



South Australian Branch

The First 50 Years

of the
Australian College of Educators
in South Australia

Prepared by the SA-based
Archives Fellows Research Group

November 2009

Contents

Foreword	iii
Editor's Comment	iv
1 The South Australian Chapter of ACE	
Establishment, growth and overview of activities	1
Box 1 Office bearers elected in 1959	3
Box 2 Office bearers elected for 2009	5
Box 3 Peter Davies, long-serving SA Branch Secretary	6
Box 4 National Conferences in Adelaide	10
2 ACE (SA) on the National ACE Stage	13
Box 5 National Presidents	14
Box 6 College Medallists	15
Box 7 Buntine Orators	16
Box 8 College Archivist	20
3 Submissions on National Issues	23
Box 9 Response to the Review of National Broadcasting	25
4 Submissions on South Australian Issues	29
5 Significant Contributors to Reforms in Education	33
Box 10 The 'Freedom and Authority' Memorandum	34
Box 11 South Australians on the Interim Committee for the Schools Commission	36
6 SA Branch Initiatives	43
Box 12 A W Jones Orations	44
Box 13 Teacher PD on Radio	53
7 Research Activities	57
8 Innovators and Consolidators: A Selection of Key South Australian Educators	65
9 The Lighter Side	73
References and Suggestions for Further Reading	75
Appendix 1: ACE (SA) Presidents/Chairpersons And Secretaries	79
Appendix 2: Contributors	81

Foreword

The Australian College of Educators is a pre-eminent professional association that was formed to speak for the education profession as a whole. It is also one of the earliest, having been established in 1959. That brings me to the purpose of this publication. While it serves many purposes, such as allowing us to wander nostalgically down memory's lane, in chronicling the history of the SA Chapter of the College it also acknowledges the contribution of individuals and groups of professionals to education in general and to the College in particular. It has many highlights of our history and details of the crucial and most meaningful achievements of the Chapter over 50 years. The publication, however, has another, and in my opinion, most important, function – and that is to celebrate what we have achieved. It is only upon reading and reflecting on our history that we can truly appreciate the impact and importance the SA ACE Chapter has had on shaping and influencing the direction of education in this state.

Of course, in celebrating our 50th year as an Association, it is also timely to reflect on why the College was originally established. As a State President and member of the national board, I find it most pertinent that the original purpose of the College, as stated by Dr Darling, was to provide the profession with a voice – to ensure that there was a collective view proposed to the wider community about what was most relevant, essential and at the heart of education. It is notable indeed that our original purpose still has such resonance today – like all worthy purposes it has stood the test of time and continues to provide our profession with a compelling and meaningful direction.

In South Australia, our Chapter has also been blessed with some truly inspirational leaders. You cannot help but be impressed when glancing down the list of Presidents and Secretaries, which reads like a 'Who's Who' of educational leadership. When you consider the nature and calibre of those involved with ACE in South Australia it is little wonder that our state has always had such a standing within the broader, national College structure. In mentioning some of these leaders, of course, there is always the danger that someone of influence will be left out. None the less it is still important to acknowledge the leadership shown by our first office bearers, Father Michael Scott, Alby Jones and Ruth Gibson, in the formative days of our Chapter. Their leadership and vision, followed by that of others in the first decade such as Doug Anders and Ted Mulvihill, provided the foundation upon which we have built a crucially important organisation.

Finally, I would like to congratulate the archives team, including James Dwyer, Jan Lokan, Tony McGuire, Robin Ryan and Tony Ryan for producing such a wonderful publication.

Wendy Teasdale-Smith

President, ACE (SA)

Editor's Comment

The work for this publication was jointly done by a group of College Fellows who live in Adelaide, where we are fortunate to have ready access to the extensive official College archives. This history would have been much more difficult to compile, in the short time we have had for the task, without such access.

The publication begins with an overview of the establishment of the South Australian Chapter of ACE in 1959 and its operations over 50 years to the present. Following this, substantial contributions of the Chapter/Branch and its members to the College nationally and locally, as well as to educational inquiries and reforms, are presented within a thematic, rather than a purely chronological, structure.

Within each theme, individuals who have contributed in outstanding ways are mentioned, and, making use of one of the benefits of electronic publishing, links to separate, more detailed pages about them are provided. The individuals featured have all spent many years in South Australia, though not all were or are South Australian by birth, and some have worked in other parts of Australia as well as here.

In a relatively brief account of the history of the College in South Australia, it is of course not possible to include all of the dedicated educators who have had significant involvement with it. In choosing the people to feature, we have tried to include representatives from a range of education institutions and sectors and a range of substantive areas. There are no doubt others who could have been included and many others who would deserve a place in a longer publication.

The five regular members of the Archives Fellows Research Group, James Dwyer, Jan Lokan, Tony McGuire, Robin Ryan and Tony Ryan, were assisted by Joan Brewer, Louise Bywaters and Judith Redden, who wrote material for us. Several members provided biographical information and photographs to assist us in putting the publication together. Thanks are due to all who contributed for their enthusiasm and persistence in seeing the work through to its conclusion.

Jan Lokan

October 2009

1 The South Australian Chapter of ACE Establishment, growth and overview of activities

Major events and activities in the 50-year life of the Australian College of Educators in South Australia so far are overviewed here. Many of them are picked up again and elaborated in other parts of the publication under thematic headings.

It is an extraordinary achievement in the history of education in Australia – with its divisions between government and non-government, between Catholic, other denominational and Independent, between school and tertiary, between university academic and technical academic, between preschool, primary and secondary sectors, and, not least, between the States and Territories – that a national, all-embracing unity of purpose could be achieved by 1959 with the formation of the Australian College of Education – now the Australian College of Educators (ACE). That same all-embracing unity of purpose was adopted by the South Australian Chapter (now Branch) of the College and has continued to this day.

Although it did not eventuate until 1959, suggestions were made as early as 1946 that such an association was needed. The following interesting and prescient quote is from a paper presented at the August 1946 ANZAAS conference in Adelaide. The paper was prepared by Neil MacNeil, Head of Wesley College in Melbourne, but was read by James Darling as MacNeil had died before being able to deliver it.

The teaching profession must take matters into its own hands and become the architect of its own fortunes. The establishment is suggested of a Royal Australian Guild of Teachers, somewhat similar to the Scottish Educational Institute ... It should have as its members all qualified teachers in Australia, from both State and private schools, and should speak with authority in all matters affecting the profession itself ... It would vigorously oppose any attempt to make it into a glorified trade union. Each State and district might have its sectional branch. ... The teaching profession would then be able to present an unbroken front to the community – the establishment of a high-grade professional organization such as this would be a serious step towards making the teaching profession distinguished and attractive.

Early years in South Australia

When a larger group of senior educators from across Australia met in Geelong, Victoria, in May 1959 it contained eleven of the twelve South Australians who had been invited to attend. The meeting, known as the Corio Convention or the Founders Convention, resulted in the formation of the Australian College of Education.

On their return home the South Australian (SA) Founders group held a series of unofficial meetings to prepare for the establishment of a SA Chapter of the College. Great enthusiasm existed among the group, which contained influential people in the government, Catholic and Independent school sectors as well as from tertiary fields. Included were the Vice-Chancellor of the University of Adelaide, the State Director of Education, the Director of Catholic Education and the headmasters of some prestigious schools such as Adelaide High School, Scotch College and St Peters College.

At a preliminary meeting in August 1959 the Founders group met, together with a handful of other invitees, to draw up a list of SA educators whom they then invited to join the College. A second preliminary meeting was held in October, when it was reported that 29 of these had accepted, four had declined and ten had not yet replied. Thus, counting the 12 Foundation members, the SA Chapter already had at least 41 members before the inaugural meeting took place.

Educationists Form Chapter In S.A.

The Australian College of Education, whose membership consists of people who have made an outstanding contribution to educational thought and practice, now has a State chapter in SA.

The Rector of Aquinas College (Rev. Fr. Michael Scott) said yesterday that the chapter had been formed at a meeting of educationists at the University of Adelaide during the week-end. Fr. Scott was elected chairman. The chapter consisted of about 40 members, soon to be increased by invitation to about 100. The objects of the Australian College of Education were explained by the Headmaster of Geelong Grammar School (Dr. J. R. Darling) who was appointed Federal president of the college when it was founded in Victoria last May.

Important

Dr. Darling said there was a growing consciousness within the teaching profession, and even outside it, that the teacher had an important role to play in the preservation of any society.

Despite its importance, the teaching profession as a whole had never yet had a voice. There were acknowledged leaders in specialised fields, but no leaders of the profession as a whole.

Dr. Darling said that the college also aimed to bring together those engaged at various stages of education — teachers of boys and girls, university teachers, teachers of primary and sub-primary children.

Its membership was necessarily limited. It would be selective, though on as broad a base as possible.

Dr. Darling said it was planned to hold the first annual meeting of the college in Sydney next May.

Elected

The Australian College of Education has chapters in Victoria, NSW and WA, and one in course of formation in Queensland. The following were elected to the SA chapter:—

Chairman, Fr. Scott; vice-chairmen, the headmaster, St. Peter's College (Mr. C. E. S. Gordon); the Director of Education (Mr. E. Mander-Jones). Secretary, Mr. A. W. Jones; inspector of secondary schools; treasurer, Miss Ruth Gibson, inspector of secondary schools.

Committee: The Vice-Chancellor, University of Adelaide (Mr. H. Basten); the headmaster, Morphettville Park Primary School (Mr. F. H. Davis); the general secretary, Kindergarten Union of SA (Miss D. Hughes); the master-in-charge, St. Peter's Preparatory School (Mr. T. G. Jones); the headmistress, Woodlands Church of England School (Miss G. M. Millington); the Director of Education for Catholic Schools (Rev. Fr. E. Mulvihill); the headmaster, Adelaide Boys' High School (Mr. W. M. C. Symonds).

From The Advertiser, 24 November 1959

The October meeting also decided that it would be desirable for the inaugural office bearers to be drawn from the Founders group. These, and also several potential committee members, were 'pre-selected' at the October meeting for nomination at the inaugural meeting. The SA Chapter of ACE was officially established at the inaugural meeting held on 20 November 1959 at the University of Adelaide, with 35 of the Founders and invited group in attendance. Although nominations were allowed from the floor for committee positions, the 'pre-selected' nominees for office were duly elected. The Foundation ACE President, Dr James Darling, delivered the inaugural address.

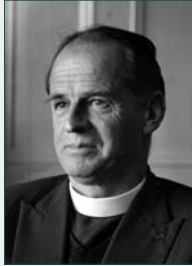
Leadership

Given the tenor of the strategy mentioned above for the inaugural meeting, it is not surprising that, for its first 11 years, the five Presidents of the SA Chapter were members of the Founders group of ACE who also dominated the local committee for most of that period. Two of the five were tertiary academics, two represented the government school system and one the Catholic sector. Of the 25 Presidents of the SA Chapter/Branch from 1959 to 2009, six have been tertiary academics, 11 have come from the government school system and eight have come from the various non-government areas. Thus the professional camaraderie of the Founders, representing a range of educational expertise and responsibility, has been replicated throughout. A full list of the SA Chapter/Branch presidents and secretaries is included in Appendix 1.

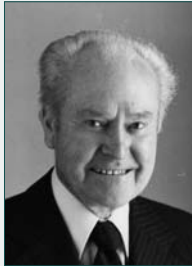
Initial office bearers

Father Michael Scott, SJ, was elected as the SA Chapter's first Chairman, Albert (Alby) Jones became the first Honorary Secretary and Ruth Gibson assumed the role of first Treasurer.

Box 1 Office bearers elected in 1959



The inaugural Chairman of the Australian College of Education, South Australian Chapter, was **Father Michael Scott, SJ**, then Rector of Aquinas College in Adelaide. While Rector of Newman College at the University of Melbourne in the early 1950s, Fr Scott, along with Melbourne businessman Richard Morley, founded the Blake Prize for Religious Art with the aim of creating significant works of art to place in the many new churches being built after the war. Fr Scott was one of 11 educators from South Australia to attend the national ACE Founders Convention and was then part of the group charged with establishing the SA Chapter. For most of the 1960s, during which time he had returned to Melbourne, Fr Scott served on the ACE National Council.



The first SA Chapter Secretary was **Albert (Alby) Jones**, who also had attended the ACE Founders Convention. He was a teacher and then Inspector of Schools (secondary), in which role he was appointed to the remote west coast of South Australia. While based there he developed what was to be a lifelong concern for isolated teachers and students. He rose through the ranks to become Director-General of Education in the South Australian Education Department. He had a significant influence on educational policy and practice nationally as well as in his home state. He was an enthusiastic member of ACE for 43 years, in which time he chaired the SA Chapter (after six years as secretary), became the National President and was awarded the College Medal.



Ruth Gibson, the first Treasurer, was very talented and achieved success in what was still largely a man's world at the time, the Education Department bureaucracy. She was appointed as an Inspector of Schools in 1941, having begun her teaching career with the department 20 years earlier. Her work as an inspector took her to all parts of South Australia and also the Northern Territory, then administered by the SA Education Department. She gave her time generously to mentoring young teachers, particularly women. During her career she became a member, and often office bearer, of more than a dozen women's organisations, always mindful of helping to further the status of women. She was particularly active in the SA, National and International Councils of Women.

Current office bearers

In 2009, the Branch President is Wendy Teasdale-Smith, the Honorary Secretary is Diane Russell and the Treasurer is Michael Critchley.

Box 2 Office bearers elected for 2009



Wendy Teasdale-Smith became President of the SA Branch of ACE in 2008. She came to this role after having a long and extensive history with Association leadership which included undertaking national research into teacher shortage, beginning teachers and school leader welfare. In 2006 she won the SA Telstra Business Woman of the Year in the Government section and in 2007 was made a Fellow of the College in acknowledgement of her contribution to education. She has been a principal for 10 years, winning the inaugural, highly prestigious 'Principal of the Year' Award in 2004 in the National Awards for Quality Schooling program. Wendy, who is regularly called upon to comment on educational issues in both the print and radio media, is now Director of Bradford College at the University of Adelaide.



The current SA Branch Secretary is **Dr Diane Russell**, now in her fourth year in the role. During 20 years as a leader in the South Australian state education system (DECS), Di completed a Master of Aboriginal Studies and then a PhD in Aboriginal Education. In addition to this study, and many years as a mainstream teacher, she has taught Aboriginal students from Reception to Year 12 in both rural and remote areas. She officially retired at the end of 2004 and now works as a consultant in Aboriginal Education and a tutor of Aboriginal students who are studying at university to become teachers. An ongoing project is supporting the Tjinatjunanyi program in Port Augusta, run by the Aboriginal and Islander Christian Congress, which helps to re-engage severely disengaged young Aboriginal people in formal education.



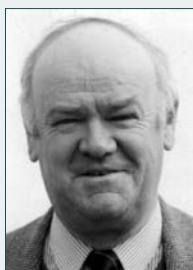
Michael Critchley, the current SA Branch Treasurer, has been continuously in this role since 2001. He holds qualifications from both Adelaide and Flinders Universities, in both education and accounting. Initially a primary teacher, he moved to secondary level at St Michael's College, Henley Beach where he later became Deputy Principal. From 1981 to 2007 he was based at the Catholic Education Office (CEO) in Adelaide, for seven years as Teacher Liaison Officer and then six years as Co-ordinator of Resources (finance, planning, personnel, industrial relations and legal issues). From 1994 he had leadership roles in finance and planning, special projects, mentoring of principals in Catholic schools and overall personnel management. He retired from the CEO in 2007 and has worked since then as an independent consultant in education and human resources.

Governance

The role of the SA committee has been crucial in the development, growth and success of the Chapter/Branch (for simplicity, referred to as 'Branch' from here onwards unless in quoted text, although the change in terminology was not made until the present decade; the acronym ACE (SA) is also used). The contributions of such major players as Michael Scott, Evan Mander-Jones, Alby Jones, Henry Basten, Ted Mulvihill and Wybert Symonds during the founding years are well documented in the official ACE archives. The College owes much to their energy, drive, perception and professionalism. The seniority of their positions within their respective educational structures was a major factor in their effectiveness. Yet other figures soon emerged to maintain the momentum through membership, and in some cases office bearing, on the committee. They include Doug Anders, Doug Forder, Thenie Baddams, Betty Davis, Cliff Rooney and Melva Sando, who all served for many years in various capacities. (The contributions of some of these are considered in more detail later in the publication.)

In more recent years the SA Branch has been led by other illustrious educators, but the dedication of one deserves special mention. Peter Davies served as Secretary of the Branch for 18 years, including some years as Assistant Secretary – a contribution which perhaps could only be compared with the outstanding work of Alby Jones in his many capacities for the College, its Council and the SA Branch.

Box 3 Peter Davies, long-serving SA Branch Secretary



College Fellow **Peter Davies** was SA Branch Secretary from 1982 to 1995. Following his studies in Adelaide, and for most of his career with the South Australian Education Department, Peter was an English teacher, Senior Master and Special Senior Master in several state secondary schools, and was Deputy Principal at Salisbury and Enfield High Schools. He has demonstrated his love of the teaching of English through long-standing membership of Education Department and Public Examinations Board English Curriculum committees, editorship of the SA English Teachers Association Journal *Opinion*, his long commitment as State Coordinator of the Plain English Speaking Award (see Chapter 5) and his role as Vice President of the Adelaide Dickens Fellowship. In retirement, Peter is active in the English-Speaking Union (SA Branch), of which he is President, and is also National Director of that association.

There is strong evidence that most committee members were prepared to give long-term commitment to their leadership roles within the organisation. In looking at the committee composition over successive years one sees not only people's willingness to serve, but also a general pattern of gradual withdrawal of experienced office bearers, thus ensuring a productive blend of experience and new blood. This practice has continued to the present time.

Membership and growth

Membership and Fellowship issues have been the subject of much debate over the years. Once agreement was reached (not without much discussion) at the Founders Convention that the College should be an egalitarian rather than an elite organisation of professional educators, succeeding SA Branch committees have put appropriate procedures in place to ensure that the recruitment of members followed that philosophy.

By its first Annual General Meeting (AGM), the SA Branch had exceeded the 100-member mark suggested by National Council as a target for South Australia. The AGM Minutes reported a membership of 113, which had grown 'by invitation, nomination and application'. By the third AGM in June 1963 membership had grown to 145, after several members had transferred to other states. By the tenth AGM in June 1970, the Branch had 319 members and seven years later the Minutes record that membership stood at 405 paid up members and close to 150 non-financial members, the majority of whom had first joined the College between 1965 and 1971. (Whether non-financial members are included in the earlier tallies is not specified.) Commenting in 1977 in his history of the Victorian Chapter, Pryor noted that membership growth there had been faster than in New South Wales, but slower than in South Australia. By the early 1980s, membership in SA had grown fairly steadily to over 500. Financial membership in late 2009 stands at about 400.

The SA Branch did not feel constrained by Council's proposal that an approximate membership representation might be 15% academic, 50% school, 18% education administration and 17% other categories. This breakdown was seen in SA as a broad guideline only, with wide representation taking precedence over strict categorisation. Implementation of this view has continued throughout to be ACE (SA) practice.

'Fellowship' is one of the most prestigious honours that may be bestowed on its members by the College as *recognition of outstanding and distinguished contributions to the advancement of education*. From its foundation, National Council has envisaged that such recognition might apply to around ten per cent of ACE membership. This arbitrary figure was certainly not achieved in the early years, although the SA Branch has generally fared more than favourably in the proportion of Fellows among its members. Presently SA has over 70 Fellows, much closer to 20 per cent of its membership than to 10 per cent.

Meetings and foci

Since the time of its foundation, the ACE has had as a major purpose to be influential in providing input to governments and other organisations on Australia-wide issues in education. It was clear also that Branches would have issues of local importance to deal with as well and that besides such significant aspects there would be a wide range of other topics and reports that would need to be brought before members from time to time. Branch meetings, and perhaps also meetings of smaller groups, were seen as the vehicle for involving members in these deliberations and advocacy efforts.

The SA Branch committee began very enthusiastically, meeting eight to ten times a year for several years before restricting their meetings to six a year. Four or five full Branch meetings were also held each year and were mostly well-attended, particularly in the early years (in a summary of the first year of the SA Branch, it was noted that all meetings since the inaugural meeting were attended by at least 70 members). Meetings were held at the headquarters of the South Australian Institute of Teachers in North Adelaide for many years, which (as was noted in *Unicorn* in March 1977), 'assisted the South Australian Chapter financially through its difficult early days'.

The committee was assiduous in knowing about prominent educators visiting from overseas and using them as speakers at Branch meetings. Local and interstate speakers were also used, especially if they had recently travelled overseas and could report on education issues and practices from other countries. Some Branch meetings in the early years involved symposia in which four or five educators spoke on aspects of a topic, followed by extensive discussion that was expected from members attending. For example, an early symposium topic was 'Ways of providing for educational needs of students of different abilities, aptitudes and interests at primary, secondary and tertiary levels', another was 'Training for independent study' and another was 'Educational achievement and employment prospects'.

Although attendance at Branch meetings continued to be respectable throughout the 1960s, with 50 to 90 members present, the initial euphoria and members' activity in discussing issues suggested by Council for consideration at Branch meetings must have fallen off by the early 1970s. The President's despondency showed in the following comment in the eleventh Annual Report:

There has however been little debate or penetrating discussion of the kind that might be expected of such a body of distinguished educators ... The quest for identity must be pursued with resolution.

This call for action came just at the time when the Karmel Enquiry into Education in South Australia was due to report and, stimulated by the report's arrival, the activity levels and involvement of Branch members quickly rose.

On the whole it should be said that the pessimism of the early 1970s was the exception rather than the rule, although the pattern of meetings and activities has undergone changes over the years as the Branch has taken up other initiatives. Currently, the Branch committee meets six or seven times a year and full Branch meetings still occur,

but not as regularly, as other special events (described later in the publication) take place. Overseas speakers have been used less as more Australians have themselves become more experienced and more highly qualified (often from studying for higher degrees, or periods of working, overseas). There is now plenty of expertise to draw on from within our own shores, although international perspectives will always be worthy of consideration.

National conferences

In addition to the broad range of talks, seminars and professional development activities that the Branch committee has organised and sometimes sponsored over the years, on a larger scale the Branch has hosted six of the College's Annual National Conferences, all held in Adelaide. Without exception, these have been embraced by the local membership and have promoted major stimulation on national and international educational issues. In reports on these conferences the South Australian Branch received praise for the detailed preparation and organisation of each and especially for the hospitality accorded to the visitors.

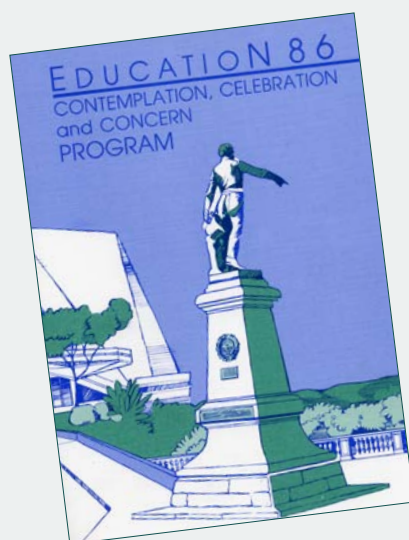


Appreciation for some of the organisers of the 1995 conference – Shirley Jones (2nd from rt) with Frances Anderson, Lourdes Fricker and Cathy Ryan (l to r)

Box 4 National Conferences in Adelaide

The first of the six Annual National Conferences held in Adelaide, in 1961, was only the second such conference for the College. It was particularly significant as the Right Honourable R G Menzies, Prime Minister of Australia, delivered the inaugural address; his topic was 'The Challenges to Australian Education Today'. Another address was given by Professor W H Frederick, on 'The Qualities and Training of Teachers' (both these addresses were later included in the College publication, *The Challenge to Australian Education*). As a result of this conference the College, at this very early stage of its existence, had considerably advanced its standing as a voice of importance in Australian education, was challenged to face serious problems in education and to deal with them on an Australia-wide basis. Professor Frederick's address was particularly significant, in that it led to the College's first national project, initially known as 'The Teaching Profession in Australia' (see later).

State and Territory Branches took up the challenge at subsequent conferences and the five later ones in Adelaide illustrate well how this was done. In 1969 the theme was *Measurement and Evaluation in Education* and the discussions led by prominent educationalists from within Australia and from overseas ranged over current emphases and the directional changes needed to correct the deficiencies identified. For the 1977 Annual Conference attention was directed to the relationship between community and education, schools and their communities and the provision of education in the community beyond that offered at school level, under the theme *The Community and Education*. In 1986, the 150th anniversary of the founding of South Australia, the theme *Contemplation, Celebration and Concern* provided a focus for reflection on achievements and for considering the major dimensions shaping the future of education. On this occasion the Buntine Oration was delivered in Adelaide for the first time.



The two most recent conferences in Adelaide both had strong foci on the teaching profession, echoing some of the concerns of the 1961 conference. In 1995 the topic *Tomorrow's Teachers* allowed for a diverse range of presentations focused on the key roles of teachers and the significant issues facing policy makers and teacher educators. In 2006 the theme was *Teachers Shaping Futures, Futures Shaping Teaching* and provided for consideration of the key role teachers play in the lives of learners, while around them the issues of a globalised world have a strong impact on what can and should be done in the education of the young. The Buntine Oration was also presented during this conference.

Regional activities

One of the SA Branch's ongoing concerns has been to involve as many of its members as possible in its various activities. Since the earliest days, the committee has been very conscious of the needs of its country members and has endeavoured to bring them into active involvement. The efforts included seeking rural input into national and SA projects, the formation of a Country Members Committee in the mid 1980s, and the formation of regional groups in Whyalla/Port Pirie/Port Augusta and in the South-East and a cluster interest group in the Riverland. These groups were supported both financially and by providing significant interstate and overseas speakers. Regional seminars were held in Whyalla, Penola and Berri, and Whyalla, Murray Bridge and other rural centres were at times used as locations for conferences for members in these areas. While these attempts to involve members in country areas have had limited success, this has not been through lack of desire, goodwill or effort.

Looking to the future

There is no doubt that the SA Branch is a strong and healthy part of the College. This has been achieved through sound leadership over its 50 years to date and a dedicated, professional membership. Although membership has declined somewhat from its peak of over 500 in the early 1980s, the current status of the Branch should ensure a viable and, we hope, vibrant, future. In the words of our great College Fellow and mentor, Alby Jones:

To dwell among great minds is the best kind of education. In the membership of this College we have such great minds.

2 ACE (SA) on the National ACE Stage

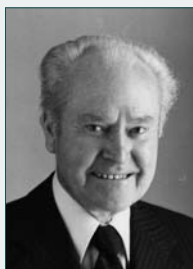
Given that planning and organisation of the six ACE national conferences occupied many Branch committee meetings, members and other helpers, these activities were included in the previous chapter. The focus of the present chapter is on national roles undertaken by members individually or as leaders of groups formed to respond to issues raised nationally.

Office bearers, medallists and orators

South Australian ACE members have contributed to the College in many ways at the national level. The Branch has always had at least one member on National Council – indeed, it was a motion from the SA Branch that led to all Branch Presidents' throughout Australia being members of Council during their local tenure as President. Included among SA's members have been three national presidents, five College medallists and three Buntine orators. Others have contributed to national projects based in South Australia or by responding to issues raised nationally. All the presidents, medallists and orators listed below were Fellows of the College, as were most of those who contributed in the other ways that are described in this publication. A large majority of them have also featured on British and/or Australian Honours Lists.

South Australians who became President of National Council were Albert Jones, from 1973 to 1975, Jonathan Anderson, from 1993 to 1995 and Denise Bradley, for 2008 and 2009. In addition, Jillian Maling, who spent many years in South Australia but by then was in New South Wales, was President from 1991 to 1993.

Box 5 National Presidents



The first ACE National President from South Australia was **Albert (Alby) Jones**, who had attended the Founders Convention in 1959 and became the first SA Branch Secretary later that year. Always an enthusiastic and very dedicated College member, he became one of the earliest College Fellows in South Australia, having served as Secretary for six years and then President in 1966-1967. This coincided with the time he was appointed as Assistant Director-General of Education in South Australia. He served as College National President from 1973 to 1975, an exciting time in Australian education immediately after the Interim Committee of the Schools Commission had just released its ground-breaking report. Alby had contributed to that report and was therefore an ideal person to lead the ACE when the report's recommendations were being considered and acted on.

[click here to read more ...](#)



Jonathan Anderson, a Professor of Education at Flinders University, was the second South Australian to become ACE National President. After eight years as an elected Council member, he served as President from 1993 to 1995. He joined the SA Branch committee from 1974, when he already held his professorship at Flinders, and chaired the Branch in 1978 and 1979. His work as an academic was very much focused on helping students and teachers in practical ways, initially in the area of enhancing study skills. He also developed expertise in information and communications technologies (ICT) and how schools could use these to best advantage. In 1985 he co-authored an ACE Occasional Paper on the topic. He was thus an ideal person to lead the ACE Council in the mid-1990s when a dominating issue in education was 'the rise and rise' of ICT.

[click here to read more ...](#)

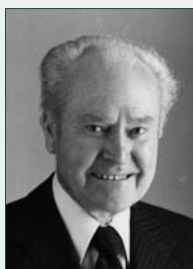


The current ACE National President is South Australian Professor (now Emeritus) **Denise Bradley**, who took up the position in 2008. Denise is an influential figure in education both nationally and within SA, mostly in the tertiary sector. She became ACE President soon after retiring in 2007 from her position as Vice-Chancellor of the University of South Australia, which she had held for ten years. She has been a member of many high profile committees, including the Commonwealth Tertiary Education Commission and the Australian Vice-Chancellor's Committee. Most recently she led the Australian government's Review of Higher Education (see Chapter 5), the final report of which, now dubbed the 'Bradley Report', was released in December 2008. Many of the report's recommendations related to improved funding and greater equity in higher education.

[click here to read more ...](#)

South Australians who were awarded the College Medal were Albert Jones in 1984, Jean Blackburn in 1988, Lyall Fricker in 1992, Ruth Rogers in 1995 and Paul Hughes in 2000. Two further medallists had strong impacts on education in South Australia but had moved elsewhere by the time their medals were awarded: Peter Karmel (ACT) in 1981 and Hedley Beare (Victoria) in 1987 (see Box 7). Of the 27 medals awarded to date, almost a fifth of the recipients are recorded as South Australian. If we stretch the point a little to include Karmel and Beare, the fraction rises to more than a quarter, substantially disproportionate in terms of SA's population relative to the population of Australia as a whole.

Box 6 College Medallists



No matter what the position, initiative or award in SA education, the name of **Albert (Alby) Jones** inevitably crops up. In this case he was the first South Australian to be awarded the ACE College Medal, which he received in 1984, not long after the medal was first given in 1981. (The inaugural medal was awarded to Peter Karmel, who has strong connections with South Australia, but was living elsewhere at the time the award was made.) As early as 1977, when a brief history of the SA Branch was published in Unicorn, Alby was credited with having made contributions to the College, both in SA and 'on the national scene ... that have been equalled by few other members'.



Jean Blackburn receiving her medal from Sir Hermann Black

Jean Blackburn, another inspirational South Australian educator, received the College Medal in 1988. The award was made largely in recognition of her contribution to the 1971 and 1973 'Karmel' reports (see Chapters 4 and 5), both of which were instrumental in changing the face of public education – first in South Australia and then in the country as a whole. Before working on these inquiries Jean was a secondary teacher and college lecturer in Adelaide. She was appointed as one of four full-time Schools Commissioners in the 1970s and 1980s and undertook a major inquiry into education in Victoria in the 1980s. She was the first woman to be awarded the ACE College Medal.

[click here to read more ...](#)



Lyall Fricker presenting his acceptance speech

From a different area of education altogether, 1992 College Medallist **Lyall Fricker** first gained experience as a teacher in country South Australia, followed by time in the armed services and a period working in industry. He developed strong ideas that existing post-compulsory educational institutions did not provide enough options for the majority of students. He became a leading figure in the non-university tertiary sector during his time in Canberra with the federal Commission on Advanced Education, and later as Secretary of the SA Technical Education Authority. This quickly led to his appointment as Director-General of TAFE in South Australia, from which position he retired in 1988.

[click here to read more ...](#)



The 1995 College Medal was won by **Ruth Rogers**, who had retired as Assistant Director-General of Education in South Australia a decade earlier. Born and educated in SA, Ruth specialised in early childhood education. After several years teaching in SA schools, she was appointed to a lectureship at Adelaide Teachers College in 1956, followed by a senior lectureship at Western Teachers College in 1963. Among her responsibilities were supervision of infant and primary teacher training and development of courses for them. Ruth became Assistant Superintendent of Primary Education in the SA Education Department in 1970, at about the time when pre-school education was being introduced into departmental schools.

[click here to read more ...](#)



Professor Paul Hughes, the 2000 College Medallist, continued to add to the breadth of areas of expertise encompassed by SA's medal winners – he received the medal in recognition of his achievements in developing and improving Indigenous education. In addition to primary teaching, he has worked in senior positions with the Department of Aboriginal Affairs and the SA Department of Education. He has also held senior academic positions at the University of South Australia and Flinders University. He has helped shape education for Aboriginal and Torres Strait Islander people through his contributions to many committees, including the ACE national issues forum on Indigenous education held in Alice Springs in 1999.

[click here to read more ...](#)

South Australians who presented the Buntine Oration were Peter Karmel in 1962, Hugh Hudson in 1976 and Hedley Beare (although then on the staff of the University of Melbourne) in 1986.

Box 7 Buntine Orators



The inaugural Buntine Oration, entitled *Some Economic Aspects of Education*, was presented in Melbourne in 1962 by **Professor Peter Karmel**, in conjunction with the third ACE annual conference. Karmel was already widely known in education circles for his forecasting of student demand in SA followed by the opening of the Bedford Park campus of the University of Adelaide, of which he became Foundation Principal in 1961. He was appointed Vice-Chancellor when that campus became Flinders University in 1966. Through the two major inquiries into school education that he headed in the 1970s, his chairmanship of the Commonwealth Tertiary Education Commission, the Quality of Education Review Committee and numerous other roles, he was highly influential in Australian education policy-making for several decades.

[click here to read more ...](#)



The **Hon. Hugh Hudson** was invited to deliver the 1976 Buntine Oration while he was the Minister of Education in South Australia. Born and educated in Sydney, he held academic positions in Canberra, Melbourne and Sydney before becoming a Senior Lecturer in Economics in Adelaide. He spent 14 years in the 1960s and 1970s in the SA House of Assembly, six of them with responsibility for the Education portfolio. His period of office coincided with Alby Jones' tenure as SA Director-General. He established the Karmel review of education in South Australia, which reported in 1971. Following its release, he planned and implemented reforms based on that review, supported by Jones. Hudson shared Peter Karmel's interest in the economics of education – his topic for the oration was *The Political Economy of Educational Advancement*.

[click here to read more ...](#)



The Buntine Oration in 1986, at the ACE annual conference held in Adelaide, was given by **Professor Hedley Beare**. Unlike Peter Karmel and Hugh Hudson, Hedley was born and grew up in South Australia, where he worked as an educator for many years. He taught at secondary level for a decade, after which he joined a teacher recruitment team and visited many schools throughout the state. He excelled in his own studies, culminating in the award of a Harkness Fellowship which took him to the USA to undertake his doctorate at Harvard University. He had a distinguished career as Director of Education in the Northern Territory, Chief Education Officer in the ACT and as an academic at the University of Melbourne. He too carried on the economic theme in his oration, speaking on the topic, *Shared Meanings About Education – The Economic Paradigm Considered*.

[click here to read more ...](#)

National projects based in Adelaide

National Oral History Project (1994 –)

Aided by a small seeding grant from the Branch committee in 1994, the Oral History project began modestly as an initiative of the SA Branch, called 'Wisdom of the Elders' at first and later 'Conversations'. It began with the recording of interviews with several College Fellows in South Australia, including Alby Jones, Jean Blackburn, Lyall Fricker, Joan Brewer and Harry Penny.

Although there was interest in recording College Founder members about their involvement in the early days of the College, it soon became clear that, while this was still possible in a few instances, the focus would need to be more on the contribution to education by significant College Fellows across Australia.

With the cooperation of other states and with grants from the Projects Committee in the National Office of the College in Canberra, limited recordings were then undertaken in the mid-1990s in Tasmania, New South Wales and Queensland. Interviews in the mid-1990s in Victoria included the final short recording with Sir James Darling, and an

extended and invaluable interview with College Founder member and long-time College Registrar. the Reverend Tom Timpson.

Interviews with Founder Members interstate included Dr William Oats in Tasmania and Dr Anna Hogg in NSW. In the late 1990s, interviews in Canberra included two extended sessions with Professor Peter Karmel who, while a member of staff at the University of Adelaide in 1962, delivered the first Buntine Oration at the national conference at the University of Melbourne.



In 2006 the Western Australian Branch supported five recordings in Perth, including an extended interview with Dr Walter Neal. Some additional recordings were made with interstate visitors who happened to be in Adelaide from time to time.

To date, almost 60 interviews, of between one and two hours unedited, have been recorded, 32 of which have been edited and lodged with the Oral History Unit of the National Library of Australia in Canberra. In addition to the oral history recordings, some relevant background documentation was also gathered, including press cuttings, photographs, CVs and so on. Original recordings – variously recorded on quarter inch audiotapes, cassettes or, in more recent times, minidisk – are securely stored in the College Archives in Adelaide. College Archivist Tony Ryan has undertaken this project on behalf of the College since 1994. This ongoing series of interviews with prominent Australian educators is clearly of national significance.

Beginning in a small way in 2009, short extracts from some of the Oral History collection have been placed on the College website, as a 'taster' for those wanting to know more about the recordings. In 2007, a presentation based on audio extracts for this collection was made at the 'Simply the Best' conference at the University of South Australia in Adelaide, on significant Australian women. At the National Conference in Hobart in 2008,

a further presentation on significant women in the life of the College was included in the official program. On the occasion of the fiftieth anniversary celebrations in Geelong in April 2009, another presentation was delivered on the early history of the College, based largely on extracts from recordings with Founder Members.



At the 'Simply the Best' conference, 2007

The College Archives Project (2003 –)

Back in 2003, National Council had given consideration to issues associated with the location and adequate storage of College records in various places around Australia. With the growth in volume of these records, which were often stored in private homes or garages, or moved from school to school with each change of Branch Secretary, a decision was taken to gather records held by the various states and regional groups into one location and to carry out a major cull of unwanted records.

The SA Branch was asked to oversee this project on behalf of the ACE Council and National Office, and College Fellow Tony Ryan in Adelaide was invited to undertake the task. Over the next few years, well over 100 large boxes of documents, newsletters, photographs, publications and other archival materials arrived in Adelaide, where the major tasks of sifting and culling began.

With limited storage space available in Canberra, most national records were also transferred to Adelaide, resulting in the present collection – in some 200 standard archive boxes – of an excellent resource documenting the role of the College in education since 1959. In addition, the College Oral History Collection was also incorporated into the College Archives, thus providing an additional and rich resource for future researchers.

In 2008, another main outcome of this project began – gathering, selecting and scanning photographs and photocopying other key documents, to forward to Canberra for possible inclusion in the book, *Australian College of Educators: The First 50 Years*, published to mark the College’s 50 years of service to the education profession.

To assist in the work of establishing a well-organised and accessible collection, the College took out membership of the Australian Society of Archivists (ASA). In addition to gaining invaluable assistance in the early days of the project from SA members of ASA, College Archivist Tony Ryan has been active in the SA branch of this society. Also, with funding support from both the College and from ASA(SA), Tony was able to attend the National ASA Conference in Alice Springs in 2007 and produce a 30-minute radio program on the work of archivists based on interviews recorded at that conference. Many archivists noted that, rather than an early career choice, they were ‘archivists by accident’!

Box 8 College Archivist

College Fellow **Tony Ryan** is the ACE Archivist, based in Adelaide where the archives are stored. He is shown in the photograph with some of the extensive archives, which occupy many file boxes and shelves. Some biographical details for Tony, a member of the Archives Fellows Research Group who compiled this publication, are included in Appendix 2.



Since 2006, the College Archives have been located in a leased area within the National Archives of the Lutheran Church of Australia in the Adelaide inner suburb of Bowden, thus ensuring a safe and purpose-built environment for storing College records and also for ensuring easy access by researchers. Users have included College members visiting Adelaide, including for the national conference in 2006, and also some external researchers who have sought access to the records. Interstate visitors who have spent some days there include Stuart Braga and Ian Keese (NSW) and Ken Gwynne (WA). Distinguished British researcher Peter Groen, from the Cambridge University Faculty of

Education, is working on a biography of Sir James Darling and has arranged to visit and use the archives late in 2009 to assist in this work.



SA Fellows John Cusack and Peter Davies using the archives

Since 2007, the small group of College Fellows who have compiled this history of ACE in South Australia – James Dwyer, Dr Jan Lokan, Dr Tony McGuire and Dr Robin Ryan, together with Archivist Tony Ryan – have met on a regular basis in the archives premises to undertake research and prepare articles on aspects of the life of the College. The main outcome has been an ongoing series of Archival Briefs, nine of which are now published on the College website. This history, on which the group is working collectively, is to be launched at the 2009 SA Branch End of Year Celebration in November, almost fifty years to the day since the inaugural meeting of the SA Branch in November 1959 at The University of Adelaide.

The work of the Archives Fellows Research group is helping to showcase the rich resources we hold in trust in Adelaide for the College and for the profession.

National research projects

SA College members have contributed extensively to national research projects initiated by the ACE National Council and to local studies for which they obtained permission from the National Council to undertake as ACE projects. These projects are described in a separate theme later in the publication.

3 Submissions on National Issues

True to the College's role to *provide an independent voice for educators and advance the education profession*, the SA Branch has responded conscientiously to requests from National Council for comment on national issues and has strongly embraced and supported the national projects promoted by Council. This support dates from the first such major project, *Teachers in Australian Schools* (commenced in 1961), and has continued unabated with the initiatives launched by Council since then. It is not possible to feature all of these submissions in detail, but some of the most significant efforts by South Australians are mentioned here and one is described in detail as an example of the involvement of SA Branch members. SA research contributions are dealt with in a separate theme later in the publication.

Mechanisms for responding

In the earliest years the SA Branch Minutes record enthusiastic attempts to involve all members in deliberations on current issues. The committee allocated the 100 or so members, by name, into four groups, with designated issues for each group to consider and report on. This practice did not continue for long, as membership increased and members' attendance at meetings was not assured. More commonly, issues were dealt with by subcommittees, who would prepare reports on issues as they arose, for presentation to the Branch committee and to Branch meetings, which would then endorse them for sending to National Council – or would make amendments before agreeing to send them further. (In a rare case one report was recommended not to be sent.) In this context, it should be highlighted that the SA Branch committee gave great leadership in supporting the efforts of those of its local members who worked on such subcommittees.

Science education issues

The First Annual Conference of the College in Sydney in May 1960 was attended by eight College members from South Australia. One of the major papers presented was by Professor B J Bok, in which he drew attention to serious concerns expressed by academics

about the state of science teaching in Australia. The College agreed with his proposal that it work with the Academy of Science 'in trying to find a way of helping science teaching in secondary schools in Australia'. A series of discussions followed, involving the College, the Australian Council for Educational Research (ACER), leading medical



Douglas Anders

researcher Sir John Eccles, leading scientist Sir Mark Oliphant and the Australian Science Teachers Association. Subsequently a special committee, convened by Dr William Radford, Director of ACER, was formed to oversee the task and to seek and consider submissions. One of the submissions, containing local research data that highlighted deficiencies in facilities for science teaching, was prepared on behalf of the SA Branch by ACE members Douglas Anders ([click here to read more ...](#)) and John Cusack. A report on progress was made by Dr Radford at the Second Annual Conference of the College in Adelaide in 1961.

The efforts of this group of educators were largely instrumental in the provision of federal science funding for schools in the mid 1960s, which led in particular to greatly improved laboratory facilities and equipment. The group's efforts were also influential in leading to the development of innovative instructional and assessment materials in school science for Years 7 and 8 (the Junior Secondary Science Project, or JSSP in the 1960s). In turn, the success of the JSSP provided the impetus for the more extensive national curriculum project (the Australian Science Education Project, or ASEP, in the early 1970s). This was the first national curriculum project to be established in Australia under government sponsorship. Chair of the ASEP committee was South Australian Alec McPherson, Superintendent of Secondary Education in the Education Department. A briefing on the project was prepared for the ACE by another South Australian College member, Gregor Ramsey, then seconded from the Education Department to work on the project at ACER.

Other significant issues in the 1970s and 1980s

Of serious import also was the *Priorities and Needs in Education* report produced by the SA Branch in 1973. This initiative examined the Report of the Interim Committee for the Australian Schools Commission vis-à-vis the resolutions and priorities which emerged from the 13th ACE Annual National Conference in Brisbane in 1972. The SA paper not only commended the Commission's report for its encouragement of change and innovation, but also stressed other areas of concern in education which might be addressed anew or in greater depth.

Over the years, many other issues were raised by National Council, often in the form of requests for input or reaction to reports arising from national inquiries, and the SA Branch usually responded. In the 1960s these included College projects such as that on 'Foreign students in Australia', the President's statement on 'The present situation and future development of the Australian College of Education' (a recurring theme), and the Martin

Report on post-secondary education. In the 1970s the Branch prepared a submission, including findings from SA schools, on 'Diversity and uniformity in Australian schools', a working party was set up to prepare a submission for the Auchmuty inquiry into 'Teacher education' and plans were in hand for the Branch's contribution to the Year of the Child by means of a weekend conference on 'Parents and teachers as partners'. Work was also begun on the 'Girls, school and society' project, led by Helen Reid, who prepared the SA submission on this topic.

During the 1980s a wide range of national issues and inquiries required input from various sectors of the College. These included 'Women in education', 'Education of girls', 'Single sex schools' (and 'Single sex classes in coeducational schools') and the 'Tertiary education review'. These, and others, were all treated seriously by the SA Branch committee and members, with the result that many members provided input to the preparation of submissions and several made personal appearances before the various commissions of inquiry. The setting-up of a federal 'Inquiry into Post-compulsory Education' provided the focus for two Branch meetings to discuss the appropriate curriculum and credentialling for 15 to 18 year olds and in due course a submission was made to the Inquiry. Submissions were also made to the Green Paper on 'Higher education' and the 'National Plan for women in education'.

A specific example, in which the SA Branch was heavily involved, was the review of the ABC and educational aspects of broadcasting.

Box 9 Response to the Review of National Broadcasting

In February 1988, Senator Gareth Evans released a statement on the structure and funding of the ABC for public discussion, and sought responses by September. In a letter dated 6 April 1988, College Executive Director Dr Robert Broadbent wrote to Tony Ryan (then Executive Producer Adult Education Radio with the ABC) advising that 'Council believes it is important and appropriate for the College to make known to Government and its advisers the views of the College members on the value of the Australian Broadcasting Corporation's range of educational, social and cultural programs. The initial action which has been taken is a media release by the President (dated 6 March 1988) which received some coverage (in Canberra at least). The major proposal, foreshadowed in the release, is for the Executive Committee to coordinate the preparation of a considered response to proposals for re-structuring the ABC and revising its charter'.

To this end, the national office established a Working Party in Adelaide to draft a detailed report for National Council on 'the future of the ABC and on the re-structuring proposals, as they relate to educational aspects of broadcasting'. The working party was asked to concentrate on radio only, as the ABC documentation had referred to 'broadcasting' and 'television' – clarification from the ABC confirmed that, in this context, the word 'broadcasting' referred to 'radio' only.

Members of the working party were Lyall Fricker (Convener), Tony Brown, Brenton Holmes, Colin Lawton and Helen Reid. The first meeting was held on 21 June 1988. On 19 July, the Convener wrote to all Chapters of the College, inviting their comments on two documents. Lyall Fricker wrote 'The first is essentially a background paper which sets out some of the issues identified by the working party in its first couple of meetings. The second is a draft of a statement which the College may wish to issue in due course'.



Lyall Fricker

Headings in the background paper included 'Changing community needs', 'The Charter of the ABC', and 'Discharging the educational role'. The draft document, 'The ABC and Educational Aspects of Broadcasting' (dated July 1988), indicates the scope and depth of the early deliberations of the working party. The paper notes the immediacy and pervasiveness of the medium of radio, and 'its ability to influence the formation of attitudes'. The working party also tackled the issue of just what is an educational broadcast and went on to note its belief that 'the ABC has a unique responsibility' for educational programming for schools and in the area of adult continuing education.

Following input from Branches around Australia, the working party finalised its report in early September, for tabling at the College Council meeting on 24–25 September 1988. In a letter dated 27 October 1988 to the Right Honourable Mr R Willis, Federal Minister for Transport and Communications, College National President Dr Shirley Randell forwarded the College paper, 'Response to the Review of National Broadcasting', on behalf of National Council. She ended her letter with the words 'It reflects the concern of the College Council that educational broadcasting in Australia should remain a strong and viable community resource'.

The submission was acknowledged in a letter dated 9 December 1988 from the Office of the Minister for Transport and Communications, and included the following comment: 'The points made in your submission, in particular your central concern with the ABC's role in meeting the educational needs of all Australians at the national and local level, will be carefully considered in the course of further work on the Review of National Broadcasting'.

ACE Executive Officer Beverley Pope wrote to the convener Lyall Fricker on 17 October 1988 to convey the thanks of Council for work done on this submission. Her letter of thanks included the comment: 'At the Council Meeting, the College President passed a special note of thanks to you and your group for "this very fine statement" '.

More widely-based approaches in recent times

In the early 1990s the Branch moved to increase communications with key government agencies and personnel by a series of responses to issues of current importance. These included the National Board Discussion Paper on 'Careers education in schools', the 'Compulsory years of schooling' project of the Schools Council, the Draft Action Plan for the 'Education of girls', the 'National English profile', 'Strategies for early intervention in literacy and learning for Australian children' and the Mayer Report into 'Employment Related Key Competencies'.

Other national initiatives at this time on which the SA Branch accepted the responsibility of coordinating and submitting responses included 'School development and planning'; 'Excellence in teaching studies awards'; the Senate Inquiry into the status of teaching; the Order of Australia Association's project, 'Australia – my vision'; and 'Whereas the people', a project of the Civic Experts Group established by the Prime Minister.

Information and Communication Technologies

In 1997 the opportunities created by new Information and Communication Technologies (ICT) were identified as one of the current challenges facing the College. Gerry White, President-Elect and then President of the South Australian Branch from 1998 to 2000, took up this challenge by initiating the first of three seminars on EdNA (Education Network Australia) to assist local College members to make the best possible use of all levels of ICT and telecommunications. In 1999 he organised a state conference on the theme of 'Putting Technology to Use', with a focus on the topic of 'Computers in



Gerry White

education'. This conference attracted national and international speakers and extensive displays of new ICT materials. Gerry's expertise in the area was recognised by National Council, of which he was a member as South Australian President, and was then co-opted to remain a member until 2002. In this capacity he assisted in developing a national College website and an ICT strategy incorporating capacities for management, finance, publications and communications with members for the national office. Gerry White's contribution in the area of ICT has thus been of great significance at both state and national levels.

National Literacy Inquiry

A recent and interesting example of mechanisms used in responding to a national inquiry took place in 2005, in the context of the Literacy Inquiry. In the words of Branch president at the time, Louise Bywaters, 'it was a quality submission that was submitted on time, on behalf of South Australian educators'. To prepare the submission, ACE (SA) Branch members collaborated with members of the combined professional associations through the Council for Associations of South Australia (CEASA). The idea of working collaboratively with all the Associations to take part in a round-table consultation came from the SA Branch committee. The submission was drafted at the consultation event and was later finalised for dispatch by College member Ian Smyth, Executive Officer of CEASA.

ACE Constitution

From the late 1990s SA Branch members were involved, along with all College and Council members, in serious debate on replacing the ACE Memorandum and Articles of Association with a College Constitution. A Draft Constitution was accepted by a meeting of College members during the national conference in July 2000. By October 2001, the ACE National Council resolved to approve the Draft Constitution in principle and to consult with College members up to February 2002. At the April 2002 Annual General Meeting of the College the new Constitution was adopted.

Effectively the new Constitution updated the objects and purposes of the College, amended membership categories and revised processes concerning National Council operations. Of special significance, of course, was the change of name to The Australian

College of Educators. One other significant change in nomenclature was that Chapters were to be named as Branches. A further amendment in 2008 changed the basis on which Branches operate, in that all regional groups were brought under the control of the national body. This, however, makes no difference to the Branches' responsibilities to respond to national issues in the ways that have been mentioned and illustrated in this part of the ACE (SA) history.

4 Submissions on South Australian Issues

At the first Annual General Meeting of the SA Branch (then Chapter) of the College, the Minutes reveal there was discussion that ‘working parties could be engaged on matters of State importance irrespective of those of national importance’. The Branch already had a contentious local issue on its hands – the debate relating to changes proposed for university entrance by the University of Adelaide. This was an ongoing and controversial matter which had the potential to polarise Branch members from such diverse backgrounds. There was clearly a feeling that the university might impose restrictive conditions and members at the meeting expressed concern that decisions might be made by ‘only one of the interested parties ... [and] the time was approaching when all educationists would have to be able to present a coherent front to the community as a whole’.

The Matriculation debate

A Branch subcommittee was set up to investigate the general principles involved in matriculation from the point of view of schools as well as the university in light of the proposals that had been set out by the University Education Committee in the ‘Trevaskis Report’ of 1961. In his covering letter when submitting the SA College members’ report to the university, Michael Scott noted that ‘the Chapter could only devote four Sub-Committee meetings and three full Chapter meetings to this task’, which had taken ‘over twelve months’ to complete. The report agreed with the basic premise that five years of secondary schooling were preferable to four, but then held back no punches in spelling out five strong objections to other parts of the university’s proposals, going on to propose ‘solutions to the difficulties’.

The brief 1977 *Unicorn* article, *History of the South Australian Chapter of the Australian College of Education*, makes the comment that the ‘Chapters (sic) greatest influence on education in this State was its participation in the great Matriculation debate of the mid-1960s, when South Australia shifted from a four year to a five year Matriculation course’. The un-named author then added that it was ‘the Chapter as a whole which influenced decisions, even though these decisions were unacceptable to some members’. [Note: Branch committee minutes of the time indicate that the article was drafted

by Jones and edited for publication by Peter Davies.] The importance of the Branch's contribution to this debate was echoed by Bassett in his 1974 book chapter on the College: 'A substantial report presented to the University of Adelaide was considered to have a significant effect on the ultimate form of the statute adopted by the university in 1966.'

1971 Karmel report

During the 1960s, many educators in Australia expressed a desire for change, with scope for principals and teachers to exercise some freedom in carrying out their roles. This freedom theme and the desire to experiment with new ideas were supported early in 1969 by the South Australian Director-General of Education, John Walker, who assured newly graduated teachers that they would 'be given full opportunity and encouragement



Peter Karmel

to do so'. At about the same time, an inquiry into South Australian education as a whole was set up (though not without debate about what its scope should be). The Committee to undertake the inquiry was appointed on 29 January 1969 under the chairmanship of Professor Peter Karmel. Its report, presented in February 1971 – though some of it had been released earlier – was entitled *Report of the Committee of Enquiry into Education in South Australia*. (This is distinct from the more widely known Karmel Report of 1973, *Schools in Australia*, for the Interim Committee for the Australian Schools Commission.)

While the inquiry was in train, influential SA College member Alby Jones became Director-General of Education in 1970 and one of his earliest actions was to produce his much publicised memorandum entitled *Freedom and Authority in the Schools* (subsequently referred to as the 'Freedom and Authority Memorandum', and discussed further in the next chapter). He was not the first to encourage schools, especially principals, to be bold and innovative in the organisation and running of their institutions. The real importance of Jones's document lies in the fact that for the first time the professional freedom and delegated authority devolving to schools was proclaimed as official policy. Professor Karmel was so impressed with the Memorandum that he included it verbatim in his report, on the grounds that it 'makes explicit a break in the pattern of centralisation ... (that) is fully in accord with the thinking of the Committee'.

The release of Karmel's report in 1971 was a big event in South Australian education and the SA College Branch was quick to set up committees and meetings to allow for discussion to take place and several public statements to be prepared, as ACE (SA) positions, on its contents. As part of these deliberations, a full Branch meeting in April 1971 was addressed by the Hon. Hugh Hudson, then South Australian Minister of Education, on 'The Karmel Report as it affects Universities and Tertiary Education'. The inquiry had involved visits to many schools, to collect observations and comments on the problems which most affected administrators and teachers. This time, as distinct from its submission on the matriculation debate, the SA Branch had little to disagree with in

the Karmel report's recommendations, the vast majority of which were implemented. As Barr commented,

Unlike the fate of the reports of many other committees of enquiry, very few recommendations were allowed to wither. As a result, South Australia gained a reputation for being progressive in its education system.

The Report had an enormous effect on most aspects of South Australian education, including teacher education and registration, departmental administration, school facilities and resources, curriculum and teaching resources, school organisation and management, parent and community involvement – all in the context of equality of opportunity and acceptance of local responsibility.

Raywood conference

Also in the 1970s, the SA Branch held a residential conference at the Raywood In-service Centre, where papers on the historical background and aims of the College were presented to stimulate discussion among the membership about the College and the role of State and other regional branches. The 15 resolutions resulting from the conference were discussed in detail at a Branch committee meeting shortly afterwards. Many of the resolutions focused on publicity issues such as how to make the College better known in the community and how to make its aims and achievements better known among educators. The meeting's Minutes record many practical suggestions made by committee members about how these issues might be addressed.

Keeves report

At the beginning of the 1980s another inquiry into education in South Australia was set up under the chairmanship of former South Australian, Dr John Keeves ([click here to read more ...](#)), then the Director of the Australian Council for Educational Research (ACER) in Melbourne. The SA Branch committee moved immediately to inform members of the terms of reference and to prepare for a submission through a series of seminars. Three seminars were held in 1980 and a fourth took place in 1981. These seminars provided for



John Keeves

key speakers and for audience reaction and thorough discussion. A further meeting was arranged in Port Augusta so that a member of the inquiry could engage country members in discussions of the issues under review. Thus the SA College members had input to the inquiry while it was being conducted, not as reaction 'after the fact'. The first report from the inquiry was published in February 1981 by the Education Department of South Australia and the final report, with the title, *Education and Change in South Australia: final report* of the Committee of Enquiry into Education in South Australia, likewise in January 1982.

Tertiary entrance criteria again

In 1985 it was decided to establish a Task Force to involve SA College members more formally in preparing responses to current topics of debate in education. The Task Force became involved almost immediately with the topic of tertiary entrance criteria again, this time in response to a discussion paper, 'Curriculum and assessment policy at year 12', so that its voice could be heard along with views from schools and the tertiary sector. The paper was prepared by the newly established Senior Secondary Assessment Board of South Australia (SSABSA – now the South Australian Certificate of Education (SACE) Board of South Australia). There was also a review of the Raywood In-service Centre operated by the Education Department. The Task Force prepared papers on other significant issues, such as gender-inclusive curriculum and the development of protective behaviours, for discussion at Branch meetings.

Issues of senior secondary assessment arose again in the 1990s, following the release in 1988 and 1989 of the Gilding Reports into post-compulsory education in South Australia. These reports recommended the introduction of the South Australian Certificate of Education (SACE), with assessment over a two-year period (Years 11 and 12) rather than only in Year 12. The Year 11 part of the assessment was introduced in 1992 and the Year 12 part in the following year. Branch members responded to two discussion papers on 'Future Directions for Senior Secondary Education in South Australia' put out by SSABSA in 1993 and 1995, as well as making a formal response to the proposal to establish two new Chairs of Education at Flinders University – a task they saw as consistent with the College's status as a professional organisation. The SACE was in the spotlight again in 2004, when the Minister for Education and Children's Services commissioned a review into it and the Branch committee again prepared a response.

Current Issues committee

In 1995 the Branch's Current Issues committee began a new phase of attempting to anticipate issues that might require responses, and which the Branch would benefit in any case from discussing at meetings. One of these was to bring members into contact with the latest developments at all education levels with uses of Information Technology and Telecommunications. Three seminars were later held on the Education Network Australia (EdNA) project for this purpose, as referred to in the previous chapter. Another was the issue of changing funding criteria for government and private schools, anticipating a Senate Inquiry that was held a few years later. The Branch also took the initiative to set up an Education and Industry Forum with the SA Employers Chamber of Commerce in order to have input on the theme of 'The New Training System'.

At times it has been difficult to maintain the enthusiasm of SA College members Branch-wide, and membership has gradually fallen in the past 20 years to be back at the level it was at the end of the 1970s. The Branch has nevertheless, as the examples in this and the previous chapter show, more than adequately fulfilled its responsibility to provide a voice for members on educational issues that have arisen over the full 50 years of its existence, and to ensure that that voice is heard.

5 Significant Contributors to Reforms in Education

Several South Australian College Fellows and members have not only been active in College matters but have also made highly significant contributions to major reforms in aspects of education, nationally as well as locally. This chapter recognises their contributions. It is unavoidable that we have met some of these people earlier in this history, as influential people in one area tend also to be influential in other areas and ways.

Dr Albert (Alby) Jones

Alby Jones was a product of the Education Department of South Australia and spent his whole working life as its faithful servant – as teacher, principal, inspector, superintendent and, eventually, Director-General of Education from 1970 to 1977. In addition, as we have seen, he was a Founder member of the College, SA Branch secretary for six years, Branch president for two years and College national president for two years. For many years he was well-known in SA as a writer of mathematics text books, but he is probably best remembered now for his ‘Freedom and Authority in the Schools’ Memorandum of 1970, which had far more wide-reaching consequences. As we saw in the previous chapter, this memorandum was included by Karmel in his 1971 report on education in SA, thus ensuring that it was widely read and considered by key personnel at all levels. Some background to and comments on the memorandum are provided below.

Box 10 The 'Freedom and Authority' Memorandum

When A W Jones, South Australian Director-General of Education, issued his 'Freedom and Authority' manifesto in the form of a standard bureaucratic memorandum to schools in 1970, it was a signal that the way public education in Australia had been administered for a century was edging towards significant change.

Jones was a recently appointed Director-General when an election saw the arrival of the first Labor government in the state in many decades, with a new minister, Hugh Hudson, keen to break down traditional structures of educational management. In 1968 Jones had argued in a public address for a style of administration which 'develops an atmosphere of freedom' and which is 'far removed from the classical rule by hierarchy in a bureaucracy'. The opportunity was now available.

After consultation with his senior managers, Jones issued a memorandum which declared that principals, through their delegated authority, were in complete control of their schools. They were given

the widest liberty to vary courses, to alter the timetable, to decide the organization of the school and government within the school, to experiment with teaching methods, assessment of student achievement and in extra-curricular activities.

The memorandum also insisted that principals extend the same professional privilege to their staff and seek their staff's backing for the changes they were planning to make. Although the memorandum was formally addressed to school heads, thousands of copies were printed for widespread distribution, and Jones followed through with a lengthy series of school and public meetings, striving to convince school practitioners that the changes were substantial and genuinely intended for implementation.

Not long after the memorandum was issued, the state Karmel report, and a new Act and Regulations, brought even more substantial changes to the conduct of South Australian education, and there was no going back to the classic era of all-knowing, all-controlling departmental management. However, there were still problems arising both from school heads reluctant to experiment with their new authority or, perhaps a larger number, willing to accept their own delegated authority but not to pass on similar freedom to their staff.

Jones later reflected that some principals, after the memorandum, were less democratic than before, that some teachers had not accepted their principal's ultimate responsibility, some students given a voice had not then accepted consensus decisions and some staff and students believed principals merely went through the motions of devolved responsibility. Even so, it was clear that the world of school administration in the state had been permanently changed.

As cited by Connell in his book, *Reshaping Australian Education 1960–1985*, John Steinle, Alby's successor as Director-General of Education in SA, paid the following telling tribute to Alby and what he had done for education in this state:

[Jones] led the [South Australian] Education Department out of the para-military Victorian era into the modern age. Under [him] school design changed from one based fundamentally upon English prisons and hospitals, parents became partners in education, teacher education replaced teacher training, schools became truly child centred and flexible and the principle that schools were individual institutions under the direct guidance of responsible principals was formalised.

(In this regard, it is particularly interesting to note the article, 'Public schools to get autonomy', in the *Education Review* of August 2009, referring to a scheme to be introduced in some pilot schools in Western Australia next year. The scheme is 'designed to hand over greater control to public school principals and cut bureaucracy in the state school system'. Under the scheme, principals will be allowed to make their own staffing and disciplinary decisions, have greater responsibility for managing the school's budget and flexibility to adopt a range of curricula. Yet the AEU president criticised the scheme, saying it was a step in the wrong direction and the WA government was 'attempting to abrogate its responsibilities'. Alby would probably wonder whether anything had changed since the years before he released his Memorandum.)

Alby Jones was born and educated in South Australia. He obtained degrees in both arts and science, a Diploma of Secondary Education, and a Master of Arts in the field of educational measurement from the University of Adelaide. Many years later, after his



retirement, he obtained his PhD from the University of New England in Armidale. He was the first South Australian Fulbright scholar, in educational administration, in 1956. He contributed to education not only in SA, but also interstate and internationally, through his authorship of books, book chapters and journal articles as well as his work on many committees and his engagements as a speaker.

He is shown here with his daughter Heather and two of his grandchildren, on his last day at work before his retirement – and with the College emblem appropriately displayed on his desk.

[click here to read more ...](#)

Professor Peter Karmel and Dr Jean Blackburn

Two of the most significant contributors to educational reforms in Australia were Peter Karmel and Jean Blackburn. Through their involvement in the Schools Commission inquiry (see next paragraphs) they were major catalysts in the momentous changes to Australian education that followed the release of the inquiry's report.

Pressures for change in the organisation and methods of education that were brewing during the 1960s in South Australia were mentioned in the previous chapter in the context of Karmel's 1971 report and above in relation to Jones's 'Freedom and Authority' memorandum. Similar pressures were being felt across the country; educational literature of the time portrayed growing pressure for change not only in curriculum offerings,

school design and organisation and teacher education, but also, as in South Australia, for increasing independence from central administration. In his book cited above, Connell noted a clear illustration of these pressures in a 1962 publication from New South Wales which suggested an imminent

new era for the principalship (that would come) with the lifting of direction and the encouragement of individuality, the granting of freedom tempered by educational wisdom and common sense.

As described in the previous chapter, Professor Peter Karmel and Dr Jean Blackburn, both notable residents of South Australia at the time, were together largely responsible for producing the 1971 South Australian report that led to extensive changes in education in our state. More significantly for Australia as a whole, that report foreshadowed in many respects the better known one on which they both worked for the Interim Committee for the Australian Schools Commission – the report, *Schools in Australia*, published in May 1973 and commonly referred to as the 1973 Karmel Report.

Box 11 South Australians on the Interim Committee for the Schools Commission

S.A. educators to fore

From BRETT BAYLY

CANBERRA — Three South Australians have been appointed to a 10-member interim committee for the Australian Schools Commission.

The Prime Minister (Mr. Whitlam) yesterday announced the committee, which will advise the Federal Government on Australia's education needs.

The deputy chairman is Mrs. Jean Blackburn, of the Bedford Park Teachers College.

The two other SA members are Mr. A. W. Jones, Director-General of the SA Education Department, and Mr. W. A. White, the department's teacher liaison officer.

The chairman, Professor P. H. Karmel, 50, is well known in SA education circles.

He was professor of economics at the University of Adelaide from 1950 to 62, principal of the University at Bedford Park from 1961 to 65, and Vice-Chancellor of Flinders University from 1966 to 71, when he was appointed chairman of the

Australian Universities Commission in Canberra. He was also chancellor of the University of Papua-New Guinea 1969-70.

Professor Karmel said he hoped to call the committee together in Canberra for its first meeting next week.

He wished to put the matter in hand as soon as possible.

The committee will examine the cash needs of all schools and will make recommendations on how the money should be spent and what facilities should be provided.

Mr. Whitlam, at his second weekly Press conference since becoming Prime Minister, issued copies of letters he sent to the members when inviting them to join the committee.



Mrs. Blackburn



Professor Karmel



Mr. White



Mr. Jones

It is interesting that the newspaper article claims only three of the commissioners shown as South Australians – at the time, Peter Karmel had only recently moved interstate, after living in Adelaide for 14 years and doing much for education there.

Among the 1973 report's recommendations were an erosion of the dominance of state bureaucracies, a move towards decentralised and more personal management styles and a revision of school syllabi and teaching styles towards more relevance and child-centredness. As stated on page 10 of the report, the Commission's belief

reflects a conviction that responsibility will be most effectively discharged where the people entrusted with making decisions are also the people responsible for carrying them out, with an obligation to justify them and in a position to profit from their experiences.

In keeping with Karmel's interest and expertise in the economics of education, there were also recommendations about financing schools and programs, with the overlying aim of enhancing educational opportunities for disadvantaged groups. The Commonwealth Schools Commission was formally established in December 1973 to implement the recommendations and provide necessary seed funding for innovations. It continued to have a role in providing government funding to promote devolution and equality until the late 1980s, when it ceased to exist.

Victorian by birth, and with degrees from Melbourne and Cambridge Universities, Peter Karmel came to Adelaide in 1959 to take up the chair of Economics at the University of Adelaide. He was renowned as a distinguished academic. Originally planning a career in law, he was persuaded to change direction into economics. He soon developed an interest in the economics of education, an unknown discipline in Australia in 1962 when he delivered the inaugural Buntine Oration on the topic. He was the foundation Principal of Adelaide University's new campus at Bedford Park and later became Vice-Chancellor when that campus evolved into Flinders University. In 1987 he was appointed Vice-Chancellor of the Australian National University in Canberra. He demonstrated outstanding leadership in many facets of Australian education.

[click here to read more ...](#)

Jean Blackburn was also born in Victoria, but entered teaching and then tertiary academic life after moving to South Australia and several years spent in raising a family. She developed a passion for education and for social equality. As a student and later as an academic, her expertise and clarity of mind and expression greatly impressed Peter Karmel and led to her recruitment by him in preparing and producing the two education reports which bear his name. Jean, who was the first woman to be awarded the ACE College Medal, became a full-time Commissioner with the Schools Commission for many years. She was appointed as the inaugural Chancellor of the University of Canberra in 1990. In the 1980s she headed a major inquiry into post-compulsory schooling in Victoria, producing what is commonly referred to as the 'Blackburn report' in 1985.

[click here to read more ...](#)

Professor Hedley Beare

Another South Australian College Fellow who contributed significantly to education reforms both here and elsewhere in Australia is Professor Hedley Beare. Hedley has always been a keen observer and analyst, so that during the eleven years he taught in SA high schools in the 1950s and 1960s and several more years in the education bureaucracy in Adelaide and Whyalla (as a regional director), he formed well-developed views about where education should be heading. The contact he had with Alby Jones while working in the Education Department's head office during the 1960s also led him to espouse similar ideas to those promulgated by Alby in the Freedom and Authority Memorandum.

Shortly after the release of the 1971 Karmel report, the one focusing on SA, Hedley had the chance to use some of his ideas for educational change when he was appointed Director of Education in the Northern Territory, while it was still being administered from Adelaide. He presided over the transfer of control of NT schools from SA to the Commonwealth, and became the first Secretary of the NT Education Department. He implemented several major reforms, particularly in Aboriginal education, in the short time he was in that role, which he left at the end of 1974 to become the Chief Education Officer of the new Australian Capital Territory Schools Authority.

The ACT Schools Authority was the first new system to be set up after the release of the 1973 Karmel report, and presented an ideal opportunity to put into practice the principles embodied in the report's recommendations. Hedley's own beliefs gelled well with those recommendations. As Chief Executive, he was the Authority's principal education adviser, senior planner and political adviser. In this new system, unencumbered by past traditions, he was able to introduce new features such as school boards, separate colleges for senior secondary students, participative government and peer assessment procedures, using his administrative and innovative skills to the full.

Over the years since his significant contribution to reform in Australian education through setting up the ACT school system founded on the principles of devolution and the involvement of members of the local community in school governance, Hedley has been influential in wider circles. He is a regular writer and speaker on educational affairs, has taken a lead in public discussion of educational policies and has contributed to international organisations such as UNESCO. His work is highly regarded both nationally and internationally.



Hedley Beare

Hedley Beare was born in country South Australia and attended Unley High School and Adelaide Teachers College. He gained degrees from the Universities of Adelaide and Melbourne, going on to obtain his Doctorate in education at Harvard University in the USA after obtaining a Harkness Fellowship. In 1981 he moved to Victoria, to take up a professorship at the University of Melbourne.

He is a Fellow of the ACE and has been a member of the National Council, Vice-President of its Executive Committee and Chairperson of its Publications Committee. His influence continues to this day; in a pamphlet issued in 2002 by the

Specialist Schools and Academies Trust (SSAT) in London, England, he is referred to as an 'icon', 'one of the great educators of our time ... who writes with intellectual rigour, wit, infectious enthusiasm for life and passion to create new educational worlds for tomorrow's children.' On the basis of his classic 2001 book, *Creating the future school: student outcomes and the reform of education*, he is given tribute, in the SSAT pamphlet, as the 'thought leader for this decade'.

[click here to read more ...](#)

Lyall Fricker

Like Alby Jones, Lyall Fricker had a variety of roles in South Australian education (though not the same ones) – junior teacher, teacher, ACE Branch president and senior leader in the non-university tertiary sector.

At about the time of the College's foundation 50 years ago, forward-thinking educators were beginning to express concern that educational opportunities beyond school were sparse and, in many places, non-existent, for students who would not go on to university. These concerns contributed to the matriculation debate in SA and were reflected in a series of inquiries. Eventually the thinking, writing and talk bore fruit in that institutions providing a much wider range of education and training, such as Colleges of Advanced Education and Technical and Further Education (TAFE) Colleges, were developed and improved for students beyond the post-compulsory school years.

During the war years, Lyall served with the RAAF in Europe and the Middle East, after which he spent several years as an instructor officer in the Royal Navy. He also spent several years working in industry. These experiences are probably what led him to develop his strong ideas about the inappropriateness of a theoretical academic-style education for a large part of the employment sector and a large section of the population.

Lyall's own education, including teacher training, experiences outside the education sector and administrative roles in education at Commonwealth level made him an ideal person to lead developments in the non-university tertiary sector. In 1971 he was appointed Executive Officer of the federal Commission on Advanced Education, where he played a significant role in transforming the range of post-school teachers colleges and technical institutions that did exist into multi-purpose higher education bodies. The following sums up the philosophy he espoused about education in his own words:

The key to learning is motivation, and an important factor in motivation in the formal system is relevance of what is being taught. Knowledge and skills go hand in hand and the supposed dichotomy between general and vocational education is a construct which cannot stand up to critical examination.

After 24 years in Canberra, where he contributed substantially in several ways to Australian non-university tertiary education as a whole, Lyall returned to South Australia as Secretary of the Technical Education Authority. However he was soon called on to become Deputy Director-General and then Director-General of TAFE in South Australia, from which he retired in 1988. It was in this capacity that he made his greatest impact

on education in our state, through building up and enhancing the quality of TAFE as a key contributor to raising people's knowledge and skill levels, and thereby the state's productivity. Almost equally significant was his chairmanship of the Australian Conference of TAFE Directors, which was a force in creating a national system of vocational education and training, in which elements of general education were not overlooked.



Lyall Fricker

Lyall Fricker was born and educated in South Australia. He began his career in education as a 17-year-old junior teacher in a small rural school in 1940, returning to teaching in 1949 after several years in the armed services. The major part of his career was in education, particularly educational administration, at both state and Commonwealth levels. He took up a position with the Commonwealth Office of Education (COE) in the mid 1950s and subsequently held appointments as Head of Research and Regional Director for NSW in Canberra, both while in the employ of the COE. He held other influential positions with the Commonwealth

before returning to his tertiary sector positions in SA in 1979. He remained active in the College after retirement, frequently attending College functions. He was convener of the highly successful ACE national conference held in Adelaide in 1995.

[click here to read more ...](#)

Professor Denise Bradley

South Australian College Fellow and current National President, Denise Bradley, has had a high level of influence on education nationally, as well as in SA, since at least the mid-1980s. Most of her career was spent in the tertiary sector, beginning as a lecturer at the then Adelaide College of Advanced Education. Her capabilities and further studies helped her to rise through many roles in the secondary and tertiary education sectors in SA, culminating in a decade spent as Vice-Chancellor of the University of South Australia from 1996 until her retirement in 2007. She was only the third woman ever appointed to the role of president of an Australian university.

Denise's particular interests have been about access to and equity in education for women and girls, but also for disadvantaged groups in general. As well as in her teaching and managerial roles in educational institutions, she has been (and is) a highly experienced member and leader of many committees. Examples of her contributions to policy-making commissions and committees are the Commonwealth Tertiary Education Commission (CTEC) (1986-1988); the National Board of Employment, Education and Training (NBEET) (member, 1988-1991 and Deputy-Chair 1991-1994); the Commonwealth Review of TAFE Funding (1985); the Business/Higher Education Round Table (member of the Board of Directors, 1999-2007); the Australian Vice-Chancellors' Committee (member of the Board of Directors, 2003-2007). Many more could be added, but those listed already indicate the breadth of her expertise.

Given her qualifications, experience and energy, she was the ideal person to lead the Australian government's 2008 Review of Australian Higher Education. In the lead-up to the review, the government stated its position as being 'committed to making Australia one of the most educated and highly skilled workforces in the world in order to secure national long term economic prosperity'. Accordingly, the review was commissioned to 'examine the future direction of the higher education sector, its fitness for purpose in meeting the needs of the Australian community and economy, and the options for ongoing reform'. It began in March 2008 and the final 267-page report, complete with detailed index, was released in December the same year. It was immediately dubbed by the press as the 'Bradley report'.

As expected, the report made a long list of recommendations (46), many of them dealing with financial and/or equity issues. It reinforced and added to the importance of a healthy higher education system, which:

will continue to be a cornerstone of our legal, economic, social and cultural institutions ... (but) while the system has great strengths, it faces significant, emerging threats which require decisive action.

It went on to lament that 'Australia is now falling behind other countries in performance and investment in higher education', especially with reference to some OECD countries which have targets of up to 50 per cent of 25- to 34-year-olds having degree level qualifications (Australia's percentage in this category is now 29). The report stated that, in the review committee's view, at least a further \$6 billion is needed now to increase higher education quality, availability and participation levels in Australia, just to keep up with other developed countries. One of the recommendations is that a target of 40 per cent of young people with at least a bachelor level qualification be set to be attained by 2020, with particular attention paid to creating opportunities for disadvantaged students.

The government responded in March 2009 with a document, *Transforming Australia's Higher Education System*, which promises an additional \$5.4 billion of funds for this purpose over the next four years. The warnings of the Bradley report appear to have at least partially had the desired impact. It seems that Denise Bradley's latest work is likely to have substantial positive influence on the skill levels of Australians for many years to come.



Denise Bradley

Denise Bradley was born and educated in Sydney. After gaining her bachelor's degree in arts at the age of 20, she married and moved to Adelaide to live. She also obtained a Diploma in Librarianship, which helped her to gain her first teaching position as a lecturer in that discipline in the Adelaide College of Advanced Education (CAE). As well as caring for four young sons, she was an energetic and talented teacher, supportive of the significant role that teacher librarians could play in schools. After periods of lecturing in the education faculty and work in the SA Education Department, she returned to the Adelaide CAE, later becoming a senior administrator

and then Vice-Chancellor of the new University of South Australia. Her career is filled with appointments to policy-making committees. She has clearly been, and continues to be, one of South Australia's most illustrious and influential educators.

[click here to read more ...](#)

There are perhaps others who could have been featured in this chapter; those included have been chosen as unquestionably outstanding examples, covering a range of areas of education.

6 SA Branch Initiatives

With a couple of notable exceptions, the activities and actions of South Australian ACE members featured in this publication so far have involved responses to requests or reactions to current issues. There have also been several significant programs undertaken within the Branch that were (or are) specific to South Australia. These local initiatives include the A W Jones Oration, the MacKillop Medal, some other awards and a range of professional development activities, all of which are described in this chapter. The various awards were introduced to give special recognition to both experienced and young educators in the state, in fulfilment of the College's constitutional mandate to recognise outstanding contributions to education.

The A W Jones Oration

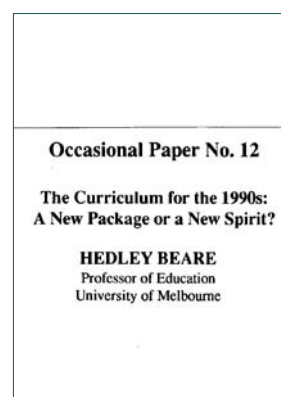
The public face of the SA Branch of the College is most visibly on display every two years through its principal community engagement, the A W Jones Oration. The founders of the College had always intended that it contribute to public debate on educational issues and members' discussions over the years have always shown a strong interest in strengthening its policy presence.

In pursuit of that goal, and in fulfilment of the College's constitutional objectives to promote debate, foster educational thought and practice and recognise outstanding contributions, the Branch established the oration in 1989, honouring the person whom we have already seen earlier in this publication to be one of its most distinguished Fellows, Dr Albert (Alby) Jones. As we have seen, Alby was a former Director-General of Education in SA, a College Founder, and inaugural secretary (and later chair) of the SA Branch committee. He served on the initial planning committee for the oration and on all subsequent committees until his death in 2003.

Alby was also active in securing the first orator (then called lecturer), Professor Hedley Beare, a South Australian whom he described as a protégé and colleague. Hedley had gone on from a youthful role as Alby's professional assistant to head two education systems himself, before embarking on a distinguished academic career. He spoke on *A Curriculum for the 1990s*, the program noting that his topic coincided with a 'strengthening of the

power of economic rationalists in the economic debate'. Having perhaps begun with Professor Peter Karmel's first Buntine Oration in 1962, *Some Economic Aspects of Education* (featured separately in this publication), this theme was to recur over the next decade at least, not least in the second oration by the Hon. Hugh Hudson, himself an economist as well as having a parliamentary career in South Australia.

The orations, which have consistently drawn an impressive audience of Ministers and officials, educators, other professionals and members of the public, have provided a window for Adelaide on education and its role in wider society. Overall, the list of orators and orations stands as a timely guide to the debates and issues of the last two decades in educational and social policy and practice.



Box 12 A W Jones Orations

1989	Professor Hedley Beare <i>Professor of Education, University of Melbourne</i>	A School Curriculum for the 1990s: we need a new spirit not a new package
1991	Hon. Hugh Hudson <i>Chair, Commonwealth Tertiary Education Commission</i>	Reforming Education: Heritage or Heresy
1993	Professor Jillian Maling <i>Vice Chancellor, University of Western Sydney</i>	Levelling the Ivory Towers: Australian Universities in the Year 2000
1995	Dr Lowitja O'Donoghue <i>Chair, Aboriginal and Torres Strait Islander Commission</i>	Towards a New Understanding of Indigenous Australia
1997	Dr Peter Sheldrake <i>National Chief Executive Officer, Australian Institute of Management</i>	Great Expectations: Education and the World of Work
1999	Professor Mary O'Kane <i>Vice-Chancellor, University of Adelaide</i>	Educating Adelaide: the role of education in positioning the modern city-state
2001	Mr Chris Sidoti <i>Commissioner, Human Rights and Equal Opportunity Commission</i>	Another Chance for Rural Education? A human rights perspective
2003	Professor Graham Martin <i>Professor of Child and Adolescent Psychiatry, University of Queensland</i>	Rhetoric and Reality: Development and Maintenance of Mental Health in Young People
2005	Professor Freda Briggs <i>Professor Emeritus, University of South Australia</i>	Every School's Worst Nightmare – Child Sexual Abuse
2007	Professor Fraser Mustard <i>Founding President and Institute Fellow of the Canadian Institute for Advanced Research</i>	Early Childhood Development: The Building Blocks for Successful Societies
2009	Professor Barry McGaw <i>Professor of Education, University of Melbourne</i>	Building World Class Schools in Australia

Orators with South Australian connections

Of the eleven Jones orations presented to date, seven have been given by South Australians or others who have or have had strong SA connections. The planning committee would like to be able to involve more speakers from elsewhere, but budget constraints mean that speakers can be brought from interstate only occasionally and an overseas speaker can be invited only when he or she is visiting the state for other purposes.

Professor Hedley Beare and the Hon. Hugh Hudson

As noted above, the first two Jones orators were Hedley Beare and Hugh Hudson, who have already been featured in the second chapter as Buntine orators.

Professor Jillian Maling (1993)

The 1993 oration was given by Professor Jillian Maling, then Vice-Chancellor at the University of Western Sydney. Jill was born in Tanzania and grew up there until coming to Melbourne during her teens. Her undergraduate studies were at the University of Melbourne and she later obtained her PhD at Stanford University, USA, where she was a teaching and research assistant for three years in the 1970s. She was a classroom teacher from 1962 to 1964, leaving to join the Australian Council for Educational Research (ACER) as a senior research officer for six years from 1965 to 1971 and a sessional lecturer at Monash University from 1966 to 1970.

Her work in South Australia began in 1978 when she was a visiting lecturer at the Torrens CAE. In 1979 and 1980 she was a senior and then principal lecturer at the Adelaide College of the Arts and Education, becoming the Dean of its education faculty in 1980 and 1981 and Academic Director from 1982 to 1984. She became the Acting Principal of the South Australian CAE from 1984 to 1986. This was a time of great change in the CAE sector, when separate institutions were merging – a challenging time in which to hold the main leadership position in the combined campuses. It was a good opportunity for Jill to use and develop her administrative and people-management skills.



Jillian Maling

During her time in South Australia, and afterwards, Jill became a member of many associations and influential committees. While in SA she was a member of the Commonwealth Postgraduate Awards Selection committee, from 1981 to 1986, and a member of the Nurses Registration Board, from 1982 to 1986. She convened the Working Party on Increasing Opportunities in Higher Education, which began in 1984, and led to further work on Career and Professional Development, a national project on the Quality of Teaching and Learning. She left the SACAE to take up the position of Principal of the Nepean CAE in New South Wales from 1986 to 1988, after which she had management positions at the University of Western Sydney. She was National President of the College from 1991 to 1993 and chaired the ACER Council for several years, completing her term at the end of 2005. She was appointed a Member of the Order of Australia (AM) in 1992 for services to tertiary education.

Jill and her husband returned to live in South Australia in 1997, on their retirement.

Dr Lowitja O'Donoghue (1995)

Lowitja O'Donoghue was born in South Australia, where she undertook her primary schooling in Quorn and then completed her secondary education at Unley Girls Technical High School. Her first career was in nursing, in which she qualified as both a general nurse and a mental health nurse. After working as a Charge Sister in Adelaide for four years she went to Assam in India, where people in that area benefitted from her nursing skills in 1961 and 1962. On returning to Australia she worked as a nurse and welfare officer in remote communities for a decade up to 1972.



Lowitja O'Donoghue

She began her second successful career, in Indigenous affairs administration, when she was appointed as a senior liaison officer with the then Department of Aboriginal Affairs in Canberra and Adelaide. Three years later she became the first Aboriginal person to be appointed as a regional director within the Department. She was a Foundation Commissioner of the Aboriginal Development Commission from 1980 to 1984, was Acting Commissioner in 1988 and 1989 then full-time Chair of the Commission in 1989 and 1990. She has also been a member of the Australian Institute of Aboriginal Studies since 1980, including six years as a member of the Institute Board. She began an association with Aboriginal Hostels Ltd in 1981 and continued to be associated with this group for many years. In 1990 she was appointed as Chair of the Aboriginal and Torres Strait Islander Commission (ATSIC).

Lowitja's service to the community includes significant appointments with a South Australian focus, including membership of the Advisory Council for the School of Aboriginal and Islander Studies at the then SA Institute of Technology, membership of the Multi-cultural Forum of SA and membership of the Outback Areas Community Development Trust of SA. She chaired the last-named group for a three-year term. She has received honorary doctorates from several universities, including Flinders University, where she was made an honorary professorial fellow in 2000 and spent time there as a Visiting Fellow.

In 1976, Lowitja was the first Aboriginal woman to be appointed a Member of the new Order of Australia (AO). She was also honoured by appointment as Commander in the Order of the British Empire (CBE) and achieved further honours in Australia in 1999 when she was appointed a Companion of the Order of Australia (AC) 'for public service through leadership to indigenous and non-indigenous Australians in the areas of human rights and social justice, particularly as Chairperson of the Aboriginal and Torres Strait Islander Commission'. Lowitja has been a prominent citizen in South Australia for most of her working life.

Professor Mary O'Kane (1999)

The 1999 Jones orator was Professor Mary O'Kane, Vice-Chancellor and President of the University of Adelaide. She was born and educated to graduate level in Queensland and obtained her PhD in automated speech recognition at the Australian National University

in Canberra in 1982. She differs from the other Jones orators in that her academic experience has been entirely at tertiary level and in a 'hard' rather than a social science.



Mary O'Kane

Before coming to Adelaide, Mary was Dean of the Faculty of Information Sciences and Engineering at the University of Canberra, where she held a Personal Chair in Computer Engineering and Artificial Intelligence. She was appointed to a chair in electrical and electronic engineering at the University of Adelaide before becoming the university's Deputy Vice-Chancellor (Research) from 1994 to 1996 and Vice-Chancellor from 1996 to 2001. She is a Fellow of the Australian Academy of Technological Sciences and Engineering and a Fellow of the Institute of Engineers, Australia. While in Adelaide she served on the Botanic Gardens Board of South Australia and the South Australian Museum Board, as well as being a director for the F H Faulding company. She has also been a member of the Australian Research Council, the Cooperative Research Centres Committee and the board of CSIRO.

After her period as Vice-Chancellor in Adelaide, Mary returned to Sydney where she set up a company, Mary O'Kane and Associates Pty Ltd, to advise governments, universities and the private sector on innovation, research, education and development. In 2008 she was appointed as Chief Scientist and Scientific Engineer to the NSW government and in 2009 was awarded a Doctor of Science by Macquarie University.

Professor Graham Martin (2003)

The 2003 Jones orator, Graham Martin, graduated in Medicine (MBBS) from the University of London in 1967 and gained memberships of both the Royal Colleges of Physicians and of Surgeons in 1974, when he also completed his post-graduate diploma in Psychological Medicine. He gained his Fellowship of the Royal Australian and New Zealand College of Psychiatrists in 1981 and the College's Certificate of Accreditation in Child Psychiatry the following year.



Graham Martin

In the 1980s Graham became Professor of Child Psychiatry at Flinders University, Chief Child Psychiatrist at the Flinders Medical Centre and Director, Promotion, Prevention and Early Intervention, Division of Mental Health, Flinders Medical Centre. From 1986 to 2001 he was Executive Director of the Southern Child and Adolescent Mental Health Service (CAMHS) in Adelaide. From its inception in 1997, he was one of the originators of the Auseinet program at Flinders University – the Australian national network for promotion, prevention and early intervention in mental health – and remains its National Adviser. He was awarded the Medal of the Order of Australia (OAM) in 2006 'for services to psychiatry, the development of child and adolescent services, teaching, and suicide prevention'.

Graham is well known to the public through his work in the prevention of youth suicide and in raising public awareness of the issue. His radio documentary on Youth Suicide,

produced for Radio Adelaide (5UV) and Australian Community Radio by Tony Ryan, won several awards for excellence. He is a Past President of Suicide Prevention Australia and was made a life member in 2004. He took up a professorship in Child and Adolescent Psychiatry at the University of Queensland in 2001.

Professor Freda Briggs (2005)

Attendance at the Elder Conservatorium of the University of Adelaide was particularly good when Freda Briggs gave the 2005 A W Jones Oration. Her topic of 'Every School's Worst Nightmare – Child Sexual Abuse' clearly reflected an issue on many people's minds. Freda is exceptionally well qualified to speak on this topic, after a lifetime of experience, studies and teaching in the area. She grew up in England and had already begun a successful career there, including teaching, social work and child protection, and as a lecturer and senior lecturer in teacher education, before she came to Australia. She had also been a consultant to the Avon and Somerset Police Child-Safe Program.



Freda Briggs

Freda, now Emeritus Professor, held the chair in Child Development in the University of South Australia from 1991 to 2002, after serving as Foundation Dean of Early Childhood and Family Studies at one of the university's predecessor colleges. Earlier, she had been Director of Early Childhood Studies at the State College of Victoria and a principal lecturer in South Australia. More recently she has held visiting positions at the University of Tasmania and Nanyang University, Singapore. She has been an adviser, manager and researcher in a wide range of research studies of children's issues and family life and is the author of many significant books and articles on child protection.

Freda Briggs has long been in demand as an adviser to governments and consultant to child protection agencies in Australia and in several overseas countries, including New Zealand, Fiji, Brazil, Germany and Spain as well as the UK. At a national level in Australia she has been an Ambassador for the Recognition of Women for the Department of Prime Minister and Cabinet since 2001 and served on that department's working party on the protection of children with disabilities. Since 2000 she has been Consultant to the South Australian Department of Education and Children's Services on the child protection curriculum for schools. She was appointed an Officer of the Order of Australia (AO) in 2005 for 'service to raising awareness of child abuse and neglect and as an advocate for effective child safety education programs'.

The MacKillop Medal

The SA Branch's premier award, instituted in 2004, is the MacKillop Medal, awarded every second year. Although Blessed Mary MacKillop has become a religious figure of great significance for many Australians, the College's aim is to ensure that her pioneering work as teacher and educator, especially in support of the rural poor, is appropriately acknowledged through association with educators who continue to pioneer educational innovation in the state.

Mary MacKillop opened her first school in the state's South-East while working as a governess for her uncle's children in 1861. From there she developed schools throughout SA, Australia and New Zealand. A feature of these schools is that pupils were accepted regardless of whether their parents could afford to pay and hence they were of great benefit to underprivileged children. The Sisters of Saint Joseph Order she established in the 1860s now manages schools and orphanages in 27 countries.

The aim of the MacKillop Medal is to acknowledge distinguished contributions to education in South Australia by a member of the College in one or more of:

- student learning and teaching practice at any level
- scholarship, innovation or research
- leadership at national, state, system/sector or institutional level.

The medal has been awarded three times since its inception. Part of the process of awarding it is that winners are expected to give a public lecture in their area of expertise soon after they have received the medal.

Professor Alan Reid (2004)

Alan Reid is Professor of Education at the University of South Australia. He has made a significant impact on enhancing the status of teaching and learning in the state through his work in the development of the South Australian Curriculum Standards and Assessment framework (SACSA). In October 2002, Alan joined the Quality Schooling Branch of the federal Department of Education, Science and Training as a research fellow, which enabled him to conduct research and become involved in the policy activities of the department.

Shortly after his return to South Australia Alan was seconded to the Department of Education and Children's Services, initially for six months, to explore the development of a culture of inquiry across the system. He was also invited by the Minister of Education to be a member of a three-person panel to review the South Australian Certificate of Education (SACE). His current work is prolific and nationally important in the development of policy relating to social justice.



Alan Reid presenting his MacKillop lecture

Alan's lecture as MacKillop medallist was given in May 2005 on the topic, 'Rethinking National Curriculum: Beyond the railway gauge metaphor'.

Pamela Ronan (2006)

Among other qualifications, Pam Ronan, Principal of Tenison Woods College in Mt Gambier, has an MEd and an MBA from the University of South Australia. She is particularly interested in the education of non-mainstream students and has studied approaches elsewhere to help her develop programs to meet the needs of such students in ways that are flexible, inspiring, supportive, involving and connected to their world. Pam's own educational background, of flexible primary-level home schooling followed by the 'appalling rigidity of timetabled routines ... and stifling hours of repetitive and seemingly unrelated tasks' at a secondary-level boarding school helped her to appreciate that that style of learning environment is not suitable for everyone.

Together with other teachers at the 1100-student school, Pam introduced a Case Management approach to learning which is used very successfully with many of their students. They now have evidence that the approach has enabled a diverse group of young people in their region to gain their South Australian Certificate of Education. The school encourages links with the local community to ensure that disadvantaged students are able to participate fully in the life of the school and the community. In her turn Pam contributes to the community through her work on committees for many organisations.



*MacKillop Medallists
Louise Bywaters (2008) and
Pam Ronan (2006)*

Pam's MacKillop lecture was given on 23 May 2008.

Louise Bywaters (2008)

Louise Bywaters is an Education Consultant based in Adelaide. She has worked as a teacher at primary level, a curriculum and methodology consultant for all levels of schooling from Kindergarten to Year 12, a primary school principal and later District Superintendent in Port Augusta. Still later she was a District Superintendent for the Barossa area. She spent a year as an exchange teacher in Alberta, Canada, and a further year as a Commonwealth Relations Trust Scholar at the University of London, England.

Louise has also held a range of senior leadership positions in the public sector in South Australia in personnel management and training, and, most recently, as the founding director of the South Australian Centre for Leaders in Education in the Department of Education and Children's Services, from 1996 to 2003. She is now Principal Consultant of the 'Leadership Practice', a consulting firm which focuses on educational leadership at all levels of schooling, including pre-schooling.

Louise's MacKillop lecture will be given during the first half of 2010.

Other awards

The SA Branch of the College has from time to time developed other awards for particular purposes.

P J Davies award

The P J Davies Award (\$200) was named after a long-serving Branch secretary and was awarded each year from 2000 to 2004. It was presented to the runner-up in the state round of the national Plain English Speaking Awards as a further incentive to participation by school students in the national competition.

The Plain English Speaking Awards (PESA) began in the late 1970s in Melbourne with representatives from each of the eight Australian states and territories. Peter Davies was state coordinator of the Award for South Australia for ten years, during which time the national final was twice won by South Australian students – Aaron Hogben of Rostrevor College in 1985 and Christopher Hurrell of Henley High School in 1994.

The National Winner of PESA participates in both the English Speaking Union International Speaking Competition in London, involving students from over 50 countries around the world, and the Pacific International final, comprising students from countries in the Asia-Pacific Region.

The Award celebrated its Silver Jubilee with a national final in Adelaide in July 2002 in the presence of Her Excellency the Governor of South Australia, Marjorie Jackson-Nelson AC, CVE, MBE.

Tappa Tangka Manninendi award

From 1995 to 2003 the Branch awarded the Tappa Tangka Manninendi medal to encourage outstanding Aboriginal students in higher education. Translating as 'Pathways to Excellence', the medal was awarded annually to a high achieving Indigenous student recommended by the Unaiapon School at the University of South Australia. Unfortunately records of some of the winners are no longer available, but graduates known to have received the award were:

- 2003 (awarded 2004) Sarah Blom
- 2002 (awarded 2003) Natasha Ansell
- 2001 (awarded 2002) Eliza Wilson
- 1999 (awarded 2000) Faye Strachan
- 1997 (awarded 1998) James Taylor
- 1996 (awarded 1997) Kiwat Lui
- 1995 (awarded 1996) Delly-Rose Hackett



*Presentation of the
2001 Tappa Tangka Manninendi medal
to Eliza Wilson by Alby Jones*

Professional Development Award for a beginning teacher

For a few years in the past decade ACE (SA) sought to encourage the study of teacher education by presenting an award to a graduating teacher from each of South Australia's three universities, to assist in their ongoing commitment to professionalism and excellence in teaching. Administration of the award proved to be difficult and so a new, more clearly delineated award was introduced in 2009.

The new award, the Professional Development Award for a beginning teacher, was introduced by the SA Branch as encouragement for those just starting their teaching careers 'to engage in a significant learning experience related to the teaching profession and apply it to their work and influence other educators with their learning'. To be eligible, a candidate must be a member of the College and have been teaching for no more than five years. This valuable award (\$2000) is sponsored by Satisfac, which has supported the SA Branch over the years in several ways.

The inaugural award was presented at the 2009 A W Jones Oration to Belinda Beisiegel, who is an outdoor education teacher at Scotts Creek Outdoor Centre (Prince Alfred College).

Professional development initiatives

The ACE (SA) Branch has been conscious since its earliest days of its responsibility to 'foster the professional development of educators', one of the stated goals of the College as a whole. Reference was made early in this publication to Branch meetings and their role in informing members and stimulating debate on a wide range of educational issues. In the first decade several seminars were organised to ensure that a range of viewpoints was presented to members on a topical issue. Use was made of the Education Department's Raywood In-service Centre to hold two-day residential seminars over weekends in the 1970s, in addition to three or four regular Branch meetings with speakers per year. Once Branch newsletters were introduced, they were used as a vehicle for disseminating information about PD events.

During the first part of the 1980s, up to 1986, the Branch was heavily occupied with four matters: the seminars to discuss the issues being addressed by the Keeves Inquiry and preparation of the College's input to it (see the previous chapter); preparing proposals for an education museum as part of the College's involvement with SA's 150th jubilee; extensive planning (which began in 1982) for the 1986 annual conference, also a SA jubilee event, and then the conference itself; and a series of annual 'Conventions' which took the form of two-day residential conferences in country areas. While those who attended these conventions sang their praises, numbers were disappointingly small, typically around 15 to 20 people, and so the initiative was reluctantly dropped from the program.

Co-ordinated and reported on by Lyall Fricker, an informal telephone survey was used in 1990 to provide direction for the Branch's Professional Development Standing Committee to plan PD activities. It was still the intention to use visiting educationalists and

community leaders from outside education as speakers at Branch meetings. Events such as the A W Jones Oration and the 1991 state conference were regarded as important aspects of PD and efforts were made to cater for country members by sending printed or video copies of talks to them. A budget of \$3000 for the PD Standing Committee was mentioned, and it was accepted that money could be spent in bringing a high calibre speaker from interstate for an AGM. A further initiative for country members was the allocation of funds for Branch leaders to travel to Northern Spencer Gulf and the South-East to work towards formalising these country groups of College members.

In the later part of the 1990s the Branch began to explore other PD possibilities apart from the normal activity of meetings featuring invited speakers. Full day workshops were organised on topics such as 'Teaching, Learning and Technology: Selective Use of IT for Educational Purposes' and a new format, Public Forums, was tried. Examples of topics featured in these are 'Basic Skills Testing' (1995) and 'What Makes a Teacher's Work Day?' (1998). An outstanding initiative at this time is described in the following paragraphs.

Radio program project, 1998

Interest in professional development programs resurfaced in the Branch in the late 1990s, with the very successful series of one-hour programs aired on the University of Adelaide's Radio 5UV (now Radio Adelaide) as part of the station's regular 'Brainwaves' series.

Box 13 Teacher PD on Radio

The radio program project was described thus:

A Professional Development initiative for teachers undertaken by the Australian College of Education (SA Chapter) in association with Radio 5UV at The University of Adelaide.

The programs were as follows:

Wednesday 4 March 1998 – 7.30 to 8.30 pm

Program 1 of 4 – Modern Languages and the World of Work

Produced in association with the Modern Languages Teachers Association of SA

Wednesday 11 March 1998 – 7.30 to 8.30 pm

Program 2 of 4 – So what is an Eco-school? *

Produced in association with the Australian Association for Environmental Education

Wednesday 18 March 1998 – 7.30 to 8.30 pm

Program 3 of 4 – Listening and Speaking in Mathematics

Produced in association with the Australian Literacy Educators Association

Wednesday 25 March 1998 – 7.30 to 8.30 pm

Program 4 of 4 – Visual Arts Education using the Internet

Produced in association with the SA Visual Arts Education Association

Each one-hour program consisted of live interviews, pre-recorded inserts recorded in schools or on location, and a few live to air telephone calls from listeners, including one from the USA. (As internet streaming was in its infancy at that time only a small group of listeners in the USA had access to the programs.)

*The second program in the series won a major national award:

December 1998, Adelaide
Brainwaves: So what is an Eco-School?
National Award – Best Spoken Word Program in 1998.
Community Broadcasting Association of Australia.

A professional development initiative for teachers. Program 2 in this series, on environmental education, was awarded the Best National Spoken Word Program in 1998, awarded by the Community Broadcasting Association Annual Conference, Adelaide University. Four live to air one hour radio programs on Radio Adelaide, prepared, produced and presented by Tony Ryan, with assistance from Vicki Butler (DECS) and Dr David Snewin (University of SA). Technical Production Darren Van Schaik.

Apart from the technical production aspect, the three people instrumental in having the program go to air were Tony Ryan, Vicki Butler and David Snewin, all SA Branch members. Most of the credit needs to be given to Vicki Butler (then a member of the SA Branch committee) who came up with the idea, sought and gained funding through CEASA and Satisfac and did much of the liaison with the various professional associations. She also gave a live to air wrap-up of the four programs as professional development options at the end of the fourth program and, after the event, wrote a quite detailed overview of the project which was published by DECS. Another Branch committee member, Dr David Snewin (UniSA), assisted greatly in the planning and production side of the endeavour, while Tony Ryan, an experienced radio presenter, produced the programs and presented them live to air. At the time, Tony, our College archivist, was a member of staff of 5UV and the University of Adelaide.

The collaboration of these individuals, through the SA Branch committee, resulted in a unique professional development event for the College anywhere in Australia.

More recent projects

In light of a recommendation made by ACE (SA) to the National Council in May 1966, that 'organised in-service training and the like should be provided by other instrumentalities and the College should not be set up in opposition', it is interesting to trace the nature of College PD offerings during the last decade. Nationally, the 'ACE on the Road' project has seen some noted Australian educators travel around the country presenting workshops which delegates pay to attend. Several of these have taken place in South Australia, with local Branch members assisting in logistical aspects.

During the late 1990s and early 2000s an effort was made by the ACE (SA) to broaden the program that had traditionally been arranged for existing members to include a new focus group of practising professionals who were not necessarily members of the College but deserved its support. In keeping with the name of the Association, the *Australian College of Educators*, the Branch attempted to put in place a service to the profession that focused not only on contemporary issues for existing members but one that served the ongoing professional development needs of practising educators, particularly newly graduated teachers. At the time, it seemed that many 'bread and butter' professional

learning topics had dropped off the formal agenda and young teachers, or teachers facing a new professional situation for the first time, were left to fend for themselves.

A very formative and limited professional development program was therefore developed by the SA Branch that focused not only on member interests, but also those of beginning and practising teachers. Initially the program focused on school educators, but some steps were taken into the vocational education area in an effort to increase that sector's involvement in the activities and agenda of the College. It was interesting that the registrations came predominantly from teachers who were not members of the college but saw the much needed opportunity to participate in something that had not been previously available to them.

Programs were offered to targeted groups of educators. A program for early career teachers was an especially successful offering. Hosted at Prince Alfred College, this program was a formal welcome to the profession. It aimed to guide participants in the establishment of positive induction and supervision programs for themselves as well as providing guidance on developing and managing a personal professional portfolio that would assist them to navigate their way through their career creatively. It was a very successful start to a PD program which, while based initially on volunteer presenters and event organisers, indicated a market opportunity that could result in a self-sustaining enterprise – one that could pay management and presenter costs, cover venues and hospitality costs and still make a sufficient surplus to underwrite other, more expensive programs and presenters.



Enjoying a PD session, 2004

Examples of other PD workshops held were the two conducted in 2005 by senior researcher, Roger Holdsworth, formerly from Melbourne University, who worked with over 100 participants on the theme of 'Engaging student voice through Student Action teams'. These workshops were very popular and registrations had to be closed off. Another, focusing on career counselling for vocational education and training, was presented in November 2005 by Dr Rob Simons, Senior Research Director for the Smith family. A successful Think Tank on vocational education in schools was also held, with a group of 25 innovators in the field reflecting on their work so that others could learn from it. Papers were shared, websites offered and ideas explored. A chat site was set up

afterwards, allowing a sustained conversation after the event and also facilitating the involvement of country members.

Early in 2006 a successful workshop, involving several presenters, was held on the theme of teachers' attitudes to the world of work, occupations and post-school pathways, seen as important in relation to the skills shortages Australia has experienced in recent years. Following policy changes about the way(s) in which schools report on students' progress, a well-attended workshop on 'Mandatory reporting' was held in March 2007 (cost for this workshop was \$75). Later that year a highly successful PD workshop was held on 'Restorative Practices and Peace Building in Schools', an area of human relationships training for educators that was long overdue as the behaviour management strategies of the 80s waned in efficacy and value. This was limited to 80 participants and demand was such that it was repeated near the end of the year, when it was again well supported.

The current committee has taken a somewhat different approach, after a telephone survey of members about the kinds of professional learning experiences they would prefer the Branch to offer. As the online newsletter of November 2008 stated, in general terms members said that they wanted short events with high profile speakers, with a particular focus on national and international trends. Events in 2009 have reflected these comments.

7 Research Activities

From its earliest days, the College has had *providing opportunities and training for research* as one of its aims and has always considered educational research as a major professional activity for its members. In its first six or so years, members' research efforts were focused on the ambitious study of the teaching profession in Australia, soon dubbed the 'College Project'. Committees worked specifically on this study and there was neither time nor energy to devote to other research needs. A summary of this project is included in the next section.

The model of a National Council committee to evaluate research proposals and award grants was considered later in the 1960s and a committee to monitor research activity in education was set up. This initiative was reactivated in 1979 with the formation of the College's Research and Projects committee and its National Projects Group (a subcommittee), through which small research grants could be provided. South Australian members Sr Helen Northey served as a corresponding member of the committee in 1985 and 1986, Dr Bill Hall as a full member from 1986 to 1991 and Robin Ryan as both a committee member and Chair of the National Projects Group from 1991 to 1995.

SA members who were successful in obtaining grants from this national source included Professor Jonathan Anderson, who was funded in 1985 (jointly with Tony Conabere from Victoria) to prepare an ACE Occasional Paper, *Towards a rationale for the educational use of computer technology in schools*. Other SA projects funded were the development of a career information kit for TAFE students in the Elizabeth area and a study on SA Technical High Schools carried out by Erica Jolly. Most significantly, a grant from the National Projects Group in 1996 helped the SA Branch's Oral History Project to continue and later become a major College undertaking, with about 60 prominent educators' memories and thoughts recorded.

Believing that 'investment in research is crucial now more than ever', the College set up a national fund in 2002 by establishing the ACE Foundation. The Foundation, which accepts tax-deductible donations, aims to raise the status of teachers and teaching through the support of inquiry and research in education. In the words of its Chair, Professor Philip Hughes, we need

to support (teachers) with research if (they) are to achieve results never before realised. Medicine and engineering have transformed themselves through research in the past 50 years. In this new century, education must achieve similar success.

At national level

The College's first national research project was a study of the teaching profession in Australia, prompted by the address, *The Qualities and Training of Teachers*, given at the 1961 Adelaide conference by Professor W H Frederick. As the Preface to the first report of the project states, 'it was felt that an Australia-wide study on a similar or related theme, in which as many of its members as possible might participate, would fully express the unity of the College and be central to its purpose'. The five state Branches existing at the time agreed to share in the activity, guided by a small Project Co-ordinating committee led by Victorian Alice Hoy.

Eleven aspects were initially specified for the research to cover. Debate on these ensued, particularly in the SA Branch, whose members forwarded strong recommendations that the investigation should be restricted to five better-defined areas rather than the initial eleven, which had included some industrial aspects. So strongly did they feel about the latter that a letter was sent direct to Dr Darling (then National President) to reinforce the Founders' wish 'that it is not intended that (the College) should ever become an industrial body'.

Eventually agreement was reached nationally to study the following five areas:

- The teaching profession: its standards and responsibilities
- The teachers: a statistical survey
- Recruitment and selection of teachers
- The preparation of teachers: general considerations
- Courses of training now provided in Australia.

Working groups of members were set up in the SA Branch to discuss all areas of the project, but South Australia was allocated the fourth area, regarding preparation of teachers, on which to collate responses from members and other Branches and prepare a report for the 1962 annual conference. SA members noted that it would be essential for specifications to be developed on procedures to be followed and on the factual and statistical data required, if results were to be collated nationally.



Harry Penny

The SA Branch committee minutes of 10 October 1961 recorded that 'South Australia, as the only state with extensive experience in concurrent courses of academic and professional training for teachers, should have a distinctive contribution to make'. Accordingly, the Branch chose to combine the fourth and fifth areas and report on both of them. The report was prepared and presented by Dr Harry Penny who, by then, had been Principal of Adelaide Teachers College for 14 years and was an ideal choice ([click here to read more ...](#)). Harry's potential to help guide the project nationally was quickly recognised, and he was appointed to the Project Co-ordinating committee soon afterwards.

Progress on the project was much slower than initially expected, but by 1964 the Co-ordinating committee became an Editorial committee, with other assistants, to update material and prepare the first draft report. This was circulated for comment in November 1965, was used as the basis of the 1966 annual conference and was eventually published by the College in 1967, as *Teachers in Australian Schools*. Although tertiary level data were originally supposed to be included in the study, these had been difficult to obtain, and a separate draft report on 'Teachers in Australian Teachers Colleges' was released in 1968. Since the original 1963 survey, follow-up surveys have been carried out in 1979, 1989 and 1999, each providing highly relevant data on significant issues for policy makers around the country.

At state level

Minutes of early SA Branch meetings show that members were receptive to the idea of being involved in research and were eager to participate. Following the tradition set nationally in 1961 of using a meeting address to stimulate research, South Australia also adopted this practice. There was, however, a hiatus in the mid 1960s after energies were no longer consumed by participation in the national project on teachers. As minuted on 15 April 1966, 'No research projects are at present being carried out by the SA Chapter'. It was not long, however, before a proposal inviting members to become involved in a project on teacher resignations was put to the Branch committee.

Teacher resignation study

Teacher losses had been 'a source of considerable concern' and the Education Department was keen to understand more about why these occurred. They proposed an investigation in four components: a retrospective and prospective analysis of data over a 10-year period from 1961 to 1971; a study of losses due to pregnancy (which, it was stated, were 'inevitable'); a study of secondary-level resignations over a year; and a study of the progress of the 1966 entering cohort of teacher trainees.

The idea of Branch involvement in the study was accepted and a Project committee was appointed in mid-1967. The committee agreed to send a questionnaire to a sample of people who had left teaching for some other vocation and a meeting was convened to

develop the questionnaire. It seems that there were no designated funds for research at the time, as there is reference in the committee minutes during 1968 to a request for a \$50 grant for the teacher resignation project. (It also seems clear that members were expected to undertake research in their spare time, as requests for funding were usually for stationery, photocopying and sometimes tram fares.)

At about the time this project began, Branch members were involved in preparing submissions on several issues raised by National Council (see chapter 3) or raised within South Australia (see chapter 4). Clearly, members found it hard to sustain their research efforts on top of their regular work and other ACE duties; the Annual Report for the tenth Annual General Meeting (AGM) in 1970 commented:

It has proved difficult to arouse sustained and productive effort on any single project. The projects on resignation of teachers, the education of girls, educational resource centres, aboriginal education and educational TV are all moving forward extremely slowly. The project on examining alternative means of entering tertiary education, though begun with a flourish, produced only two reports from eight working groups.

There is a report from the teacher resignation study, dated 1972, in the College Archives, but it is brief and mostly statistical in nature. While one of the main concerns was the loss of teachers to other employment, the component the Branch undertook, only statistical data are reported for it. Other results are very dated and not likely to be of use nowadays, except for the recommendation that prospective students receive guidance about the realities of teaching before they take on their training – loss of students during training was found to be almost 20 per cent, a very ‘uneconomic situation’ for the department.

Migrant education project

At the 1972 AGM of the SA Branch, guest speaker Roger Wiseman, from the Torrens CAE, spoke on ‘Australia for Migrant Students – Promised Land or Procrustean Bed’. Following this address, the Branch committee planned a project to investigate problems experienced by migrant children and organised a study using the expertise of Branch members, with Roger Wiseman as co-ordinator. The model of setting up subgroups, each following up different aspects, was used again, in a similar way to the national ‘teaching profession’ study described above. And again, it proved difficult for otherwise busy people to commit themselves to the project and for the groups to find times when they could meet together. Nevertheless, the study achieved some successful outcomes, including a report, *The Migrant Education Project*, published by the SA Branch in 1974.

Times have changed and provisions for introducing migrant children to our education systems are very different from those in place in the early 1970s. Nevertheless it is interesting to read the comments made by leading educators in many migrant groups who were surveyed to ascertain their views ‘on the education of migrant children and ... to find out what educational provisions are already being made from within (your) community’. Responses indicated satisfaction that the study was being undertaken, but were direct in

pointing out the severe lack of appropriately trained teachers, appropriate materials for teaching and appropriate premises for community language schooling. Limited programs in English for child migrants were appreciated but considered insufficient and the almost entire lack of provision for migrants in their own language was pinpointed.

The report had potential to influence policy on migrant education, but whether it did is uncertain – although we know from the 1977 *Unicorn* article on ACE in South Australia that it was ‘cited in policy circles’. Its comprehensive Bibliography would have been a useful feature in the 1970s.

Study of Attitudes and Motivations towards School

Minutes of the SA Branch committee continued to be peppered with suggestions for possible research projects during the 1970s, though it seems that most of them did not progress beyond discussion. In 1976 there was a suggestion that research grants of up to \$1000 could be awarded, given the healthy balance available, but that grants of \$200 to \$500 would be preferred. A Projects committee of Jonathan Anderson, Di Medlin and Frank Gow was set up to discuss ideas for projects and to consider proposals. The committee itself prepared proposals, none of which could have been done without funds beyond those mentioned here.

One of the proposals was modified to be less costly by making use of data already collected by ACER for a longitudinal follow-up of an international study, and was duly approved. For it, Anderson examined 16-year-old Queensland and South Australian students’ attitudes towards the subjects they studied and their satisfaction with school. Queensland data were included because researchers there had already done a study investigating parents’ attitudes towards education which was replicated in South Australia by ACE members Graham Dunne and Doug Anders (who received a retrospective grant of \$1000 from the Branch to help cover costs of student visits to a sample of 2500 randomly-selected people).

Anderson’s report, *Student attitudes and motivations towards school: Profile of secondary school students in South Australia and Queensland*, released in mimeo, and Dunne’s report, published by the SA Council for Educational Planning and Research, both appeared in 1978. Although studies of home background in relation to attitudes and achievement were not common at the time, Anderson’s findings echo those reported in many a study since then – sex stereotyping in interests and subject preferences, sex differences in school satisfaction and socio-economic background differences in academic achievement, parental encouragement and school satisfaction.

Adelaide High School Cohort of 1938

Meanwhile Branch stalwart Alby Jones had submitted a proposal to National Council for a follow-up study, 40 years later, of the 1938 Adelaide High School (AHS) first year boys cohort on whom his MA thesis was based. (Alby taught at AHS from 1935 to 1939.) In his 1938 study he had followed the boys through their secondary schooling, which,

for many, went only as far as Intermediate (Year 10) but for some went further. He was interested in whether the Qualifying Certificate taken at the end of primary school was adequate as a measuring instrument and whether it was useful as a predictor of students' success in high school.

Five Branch members, led by Doug Anders, formed a subcommittee to work on the project and were helped by other members from time to time. Alby, who had kept his 1938 data, was part of the working group. Wilfred White took charge of tracing the boys' whereabouts, a time-consuming process. By mid 1981, after two years, all but 34 of the 266 1938 cohort members had been located. Extensive data on each person's educational, employment and social history were collected, as well as data on his children. A report, *Adelaide High School: the students of 1938*, which contains results of many analyses, was published in 1982, supported by a \$1000 grant from the ACE National Council. The report provides thorough documentation of what was done together with explanation of some of the numerous tables, but leaves it for others to explore further the 'important issues' raised. The report was dedicated to subcommittee member Wilf White, who died suddenly while it was in the final stages of production.

Challenges in Australian education

Although a philosophical treatise rather than the outcome of research, the SA Branch publication of Harry Penny's 1988 report, *Challenge to Australia and to its education*, is mentioned here because it was supported by the Branch both in principle and financially, assisted by the SA Institute of Teachers and the SA Education Department. Colin Thiele was an adviser to the project. It has historical content as well as incisive analysis of purposes of education and thoughts on directions that Australian education should take in the future. The 1961 ACE publication, *The Challenge to Australian Education*, contains the papers of many esteemed individuals who spoke at the annual conference in Adelaide. Some of these people later formed what they termed the 'Australian Council of Elders', with several working groups to offer suggestions on how the challenges might be met. In his similarly-named report, Harry Penny argued that 'changing our ways of thinking', in a great many areas as elaborated in the report, is what needed to be done.

Rural research project

The 2001 A W Jones Oration, on human rights aspects of rural education, led the SA Branch to undertake a survey on the experiences of new teachers, graduates from 1999 or 2000, who were working in rural areas of the state. It was clear that working in a rural area had enabled most of the 57 respondents to experience early success in their teaching. They appreciated the value of smaller classes, motivated students and lack of behaviour problems, which had allowed them to develop positive relationships with their students quickly. They enjoyed the relaxed style of living in rural areas, with associated opportunities for sporting and community involvement.

On the negative side, some were unprepared for the financial implications of relocating to a rural area, some were left to their own devices from their first day at their school and

some lamented the lack of professional development opportunities because of distance. The report of the project, *Graduate Teachers in Rural and Remote SA Schools*, contains ten recommendations to make the transition to rural schools easier for newly graduated teachers. These relate to preparation programs, timing of appointments, financial support, appropriate induction practices, and access to pastoral care and professional support.

Mental Health project

Following the 2003 A W Jones Oration, on the development and maintenance of mental health in young people, a related research proposal was developed by the Research and Advocacy subcommittee of the SA Branch and was submitted to the newly-formed ACE Foundation; a grant, sufficient to establish the project and collect the survey data, was awarded. Other aspects were supported by members donating their time and a grant to cover the report costs from the (now) Principals Australia group. The research aimed to identify constructive approaches being taken in schools to promote mental health and to deal with issues as they arose.

Survey forms were prepared and distributed in 2005 to all SA primary schools, requesting that the principal and two teachers from different levels respond. A stamped, addressed envelope was supplied with each questionnaire, so that respondents could mail their responses directly to the research team. Replies were received from 160 principals and over 250 teachers. It was clear from these that principals and teachers were aware that mental health has a significant impact on children's ability to learn at school. Most schools had some kind of program in place, but teachers were not always aware of this. Only a few schools had the resources and capacity to be proactive rather than reactive in addressing mental health issues. Some were following a 'whole school approach' in establishing policies and practices in line with those favoured in current literature.

Constructive approaches often did not go beyond those that teachers are trained to use in helping students succeed at school tasks in any case – building good relationships, offering positive feedback, building self-esteem, and so on. There was a common plea for more resources to be made available to schools, including more specialised resources such as counsellors' and other health professionals' time. The report was presented to a receptive gathering of school and departmental personnel at a well-attended breakfast meeting in 2007.

8 Innovators and Consolidators: A Selection of Key South Australian Educators

The educators featured in this chapter have all contributed in highly significant ways to education in South Australia. Each of them has also contributed to ACE (SA) activities and most have been made Fellows of the College. Their contributions cover a wide cross-section of areas of education and all are either medallists of the Order of Australia or have been appointed as a Member (AM), Officer (AO) or Companion (AC) of the Order. Some have attained more than one of these honours. In addition, some were also awarded British Empire honours before the Australian honour system was introduced in 1975. They are included here in approximately chronological order of when they became members of ACE.

Ted Mulvihill



Ted Mulvihill

Following a period of four years as Inspector of Catholic Schools, Edward (Ted) Mulvihill was appointed Director of Catholic Education in South Australia in 1958 and served with distinction in that position until 1972. This period ushered in an era of unprecedented change in the provision of financial resources for non-government schools through state and federal government funding programs, allocated on a needs basis. Ted served on the Needs Committee chaired by the South Australian Minister of Education, Hugh Hudson.

During this time Ted established School Boards in all Catholic schools. These boards included religious teachers, lay teachers and parents as well as an accountant – thus ensuring that each school’s financial position was clearly and accurately represented. One of his other responsibilities, as a member of the Federal Secondary Schools Libraries Committee, was to oversee the provision and construction of libraries in all non-government schools in South Australia from 1969 to 1972.

In 1975 he changed careers, being appointed Lecturer at the Adelaide Institute of TAFE, where he conducted adult courses in Management Training and Human Resource Development. He retired from TAFE in 1995 as a Senior Lecturer.

Ted is one of a handful of surviving members of the first meetings of the SA Chapter of the ACE in 1959 and 1960 and was an active and respected member of the Chapter committee for many years, serving as Chairman in 1968–1969. In 1966 he was awarded a Churchill Fellowship to study many aspects of education overseas, especially the curriculum and the training of teachers. He received an OBE from the Queen in 1967 and in 1968 was elected Fellow of the ACE, the citation for which included the apposite words, 'For the skilled management of Catholic schools and the amity of education in South Australia'.

Daphne Gum



Daphne Gum

Daphne Gum was born at Pinnaroo, South Australia, in 1916. She attended Crystal Brook and Fairford House schools at primary level and Methodist Ladies College (MLC – now Annesley College) at secondary level. She obtained a Kindergarten and Primary Teaching Certificate in 1935. Her earliest teaching positions were in NSW and at Woodlands CEGGS, Glenelg.

In 1944 she began teaching in the Spastic Centre of the Royal Children's Hospital in Melbourne, the leading education centre in Australia for cerebral palsied children at the time. She was invited in 1946 to establish a similar centre at the Adelaide Children's Hospital. This school moved in 1952 to its own premises, Ashford House, with Daphne as Educational Director until her resignation in 1968. In 1955 she spent a year studying overseas programs in the UK, Ireland and Canada at centres for sick or handicapped children, finding time to attend two specialised study courses in England as well as working as a volunteer in special schools for cerebral palsied children in Birmingham and Edinburgh.

Following her time at Ashford, Daphne worked for a year as a volunteer teacher in Papua New Guinea, in charge of United Church primary schools in two regions. She finished her teaching career at MLC, where she taught classes at upper primary level from 1970 to 1975.

Daphne has remained very active in retirement. She has organised annual reunions for Ashford House old scholars, parents and staff and compiled a newsletter of old scholars' activities and careers, as well as being on the Ashford Special School Council for many years. In 1976 she began volunteer work in Marjorie Black House's clubs for disadvantaged people, many with mental health problems. She has also spent many years as a volunteer at the Phoenix Society Workshop in Torrensville, tutoring people in literacy and numeracy. She is co-convenor of MLC's historical collection of records and

memorabilia and continues to care for the collection for one day a week. She wrote the history, published in 1995, of the school's Old Scholars Association.

One of the earliest members of ACE (SA), since 1960, Daphne has contributed to many College activities. Her 1973 conference paper, 'Reading with Words in Colour', was printed in the College publication, *The Educational Process*. She was appointed MBE in 1960 and was awarded the Medal of the Order of Australia (OAM) in 1996, both for service to the education and welfare of people with intellectual disabilities.

Deirdre Jordan RSM



Deirdre Jordan

Deirdre Jordan is a religious sister in the Adelaide Order of Sisters of Mercy and an outstanding innovator in education in SA. Appointed as Principal of St Aloysius College in 1954, she was successful in building bridges between all sectors of the education system. She established the first language laboratory in SA, co-founded the Adelaide Language Centre and was the first in Australia to institute work experience programs in conjunction with unions and employers. Her 1960 research project on 'Transition from School to University' was acclaimed for its insights.

Deirdre's empathy with and understanding of the problems of adolescence made her a speaker much in demand by school and community bodies. She was responsible for the foundation of a teacher training college in Karachi, Pakistan, aimed at raising the low standard of education in the predominantly Muslim population. The findings of her visits to and her research into the education of Indigenous people in Australia, Canada, Alaska, Lapland and South America were widely disseminated, as were her investigations into education during the Cultural Revolution in China.

She was invited by the National Aboriginal Education Committee to explore pathways to university education for Aboriginal people whose education had been limited to primary school level. She was also asked by the local Aboriginal community to investigate the problems of large numbers of Aboriginal youth in detention centres. As part of this investigation she studied remote Aboriginal communities where a sense of Aboriginal identity had been maintained and fostered. She then worked with schools state-wide on the problem of establishing a positive Aboriginal identity for urban people within their schooling.

At the tertiary level, Deirdre was appointed to the staff of the University of Adelaide, where she chaired the Centre for Aboriginal Studies in Music and served on numerous committees. She was a founding member of the Flinders University Council, received an Honorary DLitt in 1976, was made the university's Pro-Chancellor in 1980 and Chancellor from 1988 to 2002. She became the first person in Australia to be given the title of Emeritus Chancellor.

Deirdre was one of the earliest members of ACE (SA) and became a Fellow in the mid 1960s. She was awarded an MBE in 1968 for services to education and appointed a Companion (AC) of the Order of Australia in 1998 for services to education and the Aboriginal community.

Colin Thiele



Colin Thiele

In an article in Children's Libraries Newsletter of May 1972, Colin Thiele wrote:

I believe that almost every writer is influenced profoundly by his past life, especially his childhood and adolescence. I suspect that for much of my life, I have been caught between the twin urges to look forward and to look back – the one teasing and beckoning, the other revealing and illuminating.

These thoughts well summarise the life and times of outstanding educator and children's author Colin Thiele. He was born in Eudunda in 1920 and, in his interview for the College Archives Project, spoke lovingly of his time at Julia Primary School. His schooling continued at the Eudunda Higher Primary School and at Kapunda High School, followed by study at The University of Adelaide and Adelaide Teachers College where he won his first award – the Roby Fletcher Prize. His studies were interrupted by service in the RAAF from 1942 to 1945. On his return to teaching he was appointed to Port Lincoln High School, where he came into contact with families dependent on the sea for a living. His book *Blue Fin* was written at this time.

In 1957 he was appointed Lecturer in English at Wattle Park Teachers College, where he served as Principal from 1965 to 1972. In 1973 he was appointed first Director of the new Murray Park CAE, but increasing ill health led to his return to Wattle Park, which had by that time become the Wattle Park Teachers Centre. In 1974 he was commissioned to write the centenary history of the Education Department of South Australia, a work published in 1975 under the title, *Grains of Mustard Seed*. He became a member and Fellow of the (then) Australian College of Education in the same year, 1963,

From 1981, until his death in 2006, he continued his work as an author. Readers of all ages have been enthralled and inspired by his many writings – poetry, biography, drama, educational and, of course, children's literature. Among his best known works are *Storm Boy*, *Blue Fin*, *Uncle Gustav's Ghost* and *Sun on the Stubble*, all with a strong South Australian flavour. He won many prizes and awards, including the Australian Children's Book of the Year, and has twice won the Austrian State Prize for Children's Books. Several of his books have been adapted for film or television and he served a term as President of the Australian Society of Authors. He was appointed a Companion (AC) of the Order of Australia in 1977 for his services to literature and education.

Joan Brewer



Joan Brewer

Joan Brewer graduated from the University of Adelaide in arts and education in the 1940s. She also completed her MLib at Monash University in 1982. She taught in South Australian secondary schools from 1944 to 1949 and then commenced studies in librarianship while working as a librarian at the Barr Smith Library at the University of Adelaide. She was the first librarian appointed to the Long Range Weapons Establishment (now DSTO) from 1949 to 1957. In 1957 she moved into tertiary lecturing, firstly at the colleges which later combined to become the University of South Australia and then at Adelaide Teachers College. There she designed and taught the first full-time courses in school librarianship from 1964.

During the 1970s and 1980s Joan was at the height of her professional career. Her enormous range of activities included being appointed as first head of the Department of School Librarianship at Adelaide Teachers College in 1970 and membership of the Libraries Board of South Australia from 1974 to 1983. She served on the Council and Academic Board of the SA Institute of Technology from 1973 to 1979, on the General Council and Board of Education of the Australian Library and Information Association (ALIA) and was a member of the National Womens Consultative Council from 1986 to 1990. She chaired the SA Library Advisory Committee from 1987 to 1989, having been on the committee since 1982, and was Chair of the Federal Capital Grants Allocation Committee of the SA Commission for Catholic Schools from 1982 to 1992.

A current member of the Australian College of Educators (ACE) and regular attendee at meetings since the 1960s, Joan was elected Fellow of ACE in 1976 and Fellow of ALIA in 1979. She was appointed a Member (AM) of the Order of Australia in 1985 for her services to education, librarianship and the community.

Joan Young



Joan Young

Born at Pinnaroo, Joan Young attended primary school there and then came to Adelaide for her secondary and post-secondary education. She was trained as a primary teacher at Adelaide Teachers College. She held teaching positions at Penola and Oakbank Area Schools, followed by appointment as senior mistress at Whyalla Technical High school in 1954. She enjoyed the wide range of courses offered in these schools, involving both Public Examinations Board and technical subjects, and the strong community ethos.

Joan's academic studies are a story of motivation, persistence and ability. She passed six Arts degree courses during her primary training, then continued as an external, non-graduating student as she did not have Latin or Greek and had therefore not qualified as a matriculant. She was awarded a Diploma in Arts and Education (AUA) in 1954, by which time she had ten degree units with majors in history and geography but still could not be awarded a degree. Eventually

requirements changed, she gained matriculation, completed a major in English and graduated BA DipEd (Sec) in 1964. She also has a diploma in secondary teaching.

Family commitments brought her from the country to Adelaide and teaching in several Girls Technical High Schools (Croydon, Port Adelaide, Vermont, Nailsworth and Gepps Cross). She enjoyed the challenge of helping to establish two new schools – Vermont, as the first Deputy, for five years and Gepps Cross, as Headmistress/Principal for eighteen years. Gepps Cross gained a reputation for its inclusion and respect for students with various physical and intellectual disabilities and its links between students, staff and parents in spite of the long distances many travelled. For some years Joan was also responsible for the education of the girls confined at Vaughn House.

Joan was a member of the committee that introduced student counsellors into secondary schools in the late 1960s and continued on the selection committee until she retired in 1983. She was appointed to represent the Minister of Education on the first Board of Advanced Education in 1972. She joined the (then) Australian College of Education in 1966 and became a Fellow in 1977. Since 1986 she has served on the Management Committee of the Ruth Gibson Award, which honours one of South Australia's great educators. Joan was appointed as a Member (AM) of the Order of Australia in 1983 for services to education and the community.

Judith Redden RSM



Judith Redden

Sister Judith Redden is a member of the Adelaide Congregation of the Sisters of Mercy, having commenced her teaching career in 1962. Following appointments as teacher and principal, she was seconded to the Catholic Education Office in Adelaide in 1975, serving in a variety of roles until 1982. Her responsibilities successively included Supervisor of the Disadvantaged Schools Program, Supervisor of Pre-School Programs and Coordinator of Support Services for South Australian Catholic Schools. These experiences were critical in her development of an involvement in and commitment to marginalised sections and people in our society.

In 1983 Judith was appointed as Principal of St Aloysius College, a position she has held for 26 years. In this role she has ensured that the college has actively promoted the enrolment of migrant, refugee and Indigenous students, through scholarships and other ventures such as the Adelaide Language Centre, of which she was co-founder. She has also been a strong advocate and practitioner in the area of student exchange, encouraging and supporting reciprocal exchanges involving Europe, Asia and South America.

Judith has served with distinction as a member and/or chairperson of a vast range of committees, commissions, councils and boards relating to education, equity and the arts. These have included government and non-government bodies, cross-system education groups and state, national and international organisations. She has promoted Australian, and especially South Australian, education through numerous study and promotion tours as well as through consultancies.

Judith was honoured as a Fellow of ACE in 1986 for her service to the education of disadvantaged children. She has also been honoured as 2004 Woman of Distinction by the Asia Pacific Business Council for Women, Inc. and received the 2006 Distinguished Alumni Award from Flinders University. For her services to education, particularly through the promotion of educational opportunity for girls, refugees and the disadvantaged, she was appointed an Officer (AO) of the Order of Australia in 2002.

Barry Gear



Barry Gear

Barry Gear commenced his post-school studies as an apprentice in the South Australian Railways, where he was awarded a scholarship to study electrical engineering.

While his basic qualifications are in engineering (he also has a Diploma in Business Administration), Barry has always been interested and active in education and training. As an engineer he was also a lecturer in electrical technology at the TAFE Kilkenny College. From 1965 to 1971 he lectured in electrical engineering at the South Australian Institute of Technology and from 1971 to 1974 was the senior administrator of The Levels campus. In the period from 1983 to 1991 he was Deputy Director-General of TAFESA and was very active in the organisational changes and close relationships with the Education Department that were developed during that period. In 1986 he undertook a study tour to the USA, Canada, UK and Singapore to research transfer arrangements for students moving from TAFE to universities.

As an Executive Officer in the South Australian government with management expertise, he held a wide variety of positions in various departments, including acting appointments as Chief Executive. For a three-year period (1980 to 1983), he was Director of the Office of the Minister of Education. In 1990 he was seconded to Canberra to establish the National Training Board, which was responsible for developing the Australian Qualifications Framework, and chaired the Vocational Education Employment and Training Board (VEET).

Barry's involvement in the Institution of Engineers, Australia, in which he is a Fellow, has been extensive. He was President of the SA Division in 1989 and national President in 1997–1998, and President of the World Federation of Engineering Organisations (WFEO) from 2007 to 2009. He has been a leader since 1995 in developing international mobility of academic qualifications of engineers. His extensive community service has included organising wheelchair sports, serving on the State Disaster Committee (in 1983 he managed the distribution of public appeal funds after the 1983 Ash Wednesday bushfires) and membership of many committees including the SA Community Services Advisory Committee of the Red Cross.

In recognition of his service to the engineering profession, education and the community, Barry was appointed a Member (AM) of the Order of Australia in 1985 and an Officer (AO) of the Order in 2001. He joined the ACE in 1971 and became a Fellow in 1987.

Helen Reid



Helen Reid

Helen Reid was educated in Scotland, first at St Leonard's School, St Andrews (a pioneer in girls' education) and then at Edinburgh University. She first taught in French Canada at an English-speaking independent girls' boarding school, where she taught mathematics. After two years she returned to England where she was awarded a Diploma of Education in Oxford. In the following years she developed insights into many facets of education – through joining a three-week official education delegation to Russia; through teaching in an Oxford Grammar school when it was in the process of joining with another school to become comprehensive; and on moving back to Scotland to teach in a historic boys' school, the Edinburgh Academy.

She came to Australia in 1971 to the position of Deputy Headmistress at Walford Church of England Girls' Grammar School, an independent school of 450 students in Adelaide. Her main duties were administration and mathematics teaching. After two years she was appointed Headmistress, a position she held for 19 years. During that time she saw the increase of government funding of independent schools and the growth in numbers of senior students, enabling Walford to embark on an ambitious building program. Expansion of the curriculum and other educational activities kept the school in the forefront of academic achievement. Numbers at the school had reached 660 by 1991 when Helen retired.

While at Walford, Helen was a member of the Heads of Independent Schools Association, the Independent Schools Board and the SA Chapter of the Australian College of Education, which she joined in 1974 and chaired in 1984 and 1985. She prepared the Chapter's response to the 'Girls, School and Society' project in 1985. She became a Fellow of the ACE in 1984.

In retirement, Helen completed her MEd at the University of Adelaide in 1992 and her PhD in 1996. Her edited thesis was published in 1998 as *Age of Transition, a History of Girls' Education in South Australia 1855–1926*. She undertook honorary work on the Council of Pembroke School for 12 years and with St Mark's College for 17. She also sat on the University Council for three years and served on various associated committees. For ten years she tutored medical students at Adelaide University in rheumatoid arthritis and served on the board of Arthritis SA.

Helen was awarded the Medal (OAM) of the Order of Australia in 1992 for her contribution to girls' education and was appointed a member (AM) of the Order in 2005 for community and education interests.

9 The Lighter Side

The Memorandum of Association under which the College was incorporated has a general clause about 'creating fellowship of those engaged in education which will foster educational thought and practice' and then lists nine more specific objectives. These focus on aspects such as being a forum for hearing papers and discussion, upholding professional values, protecting intellectual freedom, encouraging specialised training for teachers, providing opportunities and training for research, recognising contributions to education, encouraging publication of papers, and so on – all of which sound earnestly intellectual and academic in nature.

Somewhere along the line it must have dawned on members that 'fellowship' has a wider meaning, in a 'friendly companionship' sense. As part of its annual program, the SA Branch soon began to include dinner meetings and activities such as visiting museums and galleries (as did other branches), in recognition that these were also good and interesting ways to help educators from different sectors and levels to mingle together. Over almost 50 years, the SA Branch has provided for its members to meet at a variety of social and professional occasions. As early as 1977, it was noted that:

Perhaps the Chapter's greatest contribution ... has been in the fellowship it has provided across the categories of teachers, from pre-school to university, and between government and non-government teachers. The Chapter is rightly proud of the general camaraderie among members ... In South Australia "Multa Membra Corpus Unam" is not simply a motto, but rather a reality.

In South Australia there has always been a range of social gatherings such as receptions or dinners held in conjunction with awarding Fellowships or Medals, sometimes with a guest speaker but not as the only purpose of the gathering, and occasions such as the Fellows lunch shown in the photograph overleaf, where camaraderie is clearly evident.



ACE (SA) Fellows lunch in Adelaide, 2003

References and Suggestions for Further Reading

A large proportion of the information in this publication has come from the boxes of ACE National and SA Branch Minutes, letters, newsletters, reports and other documents kept in the College's Official Archives. It is not feasible, or desirable, to list them all individually. Some of the information had been researched earlier and is featured, with referencing, in the series of Archival Briefs readily available on the College website.

Most of the biographies of individuals were either written by the individuals themselves, were edited from material they provided, or were written by people who know or had known them well. In a few cases other publications were consulted and/or relevant material was drawn from the Archives, including from the oral history collection.

General

- Bassett, G W (1974), The Australian College of Education. Chapter 10 in D A Jecks (Ed.) *Influences in Australian Education*, Carroll's, Perth, 218–44
- Beare, H (2001), *Creating the future school: student outcomes and the reform of education*. RoutledgeFalmer, London
- Boston, K (1999), Looking backwards towards tomorrow: Reflections on the foundation and the future of the Australian College of Education. The 1999 Bassett Oration, ACE Queensland Chapter
- Connell W F (1983), *Reshaping Australian Education 1960-1985*. Australian Council for Educational Research, Hawthorn, Vic.
- Dempster, N (Ed.) (2009), *Australian College of Educators: The First 50 Years*. The Australian College of Educators, Canberra
- History of the South Australian Chapter of the Australian College of Education. *Unicorn*, vol. 3 no. 1 (March), 98–100. (Un-named author, 1977)
- MacNeil, N H (1946) *The Educational Opportunity*. In Report of the 25th Meeting of the Australian and New Zealand Association for the Advancement of Science, Adelaide
- Pryor, L J (1977), History of the Victorian Chapter: 1959–1976. *Unicorn*, vol. 3 no. 3 (November), 82–94.
- Thiele, C (1975), *Grains of Mustard Seed: A narrative outline of State Education in South Australia 1875–1975*. Education Department of South Australia, Adelaide

Major government reports to which reference is made in the publication

- Committee of Enquiry into Education in South Australia, 1969–1970 (P H Karmel, Chair) (1971), *Education in South Australia: Report*. Government Printer, Adelaide
- Committee of Enquiry into Education in South Australia (J P Keeves, Chair) (1982), *Education and Change in South Australia: final report*. Education Department, Adelaide
- Committee on the Future of Tertiary Education in Australia (L Martin, Chair) (1964–1965), *Tertiary Education in Australia: Report* (3 vols). Australian Government Publishing Service, Canberra
- Department of Education, Employment and Workplace Relations (2008), *Review of Australian higher education: final report* (D Bradley, Chair). Canberra, Author.
- Interim Committee of the Schools Commission (P H Karmel, Chair) (1973), *Schools in Australia: Report*. Australian Government Publishing Service, Canberra
- Mayer Committee (1992), *Employment-related key competencies: report*. Australian Education Council and Ministers of Vocational Education, Employment and Training, Melbourne
- Ministerial Review of Postcompulsory Schooling (J E Blackburn, Chair) (1985), *Report, Volumes 1 and 2*. Minister of Education, Melbourne

Sources for biographies

[Note: ACEOA is the Australian College of Educators Official Archives]

- Australian Science Education Project: A Report by the Executive of the Project for State Chapters of the ACE, 1970. (Unpublished paper) (ACEOA Box 511-10)
- Barr T M (1981), A Biography of Albert Walter Jones. Dissertation for the Degree of Master of Educational Administration, University of New England, Armidale
- Fricker, L P (1984), *A New Focus for Tertiary Education*. National Centre for Vocational Education Research, Adelaide
- Fricker, L P (1986), *Innovation in TAFE*. National Centre for Vocational Education Research, Adelaide
- Fricker, L P et al (1988), *Speeches by TAFE Directors*. National Centre for Vocational Education Research, Adelaide
- Gillespie, R R & Gillespie B D (1988), Hubert Harry Penny: the man, his ideas and his deeds. *Unicorn*, vol. 14, no. 5, 176-78 (in the Great Australian Educators series)
- Jones, A W (1977), *Ebb and Flow*. Education Department, Adelaide
- Reece, T (2006), Condemned to Innovate. *Griffith Review*, 11 (for Peter Karmel)
- Various contributors (2009), *John Keeves and the Australian Council for Educational Research*. ACER Press, Melbourne

Reports of College research projects

- Anders, D J, Anderson, J, Jones, A W, White, W A & England, G (1982), *Adelaide High School: The Students of 1938*. South Australian Chapter of the Australian College of Education, Adelaide
- Anderson, J (1978), Student Attitudes and Motivations Towards School: Profile of Secondary School Students in South Australia and Queensland. (Unpublished paper, prepared for ACE national conference, Canberra)
- Bassett, G W (1980), *Teachers in Australian Schools 1979*. The Australian College of Education, Melbourne

- Logan, L & Dempster, N (1992), *Teachers in Australian Schools: Issues for the 1990s*. The Australian College of Education, Deakin, ACT
- Logan, L, Dempster, N, Berkeley, G, Chant, D, Howell, M & Warry, M (1990), *Teachers in Australian Schools: A 1989 Profile*. The Australian College of Education, Deakin, ACT
- Logan, L, Dempster, N, Chant, D & Warry, M (1990), *Teachers in Australian Schools: Trends in the Service 1963–1989*. The Australian College of Education, Deakin, ACT
- Mathews, C, Carr, L & Hudson, M (2001), Graduate Teachers in Rural and Remote Schools – ‘A Year of Firsts’. South Australian Chapter of the Australian College of Education, Adelaide (mimeo)
- Penny, H H (1988), *Challenge to Australia and to its Education*. ACE (SA), for the Australian Advisory Council of Elders, Melbourne
- Silins, H, Mathews, C & Lokan, J (2007), *Developing Mentally Healthy Children*. South Australian Branch of the Australian College of Educators, Adelaide
- Sumner, B J (1972), A study of teacher resignations in South Australia. Education Department, Adelaide (mimeo)
- The Australian College of Education (1967), *Teachers in Australian Schools*. Carlton, Vic., Author
- The Australian College of Education (1968), *Teachers in Australian Teachers Colleges*. Carlton, Vic., Author (mimeo)
- Wiseman, R (1974), *The Migrant Education Project*. South Australian Chapter of the Australian College of Education, Adelaide

Acknowledgements

The Australian College of Educators, SA Branch, acknowledges with thanks the following:

Jesuit Archives, Melbourne, for permission to use the photograph of Fr Michael Scott

Speaker of the House of Assembly, South Australia, for permission to use the photograph of the Hon. Hugh Hudson

Congratulations

Congratulations to Professor Alan Reid (University of South Australia), elected in November 2009 as the new President-Elect of the Australian College of Educators. Alan will take up this position at the end of Denise Bradley’s term as President.

APPENDIX**1****ACE (SA) Presidents/Chairpersons And Secretaries***

Period	President/Chairperson	Secretary
1959–1961	Fr Michael Scott, SJ	Albert Jones
1962–1963	Col. Evan Mander-Jones	“
1964–1965	Sir Henry Basten	“
1966–1967	Albert Jones	Douglas Anders
1968–1969	Fr Edward Mulvihill	“
1970–1971	Clifford Rooney	“
1972–1973	Douglas Anders	Dr John Mayfield
1974–1975	Douglas Forder	Francis Gow
1976–1977	John Steinle	Geoffrey Coyne
1978–1979	Prof. Jonathan Anderson	William Marsh
1980–1981	Margaret Trembath	“
1982–1983	Colin Lawton	Peter Davies
1984–1985	Helen Reid	“
1986–1987	Brian Whitford	“
1988–1989	John Halsey	“
1990–1991	Yvonne Paull	“
1992–1993	Christopher McCabe	“
1994–1995	Lyall Fricker	“
1996–1997	Helen Sanderson	John Butler
1998–1999	Gerald White	Winton Ankor
2000–2001	Dr Carolyn Mathews	“
2002–2003	Dr Vincent Thomas	Anthony Ryan
2004–2005	Louise Bywaters	“
2006–2007	Dr Carolyn Mathews	Dr Diane Russell
2008–2009	Wendy Teasdale-Smith	“

* Titles shown are those applicable at the time

APPENDIX

2 Contributors

Most of the work in this publication was done collectively by the Archives Fellows Research (SA) group, working from home or at the premises of the ACE Archives in inner suburban Adelaide. Members of the group are shown below. They were assisted by Joan Brewer, Louise Bywaters, Judith Redden and several of the members featured in the publication (especially for Chapter 8), who obligingly provided material and, in some cases, photographs, for use in their biographies. Overall editing was done by Jan Lokan.



(l to r) Jim Dwyer, Robin Ryan, Tony Ryan, Jan Lokan and Tony McGuire

Following an early career in education, James (Jim) Dwyer undertook studies in librarianship and worked at the National Library of Australia and subsequently as Chief Librarian of the Canberra Public Library Service. He returned to education as Superintendent of Curriculum (Libraries) in the Education Department of South Australia for 25 years and later as Executive Director of the South Australian Institute for Catholic Teacher Education, retiring in 1997. He was a member of the Libraries Committee of the Australian Schools Commission, Chairman of the Australian Schools Catalogue Information Service, Chairman of the Australian Bibliographic Network Committee, and President of the Australian Library and Information Association. He was elected Fellow of

the Australian Library and Information Association in 1982 and Fellow of the Australian College of Educators in 1980.

At the time of her retirement in 2001, Dr Janice (Jan) Lokan was an Assistant Director of the Australian Council for Educational Research (ACER) in Melbourne and Acting Head of the Measurement Division. She directed many ACER projects, particularly statewide assessment programs and the Australian component of international projects such as the Third International Mathematics and Science Study (TIMSS). She managed the national component of the first cycle of the OECD Programme for International Student Assessment (PISA 2000), and was also a member of the international management team for that project. Her undergraduate degree and teaching qualifications are from the University of Adelaide and she later completed a PhD in educational measurement at the University of Ottawa, while living in Canada. She became an ACE Fellow in 1990 and was awarded a Centennial Medal in 2003 for services to educational research.

Dr Anthony (Tony) McGuire was educated in South Australia, undertook teacher training at Adelaide Teachers College and then taught in both primary and secondary schools in South Australia and the Northern Territory. He spent many years in SA country towns as head of Area Schools in Snowtown, Kingston (SE) and Yorketown, after which he was appointed to head the Correspondence School. He became an inspector in 1973, working from the Murray Bridge and Elizabeth regional offices. His final ten years in the SA Education Department were in the Curriculum Directorate, where he became Assistant Director of Education (Curriculum). In retirement his research interests have included the apprenticeship type teacher training approaches employed in SA between 1875 and 1965; he completed his doctorate on this topic, from a historical and humanistic perspective, after he retired. He has been a Fellow of the Australian College of Educators since 2003.

Dr Robin Ryan is Adjunct Lecturer in Educational Leadership and Management at Flinders University and a member of the Editorial Board of the National Centre for Vocational Education Research. After graduating in economics from the University of NSW he completed postgraduate study in Government and education at Sydney and Deakin Universities, respectively, and later writing his PhD at Flinders University on vocational education policy. After an academic career at universities in NSW and the ACT, he took up the position of Superintendent (Research) in TAFE (SA) and later became Assistant Director for Policy and Higher Education. He was involved in many of the national inquiries and task forces which introduced the Training Reform Agenda in the 1990s. Between 2002 and 2004 he conducted Ministerial Reviews into TAFE Governance in South Australia and continues to research and write on vocational education policy. He has been a Fellow of the College since 1989.

Following initial teaching, Anthony (Tony) Ryan, a graduate of both Sydney and Adelaide universities, enjoyed a long career as an educational broadcaster. In 1965 he became a producer and later manager with ABC Education Radio, moving in 1993 to (5UV) Radio Adelaide at the University of Adelaide. He served on the SA Branch committee from 1994 to 2006, including the last four years as Branch Secretary. Since 1994, initially as a

project of the SA Branch but soon in conjunction with the National Library of Australia, he has been responsible for 'Conversations', the College's oral history project. To date he has made recordings with some 60 significant educators associated with the College. Currently Visiting Media Fellow with Adult Learning Australia, Tony now produces and presents 'Learning Works', a multi-award winning SA Government-funded weekly lifelong learning radio and internet initiative through PBA FM in Adelaide. Tony, who became an ACE Fellow in 1994, is also College Archivist.

