

## A tribute to real heroes

THE painful memories of the Vietnam War have haunted families for more than 30 years and their resonance passed down from father to child in a subconscious exchange of kindred meaning.

Now, USQ Visual Arts student Cheryl Kammholz is making sense of the hurt, grief, shame and anger felt by her veteran father, his comrades and their families through *Waiting for Wakie*.

The exhibition, which runs until 18 October at the Milne Bay Military Museum, is a public acknowledgment of the ongoing effects of war on returned soldiers and their families.

"When I was 16 I distinctly remember my father rocking in the corner of the room crying. It was then that I realised he was not a hard man but a hurt man," Cheryl said.

"To this day my father and many other veterans can still not talk about their experiences during the Vietnam War and many soldiers have committed suicide.

"I just wanted to say to him and his comrades, I thank you for your bravery, I acknowledge your continuing pain and I salute you as the heroes that you are."

Cheryl spent much time researching the effects of war before taking six months to create the selection of paintings and prints which feature in *Waiting for Wakie*, a term derived from the slang army word referring to the last day of a soldier's service in Vietnam.

"War affects everyone including the sons and daughters who grapple with feelings of helplessness and confusion in the midst of their father's emotional detachment," she said.

"Through speaking with veterans I have discovered that many of them continue to feel guilt and shame especially since they were ridiculed upon their return from the war.

"I was initially concerned that the exhibition would offend or further hurt them but instead many of them approached me with tears in their eyes and shared their painful stories."

Veteran Affairs is considering providing funding to help Cheryl share her tribute with other RSL groups through an Australian-wide tour.

"This exhibition or journey was never about me but about the soldiers and their families who continue to suffer from hidden battle scars."

"I want to say welcome home, I'm proud of you. Maybe if someone had said that to my dad things would not have been so difficult for him."

Heather Smith



**A TRIBUTE:** "I just wanted to say to him and his comrades, I thank you for your bravery, I acknowledge your continuing pain and I salute you as the heroes that you are."

### Opera in October

LOVE, lust and obsession will take to the stage when talented USQ singing students present the 2003 Opera Season in October.

Audiences will thrill at the true love of Orfeo in Gluck's *Orfeo ed Euridice*, gasp at the blatant desire in Mozart's *Don Giovanni* and marvel at the power of obsession in Bizet's *Carmen* at the USQ Concert Hall on October, 8, 10, 12, 14, 16 and 18.

Fresh from a 12-month break, Opera Studio Director Arthur Johnson said this year was different to other seasons because they would perform sections from three operas instead of highlighting just one.

"This year I hope will see a rejuvenation of the opera showcasing the talent and tremendous development of our singing students."

"It's rather like an operatic Aspects of Love depicting the various characteristics of love from three views - love, lust and obsession," Mr Johnson said.

First on the bill will be the romantic and

tragic *Orfeo ed Euridice* with third-year student Marae Fisher playing Orfeo and second-year student Cherie Robinson making her operatic debut as Euridice.

Guest tenor Chris Holden from Brisbane will play the righteous Ottavio in *Don Giovanni*. Third-year student Andrew Finden plays Leporello (Giovanni's servant) and Joel Philippe the charming Don Giovanni.

Concluding the operas will be *Carmen* with recent USQ graduate and Joyce Campbell Lloyd Scholarship winner Christine Sneddon, who has just returned from performing with the Queensland Opera Company to play the fated Carmen and 2002 graduate Hayley Sugars, also a Joyce Campbell Lloyd Scholarship winner and USQ singing tutor will play peasant girl Micaela.

The Opera Season will be directed by Brisbane-based director Simone Haas with costumes by Carolyn Taylor-Smith and set design by Bruce Skillicom.

For bookings and more information contact the USQ Box Office on 4631 1111.

Deborah Marshall

As if by magic, the most well-loved scenes from 3 magnificent operas will be presented in a spectacular evening of operatic delights

**OPERA**

Gluck's *Orfeo ed Euridice*  
Mozart's *Don Giovanni*  
Bizet's *Carmen*

8, 10, 14, 16, 18 October  
7.30pm USQ Concert Hall  
Matinee 3 pm Sun 12 Oct

*Return* a new play by Marcel Dorney

Set on the Darling Downs, *Return* journeys to a supernatural place in time - to where parallel and overlapping timelines exist simultaneously - 1871 and 2003. In this dreamspace, the lives of five young women intertwine and are changed forever.

A night of new and contemporary theatre, showcasing USQ's graduating Actors.

Thursday 30 and Friday 31 October  
7.30pm USQ Arts Theatre

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## Honesty and integrity in education

IN his final graduation address, retiring Vice-Chancellor Professor Peter Swannell took great delight in sharing his thoughts on education with the assembled graduands and their families and friends at the recent spring graduations.

Professor Swannell, on whom the title of Professor Emeritus will be bestowed upon his retirement, said USQ was at the epicentre of the massive paradigm shifts that had occurred in the past five to 10 years.

"The emergence of user-friendly, powerful information and communications systems and the allied reassessment of what are legitimate social and educational expectations for our nation, have guided us in the way we have sought to move the university forward," he said.

"We have tried to do this with due attention to the people-consequences and people priorities, preserving many of the good things that are part of our history. At the same time we have nurtured some fantastic research outcomes and gone from a position where research was somebody else's business to being the focus for some world-class fundamental and applied research.

"It would be a great pity if that forward momentum were to be stifled by policy reforms that inadequately recognised the quantum change in the political and social importance of higher education or inadequately resourced that quantum change."

But Professor Swannell stressed that the position of the Australian Vice-Chancellors Committee, on the Federal Education Minister Brendan Nelson's Review of Higher Education which proposes deregulation of university fees, was pragmatic.

"It does not see the proposed legislation, despite its potential for encouraging diversity and its small increases in funding as in any sense ideal.

"It acknowledges the openness and collegiality of the consultation processes which took place over a year ago and above all, it recognises that if the proposed legislation does not pass the Senate then it is highly likely that

no policy change and no additional funding will be considered for years to come," he said.

Professor Swannell reiterated his major concern that the fundamental principle for entry to higher education must be based on ability not on ability to pay.

"I am far from convinced that the proposed legislation, in its present form, gets near to this principle. Equally I am far from convinced that Opposition Party education policies, as presently described, are sufficiently flexible, sufficiently exposed for critical examination or sufficiently founded on budgetary reality to be a viable alternative."

But despite policy issues and changes of funding regimes, Professor Swannell emphasised the fundamental importance of academic standards.

"The qualification that you have been working towards and which we celebrate in this ceremony, has a currency and value that must be protected through the integrity of the university's actions and its willingness to be uncompromising in the way it assesses performance now and in the future."

He said the university had a duty to its alumni and current students to protect the quality and currency of its awards.



**AWARD CELEBRATIONS:** Professor Peter Swannell gave his final graduation address as USQ Vice-Chancellor at the recent spring graduations.

"I firmly believe these principles of academic integrity and openness are firmly entrenched in the Australian university system.

"They are never more important than when competing in the international education market and I say to our international students graduating today that USQ commits itself to those principles."

Also at the ceremonies, Dr Janet Sipple from St Luke's School of Nursing at Moravian College in Pennsylvania, USA, received a honorary Doctor of the University *honoris causa* and former Vice-Chancellor of Scotland's Dundee University Professor Michael Hamlin received a Doctor of Letters.



Dr Janet Sipple



Professor Michael Hamlin

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**SURVEYING STYLE:** Clifton State High School Year 12 students recently participated in a half day of surveying activities with a team of surveyors from USQ. Students were introduced to topographic and cadastral maps, aerial photographs and satellite imagery. They also collected and analysed data using the latest GPS (Global Positioning Systems) and GIS (Global Information Systems) technology. Clifton State High School Year 12 student Jackie Morwood checks out some GIS equipment.



**TOP DATA:** Faculty of Sciences Dean Professor William MacGillivray (second from left) recently presented three high-school students scholarships to study a single course in the Department of Mathematics and Computing. Anna McMahon (front middle) from St Ursula's College will study Data Analysis, Christopher Ebnetter (front left) from Concordia College will study Foundation Programming and Aldridge State High School student Daniel Perry (absent) will study Foundation Computing. Two high achieving undergraduates who studied Data Analysis were also awarded book vouchers from Palgrave MacMillan Publishers. Oncampus student Wing Yee Lai (back) attained 91.1% and external student Shaleena Marie Lonergan (front right) attained 94.4%. Pictured next to Wing is Palgrave MacMillan representative Jodi McElligott.



**MIXING CULTURES:** Three Chinese lecturers from Zhejiang University City College (ZUCC) recently visited USQ to meet their Australian colleagues. The lecturers teach USQ courses including e-Commerce Security, e-Finance, and Human Resource Management, to students who are studying a Bachelor of Business Administration or a Bachelor of Commerce in China from ZUCC. USQ currently has more than 70 students at ZUCC studying the BBA and 27 students studying the BCom. Pictured front from left are Zhaohui Lin, Jiangping Chen, and Zhao XiaoDong and back from left are Acting Dean Rod St Hill, Colleen Wilson, Manager International Activities, and USQ Business Lecturer Joe Zhou Peng.



**LAST TIME:** Enjoying wine, food and conversation for the last time at the Vice-Chancellor's WWW function is from left Sue Krebs (Berkley Group Financial Consultants), Ross Krebs (Natural Resources and Mines), Julia Lieu (Pure Land Learning College) and Venerable Wu Tong (Pure Land Learning College).



**LANGUAGE SKILLS:** Fifty-two Chinese teachers from Zhongshan, in the south of China recently visited USQ's Toowoomba campus on a five-week secondment to learn English language skills through a TESOL (Teaching English to Speakers of Other Languages) training course with the Office of Preparatory and Academic Support (OPACS). This is the second group to visit USQ under a five-year contract with the Chinese Bureau of Education. Chosen from more than 2000 English teachers in Zhongshan, they will return to China to teach their newly-acquired skills to school students. The group has visited many regional and cultural centres during their stay including Cooby Dam and the Gold Coast. From left are Zhongshan Teacher's Bureau representatives You Jing (Mary), Huang Xiaoguang (Cindy), Chen Shiqing (Andy), and English Language and Culture Programs Co-ordinator Katherine Kusma.



**WWW FINALE:** 4AK/4WK General Manager Ted Rogers and Miriam Rogers joined with 140 people to celebrate the final WWW function with Professor Peter Swannell as Vice-Chancellor.

# Improving customer service through training

AS deregulation looms and universities compete even harder for students, superior customer service is becoming increasingly important.

According to Associate Director of ITS Customer Services, Richard Laansma, excellent customer service should be an integral part of higher education institutions.

"We realised there were areas of service in the university where service could be improved, so we have implemented a training program to address them."

"A student's first contact with the university from enquiries and enrolments to IT access and teaching support must be a positive one."

"Because of the increasing importance of customer service, training will be provided to USQ staff university wide to help maximise the level of services," Mr Laansma said.

A survey conducted in cooperation with USQ's Human Resources department showed that nearly 140 USQ staff spent more than 50% of their working hours dealing with customer enquiries. To date, 40 of the staff identified in the survey have completed the training.

"By 2004, it is hoped the training will be available to all USQ staff via Human Resources Occupational Development and Training program."

The training course encompasses a variety of areas related to customer service including: strategies for maintaining a positive attitude; handling the really angry customer; what to do when you can't say yes; understanding cultural diversity; USQ policy and legislation affecting customer interaction.

The course currently runs in three, 3.5 hour sessions over a three-week period.

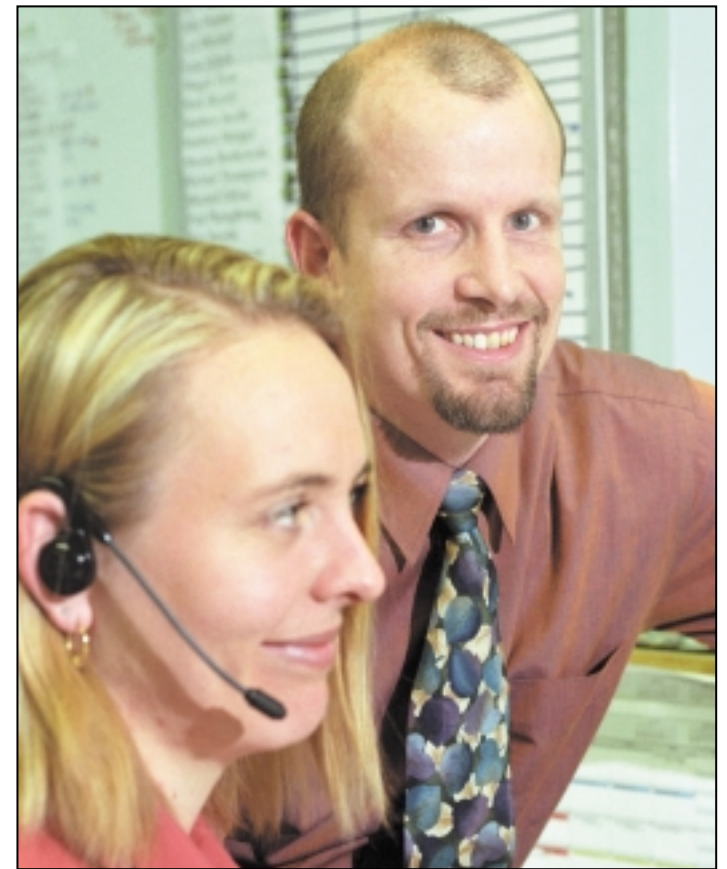
"Customer Service is a very broad subject, and we want to ensure that staff have a strong foundation of skills to build upon," Mr Laansma said.

"It's all about taking CARE of the customer."

"This means consistent answers USQ wide, accurate information the first time, tracking and reducing response times and using technology to improve efficiency."

For further information on the training program contact Human Resources on 4631 2666.

Deborah Marshall



**BETTER WAYS:** ITS Customer Services Associate Director Richard Laansma chats to ITS receptionist Lisa Schick about client procedures.

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# What's On

Today

**DIS A BALL:** The annual disability ball at the USQ Refectory, 8pm, light supper and entertainment by the Jazz Ed Big Band, \$15 tickets. Ph: 4631 2337.

Until 31 October

**BEACHES, BUSH & BEYOND:** An exhibition by Karen Knight-Mudie featuring a series of paintings that probe our connection to land and water. USQ Arts Gallery, 9am-5pm, Monday-Friday.

1 to 4 October

## EDUCATION CONFERENCE:

Teachers and researchers will have the opportunity to share their knowledge at the first *International Conference on Pedagogies and Learning - New Meanings for a New Millennium* at USQ. The conference will feature speakers from 15 countries, all Australian states and territories, more than 20 universities and other education organisations and schools. For registration details and information on transport and accommodation visit the website [www.usq.edu.au/pedagogies](http://www.usq.edu.au/pedagogies) 2003 or contact Dr O'Neill on 07 4631 2604 or 0409 264 883.

1,10,12,14,16,18 October

**OPERA:** After an absence of 12 months, the USQ Performance Centre's opera season will make a welcome return. The opera will be fully staged and costumed, accompanied by the USQ Orchestra, and will feature a group of exciting singers from the USQ Opera Studio, gifted local artists and guest performers. USQ Concert Hall 7.30pm. Matinee 3pm, Sunday 12 October. \$25 Adult/ \$20 Concession/ \$10 Child.

8 October

**LUNCH HOUR CONCERT:** Soloists and ensembles from the USQ Junior Academy of Music under the direction of Paula Melville-Clark, 1pm, 0 Block.

8 October

**GLOBAL ISSUES SEMINAR:** *Oil Depletion: The Ghost in the Machine*, presented by Dr Karey Harrison. The US invaded Iraq promising flowing oil and lower prices by the end of this year. Neither has eventuated. Industry experts predicted this before the event, and advised that repairing Iraq's oil infrastructure would take years and billions of dollars. Come and find out why this is happening, what the implications are for the global and local economies and what our governments are doing about it. L209, 12.15-2pm.

15 October

**LUNCH HOUR CONCERT:** Student performances including the Brahms *Piano Quartet in A major*, Op.26., 1pm, Concert Hall.

30 and 31 October

**THEATRE SHOWCASE:** The graduating class of actors and stage managers present a night of sharp contemporary theatre celebrating their skills and individual qualities as they step out into the professional arena. USQ Arts Theatre 7.30pm. \$18 Adult/ \$14 Concession.

# Uni Trader

**CORNER LOUNGE** Suite (3 pieces), woven grey fabric, comfortable 5-seater, as new condition, \$500. Ph: X1266.

**EXECUTIVE HOME:** Spacious, split level, open plan executive home, on 1/2 acre at Highfields. Features include bagged and painted exterior, 4 bedrooms, ensuite, blackbutt timber floors, two large living areas opening through French doors onto an extensive northern deck area with shade sails and views of wildlife corridor, high quality inclusions, gas cook top, double garage, fully insulated, heaps of storage, landscaped. Individually designed and built by Downs Designer Homes. Offers over \$340,000 considered. Ph: 4696 8771 to arrange an inspection.

**FORD FUTURA:** 1999 AU Sedan, excellent condition, 50,800km, 5 new tyres, silver, auto, a/c, p/s, CD, cruise, towbar, power windows, ABS, alloy wheels, \$17,500. Ph: X 2458 or 4635 4642 a/h.

**FORD FESTIVA:** 1994, 4-door, hatch, manual, excellent condition. \$6600 ono. Ph: 4636 3116.

**LARGE PINE** wall unit/tv unit, with cupboards and DVD/video shelf, gc, \$185. Ph: 4696 8352 a/h or 0409 591 917.

**MISC:** Old 'Gossip Chair' \$50; Royal Doulton 'Murray River Gums' (series number D6425) plate, excellent condition \$90; Ivory Dupion silk wedding dress, 3/4 sleeves, long train, beautifully made with lace bodice, dry-cleaned, \$70; Bar fridge gc \$50; Black bath towel rail \$15; Telstra cordless phone in working condition \$10; Black TV stand (60x42mm, 40 mm deep) with shelves for video/s, on casters \$10; Aluminum venetian blind gc, 2972 x 1895 mm \$50; Letter box \$5; Timber dog kennel gc (82x75 mm, 113 deep) \$40; External (front/back) door with lock and keys, measures 81 cm x 203 cm \$25; Ph: X 1720, 4636 6126 or 0403 336 273.

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**TEAK DRESSING TABLE:** With oval mirror, excellent condition \$80, Ph: X 8352 or 4635 5410 a/h

**TOYOTA STARLET:** 1998 (life model), metallic blue, a/c, low kms, be quick, \$9500 ono. Ph: 0402 520 444.

**SUBARU L SERIES** wagon 4WD, 1987, white, a/c, A1 mechanical condition, excellent value, \$3250 ono. Ph: 0402 502 444.

## WANTED

**HOUSEMATE:** Room available in colonial cottage located in a quiet street in South Toowoomba (No. 4 bus route). Share with a mature age PhD student and friendly outside dog. Would suit non-smoking professional, office worker or mature age student. Rent \$65 per week plus electric, gas and phone costs. Bond negotiable. Phone Simon on 4659 8562 or 0428 310 767.

**FOR RENT:** 3-bedroom house in Coorparoo, Brisbane. New bathroom, dishwasher, fenced yard, quiet street. Backs on to private reserve. \$275 per week. Available from October. Ph: X 1628 or 4614 0409 a/h.

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# Newsmakers

**GEOFF COCKFIELD:** Faculty of Business, was interviewed on ABC Gold and Tweed Coast Radio News about the Sustainable Economic Growth for Regional Australian conference at the Gold Coast from 15 to 17 September.

**ARTHUR JOHNSON:** Department of Music lecturer was interviewed on ABC Radio about the Twilight Vocal Recital - *Bad Boys Behaving Badly* in which he performs as the bass-baritone vocalist with pianist Rita Miles.

**RICHARD LAANSMA:** Information Technology Services, was quoted in *The Australian Financial Review* about the challenges facing the community in disposing of old computers.

**PETER MUNSTER:** Distance Education Centre was interviewed on ABC Radio Southern Queensland's Drive Time program about the Harry Potter phenomenon and whether it has affected children's reading habits.

**PETER McILVEEN:** Student services, was interviewed on 4GR on the psychological reasons behind graffiti and the behavioural impact of new local government policies aimed at reducing graffiti incidence.

**GUS SNOW-McLEAN:** Marketing and Public Relations, was interviewed on Bundaberg Sunshine TV about the recent Wide Bay Open Day.

**PROFESSOR PETER SWANNELL:** Was interviewed on ABC Radio National's program Perspective about education and equity.

**ASSOCIATE PROFESSOR BRUCE WALDRIP:** Faculty of Education lecturer was interviewed on ABC Radio about the need for more science education in schools and the university's current project *Science for Students* which involves 24 education students teaching science lessons to primary school pupils.

## Teach English in China

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FROM THE



VICE  
CHANCELLOR  
Peter Swannell



**THIS** is my last column before leaving the university. The last two or three weeks have been filled with opportunities to meet with people inside and outside the university and to express my thanks to them. In particular, our staff function on 19 September provided the venue where I could say thank you to individuals for all their support over the past seven years. I hope those who attended, and there were lots of people there, enjoyed the occasion and were able to see that I really was leaving!

It is always a little sad to stop doing things that you really enjoy, but I refuse to be unduly miserable. Janice and I have had a fantastic time and have felt very privileged to be part of the university at such an interesting time. We have received such warm support and made so many friends that nobody in their right mind (including us) could fail to be moved by the goodwill of the people in this university. I think that

the university has made good progress over the past seven years. We have faced many challenges together and we have had more than our fair share of success.

I want to take this opportunity to say a very warm thank you to everybody and to wish you and your loved ones continued good health and satisfying professional experiences. Janice and I are staying in Toowoomba, mainly because we love the place, and we shall hope to be invited to the university occasionally! We certainly shall not be poking our noses into things that aren't our business any longer and we certainly hope that Professor Lovegrove and his wife will be made as welcome as we have been and will have the same magnificent support that we have had. Both Janice and I will continue to do things in the Toowoomba community that will keep us very busy, but I probably won't get my photograph in *The Chronicle* quite as often in the future.

Rex Backhaus-Smith is our favourite artist. The two wonderful paintings that the university gave to us are exactly what we would have chosen ourselves and they will complement some works by the same artist that already hang in our house. We shall look at the paintings and have the fondest possible memories of our time at the University of Southern Queensland.

Thank you all very much.

# USQ puts science back in to school

A USQ academic is taking a lead role in restoring science education as a staple ingredient in Queensland school's curriculum.

The Faculty of Education's Associate Professor Bruce Waldrip said many schools taught under the recommended amount of science education while some did not have any science classes.

"We have designed a trial program which will help promote science education, equip current teachers with some knowledge and ideas and provide school students with hands-on science lessons."

The Science for Students program involves 24 USQ Education students conducting eight science lessons with Glenvale and Gabbinbar State School pupils.

The program has been received enthusiastically with Glenvale State School already wanting to be involved next year and many teachers on the waiting list.

"These science lessons are very important to not only the school students but the prospective and current teachers," Associate Professor Waldrip said.

"Teachers learn that science education does not have to be daunting but an opportunity to share the world's amazing phenomena with their students.

"Kids have been coming home from their science lessons really excited about what they have learnt. These lessons help them develop problem-solving skills and understand how the world operates while having fun."

The program also coincides with the Queensland Government's \$2 billion Smart State strategy which was announced recently.

The prospectus, *Investing in Science:*



**SCIENCE KNOWLEDGE:** Final year USQ Education student Katherine Watson shows Year Two Glenvale State School students how detergent and rubbish pollute water as part of the university's Science for Students program.

*Research, Education and Innovation*, includes a \$14 million three-year education initiative of which \$2.2 million has been allocated for science teacher professional development.

"By 2005, the Queensland Government aims to have 70 per cent of science teachers involved in some form of science professional development."

He said it also allowed \$4.3 million continued funding for Queensland's eight

Centres of Excellence in Technology, Maths and Science such as the one located at Toowoomba State High Wilsonton Campus.

"We are currently collaborating with councils, schools, universities and industries to develop a greater understanding of the importance of science education so that it remains an integral part of school's curriculum in the future."

*Heather Smith*

# Degree icing on the cake for Lindsay

GETTING a degree for his 50th birthday was one of Lindsay Bovill's best ever birthday presents.

The Bachelor of Commerce graduate has travelled a long road since he first began studying externally in 1991 while working as a business manager at The Glennie School.

"I was originally studying a Bachelor of Business, but found the demands of working full-time and raising a young family difficult so I had an extended break until 2000," Mr Bovill said.

"My target was to complete my degree before turning 50."

Maintaining a balance between work and family is important when undertaking any area of study, but Mr Bovill had a special reason for his motivation.

"I met a wonderful, caring, supportive lady who provided me with the enthusiasm, support and encouragement to focus on completing my studies. We were married on 12 July."

Mr Bovill said the degree had given him the confidence to extend his skills in other areas, particularly law, management and

information technology.

"Law and Management have been the most enjoyable aspects of the course because they were new areas of study for me and I could apply them in a practical sense in my work."

"A regular study schedule is extremely important, taking copious notes, revising regularly and keeping up to date with the timetable set out by the lecturers.

"Because I am a morning person I dedicated early mornings to study as well as all day Sunday. I studied in a quiet area such as my office so I could concentrate and be focused.

"It is also important to use the distance education support such as study notes, web access, power point slides, discussion groups and teletutes."

Mr Bovill moved to Victoria in July to take up a position as Business Manager for the Luther College Secondary Day School in Melbourne.

*Deborah Marshall*



# Life on the land continues for engineering grad

AN engineering career was always on the cards for USQ Bachelor of Engineering graduate Nadia Rhodes.

Growing up on an irrigation farm she spent many weekends and school holidays helping her father work with various tasks around the farm and enjoying the outdoors lifestyle.

But Nadia says the decision to pursue engineering was cemented when she attended a USQ Girls in Maths and Science Summer School in 1996.

"That was my first exposure to what engineers did and I could see how engineering could improve the quality of people's lives," she said.

"From that point onwards I knew that it was the career path that I wanted to take."

Graduating from Concordia College in 1998 with an OP1, Nadia won a prestigious Australian Student's Prize awarded to the nation's top 500 students.

She took up a graduate position with the Department of Main Roads this year after winning a scholarship and is now a civil



engineer working on the duplication of the Gatton Bypass.

"It's wonderful to be working in this area," she said.

"I'm learning a great deal and the thorough grounding I received at USQ has helped me pursue a career that I'm sure will be rewarding and challenging.

"I hope to gain some general experience in the field of civil engineering before moving into the specialised area of hydraulics (water engineering) with Main Roads," she said.

*Deborah Marshall*

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# wide bay open day



## Wide Bay turns on the sunshine

A perfect day greeted the estimated 2000 visitors to the USQ Wide Bay Campus at Pialba for its annual Open Day on 7 September.

As well as displays and information about courses offered by staff and students of the faculties of Arts, Business, Education, Sciences and Engineering and Surveying, visitors to the campus were able to indulge themselves in the food and entertainment on offer.

The day before the Wide Bay Open Day, the Ergon Energy USQ Big Band performed a free concert for about 150 members of the local community at Maryborough's Queens Park and this was followed by a Hypothetical evening on campus at Hervey Bay in the new B Block lecture theatre. Chaired by local member of parliament, Andrew McNamara, with a panel comprising local community leaders and USQ Vice-Chancellor Professor Peter Swannell, the near capacity audience heard a tongue-in-cheek version of how Australians might respond to social and cultural and defence issues in the year 2020.

During Open Day, visitors enjoyed performances by the Dhugamin Dancers and the Butchulla Ghundus Language Group, the Ergon Energy USQ Big Band, the Hervey Bay City Musicians Youth Winds and local rock band Hazzard.

*Gus Snow-Mclean*



# Spring Graduation



Bachelor of Science with Distinction: **BELINDA DAHL, JEAN LIGHTBODY** and **KIM SANKEY.**



Master of Education: **PATRICK BARRETT.**



Bachelor of Commerce with Distinction: **KAREN CHEGWIDDEN.**



Bachelor of Arts, Master of Business Administration: **RICHARD COWLEY.**



Doctor of Philosophy, Faculty of Engineering and Surveying: **FLOREN PLAZA.**



Master of Midwifery: **CATHERINE HARRISON.**



Bachelor of Education (Primary) with Distinction: **NATALIJA DENIS-PICTON** and **SHERYL MEWETT.**



Graduate Diploma in Geomatic Studies: **KRISTY BEHRENDORFF.**



Bachelor of Mass Communication: **JOHN WAKEFIELD.**

## Meg masters performing and composing

AS a toddler, Meg Morley would tinkle out little tunes on the piano to amuse herself. As an adult, the USQ Master of Music graduate still writes music but entertains hundreds of people.

Meg has performed in numerous concerts and recitals during her six-year academic career at USQ and won many awards along the way including the 1999 Peter Rorke Award for Best Undergraduate Musician and Distinction for a Licentiate of Music Australia (L.Mus.A) in piano performance in 2002.

"When I was three I used to watch my older sister play and loved mucking around at the piano and performing little concerts for my family," Meg says.

"I've always loved performing music too, so going on to university to study music just seemed like the natural thing to do."

After completing her undergraduate music degree in 1999, Meg completed an Honours degree and then embarked on a Master of Music in 2001.

While she majored in Piano Performance for all three degrees she says she would like to combine performing with composing and teaching.

"I don't aim to carve out a career as a solo performer but still want to perform. I'm also interested in improvising and jazz and would love to form a group with other musicians interested in these styles."

Meg recently finished a Graduate Certificate in Music Studies majoring in composition at Griffith University's



**NIMBLE FINGERS:** USQ Master of Music graduate Meg Morley hopes to carve out a career in teaching, composing and performing.

Queensland Conservatorium of Music where she wrote a short work for the USQ Phoenix Ensemble.

Called *Fantasy for Children*, the piece is based on seven Russian children's poems.

The Phoenix Ensemble presented the work at a lunch hour concert earlier this year and seven Toowoomba primary school children read the poems.

Upcoming projects include composing

music for a children's story written by education students to be performed by the USQ Orchestra in 2004 and writing music to a comical animation for a Queensland College of Art student called *SPF - The Opera*, a short film about the sun protection factor with a twist.

Meg graduated with more than 350 students at the Empire Theatre recently.

**Deborah Marshall**

## Rugby legend scores mortar board

**INTERNATIONAL** travel can make study difficult but this hasn't stopped Wallabies rugby legend Joe Roff who graduated with a Bachelor of Applied Finance from USQ this month.

The third highest try scoring winger of all time says he tried studying internally at another university but found touring and training commitments made it impossible for him to continue.

"I had to pull out of half the units I enrolled in," he said of his year playing rugby in France.

After the 1999 World Cup, however, Joe decided to make a commitment to studying and went in search for an external course that would provide everything he needed.

"USQ was the obvious choice," he said.

"The Bachelor of Applied Finance program was excellent in providing a broad range of areas to study within the financial sphere. I hope to use it to facilitate further study overseas when I have finished playing rugby."

One of Australia's most decorated rugby veterans, Joe began playing the game as a school boy in Canberra and made his Test debut as a 19-year-old against Canada in the 1995 World Cup. He has twice been named Super 12 Player of the year including 2003 and is the country's third best all time try scorer.

While Joe admits he struggled when he first began in the USQ program, the flexible study

options enabled him to devise a timetable to suit his frenetic lifestyle.

"Each of the units provided a detailed outline of the semester's work and so I was able to work out the periods when I could really work hard and when I couldn't.

"I fell into somewhat of a sporadic study timetable, but it suited me. I obviously had to do a little extra cramming around exam time, but hey, who doesn't?"

Studying externally can often take extra discipline, so regular contact with lecturers and support staff is essential for students.

"The support was fantastic. There was a direct point of contact to help me with any difficulties and I was able to email staff at USQ Outreach and receive a reply, and more often than not a solution, within a day or two," Joe said.

"Direction was provided by the lecturers via email which was great, but all the units I studied were well constructed and provided all the information needed to understand the subject matter."

Not all his challenges were study related either.

"Finding the exam centre in time to sit an exam in Paris proved to be quite an adventure," he quipped.

And with the Rugby World Cup just six



**WALLABIES GRADUATE:** Despite an intense play and training schedule Joe Roff completed a Bachelor of Applied Finance at USQ.

weeks away Joe looks set to continue enjoying many more adventures in his sporting life.

**Deborah Marshall**



# Getting educated overcomes lack of prospects

The following is an abridged version of the 2003 Concannon Oration *On Getting Educated* by Professor Peter Swannell, BSc (Bristol), PhD (Birmingham), CPEng, FIEAust, Vice-Chancellor and President, University of Southern Queensland. For a complete version of this address visit the website: [www.usq.edu.au/vc/mediarels/oration.htm](http://www.usq.edu.au/vc/mediarels/oration.htm)

I actually took up my first lectureship, at the University of Birmingham, precisely three weeks short of forty-one years ago. I was still in nappies at the time. Apart from a fairly brief stint back in the structural engineering industry shortly before coming to Australia in 1971, I have been trying to make an honest quid in various of our sheltered workshops for the intellectually able ever since.

Our universities are, for many people, their escape from the shackles of *Lack of Prospects*. They provide the environment in which a palliative for the incurable disease called *Being Intelligent* can be discovered, and in which *Death from Frustration* might just be avoided.

I was born in the suburbs of London, at seven and a half months, and seven and a half months before the start of World War II.

By the time War broke out, my brother and I were nearly normal size. My Dad had given up chauffeuring in favour of the war effort, and doubled up as a part-time London fireman. All this nearly ended on 9th September 1940 when our little house was totally destroyed during one of the very first air raids on London. We were all inside the house, at least until the house disintegrated around us. None of us was damaged. My Dad rescued my Mum's dentures from a bomb crater, and we spent the next fifteen years in the part of our previously semi-detached house that was still standing. We slept, for most nights of the remaining years of the War, in a "dug-out" air raid shelter. We were quite safe there because my Dad, always a keen gardener, planted rhubarb on the soil heap that covered the shelter. The purpose of this was to confuse enemy bombers into believing they were still flying over open countryside.

I tell you these things because they are fundamentally important as contributors to the kind of boyhood I had, the kind of adult I became and, I suspect, the kind of university person that I am. I really don't know or care much about theories regarding the relative importance of inherited characteristics, environmental influences or all the other complex mixes of science, sociology or theology that allegedly shape our lives. What I do know, from experience and observation, is that one's early (and often unacknowledged) 'life events' shape you, bias you, give you the basis for how you respond to challenge, often for the rest of your life.

As an aside almost, perhaps it is the case that one of the very things that eventually pushed me towards engineering studies, is my perpetual refusal to get bogged down in philosophical debate about generalities. I refuse to accept that we must 'understand' all aspects of any proposed course of action before we do anything! Any engineer will tell you that you can collect data forever, and you still will not have enough to rule out uncertainty. You will still have to risk a semi-informed punt on the best course of action. You will still often be surprised by what eventuates. You will still realise that much of the data used to support a particular course of

action will eventually turn out to be inaccurate, or even downright stupid.

None of the 'data' from my early years, when subjected to rational analysis, would lead to the conclusion that this particular Peter might, one day, go to university, go to Australia and, eventually, even occupy a fairly senior position.

So what went wrong? I think the reasons are quite easy to identify. I must emphasise, though, that it is only in retrospect that this is so. One of the characteristics of being from a "working class" background is the tendency to learn to "go with the flow" and, certainly in England, to accept one's lot in life, albeit reluctantly. It is only later that this passive acceptance of one's apparent lot can be moderated by the intervention of caring people and the realisation that things don't always need to be like that.

Let me make something else very clear. There are many underprivileged, disadvantaged people in this world, but the vast majority of good, honest, "working class" people are not among them! With one exception, any disadvantage was solely related to the family having too much week left after the money ran out. My mother, consequently, weekly worked miracles of home economics to keep us all fed, warm and well. This minor cash flow problem was of no significance when compared with the unconditional love given to "the twins", the unconditional actual and emotional support given to us, and the sense of security that went with that.

## Looking Forward, Looking Back...

The one exception is much more subtle and can, in fact, transform itself into a very powerful motivational force. I refer to the shackle called *Lack of Prospects*. This is a shackle closely linked, if I may use that word, to the killer called *Poverty of Outlook*. It all becomes more acute when it dawns on you that you are probably at least as "bright", at least as "important", at least as "valuable" as the kids from the posh end of town. I suspect that, despite the Australian tradition of respecting the little Aussie battler, *Lack of Prospects* and *Poverty of Outlook* are scarcely less common among many Australians than among the people of the London suburbs or the North East of England of my school days.

*Poverty of Outlook* implies, I think, an inability to see much good in what lies before you. *Lack of Prospects* implies an unavailability of alternative courses of action that might lead to improved opportunity. These are the characteristics that can so often inhibit those who, by dint of circumstance, find themselves stuck in ruts less of their own making than we often admit. They are the characteristics that, untreated, lead to deep frustration, unsocial behaviour and levels of achievement that do far less than justice to the innate abilities of the owner. They thwart ambition, create discontent and, eventually, can lead to a deep sense of hopelessness.

I cannot emphasise too strongly that I make these comments as a result of personal observation, not least of my own parents, and of many of their, and my, contemporaries who were, and sometimes still are, shackled in this way. I am sure the theorist and the academic have ways of describing these things, but I rely on my own memory of being surrounded by people of great

potential, never fulfilled, because they were never told they *could* break the shackles.

I firmly believe that the resilience of the people who surrounded my family, and the almost unflinching sense of the absurd that must surely go with being at risk of dying somewhat suddenly through no fault of one's own, are very strong incentives for optimism and the desire to 'improve one's lot'. This is especially so when the family offspring turn out to be 'more than average bright' and sound in mind, wind and limb.

One has also got to be lucky. However, as my brother reminded me many years later, when accused of being lucky to have pulled off a miraculous 'save' in a particularly challenging attack on the English goal, it is remarkable how much luckier you get if you work hard at something. My brother was England's amateur soccer goalkeeper in about a hundred international matches and played with notable lack of success for Great Britain in four Olympic Games. But that, as they say, is another story.

One also has to be lucky in meeting the right teachers. Outside the family, teachers are the most important people in any child's life. We remember the very bad teachers and we remember the very good teachers. I suggest we tend, luckily, to forget the names and everything else about the mediocre teachers. As kids, certainly, we responded to the exciting, caring teachers, those who talked *with* us and 'got us going'. We also had very firm views about those who appeared not to care and were 'going through the motions'. We probably remembered very little of the 'facts' that even the best teachers told us, but we carry lifelong memories of their 'attitude', 'excitement with the subject', 'personal interest' and so on.

We should never underestimate the importance of being told '*You Can!*' This is quite different from being told '*You Might!*'. When told '*You Can!*', and given the elements of a strategy as to '*How!*', then the likelihood is that '*You Will!*', especially if the teller has built up trust by his or her actions. On the other hand, a mere suggestion that '*You Might!*' leaves far too much room for doubt, and the opportunity to ignore the advice in favour of what appears at the time to be an easier course of action.

Again, I speak from personal experience. My brother and I were told, by a primary school teacher, that we were very smart at schoolwork and very good at sport. It sounds so simple! We were also shown how to get better, told in no uncertain terms what was expected of us, and given personal incentives to do as we were told.

The wise old schoolteacher was, I later realised, a 20+-year-old second year teacher at the time. This, of course, is very old when one is only 10 years of age. He was a superb example of a schoolteacher who was "learner-centred", if one might be permitted to use the jargon that would become fashionable fifty years later. Today, we are in danger of legislating away the possibility of the, *totally appropriate*, motivational interactions that were of such benefit to my brother and me. It is a great pity.

So, overcoming *Lack of Prospects* begins by simply being told "*You Can!*". The combination of unconditional support from parents and motivational teachers is almost irresistible.

My grandfather, Bert Swannell, was a greaser with the London Metropolitan Water Board for about 40 years. His job for much of that time was to put oil on the main flywheel of the big pump in the main pumping station. It was a revolutionary job. It was this man who, upon being told by me that I had just passed the 11+ examination and would therefore go on to a grammar school, gave me the profoundly important advice:

*"I 'ope you won't do too much figurin',  
'cos too much figurin 'urts your 'ead".*

I have conscientiously failed to take his advice over the past 50 years. I can also tell you that he was dead right! Too much figuring *does* indeed hurt your head. However, figuring, and all the other uses of any of the associated intellectual ability that happens to have been given to me, have been my way of overcoming *Lack of Prospects*.

I have long been fascinated by the idea that we progress through a series of places, events, ideas, and relationships, not perhaps always knowing what might come next. Some think that the road we are on has a predetermined destination, with or without diversions, roadblocks and blind alleys. I have no idea whether that is so. What I do know is that each road must have a beginning.

My own observation is that strategic planning for the road ahead, the way forward, not least in the university sector, would be made substantially more effective if we paid much more attention to *where the road starts from*, rather than pretending we know where it might end far too many years down the track. My lifelong hero, the late Spike Milligan, reportedly found predicting the future far too difficult and, instead, concentrated on predicting the past, with remarkable success. He was something of a pessimist perhaps, but there is no doubt that many organisations' glossy strategic plans design a road forward without due attention to the departure point. This is a fatal weakness that any traffic engineer will recognise.

I am on record, many times, as having said that predicting the future is difficult, but we can, however, identify *key characteristics* of that future which, if ignored, will guarantee failure. Those characteristics are inevitably largely determined by the shape of the environment, the historical achievements, and the organisational strengths and weaknesses that exist near the beginning of the new road. It is not dissimilar to the life story that I have been flirting with earlier. Dangerous though it may be to look backwards, it is the history that 'biases' and 'informs' the future direction. This is as true for institutions as it is for individuals.

What we must now hope, above all, is that the outcomes from the 'Crossroads' Higher Education Review will deliver resource sufficient to allow this University and our other universities to be able to go about their business, produce world class outcomes and life-enhancing learning opportunities for all who have a reasonable chance of success.

We must affirm the principle that it is '*Ability*' and not '*Ability to Pay*' that should dictate who can enter our universities. Without that, we do a huge disservice to the thousands of men and woman of all ages whose potential will remain unfulfilled.