ELECTION OF DEPUTY CHANCELLOR

The Honourable Mr. Justice Michael D. Kirby, a noted jurist and Chairman of the Law Reform Commission, was elected Deputy Chancellor of the University of Newcastle in 1978. In 1977 Mr. Justice Kirby was appointed to the Council of the University to fill the vacancy caused by the retirement of the former Chancellor, Sir Alister McMullin.

Mr. Justice Kirby, was born in Sydney and attended Fort Street Boys' High School and Sydney University. At the University, he took the degrees of Bachelor of Arts, Bachelor of Laws, Bachelor of Economics and Master of Laws. The degree of Master of Laws was conferred upon him with First Class Honours.

Mr. Justice Kirby practised as a Solicitor for five years before being called to the Bar in New South Wales in 1967. He practised at the Bar until his appointment as a Deputy President of the Australian Conciliation and Arbitration Commission in 1974 at the age of 35. At the time of his appointment his Honour was a Member of the New South Wales Bar Council.

In February 1975 the Judge was appointed the first Chairman of the Law Reform Commission. The responsibility of this Commission is, within the limits prescribed by law, to investigate, advise and report on all matters connected with the law.

The University of Newcastle was the venue for the Thirteenth Annual Conference of the Australian Psychological Society in August, 1978. About 400 psychologists from the United States, Britain, Papua New Guinea, Holland, New Zealand and all states of the Commonwealth attended.

Among the several distinguished visitors was the first delegation of Chinese psychologists from China to visit a foreign country. Their visit was the outcome of contacts made in Peking by Professor J. A. Keats of the University of Newcastle, when he visited there as part of a group from the University's Department of Psychology which toured China in May, 1978.

PROFESSOR D. W. GEORGE, A.O., REAPPOINTED VICE-CHANCELLOR

As well as being Vice-Chancellor, Professor George holds a Personal Chair in Engineering, Australia. His research interests have lain in the area of energy resources and conversion with particular reference to direct energy conversion and more recently solar energy. He is the author of more than 50 scientific papers and reports in these fields and received a Premium of the Institution of Electrical Engineers, London in 1965 and shared the Electrical Engineering prize of the Institution of Engineers, Australia in 1971.

During Professor George's time as Vice-Chancellor the University has had to face the twin challenges of a general decline in numbers associated with difficult financial conditions and the development of a new Medical School.

The period has also seen a major review of university government and the introduction of significant changes.

The University has always placed considerable emphasis on its relationships with the community in which it operates. Along with other members of the University the Vice-Chancellor has been involved in a wide range of community activities.

Professor George's contribution to educational activities has not been confined to the University. Currently he is Deputy Chairman of the Australian Vice-Chancellors' Committee and an Australian member of the Council of the Association of Commonwealth Universities. He has represented the University at the Sixth Conference of the International Association of Universities in Moscow in 1975, the Conference of the Association of Commonwealth Universities held in New Zealand in 1976 and the Conference and Congress of the Association of Commonwealth Universities held in Canada in 1978. In 1976 he visited West Germany with a party of six Australian Vice-Chancellors as a guest of the West German Government.

Since 1976 Professor George has been one of the four Australian Directors of the Australian-American Educational Foundation which administers the Fulbright Scholarship Scheme and has been Chairman of that body since 1977.

Through Professor George a link has been forged with the Asian Institute of Technology in Bangkok. His initial contact with that institution was in 1977 as an adviser on the setting up of a new Division of Energy Resources. He became a member of the Board of Trustees of the Institute in 1978 and of the Executive of the Board in 1979.

In 1976, Professor George became Chairman of the Australian Atomic Energy Commission on a part-time basis and was Australian Governor on the Board of the International Atomic Energy Agency in Vienna from 1976-1978. Since 1977 he has been a member of the National Energy Advisory Committee, Australia.

Professor George was elected a Fellow of the Australian Academy of Technological Sciences in 1977 and earlier this year was appointed an officer of the Order of Australia in recognition of his services to engineering and science.
Graduates of the University who have been unable to visit the campus at present will probably be surprised at the visible evidence of growth and change since their student days. Less immediately evident, however, are the effects of the severe financial restraints of the last three years after the earlier period of steady growth. Similarly, the fact that the student population dropped in 1978 and again in 1979 might not immediately meet the eye, although the long term consequences of both this fact and the earlier period of stringencies are the most serious issues facing the University today. I welcome this opportunity to comment briefly on the state of health of the University, knowing that our graduates will share our concern over its present difficulties, as much as they take pleasure in the many good news that can be reported in this issue of THE GAZETTE.

FINANCES:

Writing prior to learning the details of the 1979 Budget, but knowing only too well the Federal Government's policy on full-cost financing and the Curriculum Board's decision on maximum levels, it is certain that the icy winds will continue to blow across our activities and very severely restrict many discretionary activities which ought to be launched and for which a Hunter Valley-based demand is known to exist. Whilst the announcement in 1975 of the triennial grants for 1979-81 appeared on the surface to provide recurrent funds at a steady level for these three years, many hidden costs turn this into a reduction in available funds of the order of $500,000 each year, which can only be forestalled by reduced grants to departments and the freezing of staff vacancies as they arise.

At present there are more than 50 established positions which cannot be refilled in order to balance the budget, with a consequential pressure on both a range of academic and professional staff, and the administrative support that these require. In addition, the absence of triennial grants for capital works or equipment gives us no confidence that these grants can be anticipated for 1982-84, even at the minimal levels. On the capital works side, this defers for an indefinite time urgently-needed facilities such as the Library extensions and the Animal House, together with relief for overcrowded departments such as Biological Sciences. On the equipment side, it means that for the University's main computer, the ICL1904A, is proceeding, but the necessary funds of approximately $500,000 can only be found over several years and have not yet been accumulated.

The problems are, of course, those of the University of Newcastle alone - all Australian universities are experiencing similar difficulties and in some ways we have fared better than others. The earmarked recurrent grants for the new Medical School have been maintained, as have the capital grants for the building of clinical facilities at the Royal Newcastle and the Mater Hospitals. Also, the recognition by the Federal Government of the University's need to have its own Institute of Education, is perhaps the most significant development in recent years. Although the triennial grants which the University has received in the past two years have been somewhat below the expected levels, the University has invested the funds received during 1978 and 1979 in the recruitment of three senior personnel and a number of junior staff.

The problems of the University today are no less real than those of the early 1960s. Then, as now, the University was one of the schools involved in the triennial grants; and the restoration of the numbers of students eligible for Commonwealth post-graduate awards has not assisted in increasing interest in post-graduate study, and it is good to note the improving qualifications of those commencing post-graduate study (i.e. the number with first class honours degrees).

It is difficult to predict the enrolment levels of the University for the next few years, although some tendencies are clear. The number of students coming from overseas has continued to drop (188 in 1977, 160 in 1978 and 145 in 1979); the percentage of students who are part-time has continued to increase (41% in 1977, 43% in 1978 and 45% in 1979); the number of students with the mature age entry; and the percentage of student enrolments has increased from 33.5% in 1976 to 37% in 1979.

Some of these factors will influence the recurrent grant for the triennium 1981-83. The triennial grants do not tend to provide serious planning problems, but rather that a proposed tertiary research centre would be provided in the Hunter. Similarly, the recurrent grant for the triennium ended 1979 has provided the University with some security regarding its planning for future growth. It is difficult to predict the enrolment levels of the University for the next few years, even to the extent of being able to say whether the triennial grants for the triennium ended 1982 will be increased. If they are increased, the University will plan more carefully for future growth.

The sections dealing with universities are especially relevant to the University of Newcastle, because of its size and the small amounts of recurrent grants which it receives. The University is particularly concerned that the Commonwealth government take the University seriously as an institution of higher education, and looks forward to the closest cooperation with the Newcastle College of Advanced Education and other tertiary institutions to this end.

RESEARCH:

One of the pleasing items of news to report is the ever-increasing level of research grants being provided to the staff of the University from outside funding bodies. In 1979, for the first time, the total of grants received in the financial year has increased, as the possibility of the appointment of the professional support staff which is so necessary, has become more real. The record level of $3,000,000, of which the NH & MRC's $1,200,000 is the largest, has been exceeded.

Of particular interest is the research contribution the University is making to the growing R & D effort in Australia in the energy field, with the obvious relevance and importance of the Valley's coal resources to the nation. Two major research grants from the National Energy Research, Development and Demonstration Council for 1978/79 total $446,932 and include several energy projects as well as major coal studies.

The University's research company, TUNRA, has also continued to make available a range of expertise to companies and organizations seeking research assistance. The profits from these activities are fed back to the University and it was pleasing to receive a cheque for $20,000 earlier this year from TUNRA which has been used in the Great Hall for decorative and acoustic woolen drapes for the rear of the Hall for the impressive timber screen on the stage. Coupled with an improved public address system designed by Mr. E. L. Harkness, Senior Lecturer in Architecture, the audibility of speakers in the Great Hall has now reached a pleasing level not hitherto attained.
PROFESSOR'S RESEARCH INTO DRUGS

Professor Tony Smith, who took over as Professor of Clinical Pharmacology in the Medical School in May, 1978 combines in himself clinical and research experience in the use of drugs.

He graduated in medicine from the University of Oxford in 1955 and after holding several hospital appointments was appointed a research fellow in the Department of Pharmacology at the University of Sheffield, where he investigated modes of action of some drugs in treating high blood pressure.

Dr. Smith went in 1963 to the new Medical School at the University of Sheffield. He was promoted to Senior Lecturer in 1967. His research interest in this period was the mode of action of drugs on the kidney and in treating high blood pressure.

His association with the University of Sheffield was halted in 1972, when he took up an appointment as Associate in Medicine with both the University and the Sheffield Area Health Authority.

Up to the time of his arrival in Newcastle he carried out research in the general areas of pharmacology and clinical pharmacology, his particular interests being variability in response to drugs and the reasons why, the involvement of general practitioners and other health professionals in the evaluation of new drugs and the development of simple external methods of testing the effects of drugs on body systems.

Professor Smith is thus well equipped to continue his work on drugs in treating high blood pressure. This he is doing in collaboration with Professor T. Morgan. In addition he has launched work on the proper use of medication and the monitoring of adverse responses to it and initiated the involvement of pharmacists as very active members of the community health care team.

He has plans to develop a drug information service, linked to a computer and working through hospitals and pharmacies, to provide information for G.P.'s and other health professionals about drugs.

As shown on a pewter mug which he received at this year's Union Dinner, he was the first President of the Union. This honorary position caused him a lot of headaches. But he recounts with pride the first Union Dinner and the first Union Ball with formal attire and three bars instead of "B.Y.O.G." and trouble by 11 p.m.

He produced a Union Honorary Life Member's Badge inscribed "No. 1". "The Union was well and truly founded before 1965," he said.

Professor Ritchie stated that he was a great admirer of Professor James Auchmuty. During the College and early independence periods of the University his life Professor Auchmuty's leadership and communication skills were particularly needed. He (Professor Ritchie) had shared Professor Auchmuty's interest in the Sports Union's providing a wide range of sporting facilities. "A tireless worker with a 6.04 a.m. train up and a 5.10 p.m. train back, allowing the family to make a mid-year transfer."

On leaving Kempsey Intermediate High in 1930, he went to the University of Sydney on a Teacher's Scholarship. After two years he did a Teacher Training Course, so that he could complete his degree while unemployed for a year. After three years at Nyngan he returned, completed an M.A. at Sydney in 1939, and spent the years 1941-46 in the Army, with "interest-stints" in New Guinea and Borneo.

He was happy running the Rehabilitation Training Centre at Ultimo on loan to the Commonwealth for two years after the war. "I taught English and History to ex-service men and women who wanted to matriculate for University. They were mature and good students."

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Professor Ritchie's portrait was acquired by his colleagues to indicate their appreciation of his work. Above: Marianne McKillop-Kidd, the artist, Professor Ritchie and Dr. D. Dockrell with the portrait.
THE CHALLENGE OF SOCIAL DEMOCRACY

Mr Don Dunstan, former Premier of South Australia, made a forceful stand in support of women's rights when he delivered the 1978 Newcastle Lecture in the Great Hall of the University.

Having stated that he believed the achievement of genuine equality of opportunity and dignity by women was probably the major challenge for social democracies during the next decade, Mr Dunstan explored his theme before a near-capacity audience of some 1000 people. He amplified his theme as follows:

In our society women are still recognised as being different from men, in a non-biological sense, and they are still in the position of having to argue for rights as though they were a small, disadvantaged minority group with peculiar problems. The reality is, of course, that women make up 50% of our population, and in most areas of life they are treated as a sub-species, lacking influence and deprived of responsibility.

Any profile of women indicates three changes in women's lives of great importance in recent years. The first is the falling birthrate and the effects this has had on women's domestic situation; the second is the continued increase in female employment; and the third, that most of this increase occurs amongst married women.

The most remarkable change in women's lives in the last twenty years has been their increasing participation in the workforce. This change was precipitated by the great increase in the tertiary or servicing sector of employment. Indeed, from 1971 to 1977 the female workforce in my State, married women to re-enter the workforce they are not participating on equal terms.

The Fact Bulletins put out by the South Australian Department of Labour and Industry and my Women's Advisory Unit show that one-third of all working women in South Australia work in clerical occupations. Indeed, more than one-third of Australia's workforce is competing with itself for a particularly narrow range of jobs.

There are twenty-seven jobs which are dominated by women, compared with over three hundred jobs which are theoretically open to both men and women, but in practice are performed by men. It's staggering, but of the 246 South Australian women who completed apprenticeships in 1977, all but 21 were married.

Women do not join unions because they feel they can gain very little from them... despite the fact that the lot of most women workers is down at the bottom, earning less money, with little chance of self-improvement or advancement within the context of the work.

But nowhere is the challenge for women's equality of opportunity so pressing as in the area of education.

It is, of course, true that women are equally as intelligent and capable as men. It is also true that women are brought up very differently from men and are often deprived of the opportunities to realise their capabilities.

Retention rates for secondary school girls have improved in recent years but most girls are still limited by the nature of the courses taken. Indeed, our research has shown that Australian schools still tend to channel girls along traditional lines, emphasising traditional "female" skills. This tendency, of course, is paralleled and reinforced by family attitudes, which often appear to give encouragement and incentives to sons, but not daughters, to persist through high school with mathematics and science, and to train for highly skilled, high status occupations.

Many young women, particularly those employed in factory or clerical areas, feel alienated from their work. Deprived of opportunities to take on responsibilities, work is often seen as a finite quality in their lives. It is small wonder, then, that some of them view the only solution as being a Mr. Right coming along to "take them away from all this".

Changing the assumptions and attitudes which contribute to the narrowing of women's life options will prove women's biggest battle.

Research undertaken in South Australia indicates that the overwhelming majority of women in the workforce have no post-secondary qualifications. The comparable figure for men is 71%.

Women outside the workforce are probably less trained and less educated. Indeed, when we turn from post-secondary work qualifications to post-secondary education women are just as badly off. For every two males at University there is one woman.

If we are to provide properly for women we must recognise their true situation while insisting that they do not have to be limited by it. Women clearly have singular needs with regard to information, and because of their social situation there are special kinds of information which will be more relevant to them than to men.

For instance, women have special needs for information about contraception, abortion, their legal rights as the victims of domestic violence or rape, or in their claims for sexual freedom.

These issues are important, particularly as society has so often defined women in terms of their sexuality.

When Debra McCulloch, my Women's Adviser, went overseas on a study trip earlier this year, she discovered that Australia was well provided for in terms of resources for women. However, many women lead fairly isolated lives in our society and they are not always aware of the resources that exist to help, especially in times of crisis.

The South Australian Government has established, as a pilot project, a Women's Information Switchboard, in an attempt to study the needs within the community for specialised information services.

Women are seeking advice from the Switchboard about a whole range of women's issues, but the most difficult problems are those connected with women's rights to pensions and women's rights in law.

Within marriage women are not yet equal partners although it may only be at the point of separation and divorce that this becomes clear. Women still do not have an automatic right to half the assets of a marriage for there is still an attitude current in Australia that a person who pays for assets from earnings received outside the home has more rights to those assets than someone who has provided unpaid labour within it.

The difficulties that women face under the law derive directly from the belief that a woman is her husband's property and, as such, has fewer rights than he does.

If we are to develop our talents fully we must educate and employ women to the best of their ability.

That is the challenge. The reality is, however, that Australian women are still discriminated against in most aspects of their lives. That discrimination may not be enshrined in law but is certainly entrenched in attitudes. Indeed, as I have said before, I believe that women in Australia are still too often seen by men as being primarily sex objects or mother figures — stereotypes instead of individuals, dependents instead of equals.

But it won't always be that way.

The changing role of women, particularly with their increasing participation in the workforce, is already breaking down many barriers to women's equal place in public life. But the equal right to work must be seen paramount.

Women will never be able to realise their potential as individuals if they are denied the right to economic independence.
The third Chair of Economics has been filled by a man with an established reputation in finance and monetary theory and policy. He is Dr. Ian Gwyford Sharpe, aged 37, who was born in Sydney but received his university education in the U.S.A., with the degrees of B.S. from the Southern Illinois University, M.A. and Ph.D. from Stanford University. Dr. Sharpe has held teaching appointments at Stanford University, Simon Fraser University and the University of Sydney, where he was previously Senior Lecturer in Economics.

Dr. Sharpe has carried out research on financial markets funded by the Reserve Bank of Australia, the Australian Finance Conference and several Australian Savings Banks and since 1976 he has been a member of the Australian Government (Academic) Economics Advisory Panel.

He is an active member of the Council of the Economic Society of Australia and New Zealand, N.W. Branch.

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Fortunately, aborigines in New South Wales have not suffered the same fate as those in Tasmania — as yet full extinction has not occurred. There is hope that the remnants of some tribes, in particular those from the North Coast, will supply enough information about their culture to allow tribal tradition and pride to be restored.

Mr. P. A. Haslam, a retired journalist, delved into local aboriginal languages and culture when he was Convocation's first Visiting Scholar. He writes:

My research began many years ago. I had developed a deep interest in settler and aboriginal history because my work as a journalist covered wide areas of former occupation by tribes now extinct. Even as a youth I had a deep interest in aboriginal history; at Belmont, on the coast, the name of the regional tribe Awabakal — is perpetuated in several ways, such as the Awabakal Cooperative Society and the Awabakal Field Studies Centre at Dudley.

There are few detailed and accurate accounts of aborigines in their full tribal state from the period of first colonisation. In relatively quick time many coastal tribes in NSW suffered extinction (one wonders whether the term “extermination” would be more appropriate) without their language, or even a working vocabulary, being preserved. It is improbable that the exact land boundaries of these tribes, long since forgotten in the most part, will ever be known.

Some early missionaries in NSW attempted deep study of some tribes with which they were associated, notably Revs L. E. Threlkeld and W. Ridley. These types of interested historians were strongly influenced by missionary zeal, but they recorded language better than most. In fact, Threlkeld must be regarded as outstanding in his linguistic efforts to preserve the language of the Awabakal-speaking people.

Newcastle and Lake Macquarie will always have a significant place in aboriginal history; at Belmont, on the eastern shores of Lake Macquarie, the London Missionary Society established its first station in 1825, called by the Awabakal “Bahtabah” (hillside by the lake), with Lancelot Threlkeld, a humanist as well as a language scholar, as the first missionary.

This venture failed, not because of a lack of missionary endeavour, but more so because the Awabakal aborigines whom the mission sought to serve by conversion to Christianity began to decline in numbers, as was happening with other coastal tribes north and south of Sydney.

The last of the Awabakal people — “Old Margaret, of Swansea” — died in hospital at the turn of the century. Her story is probably one of the first recorded publicly of disputed land rights involving aborigines living on their traditional territory, their long established patrimony.

It took about 100 years, since first European contact in Newcastle (called by the aborigines Muloon-binha) in 1801, for this tribe to completely disappear — a race known to have lived in the region for about 8000 years and probably able to claim a presence of up to 15,000 years.

And as the Awabakal began to “moulder in the dust”, so also did other tribes in the region: the Worimi and Darkinoong began to decline in numbers to the final point of extinction. Notwithstanding official declarations from time to time that the Crown would protect the aboriginal race, no coordinated steps were taken to arrest the progressive disappearance of tribal units that were a living and lively part of early colonial days.

Basically, and perhaps inherently, the Europeans of that period were racist; the people of Australia, in a general sense, were no different to those of New Holland. They closed their eyes to what had happened in New Zealand. Hostility developed into open warfare in places. For the aborigines this meant slaughter, since the spear was no match for the gun.

In this region the tribes, for most part, broke up and slowly but surely began to disappear, with remnants remaining scattered anywhere where white man had not intruded. Tribal boundaries no longer had meaning and application.

Tribal groups at Port Stephens lastedit a little longer than the Awabakal and Darkinoong, with whom they had had tribal connections for centuries. For example, “Brandy”, the last full-blood of the Gringhat, of the Dungog area, died after the turn of the century, a well known and loved, but forlorn, local figure. In the Gloucester area, the Barrington aborigines, once a large group, maintained an urban presence, as did the substantial Worimi and some sub-tribal pockets till after 1900. Some hordes of Port Stephens aborigines roamed the land that had belonged to them for countless centuries, broken and progressively losing full blood status, until the 1920s.

Tribal identification has been made extremely difficult by this disintegration. In the Hunter Region language and place names known to settlers hopefully may provide clues to original tribal boundaries.
A case in point is the Wollombi area. Some historians assert that this and nearby areas were occupied by the Wonnarau, Darkinong and Kamilaroi (also written from early times as Comleroy). The last name was known for its continued aggression in the Hunter Valley, moving down from the North to threaten and harass tribal people of long occupation.

However, the native poems and songs left behind by Mrs Eliza Hamilton Dunlop, wife of the first magistrate of the Wollombi district, Mr. David Dunlop, whose convict-built home between Lagana and Wollombi still stands in excellent condition, are written in Awabakal. She wrote many of her words as Threlkeld did with the "ng" sound as a prefix.

What has been ignored is that the Awabakal held control of the Wata­
gen Mountain range, which are close to Lagana and contain some of the remarkable paintings of the Awabakal. These mountains were given sacred mention in Awabakal ceremonies of initiation. There is also a cave painting of a whale scene in the Wollombi district; only the Awabakal could be the authors of such a painting because they were the traditional owners of seaboard territory where whales sometimes became stranded.

Threlkeld recorded successful resistance by the Awabakal to intrusion by roving bands of Kamilaroi and Wortimi. Of special significance is the military outpost system the Awabakal established to defend their land. The Awabakal tribe for thousands of years had occupied a territory that stretched from Newcastle, Lake Macquarie, part of the Central Coast, Coalfields and north of the Hunter Valley.

Old Margaret, the last full blood Awabakal, who died at Newcastle Hospital at the age of 90, had lived all her life at Swansea, and more than a century ago figured in the Colony's first public controversy involving aborigines ownership of land. The Awabakal tribe for thousands of years had occupied a territory that embarked Newcastle, Lake Macquarie, part of the Central Coast, Coalfields and north of the Hunter Valley.

It is wrong to assess aboriginal attitudes by examining situations in which the excessive drinking of alcohol has caused varying degrees of self-inflicted denigration, and even humiliation. There is, as I found, another side to the aboriginal story.

PREVENTIVE PSYCHIATRY

Professor Beverley Raphael intends to promote and develop some innovative forms of psychiatric care in the Newcastle and Hunter Region.

Professor Raphael, who recently took up her appointment as Foundation Professor of Psychiatry with the University, is particularly experienced in the sphere of preventive psychiatry and is intending to develop major programmes aimed at the prevention of psychiatric illness and the lessening of psychiatric disorder within the community.

She is hoping to establish an Australian Centre for Preventive Psychiatry within a Professorial and Academic Unit in Newcastle. Preventive Psychiatry aims at a wider community education for better psychological adjustment.

Preventive Psychiatry also hopes to provide outreach psychological counselling for such groups as the recently bereaved, patients experiencing motor vehicle accidents and persons suffering stress through illness, surgery or major life events such as divorce, unemployment and so forth.

EDUCATIONISTS' ROLE OUTLINED

The Foundation Chair of Education was founded in 1966. Since that time the Department of Education has developed a reputation for teaching and research. In this article the Dean and Sub-Dean of the Faculty of Education with the Head of Department, discuss the work of the Department with The Gazette.

QUESTION: Could you outline the major activities in which your Department is involved?

ANSWER: The Department's activities fall into our major areas. First we are involved in undergraduate teaching, offering courses in Education I, II, Education III and Education IV within the Faculty of Arts. These subjects may be taken by students enrolled in other Faculties also. Second, the Diploma in Education is offered through the Faculty of Education as a professional preservice course for intending teachers. Graduates from any Faculty are eligible to enrol in this course. Third, we offer a variety of postgraduate coursework units which aim at extending professional development in education (not only teaching) and which provide opportunities for students to specialize in different areas. The completion of these programs provide a qualifying route to higher degrees within the Faculty of Education. Fourth, the Department offers opportunities for research which may lead to the degree of Master or Doctor. Staff of the Department of Education are able to develop their research interests in any of these four areas.

In addition, the Department cooperates with the Department of Psychology in offering coursework units towards the degree of Master of Psychology (Educational) in the Faculty of Science. Supervision of research students within this program is also carried out by Department of Education staff. Other members contribute to the teaching of relevant courses within the Faculty of Arts.

Q. What is the study of Education a relatively recent development at this university?

A. No, undergraduate courses in Education were commenced back in 1955 and were taught by visiting staff. This arrangement continued until 1968 when the Foundation Professor and a full time staff were appointed to the Department of Education. At the end of 1975 a Faculty of Education was established to oversee professional postgraduate courses and research in Education.

Q. Is the Faculty of Education concerned entirely with postgraduate studies?

A. Yes, that is true. It is probably useful, however, to differentiate between the Department of Education and the Faculty of Education. The Department offers undergraduate courses through the Faculty of Arts and those with an appropriate level Honours Degree may proceed to M.A. studies. The majority of postgraduate students follow a different route, however, in enrolment in the Faculty of Education after completing their first degree in another Faculty.

Q. How important is the Diploma in Education in your work?

A. The Department has always regarded the one year Diploma as an important program and has sought to provide a relevant, professionally-oriented course for intending teachers. Some students now enrol in a concurrent program during their third and fourth years, pursuing both degree and diploma studies full time over a two year period. Despite the importance of the Diploma, however, it is only one of several major activities.

Q. What other developments have occurred?

A. The major developments have occurred in postgraduate degree offerings. The first postgraduate degree is the Bachelor of Educational Studies, a coursework degree. Those who graduate from this program may enrol...
Q. Is this postgraduate program different from those of other Australian Universities? A.

A. A number of Universities allow students to enrol in a Masters Degree as the first postgraduate Education degree. We have sought to avoid this by introducing the B.Ed.Stud. which is equivalent to the Masters Degree at Pass Level in one year. In turn the M.Ed. at the University of Newcastle approximates a Masters Degree at Honours Level.

In effect we have three different routes for postgraduate students. Those with a Bachelor of Arts Degree in Education at Honours level may proceed to the research oriented Master of Education program. Students with a Bachelor of Science degree have established good relations with local schools and often visit them on a weekly basis. We have a threefold relationship with them. Firstly, we train and private schools induct teacher trainees into their future vocation and a major purpose of our work is to facilitate this transition. Equally important, however, is the research which is engendered from such contacts. We have research projects currently underway in schools in Science Teaching, Evaluation of special classes, History, Mathematics, Reading, Community Involvement, Preschool Education, etc. Other projects use the local schools for research purposes. Although we are involved and much of our work is to facilitate this transition. Equally important, however, is the research which is engendered from such contacts. We have research projects currently underway in schools in Science Teaching, Evaluation of special classes, History, Mathematics, Reading, Community Involvement, Preschool Education, etc. Other projects use the local schools for research purposes. Although we are involved in induct teacher trainees into their future vocation and a major purpose of our work is to facilitate this transition. Equally important, however, is the research which is engendered from such contacts. We have research projects currently underway in schools in Science Teaching, Evaluation of special classes, History, Mathematics, Reading, Community Involvement, Preschool Education, etc. Other projects use the local schools for research purposes.

Q. How many postgraduate students are there in the Department? A. There are 87 students enrolled in the postgraduate Bachelor of Educational Studies (39 additional students graduated in April 1979), 30 in Masters Degree programs, and 11 in the Ph.D. program. In addition there are 150 students enrolled in the Diploma in Education.

Q. What are the major research areas of the postgraduate students? A. You can imagine that 130 postgraduate students have a wide range of interests, but their research tends to fall into six general areas: (a) foundation subjects: history, philosophy and sociology of education, (b) educational psychology, (c) curriculum studies and curriculum development, (d) special education, (e) educational administration, and (f) education in developing countries.

Many students cross these boundaries and become involved in applied studies involving a number of areas, e.g. the Psychology of Reading, Multicultural Education, etc.

Q. Has your Department always stressed research? A. Research has always occurred in the Department, but it would be true to say that its importance has increased over the last five years. The ERDC is a major source of grants, although we have received support from private agencies, State Departments, and the Australian Government have all sponsored research projects.

Q. Do you encourage contacts with local schools? A. Some of our work is directly concerned with schools, particularly in the Diploma in Education program. Lecturers and staff have established good relations with local schools and often visit them on a weekly basis. We have a threefold relationship with them. Firstly, we train and private schools induct teacher trainees into their future vocation and a major purpose of our work is to facilitate this transition. Equally important, however, is the research which is engendered from such contacts. We have research projects currently underway in schools in Science Teaching, Evaluation of special classes, History, Mathematics, Reading, Community Involvement, Preschool Education, etc. Other projects use the local schools for research purposes. Although we are involved in induct teacher trainees into their future vocation and a major purpose of our work is to facilitate this transition. Equally important, however, is the research which is engendered from such contacts. We have research projects currently underway in schools in Science Teaching, Evaluation of special classes, History, Mathematics, Reading, Community Involvement, Preschool Education, etc. Other projects use the local schools for research purposes. Although we are involved in induct teacher trainees into their future vocation and a major purpose of our work is to facilitate this transition. Equally important, however, is the research which is engendered from such contacts. We have research projects currently underway in schools in Science Teaching, Evaluation of special classes, History, Mathematics, Reading, Community Involvement, Preschool Education, etc. Other projects use the local schools for research purposes. Although we are involved in induct teacher trainees into their future vocation and a major purpose of our work is to facilitate this transition. Equally important, however, is the research which is engendered from such contacts. We have research projects currently underway in schools in Science Teaching, Evaluation of special classes, History, Mathematics, Reading, Community Involvement, Preschool Education, etc. Other projects use the local schools for research purposes.

Q. What are the growth areas in your department? A. Enrolments in Education courses are growing and the Department of Education is expanding in most of its areas of interest. There has been an increase in the number of postgraduate students in Special Education, and we anticipate further developments to cope with the increased demand. Work is underway in schools for autistic children and in classes for mentally retarded children. Children with specific learning difficulties and illiterate adults are two areas of increasing focus.

Q. What is the publication of "Educational Enquiry" like in your work? A. Members of staff have the usual avenues of publication open to them, but we decided in 1977 to produce a journal entitled "Educational Enquiry" for a slightly different purpose. It was found that much of the research being conducted by staff and students was being disseminated, and, to assist them, we now publish the journal twice each year. Our purpose is two-fold: we assist many students in publishing their first article; and we publicize some of the innovations which are occurring in education at the local level.

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Q. What is being done in Special Education? A. In 1970 the Department commenced an Initial Clinical for school children who could benefit from remedial help in areas such as reading. Since that time the activities of the clinic have expanded and more than 400 children have received assistance. A second lecturer in Special Education was appointed in 1978, and the educational problems of mental retardates are currently being investigated. We have experienced an increase in the number of postgraduate students in Special Education, and we anticipate further developments to cope with the increased demand. Work is underway in schools for autistic children and in classes for mentally retarded children. Children with specific learning difficulties and illiterate adults are two areas of increasing focus. From left, Associate Professor Alan Baran, Head of the Department of Education, Dr Eddie Braggeri, Sub-dean of the Faculty and Professor Ron Laura, Dean of the Faculty of Education pictured in the Department's Curriculum Resources Centre.

From left, Associate Professor Alan Baran, Head of the Department of Education, Dr Eddie Braggeri, Sub-dean of the Faculty and Professor Ron Laura, Dean of the Faculty of Education pictured in the Department's Curriculum Resources Centre.
Professor Graeme Jameson, newly arrived Professor of Chemical Engineering, wants to see the research work done by his department into combustion science and engineering prosper. An enviable reputation has been built up for his work, he says.

At the same time there are other areas in which Professor Jameson has had some background experience — pollution control, mineral separation, coal preparation, etc. — which are of direct relevance to industries in the Hunter Valley, and where he can possibly make some contribution.

Professor Jameson, aged 42, was appointed to the Chair of Chemical Engineering after it was vacated by Professor Ian Stewart. Professor Stewart retired on December 31, 1977.

Professor Jameson's research interest is the behaviour of interfaces, or surfaces, between bodies of fluid. He explained that examples of these interfaces are the surfaces of spray droplets or bubbles, which occur in chemical plant.

He has published extensively in these areas and has turned his attention recently to the spreading of liquids on solid surfaces.

Although much of the work is fundamental in nature, it finds application in various ways, not only in the chemical industry, but also in mineral separating and water treatment.

"I certainly plan to get my research going again as quickly as I can, and I hope to spark off collaborative work with other members of staff," he says.

He graduated originally from the University of New South Wales and then obtained his Doctorate of Philosophy at Cambridge University. In 1965 he was appointed Lecturer in Chemical Engineering at Imperial College and was promoted to Senior Lecturer in 1970 and to Reader in 1971.

He is a member of the Society of Chemical Industry and the Institution of Chemical Engineers, London and was awarded the Junior Moulton Medal of the latter Institution in 1966.

Professor Robert Clancy expects to develop a regional clinical immunology service and research projects related to body resistance against infection and allergies.

Professor Clancy resigned early in 1978 as Staff Specialist for the Department of Clinical Immunology at Royal Prince Alfred Hospital at Camperdown to take up his appointment to the Chair of Pathology in the Medical School. His particular interest is Clinical Immunology, a discipline that is concerned with the body's immune system, responsible for defence against infection, and cancer.

"At the Medical School, we hope to examine the pattern of infection in the Newcastle community and its capacity to resist infection," he said.

As well as participating actively in the Medical School's educational programme, Professor Clancy and his colleagues hope to:

- Teach students how best to use Pathology services — essential given the current economic climate, where Pathology services are so misused.
- Develop a post graduate training programme in areas such as allergy, for which no proper training exists in this country.
- Extend an understanding of immunology to non-medical areas, such as to nurses, teachers and others.

Professor Jameson has been an academic visitor at many universities in Canada, the U.S.A and Australia and spent some time working in the petrochemical industry in the USA as a research engineer on advanced design projects.

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The entrance to the Great Hall of the University, where landscaping has produced impressive results.