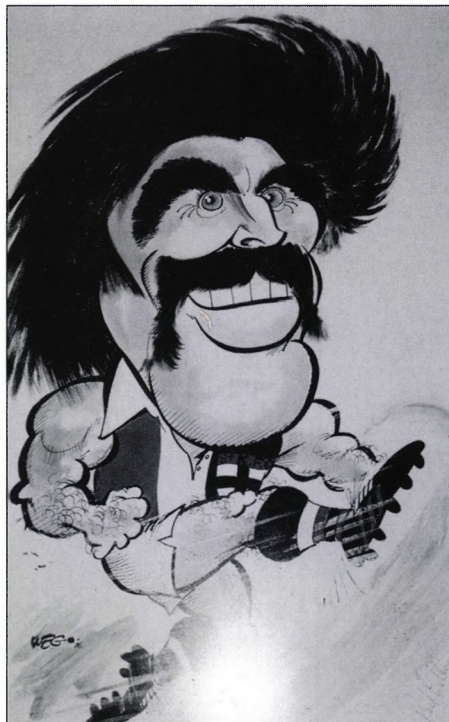
It was also the subject of papers to three seminars in Melbourne late in 1995 and early 1996 — and of a major paper at an International Conference on Sports Psychology in Lisbon in 1994.

Mr Callery is well known in Melbourne sporting circles and on the lecture circuit. Many remember him as a determined rover who played 110 games with St Kilda and 83 with Melbourne in the VFL between 1970 and 1981. Many also know him as a football commentator, currently on Radio Magic and formerly on 3DB.

Lecturing to a range of groups including parents and friends, sporting clubs, and corporate bodies about aspects of performance from a motivational perspective, Mr Callery said he had taken research from the laboratory and applied it in the real world.

"Imagery Rehearsal used to be called 'mental practice' which once involved only visualisation. However research over the past 20 years has shown that visualisation is only one factor.

Imagery Rehearsal involves not only a mental visualisation of what is to happen but is a multi-modal approach to mental



rehearsal, including kinesthetics, feel, sight, hearing, smell and emotion", Mr Callery says.

"You can physically practice as much you like, but until you are under real pressure, you do not know if your practice will work. Imagery Rehearsal assists you to mentally rehearse with maximum effect in the real situation under pressure. People tend to concentrate on outcomes when under pressure, when they should be directing their attention to the processes required to produce the outcome. There is nothing in the literature to suggest anybody has taken this approach before."

His interest in motivation in sport was a natural expansion of his intellectual approach to the science of acquiring and correctly applying physical fitness. He has played a number of roles in this area, including Coach of VFA team, Oakleigh, and various positions with AFL teams including Fitness Adviser to Richmond, Special Skills Coach and Forward Games Analyst to Collingwood, and currently, Fitness Coordinator with his old team, St. Kilda.

His interests in psychological aspects of sport cover a wide spectrum. He once conducted a research project on the role of 'the ugly parent' of children participating in sport. Currently he is undertaking with first and second year Human Movement students at Christ Campus a study into why such a large proportion of those who attend AFL games as spectators are female.

Mr Callery joined Christ College back in 1976 and is one of the longest serving Australian Catholic University academic staff members in Victoria.

Prominent role at fitness conference

Paul Callery was one of a group of academic staff members who played a prominent role in a major fitness conference in Melbourne from 14 to 19 January.

They were authors or presenters of 14 papers or workshops at the Australian Council for Physical Education, Health and Recreation's 20th Biennial National/International Conference at the University of Melbourne.

The conference brought together world authorities to deliberate on a variety of aspects of Sport and Coaching, Physical Education, Recreation, and Health Education.

One of the most active participants was Christ Campus Lecturer in Human Movement, Dr Geraldine Naughton, who was co-author of nine papers, presenting two of them personally.

Their subject matter ranged from the challenges for physical educators dealing with obese children to comparing the endurance abilities and anaerobic capacities in adolescent male and female athletes.

Other University participants included three MacKillop Campus lecturers, Mr Ian Heazlewood, Mrs Janet Currie, and Ms Imke Fischer.

The 600 conference delegates came from all over Australia and a number of speakers came from the USA and Canada.

Lecture on Eureka

In February Aquinas Campus invited Professor John Molony of the University's Institute of Advanced Research to deliver a public lecture at Aquinas Campus on "The Significance of Eureka".

The selection of a design for the Eureka Interpretative Centre at Ballarat provided the catalyst for the lecture.

Professor Molony lived in Ballarat for many years and is well known locally for his book entitled "Eureka".

His lecture recreated graphically the scene on the goldfields and looked at the causes of the rebellion. In his analysis of its significance, strong parallels were evident between the values espoused by the diggers of the worth and dignity of the human person and by those committed to the ethos of Australian Catholic University.

Latest technology in Aboriginal education programs

Australian Catholic University is continuing to expand its use of the latest technology for its innovative, specially designed courses for Aboriginal and Torres Strait Islander students.

Students and tutors are now being taught how to access the Internet for e-mail and the World Wide Web.

The University has adapted a mainstream teacher education course to fit in with the specific needs of Aboriginal students, often by incorporating elements of Aboriginal dance, music, art and spirituality into the curriculum.

While Koori and Murri students are welcome to undertake any of the courses offered by the University, the Aboriginal Education courses are tailored as part-time external courses with periods of residential study. Lecturers also go to regional centres to provide direct teaching.

Previously the University has taught an Associate Diploma in Aboriginal Education Course which has now been converted to a Diploma level. These three-year courses may be credited to the Bachelor of Teaching degree, which requires an additional two years of part-time study.

These course are available in New South Wales through the Strathfield Campus and in Queensland through the McAuley Campus in Brisbane. McAuley Campus will replace the Associate Diploma level course with the new Diploma course in 1997.

So far some 50 Aboriginal students have graduated in NSW with a Diploma in Aboriginal Education and are using that qualification in their various positions with governments and community organisations.

Twelve of those students have completed the Bachelor of Teaching (Aboriginal Education) and are now employed in schools in NSW to further advance Aboriginal education and to provide a positive role model for the students.

McAuley Campus will have its first graduates this year with the Associate Diploma in Aboriginal Education.

The University has also established the Diploma course this year at Wilcannia, where until now most locals have been

A living treasure of folklore

Christ Campus postgraduate student, Grace Nolan, reaped more from her Graduate Diploma of Education thesis than a distinction and the kudos of being published.

She discovered that her own mother was a living repository — possibly one of the last — of folk tales going back to pagan times in southern Italy.

Ms Nolan's thesis for her DipEd in Children's Literature is entitled 'The Folk Tales of Palmi: Oral Tradition in Southern Italy'. It examines in detail five of the many Palmi folk tales related by her mother.

As a child, Ms Nolan was fascinated by her mother's folk tales. Mrs Speranza, now a widow, had no formal education, but like all women of Palmi had absorbed the local folk tales from grandparents, parents and neighbours.

Coming to Australia as a young woman, Mrs Speranza has been separated from kinfolk, untouched by the changes occurring in Palmi and, isolated from wider information sources because she can neither read nor write, she maintained the folklore and beliefs of her childhood, largely untouched by subsequent influences.

Ms Nolan, who studied for her Diploma of Teaching at Christ Campus, graduating in 1982, found her mother's Palmi folk tales concerned the poverty of the land, the eternal struggle for survival — and most interestingly, they illustrated the blend of Christian and pagan beliefs held by the people.

Research for her thesis confirmed this aspect of the belief system in Calabria — that people, including members of her immediate family, traditionally worshiped pagan deities intermingled with their Christian beliefs.

"I found that worship of the sun and the

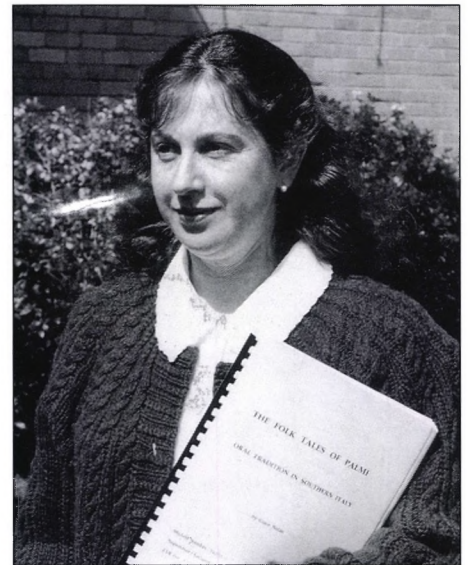
moon were central to religious belief of the people around Palmi. Even the religious banners carried in some local traditional religious festivals show the sun motif alongside the Virgin Mary, the saints and God", Ms Nolan says.

The religious aspect of the thesis formed the basis of a paper Ms Nolan gave at a conference of the Australian Association for the Study of Religions at Aquinas Campus in July, 1995.

Ms Nolan's thesis and paper may cause interest in Melbourne's large Italian community and the Centre for Italian Studies in Melbourne has shown interest in considering it for publication.

Her supervisor at Christ Campus, Margot Hillel, says that Ms Nolan's thesis covers one of the most fascinating subjects she has come across in the Grad Dip course and she is a prime instigator in attempts to have it published.

Ms Nolan currently teaches at Salesian College at Chadstone, Melbourne.



Grace Nolan

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This new technology will supplement the facilities already at local study centres, including computers, fax, phone lines, VCRs, etc. In between residential schools students can make contact with their university teachers who may be up to 1000km away in Sydney. Information technology is providing this essential supportive link between students and lecturers.

In New South Wales the Aboriginal Education program is supported by Yalbalinga, the Aboriginal Education Support Unit, and in Queensland by the Weemala Higher Education Centre.

Educational Safari to South Africa



Program Coordinator Bob Finlay with some of the students planning the South African visit.

A group of 15 students from the School of Education in Sydney will leave on 20 June for South Africa where they will present papers at the Fifth International Conference on Experiential Learning.

About 400 delegates from more than 20 countries are expected at the Conference.

The NSW Minister for Education, Mr John Aquilina, has endorsed the

International Experience Program and commended the students on their initiative in planning and researching the various aspects of the program.

"The chance to experience another educational system based upon a different culture and society should challenge students to think about their own teaching styles and also the way they fit into their own

society", Mr Aquilina said.

"They are most fortunate to be able to learn from South African educational practitioners and in a reciprocal fashion teach them about education in New South Wales".

Program Coordinator Bob Finlay from the Department of Educational Foundations at Castle Hill Campus has been working on the project in conjunction with Professor Ken Dovey from Rhodes University, South Africa, who spent last year at the University in Sydney while on sabbatical leave.

In regular meetings since last October the students have developed a portfolio which features their mission, details about the International Experience Program, how this type of learning may benefit students, and activities planned.

They are seeking sponsorship from organisations to cover the costs of the conference fees, accommodation and internal transport.

Bob Finlay said that the promotion of Experiential Learning initiatives such as the International Experience Program would give students an education for the development of essential personal qualities demanded by the education national reform agenda.

Psychology research seminar

Melbourne Zoo was the unusual venue for a research seminar by 13 of the 16 psychologists from Australian Catholic University's three Victorian campuses.

At the seminar details of current research activities were discussed and future directions outlined.

Some speakers and their current research activities outlined were :

Associate Professor Marie Joyce discussed 'Parenting in the Family', based on studies on parental stress during the first year of a child's life.

Doctor Michael McKay delivered his response to recent criticisms that the Neale Analysis of Reading Ability (Revised Scale) may be systematically biased. Doctor McKay concluded the criticism did not appear to hold true for the revised Australian versions.

Mr Bob Paddle discussed how scientific perception and interpretations of behaviour may change in the absence of additionally obtained data. This was illustrated by an analysis of recent research into the supposed posture and locomotion of the recently extinct Tasmanian tiger.

Doctor Peter Rendell described his research into memory across the life span, outlining that laboratory and natural studies have determined retrospective



Psychologists from the Victorian Campuses at the seminar at Melbourne Zoo : Back Row: Mr Michael Groome, Dr Michael McKay, Dr Peter Rendell, Ms Gill Paterson. Middle Row : Dr Marie Lawson, Dr Cecelia Winkelman, Ms Zita Marks, Dr Yoshimi Matsuda, Mr Simon Kennedy. Front Row : Ms Cathy Laufer, Associate Professor Marie Joyce, and Mr Bob Paddle.

memory — remembering past events — decreases over time as individuals age. However prospective memory — remembering to do things when measured in natural situations related to everyday events

— appears to improve with age.

Mr Ken Smith and Doctor Yoshimi Matsuda presented contrasting papers on the different techniques of multivariate analysis.