Renowned English potter, Michael Casson, rates Australia’s pottery as world class.
Contents

Cover: Michael Casson, Visiting Potter ............... See page 11
New Dean hopes for better resources ......................... 3

First graduations in the new hall ...................... 4-6

Chisholm's Technology Tower opened by Deputy Premier ............ 7
AutoCAD training centre to service industry and students .......... 8
Police Studies course teaches understanding ................... 9-10
Australian potters come of age ............................. 11-12

Strengthening the educational services ......... 13-14

Coming to terms with technology in schools ................ 15-16
Nursing students train for real life situations ............... 17
News ................................................................. 18-19
The Antarctic experience — "great white bell" ............. 20-21

Master of Arts Award breaks new ground .......... 22

Student graphic design work on display in tower foyer ........ 22
Computing students receive study grants .................. 23

Featured work: Clare Belfrage, Ceramic Design .... Back Cover

Chisholm Gazette
Volume 5, Number 2
July 1988

The Chisholm Gazette is produced by the Public Relations Office, Chisholm Institute of Technology, PO Box 197, Caulfield East, 3145.

Editor: John Wilkins, 573 2099.
Writer and Associate Editor: Sonja King, 573 2311.

Design: Tony Chapman Design P/L
Photography: Andrew Barcham, Peter Taylor

Image-setting by Design Printing Management

Printed by Chisholm Printing Services, PO Box 197, Caulfield East, 3145.

This publication is prepared using an Apple Macintosh system, PageMaker, a Linotronic imagesetter, with Adobe typefaces. Body copy is set in ITC Garamond.

Chisholm Institute of Technology

Chisholm Institute of Technology is a multi-disciplinary tertiary institute offering studies in five schools and a faculty located at two campuses, Caulfield and Frankston.

It is the second largest of Victoria's Colleges of Advanced Education with a total enrolment of more than 7,750 full and part-time students in its graduate and undergraduate programs in Art and Design, Business, Education, Nursing, Social and Behavioural Studies and the Technologies.

Chisholm has a proud record of offering relevant short courses in its areas of expertise for thousands of students each year, and a strong reputation as a research and consultancy organisation.
New Dean hopes for better resources

Chisholm has announced the appointment of a new Dean of Education, Dr Ray Anderson.

Dr Anderson has had 30 years experience in education working in Papua New Guinea, the USA and Australia. After completing secondary education in Frankston, Dr Anderson studied at the Burwood Teachers' College, Melbourne University, Monash University, and Stanford University in California, where he completed a PhD in teacher education.

Dr Anderson commenced his career in tertiary education as an assistant lecturer seconded from the Education Department of Victoria, and progressed from Lecturer, Senior Lecturer to Program Director/Deputy Dean. Since 1986 he has been the Acting Dean of Education. He has wide experience in institute matters and has served as Acting Associate Director and Registrar.

Dr Anderson has been very active as a consultant on curriculum development and evaluation matters, to the Curriculum Development Centre in Canberra, the Ministry of Education, and local schools. In recent times, his consultancy interests have expanded to include working with industry on training methods. His publications include many articles on curriculum and teaching.

THE ROLE OF THE SCHOOL OF EDUCATION

"The Frankston campus has provided high quality teacher education programs for almost 30 years and is well placed to help improve education for teachers and children in the challenging times ahead," said Dr Anderson.

"The present reaccreditation exercise has enabled the School to incorporate a greater emphasis on mathematics, science and technology in the Diploma of Teaching (Primary) and the Bachelor of Education," he said.

"While the School has endeavoured to meet government policy initiatives in this area, it has quite properly continued the generalist nature of its major awards."

Dr Anderson said "Children need a broad-based program with a balance between acquisition of knowledge, skills and the understanding of personal values and the values of others. At the moment, maths, science and technology provide a focus and although teachers and teacher-educators should strive to improve the way these subjects are taught, the same could be said of all the subjects in the curriculum.

"Unfortunately, there appears to be a tendency for media reports to often criticise schools and education. However, in an era in Victoria when resources are shrinking, accompanied by massive restructuring in the Ministry of Education and changes in curriculum, teachers cope extremely well.

"They are expected to teach full-time, yet design and implement new curricula. School-based curriculum decision-making is an excellent idea and although guidelines have been provided for schools, some lack specificity," said Dr Anderson.

"One way to overcome this problem would be to set up regional curriculum committees to develop in detail specific curricula suited to the particular region, thus taking the strain from schools who are trying to come to grips with this problem individually."

Dr Anderson said that the School of Education has a clear mission to prepare students to manage and keep abreast of change. "In future, the School will attempt to increase its applied research efforts directed at fundamental educational issues. This research will be used to make sure that the School of Education's programs remain at the forefront of the profession as it is conducted in the field," he said.

"If there is to be the economic revival that the government desires, the resourcing of teacher education should be increased. Improvement in skills doesn't just take place in the tertiary levels of technology and

Cont on page 17.
First graduations in the new hall

Over 1,300 graduates received their awards during conferring ceremonies in the new Technology Tower Hall at Caulfield and the George Jenkins Theatre at Frankston.

It is the first time since the amalgamation between the Caulfield Institute of Technology and the State College of Victoria, Frankston that conferrings have been held on campus. Previously, the awards were held at the Dallas Brooks Hall.

The total number of graduates was 1,336 of which 118 were from the School of Art and Design, 434 from the David Syme Business School, 440 from the Faculty of Technology, 160 from the School of Education and 186 from the School of Social and Behavioural Studies. The School of Nursing, established in 1987, will graduate its first students in 1990.

At the first ceremony on 12 April, graduates from the David Syme Business School received their awards following an Occasional Address by Mr Roger Allen, Chairman and Chief Executive Officer of the Computer Power Group of Companies.

Bachelors of Business in Accounting, Administration, Banking and Finance, Marketing and Office Administration, and a Master of Business, were presented by Mr Paul Ramler, a Vice-President of Chisholm's Council.

The second conferring of awards was held on 14 April for graduands of the Faculty of Technology and the David Syme Business School. The Occasional Address was given by Dr Ron Cullen, Chairman of the Victorian Post-Secondary Education Commission.

**LEARN FROM SUCCESS AND FAILURE**

In his speech, Dr Cullen said it was important to learn from both success and failure. "The people who develop and succeed tend to be those who seek to achieve results and to influence the world rather than those who seek to impress and to obtain status and to avoid mistakes.

"It is not fashionable in this country to strive for excellence but we need to do it, as individuals, as organisations, and as a nation," he said. "Most people have the capacity to excel at some part of their work...and we should learn to recognise this."
He also said, "there are today enormous opportunities to apply knowledge and technology to our needs as a community. We should at least seek to match our major international competitors in the higher education stakes."

On the subject of amalgamations he commented that the binary system of tertiary education has divided Australia. "The binary system set up a value system which defined utopia for every institution as in some way emulating the major traditional universities."

The proposed federation of Monash University and Chisholm would "provide a unique breadth and depth of programs across a wide range of higher education.

"Their association with each other would provide opportunities to build on...core strengths...to provide programs which address issues that have been identified as State and Commonwealth Government priorities," he said.

Bachelor degrees and Graduate Diplomas were presented by the President of Chisholm Council, Dr Lionel Ward, to graduates from the Faculty of Technology in Digital Technology, Computer Graphics, Digital Communications, Robotics, Applied Science (Multi-discipline), and Applied Polymer Science.

Dr Ward also presented Graduate Diplomas, Associate Diplomas and Diplomas in Accounting Information Systems, Banking and Finance, Marketing, Administrative and Secretarial Studies, and Secretarial Studies (Legal and Medical), to David Syme Business School graduates.

The third ceremony was held on 19 April at the Frankston campus with the Occasional Address by Professor Malcolm Skilbeck, Vice-Chancellor of Deakin University.

3R'S SYSTEM ON WRONG TRACK

Prof Skilbeck spoke out against education critics who proposed a return to the basic '3R's' teaching system. In his speech he said "we cannot be restricted to the old 3R's and associated pedagogy.

"In our society, aptitudes, capabilities and skills such as working together, good interpersonal relations, a sympathetic concern for others are also basic. "So are the abilities to identify real problems and work towards their resolution, to estimate quantities and their volumes, to analyse and integrate large masses of data, to scan newspapers and magazines, to assess the quality of the electronic media, to make aesthetic judgements and to work with a commitment to quality and standards," he said.

Professor Skilbeck said "engorging pre-packaged subject matter resulted in fact grubbing, cramming and feats of short term memory and even shorter term forgetting."

At this ceremony graduates from the School of Education were conferred their awards by Ms Maria Keys, a Vice-President of Chisholm Council. Diplomas, Graduate Diplomas and Bachelor degrees were awarded in Early Childhood Teaching, Primary Teaching, Education, Art Education and Outdoor Education.

The fourth and fifth ceremonies were held on 17 and 19 May for graduates of the Faculty of Technology, the School of Social and Behavioural Studies, the David Syme Business School, and the School of Art and Design.

At the 17 May ceremony the Occasional Address was given by The Hon Robert Fordham, Deputy Premier of Victoria and Minister for Industry, Technology and Resources, who spoke on the need to produce graduates able to take on the demands of a technological society.

GRADUATES FOR TECHNOLOGY

"To succeed against the tough competition offered by overseas firms we are encouraging companies to become internationally competitive," he said.

Education is crucial in achieving this objective said Mr Fordham. "One of the major initiatives...is the Victorian Education Foundation, which aims to boost the number and improve the quality of courses and students within post-secondary education.

"It gives people in business and industry the opportunity to talk with key educationalists about the needs of industry and the sort of courses and training required," he said.

The Government has assisted Chisholm by providing $50,000 for the Centre for the Development of Entrepreneurs and $95,000 for the Centre for Robotics over the past year. The Government also supports the Graduate Enterprise Program which trains graduates and provides assistance for them to start their own firms.

Mr Fordham also said that a closer co-operation between government, education and industry is possible and has started to pay dividends for Victorians. "It is possible to enhance the skills and hence the competitiveness of industry by making use of our educational institutions."

The awards were conferred by Dr Lionel Ward, President of Chisholm Council. Graduates from the Faculty of Technology received Diplomas, Bachelor degrees and Graduate Diplomas in Mechanical,

EDUCATION SHOULD PREPARE FOR CHANGE

Prof Ian Lowe, Chairman of the Commission for the Future, presented the Occasional Address for the final ceremony. He spoke on the need for education to prepare people for change. He said that we needed a wide range of choices, rather than being swept along by technology and social change. His message to the graduates was that as educated people, they have an important role in the shaping of the future of Australia, in the workplace and in the community on social issues.

Mr Paul Ramler, a Vice-President of Chisholm Council presented awards to graduands from the David Syme Business School, School of Art and Design and Faculty of Technology. Graduands from the David Syme Business School received Bachelor degrees in Accounting and Marketing.

Double Bachelor degrees were awarded in Applied Science/ Business and Arts/Business.

The School of Art and Design conferred Associate Diplomas, Diplomas, Bachelor degrees and Graduate Diplomas in Ceramic Design, Fine Art, Graphic Design, Fine Art Craft and Graphic Communication.

The Faculty of Technology conferred awards for Bachelor degrees in Computing, Business Technology, and Information Technology.

FIRST COMPUTING MASTERS AWARDED

The first Master of Applied Science (Computing) graduates were also presented with their awards. William Brewer received his award for a minor thesis on 'Integrity, Concurrency, Recovery and Security and Distributed Database Systems' which provides an in-depth review of the potential problems in distributed database systems, together with an analysis of the solutions.

Jean Evans received her award for a minor thesis on 'Information Systems Planning: It's Importance and Essential Integration Into Corporate Strategic Plans in a Victorian Hospital'. It reviews strategic planning techniques and develops a set of procedures which establish a methodology designed specifically for a highly complex environment currently undergoing significant and rapid change.

The third award was presented to Chisholm lecturer, John Moore. His thesis, 'A Method of Standardising the Requirements Specification in Certain Classes of Systems', explores the possibilities of using the national standards setting process to specify in detail both the standard parts of common systems as well as the areas where local variations to reflect enterprise differences must be possible.

Prof Skillebeck's quotes courtesy of the Geelong News.
Chisholm's Technology Tower opened by Deputy Premier

The Hon Robert Fordham, Deputy Premier of Victoria and Minister for Industry, Technology and Resources, opened the new Technology Tower and Student Union Complex in May.

The building occupies a site belonging to Chisholm at 26 Railway Avenue and 2 Princes Avenue.

The building is the result of deliberations by the Council of Chisholm in 1985, in response to the need for improved student union facilities and campus space needs. It houses the offices of Chisholm Student Union Inc. and other student facilities including a cafeteria, recreational space, and a multi-purpose hall, which was used for the Graduation Ceremonies on the day of the opening. The Student Union Building Development Fund of approximately $1.45 million was made available for the project.

PROJECT COSTS

The total project cost was approximately $15 million and in order to finance an $8 million debt without making use of government funding, the State Treasurer's approval was sought for a funding model that involved repayment through commercial tenancies over a 10 year period. Tenants are involved in industries related to areas of interest to Chisholm.

The builders and project managers were John Holland Constructions Pty Ltd and project consultants were Pizey Noble Pty Ltd. The building was completed in November 1987.

It has Student Union facilities of 3,300m² and a further seven levels of 5,100m² which provide first class city-office standard space with quality fittings. The ground floor comprises large kitchen facilities, cafeteria, reception area, multi-purpose hall, a gymnasium, change rooms and shower blocks. There is also a large passive recreation area and a small coffee shop.

CENTRES FOR RESEARCH

The International Business Centre, the Centre for the Development of Entrepreneurs, and the Pearcey Centre for Computing have taken up residency on the fourth floor at commercial rentals.

The Tower's name reflects both the nature of the tenancies, and the design of the building itself, with provision for computer lines and hi-tech communications facilities. The emphasis of the activities planned for the Tower is to be on technology areas in which Chisholm specialises. A Town Planning Permit was issued early in 1988 and tenancies commenced from Easter 1988.

The Tower is the first development in the 'western campus' of the Caulfield site. The Institute has acquired a considerable amount of property to extend what has been known as a very restricted campus. The properties which have been acquired over time will be consolidated and developed against a Master Plan which will allow Chisholm to commission new buildings, with suitable provision for landscaping and parking, to cooperate with State and Federal governments in meeting the challenges of the future.

Chisholm is committed to support new government initiatives which presently include directed growth in the higher education system and participation in the Victorian economic and technology strategies. The Technology Tower represents the start of new initiatives through which Chisholm can react to meet community needs.
AutoCAD training centre to service industry and students

Chisholm is now an authorised AutoCAD Training Centre, following approval by the distributors, Autodesk Australia Pty Ltd.

This Computer Aided Design program is a leader in the field and is used by thousands of Australian designers, engineers, architects and professional draftspersons.

Autodesk presented Chisholm with software worth $45,000 to enable the use and teaching of AutoCAD.

As a result, Chisholm, in conjunction with its industry computer education body the Pearcey Centre for Computing, is able to offer AutoCAD courses at a reasonable cost that are comprehensive and of top quality.

COMPUTER GRAPHICS LABORATORY

The Computer Graphics Laboratory at Chisholm that will be used for the AutoCAD Training Centre is well equipped. It has seven IBM PS/2 Model 50 computers with 8514A colour graphics cards. Six of these have 8513 monitors, and the seventh an 8514 monitor, giving VGA resolution to all the workstations.

The Laboratory has three printers: a Hewlett-Packard HP7550 A plotter, an IBM colour jet printer, and an EPSON FX1000 dot matrix printer. An IBM PS/2 Model 30 is also available to transfer data between 3.5" and 5.25" format disks.

The facilities of the AutoCAD Training Centre are also being used by undergraduate, post-graduate and research students involved in CAD/CAM activities at the Institute.

Members of Chisholm's academic staff are being encouraged to develop other courses for the Centre for the future needs of industry.

CAD/CAM RESEARCH GRANT

Chisholm has also received a grant of $58,000 from Autodesk, Apollo Domain Computers, and EGS Pty Ltd which is matched with a $44,000 grant from the Victorian government, and is for a research project in CAD/CAM.

Mr Arvind Shrivastava, Lecturer in Mechanical Engineering at Chisholm, is leading the research project, 'Development of a Microcomputer-based CAD/CAM System', and two Masters research students are fulfilling their degree requirements in assisting the project.

The goal of the research is to develop a commercially viable system that will be machine independent, low cost, easy to use, and microcomputer based. It will provide CAD/CAM to shop-floor technicians using a computer-controlled machining centre with other peripheral devices such as robots, material transfer machines, programmable logic controllers and so on.

The Dean the Faculty of Technology, Dr Roy Williams, who is also on the National Committee for Australian Drawing Standards, will provide guidance for the project so it conforms to Australian Drawing and other Standards, local and international.

With the opening of the Centre and the Graphics Laboratory and the initiation of the industry and government funded research, Chisholm promises to be a leading edge CAD/CAM establishment in the future, assisting large and small manufacturing industries alike.

The Training Centre can also provide in-house customised courses to industry based on AutoCAD. Enquiries should be directed to Mr Arvind Shrivastava, Executive Director, AutoCAD Training Centre, on 573 2458 or 573 2235.

Left, Chisholm Director, Dr Geoff Vaughan signs the agreement authorising Chisholm as an AutoCAD Training centre, watched by Executive Director, Mr Arvind Shrivastava (left) and Managing Director of Autodesk, Mr Michael Davidge (right).
Police Studies course teaches understanding

Twenty-one Associate Diploma in Police Studies students graduated at the conferrings of awards at Chisholm on 17 May. Among these was Senior Sergeant Greg Roberts who was in charge of the much-publicised Kay Nesbit case.

Greg was a member of the Malvern CIB and helped solve the case which won the hearts of Australians who donated over $200,000 to an appeal for Kay. He was first on the scene after the shooting and supported Kay through the many traumatic weeks of surgery and the court appearances which followed.

Although Greg is modest about his involvement in the case, colleagues have said they are certain that his support of Kay contributed to her miraculous recovery.

Police Studies Course Leader, Rob Smith, said Greg was the only person Kay would talk to and she placed enormous trust in him. “Greg is the best example of a policeman who has gone public on a case,” he said.

Greg wrote an article on the case for the Australian Police Journal and submitted it as a major research essay for assessment in the Victimology elective unit of the course. The essay later won first prize in the magazine’s annual writing contest.

Police Studies Course Leader, Rob Smith said that if Greg had not been doing the course he doubts he would have been able to write the article with such clarity and attention to detail.

UNDERSTANDING OF SOCIETY

Greg enrolled in the course for three reasons – to prove to himself that he could handle a tertiary course, to give him a greater understanding of police matters relevant to his work, and to learn from the interaction with other students on campus.

Rob Smith said the course teaches police about the complicated nature of the social factors that surround crime, something which normal police training cannot do. “Police need to be able to see potential problems and the course shows them how.”

He also says that most police have an innate intelligence which is switched easily to
academic study. "Greg especially demonstrated a capacity to do extremely well," said Rob.

Greg says the course has helped him in several ways. The Psychology units gave him an understanding of the motives people may have for committing crimes and the correct terminology for various actions. The Sociology units provided an understanding of the ways in which society works and the legal studies units greater knowledge of complicated areas such as family law.

Greg emphasised that the Associate Diploma also teaches police how to use the many resources available to them. "You need to know where to go to find resources and the course teaches you this."

"It is a great mind stimulator and it also offers an excellent preparation for further study," he said.

ELEVENTH YEAR OF COURSE

The Associate Diploma in Police Studies is in its 11th year and has received the recognition with the police force that it deserves says Rob. Over 100 police have completed the course and are progressing at a satisfactory rate. "Most of them were terrified to enrol because in the past their experience of tertiary institutions was mostly of student demonstrations. Now we even have a Student Union Police Studies Association for past and present students."

Chisholm's Police Studies course was unique in Australia when it started. The subjects in the course cover topics such as legal studies, computing, engineering, accounting and the social sciences.

Mr Mick Miller, Fellow of Chisholm and former Chief Commissioner, was instrumental in its inception following the Eric St John Report on the Victoria Police. He has consistently supported the Associate Diploma and higher education for police forces generally throughout Australia.

The Neesham Report on the Victoria Police recommended that by 1995 all Police personnel of officer rank should be graduates of tertiary courses. Chisholm plans to meet this challenge by introducing degree level studies in policing and is currently working on the accreditation of a Bachelor of Arts (Police Studies). The Institute hopes to become a national centre for police studies and research into policing needs and issues.

Below from left to right: back row: Gregory Roberts, Michael Stefanovic, Kevin Sheridan, James McCaffrey, Laurence Neville, Brian Brown, Quentim Pritchard and Paul Maas.

Middle row: Barry Cole, Peter Keogh, Raymond Harris, Peter Nancarrow and Gary McCole.

Front row: Harry Bradshaw, Robert Hastings, Geoffrey James, Charles Gassner, James Hart, Brendan Crimmins, Assistant Commissioner (Personnel and Training), Christopher Ferguson and Rob Smith, Police Studies Course Leader. Presented with their awards in absentia were James Garrad and Barry Stanton.
Australian potters come of age

Australian potters are now among the best in the world according to eminent British potter Michael Casson who spent six weeks in Australia as Visiting Fellow with the Department of Ceramic Design in the School of Art and Design.

Michael, who is well known around the world for his functional pottery, remembers being shown some Australian pottery 25 years ago and comments that the standard of work now is much higher. “Certain aspects of your work are better than Britain”, he said.

He praised the work of fourth year students in the Bachelor of Arts (Ceramic Design) at Chisholm and the standard of courses at both Chisholm and the Bendigo College of Advanced Education where he has held workshops. “There is a lot of design work being done on paper, which is important, but equally important,” he feels, “is experimental work deriving from direct experience of clay.”

Michael emphasised the need for maintaining links between functional work and the “fine art ceramics”. In Britain the two ends of the spectrum have gradually widened, while in America they have broken apart. The market dictates certain things which he says will mean a greater demand for sculptural work. However, he says, “it’s all clay, it’s all fired”, and we mustn’t allow a rift to develop in Australia between potters of both philosophies.

POTTERY IS A BUSINESS

He also says that for potters to survive in a now more competitive world, they will need business acumen. “You do need instruction from those people who are good at business, including those who will be your peer group,” he said. “You
the fifties, because he liked its directness, and its application to life. “I like the idea of a vessel made of clay being something very usable and very beautiful. This, of course, is part of the Leach ethic.”

His visit to Australia coincided with the Fifth National Ceramics Conference in Sydney from 15-20 May at which he gave several talks including sitting on a panel about wood-firing. While in Australia he held several public workshops, lectures and slide shows which were heavily attended. He also opened an exhibition of student work at Chisholm on 6 June.

Michael’s list of credits include being the founding member of the Craftsmans Potters Association in 1958, with 12 years as a council member, and its Chairman from 1963-66. He was also founder in 1963, with Victor Margrie, of the studio pottery course at the Harrow School of Art, the first vocational course of its kind.

His work is wheel-thrown stoneware, and mostly wood-fired salt glazed. His range of jugs, bowls, lidded jars and teapots are sold in outlets throughout England and are featured in galleries in England and the United States and in collections at the Victoria and Albert Museum, Crafts Council, National Scottish and Welsh Museums and North American Museums.

He has been widely published in ceramics magazines, is referred to in most current books on pottery and has exhibited his work around the world. He has also written a book “Pottery in Britain Today” and presented the BBC TV series “The Craft of the Potter” in 1975 followed by a book of the same name in 1976.

Michael said he was curious to see what was going on in Australia and hoped to leave the students something to think about. “I wanted to expand attitudes, explore why we do things more than anything else.” His visit created much interest among the ceramics students at Chisholm. In the first few days here, he says they were basically curious to see what he was like – “coming up to see if I was human”, is how he described the experience. He worked on a one-to-one basis with the students, offering advice and practical tuition when asked.

Apart from holding numerous workshops and working with the students he made several pieces while here including his much loved jugs. “I’ve always liked jugs, thank goodness, because they are the best selling thing I make”. His says his friends refer to them as his “jugs ad nauseam”. He is also concentrating on a new range of teapots.

Another new range being developed are bowls with decorations based on swimming figures – referred to, by his friends again, as “Mick’s swimmers”.

TAKE NOTE OF MARKET

Michael is not one to follow market trends, but he does say that it would be a foolish potter that ignored the market. “I make what I like and I try to see if the market likes it. Every now and then I make something I like that the market doesn’t like at all, and after a time I have to decide – usually there is so much else I want to do, I can stop.”

He says he doesn’t change direction frequently like some potters; rather he prefers to describe himself as developing slowly.

He regards ceramics as an art that can at least reach a large part, if not all, of the population. “It is not an elitist art.”
Strengthening the educational services

Building up the services offered for the academic staff of Chisholm is the foremost aim of the new Head of the Educational Development Unit, Mr John Julian.

John, who commenced at Chisholm in March in a position which had had no permanent head for two years, says his first priority is to revitalise the staff development programs, by determining in what areas the staff have interests and by following this up with a varied program. This program could range from a series of one-hour lunchtime seminars, and courses on specific aspects of improving teaching performance, to practical training courses.

"Basically what I'm going to do is pick up on areas where I see a need appropriate to the performance of academic staff," he said. "There is a wide range of potential activities in staff development including personal consultations, running seminars and tackling matters of Institute concern. For example, we might organise seminars on issues, such as, "What will an amalgamation mean for you?" and "What implications will the graduate tax have for your students?"

STAFF DEVELOPMENT

While the EDU's brief is to improve teaching performance, John says there is also a need for staff development programs for general staff such as micro-computer training. "Although it's not EDU's main function, we'll be doing what we can in that area," he said.

The EDU is composed of three sections - Staff Development, Language Development and Media Services. While John has no immediate plans for changes to the Language Development section, he does indicate it is a growth area.

"With the move to full fee paying overseas students it could be an area we may have to give more attention to," he said.

He comments that numeracy seems to be a growing problem area among students. "A lot of students are coming in with inadequate numeracy skills, in technological and business areas in particular. I don't know how big a problem that is or whether we can assist, but it is something I want to have a look at."

John describes the Media Services section as one of the strengths of Chisholm and campus services in general, as excellent. "Given the number of people we've got and the very limited equipment we've
got, the provision of services at Chisholm is first-class," he said. He does see one problem in Media Services – a lack of adequate teaching facilities. There is one video tape recorder available from EDU for centrally time-tabled lecture theatres for the Caulfield campus. John says the provision of fairly basic facilities such as TV monitors in lecture theatres, so that video tapes can be shown, is needed.

"There should also be an overhead projector in every classroom, instead of having to carry one from room to room," said John.

IMPROVEMENT OF TEACHING
John sees his major activity in the short term to be the establishment of an effective staff development program. In a Dawkins environment, academic staff will be under more pressure than before to analyse their teaching performance.

The role of EDU is to assist staff in all aspects of improving their role as teachers, researchers and administrators. In Australia, staff development in tertiary education has largely been equated with the improvement of teaching and John sees that as being the initial focus of activity at Chisholm.

However, staff development he feels, should include more general professional development as well. Professional growth involves the development of skills, attitudes, knowledge and insight as well as improvement in classroom performance. Although the task of EDU is to improve academic performance, John hopes that activities which highlight some more general institutional concerns will also be popular.

He has a wide ranging program of activities planned for the next few months. However, John says that first he will be circulating information to all members of staff in order to find out their needs. "There is no point in organising in-service activities that no-one will attend," he said.

Some examples proposed are: academic seminars on issues to do with Assessment and Learning, The Special Needs of Part-time and Mature Age Students, and Instructional Design in Tertiary Teaching; in-service workshops and lunch-time seminars on Assessing Student Essays, Effective Lecturing or Small Group Teaching, and Designing Student Notes and Handouts; and groups on improving personal competence such as Effective Use of Presentation Aids in Teaching, Managing an Academic Department and Skills for Tutorial Leaders. In addition, EDU will continue to offer and expand its longer courses on computer topics.

John says that some of the activities will be run by EDU staff while others will use an outside expert, brought in for the occasion. He also made it clear that EDU would not be offering courses which compete with areas of Chisholm such as the Pearcey Centre that run short courses and workshops commercially. "These courses are for the internal use of Chisholm staff only."

TECHNOLOGY BACKGROUND
John came to Chisholm from the University of Melbourne where he has spent most of his working life. Since graduating in engineering and applied science he taught in the Engineering Faculty before joining the Centre for the Study of Higher Education. He worked for three years on a special project to develop modern teaching methods before gaining a position as a lecturer at the Centre. The next five years were largely spent working in the television unit.

In 1979 he went to the US and spent 18 months at Indiana University completing a Masters degree in Education. When he returned to the Centre he took over the co-ordination of the audio-visual services for the whole of the University.

The step from engineering and applied science to media services was not a difficult one for John who had worked previously as a photographer and in films. "I made several films with grants from various bodies with a friend who is now a film director."

He also found the step to a smaller institution enjoyable and describes the environment at Chisholm as great. "I'm much closer to where decisions are being made and you have a better sense of institution decision-making."

PRODUCT-OIENTATION
"Chisholm is a much more pragmatically orientated place perhaps because of the heavy emphasis on the technologies and business."

John says the management style is different with more of the academic staff coming from industry and business.

John says it will take maybe 18 months or so before he has fully assessed the needs of the Institute but in the meantime he maintains he is not one for sitting around in his office theorising. "My basic work history has been in getting things done, and hopefully I can do that here too."

PRODUCT-OIENTATION
Coming to terms with technology in schools

The School of Education was visited recently by an expert in technology education from the home of Hardy's Mayor of Casterbridge. Geoffrey Ashdown is the County Advisor for Design and Technology for Dorset County Council. His brief is to provide a focal point in the county for discussions and dissemination of information about technology. He advises schools and colleges on the daily content and running of technology courses, mainly at the secondary level, and he plans and runs courses for both specialist and non-specialist teachers on design and technology. Chisholm Gazette interviewed Geoff before he returned to the United Kingdom.

Have you been teaching while you were at the Frankston campus?
Yes, I had the pleasure of working with Dr Richard Trembath's group of third year students who were willing to go out and get stuck into the schools where they will eventually end up. More interesting still was working with the in-service fourth year Bachelor of Education students. These are practising teachers, right at the 'chalkface', who have to interpret government thinking, national thinking, local thinking, and keep in touch with what the parents think their children ought to be learning. With the term 'technology' creeping into the curriculum we've had to interpret that in educational terms for five to 11 year olds in England. I have been showing the teachers here some of the things that we have been up to at home.

Is there a great difference in emphasis between the UK and Australia in that area?
No, I think the educational system is very similar in some ways but I think that we may be a little more advanced. In certain things I think there is a degree of informality here. In talking to the teachers I find that they are going through the struggles that we went through perhaps 10 years ago: how to interpret technology, better still, schools technology, in educational terms?
Does the idea of school technology encompass only engineering, electronics, computing or are there other aspects to it?
We have interpreted it broadly. The term I use is promoting active learning through technology: 'PAL'. You have this lovely advertisement for dog food which I believe says 'enriched with nourishing marrow bone jelly'. Promoting active learning must be enriched with nourishing technology and the technology has to spread right across the curriculum. It has to be fun and the children have got to be participants in it, particularly at the primary age. You hope that some will develop into technologists, which your country needs as much as our country to sustain development of the future.

Do you find that feeds off, and in turn encourages, applied sciences learning at a primary level?
At the primary level so much science can be taught by asking of a technological project, Why does it work? Why does it function in this way? Scientific concepts can be brought in much more easily than by starting from a very didactic formal science teaching.

You are employed by the County Council - I presume that makes you the equivalent of an employee of the Education Department?
Yes, there are 104 local authorities in England and each one is controlled in educational matters by an Education Committee and they employ a range of either inspectors or advisers to promote a range of subject areas and deliver curriculum to the schools under their control.

Do you work directly with the schools rather than through the Polytechnics or Universities or teacher education institutions?
No, we have very strong links with the institutes of teacher education in the area, because they provide me with my 'raw material' teachers. They also form a sound base for further in-service
education of staff out in the schools.

With the growth of technology at the Advanced Level (your VCE) you need teachers who can teach up to that level. Therefore, for specific expertise, I would negotiate with an institute very similar to this to run in-service courses for my practising teachers one day a week for two years in specific developments in technology.

In certain subjects we have a great shortage of teachers: Maths, Science Technology and one area that has raised its head very recently has been foreign languages.

We are developing CAD/ CAM systems at secondary levels and are beginning to get that equipment into the schools. Therefore, I have to be sure that in-service is available for the teachers who are going to develop this. Where better would they come for the expertise than to an institution such as this to update teachers in the techniques?

The usual things people mean by 'technology' are computers or electronics. What other areas are involved in designing technology?

If every student that's going through a technology course in a secondary school has not actually had hands-on experience in producing a printed circuit board and put gizmos on to that to make it work, I would be cross. I apply design just as importantly to the chairs we are sitting on, to aids for the disabled.

Design technology is not confined to computing and electronics.

Are the skills of set square and pencil still being taught?

In English schools, pure technical drawing, that is, drawing to British Standard 308, has seen a demise in certain areas and the subject would now be called Design and Communication.

Because the ways of communicating ideas are nowadays not just BS-308-type drawings, ideas can be much more readily communicated either by computer or by graphic presentation. We are finding that the students who just stick to designing communication get so wrapped up in the design side that they get frustrated because they can't take their designs through to the final product. Within the next five years we shall see further changes, merging them together, so it will almost be one subject: Design and Production.

Is that where you see the future of technology education?

Yes, secondary students will have a central core of design with stackable modules for whichever way they wish to go down the high aesthetic side, the graphic design side. Equally, they may wish to go down the high-tech end; and there are middle roads. A lowering of the edges, but a series of stackable modules.

We have found that those courses at secondary level flounder because the spark has not been ignited in them yet and to catch them young – three, five, seven – is the important thing. You go to any primary school and there will be the inevitable Nature Table there, but there won't be the Technology Table. There is a place for the nature table but there is equally a place for the technological table.

Why has such an imbalance arisen? Is it because not enough stress was put on science in teacher education of the previous generation?

Yes. [English] Primary School Teachers have not been given even very simple physics principles. That also comes over very strongly in talking to practising teachers here. I gave them a handout at the end of the course, with batteries and bulbs and things like that mentioned on it and one teacher said to me, 'but I don't know anything about batteries and bulbs'. I could replicate that in England without any difficulty at all. I think a more liberal education will change that, a general science education rather than a humanities-specific one.

Do you think this is a response to the explosion of technology, or that it is really something else, caused by people's fear of change generally, whether or not it is technology?

I think it is a fear of technology.

Are you optimistic that people can adapt to technology and keep abreast?

Oh yes, anybody can adapt to going to the money pump, and just keying in and getting their money, to going to the supermarket and getting their goods by running them across a bar code reader. What may be more difficult to adapt to is the development of technology in nuclear power. And I also think the dangers present in biotechnology may upset the whole balance if we are not careful. A more educated public – youngsters coming out of school who are technologically literate, is what I would be asking for, so that when the decisions are discussed on television or in the paper they can make informed judgements rather than having it decided for them by so-called experts.
Nursing students train for real life situations

For the second consecutive year, Chisholm nursing students undertook part of their clinical experience in local shopping centres.

Members of the community were invited to participate in the education of these future nurses by having their blood pressure, pulse rate, height and weight monitored and completed a lifestyle questionnaire.

The students are currently enrolled in the first year of the Diploma of Applied Science (Nursing) course at Chisholm. The course includes strong emphasis on health promotion and community health which led to the idea of the students gaining this experience in shopping centres. The experience has proven highly successful last year and this year, with many members of the public taking part in the exercise.

The course is in its second year and currently has 320 students enrolled. A new building was constructed on the Frankston campus of Chisholm to house the School of Nursing. This was opened by the Hon Ian Cathie in March this year.

OPEN DAY

It’s an Education in itself
Sunday 14 August
11 am – 4 pm
Caulfield and Frankston campuses
Enquiries: 573 2099

From page 3

business institutions but is virtually a life-long process that begins in kindergarten.

“Teachers of the young are dedicated, talented people who also need the latest in technology in order to lay the foundations of knowledge, skills and values for the next generation. The School of Education at Chisholm is committed to the pursuit of excellence in this task.”
News

Fun way to learn maths

Grade Five students from the Overport Primary School recently tested a Maths Trail written by third year Diploma of Teaching students at the Frankston campus of Chisholm.

The trail is designed to appeal to pupils from Grades four to five and is a fun way to learn about mathematics. Children move around a trail using written directions counting, estimating, reasoning and calculating objects that surround and abound in buildings.

Teachers from Belvedere Park Primary School also examined the trail. The trail will be available for visitors to the Frankston campus on Open Day along with a display of mathematical models constructed by second year Diploma of Teaching students.

Active semester for Art and Design

The School of Art and Design welcomed a number of visitors from Australia and abroad during first semester, including Visiting Fellow, Michael Casson (see page 13).

From the Sydney Biennale, the School sponsored lectures by the German sculptress, Ingeborg Luscher, the English artist, David Godbold and Berlin publisher, academic and art critic, Dr Ernst Busche. The presentations were given to members of the School, and students and staff from other Melbourne art schools.

Mr Yoshigaki Chosa, President of the Japanese New Art Crafts Artists Association visited the School and, through an interpreter, discussed arts and cultural tourism with the staff. He was visiting Australia in connection with an exhibition of Japanese craft at the Caulfield Arts Centre.

During the International Tapestry Symposium held in Melbourne in May, the School was visited by Sue Walker, Director of the Victorian Tapestry Workshop, and world famous tapestry weavers Archie Brennan from Hawaii, Marta Rogoyska from England and Marcel Marois from Canada.

Mr Jim Tomlin, Head of the School of Art, Otago Polytechnic viewed the sculpture, ceramics and glass areas of the School and discussed courses both have in common.

Visitors from interstate have included Petr Herel from the Canberra School of Art, Neville Weston from the South Australian College of Advanced Education and John Teschendorf from Curtain University.

SEMINARS AND CONFERENCES

The Fifth National Ceramics Conference in Sydney was attended by a large contingent from the Department of Ceramic Design. Papers were presented by Stephen Fletcher, Max Murray, Paul Davis and Chris Myers. Demonstrations were given by Chris Selwood and Lars Christensen and lectures by Michael Casson, Visiting Fellow.

The Conference was also the venue for the launching of Chris Selwood's booklet, "Colour and Texture: in Ceramic Bodies and Slips", published this year by the Department.

The Dean of Art and Design, Jenny Zimmer, presented a paper at the World Craft Council’s International Conference and Eleventh General Assembly, held at the new Power Museum, Sydney. Jenny also introduced and chaired a session of the International Tapestry Symposium at Melbourne University and was a member of a panel selected to offer a critique of the exhibition, World Tapestry Now, at the Meat Market Craft Centre.
RECENT EXHIBITIONS
Lecturer in Fine Art, Noel Teasdale, recently held a successful exhibition of paintings at the David Ellis Gallery, Collingwood. The paintings were based on a theme of the mine and the land, an area of long association to the artist. La Trobe University purchased one of these works for their collection.

Potter designs trophy
Art and Design lecturer Jan Bell recently designed the Australian Export Award Trophy, which was presented for the first time to the winners of the 1987 Australian Export Awards by AUSTRADE.

Marketing students gain insight into union movement
ACTU Secretary, Mr Bill Kelty addressed 80 final year Marketing students at a lecture on the Caulfield campus on 8 June on the role and relevance of the Union movement.

Prize for outstanding computing student
Data General recently presented their Data General Prize for exceptional programming to Chisholm student Mr Rafael Sanchez, of the Division of Information Technology. Rafael, who is a part-time third year student and works with the Victorian Government Department of Agriculture and Rural Affairs as a systems analyst, completed a Transactional Processing Management Systems project based around a Student Records System. The prize of $200 was presented by Mr Lindsay Frost, representing the Marketing Manager of Data General. In congratulating Rafael, Mr Frost said that Data General's commitment to excellence was exemplified by its sponsorship of Student Prizes.

Rafael intends to put the $200 towards a weekend away for his wife and himself at the end of his course.

Potter designs trophy
Art and Design lecturer Jan Bell recently designed the Australian Export Award Trophy, which was presented for the first time to the winners of the 1987 Australian Export Awards by AUSTRADE. Jan has been a professional potter for more than 20 years, since she began a two-year apprenticeship in her native New Zealand. She is widely respected in New Zealand and Australia for her technical and aesthetic ability. Jan has worked on the Frankston campus in the School of Art and Design for 18 months.

The 22 cm-high trophy is mounted on a black acrylic base and is an elegant, sweeping interpretation of the award's "E" export logo in satin and polished bronze. The Australian Export Award Trophy symbolises the excellence in exporting demonstrated by the Award winners.

Marketing students gain insight into union movement
ACTU Secretary, Mr Bill Kelty addressed 80 final year Marketing students at a lecture on the Caulfield campus on 8 June on the role and relevance of the Union movement.

Mr Kelty gave the students some insight into Government/Union relations and argued strongly for the importance of Unions as a responsible pressure group and answered questions from the marketing students.

The purpose of the seminars is to provide students with broader perspectives on societal issues.

It was the third in the Chandler Seminar Series sponsored by Kevin Luscombe and Associates.
The Antarctic experience—“great white hell”

Kerrie Swadling, a Laboratory Technician in the Department of Chemistry and Biology, joined an Antarctic Expedition in 1987 fulfilling a childhood passion. The expedition left in October 1987 and returned in February 1988. Below is her account of those six months in the so-called “Great White Hell”:

About 40 expeditioners and 30 crew left Hobart in early October on board the ‘Nella Dan’. After four days sailing we reached Macquarie Island and unloaded some passengers and supplies. Unfortunately, due to rough weather, we set sail early and I was unable to go ashore. Another 12 days of sailing, sometimes in force 10 or 11 gales crossing the notorious Roaring Forties and Furious Fifties, brought us to Heard Island. This remote part of Australia is most interesting. Big Ben, Australia’s only active volcano and highest mountain, dominates the island which is further characterised by wet weather (average 310 days of rain/year), several glaciers and bright green moss beds against black volcanic sand beaches. Gentoo and King Penguins, Giant Petrels, Fur Seals and Elephant Seals are among the creatures that make their home there.

Our arrival at the island, complete with the three to four tonne Bull Elephant Seals wallowing in the shallows, felt like a step of several millenia back in time. It was a memorable two days.

Not long after leaving Heard Island we began to spot our first icebergs and soon after that we reached the pack ice. Everyone livened up a bit, now that we had more to look at than the endless ocean, and I personally was able to stop worrying about sea-sickness. We had been on board 26 days when we eventually reached Davis Station where we were greeted by the 23 1987 Winterers who had not seen outsiders since the last voyage had left in February eight months ago. The weather that day lived up to Davis’ reputation as the “Riviera of the South”, a delightful −10 degrees C, and an evening barbecue was held outside in the snow. I along with the other ‘new arrivals’ experienced the novelty of going nordic skiing on the sea ice at 10 pm as the sun was just setting. Later in the summer the hours of daylight increased to 24.

Two days after our arrival the Nella Dan left for home. It had been a great trip down with her. It was some weeks before we were to learn that it was her last voyage to the Antarctic continent. The news of her tragic ending at Macquarie Island struck many expeditioners like the death of a friend.

My main task at Davis was to help in 24 hour vertical migration studies of zooplankton in Ellis Fjord. In the early days the −12 degrees C temperatures made things difficult and I wondered if I would ever adjust, however with temperatures increasing to zero and with more experience, I found I could work quite comfortably and even sometimes remove a layer or two of clothing.

Extremely cold tinges were the inevitable result of working for long hours in cold sea water. Such a unique opportunity has many highlights and it’s impossible to list them all. A trip south by helicopter to camp on the sea ice at the foot of a glacier and work on Emperor Penguins to collect their vomited stomach contents was a magical time. Spending hours in Adelie Penguin rookeries with thousands of birds screeching, feeding chicks, nest building and going about their other daily activities, or watching Weddell Seal pups learning to swim for the first time or boating out through icebergs at sunset to visit off shore islands are all things that
stay in my mind. Closer to home, a day in the kitchen as 'slushy', evenings spent chatting or watching films, even a morning driving a small cement agitator all go together to produce my personal version of an Antarctic experience.

It is said by many expeditioners, 'you can't just go to Antarctica once'. I like to think it will not prove to be my first and only association with the misnamed Great White Hell.

Right. Emperor Penguins at Amanda Bay. Antarctica.

Below. Kerrie with King Penguin chicks on Heard Island, near Antarctica.
Master of Arts award breaks new ground

Chisholm has recommended for the first time a candidate for a Master of Arts Award on the basis of his publications.

Mr Ian McLaren, 76, was recommended by the Literature Section of the School of Social and Behavioural Studies as a candidate because of the exceptional qualities of his bibliographical studies.

Mr McLaren has been Honorary Bibliographer to the University since his retirement in the late '70s. He has written five definitive bibliographies of key Australian Literature figures: Adam Lindsay Gordon, Marcus Clark, John Dunmore Lang, Henry Kendall and C.J. Dennis.

Mr McLaren has had a long career in public life, including two stints as a member of the Victorian legislative assembly, as a member of the Malvern City Council, and numerous directorships, presidencies and chairmanships.

Principal Lecturer in Literature, Dr Brian McFarlane, said that all future scholars will be indebted to Ian McLaren's bibliographical studies. "He is already a by-word for the thoroughness and flair of his work and it is a matter for celebration that Chisholm should have chosen to honour him in this way."

Student graphic design work on display in tower foyer

Graphic Design student Stephanie Thompson (centre) holds a perspex cube similar to those which make up a Graphic Wall Sculpture in the Technology Tower foyer.

The sculpture combines 37 cubes, each the individual work of a first year Graphics student.

Paper engineering is a component of the Bachelor of Arts (Graphic Design) leading to print and packaging applications.

Pictured also is fellow student, Frank Müller, and Lecturer, Janet Carr.
Computing students receive study grants

Six major Australian and international companies awarded 10 Chisholm computing students sponsorships of $4,500 per year at a presentation in June.

The students are studying the first year of the Bachelor of Applied Science (Computing) in the Division of Information Technology. ACI Computer Services, Australia Ltd, ICI Australia Operation Pty Ltd, Kodak A/Asia Pty Ltd, the National Australia Bank and Paxus Financial Systems Pty Ltd all contributed to the DIT/Industry Computing Sponsorships.

The sponsorship is another example of the industry-related thrust of the Division, which is the largest computing education body in Australia. It enables students to gain three months industry experience during each of their course. This greatly enhances their studies and benefits them when they graduate.

Chisholm Director, Dr Geoff Vaughan, said the involvement of business in the educational process was essential in the current trends in education. He welcomed the contributions, both financial and educational, these companies could make to the Chisholm computing courses.

Division Head, Mr Jack Greig, said the sponsorships would benefit everybody involved. The student would not only gain from the financial assistance of $1,000, but from the work experience of 12 weeks the companies provide each student over the summer break (at $3,500). The organisation benefits from involvement in the education process and being promoted as a concerned employer of computing graduates, and Chisholm gains from the impact of leading companies on its courses and reputation.

Cammy Phan, 21, of Kensington was awarded a National Australia Bank sponsorship by Ray Thomas, Senior Manager of Personnel. Cammy came to Australia in 1984 from Vietnam, and has worked to overcome a number of obstacles to become a computing student. She was a distinction mathematics student in Vietnam. The other recipient of an NAB sponsorship is Martin Foy, 19, of Mulgrave. Martin is looking forward to being a part of a rapidly changing technology market.

Three students received ACI sponsorships from Charles Comport, Manager -Card Services Group of ACI: Catherine Gentle, 18, of Dingley; Sean Maynard, 19, of Keysborough; and Patricia Pietropaolo, 18, of Mulgrave. Catherine wants to move into computer graphics, and Patricia and Sean find the people side of computing interesting.

Paxus' Peter Walsh, Client Services Manager, presented the sponsorship to Michael Hallyburton, 18, of Elwood. Michael was a distinction mathematics student in Vietnam. The other recipient of an NAB sponsorship is Martin Foy, 19, of Mulgrave. Martin is looking forward to being a part of a rapidly changing technology market.

Lisa Hare of BP Australia, Acting Manager of their Information Services Division, and a past graduate of Chisholm, presented the sponsorships to Andrea Hartley, 19, of Cheltenham, and Nicholas Mieczko, 20, of Burwood. Andrea finds the diversity of a computing career interesting, and Nicholas finds the people side appealing and hopes to eventually become a manager in the field.

Kodak A/Asia's Peter Hume, Supervisor -Systems Development, presented Peter Malliaras, 25, of Oakleigh his sponsorship. Peter is the only recipient who has worked at length in industry. He returned to study the computers he had used at work. He hopes to work as a Programmer, a Systems Analyst and eventually in management.

Peter Cheshire, General Manager of the Business Services Group of ICI presented Stephen Trotter, 19, of Springvale South with his sponsorship. Stephen hopes to become involved in the scientific applications field.
Clare Belfrage, a fourth year student in the Department of Ceramic Design, is majoring in hot glass for her Bachelor of Arts (Ceramic Design). Clare says her work varies between functional production ware such as vases and glasses, to purely sculptural decorative pieces. She currently works part-time with a glass blower and is keen to develop her own lines, eventually with the aim of running her own studio.