1981

Twenty-five years: a history of Claremont Teachers College 1952 - 1977

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Twenty-Five Years

A HISTORY OF CLAREMONT TEACHERS COLLEGE
1952-1977

John A. McKenzie
Twenty-Five Years tells the story of Claremont Teachers College, from 1952 to 1977, against the background of the economic, demographic and social changes taking place in Western Australia, and shows how these pressures led to the post-war shortage of teachers, the subsequent dramatic increase in teacher-trainee enrolment and the need to create four additional colleges, their removal from Education Department authority to become autonomous institutions, and their later amalgamation into the Western Australian College of Advanced Education.

The unique character of Claremont—the state's oldest tertiary institution—is explained through a close look at the elements that went into the making of a teacher, and at the calibre of the staff, whose qualifications and duties are presented in some detail. The impact of the personalities and policies of four principals and the first warden of women students is also assessed.

There could be no college without students. Entry qualifications, the traumas of the bonding system and the termination of courses, the quality of leadership given by the Student Council, etc. are discussed at length. And an important part of the book deals with the college as an intra-mural community and as an institution operating in the community at large.
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TWENTY-FIVE YEARS
Twenty-Five Years

A HISTORY OF CLAREMONT TEACHERS COLLEGE 1952-1977

John A. McKenzie

1981
To
MABEL FLORENCE MCKENZIE

For her lifelong devotion to education
and the care of children
The years from 1950 to 1980 may be remembered by many as the golden age of Australian education. The period was everywhere characterized by expansion and development. Enrolments in all sectors enjoyed spectacular growth with enriched opportunities and higher retention rates augmenting the effects of population increase. Greater public investment in education, notably in the seventies, occurred to a remarkable degree and produced new institutions and improved facilities in rural as well as urban regions. Increasing participation on the part of the Commonwealth, particularly in the tertiary sector, transformed the level and nature of educational funding in Australia with far-reaching consequences for the relative state and federal decision-making roles. Encouragement of innovative practices, concern for disadvantaged subpopulations, and the operations of newly created national agencies were additional noteworthy features which incidentally reflected Australia's closer involvement with international educational developments. Although growth was sustained throughout the period, the closing years of the seventies confronted Australian education with uncertainties due to changing economic conditions, signs of declining enrolments, and doubts about standards.

As could be expected, teacher education during the three decades 1950-80 closely mirrored the nation’s general educational experience. Expansion in student numbers, the emergence of new institutions, and better buildings and facilities, were everywhere apparent. Administratively the assumption by the Commonwealth government of financial responsibility for teacher education was the development of overriding importance. Associated with it was the abandonment of the long-established pattern of departmentally supervised teachers colleges. The replacement of employing authority control by the autonomous institution was conspicuous among the reforms of the period. Unfortunately, the educational uncertainties which manifested themselves later in the seventies became apparent shortly after the achievement of independence, and applied with special force to teacher education. As teacher shortage was replaced by teacher surplus, teacher education shifted rather dramatically from conditions of unusual expansion to those of curtailment.

Studies of Australian education are complicated by the fact that while there is much that is similar throughout the nation, interstate differences are nevertheless significant. In order to minimize the dangers of generalization and oversimplification, state-based studies and, more particularly, the examina-
tion of individual institutions have much to recommend them. As a microcosm of teacher education developments in Western Australia during the post-World War II period, Claremont Teachers College immediately suggests itself as the appropriate unit for analysis. Being the longest established teacher training institution in the state, its achievements and fluctuating fortunes reveal much of the common experience of the time. Certainly this is so with regard to preparation for primary school teaching. Also, as a small single-purpose institution, Claremont’s recent history offers some prospect for assessment of the quality of the training as demonstrated by the performance of its graduates in the schools. For these reasons, the Council of the College, and Mr. John McKenzie, respectively, in commissioning and undertaking this project to chronicle the post-World War II history of the college, merit the appreciation of students of Australian educational history.

Not uncommonly in the past, large-scale changes in educational structure and organization have been implemented without furnishing evidence to demonstrate their effectiveness. A case in point is the consolidation of small schools which proceeded so energetically a generation ago. Today this policy is being questioned, and of particular relevance, the claim that the process achieves significant economies is under challenge. It will be ironic if amalgamations to produce larger institutions, and pressures to create multi-purpose institutions, so characteristic of current developments in Australian teacher education, reproduce the small school consolidation lessons of the past. The need certainly exists for a critical appraisal of the bold assertions which at present are determining policy formulation in teacher education in this country. With few, if any, alternative means of evaluation available for such a purpose, the case study possibilities provided by the detailed examination of a small single-purpose teacher-training institution like Claremont Teachers College assume additional importance.

For some generations at least, Australian education has endeavoured to resist the effects of isolation and parochialism. Teacher educators in Western Australia have striven to do so throughout this century. One of the strengths of the recent era of institutional autonomy has been the opportunity to appoint staff through open advertisement. Although Claremont has benefited from this process, the college has persisted with its long-established practice of selecting Western Australians for the position of principal or director. The notable difference concerning the principalship of the institution in recent compared with earlier times, has been the relatively short-term nature of the appointments these days. Compared with three during the preceding fifty-five years, there were five occupants of the position between 1958 and 1980.

Because of its unique role in Western Australian educational history, Claremont Teachers College has enjoyed a wide measure of approval as well as sentimental support in various quarters. These characteristics were illustrated during the public discussion of the institution’s future which occurred earlier this year. Since amalgamation with three other colleges of advanced education
is about to take place, Claremont is now reaching the end of an era and embarking upon a new phase of its history. The study at hand, as well as outlining events of the recent past, may in addition provide insights into future developments in teacher education in Western Australia.

DAVID MOSENSON
Director-General of Education
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INTRODUCTION

This book had its beginning in our belief that it was appropriate in celebrating the seventy-fifth anniversary of Claremont Teachers College to record the significant contribution its staff and students have made to the development of Western Australia.

The idea of writing a sequel to Dr Mossenson's history of the first fifty years was endorsed by the College Council and I was given the task of finding a historian who would take on this work.

I found that person in John McKenzie, who had trained and lectured at the college. Mr McKenzie willingly agreed to bring together the strands of the story of the college from just after the end of the Second World War until the present day. It has not been a simple exercise, and the format used—linking the development of the state to the college's capacity to cope with pressures entailed in that development—has been most successful. All who know Claremont are most appreciative of the magnificent effort John McKenzie has made. I am sure his book will appeal not only to scholars and to those in the profession, but to the public at large.

The pressures at Claremont in these last few years have been considerable. From the middle of the seventies the college had been under attack by the Commonwealth Tertiary Education Commission which had adopted a policy of reducing the number of small, single-purpose teachers colleges. The Commonwealth government finally accomplished this aim with the Razor Gang's decision of August 1981 which forced the state government, by threat of withholding funding, eventually to take the action of amalgamating Claremont, Nedlands, Mount Lawley and Churchlands Colleges of Advanced Education.

Claremont has always had many friends to support its continuance and I would like publicly to express my personal thanks to members of the College Council, the state government, and the members of the Western Australian Post-Secondary Education Commission for their support and encouragement during the last few years.

Unfortunately, with the establishment of the new Western Australian College of Advanced Education, the name and identity of Claremont Teachers College may be lost and this, I believe, would not only be a great mistake, but a tragedy. The state, and the college, are proud of its history and of its contribution to education and one hopes that those in authority will see that Claremont's name and traditions continue.
INTRODUCTION

This book is dedicated to those people who love Claremont, and to those who have played their part in giving the college the fine reputation it holds both in education and in Western Australian history.

Tom Ryan
Director
Claremont Teachers College shares with the Kalgoorlie School of Mines the distinction of having the longest tradition of service to the community of all the tertiary institutions in Western Australia. Opened in 1902, it is now eighty years old and can claim to be a 'mother of colleges' since most of the other institutions of a similar type were, in a sense, colonized from Claremont. Claremont provided the pattern of what a teachers college should be. Throughout Australia the teachers colleges were the nucleus from which sprang the colleges of advanced education.

For many years in Western Australia the superintendent of teacher training was also the principal of Claremont, and the planning of most of the additional colleges was done there. A large proportion of the initial staffs of these new colleges, and the first principals of three of them, were experienced lecturers from the mother college. Overwhelmingly the teachers who have worked in the state school system were trained by Claremont and most of those today holding responsible positions in the Education Department, in its administrative apparatus as well as in its schools, are graduates of this college. Many a successful career in education began when a monitor or a student fresh from high school enrolled there for a course of training that ranged from six months in some cases, to four years in others.

Of all those who passed through its halls there are few who do not look back with affection on their days at 'college'. Any official gathering on the campus at Claremont which brings together old graduates is always well attended. It is an occasion for humour and good-natured laughter at the follies and foibles of former times, but overall a sense of pride in the college traditions and its continuing place in modern teacher education.

JOHN McKENZIE
ACKNOWLEDGEMENTS

My thanks are due firstly to the former director of Claremont Teachers College, Dr Clarrie Makin, for providing me with the opportunity to write this history and to the present director, Tom Ryan, for giving me a completely free hand and for placing college facilities at my disposal.

Helpful perspectives on events and personalities were given by a number of present and former staff members who were consulted on specific aspects of college life—Pat Adamson, Margaret Braine, Colin Cook, Mike Cullen, Shirley de la Hunty, Ross Ewen, Thelma Jones, Lorraine Hale, Dr David Mossenson, Earle Nowotny, Bob Peter, Tom Ryan, former principals (directors) Tom Sten, Lloyd Pond, Dr Clarrie Makin, and first warden of women students, May Marshall.

Special thanks are due to:

Professor Brian Hill and Dr Doug Jecks for providing documents not elsewhere available.

Dr David Mossenson, director-general of education, for permission to peruse departmental personal files.

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Con Coroneos for his careful reading and correction of the final draft.

My wife, Mary, for her critical comments on style in the formative stages of the script.

Josie Milligan for her ever cheerful co-operation, her efficient typing and her remarkable ability in deciphering the hand-written script.

JOHN McKENZIE
**ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>A.S.A.</td>
<td>Academic Staff Association</td>
</tr>
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<td>C.A.E.</td>
<td>College of Advanced Education</td>
</tr>
<tr>
<td>C.T.C.</td>
<td>Claremont Teachers College</td>
</tr>
<tr>
<td>E.D.A.R.</td>
<td>Education Department Annual Reports</td>
</tr>
<tr>
<td>E.D.F.</td>
<td>Education Department File</td>
</tr>
<tr>
<td>F.U.W.</td>
<td>Federation of University Women</td>
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<tr>
<td>Supt T.T.</td>
<td>Superintendent of Teacher Training</td>
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<tr>
<td>T.E.A.</td>
<td>Teacher Education Authority</td>
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<tr>
<td>T.E.C.</td>
<td>Tertiary Education Commission</td>
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<tr>
<td>T.T.D.</td>
<td>Teacher Training Division</td>
</tr>
<tr>
<td>U.W.A.</td>
<td>University of Western Australia</td>
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<tr>
<td>W.A.I.T.</td>
<td>Western Australian Institute of Technology</td>
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<tr>
<td>W.A.P.S.E.C.</td>
<td>Western Australian Post-Secondary Education Commission</td>
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The history of teacher training in Western Australia closely mirrors the economic history of the country.

D. Mossenson, *Teacher Training in Western Australia*

I like to feel that the key features of Claremont Teachers College are professionalism and tradition.

Thomas Sten, oldest surviving principal, on the occasion of being made life member of the Alumni Association, 18 December 1980
PART ONE

The Expansion of Teacher Training

A SURVEY OF THE YEARS 1950 TO 1980

It would be impossible to tell the post-war story of Claremont Teachers College without placing it in the context of the expansion of teacher education which led to the creation of an additional four colleges. The demographic and economic factors which gave rise to a massive school-building programme and a correspondingly high demand for teachers, must be examined. The combination of these factors was an important element in the pressures which led to the separation of the training institutions, the colleges, from the employing authority, the Education Department. The creation of the colleges of advanced education is therefore also part of the story. The first three chapters present a survey of these developments.
In 1952 the Claremont Teachers College celebrated its fiftieth year. It remained as it had begun, an institution existing solely for the training of teachers, and wholly controlled by the Education Department. During these fifty years it had performed well as a trainer of teachers for the primary service and contributed, together with the University of Western Australia, to the supply of qualified teachers for the secondary service.

It had been a half-century of rapid advance in the economic and social life of Western Australia and of parallel development in the educational system. It had seen the child population of the schools increase from 22,700 to 70,000, the number of schools from 245 to over 500 and the number of teachers, excluding pupil-teachers and monitors, rise from 459 to 2,550.

Remarkable for great changes as these five decades must have seemed to those who lived through them, they were to be proved less dramatic than the twenty-five years that followed. Those who in the celebration year of 1952 looked back with some justifiable sense of achievement could not have realized that the educational system of the state stood poised on the eve of new developments that would dwarf all those since the beginning of the century. For teacher training especially, 1952 was the beginning of a new era.

By 1950 Australia had begun to recover from the economic restraints of the war years. During that difficult time manufacturing industry, except where closely related to war needs, had been held back. Transport had been kept at a low and inefficient level by fuel rationing. Domestic housing, school building and commercial building had come to a complete stop.

Paradoxically, these war-time restraints provided the basis for the economic boom that followed. The return of ex-servicemen to civilian life, equipped with deferred pay and war gratuity, the cashing of war bonds by civilians, the increased tax revenues of the Commonwealth government freed now from war demands, the desperate shortage of housing and of many basic consumer goods, especially domestic hardware, the inflow of war-caused refugees from Europe and the launching of the Commonwealth assisted immigration scheme
all worked together to create a situation of high consumer demand which was to send Australia into an unprecedented economic boom. Manufacturing industry expanded rapidly, the building industry recovered and very soon passed its pre-war level and governments poured money into public works. Western Australia shared in these developments and in addition generated its own agricultural boom in which new land was taken up at the rate of 400,000 hectares a year. Hitherto unsuspected mineral wealth was uncovered and exploitation begun. Australia had entered upon a veritable industrial revolution. An essential ingredient in this economic boom was population growth, adding to consumer demand for goods and services. Among the services in high demand was education.

The fifties saw an explosion of school population, due firstly to the high birth rate of 1942-43, a well-known phenomenon of war-time conditions. This crop of children entered the primary schools in 1948-49. These latter years also saw the commencement of the Commonwealth immigration scheme, the biggest ever undertaken in Australia's history. After 1945 full employment and greater economic security compared with pre-war days fostered more and earlier marriages. A second 'baby boom' occurred in the immediate post-war years with the return of ex-servicemen to civilian life. This wave of new entrants hit the primary schools in the early fifties and by 1955 the group born mid-war reached the secondary schools. The extent of the growth may be seen by a comparison of the years 1946 and 1952. In 1946 there were 56,000 children in government primary and secondary schools, which represented an increase of only 400 over the preceding eight years. In 1952 there were 77,000 children, an increase of 20,000 in the six years since the end of the war.\(^1\) There was an average annual increase in the decade of the 1950s of nearly 6,000 pupils in the government schools of Western Australia.

The consequences of these demographic changes were high demands for additional school buildings and for many new teachers. Each successive year required about 150 new teachers. To this number had to be added sufficient to make up for resignations, retirements and deaths, and to replace those temporarily off-duty following the resumption of long-service leave, which had been suspended for several years following the outbreak of war in 1939.

At the beginning of 1953 the Education Department estimated that it 'was probably in a worse position as regards to staff than at any other period during this century'.\(^2\) The staff situation was only kept from collapse by the work of some 700 women supply teachers, mostly married women, who made up nearly one-third of the teaching service.

The institutional decisions taken to meet this situation were the abolition of the monitorship system and the introduction of teacher bursaries. They were integral and complementary parts of an Education Department plan for an energetic campaign of recruitment to the teaching service. The monitorship system had long been regarded in advanced educational circles as 'a serious deterrent to teaching'. It had already been abolished in Britain, New Zealand,
the United States and in most of the Australian states. This step was taken in Western Australia in 1951. It had the very practical result within two years of increasing the number of teachers at one blow, since a full year was cut from the time each entrant would serve before taking up duty as a fully qualified teacher. Teacher bursaries were introduced in 1952. Parents of 350 students in the fourth and fifth years of secondary school were paid $80 a year on signing an agreement that their children would enter the teachers college on completion of the Leaving Certificate. The first group of bursars entered the college in February 1953.

Parallel with these measures the Education Department launched a vigorous publicity campaign in the press and on radio, and by distribution of printed brochures. There were visits by personnel officers to all schools with Junior and Leaving Certificate candidates. Contact was made with Parents and Citizens Associations, the R.S.L., and Progress Associations. There were displays at the Royal Show and letters to individual university students. A special feature was the effort made to attract mature-age persons who had passed the Junior Certificate. Fifty-six such applicants were selected to enter the teachers college in 1952 for a three-year course. One year was set aside to coach them to reach Leaving Certificate level in general subjects, and two years for teacher training. Special allowances were paid to married men.

So energetically were these measures carried through that 300 new students entered Claremont Teachers College in 1952, making a total enrolment of 640. In its Annual Report of 1952 the department was able to boast that 'it would seem that the campaign for teacher recruitment has been strikingly successful', and two years later claimed that the teacher position in Western Australia was better than in any other Australian state. It was estimated that throughout the 1950s 360 new entrants would be needed yearly. It was planned that 250 would come from the bursary scheme and 150 from other sources, including a small number of the mature-aged. The estimate was soon out of date and by 1960 the intake was nearly double this figure.

Claremont Teachers College had been built in 1902 to accommodate 100 students. By 1954 it had to cater for over 800. For some time the building had been inadequate. Lecture rooms were grossly overcrowded. From 1950 to 1953 staff had more than doubled, taxing office accommodation. The library could hold only forty students at a time, there was no place for holding assemblies, and outdoor physical education and sporting activities were handicapped by limited change and ablution facilities. In 1951 the principal of the college, whilst acknowledging 'strong and generous support' from the Education Department, felt bound to point out the problems of overcrowding. 'College threatens to expand substantially and rather suddenly . . . already there is evidence of breaking strains'. One of the worrying consequences was 'deteriorating standards' which were ascribed to loss of personal contact between staff and students. There was an undue wastage in numbers and disciplinary problems of student attendances and submission of assignment work.
THE EXPANSION OF TEACHER TRAINING

The population of the college had grown to such an extent that it was the second largest Australian teachers college, being exceeded only by Sydney Teachers College. There appears to have been at this time some exploration of sites for a second college in a country district. The possibility was also canvassed of using portion of the Point Walter migrant camp as supplementary accommodation, but this had obvious, great disadvantages. For several years staff and students had to put up with makeshift measures on the Claremont site. Bristol prefabs were erected and renovation undertaken to create more staff accommodation, the main college building was re-roofed, additions were made to the Art Department, and new change rooms built.

The records show that 1952 was the first year in which reference was made to the need for another teachers college. The Teachers’ Union Conference of that year carried a resolution ‘that the time is opportune for a second teachers college’. A plan for an expansion of teacher training facilities was prepared in the early 1950s, though much of it did not come to fruition till the mid-sixties. One ambitious proposal was to build a teachers college on the campus of the University of Western Australia, a suggestion first made in 1928 by Professor Cameron, as a long-range project. During 1953 the government actually set aside a site of twelve acres (4.8 hectares) at Crawley for the purpose. Three acres were ceded by the university and nine additional acres were to be reclaimed from the Swan River by arrangement with the State Gardens Board. This project was never realized.

However, a less ambitious scheme was carried through in 1955 when an ‘emergency Teachers College’ was set up at Graylands. The government made available some temporary war-time buildings which had latterly been used as a migrant centre. The buildings were ‘in a bad state of repair’ but the new college opened with an enrolment of 240 students, all volunteers, ‘many choosing the opportunity for leadership’. For some time Graylands shared certain facilities with Claremont till sufficient funding made it possible for it to stand on its own feet. In 1962 a decision was taken to make the Graylands site permanent. The ‘emergency college’ was to last for twenty-five years.

In its Annual Report for the year 1955 the Education Department gave a review of its five-year recruitment campaign. In that period children enrolled in government schools had increased by 22,000, and to cope with this, teaching staff had increased by over 40 per cent. The teacher-training section of the annual Education Vote had quadrupled and teachers college staffs had doubled. The review, however, was not compiled in a spirit of complacency since it pointed to two factors over and above expected school population expansion which would require a still further increase in the number of recruits to the teaching service. These were the government’s long-standing aim of raising the compulsory school leaving age and the wish of the Education Department to bring about a reduction of class sizes in primary schools to forty and in secondary schools to thirty.
Statutory provision had been made as long ago as 1943 for raising the leaving age to fifteen, but implementation had been held up pending a favourable economic and political climate. Attention was focussed on class sizes when during 1957 the director of education, Dr Robertson, returned from visiting educational establishments in New Zealand, Canada and the U.S.A. His observations had convinced him that the two great weaknesses of the educational system in Western Australia were class sizes, and the low rate of retention of pupils beyond the age of fourteen years.

Implementation of these aims was, however, difficult. It was not only a matter of more teachers, but also of rooms in which to put the children they were to teach. In 1958 the department estimated that raising the leaving age to fifteen would require an additional 140 rooms, and reducing class sizes to forty, another 400 rooms.\footnote{A building programme of this order was beyond the financial resources of the state government and was also constrained by the limited resources of the building industry at the time. However, some progress had been made. Whereas in 1950 33 per cent of classes in government schools had over fifty pupils, by 1957 this percentage had been reduced to 11.9.\footnote{It was no cause for self-congratulation that this situation was the best ever in the history of the department, since they were worse than those in New South Wales and South Australia and lagged even further behind those in Britain and the U.S.A.}}

In the late 1950s an additional pressure on available resources began to appear—a growing tendency for more children to stay on for a year or two of post-primary education. The trend was encouraged by the Education Department’s adoption of the concept of the comprehensive high school. In the decade of the fifties the number of high schools increased from nineteen to fifty-six and the number of teachers almost quadrupled. All circumstances combined to point to the pressing need for yet more teachers over the next couple of decades.

Throughout the 1950s the recruiting publicity campaign continued. The annual recruiting visits to schools just prior to the opening of the public examinations became a regular practice. Measures were taken to recruit more of the mature-aged. An experimental course for students of a minimum age of nineteen years who had passed the Junior Certificate proved successful. For others not so qualified, a coaching course was introduced. These measures, together with the appeal of improved conditions of employment, attracted so many would-be teachers that the department was able to declare that ‘There are now so many applicants that the Department is in the happy position of being able to select according to high criteria’\footnote{Perhaps unwisely, part of the selection process was the termination of the practice of accepting married men, and persons over thirty.}. But the shortage of teachers was far from being overcome, since the Education Department was still employing more than 700 temporary teachers, mostly married women. Moreover, in the high schools there still remained
specialist areas such as mathematics, science, home science, physical education and guidance, which were quite inadequately staffed. In these areas the demand of the industrial and commercial sectors of the economy tended to cream off many of the better qualified.

The educational achievement of the decade of the 1950s in Western Australia had been considerable. The state had had to cope with an expansion of school population from 69,000 to 115,000 and had managed to do so without downgrading either the standard of education in the schools or the quality of teacher training. Public spending on the teacher education sector had increased six times over, college student enrolments had gone up by 1000 and the college staff had increased more than threefold. Despite related problems the colleges had retained the two-year period of training while some other Australian states had met school staff difficulties by shortening the training period. During the 1950s the Western Australian teacher-training sector had processed an input of students almost sufficient to double the teacher staff of the Education Department.

At the end of the decade the colleges were being prepared for further great changes. Influenced by a decision of education authorities in the United Kingdom to increase teacher-training courses to three years, the Western Australian Education Department was contemplating a similar move. It was recognized that the abolition of the monitorship system had meant that most new recruits were entering the schools a year younger than formerly. An additional year of training would not only turn them out better qualified but also more mature and better able to cope with the manifold demands of school life. Obviously, such an extension of training would add to college enrolments. In 1959 Claremont Teachers College in its inadequate buildings had had to accommodate 860 students. This kind of situation could not be allowed to last. The year ended with the Education Department calling on the government for the establishment of a third college as a matter of urgency.19
During the decades of the fifties and the sixties Western Australia, in common with the rest of the country, experienced an unparalleled economic boom. Arising from the great expansion of primary and secondary industry, it had its effect on the tertiary sector, and this included education.

The long-established and flourishing primary industries expanded still further. A run of good seasons combined with stepped-up mechanization of farms gave bumper harvests. The application of trace elements to the soil and new techniques of disease control opened up to production the light lands of the coastal sandplains. It was a time of high incomes for farmers. A pastoral boom developed from the high wool prices generated when the major powers began stockpiling basic raw materials at the time of the Korean war. There was an economic revival of the North-West, stimulated by government assistance to the cattle industry, the launching of the Ord River scheme, the establishment of the United States communications base at North West Cape, the successful search for oil and gas, and large-scale exploitation of iron ore.

The mineral boom was state wide—from iron-ore and petroleum in the north, nickel in the east, to bauxite, beach sands, coal, manganese and tin in the south. It was a boom which made names like Mt Newman, Tom Price, Barrow Island, Kambalda and Kwinana household words to every Western Australian.

There was a parallel expansion of manufacturing industry in which the leaders were an oil refinery, a steel rolling mill, an alumina refinery, a titanium oxide plant, an iron-ore pelletizing plant and a blast furnace. Western Australian manufacturing industry for the first time was able to rely on export markets rather than on purely local demand. Government funds were poured into upgrading roads and the rail link to the east; into housing, hospitals, an increased range of social services and, of course, into education.

The population of the state went from just over half a million in 1950 to nearly one million in 1970. Perth expanded outwards and upwards from the overgrown country town it was at the end of the war into a modern metropolis.
sprawling over an area several times larger. A building boom opened up new suburbs. The larger country towns grew in size and small hamlets declined.

This dramatic expansion of population and of primary and secondary industries brought with it a corresponding expansion of the tertiary sector. This meant a demand for more and better qualified personnel to staff the upper echelons of industry and commerce and the professions, including the teaching service. The Education Department interpreted this demand as requiring a rapid expansion of secondary education. Indeed, the most striking aspect of the educational scene in the first two post-war decades was the multiplication of high schools and the ever-increasing proportion of children electing to complete three years or five years of secondary education. Before the war only 20 per cent of those entering post-primary schools completed the third year, but by 1965 70 per cent did so. The number of students in the critical Leaving year rose from 260 in 1950 to over 1000 by the end of the decade, and to 2885 by the end of the sixties, creating a shortage of teachers in mathematics, science, English and foreign languages. There were increasing rewards to be had for higher education. Rising incomes enabled many more parents to undertake the cost of extended schooling. By 1963 even the reluctant child was compelled to stay at school longer. The department, conscious of the need for better education for all, raised the school leaving age to ‘the end of the year in which the child turns fourteen years of age’—a step towards the objective set in 1942 of ‘the end of the year in which the child turns fifteen years of age’. The latter was finally accomplished in 1966, bringing the state into line with the rest of Australia.

The provision of more secondary schools had begun slowly in the early post-war years. The first step was taken in July 1946 when eleven existing post-primary schools, known as central schools, were reclassified as high schools, taking students for the first three years of secondary schooling. This still left post-primary classes attached to primary schools in some of the bigger country towns. From this time up to 1950 the schools providing post-primary education were the six long-established secondary schools, two agricultural high schools and the eleven newly classified three-year high schools, making nineteen schools in all.

The next significant step was the creation of a new type of school to be known as the junior high school, combining primary and secondary sectors, with education proceeding only to the third year of the high school and with some limitation on the availability of subject choices of the secondary sector. Five such schools were classified in 1951, raising the total number of high schools to twenty-four. By 1960 the number of high schools had reached sixty-two and there had been an increase of over 100 per cent in secondary enrolments. By contrast over the same period, the rise in total school enrolments (both primary and secondary) was only 67 per cent. The difference was even more marked in the decade of the sixties (77 as against 41 per cent).

By the beginning of the seventies there were over 100 high schools. Some
idea of the challenge posed by these developments is given when the population figures for secondary schools are examined. Over the two decades enrolments in five-year and three-year high schools, in junior high schools and in the post-primary classes of primary schools more than quadrupled. Secondary enrolments had in fact gone from 17 to 28 per cent of the total school population.

It can be seen, therefore, that the teacher training division had to cope with providing qualified teachers, not only for a greatly expanded primary service, but also for an entirely new situation of secondary education for all. Claremont College had been involved for some time in the preparation of teachers for the secondary service. The number of college students attending full-time courses at the university had increased slowly but steadily from sixty-two in the first post-war year to 150 in 1952. The appointment of graduates from the college direct to the secondary service as a settled policy began in 1951.

The Teacher Training Division responded quickly to this indication of future needs. Two aspects were involved. The teacher must have an adequate knowledge of the content of each subject he or she would be called upon to teach, and must be given a grounding in the methodology of the subject. In 1952 for the first time for many years introductory courses in secondary teaching methods were arranged. Three years later a full secondary course was established for university graduates and for students with two completed years of a university degree.

Each year, from the college intake of new students, all those qualified by matriculation were given the opportunity to take four first-year university units. From the students' point of view it was a generous policy aimed at giving at least some of them the chance to complete a degree while enrolled at college, and the possibility for others of laying the basis for adding further units by part-time study after going out teaching. However, the scheme created problems. There was a high demand for it, but many were not capable of handling the freedom from supervision and the requirements of independent work that are inherent in university studies. This wastage from university was to present difficulties for Claremont over many years and was one of the factors making for the establishment of a new teachers college specifically designed for secondary training. Claremont tried to deal with the problem by introducing a tutorial system for university students run by staff advisers. Its purpose was to help students improve their study methods and to check on their progress in university units. It was credited with improving the pass rate and for a few years results of college students were well above the university average. Increasing numbers of students were offered 'extended courses' whereby they could take a second or third year of university studies. In 1960, 109 students were approved for such courses, and at the end of this year ninety-one secondary trainees left the college to take up duty in the schools. The numbers of teachers entering the secondary service in the 1950s almost quadrupled, and
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doubled in the 1960s. However, the ‘wastage’ problem persisted. The 1959 Annual Report of the Teacher Training Division drew attention to the poor results at first year level. Circumstances beyond college control were offered as explanation. University numbers were now so great that university staff were not able to give sufficient help to individual students and the system of Commonwealth scholarships was drawing off the cream of the students to other professions.1

The Annual Report of 1960 dealt with the question at greater length. First year university results painted ‘a gloomy picture’. Only 45 per cent had passed all their subjects. This was due to ‘a change in university standards, poorer teaching, less guidance and poorer examining’. Of 203 first year students only 100 remained in the field for secondary training, which was well below requirements for adequate staffing of high schools. Means must be found ‘whereby a greater proportion of our students are fitted for the secondary service, at the same time giving them the opportunity for proper qualification for promotion’.

As a stop-gap measure the report proposed that the selection of students for university be raised from a score of 300 in the five best matriculation subjects to a score of 340.2 This concern at poor university results led to the decision to establish a new pilot position at Claremont, that of principal lecturer in charge of secondary students. There was at the same time an overhaul of the system of staff advisers who were enjoined ‘not to lose a subject’. Cyril Cook was appointed to the new position, a promotion which prepared the way for him to become the first principal of the Secondary Teachers College. Under his leadership more attention was given to checking on the progress of students in their university units, by means of special tutorials and regular testing. The pass rate of first year students was raised considerably.

Great efforts were being made to provide qualified teachers for the secondary service. In addition to students attending the university with a view to obtaining degrees, the college had introduced in 1960 and 1961 special secondary courses where some units were taken at Perth Technical College and later at the Western Australian Institute of Technology, to qualify them to teach in certain specialist areas—music, art, manual training, home science, physical education and commerce.

By the mid-sixties the number of first year college students enrolled at the university had increased to over 200, and there was a slow but steady increase in those taking technical college associateship courses. A decision in 1963 that the fees of students attending university (with the exception of those taking repeat subjects) would be paid by the government led inevitably to increased enrolment. The admission of the less able which this encouraged brought about a fall in the number passing all subjects at first-year level to an alarming 46 per cent by 1967.

The director of teacher training, Neil Traylen, had this problem of teacher preparation as well as of accommodation in mind when, as early as 1962, he stated that ‘training is unavoidably suffering’ from lack of an institution
specializing in preparing students for teaching in secondary schools. In 1964 he issued an even sharper warning that any further lift in student intake would not be possible unless other alternative accommodation was found. The buildings at Claremont had reached saturation point despite certain renovations and repairs, the erection of a hall-gymnasium, the use of two rooms at Claremont School and later at Claremont Technical College, and despite increased enrolments at Graylands. A Teachers' Union proposal that Fremantle Boys and Princess May High Schools be used as temporary accommodation had been considered by the government but rejected on account of the age of the buildings, their unsuitable locations and the high cost of modifications to make them adequate for teacher-training purposes. The establishment of a secondary teachers college near or on the university campus could no longer be delayed.

Around the mid-sixties certain significant government decisions at federal and state levels combined with demographic pressures to push teacher training into an era of great change. The first of these was the entry of the federal government into the finance of teacher training. In 1964 it commissioned a committee under Professor Martin to look into the requirements of tertiary education throughout Australia. This appointment followed the establishment of the Robbins Committee of Enquiry in Great Britain, which had been set up to review the pattern of full-time higher education and to advise the government on future development. The Robbins Report had recommended closer association of teachers colleges with the universities. They should be fully incorporated as colleges of education within the university schools of education and should provide for a minimum of three years training and for a four-year Bachelor of Education degree. Great Britain as well as Australia was faced with a rising tide of applicants for places in secondary and tertiary education.

Both the Robbins and Martin enquiries arose out of a growing realization by governments and by the community at large that post-war economic and social developments had created an entirely new environment for which the educational structure of the pre-war years was no longer adequate. The goals of education had to be looked at anew. The Martin Report was in tune with the times when it saw education as a necessary and worthwhile social investment that would yield 'direct and significant benefits through increasing the skill of the population and through accelerating technological progress'. A key factor was the professional preparation of teachers.

It is clear that much of the effectiveness of education in this country and any real prospect for educational advance rests essentially upon the quality of teacher preparation. An increase in the supply of teachers and an improvement in the professional training, especially in the primary field, were matters of urgency. These goals could not be adequately achieved without Commonwealth participation.
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in the cost, both by capital grants and for recurrent expenditure. It fore-shadowed the need for teacher education to be taken from the control of the Education Department and brought under boards of teacher education which would foster their developments into autonomous institutions.

The Martin Report stimulated widespread discussions in the teaching profession and among the public on all aspects of education. Following press publicity on the weaknesses of Australian education and questions in state parliament, the Education Department published its own evaluation of developments in the Western Australian education system since the war. It included a statement of educational objectives for all sectors, primary, secondary, technical and teacher education. It was mainly concerned, however, with details of courses and of organizational changes and made no attempt to examine the wider field of demographic and economic factors at work in society.  

However, it was being increasingly recognized that big changes were needed in the tertiary area. Western Australian educationists touring overseas brought back reports of developments in the United Kingdom and the United States. The shortage of teachers was world wide, brought about by rising school populations and the requirements of industry and commerce in an era of exploding technology. Everywhere in the industrialized world governments had introduced a higher compulsory school leaving age and there was increasing demand for places in the upper grades of secondary schools and in institutions of tertiary education. In the United Kingdom teachers colleges had been grouped into institutes of education which were closely associated with adjacent universities, and which allowed wide autonomy to the individual colleges. In the United States most teachers colleges had become multi-purpose liberal arts colleges where teacher training was only one of a number of courses offered. Another notable trend overseas was towards longer courses of training for teachers (in the U.K. three years, in the U.S.A. four years).

The Martin Report had made it apparent that teacher education stood on the threshold of an expanded existence as an independent entity in the tertiary field. In anticipation of the great task of planning and supervision that lay ahead, a decision was made to separate the dual position of director of teacher training and principal of Claremont Teachers College. In March 1965 Neil Traylen was confirmed in the former position, which was renamed ‘director of teacher education’, a significant change of nomenclature symptomatic of a renewed concern for professionalism in the teaching service. William Halliday was transferred from Graylands to take charge of the premier college at Claremont. In line with developments overseas the Education Department was already looking at the possibility of introducing a three-year course of training for all. This would bring such pressure on available accommodation as to require the establishment not only of the planned Secondary Teachers College, but of two further colleges.

The federal government, following the recommendations of the Martin
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Report, announced its intention of making capital contributions to the states for teacher education. Administratively this was a logical extension of its initiative in establishing the Australian Universities Commission which involved the federal government in finance of tertiary education. But the underlying forces at work were many and complex and included political as well as economic and educational reasons. Perhaps the most important were the financial burden to the states of providing education for an ever-increasing child population, the post-war economic boom with accompanying industrialization leading to the need for higher education for greater numbers, and the post-war 'explosion of knowledge' creating a need for extension of tertiary education to a wider section of the people.

The first funding under the States Grants (Teachers' Colleges) Act was for the construction of the Secondary Teachers College at Nedlands, which began in April 1967. The college as an institution had been launched at the beginning of 1967 with an intake of 148, though without a building. The staff occupied rather cramped premises provided by the Agriculture Department of the University of Western Australia and used university lecture rooms for classes. In May of the following year the new building in Hampden Road, though incomplete, was occupied by 500 students transferred from Claremont. Till the end of the year, however, home economics, manual arts and physical education were still accommodated at Claremont.

So in 1968 came to fruition an institution for which the first steps were taken fifteen years before. The year 1968 was also important for Claremont Teachers College as, firstly, the easing of the accommodation position enabled it to launch a three-year training course and, secondly, it reverted to its original function of training teachers solely for the primary service. It has continued this role to the present day. With the changes of 1968 Claremont gained considerably from renewed unity of purpose and the absence of distraction of shared loyalties with other institutions.

In the late 1960s and early 1970s Western Australia experienced great economic expansion with high levels of investment in manufacturing industry and mining. By the end of 1970 the population had reached a million, representing the highest rate of growth of all the Australian states. Total school enrolments had grown by between 5000 and 8000 annually. The demand for more schools and teachers intensified. Despite the large annual intake to the teachers colleges there was still a teacher shortage. The situation was aggravated by an increase in the rate of loss of teachers through resignations and retirements. Many were resignations of young teachers wishing to travel abroad. In the late sixties additional strain was caused by two highly desirable educational reforms—a progressive reduction in the average size of classes towards a target of thirty-three in primary schools and twenty in high schools, and the launching in 1968 of a three-year course of training for primary teachers. This latter, in itself, created the need for a higher college intake.
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The Education Department stepped up its publicity campaign. Teachers were recruited from Great Britain and ex-teachers, especially married women, were invited to re-apply for appointment. The number of temporary teachers was greatly increased. A married women’s training course was established, and college places were offered to students from other tertiary institutions, including some from the eastern states. Liaison was established with the Department of Labour and National Service. There were, above all, even more vigorous attempts made to stimulate interest in teaching as a career among school leavers. Departmental recruiting officers visited all Leaving candidates at their schools, arranged displays and held careers functions. The system of teaching bursaries was continued, well over 200 being offered each year.

These measures produced very satisfactory results. The annual enrolments of trainees rose by 90 per cent over the five-year period 1968-73. In 1971 there was a record 3004 applications for entry of whom a little over 1000 were selected. The numbers of students entering teachers colleges rose to approximately one-quarter of the total in school leaving classes and 46 per cent of all new school leavers who were engaged in tertiary education were in teachers colleges.

The expansion of secondary schooling in the sixties created on the one hand a high demand for teachers, and on the other hand, through the increased numbers going on to the Leaving Certificate, provided the supply from which new recruits were selected. The career of teaching had become an important medium of social advancement for thousands of the sons and daughters of families in the lower socio-economic groups, which not only benefited them but also improved the future prospects of their children. Many who would not otherwise have had an opportunity were able to take university degrees. For some the teachers college was a gateway which opened up professional careers in fields other than teaching.
The 1970s was a decade of dramatic changes in the organization and quality of teacher education. New colleges were established, the Teacher Education Act 1972 removed the division of teacher training from control by the Education Department, training courses were upgraded and extended to three years, diplomas and degree courses were established, the system of bonded students was progressively eliminated, and college staff vacancies were more often than before filled by recruits from outside the state.

Sixty-eight years had elapsed between the building of the first teachers college at Claremont and the opening of the Secondary Teachers College at Nedlands. Such were the demographic changes in the late sixties and the early seventies that three new colleges were established in a period of ten years.

The new building for the Secondary Teachers College was occupied by staff and students in April 1968. It was thought at the time to be the last word in luxury such as teachers in Western Australia had never before experienced. But these facilities were soon to be surpassed by the erection of two new colleges of superior quality especially in regard to educational technology.

Even before the opening of the Secondary Teachers College, planning had commenced for a new primary college at Mount Lawley. In 1969 work began on the buildings for this college to accommodate 1100 students in three-year primary courses. It was to have a fully equipped education resources centre which would combine the library with a material resources centre. This new college opened at the beginning of 1970 in temporary quarters and occupied its new building in September. Even before this the Commonwealth government had undertaken to make $3 000 000 available for a further primary college at Churchlands. In the meantime, Claremont and Graylands had to be content with repairs and renovations, minor additions and some upgrading of equipment. Claremont was still overcrowded, had a pressing need for better library accommodation and for an educational resources centre. Graylands continued to operate in its 'temporary' huts.

Throughout the early seventies total school enrolments continued to rise
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from an additional 5000 in 1971 to 8000 in 1976. In the secondary schools an average yearly increase of 2500 was maintained. Teacher recruitment remained high and the colleges continued to expand their intake. Throughout the 1970s total college intake was well over 1000 per year. The Secondary Teachers College, three years after its commencement, already had more students than it was designed for.

At the beginning of this exciting decade it was confidently anticipated that teacher recruitment would continue at an accelerated rate and that a fourth new college would be needed by 1975! However, Churchlands, the building of which began in 1971, proved to be the last new college of the 1970s. The final year of the decade saw a decline in economic growth, sharply rising costs in the commodity market, reduced immigration, a falling birthrate and a cutback in real terms of government funding for public works, education and welfare. The consequence for schools was reduced teacher intake, and for the colleges, reduced student intake. The downward trend was highlighted in the final month of the decade by the closure of the Graylands Teachers College. It symbolized the end of the post-war period of expansion.

For the teachers colleges in Western Australia, 1973 was a significant year. The proclamation in November of the Teacher Education Act ended the long era of Education Department control of teacher training. The colleges were given a degree of local autonomy with their own boards under the general direction of a newly created Teacher Education Authority. These changes dramatically altered the Education Department’s role in teacher training, firstly, in its relationship with the colleges as institutions and, secondly, in its relationship with the student trainees.

The catalyst for this new era in teacher education was the Jackson Report, published in 1967. Sir Lawrence Jackson and his committee had been commissioned by the Western Australian government to enquire into the future needs of tertiary education in this state, an enquiry made necessary by the conclusions and recommendations of the Commonwealth government’s Martin Report in 1964.

The rationale for the Jackson Report’s recommendations on teacher education was its belief in the need for an upgrading of primary and secondary education in a state undergoing economic development on an unprecedented scale. In a short discussion on the extension of old, and the emergence of new technologies, the committee pointed to the career opportunities opening up at higher levels of technology and to the demand for recruits to the skilled trades. But there was a tendency for technologies, trades and professions to up-grade entry standards and as a result ‘career opportunities clearly outran the supply of trained young persons’. There would be increasing numbers wishing to enter the universities since ‘industrialisation creates greater incentives for students to undertake further study’. The satisfaction and maintenance of these needs and incentives required a stepping-up of the level of basic educa-
STUDENT COUNCIL 1953


INTERCOLLEGE DEBATE 1953
JOCK HETHERINGTON
Artist Bryant McDiven 1949

ASHLEY FORD
Artist Rolf Harris 1950

STUDENTS LEAVING FOR COUNTRY PRACTICE 1957
Courtesy of West Australian Newspapers
tion in the schools. A corollary of this was an adequate supply of teachers and an improvement in the quality of their training.

Lest it be thought that the report was overly concerned with the demands of industry and commerce it should be noted that the committee laid it down as a maxim that all tertiary institutions needed to maintain a balance between the demands of employers, the standards of the professions, and the requirements of scholarship. To satisfy this tripartite need as far as teachers colleges were concerned, the report recommended:

That planning start now for the removal of teacher education from administration and control by the Education Department.

That existing teachers' colleges continue for the time being under the control of the Education Department, but that steps be taken to introduce other types of tertiary courses into them, with a view to their becoming autonomous colleges of advanced education as soon as practicable.²

The report pointed to the hallmark characteristic of a tertiary institution as being freedom from control by a government department and having ‘freedom to experiment and compete with other institutions of the same kind’. The primary teachers colleges were seen as having the potential to become viable as autonomous colleges of advanced education.

Despite the urgency of the situation five years were to pass before any action was taken on Jackson Report recommendations. In February 1972 an Australian Senate Standing Committee reported on the Commonwealth’s role in teacher education. It recommended federal financing, but only if the teachers colleges were removed from control by education departments and became multi-purpose colleges of advanced education. This condition of federal funding was a powerful factor in shaping the future of the teachers colleges throughout Australia. Planning authorities in Western Australia could not fail to be influenced by it.

The Jackson Committee had not gone into the details of how its plan for the future of the teachers colleges could be implemented. This task was given to the Tertiary Education Commission (set up in 1969), which presented its own report in 1972.³ Though agreeing with the Jackson Report idea that the colleges become autonomous multi-purpose institutions, nevertheless the commission recommended a structure that tended to contradict this objective and which was later to become irksome to the college communities. It suggested that ‘autonomy’ should be given under an umbrella-type authority to be called the ‘W.A. Council for Teachers Colleges’. It would undertake the difficult task of converting the colleges from the control of the Education Department to the status of autonomous institutions, and of fostering their progress and development.

Though recognizing that diversification of courses was necessary to attract federal funding, the T.E.C. declared that ‘autonomy for the colleges should take precedence over attempts at their multi-purpose conversion’, and ‘single
purpose colleges, with their humanities orientation may continue to be the most significant providers of competent teachers'. The proposed W.A. Council for Teachers Colleges enshrined a ‘multi-campus principle’ which the T.E.C. saw as a necessary step towards broadening the experience of staff and students, though it could bring with it an inbuilt limitation on college development.

The substance of the Jackson recommendations and of the T.E.C. proposals for their implementation were embodied in the Teacher Education Act of 1972. It set up a complicated hierarchical structure. Teachers colleges were placed under the general supervisory control of the Teacher Education Authority. Each college became a body corporate with its own board consisting of staff, students and community members. In a number of areas decisions of the boards were subject to approval by the T.E.A., such as standards of admission, the making of awards, co-ordination of financial submissions, staff pay and conditions, academic courses and senior staff appointments. College principals and staffs had modest representation on the council of the T.E.A. Some of the powers of the T.E.A. itself were subject to the Western Australian Tertiary Education Commission. Overall control of finances, budgeting and building extensions and salary scales lay with the Commonwealth authorities in Canberra.

The objects of the Teacher Education Authority were to ‘promote the development of academic autonomy of each college’, to ‘organize as soon as possible the control by each college of its own finances within allocations and general policies approved by the Authority’, and to delegate authority to the colleges where practicable. These objects appeared to accept the principle of fostering autonomy, but the clause detailing the functions, powers and duties of the council left no doubt as to its ability to constrain and direct their growth and development. It was not long before the colleges felt that the power to constrain and direct was taking precedence over the fostering of autonomy.

Colleges took up their ‘independence’ under the Act from the beginning of 1974, a year which was, in effect, one of transition. Of necessity there was maintained a close co-operation between the colleges and the Education Department till the former developed their own infra-structure and procedures. For example, two departmental officers remained for a time with the colleges to handle the annual recruitment exercise. E. Styles, superintendent of social studies, was seconded to liaise with all tertiary institutions concerned with teacher education, and from 1975 these included two newcomers to the field, the Western Australian Institute of Technology and Murdoch University.

In 1974 this newly created sector of post-secondary education seemed poised for an era of great expansion. The hope, however, was short-lived. The colleges’ acquisition of new status coincided with the beginning of a turnabout in the demand for and supply of staffing for the schools in Western Australia,
THE SEVENTIES: CRISIS OF IDENTITY

brought about by a complex of demographic, educational and social factors. These changed circumstances began to throw doubt on the possibility of their development into fully-fledged 'colleges of advanced education'.

For a time, in the early 1970s, the high demand for teachers was maintained, but the supply position had quite dramatically changed. For example, in 1972, as a result of a high-level recruitment campaign in which all school leavers were addressed by an Education Department officer, there were 3304 applicants for teacher training. Of these, 1467 were selected as being a sufficient number to enter training in 1973. Furthermore, the ratio of unbonded to bonded students altered in favour of the former. Whereas in 1973 the numbers of bonded to unbonded were respectively 3936 to 110, in 1975 they were 3882 to 2221.

In July 1975 the minister for education announced there would be no bonded scholarships for first-year entrants as from the 1977 entry—this to be seen as an initial step towards eventual abolition of the bonding system. So quickly had the supply situation changed that 1975 was the final year of comprehensive recruitment visits to the schools. Symptomatic of the change was the decision of the chief recruitment officer, E. McGrade, to resign and join the staff of the Secondary Teachers College.

The growing supply pool of potential teacher-applicants was influenced by such factors as the retention rate in the twelfth year of high school (which increased from 21.4 per cent in 1970 to 30.2 per cent in 1976), the attraction of teaching as an acceptable occupation to a growing number of school leavers, and a downturn in the economy which began to close off employment opportunities over a wide spectrum of occupations. At the same time, the demand for teachers began to fall. During the period of expansion it had been fed by population growth, stepped-up financing by the Commonwealth government and community demand for improved educational standards and opportunities. In the late seventies these factors ceased to operate so powerfully. The Commonwealth government cut back the rate of immigration and reduced federal funding in real terms. In the community doubts arose as to whether the country was getting value for money in its expenditure on education. The change of government in Canberra in December 1975 coincided with the beginning of world-wide economic recession which was accompanied by rising costs and exacerbated by a growing scarcity of resources. The Commonwealth government's monetarist policy of holding down public expenditure in the fight against inflation led to a critical government examination of spending on education. There was a view in official circles that too high a proportion of budgetary resources was being allocated to post-secondary education. It is in the context of this new situation that we must see the findings of the Partridge Report of 1976.

The Tertiary Education Commission had suggested to the Western Australian government that the rapid growth of tertiary institutions in recent years had been such that the time had arrived for a re-assessment and an examina-
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tion of probable future trends. It had always had in mind that the structure it had recommended in its report of 1972 would need to be reviewed at the end of the first five years of operation. Accordingly the government set up the Partridge Committee on Post-Secondary Education which presented its report in February 1976.

The Partridge Committee saw the development of colleges of advanced education as the major event of the decade that had elapsed since the publication of the Jackson Report in 1967. Teacher education was the largest sector of post-secondary education in Western Australia, its proportion of students being also higher in this state than elsewhere in Australia. The growth of the colleges had been facilitated by the new policy of full funding from the Commonwealth government. Under the prevailing budgeting arrangements larger enrolments attracted larger funds, and the academic prestige of the colleges had been enhanced by the acquisition of larger and more varied staffs, better equipment and facilities. Despite the system of supervision by the Teacher Education Authority there had emerged a trend for the colleges to compete with each other in the exciting business of setting up new courses. Diversification into areas other than teacher training was increasingly a feature of the colleges. Churchlands, for example, had set up business studies and Claremont had established a health education course.

The Partridge Committee expressed some alarm at the tendency of the colleges to get the bit between their teeth and to move in the direction of more independence. Sound development of post-secondary education required a strengthening of central administration.

We do not consider it desirable that [the colleges] should be completely free to plan their own development. They would remain small institutions on campuses of restricted size which would place physical limits to growth. Their bread and butter would continue to be teacher training and the projected demand for teachers over the next decade did not suggest a great expansion in this area. It would be necessary to prevent wasteful competition arising from duplication of courses.

Arguing from their perception of the dangers of excessive fragmentation, dispersal of educational effort and resources, and inefficient use of highly qualified academic staff, the committee arrived at a recommendation which startled the college communities. The four-year-old Teacher Education Act should be repealed and replaced by legislation to establish a multi-campus institution to be known as the Western Australian College of Advanced Education.9

An examination of the overall trend in student numbers in primary, secondary and tertiary fields convinced the committee that education in Western Australia was entering a new phase in which rates of growth would diminish and emphasis would, of necessity, shift to consolidation and evaluation. An Education Department projection showed that the demand for teachers in the
primary division would fall after 1977 (from 825 in 1977 to 635 in 1982) and there could well emerge a surplus of trained teachers. In the secondary division there would be a fall up to the year 1979, but a modest rise thereafter. The Partridge Report therefore recommended the phasing out of Graylands Teachers College and that planning in progress for a new C.A.E. at Cockburn be discontinued. The remaining institutions would be adequate for the 1980s. If there were any expansion of the colleges it could only be in areas other than teacher training.

In the situation to which post-secondary education had arrived there was need for the colleges to be given a clearly defined role. They were being thought of and referred to as colleges of advanced education, though they all as yet retained in their official titles the words 'teachers college' and were still mainly involved with teacher education. Should they be held to this role with a firm hand or should each be permitted to develop in its own way? Within the college communities it was strongly felt that they had reached a crisis of identity.

The Partridge Committee, noting what they called the 'upward drift' of the colleges, that is, the existence of a strong movement to upgrade their courses towards degree level and beyond, placed on record their preference for a binary system. The universities would continue to be primarily concerned with research and scholarship; the C.A.E.s with first degree teaching, with greater emphasis on vocational needs and practical application of learning. They would have more flexible entrance qualifications and would provide courses at sub-degree level.

The thrust of the Partridge Committee recommendations was in the direction of greater central control. There should be a more effective control over the C.A.E.s by their being grouped together as one multi-campus institution. Likewise for reasons of co-ordination and rational use of resources the universities needed to be under some supervision by a state authority concerned with the whole of the post-secondary area—a Western Australian Post-Secondary Education Commission.

In the upshot this last was one of the few recommendations of the report to be adopted by the Western Australian government. The government rejected the proposal for a multi-campus college and in the Colleges Act of 1978 followed rather a policy advanced twelve years earlier in the Martin Report which strongly urged the advantages of autonomy.

The chief value of the Partridge Report lay in its perceptive analysis of current trends. Its failure lay in recommending changes that were out of keeping with its own analysis. How did it come about that the Western Australian government took the unusual decision to reject major recommendations of a government-appointed enquiry?

Most of the Partridge Committee recommendations ran counter to a powerful historical trend. With the introduction of courses other than teacher train-
ing, the colleges were becoming multi-purpose, and were shaping up into divergent communities, despite the directing hand of the Teacher Education Authority. Secondary Teachers College had close ties with the University of Western Australia; Churchlands, through its growing course of business studies, had in some ways more in common with the Western Australian Institute of Technology than with the other colleges. Mount Lawley Teachers College was developing close relations with the local community. Claremont Teachers College and Graylands had preserved strongly traditional programmes of teacher training. A variety of courses in the colleges of advanced education was the pattern elsewhere in Australia and this kind of development was beginning to be expected by the general community. The way federal funding was organized—on the basis of the number of full-time equivalent students—drove the colleges to establish new courses as the demand for teachers began to fall. College individuality was being strengthened also by the world-wide advertisement for staff which was now operative for all the colleges and this had introduced a significant proportion of senior staff members with no traditional commitment to past forms and structures.

The potential, then, was for the colleges to develop into institutions less and less like traditional teachers colleges and more like other tertiary institutions. The Western Australian Teacher Education Authority was becoming something of a misnomer since control of teacher education was only part of its responsibility, and paradoxically it did not control the whole of this, since teacher education programmes were being carried on at the two universities and W.A.I.T. over which the council had no control.

The colleges' experience with W.A.T.E.A. had not been a happy one. It was dominated by officials who inevitably carried into the organization the attitudes and habits of long and successful careers in Education Department administration. They saw the colleges as small and immature, lacking the man-power and experience to develop independently in the tertiary field. The colleges were constrained to operate within bounded and known parameters which inhibited experimentation and initiative. In the national context the Western Australian colleges had the lowest level of on-campus responsibility of all tertiary institutions. At Australia-wide conferences of principals, the Western Australian colleges were looked upon as 'the least of our brethren' who needed the kindly but firm hand of a father to keep all in order. The usual pattern of C.A.E.'s in Australia was for each college to have its own governing council dealing directly with a state authority which co-ordinated all tertiary institutions. Since the establishment of the Western Australian Post-Secondary Education Commission the existence of W.A.T.E.A. could be seen as an unnecessary intermediary instrument. On the one hand it tended to tie all the colleges to the progress and needs of the smallest of their number, and on the other hand it confirmed their inferior status in relation to other tertiary institutions and placed them at a disadvantage in the tussle to influence decisions affecting vested interests common to all.

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Implementation of the Partridge proposals would have put the clock in reverse. Principals and staffs voiced strong opposition to the concept of a multi-campus college which they saw as being dominated by a 'superprincipal' who would hand out tutelage from above. It would leave them with even less on-campus responsibility than before. There could be no proper professional development of a college without it had control of its own budget and without full power to choose and control its own staff. Colleges would have little opportunity of becoming full members of a state-wide tertiary system. The philosophy of the Partridge Report was completely foreign to this perspective.

The existence of independent colleges in other states, against which the Western Australian situation stood out as untypical, was undoubtedly an important factor influencing the terms of the Colleges Act. The catalyst for the government's decision on the future of the colleges was the Western Australian Post-Secondary Education Commission's Report of 1978.

Unlike the Partridge Committee, which had taken no detailed evidence within the colleges, commission members got their feet on the ground by visiting the colleges and invited them and members of the public to make submissions. W.A.P.S.E.C. saw a lack both of clarity and of consistency in the Partridge Report and stigmatized its proposals as 'simply a variant of the present situation' and merely a 'shuffling backwards and forwards of responsibilities' between a central council and the individual colleges. The Partridge Committee structure would be 'a highly centralised institution indeed'. After reviewing certain advantages of the proposals, the commission set out very strongly the negative aspects. They could seriously affect college individuality and community participation, would be atypical in the Australian setting, could be administratively more costly and could adversely affect academic leadership. In sum, the colleges could not under these proposals be regarded as full tertiary institutions. Conversely, fully autonomous colleges would be more responsive to the needs of local communities, be better able to diversify courses and to vary the nature of their teacher training, and be better able to attract quality staff.

The commission saw the potential for development in the colleges, especially through a continuation of the movement into a variety of courses other than teacher training, as a result of which they would conform substantially to the Australia-wide pattern. The commission recommended that the Teacher Education Act be repealed and that W.A.T.E.A. be disbanded; that 'new legislation be enacted . . . to establish the colleges as independent self-governing institutions', subject only to W.A.P.S.E.C. in the same manner as the two universities and W.A.I.T. The Colleges Act 1978 implemented this recommendation. The functions of the colleges were defined in wide-ranging terms:

To aid the advancement, development and practical applications to
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industry, commerce and the community, of knowledge on any techniques. To contribute to the general cultural development of the community in the general region of the college. 15

Colleges were given power over their own building programmes; power to establish degrees and diplomas and to provide courses for professional and other (unspecified) occupations; to train for apprenticeship and advanced trade skills; and to undertake adult education. Almost any course could come under the provision of clause 11 of the Act.

The colleges became autonomous as from 1 January 1979. Thus ended the W.A.T.E.A. period of the colleges, quashing as it seemed at the time all doubts as to the character of their future development. In historical perspective it will possibly be seen as a necessary stage of transition, the main contribution of which was to assist the colleges to separate from the Education Department and during which they grew in size and experience and the need for close supervision diminished.

The Act put the stamp of approval on the colleges becoming multilateral in character, with the opportunity and the possibility of each developing its own individuality. They attained identity as fully tertiary institutions. The only limiting factor in their future was the prevailing economic climate which had induced the Commonwealth government to impose severe restrictions on the expansion of public funding.

With the exception of Claremont the colleges adopted new titles incorporating the words 'college of advanced education'. Claremont, with a justifiable pride in its tradition, remained substantially what it always was—a college primarily involved with teacher training, and retained the old historic name familiar to generations of Western Australian teachers.

There was still a question mark over the future of Claremont, however. As early as 1974 the Commonwealth Commission on Advanced Education placed limitations on its capital programme. In the mid-seventies rumour had it that Claremont might be phased out in common with Graylands by transfer of teacher education courses to the projected new multilateral college at Coogee. Partridge had judged that Claremont had 'little possibility of further growth'. It was handicapped by the existence of other tertiary institutions in the same geographic area, and the potential pool of students in the outer metropolitan area could not reasonably be tapped because of long travelling distances. The college was on a small site of about five hectares, with unsuitable buildings and problems for students of transport and parking. The W.A.P.S.E.C. Report of 1978 saw Claremont's survival as probably depending on diversification of courses. The college indeed had already responded to the reduction in teacher education intake by establishing and expanding teacher in-service courses, but any large development in the direction of other types of courses was obviously dependent on expanded accommodation. Planning authorities tend to see a
relationship between the size of an institution and its viability. Larger ones are held to benefit from economies of scale and to have an inbuilt flexibility to vary programmes to suit fluctuations in intake. The options for Claremont seemed to be either to acquire more land in the area—a proposition which could meet with resistance from local residents and city authorities—or to build upwards on the existing site, in the manner of Nedlands College. The strongest factor in favour of Claremont's survival into and beyond the 1980s was the historical one—its long record of service to education in the State of Western Australia, and its place as the state's first tertiary institution.

At the end of the seventies the advanced education sector seemed set for a continuation of all existing institutions with no further ones being established beyond the two planned for the north of the state, and certainly none in the Perth metropolitan area. However, the dramatic events of 1981 altered the whole tertiary education scenario, as outlined in the final chapter.
Important aspects of the post-war Claremont story are changes in teacher education courses, efforts to improve the quality of teacher training, factors affecting the qualifications, duties, obligations of staff, and the alteration of staff status and conditions brought about by the coming of autonomy. It was a period, too, when urgent problems arose with respect to entry qualifications of students, the bonding system, the termination of courses, the impact of changing social mores on the activities and morale of students, and the activities and responsibilities of the Student Council.
In the first fifty years of the history of teacher training in Western Australia no-one had any doubts as to what made a good teacher—a thorough knowledge of the curriculum, mastery of certain well-known and basic teaching techniques, a grip of classroom organization and ability to enforce obedience. Some more high-flown philosophers would have added dedication and a love of children. In the more liberal and critical atmosphere of the years after the World Wars earlier certainties were shaken and doubts arose. Controversy centred round the question of what was the appropriate mix of knowledge of curriculum content, teaching methodology, educational theory, teaching practice and broad general culture. The various changes of courses at Claremont Teachers College over the three post-war decades reflect shifts of emphasis among these elements.

In 1930 Professor R. G. Cameron had stated:

"It is now recognized that the teachers college is not a place where students, in addition to adding to their store of knowledge, learn a few tricks about class management. The modern teacher is modern because his practice is illuminated by the light of modern research."

This ideal was far from being realized in the immediate post-war years when a two-year course of training was re-introduced, operating on the so-called 'omnibus' approach to courses. An attempt was made to cover all subjects of the primary school curriculum in detail, with an emphasis on methodology, the result being that much of the work was at a fairly low level. It was a tradesman's approach which aimed to turn out skilled practitioners of didactic teaching and efficient classroom managers.

By 1951 it was realized that the times demanded a change. A complete revision of courses was undertaken to come into operation in 1952. A tripartite system of compulsory, basic, and optional subjects was introduced. The compulsory subjects—education, psychology, history, geography, English literature and expression, and arithmetic—were studied over the two-year period. The basic subjects, which were to be studied for the first year only, provided the background necessary for the teaching of art, crafts, music, spoken
English and physical and health education to primary school children. The optional subjects gave an opportunity to explore some areas at greater depth, going well beyond the requirements of the curriculum. There was strong emphasis on practical work and somewhat less on methodology. Exams were reduced by half and more use made of regular assignments. It was hoped to give more time for reading and general activity.

The above constituted the normal two-year course. With some modifications it remained basically the course for the majority of students for the next fifteen years. It brought to the fore as important aspects of the preparation of a teacher, personal self-motivation, professional attitudes and a creative approach to English literature, art, craft and music. The introductory section of the college Calendar for many years carried the statement that ‘the main function of a teacher training institution is to foster growth and maturity’.² There were some in the years that followed who felt that these aspects had indeed gone too far. There were complaints from head teachers of having to coach first-year-out teachers in basic classroom techniques.³

Three other types of courses were introduced: a one-year course for graduates, a three-year course for those lacking the full Leaving Certificate, the so-called qualifying course, and extended courses for those pursuing a university degree. Having in mind the increasing demand for teachers in the high schools the college re-introduced secondary teaching methods for graduates and those with two completed university years. The year 1956 saw the introduction also of a Diploma of Manual Arts to be taken over three years, some work being done at college and some at Perth Technical College, with workshop practice at Kent Street High School. A home science course was run on similar lines and the first group in the Diploma of Physical Education graduated in this year. Claremont was also providing some subjects for students of the Kindergarten Training College—elementary science, psychology, speech, art, infant method and social institutions. With the establishment of the university Bachelor of Education degree Claremont and Graylands were accepted as affiliated institutions for conducting and examining in certain units for this course and for the post-graduate Diploma of Education.

The end of the fifties saw the introduction of ‘differentiated courses’, firstly in the social sciences, later in other areas. ‘Modified courses’ were set up to try to accommodate subject study to a level suitable for students with little previous background. The pressure of heavy demand for teachers led to a policy of bending to the poor academic background of many students, rather than maintaining standards—a policy by no means confined to Western Australia in this difficult period. In the U.S.A., for example, teachers colleges were sniped at by university academics for their ‘Mickey Mouse’ courses. The circumstances of the times, however, called for emergency measures.

In 1959 Claremont introduced a special secondary commercial course. Students took basic background and method in English, mathematics, history and geography at college and their specialist commercial subjects at Perth
Technical College. This set the pattern for other emergency courses whereby it was planned to supply the secondary schools with a sufficient number of general form teachers of English, social studies and mathematics.

The unduly high proportion of fails among college students in university first-year units pointed to the need to find other means of preparing teachers for the secondary service. In 1960 emergency secondary courses were introduced in art, music and physical education. Selections for these courses were made at the end of a first year of the primary course. The second year was devoted to basic background and methods in English, mathematics, history and geography for the lower part of the secondary school, and an addition of one day per week in a selected specialist area. A senior lecturer, Earle Nowotny, was appointed to select, organize and control the students for these new courses.

By 1965 these courses were no longer of an emergency nature but became regular three-year special secondary courses. The Diploma of Physical Education students studied in their third year at the university; others took the Art Teachers Certificate, and manual training and home science qualifications at Perth Technical College. A three-year course in music was established leading to a departmental Diploma in School Music. In 1961 modifications had been made in the Associateship in Applied Science at Perth Technical College which allowed a number of trainee teachers to be accepted. Within five years one-third of science teachers entering the service had received their training in this course. Because of its emphasis on the practical side it had certain advantages over a university course as a preparation for teaching in schools. During this period, too, increasing numbers of college students obtained the university Diploma of Education and some suitably qualified students were permitted to take Honours or to proceed to a Bachelor of Education degree. These developments brought about a situation where over 50 per cent of college students were receiving three or more years of training well before the beginning of the three-year primary course in 1968.4

The variety and complexity of the courses outlined above made the work level of college staff demanding enough. By the mid 1960s, however, their duties extended well beyond the teaching and examining of pre-service courses within the college. Some had been given the tasks of controlling the examinations of the Teachers Certificate for in-service teachers and of preparing papers on education for the Technical Correspondence section. College had also launched a new series of in-service courses, conducted on campus. The first of these in 1951 was for thirty senior staff on 'problems of school management'. By 1956 the number of such courses had increased to eight with a total enrolment of 306 teachers and head teachers and they remained at this level for a number of years. An important feature was the increasing participation of superintendents. In the sixties there developed a closer liaison between college lecturers and Education Department specialist superintendents and
curriculum makers. College staff were involved in course changes for schools in syllabus formation for the Teachers Higher Certificate and were invited to join the various public examinations syllabus committees and examination panels.

The wide range of activities on which college staff were involved gave some justification for Tom Sten's statement in 1956 that Claremont Teachers College had 'a professionally key position in the whole service' arising from its close contacts with the university, teachers, head teachers, the Education Department administration and the superintendents. Significance attaches also to the fact that about this time the term 'teacher training' was dropped for the more professional 'teacher education'.

A vital part of teacher training then as now was teaching practice which took place over seven to eight weeks per year in several of the old established inner metropolitan schools. It was organized on the 'block method' whereby students were in the schools for continuous periods of one, two or three weeks. The practice arrangements of the early fifties were unsatisfactory on two counts. Firstly, the time allotted was much shorter than currently operating elsewhere in Australia (for example, South Australia and Victoria had twenty-five weeks per year). Primary groups had a total of thirteen weeks over two years and other types of students even less. There was a maximum of three weeks continuous practice at any one time and a great gap of six months after the final practice in July before the taking up of duty in February of the following year. College tried to make up for this by lectures in classroom organization, weekly demonstrations and a final programme-planning course of one intensive week. This was no satisfactory substitute for classroom practice. The other main weakness related to a reluctance on the part of teachers to take on supervision of teaching practice. An attempt made in 1951 to improve matters by advertising for 100 training assistants to staff thirteen practice schools had been 'a complete failure'.

However, the situation began to change for the better in 1953 when superintendents entered into training for the first time. They visited schools expressly to select staff for teaching practice. Additional schools in outer suburbs including some small schools with grouped classes were brought into the training programme. A closer liaison between school and college was developed when first head teachers and then all training assistants were brought into college for one day discussions with lecturers. It was a great help when college staff advisers undertook duty as part-time practice supervisors of their student groups. By 1956 the director of teacher training was able to pronounce the staffing of teaching practice to be satisfactory.

Another problem lay in the mounting of lesson demonstrations, a device whereby students were presented with approved models by experienced teachers. As the population of Claremont Teachers College grew and pupil enrolments in the three traditional demonstration schools—Claremont, East
Claremont and Graylands—declined, some supplementary arrangements had to be made. At one stage a school class, or in some cases half-a-class, was brought into college and a lesson took place before an audience of anything from 100 to 150 students, a highly trying experience for all concerned. The obvious thing was to extend the demonstration sessions to a wider range of schools. There was some difficulty, however, in finding teachers willing and confident enough to undertake the task. Those who volunteered were not all as able nor as easily directed as in the traditional schools. Some progress was made when regular meetings were arranged between college method lecturers and demonstration teachers.

In the sixties, when even more practice and demonstration teachers were required, the earlier rigorous vetting process was relaxed in order to get the numbers and the training allowance was increased. By 1962 Claremont and Graylands were sharing seventy primary schools and Claremont had in addition thirteen high schools. Some teachers in these schools declined to undertake training duties and others were not recommended. Thus arose another problem, the uneconomic use of schools—too few teachers in too many schools and too many head teachers being paid for guidance and supervision. Practice supervisors had too many schools to visit and students felt they were not receiving enough support from college. The concept of all schools becoming an integral part of the teacher training process was established with difficulty.

A declining aspect of teacher training in the early fifties was the preparation of teachers for service in one-teacher schools. The Education Department's policy of consolidation whereby isolated country schools were closed and the children bussed in daily to the nearest sizable town school had greatly reduced the need for this type of teacher. Such training as was still required was done in 'mock rural schools' created by the head teachers of Graylands, Claremont and East Claremont primary schools. By 1960 the number of students in this course was down to twenty. The course was only kept alive to the end of the 1960s by the participation of British Commonwealth students in whose homelands the small rural school was an important feature.

A highly exciting innovation which subsequently became a permanent feature of the training programme was undertaken in 1951 when a small group of students was sent as an experiment to do teaching practice in the country at Manjimup where staff had volunteered to help. In the following year eighty students were sent to Collie, Harvey and Merredin. This was so successful as to be considered 'far more valuable than any other practice' and the project burgeoned. In 1953 a total of 150 students and a like number of teachers was involved at five country centres. 'The results again in every way were outstanding.' Country practice thereafter became an annual feature of the training programme and was popular with both staff and students. The number participating peaked in the year 1962 with 272 students from Claremont and
Graylands. Competition was strong among students to be accepted for what was seen as an interesting and enjoyable excursion as well as a useful teaching experience, especially when, as soon happened, the time was moved from winter to spring. In 1956, for example, 75 per cent of students from the two colleges applied. Most students were city bred and for them it was a valuable social education. Of ninety-four who were accepted only 18 per cent had lived in the country previously.

Billets for the students were provided by local residents. Students were expected to be co-operative in the homes and to participate as fully as possible in community events and sporting activities. In particular they were not to leave the town at the weekend. There was usually a reception by the Roads Board (later the Shire Council) or by the Parents and Citizens Association. Sometimes staff socials, Rotary Club functions or school dances were staged and parents took students on farm visits, inspections of local industries and on scenic tours. With all this social activity going on a nice adjustment had to be made between community participation and lesson preparation. Generally the facilities provided by the head teacher, such as the use of the school in the evening and access to school teaching aid equipment, and the help given by the staff, made for a successful practice. In many ways the professional acceptance of the students was superior to that accorded in metropolitan schools. The explanation seemed to be in the fact that the students were members of the community pro tem, a situation impossible to achieve in the city.

College principals with selected staff toured the country schools to assist with supervision of students. It was welcomed as a break from college routine and was for some golfing enthusiasts among them an opportunity to play on country courses! The usefulness of country practice was summed up by the director of teacher training, Tom Sten, after a visiting tour of the centres in 1956:

"Enthusiasm and goodwill and the utmost courtesy everywhere certainly re-affirmed a conviction that country practice is a privilege we must preserve at all costs."

and earlier:

"What counts most in country practice is less the teaching experience than the social and educational."

The innovatory nature of the early 1950s is again illustrated by the 'student follow-up', a system introduced in 1951 and for some time unique to Western Australia and reputedly much envied in the other states. Staff members joined superintendents in visiting metropolitan and country schools to note the progress of ex-students in their first year 'out', to discover their problems, and to discuss areas in which college could improve teacher preparation. One positive outcome of great help to new teachers was a departmental decision that they
would not in future be assessed for teaching work in their first year, which was to be regarded as ‘an extra year of training’.

A serious problem of teaching practice in the schools throughout the fifties concerned the handling of students’ reports by head teachers. The director of teacher training noted a ‘long-standing problem’ of getting them to give reports of a sufficiently critical nature as to be helpful to the students’ future progress. ‘The fear of doing harm to the students misguides their loyalty apparently’ and many tended to give ‘inflated marks’. Something of this attitude may have stemmed from the influence of the Teachers’ Union which was concerned at this time to give strong support to the many young teachers coming into the service and into the ranks of the union itself. Claremont Teachers College tackled this problem by introducing a new report format which required the head teacher to give a dual mark—one for professional attitude and one for teaching skill. There still remained the need to achieve some uniformity in the assessment of students and this led to the introduction of a guided comment form. Assessment and related problems were discussed with groups of practice teachers and head teachers at nine day-conferences held at Claremont Teachers College during 1959.

How effective in the 1950s was the preparation of students for active teaching service? It is one of those questions impossible to answer with certainty since there is no agreed criteria by which to judge. Many young teachers who were in Claremont Teachers College in the difficult years of the fifties and sixties remain harsh in their condemnation of their college experience. Adverse comments relate to the irrelevance of courses to classroom practice and to lecturers being out of touch with the school situation and often unapproachable when help was needed. Some however will admit that general subjects helped by giving background knowledge and agree that the important thing was the maturing process of coping with a wide range of people and situations in college and in schools.

In their teaching practice students were all too often confused by contradictory advice from college tutors and head teachers. On the one hand they were criticized for being ‘too easily satisfied with the traditional and conventional approach’, a rather unfair judgement when teaching practice was largely based on imitation. On the other hand the attitude of some head teachers and many older and experienced teachers towards college courses was unhelpful. They were dismissed as ‘airy-fairy’ and tyros were frequently advised to ‘forget everything they told you in college’. Teaching skill was learned ‘on the job’.

Long-standing complaints by head teachers that the training period was too short, that there was not enough attention to practical skills and too much emphasis on subject study rather than on teaching, betrayed a lack of appreciation of the difficulties of teacher education. College authorities were well aware of the limitations of the two-year course. Neil Traylen expressed this
with unusual frankness in a speech he gave to the first annual conference of the Education Graduates Association in 1966:

Not always are the methods and practices taught in the teachers colleges welcomed by the classroom teacher and the student teacher is forced to use practices which he knows are condemned by his college tutors. The artificiality of the practice situation, the gap between theory taught in lectures and the application of the theory and the lack of a true appreciation of the teacher's task in education result in a very real gulf between the training situation and the actual task of teaching . . . . With a two-year course of training the average student commences teaching at the age of nineteen plus. This must be admitted to be very young for undertaking the full responsibility of a class of children. The efforts made by teachers colleges to accelerate the maturity of students . . . meet with a certain amount of success in most cases, but frequently the main problem of the young teacher is his immaturity . . . . I do not subscribe to the opinion that merely turning loose the student who has just left the secondary school will result in a mature, responsible citizen in two years, fitted to be entrusted with the education of the nation's children. 12

It would be unjust to Neil Traylen to leave the impression that he laid all the blame on student immaturity. He pointed also to the limitations of an effective training programme imposed by 'trying to do too much in too short a time', the rigidity of college programmes conditioned by inadequate accommodation, the artificiality of short practice periods and the overloaded duties of staff.

At the same conference Dr David Mossenson discussed the prevailing dissatisfaction with the quality of college training:

Criticism emanating from individual headmasters and the [Teachers'] Union applied at all stages in the history of the [Claremont] College and were levelled against all of its principals . . . . This continuing dissatisfaction over training suggests that many headmasters expect unreasonable standards of classroom efficiency from ex-students. 13

Throughout the fifties and the sixties a high proportion of the teachers in the schools were very young, something like three-quarters being under thirty years of age. In this situation the newcomer was expected to be an 'instant teacher' and in many schools he could expect little help from the two or three older experienced teachers whose time was fully taken up with the duties of school administration and discipline.

At the end of a student's course of training the official measure of success used by the college was certification, a compound of two elements—exam marks in the various subject areas and a teaching mark consolidated from reports over all practice periods. An incomplete certificate could be due to failure in either or both areas. The final arbiter was a board consisting of the principal, the vice-principal and the warden of women students. Claremont
operated for a long time by a rule of thumb imposed by pressure from various quarters—an agreed annual percentage of failures. For some time high standards were maintained:

The normal certificate loss varies from year to year but generally moves between fifteen and twenty per cent. In view of our generous recruitment, immaturity of students and sheltered experience of a substantial proportion, this might be regarded as a fair division.  

This kind of result drew criticism from the Teachers' Union of 'tough standards'. Subsequently, the percentage of fails was reduced to around 5, determined more perhaps by the exigencies of school staffing than by union pressure. The immaturity of students so often referred to as a cause of student failure had been emphasized by the abolition of the monitorship system, which shortened the apprenticeship period. A policy of taking in a number of non-British migrants with insufficient knowledge of the English language added to the number of incomplete certificates. In 1953, for example, there were forty-three such students from nineteen different countries.

'Generous recruitment', another element in the failure rate, is seen in the introduction in 1956 of two short-term emergency courses made necessary by the ever-increasing demand for teachers. They were aimed at the more mature who had so far lacked the opportunity to qualify for admission to teacher training in the normal way. Reference has already been made to the Qualifying Course in which students spent their first year studying to take the Leaving Certificate. If successful they then undertook the normal two-year course. Ably conducted by Frank Constantine and Reg Trainor it had a high first-year success rate but only two-thirds achieved full certification. The students were, however, credited with making 'a valued contribution to the less mature in leadership and standards'. This course was superseded by the Coaching Course for those with a fail in Leaving English or fails in one subject only, although some with two subject fails were selected on aggregate marks. Exams were set by college staff and those who passed were admitted to training. In addition a Special Course was set up for those of a minimum age of nineteen holding the Junior Certificate or its equivalent. These students were brought into college in January and subjected to a six weeks intensive course weighted towards English and English expression. They were also given revisionary work in arithmetic, spelling, Australian history and physical geography. Those who passed college exams in these subjects were admitted to training. The certification success rate for this group was over 75 per cent, a very satisfactory result considering the academic background of these students.

Failure to obtain certification did not mean that a student would not be appointed to a school. The shortage of staff was such that almost anyone who had survived the full training period was accepted. An ex-student could go out teaching with a conditional certificate, a device which gave jobs to some who had failed quite badly. Seen in historical perspective this situation was not
abnormal. From the establishment of the Education Department right up to 1921 the proportion of the unclassified teachers in the schools was never less than 20 per cent; it did not get into single figures till 1930 and fluctuated round 9 per cent right up to 1950. Thereafter a change in the system of classification which substituted the category ‘Teachers Certificate conditional’ for ‘unclassified’ tended to obscure the realities of the situation.

Associated with the larger student intake of the ‘generous recruitment’ policy of the fifties was the high percentage of those who lacked basic skills in literacy and numeracy. All new students were put through a spelling test consisting of words taken from primary and secondary spellers, and arithmetic tests involving the simple processes of the primary school syllabus. Over a number of years there was a consistent initial fail rate of approximately two-thirds. Regular tutorials were given to the failing students with progressive exemptions as they passed subsequent tests. The comment of the director of teaching education, Tom Sten, on the initial spelling tests of the year 1957 have a contemporary ring:

The results support our belief that the fault lies in the fact that spelling is not generally taught in the high school. Again one can better understand the complaints of employers.

In relation to arithmetic he gave vent to a cry of almost impotent despair:

Here as in spelling the incidence of [a] large area of fundamental weakness must reasonably be appreciated as a contributory cause to the weakness in primary teaching of arithmetic. We can, I imagine, do little more than offer a temporary stimulation which will fade after examination, when one considers the appalling weakness in simple fundamentals after twelve years of schooling. As with spelling, here is probably another vicious circle.

As the 1960s progressed not only did deficiencies show up in the practical side of the training programme but the quality of the theoretical side of teacher preparation was increasingly subject to question. These matters were drawn sharply into focus by the influential Martin Report of 1964 which emphasized the need for a great improvement in the quality of teacher training. Inevitably, criticism became centred on the quality of the staff. A conference of superintendents and directors of teacher training held in Melbourne in 1963 pointed to an Australia-wide difficulty of recruiting staff who were suitably qualified academically and sufficiently experienced in the classroom. The main need was to improve the academic standing of lecturers, but this was inhibited by the demographic trend as it affected the world of education in Australia. The rapid growth in the size and number of schools had opened up promotional opportunities which were eagerly sought to the extent that in Western Australia there had developed ‘a turnover of one-third of the total staff in the
[Teacher Training] Division'. The fears expressed in the fifties and earlier, that college staffs were becoming too remote from the schools because of long service in teacher training, had now given way to a realization of the importance of staff stability. This was necessary to provide an incentive for the improvement of academic qualifications.

The Western Australian State School Teachers' Union felt that teacher training was being adversely affected by a worsening staff-student ratio. (There had been a 33 per cent increase in the teaching load over the past decade at a time when staff had to cope with more complex duties.) Added to an increased college population there was a greatly increased amount of secondary training which brought with it the problem of coping with university failures. Courses had continually to be modified to meet the needs of changing curricula in the schools. Finally, the burden of practice supervision increased annually. All these problems pointed to the need for some drastic changes in the structure of the teacher training institutions. The first of these, as they affected Claremont Teachers College, came in the second half of the sixties.

For some time Neil Traylen had been pointing to the difficulty of doing justice to the dual task of administering the Teacher Education Division and fulfilling the position of principal of Claremont Teachers College with its 1000 students and 105 different courses. 'It is doubtful', he said, 'if any one man can cope successfully.' After having attended the 1963 Melbourne Conference of superintendents and directors of teacher training which had reviewed the current problems of the teachers colleges, he was more than ever convinced of the need to separate the two positions. The Education Department agreed to give the idea a trial for the year 1965 during which time Traylen acted as director of teacher training only, Bill Halliday was transferred from Graylands to become acting principal of Claremont, and Bob Biggins took over in an acting capacity at Graylands. The new arrangement was deemed to be a positive administrative improvement and from 1 January 1966 became permanent. Neil Traylen set up the office of teacher education in Havelock Street, West Perth. These administrative changes were opportune as plans for a third college were by now well advanced. The Secondary Teachers College was set up with a skeleton staff at the beginning of 1967. Big changes in the structure of teacher education and in the character of courses were around the corner.

About this time, under the influence of widespread criticism of the failings of teachers colleges, comparisons were being made between teacher education courses overseas and those in Australia, not always to the disadvantage of the latter. Cyril Cook, the future principal of the Secondary Teachers College, had made an overseas educational tour and had presented a report of his findings to the Education Department. He came back convinced that teacher education here compared more than favourably with what he had found in institutions he had visited in Great Britain and the U.S.A. He disliked the overspecialization he saw in England where the training was concentrated in two
subject areas. The broader spread of training at Claremont and Graylands suited Western Australian conditions. Population distribution here was such that many teachers had to serve in consolidated schools in the country and versatility in teaching areas was essential. Cook found also that our colleges paid more attention to teaching methods than did English and American colleges, where the influence of the academic staff of universities had tended to decrease the emphasis given to the professional side of teacher education. In teaching practice we had more freedom of selection of schools and teachers, and students had wider and more regular teaching experience. He found that entrants to colleges here were better equipped to handle a course of teacher training than their counterparts in Great Britain and America, but that this advantage was offset for many of our students by the shorter period of training. A minimum of three years was the rule in most advanced overseas countries. In England, student loads were less in terms of lectures, assignments and exams, and the college year was shorter. The report set out the main needs for Western Australian teacher education as three years of training for all, lighter student loads, better resources and closer links with the university. In relation to education in general Cook concluded that our school system had the advantage of uniformity of curriculum and equipment and an even spread of teachers. Nevertheless, there was a need for more local initiative, more independence for teachers, and, in short, for a more virile and liberal profession.

In the light of the great changes of the seventies Cyril Cook’s report may be seen as presenting an over-rosy view. The Jackson Report of 1967 pointed to deficiencies in the length and standard of training, in the administration of the colleges, and in the quality of staff, and deplored the isolation of teacher trainees from other professions.

Perhaps the most detailed analysis of the elements involved in the current debate was that given by Bob Peter, principal of Mount Lawley College, in a paper entitled ‘Towards New Patterns of Teacher Education’. He posed the question, ‘Why is it that a tertiary educational enterprise of the size and significance of teacher education, staffed with so many able and genuinely involved and concerned people, attracts to itself such a dismal and dismaying image?’, and listed ten contributory factors. The most significant were the lack of college autonomy, the absence of soundly based criteria for the prediction of teaching success, doubts about the relevance of courses (especially theory of education) to classroom practice, failure to integrate the total programme to the prime objective of turning out capable classroom practitioners, inefficient mass instructional methods pursued in an overloaded curriculum, and administrative procedures which maintained in colleges an atmosphere akin to that of a high school.

These deficiencies in teacher education were certainly all present in Western Australian colleges, but it must be remembered that they were an inevitable
product of the post-war years when the demand for teachers was high. Colleges had to adopt a kind of forced feeding process to churn out certificated teachers in ever-increasing numbers. Claremont Teachers College bore the brunt of this difficult time.

The teachers colleges and the teaching profession as a whole were at this time associated with what was for Western Australia an unprecedented phenomenon of social mobility. The high-pressure teacher recruiting campaign attracted entrants largely from the lower socio-economic levels of the population, with few from the upper middle class and the families of professions other than teaching. A survey of the 1957 student intake at Claremont showed that well over 40 per cent came from families where the father's occupation was classed as clerical, skilled trade, semi-skilled or unskilled. Only 1 per cent came from the 'higher profession' classification. A feeling prevailed in the community at the time that teaching was an easy job to enter, and in fact, for a time, it was. The inevitable result was to create a public image of teaching as a profession of low status.

Twenty-five years ago a visiting education professor, Freeman Butts, made a perspicacious analysis of education in Australian schools, in which he dismissed the obvious factors of teacher shortage and lack of finance as the real explanation for its failings. He pointed the finger at

a prevailing underlying assumption that teachers do not need as much preparation nor does the preparation need to be of as high quality as the preparation for other professions . . . . Teaching is often looked upon as simply a skilled trade.

The remedy as he saw it was

to raise the level of expectation for education in general and for teacher education in particular. The 'dismal and dismaying image' of the colleges began to change for the better when the Teacher Education Act separated them from the Education Department. It provided the opportunity for re-structuring of courses, and administrative procedures had perforce to be altered. Staff made more efforts to improve their qualifications under the challenge of world-wide competition for promotional positions. The falling demand for teachers towards the end of the seventies led to student intake quotas which in turn gave rise to selection procedures. Finally, the Colleges Act 1978 gave the colleges the prestigious status of multilateral degree-granting institutions. All these events carried with them changes which immeasurably enhanced the quality of teacher preparation.

For Claremont Teachers College an opportunity for change came in 1968 when the Secondary Teachers College occupied its new building in Hampden.
PROFESSIONAL TRAINING AT CLAREMONT

Road, Nedlands. The excision from Claremont of the secondary trainees made possible the introduction of a three-year primary course. It is true that the college suffered temporary disadvantage through the loss of the specialist skills of the manual arts, home science, art, music and physical education students who had contributed greatly to the extra-curricular life of the college and to the general community. There was an advantage, however, in a renewed unity of purpose. Claremont reverted to being a purely primary training institution. Moreover, study in outside institutions was limited to single units as options and the number of students in them was quite small (in 1970 forty at U.W.A. and thirty-one at W.A.I.T.). The introduction of three-year primary courses involved at the very least an expansion of the existing courses to provide for the additional year. An evaluation of courses was made and discussions took place among staff as to the best structure for the future. But alterations and additions to subject content were of less fundamental importance than changes in staff methods of handling students both in teaching and assessment. The traditional lecture-oriented method of instruction was downgraded somewhat in favour of small-group learning techniques, tutorials, and working units, and lecturers made greater use of teaching aids. Students received more guidance to encourage reading in depth and in some units were given research projects that required an extended area of study. There was a move away from exclusive reliance on formal examinations, towards progressive assessment through class work, submitted papers, and tutorial assignments. Closed circuit television was used for lesson demonstrations, a technique that created a somewhat more normal classroom situation. Micro-teaching was introduced, a device whereby students taught and tested a concept with a small group of children. Personal development options which had been the subject of much criticism from head teachers and from the Teachers' Union were phased out and the time allotted to injecting more depth into core courses designed to develop competence in curriculum areas. About this time the college also resumed the practice of calling in head teachers for consultation with a view to improving the training programme.

These measures were developed and improved over a number of years and they brought more professionalism into teacher training. However, the major innovation was undoubtedly the launching of the Assistant Teacher Programme. In 1970 over 100 students were assigned to metropolitan schools as 'assistant teachers' for the duration of a whole term, the longest period of continuous practice that had ever been organized by Claremont Teachers College. Participating students were given the responsibility of writing up a programme for a term’s teaching ranging over three different class levels of the school. The Teachers' Union co-operated by deciding, at its Annual Conference in 1972, that teachers would 'accept the professional responsibility for supervising and assisting the training of college students who are attached to their classrooms' without payment for the extra duties involved. The success of the Assistant Teacher Programme was such that eventually as many as 200 students were in-
volved in metropolitan and country schools and it became established as one of the essentials of the third year of training. It brought the college into closer contact with the schools. Members of the College Practice Department visited all practice schools for discussions with the head teachers where one of the problems taken up was the continued reluctance of the heads to give a U (unsatisfactory) mark for teaching practice. The earlier custom of holding college conferences for practice teachers was resumed, but was developed to include study in depth of specific learning-teaching areas and the problems of students in those areas.

The renewed attention to the practitioner side of teacher training—implicit in the measures outlined above—went a long way to improving the situation of former years when many ex-students entered their first schools feeling inadequate to the task. But many were still handicapped by being appointed to teach a class of children such as they had not previously encountered. Claremont Teachers College suffered from its geographic location with respect to access to particular types of schools for teaching practice. To be adequately prepared for whatever first year out might bring, students needed to practise in a succession of schools which gave a representative cross-section of all socio-economic levels of the population.

In 1972 the college introduced semesterization of courses, the main advantage of which for the students was a reduction in the number of subjects being studied at one time. There was a rise in the level of achievement and staff noted an improvement in the tone and morale of the students. Training in diagnostic and remedial techniques was strengthened, and general method lectures were replaced by a sequence of teaching workshops. The stylized system of lesson notes was modified to require the drawing up of behavioural objectives which made evaluation of the learning more effective.

One of the decisions made by Claremont in 1970 pointed to the kind of problem that could arise in the future as each of the teachers colleges went its own way. This was the setting up of a Diploma of Teaching and a Diploma of Teaching with Distinction. Both awards were approved by the Education Department and both gave the holders three-year status and entitled them to a departmental Teachers Certificate. The Diploma of Teaching with Distinction, however, raised a storm of protest from the Teachers’ Union and created disquiet in the other colleges. The union was upset at not being consulted and took a deputation of protest to the director-general. They complained that the holders of this diploma could be seen as having a promotional advantage over other students of three-year status, including the students of colleges other than Claremont. The protagonists of the award defended it on the grounds that high achievement should be recognized and that it brought Western Australia into line with Victoria and South Australia. The union decided to consult the students. The president, Ron Evans, and the general secretary, Trevor Lloyd, came down to Claremont and spoke to a large and lively gathering of students held in the hall-gymnasium. The students made it clear that they
favoured the new diploma arrangements. Union opposition subsided when the other colleges lined up with Claremont in establishing a Diploma of Teaching with Distinction. The significance of this event lies in the fact that the time was not far distant when the Teachers' Union would lose all power to influence what went on in the colleges. The removal of the colleges from control by the Education Department as from the beginning of 1974 ended the union's ability to exert pressure to alter the structure of teacher training.

The break from the Education Department which took place from 'the appointed day', 26 November 1973, created an atmosphere in the colleges conducive to experimentation and innovation. Though subject to approval by the Teacher Education Authority Council, there was considerable freedom to restructure old courses and to develop new ones. Claremont had already set itself on this progressive path under the stimulus of becoming freed from the responsibility of secondary training and having its population reduced to a manageable 600. In the first three years of 'autonomy' under the Teacher Education Authority leading up to the Jubilee Year of 1977, Claremont set about further important changes. The principal, Lloyd Pond, had welcomed the advent of 'autonomy' declaring that:

with modern buildings, new courses and staff recruited from the general tertiary field, the future of the College seems extremely bright.27

This was a statement of hope and expectation rather than of fact, but it did point the path the college was to follow.

Over the next few years a Reading Education Centre and a Library and Educational Resources Centre were developed. The former, set up in a temporary building, was nevertheless excellently equipped for its role as an educational clinic with a programme unique in Australia. The quality of staff was made more acceptable in tertiary education circles by recruitment of additional members following world-wide advertisement. A number of high-level courses were established which moved Claremont for the first time in the direction of a multi-purpose college. The first of these was the Associate Diploma of Health Education, designed to serve tertiary education needs of community health educators such as nurses, health surveyors and welfare workers. Other courses were the Diploma in Reading Education, the first-ever Graduate Diploma in Education (Primary) and a well-supported conversion course for two-year trained in-service teachers leading to the award of Diploma of Teaching. In 1975 these courses had eighteen, twenty-five and 160 students respectively. The Graduate Diploma in Education has been a growth area, enrolling seventy students in the year 1981.

In the Jubilee Year 1977, a Child Studies Centre became operative, providing opportunity for students in educational psychology to observe child behaviour, and vacation courses (August and January) were offered for
Diploma of Teaching (Conversion) courses. In recent years, also, in-service courses have developed which, in the opinion of some, have 'saved the college' in the sense that they justified the continued existence of the college as providing a significant programme over and above pre-service training. Among these courses, that in reading has been very well supported by teachers. A current offshoot of the in-service courses has been external tuition in diploma courses. An especially notable facet of this innovation, calling to mind the historic Education Department 'School of Instruction', has been the setting up of an off-campus learning situation in the country centres of Northam, Bunbury, Geraldton, Kalgoorlie, Esperance and Albany. The Education Department as part of its renewed interest in the small schools recently approached Claremont Teachers College to resume training for rural education. Murray Lake undertook responsibility for developing programmes to support one-teacher and two-teacher schools and to direct the re-introduction of some of the old teaching strategies that made rural education so strong in the past.

The most prestigious course ever established by the Claremont College was the degree of Bachelor of Education approved in 1978, a course substantially different from others currently operating in Western Australia. It was strongly curriculum based, focussed on teaching strategies and aimed to foster the use of the Library and Educational Resources Centre as a research centre for teachers. The achievement of the right to award a Bachelor's degree, which is the conventional and primary hallmark of a tertiary institution, ensured that Claremont Teachers College would maintain equal status among the colleges of advanced education in this state. Over the next two years the college strengthened its academic base by launching three additional graduate diploma courses—career education, religious education, and speech and drama education.

The expectation of the Martin Committee that autonomy for teachers colleges would enhance the quality of teacher education was borne out at Claremont Teachers College. There was more academic rigour in the course; systems were set up for units to be reviewed before being mounted; more units were school-based and there was a tightening of standards. The requirement for courses to be accredited by the Teacher Education Authority (up to 1978) and subsequently by the Post-Secondary Education Commission helped this process. The reports of accreditation panels indicated that they had been satisfied with the quality of the courses and the teaching provided by Claremont Teachers College.

The imposition in recent years of quotas brought an improvement in the quality of student intake. Students were now admitted on exam results without interview, and the aggregate of marks required for acceptance increased over the years. The admission of mature-age persons to the proportion of 20 per cent of the total helped to engender dedication, leadership and breadth of vision in the student body. At the end of the seventies Claremont Teachers
College was still overwhelmingly concerned with teacher education. Over 90 per cent of the staff were directly involved with the 'making of teachers'. In this respect the college was unique in the field of tertiary education in Western Australia.
THE STAFF
TEACHERS OR ACADEMICS?

For the greater part of the twenty-five years under review the staff of teachers colleges belonged to a closed system which ensured that appointment and promotion went to those within it. The Education Department promotions appeal system restricted appointments to members of the Western Australian teaching service. Whilst most of those who won positions in colleges were capable teachers, the regulations which defined efficiency, status and seniority for the school system did not necessarily select the best people for the rather different world of teacher education.

A marked feature of the closed system obtaining before 1973 was the high mobility of staff. There was continual movement in and out of college as some sought the prestige of college appointments and others moved out to promotional positions in the schools. Whilst this had the virtue of keeping college in touch with what was going on in the schools, it interfered with the smooth running of the training programme. Almost every annual report of the Teacher Training Division in the 1960s refers to this phenomenon of large turnover of staff. Neil Traylen was led to comment:

It has been said teachers at tertiary level are not fully effective until about the third year of their work—if so, we can expect between twenty per cent and thirty per cent of the Teacher Training Division to be working at less than maximum efficiency.¹

Staff were being lost annually because of normal promotional movements and because of the more attractive conditions obtaining in the Technical Education Division and at W.A.I.T. There were, of course, other factors at work such as long service leave, study leave, secondment, resignations and retirements.

For Claremont Teachers College 1963 was a fairly typical year of the decade. There was a resignation, a secondment and a promotion out, two transfers, four retirements, four on leave without pay for overseas study, and seven on long service leave. As a consequence there were nine temporary staff and three holding acting positions. Most years of the 1960s saw nine or ten new
appointments and anything between nine and twenty-three temporary positions. Fortunately, a hard core of staff members remained at Claremont after their first appointment and made teacher training their life career, people such as May Marshall, Jock Hetherington, Ashley Ford, Ross Ewen, Frank Constantine, Bob Davies, Ben Cook and Lloyd Pond.

Throughout Australia in the post-war period staffs of teachers colleges had to struggle against a feeling of inferiority in relation to the staffs of universities, partly because of the difficulty of achieving comparable academic status and partly because of lack of opportunity for overseas study and research. The situation of high mobility outlined above was not conducive to settling down to intensive study in addition to coping with new and demanding college duties. Nevertheless college staff were expected to improve their qualifications and successive principals encouraged them to do so. Many did obtain higher degrees or a second degree. Among the earliest to complete a Master’s degree were Dave Mossenson, Arthur Hartley, Bob Biggins, Cyril Cook, Bill Halliday and Bob Peter. In some years as many as one-third of the staff would be working towards higher degrees. In 1964, for example, of a total staff of fifty-four, five completed the Master’s degree, three were pursuing studies for a doctorate, seven were writing theses for the Master of Arts degree, three completed the M.A. preliminary and eight others were taking preliminary courses.

One of the hoped-for advantages of autonomy when it came in 1974 was the opportunity for extended study leave overseas. It should be noted that well before this some staff did manage to achieve qualifications by study overseas, either at great personal sacrifice by taking leave without pay or because by their evident ability they were awarded study scholarships. In the late fifties Dave Mossenson went to London on an Imperial Trust Relations Scholarship for post-graduate research, Les (‘Lefty’) Johnson was in the U.S.A. on a Smith-Mundt scholarship to investigate in-service training, Betty Allison was in Seattle, Washington, on a Fulbright Exchange, and John Greenway in the U.S.A. on a Carnegie Fellowship. Bob Peter gained experience on a UNESCO project to develop teacher training in Indonesia. He was away in fact for four years.

In 1962 Neil Traylen referred to staffing difficulties in certain training areas at Claremont and Graylands occasioned by ‘generous treatment of staff’ in the matter of study leave and secondment. In that year Gerald Jones (physical education) was studying for a Master’s degree at Eugene, Oregon; John Fawcett (art and craft) was studying in England; John Hunt (education) left during the year to take a doctorate at Stanford, California; Lorraine Hale and Vin Horner (education and psychology) were seconded respectively to Kuala Lumpur and Penang; Doug Jecks (senior lecturer, practice) and Tom Ryan (mathematics) both left to study at Columbia University, U.S.A., one for a doctorate and the other for a Master’s degree in educational administration.

Advancement in qualifications in any one year was not always reflected in the staffing list for the following year. Before autonomy the high turnover of
INTERSTATE FAREWELL 1955
Perth students leaving from Perth railway station for the Interstate carnival
Courtesy of West Australian Newspapers

INTERSTATE WELCOME 1957
Students from Claremont and Graylands Teachers Colleges welcome students from eastern states colleges
Courtesy of West Australian Newspapers
STUDENT COUNCIL 1957

Back row: J. Read, R. Symons, B. Carlin, G. Getley, I. Templeman, D. Scanlon;
front row: A. D. Taylor, R. Hendrie, P. Priestner, R. Hanley, I. J. B. Patterson,
J. Boon, J. Halliday, A. Dickens, J. Cooper; inset: J. Peterson

INTERSTATE FOOTBALL TEAM 1963

Back row: E. Retallack, T. Michelle, G. Burns, P. Clery, K. Quinn, J. Exley,
G. Criddle, M. Leach, B. Bennett; front row: B. Gibson, C. Chinnery, R. Davies,
Courtesy of K. Retallack
FETE IN COLLEGE GROUNDS 1961

ARBOR DAY 1958

*Back:* Thomas Sten, ——, Don Taylor; *front:* William Halliday

Courtesy of West Australian Newspapers
STAFF AND STUDENTS AT ASSEMBLY 1959
Courtesy of West Australian Newspapers
THE STAFF: TEACHERS OR ACADEMICS?

staff inhibited the maintenance of a high level of academic qualifications. Some of the best qualified moved out to high positions in Education Department administration. Dave Mossenson became superintendent first of in-service training then of secondary education and subsequently director-general; Arthur Hartley became head of the Teacher Further Education Centre; Keith Currie, Harry Horner, Clarrie Makin and John Greenway became district superintendents; and Reg Trainor became head of the Teacher In-Service Centre. Some took promotional positions in the new teachers colleges, notably Cyril Cook and Bob Kagi, who became principal and vice-principal respectively of the Secondary Teachers College. Others moved out of the state altogether to spheres of life elsewhere. Les Johnson joined the Education Service in New Guinea and subsequently became the last administrator of that territory and then Australian ambassador to Greece. Vin Serventy went on to a prominent career as author and naturalist.

Despite the loss of these well-qualified people Claremont Teachers College had at any one time in the last two decades between 70 and 80 per cent of its staff with degrees and this included some who had two degrees. The college obtained its first doctorate in 1961 when Dave Mossenson had his thesis accepted before moving out to take up his superintendency. In 1977, of a total academic staff of sixty-five, seventeen held Masters’ degrees, mostly in education, and four held doctorates.

Important as was academic advancement at university level, it must be remembered that Claremont had staff positions for which such qualifications were not necessarily relevant—areas such as music, art, educational administration, teaching practice, not to mention junior primary courses, needlework, home science, teaching aids and manual arts. Compared with the post-war opportunities in the school system where it was not uncommon for teachers to become senior masters or mistresses within four or five years of taking up duty, promotion within the Teacher Training Division was slow. For long there were only three promotional positions, those of principal, vice-principal and warden of women students. In 1954 three senior lecturers were appointed at a time when the total staff numbered thirty-eight. Tom Sten commented that ‘they find plenty to do to justify their status and they are a splendid group’. As the college grew in size a number of distinct areas of instruction developed and each department was controlled by a senior lecturer or a lecturer-in-charge. By 1975 the proportion of staff holding promotional positions rose to nearly 30 per cent of total staff. Applicants for senior lectureships were required to have ‘academic progress beyond the first degree’, defined as a Master’s, a Master’s prelim, Honours or two Bachelor degrees. Lecturers were at first classified in two categories, Grade I and Grade II (later lecturers A and B). To obtain appointment to lecturer I, experience at tertiary level was required. Grade II lectureships were originally reserved as short-term appointments for bright young teachers not long out of college who, it was felt, would
bring enthusiasm and fresh ideas into courses. Their college experience would in turn enable them to bring something of value back into the schools. These Grade II positions later became permanent appointments which could be converted by good service to a Grade I. A new Grade III was then introduced with a tenure of three years for applicants with not more than ten years teaching experience. This category disappeared when the colleges became autonomous.

College appointments were sought after, partly as a step on the way to further promotion in the school system, and partly because of the attraction of somewhat better conditions of service. There were longer holidays, usually somewhat higher salaries, a certain amount of freedom to come and go, and the prestige of working in a tertiary institution. Opportunities opened up for service on various boards and committees which brought contact with persons from other tertiary institutions. For many years one of the perks was the unwritten right to a ‘half-day off’ per week, much valued by golfing enthusiasts. At one time certain unfortunate happenings in which staff members were involved brought an official warning that the half-day was ‘not to be used for activities to which conservative-minded members of the community might object’. It was this kind of college privilege which led many teachers back in the schools to stigmatize new appointees as having ‘retired to college’. Increasing student numbers and accumulating duties eventually led to the disappearance of the ‘right of half-day’.

Though it was possible for lecturers in some college departments to coast along without undue effort, and there were some who took advantage of this, the great majority took up the challenges that the position offered. In addition to duties laid down there were extra-curricular obligations which were germain to college life and indeed expected of a lecturer who hoped to remain on the staff. Many became involved in some form of community service of a sporting, cultural, religious or educational nature. Others were active in extra-mural professional organizations. Claremont Teachers College for many years provided educational services for other tertiary institutions. Before autonomy there were always several staff members who were part-time lecturers or tutors at the University of Western Australia or Perth Technical College. Some were even seconded full-time for short periods. Staff ran courses in the theory of education and in educational psychology for technical correspondence students taking the Teachers Higher Certificate. Some were involved in setting papers for Teachers Certificate exams and in running classes for metropolitan teacher candidates. Some assisted with curriculum revision for primary and secondary courses. Several served on the Education Committee of the Teachers’ Union, on the syllabus committees and examining panels of the Public Examinations Board. Staff members lectured at the Teacher Further Education Centre and served on the education, advisory and programme committees of the Australian Broadcasting Commission.

It was particularly important for staff to be active in professional associ-
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ations relevant to their sphere of work. Some of these were the History Association of W.A., the Institute of Educational Research, the Australian Psychological Society, the Australian College of Education, the Australian Society for Music Education, the Geographical Society of W.A., the Catholic Teachers' Guild, the Australian Teachers Association, the New Education Fellowship. Tom Sten, as well as all later principals, saw great value in these extra-mural activities and contacts:

This college is, I am sure, in its relationships with [Education] Department, [Superintendents'] Institute, teachers and University, unique and very greatly privileged to an extent few principals would understand.

Through staff members both colleges maintain a surprisingly large number of contacts with other bodies directly or indirectly interested in education. This is a very healthy situation in our institution where staff members are normally expected to become rather isolated and starry-eyed. 3

There was similar involvement in a wide spectrum of community affairs. A sample taken from the College Report of 1955 illustrates this aspect of college life. Bryant McDiven was president of the W.A. Society of Artists, Earle Nowotny was musical director of the Gilbert and Sullivan Society, Margaret Braine, wardrobe mistress of two leading dramatic societies, Mary Moir was secretary of the Metropolitan Opera Society, Ross Ewen was examiner for the Royal Life-Saving Society, and Keith McLean editor of the journal of the Science Teachers' Association. In 1959 thirty-eight staff members held executive positions in community organizations. Throughout the post-war years college staff took an active part in societies such as the W.A. Debating League, the Newman Society, the Public Health Association, the Anthropological Society, the University Choral Society, the Children's Special Service Mission, the W.A. Athletic Association, the W.A. Football League, the University Squadron of the R.A.A.F., the Air Force Association of W.A., the Fellowship of Writers, the Children's Film and Television Council, and the Perth Philosophical Society. Responsible positions were held in various councils, trusts and funds, such as the Kindergarten Council and the Gowrie Scholarship Trust. These kinds of extra-mural interests remain a permanent feature of college staff life, reflecting back advantageously on the students. Teachers, especially in country towns, are expected to be active and to take initiatives in community affairs.

An important change in the employment conditions of staff came with the proclamation of the Teacher Education Act. On the appointed day staff found themselves removed from the safe cocoon of the Education Department with its career security, well-established salary advancement procedures and generous holiday provisions. They had been prepared to some extent for the cold world outside by the inauguration two years before of open advertisement
for college positions. The Martin Report back in 1964 had recommended this step:

The principle of advertisement of staff positions over as wide a field as possible is regarded by the committee as fundamental to the development of a vital programme of teacher preparation. The autonomous colleges will recruit their staff by open advertisement and each department of education will recruit staff through open advertisement for the colleges for which they are responsible.4

The Education Department of Western Australia adopted this procedure for the first time in 1971, and over the next two years some of the vacancies in the colleges were filled by applicants from outside the state. By the terms of the Teacher Education Act existing staff who had been members of the Education Department were guaranteed permanency of employment on transfer to the Teacher Education Authority. All future vacancies would continue to be filled by open advertisement.

In 1973 Claremont Teachers College advertised throughout Australia for staff to be appointed under the new conditions of ‘autonomy’. The principal, Lloyd Pond, was ‘stunned at the volume of response, some 1200 persons evincing an interest to join the staff’.5 Claremont was able to recruit some staff trained in overseas universities and the college benefited from the influence of an intake of persons from diverse academic communities. Over the next few years this recruiting procedure was given credit for bringing in experience, ideas and attitudes ‘that have vitalised most aspects of the teacher education programme’.6 Thus Claremont Teachers College was able to overcome the in-breeding inherent in the previously prevailing closed system, indicated in the Martin Report as a major factor inhibiting improvement in the quality of teacher education.

The enhanced status of the C.A.E.s brought about by autonomy removed the staff from the tutelage and protection of the Education Department and enabled them to break the self-image of being teachers and to become academics. The question arises whether in the process they distanced themselves from what was going on in the schools and thereby lessened the influence of teacher-education on the methodology of teaching practice. In the case of Claremont Teachers College two recent developments have kept staff closely in touch with the school situation—the Assistant Teacher Programme, and the mounting of teacher in-service courses.

Under the Teacher Education Act the colleges began to experience an entirely different type of administrative structure. From 1974 Claremont Teachers College in common with the other four colleges was governed by a board, set up under the terms of the Teacher Education Act. Though the principal now had to share administrative power with several others, his influence was considerable, and often decisive, since he was chairman of the board, chief executive officer, and chief academic officer of the college. The board
consisted of five elected representatives of the academic and other staff, one or two students elected by the student body, and between two and four community members. The Claremont board set up four standing committees—academic, building, finance, and staffing—to assist it in arriving at decisions in these important areas.

Insofar as authority had shifted from Education Department headquarters to the campus itself (subject of course to the supervision of the Teacher Education Authority Council) academic staff had misgivings about the possibility of the development of a dichotomy between themselves as the ‘work force’ on the one hand, and an administrative bureaucracy on the other. However, through the standing committees and through its elected representatives staff were able to keep the board informed, to interpret differences, to explain the implications of proposed courses of action and to watch over the rights of staff members. A great deal depended on the personality of the principal and on the extent to which he sought the ‘advice and consent’ of the staff as a whole. In this respect Claremont has been fortunate.

One of the prevailing problems for staff in the post-war explosion of numbers was maintenance of personal contact with students. As early as 1953 Thomas Sten referred to the way in which ‘student increase of numbers outweighs staff effort at professional ideals’. He and Neil Traylen saw the most important aspect of professional training as ‘personal development’, which was very difficult in conditions of large classes and overcrowded accommodation. For a long time shortage of rooms suitable for studies meant that staff had to double up and in some cases accept three to a room and this made personal interviews with students extremely difficult. Much of the lecturing took place in temporary outbuildings consisting of Bristol rooms and prefab class-rooms. Sometimes it became necessary to place two, three and even four groups in one of the larger lecture rooms, making for a total of 100 to 130 students. The loss of personal contact had the unfortunate effect of forcing the staff into the role of authoritative teachers and the college developed some of the aspects of a high school—a situation resented by many students. In the very early post-war years a liberal atmosphere prevailed where staff ‘tried to meet the students as young but responsible adults’. The presence at this time of the mature-aged Commonwealth Reconstruction Training Scheme students, all ex-servicemen, certainly helped this approach. They provided capable leadership in the Student Council and their influence favoured the development of a more responsible attitude among the small student body of the time.

The crowded years of the 1950s made for a partial abandonment of this relaxed policy and a reversion to the authoritarian restrictions and formalities of the early decades of Claremont Teachers College. There were disciplinary problems associated with attendance at classes and the handing in of written work. Daily assemblies, roll calls at lectures and penalties for late production of assignments led many students to view the college as a glorified high school.
Stories are told of staff and students dodging about the corridors and shrubbery trying to out-manoeuvre each other in the battle for full attendance at assemblies. Particularly irritating was the imposition of fines for non-attendance at classes, a practice which Neil Traylen succeeded in having quashed when he became principal. Some of the rules and regulations were unenforceable in a situation of large numbers and were as much a trial to staff as to students. Tom Sten saw it as one very undesirable product of the time that ‘the doubtful student was sacrificed and the unscrupulous prospered’. He expressed disappointment that students showed ‘a general lack of appreciation of benefits received’. 9

A contributory factor to the ‘high school’ atmosphere was the fact that the majority of the students were very young, over two-thirds being seventeen years of age on entry. It was noted that many showed ‘obvious signs of over-protection and under development’. The two-year course gave ‘little margin for personality growth’. 10 In later years this characteristic of immaturity was not so apparent since the increasing pace of life and radical changes in social mores, especially the loosening of parental influence at an early age, helped children to grow up into young adults in a shorter time. Teaching methods in the high schools had also changed to the extent that more responsibility for independent study was being thrown on the student. The introduction of the three-year course, the re-admission of a proportion of the mature aged in the 1970s, smaller numbers and the movement for autonomy of teachers colleges, altered the situation for the better. Claremont, the only college with a past to live down, was able to move rapidly to take on the reality as well as the form of a tertiary institution.

In the days of departmental control Claremont Teachers College staff had to be versatile. First and foremost they had to be teachers, that is, their first responsibility was to their content and method courses and to supervision of teaching practice. They had to try to be academics in the sense that the pressure was on them from the world of tertiary education to raise the intellectual level of their courses—a difficult task in the crowded year when administrative pressures required them to produce the maximum number of certified teachers. They were also obligated to improve their own qualifications to be ‘worthy’ of a tertiary institution. Finally, staff had to be welfare officers, developing and directing student extra-mural activities in order to assist the process of maturation. This aspect was strongly insisted on during the reigns of Sten and Traylen.

Except in some few years when exceptional leadership came from the Student Council, staff members had to take the initiative. Student activity was often staff activity, in the sense that the push and organization came from staff. By and large, students had little free time. Until autonomy successive principals took the view that as students were being ‘paid’ by the Education Department they must be kept busy the whole day, every day. When not time-tabled for classes they were required to attend such things as assemblies, clubs,
guest speaker sessions, or compulsory sport. Certainly where a college extra-curricular activity flourished best, an energetic staff member would be found at the centre of it. Some activities, such as music and drama, by their very nature required the expertise of staff members. Others, because of their large scale and cost, such as Interstate—the annual intercollege competition—Open Day and camps required the full weight of the college administration behind them.

Staff had tried to interest students by arranging activities that could be incorporated into clubs, but it was noted that ‘students don’t readily enter into club activity out of lecture period’. In 1956 compulsory timetabled club periods were introduced. They covered a wide range of interests such as choir, orchestra, music appreciation, languages, pottery, applied art, radio drama, theatre, debating, public speaking, plant nursery, first aid, dance, teaching aids, library, art, bookbinding, nature study, projector operation, chess, gymnastics and photography.

The introduction of the three-year primary courses twelve years later brought with it consequential changes affecting various aspects of college life. Club activity was affected. In 1969 students were not compelled to join clubs and plans were set on foot to phase out the timetabling of club activities. Some of them, such as teaching aids, music and drama, were integrated into courses.

For some years an area of staff involvement was compulsory sport organized by the physical education lecturers assisted by other staff members. Prior to 1960 voluntary sport, set down for two periods a week, was only partially successful. So it was decided to make sport compulsory for first years on Wednesday afternoons. Objectives were to encourage students to learn new sports and to prepare them for the task of supervising sport in schools, a duty which few teachers could avoid. College facilities were inadequate for the numbers involved (in the region of 400) so grounds, halls and courts were hired in various suburbs. The main sports were football, hockey, basketball, volleyball, soft-ball, tennis, badminton, swimming and life-saving, athletics and the more esoteric golf and horse-riding. These arrangements lasted for only seven years. In 1967 due to increased numbers, heavy staff loads and problems of student travel to venues, compulsory sport was abandoned. From then on sport was mainly a Saturday morning activity for those interested. In the early seventies staff became highly involved in the consequences of structural changes in the college system and in efforts to lift the academic level of courses, and had less time for giving leadership in student extra-curricular activities.

Prior to 1974 the salaries and conditions of staffs of teachers colleges were governed by the Education Act and regulations and by decisions of the Teachers’ Tribunal. In each college there was a branch of the Teachers’ Union. As the time for separation from the department approached college staffs realized they would lose the protection of the union, and it became urgent to
set up a new organization to oversee and to help safeguard the rights of members. An Academic Staff Association of Teachers Colleges was set up, first as a loose federation of the five colleges and subsequently as a unitary body. It operated for a time side by side with the union branches, sometimes having the same officials functioning in two lots of meetings. During 1973 the council of the Academic Staff Association was heavily involved in the negotiations leading up to the establishment of the Western Australian Teacher Education Authority. It took a stand on three principles—the greatest possible degree of independence for the colleges, adequate staff and student representation on the boards of the colleges and on the T.E.A. Council, and preservation of rights accrued during service with the Education Department. There were discussions with the principals, with the Tertiary Education Commission and with state and federal ministers for education. Charlie Staples and John McKenzie represented the staffs, and Ron Evans and Trevor Lloyd the Teachers' Union, on the all-important T.E.C. working party on conditions of service. Claremont Teachers College Staff Association had a very active committee which fed material forward for the famous 'green paper', the document in which conditions of service were eventually set out. The document was signed by the state minister for education late in 1973 in pursuance of the powers given him by the Teacher Education Act. Sections 52 and 53 of the Act preserved the existing and accruing rights of staffs and in particular rights in relation to sick leave, long service leave and superannuation when transferred. Staff were guaranteed their status and substantive positions held under the Education Department. This latter was an extremely important provision which obviated the need to re-apply for appointment and face the open competition of the labour market. It was indeed a necessity as staff members were given by the Act a period of six months in which to decide whether to transfer to the new authority or to remain with the Education Department, and security of employment would be a factor in this decision. The Act (Section 55) also authorized the establishment of an academic staff association to be the sole recognized means of communication between the academic staff and the T.E.A. Council and also for the maintenance of a voluntary student association.

The green paper made provision for six weeks annual leave together with all gazetted public holidays, which was a decrease from the eleven weeks previously enjoyed. This was much regretted by some, but most recognized that with tertiary status must go tertiary conditions. There was ample compensation in the achievement of university level salaries (the so-called Campbell scales), and in the expectation of liberal paid study leave, though this was not set down as a right. These highly satisfactory results were achieved in the free-spending days of the Whitlam Labor administration. Developments in later years, especially since the decision of the Fraser government to put a tight rein on federal funding for education, tended to erode these conditions. Study leave, for example, was far less liberal than hoped for, and the trend towards
term contracts for new academic staff became a matter of concern for the Staff Association. Further changes brought about by the Colleges Act—which abolished the T.E.A. umbrella, gave the council of each college full powers to hire and fire, and authorized the establishment of a staff association in each individual college—altered the role of the Academic Staff Association. College councils now treated solely with the staff branch in their own college which limited the authority of the association executive to speak for its members as a whole. Claremont Teachers College branch found that it achieved best results through the work of its representatives on college committees. By contrast with departmental days when staff pursued a tranquil teaching life uninvolved with administration, and protected by long-established regulations and procedures, the circumstances of the seventies compelled a high degree of awareness of every aspect of college policy and decision-making. The authority whose decisions affected everybody was seen to be, not 'out there' in some remote headquarters, but right here on campus. For some this meant the acceptance of the challenge to participate in the work of the council and the committees where this process took place.
In the twenty-five years from 1952 to 1977 nearly 8000 students passed through Claremont Teachers College. Among them were a few brilliant scholars who attained high academic distinction, like Brian de Garis and Bruce Bennett, the first students of a Western Australian teachers college to be awarded Rhodes Scholarships. Many became good teachers and rose rapidly to positions as principals of schools, heads of specialist departments or district superintendents. The majority were diligent students and became diligent teachers. Some were indifferent students who in time developed into capable teachers. A few, unsuited to the life, did not finish the course in college or remain long in the schools.

Admission to teachers college was both difficult and easy, depending on when the application was made. Though the basic qualification for entry was the Leaving Certificate, in practice the qualifications accepted varied in accordance with the vicissitudes of teacher supply. The school population explosion of the fifties and sixties required the admission to teacher training of ever-increasing numbers, and many school leavers had to be accepted with less than the standard qualification or with doubtful personality characteristics, or even undesirable school behaviour records. The numbers had to be found. For a few years in the early fifties small groups of mature-aged persons were admitted if they held the Junior Certificate, as well as some school leavers who had failed by one or even two subjects to pass the Leaving Certificate. Reference has been made in an earlier chapter to the coaching and qualifying courses especially set up for this type of student. These lowered standards of admission forced on the college by demographic trends were predicated on the expectation that the college years would mature the less able to the point where they could handle the teaching situation. The optimistic view prevailed that, as no scientifically-based evidence existed to establish what makes a good teacher, every student must be accepted as having the potential for success.

From 1953 onwards a high proportion of the entrants were those who had
accepted teaching bursaries which bound them to enter college on attainment of the Leaving Certificate. At the time of its introduction the bursary system was approved on all sides as an effective measure for ensuring a steady flow of recruits to the teaching service. It broke down when the post-war labour shortage disappeared and in hindsight it is recognized as having in some respects done a disservice both to students and to schools. It had deprived the Education Department of a free choice from those qualified at the end of their secondary schooling. It was ‘a policy of desperation where the Department, bidding for labour in a very short market, offered financial rewards to those parents willing to commit their children to the teaching profession at the ripe age of fifteen’. ¹

If the bursary system shackled students willy-nilly to the teaching service, the evil was compounded on entrance to college. The student was paid an allowance during training together with a small book allowance, and those from the country were paid in addition living-away-from-home allowances. All were required to enter into an agreement, known as the bond, a source of resentment among many students and a cause of conflict between the Teachers’ Union and the Education Department over many years. The student was required to have a guarantor who agreed to repay all or part of the allowance if the bond conditions were broken by the student. In general the terms of the contract required newly appointed teachers to teach for a period equal to the years spent in training. To some young teachers entering the service at a time when overseas travel had opened up for people of modest means, and when it was possible to obtain teaching posts abroad, this was an irksome restriction. The students’ complaints related to the inadequacy of the allowance and to the teaching term required to ‘work off the bond’. The Teachers’ Union’s dissatisfaction was mainly directed to the guarantor’s obligations in the event of a student’s failure to complete the course of training. In the early days things were so badly handled that often neither the student nor his guarantor had a copy of the bond. ² The departmental position was clearly set out in a statement issued early in 1957. It stated categorically that the ‘generous allowances’ paid to the students under the system were for ‘the sole purpose of ensuring that the State is provided with an adequate supply of teachers to staff its schools’. It went on to say, inter alia,

The money is not a gift. It is paid to students in the distinct understanding that at the conclusion of their course training they will teach for a specified period in departmental schools . . . . Teachers who resign from the Department while still under Bond become liable immediately for the payment of assessed damages and the Department cannot agree to any deferral in the promise that the teacher will return to duty at some future period . . . . The legal position of contracts entered into by teachers’ college students is beyond doubt and the Crown Law Department is asked to take court proceedings, if necessary, against defaulting students or their guarantors.³
However, despite this positive statement that the department would have nothing but its bond, college students who had to relinquish courses because of physical or mental breakdown or for good personal reasons were not required to refund. Those who gave up courses of their own free will to take on studies in other institutions or employment in some other field, were allowed to make convenient repayment arrangements.

The bonding system lasted throughout the whole of the period under review, but the percentage of bonded students fell dramatically in the late seventies. The fall in demand for teachers, accompanied as it was by growing youth unemployment, created a situation where far more were offering for teacher training than were required. Moreover, the changed status of the teachers colleges and the entry of the two universities and W.A.I.T. into the field resulted in a relative over-supply of trained teachers. Only those school leavers with good scholastic attainment and highly recommended by their schools had a hope of being selected. The long established rigid bonding system no longer suited the times. The first modification came in 1977 when the compulsory period of service without penalty was reduced to two years and repayment was fixed at a maximum of $1000. Allowances for first-year students were abolished with the avowed object of forcing the students to turn to an alternative source of support, the Commonwealth Tertiary Allowances, which were subject to means test.

The great majority of the students who passed through Claremont Teachers College were assisted into their teaching courses by the bonding system and for many it would have been impossible without the financial assistance provided. Nevertheless it was disadvantageous to the student who had mistakenly chosen teaching as a career and while in college found he had no aptitude for it. The system made little allowance for failure. It also shackled those who found themselves unsuited after taking up duty in a school. Good marks for teaching practice while in college was not always a guarantee of success on the job. They could be misleading due to a run of good luck in being allotted to well-disciplined classes in schools where behavioural problems were minimal.

On a number of occasions students at Claremont College approached the Teachers' Union to take up their grievances with the department. In 1955, for example, they asked the union to try to have students guaranteed a minimum allowance of £8 0s 0d per week. (The Basic Wage was then £12 6s 6d.) They maintained that existing payments were adequate only for bare subsistence and made no provision for the cost of participation in sport or cultural and social life which were important obligations of college life. Students had also at that time to pay their own daily fares to and from college and received only one-third of the cost of travel to practice schools. On this occasion the union was successful to the extent that an improved scale of allowances was introduced. Fares to and from practice schools would in future be paid in full and daily fares to and from college in excess of two shillings would be paid.
For a long time women students had far more justification for complaints against conditions of training than men. It was not really till the 1970s that they were treated on a basis of equality. If a woman student married during training her course was terminated immediately. This severe mandate paralleled the regulations which required a woman teacher in service to resign on marriage! On occasions special concessions might be made. The 1954 College Report stated laconically:

Two women students married during the course and were permitted to complete the course as private students. ⁵

In the late sixties an absurd anomaly was created when women already married were admitted to training. They were given free tuition, travelling and book expenses, but no sustenance allowance. The regulations affecting women marrying while in college had to be modified. They were given the option of continuing their courses without allowances and being bonded for one-and-a-half times the period for which allowances had been received, or continuing to receive allowances and being bonded for the full period of training. Lest it be thought that the Education Department showed a marked sexist bias, note should be taken of regulation 196 (5) which deprived men students who married after commencing their courses from receiving the additional allowance normally payable to married men.

The loss of students by resignation, for whatever reason, and by compulsory termination of courses—a phenomenon known at Claremont as ‘wastage’—prevailed at an average annual rate of 3 per cent. Courses were terminated for four basic reasons: at the student’s own request, for insufficient academic progress, for personality defects including a lack of vocation for teaching, and for disciplinary reasons. The latter might include idleness, disobedience, non-attendance at classes, lack of interest, or immoral conduct. ⁶ Not all losses were due to failures or misdemeanour. Some of the more competent, having done well in their university units, withdrew to the university and went on to enter other professions. Others recognized that teaching was not for them and accepted employment elsewhere. Factors contributing to student failure, as distinct from reasons for course termination, were many and varied. Some of the more obvious were medical, domestic, emotional and temperamental. Among these might be noted inability to adjust to unsatisfactory boarding and study conditions, stress of living away from home for the first time, and immaturity leading to inability to cope with the demands of college life. ⁷

Before autonomy of the colleges, and especially in the fifties in the case of Claremont, termination of courses was the subject of lengthy correspondence between the Teachers’ Union and the directors, and of deputations to the minister. Most students were minors (more than two-thirds were seventeen years old on entry to college) and union leaders were conscious of the need for them to be protected from possible unjust or high-handed treatment. The union fought to have the students’ rights clearly defined, and in particular the
right of appeal against decisions of the Teachers College Advisory Board. The student should be represented by an advocate of his own choice and his guarantor have the right to be present. The argument went on for several years. The consistent view of successive directors and ministers was that it would in the long run be unfair to the student to have the proceedings take on the appearance of a court. It was the departmental view which in the end prevailed and termination was kept relatively informal. The Claremont wastage figures over a period of years show that the majority were terminated at their own request. There is little evidence of a draconian application of the regulations. On the contrary, in the period of teacher shortage, every effort was made to salvage the weak student and many were 'saved' by the device of conditional certification. Some headmasters, critical of this leniency, took the view that college authorities 'saw in every goose a swan'.

The living conditions of students who had to board away from home were a constant worry to college principals. A high proportion of students, for example in 1957 and 1958 as high as 40 per cent, were from the country. Board was by private arrangement, though the Student Council did help by maintaining a list of people prepared to offer lodgings. In 1960 one boarding house was declared by the college to be an approved house which had agreed to the right of unrestricted inspection at any time. It was hoped to extend this arrangement to other houses but the idea did not catch on.

A comprehensive survey of student accommodation, made in 1959, showed 632 living at home and 452 living away from home (42 per cent). They lived in all suburbs from the hills and Midland to Bicton and Fremantle. A significant number (9 per cent) spent more than two hours travelling each way to and from college, and a larger number (12 per cent) between one-and-a-half and two hours. Most country students sought accommodation in the suburbs near Claremont, such as Hollywood, Nedlands, Swanbourne, Dalkeith, Cottesloe, Subiaco and Mosman Park. Seventy-three per cent had full board, 24 per cent bed and breakfast only, 18 per cent shared flats and an unfortunate 4 per cent (fourteen students) had rooms only. Cost of board ranged from £2 0s 0d to £5 10s 0d per week. Most (85 per cent) paid over £4 0s 0d per week at a time when the basic wage was £13 13s 5d. The city students living at home certainly had the advantage over their country cousins.

This survey convinced the college authorities of the need to establish hostels or halls of residence for country students. The advantages were seen as adequate rooming and feeding arrangements at a modest price, good study conditions and supervision for many away from home for the first time. The care of girl students was also a consideration. Claremont Teachers College reports over many years drew the attention of the Education Department to this matter. The Teachers' Union gave its support and did not find departmental heads unsympathetic. However, the demand for new schools during the population explosion of the fifties and sixties placed a college hostel low on the list.
In time the general improvement in living standards and a more satisfactory level of student allowance rendered the need for hostels less pressing. The multiplication of tertiary institutions and the overall growth of student numbers made it a somewhat impractical proposition.

The overwhelming majority of students at Claremont Teachers College in the post-war decades were white Anglo-Saxon Protestants, Australian or British born, and government-sponsored, with obligation after graduation to take up duty in government schools. Most had done their schooling in the state system. About one-quarter came from Roman Catholic or independent schools. This profile remained fairly constant throughout the period under review. Foreign-born students taking a full college course always comprised a quite small group. In 1953 there were fifty-five such students from twenty different countries. In these early post-war years they were something of a problem since they had often been selected on compassionate grounds. They were generally displaced persons for whom it was felt that something should be done. Tom Sten explained thus:

There are obvious difficulties with foreign students, particularly with Central Europeans, some of whom were too generously selected with regard to speech. There is also the difficulty of adjustment to our conditions, particularly in the absence of strong teaching convictions, and the finding of a profession for the sake of a job. Experience generally has hardened some of them, and with a greater display of plausibility they can sometimes very successfully achieve their own special ends, contrary to our wishes.

In later years the percentage of non-British students of European ethnic origin increased, but they were the children of migrants rather than migrants themselves. They had passed through Western Australian schools and presented no special problem.

Another small group present over the years were the non-funded private students, some of them sponsored by outside organizations. In 1953 a first group of nine Roman Catholic convent sisters was admitted and ‘proved to be excellent students all with extremely good academic records and better than average teaching marks’. About the same time a handful of Asian and Indian students were sponsored under the Colombo Plan. This type of student became a permanent and colourful element of college life. In 1961 six African students from Kenya and Ghana appeared on campus. They were teachers sponsored under the Commonwealth Co-operation Scheme—the so-called ‘Commonwealth students’—to take one-year specialist courses in music, art and physical education. Over the years an annual quota of about a dozen came under this arrangement from Ghana, Zimbabwe, Tanzania, Nigeria, Indonesia, Malaysia and Uganda. They often held or were preparing to take up responsible positions in their own countries, such as teachers college lecturers or school superintendents. In addition to taking courses at Claremont
Teachers College they were required to get an overall view of the Western Aus­
tralian education system through visits, practice in schools (including country
practice), attendance at demonstration lessons and participation in general col­
lege activities. Some of them joined college educational tours to the eastern
states. By and large, they were well received by staff and fellow students. Their
presence on campus made a positive contribution towards racial toleration and
international understanding on the part of the Australian students.

Only a handful of Aboriginals, however, went through Claremont Teachers
College. Some of the staff, notably May Marshall, were aware of the need to
provide places for them and some sporadic attempts were made. But without a
settled policy of recruitment on the part of the Education Department the col­
lege could do little. There was also a need to prepare teachers who might be
appointed to schools which had some enrolments of Aboriginal children.

Inspector Rourke, who had first-hand knowledge of the problems of teaching
Aboriginal children in the North-West, was brought down to college from time
to time to talk to students, but no systematic course was established.

Another group who presented administrative problems for the staff and suf­
fered study worries themselves, were those caught up in the National Service
Draft. This situation arose first in 1962 with a small batch of sixteen but the
following year sixty were affected. They were called up for basic training of
ninety-eight days early in January and did not return to college till well into
April. They had to be kept together as one group and there was a disadvantage
in their all being male. They were required to do reserve training and this was
organized by Ashley Ford who had held the rank of captain during the war. A
college unit of the Commonwealth Military Forces was formed which paraded
on certain suitable occasions such as Anzac Day. The Education Department
was able to arrange that trainee teachers called up could have their military ser­
vice delayed till they had completed their college course. The subsequent aboli­
tion of National Service Training removed this group as one requiring special
treatment for teacher training.

Following the Jackson Report of 1964 federal government funding of
teachers colleges required 10 per cent of places to be made available to non-
departmentally bonded students. Accordingly, Claremont Teachers College
offered a small number of places to four categories of private students—
sponsored fee-paying, sponsored free place (nominated by independent
schools and the university Faculty of Education), unsponsored fee-paying
and unsponsored free place. In the post-autonomy years yet other groups of
students, including in-service teachers, added to the variety of students en­
rolled at Claremont Teachers College. The re-introduction of the mature
aged on Commonwealth tertiary scholarships was especially valuable to the
student body as adding stability and the experience of life outside the school
situation. The presence of these students did much to break down the criti­
cism of the college as a community isolated from life and the realities of
society at large.
THE STUDENTS: EVERY GOOSE A SWAN

In the year before the opening of the Secondary Teachers College the presence on the Claremont campus of final year students who had obtained degrees or part degrees disadvantageously affected the morale of the student body. Their attitude towards college training was seen as something of a problem. Tom Sten had occasion to mention a growing 'unhappy distinction' between the primary and secondary students at Claremont Teachers College. This was in some respects a reflection of the numerical growth of teachers in the secondary service where they enjoyed a salary differential and longer holidays over primary teachers. The university-type college students were thought to be too intent on their academic qualifications to take an active part in student affairs where their contribution would have been an asset to the student body.

Many of the university aspirants are too busy building qualifications even when they join College to enter into the personal aspects of training in which the primary groups gain most of their professional attitudes . . . . The graduate group is a most important one from the point of view of future leadership and unfortunately their professional year has become such merely in name. The personal and professional losses incurred in another heavy cram year, we believe, outweigh the value of the academic gains. 13

These students with the prestige of their university qualifications behind them and faced with an overcrowded timetable in their final year, tended to question the relevance of some college courses. 14

More disturbing than the attitude of the successful was that of the unsuccessful, the so-called UP and UPX groups, who had returned to college after a failing first year at university. Their failure was over-emphasized both by themselves and by staff. Neil Traylen remarked that this engendered in them 'a feeling of hopelessness on entering their second year of training as there is no chance of their gaining a certificate no matter what their subsequent results'. 15 They were at times a somewhat unruly element, though most of them subsequently became successful teachers. When Cyril Cook was appointed principal lecturer in charge of secondary training, contact and relations between staff and university-type students was improved but the basis of the trouble remained until the opening of the Secondary Teachers College removed the secondary students from the Claremont campus.

Claremont Teachers College remained relatively unaffected by the widespread student unrest on the campuses in Western countries that paralleled the Great Cultural Revolution in China. The happenings at Berkeley, California, and the dramatic student revolt in Paris in 1968 had their paler counterpart in Australian universities and colleges. The Western Australian student protest was largely confined to the University of Western Australia and to a minimum extent at Secondary Teachers College. At the height of the movement in 1969 Claremont was found to show 'very little of the student disaffection so preva-
lent in tertiary institutions elsewhere'. This was put down to either 'sympathetic handling' of student complaints by staff or 'an immaturity among the students'. The only remembered Claremont student demonstration (which took place in the streets nearby) was viewed with approval by the staff since it occurred as a protest against doubts cast by the Partridge Report on the viability of the college.

Students morals as distinct from morale came in for consideration by educational authorities from time to time. The 1963 Melbourne Conference of superintendents and directors of teacher training expressed concern at the change in moral and ethical standards in students entering teachers colleges. It was noted as a reflection of the community at large.

Teacher training institutions had a right to be concerned with the quality of teachers as models for children and with how their changing mores could affect their presentation of social subjects in the classroom. It was felt to be a serious problem though in hindsight it may be seen as not so serious as believed at the time. It had its humorous side and its patent absurdities. As in schools, so in the colleges, standards of dress and personal adornment became a battleground between staff and students. Girls were not allowed to wear slacks and men had to wear ties. One principal was famous for keeping in his office a stock of ties to hand out to delinquents for wear on state occasions. Beards were forbidden. At one end-of-the-year wind-up the bearded ones had their school appointments held up till they removed the offending appendages. When it became apparent that community standards had altered college modified its rule. A joint staff-student committee was set up to make decisions on dress and appearance.

Until 1969 there was a complete ban imposed by the director-general of education on the provision of hard liquor at college functions. As could be expected it was more often than not honoured in the breach. The rule was then modified and the student organizations had to make written application to the director of teacher training who had the final say. Ironically enough, more serious matters such as unmarried student pregnancies were handled with much more sympathy and compassion than matters of dress and decorum.

The Student Council provided the official point of contact between the student body and the college authority. It consisted of a president, a secretary, a treasurer, and the presidents of the Sports and Societies Committees. Its funds were derived from a compulsory student fee and from social activities such as Open Day, fete, and Miss Student Teacher Quest. Its responsibilities varied over the years but generally covered certain regular annual fixtures. Chief among these were the organization of the Education Ball in May, the Annual Dinner to graduating students in December, Arbor and Anzac Days, and the annual council dinner and photo. It assisted in the organization of Interstate, and College Open Day. It ran college dances and an occasional river trip and car rally. It helped in the organization of inter-group sport, in the annual
swimming and sports carnivals and in later years an annual Sports Dinner and trophy presentation. It controlled the sports locker and equipment, contributed financially to the purchase of items of furniture for student use, made donations for college equipment, helped in providing student amenities such as banking, hospital benefit, insurance, a dry cleaning agency and accommodation, and saw to the tidiness of lawns and buildings. Above all, it took control of the canteen and of student publications.\textsuperscript{19}

Tom Sten set the pattern for later principals when he allowed students considerable freedom to conduct their own affairs undirected and unaided by staff. He regarded this as useful experience in exercising democratic rights in a responsible way. How far this policy was successful depended much on the council having strong leaders. In some years the college reports are full of praise for capable leadership; in others, highly critical. Among the more capable students mentioned by name are Gordon Peter, Doug Love and Bruce Bennett. The 1955 president in particular (Doug Love) is singled out as one who had ‘lent a notable air of dignity to all his official occasions which must have enhanced the prestige of the student body’.\textsuperscript{20} Conversely, the 1956-57 leadership came in for sharp criticism.

There were many references over the years to the sincerity of the council and to their enthusiastic support of student activities, but also to their lack of expertise through inexperience, especially in the collection of student fees and the spending of council funds. ‘Students these days’, commented Tom Sten in 1953, ‘have grown up extravagantly and have little appreciation of careful spending of reserves.’\textsuperscript{21} He pointed to the need for some supervision in the matter. Help was provided for some time by the Education Department’s Accounts Branch and by Treasury officials. In 1955 and 1956 there was some irresponsible handling of funds. Treasury control was therefore tightened and a term audit introduced. A monthly conference between council and principal was introduced. These steps seemed a move away from the previous policy of freedom. However, Tom Sten was concerned that the council at the time was ‘hopelessly led’. Its ‘ideals are political rather than philosophical or idealistic’\textsuperscript{22} but although he had misgivings about the leadership for the following year he hesitated ‘to vet a nomination list for office’. In later years, too, college reports had occasion to be critical of council leadership. The president ‘did not re-act favourably to advice and criticism and failed to take full notice of his Council and of staff members’.\textsuperscript{23} Again, council was not ‘amenable to advice. The normal duties were carried out quite well but there always seemed to be a doubt as to whether organization would be complete before the function . . . there was a need for greater co-operation with staff’,\textsuperscript{24} ‘The president of the Student Council adopted a rather anti-departmental attitude and did little to keep up the morale of students.’\textsuperscript{25}

Neil Traylen, however, with his characteristic sympathy for the young commented:

Too much notice should not be taken of staff criticism of student
organization as, in general, these are young people giving of their own
time to learn administration and organization. If mistakes are made but
students profit by them, then this is all good training for future leaders
among our teachers.26

One of the contributory factors to occasional poor leadership was that coun-
cil tended to be dominated by university graduates who attended the college
only part-time and lacked sufficient contact with the general student body.
This perhaps helps to explain Bill Halliday’s criticism that

Leaders of the Council seemed to concern themselves with problems
which are rightly the province of the College Principal and gave less than
their full attention to active student leadership in areas more properly
their own.27

This situation was a by-product of the dichotomy of attitude referred to above
between the secondary students and the two-year course primary students of
Claremont Teachers College. It was remedied with the opening of the Ned-
lands College and the transfer of the former students from Claremont.

The most onerous responsibility shouldered by the Student Council was the
running of the canteen. This duty was undertaken in 1953 as a result of wide-
spread student dissatisfaction with the quality of the food and the prices
charged. The state Treasury assisted the council by making available a £500
free of interest loan for three years, to be used mainly for the purchase of a
refrigerator. Council spent some hundreds of pounds of its own funds on
furnishings and equipment. This was a very courageous venture on the part of
the student body. It had not been done anywhere else in Australia where such
facilities were supplied direct by the government. The venture was a success.
After the first year of operation the council repaid the first loan instalment of
£225 after paying £38 per week for wages, and showed a profit of £113.
Though adversely affected the following year by the withdrawal of a large
group of students to Graylands, the canteen arrangements were maintained,
the refectory space was doubled, and over the next few years accumulated
profits were spent on improved amenities including vinyl floor tiling and up-
to-date kitchen equipment.

Student Council was responsible for two publications. A newsheet entitled
Centaur was produced irregularly over the years. It was intended at first to be
monthly but was more often bi-monthly and at other times occasional. As the
official organ of the college students it was a vehicle for expression of student
opinion. The printed word gave the college a public face, so successive prin-
cipals were concerned to keep an eye on the contents. There was a staff censor
(not so named) who had instructions to delete any copy that was ‘profane,
treasonable, or sexy’. In Sten’s day it was acclaimed as exhibiting ‘a happy
blend of the progressive and the conservative’.28 There were frequent editorial
complaints of lack of support and student apathy. In the seventies it was
superseded by a regular newsletter entitled *Chironical* in which students could air their views. *Chiron*, launched in 1945, was named on the suggestion of staff member Bertha Houghton after the college motif. It was an annual publication with stress on material of a literary and artistic nature. Contributions were solicited from students at large but came more often than not from members of the creative writing option. Over the years it contained some forty or more pages of poetry, short stories, literary criticism, articles on teaching experiences, reviews of sporting events and college musical and drama productions, photographs, black and white sketches and a very occasional article on education. The scripts have the vitality and sincerity of youth, though lacking somewhat in form and style. The names of some of the authors are now well known in educational circles though none have become outstanding literary figures. Though *Chiron* suffered at times from proverbial 'student apathy' it is on record that in one year (1965) 432 students submitted material for publication. For some years the bookselling firms of E. S. Wigg & Son and Carrolls donated prizes for the best entries. The staff of the English Department, notably Joy Bignell, Bob Biggins, Frank Constantine and Ernie Elliott, selected and edited the material and decided the prize-winners. In 1967 the English Department recommended that there should be a student editorial committee which when appointed decided on a change of policy. *Chiron* in future would be a year book rather than a purely literary magazine, carrying accounts of achievements of sporting teams, the Societies Committee, Friday Forum, and the various student clubs.

Just as staff initiative was often necessary to get students going on extracurricular activities, so the Student Council found it had to do most of the work in connection with student functions. In the seventies 'College Comment', which reported the doings of Claremont students in the *Western Teacher*, continually complained of student apathy. Throughout the post-war period the organization of student activities was carried through by a quite small minority though a larger number participated in the events.

Insufficient data is available to determine the extent to which the quality of students at Claremont Teachers College has varied from year to year. Research itself is hampered by the lack of uniformity in the keeping of records. Certainly the opportunities existed for students to develop latent abilities and to demonstrate scholastic talent. Achievement in a number of fields was encouraged by the making of awards over and above teaching certificate and qualifications in such areas as speech, art, music, Royal Life-Saving Society and St John's Ambulance. Long-standing college prizes were the Bertha Houghton literature prize (commemorating a staff member of earlier times), and the principal's art prize inaugurated by Tom Sten. To these were subsequently added the Metropolitan Headmasters' and Headmistresses' Association prize for nature study (1958) and the Infant and Junior Mistresses' Association prize for junior school organization and practical work. These prizes were confined
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specifically to Claremont Teachers College. There were also open awards that frequently went to students of Claremont—the Lee Steere prize for local history research and the New Education Fellowship prize in education. The official giving of these prizes took place at the annual graduation ceremony. Secondary students of the college had the opportunity to compete for the many prizes awarded at the University of Western Australia. In 1960 no less than twelve such prizes went to students of Claremont Teachers College. These awards indicate that over the years there were some quite academically outstanding college students who took university courses. Many students from the primary sector laid the foundation for highly successful careers in the Education Department by their high level of achievement at Claremont Teachers College. There were some who entered the college with the intention of becoming teachers, and others who, after graduating, did work in the schools for a few years and whose abilities opened up for them opportunities in other fields.
PART THREE

The College and the Community

For many years the educational work of Claremont Teachers College was adversely affected by deficiencies in the buildings, the equipment and the grounds of the campus. The future of the college is still very much bound up with the limitations of the campus.

An ongoing feature has been the involvement of staff with other professional institutions and associations, and of staff and students with the community at large. Claremont has maintained a high level of social, sporting and cultural life.

The personality of the principals and the quality of the leadership they provided had an important bearing on the quality of life at the college.
The centre of interest on the campus at Claremont is the old historic Cottesloe stone building, which cannot now be seen quite as it was in 1902. Apart from some additions made in 1908 the first change in its appearance came at the end of a half-century of dignified domination of the five hectare site. By 1952 the old shingled roof was not waterproof, guttering was defective, the pressed metal ceilings were corroded and the whole interior suffered from the intrusion of damp. The Public Works Department was authorized to undertake major renovations. Over the next two years guttering was repaired, the gables at each end of the building were taken down, Donnybrook stone corbels were erected to take the weight of the roof which was tiled throughout. Efforts were made to waterproof the walls, but this was only partly successful. Damp remained a problem for some years to come. The whole building was rewired electrically, the old metal ceilings replaced with plasterboard, and general renovations made to the interior of lecture rooms, the main office, and in the principal's living quarters. The now disused tank was removed from the water-tower and replaced with a pitched, tiled roof. Some tidying up of the grounds and repairs to fencing were done. Partial reticulation of the oval was carried out and much-needed new shower and changerooms erected. In 1954 Tom Sten expressed satisfaction with this extensive programme. 'We no longer feel ashamed of our college when our many visitors are with us! In fact we show them round with a certain amount of pride.'

It is a common experience of those in charge of government buildings (and well-known to headmasters of schools) that repairs, renovations and additions are not achieved without great difficulty. Proceedings laid down for obtaining action in these matters are well designed to bring about delays. In the case of government schools and other institutions run by the Education Department, application must be made to that department. If approved (and funds must be available in the department's budget for that financial year) the item is referred to the Public Works Department which alone has the authority to work on government buildings (except under special circumstances where contracts are let). The applicant has to wait until the Public Works Department has men and materials available. Often the longest delays occur when the work required to
be done is not costly in terms of either time or money. In 1954 Tom Sten complained bitterly:

There are a few outstanding jobs and orders which I re-submit regularly four times a year—quite ineffectually—even though approval has been granted.

Again: 'It's not a case of mending or even refusing, simply ignoring.' On a major amenity badly needed by the college: 'The P.W.D. have re-opened the question of a hall but I am not optimistic.'

Years later Bill Halliday had similar experiences. He remarked rather more charitably: 'There seems to be a breakdown in communication between various government departments.'

The great post-war expansion of student numbers was catered for in 1952 by the expedient of erecting four Bristol buildings. These 'temporary' structures, together with two demountable classrooms and eight more prefabs erected some years later, still remain as essential college accommodation. Such remedies for large numbers perpetuated the untidy and unaesthetic appearance of the campus as seen from Princess Road.

Claremont has suffered from lack of adequate accommodation during the whole of the post-war period, but more especially in the fifties. Among other things there were insufficient staff studies, the Art Department had to make do with one quite inadequate room, there was no hall in which assemblies and indoor activities could be conducted and library accommodation was quite inadequate. The whole question of accommodation at Claremont was bedevilled by the fact that the main building was designed as a residential. A great deal of alteration has been needed to reshape it for teaching purposes and staff studies, but it still bears the stamp of its origin. Even today, visitors unfamiliar with the building have difficulty finding their way amongst its many corridors, levels and stairways. When Tom Sten retired at the end of 1958 the principal ceased living on the premises. This practice had been a carry-over from residential days. The top storey of the principal's quarters was converted into two internal rooms and a caretaker's office. The kitchen garden and the fowlyard were turned into a flower garden designed mainly for picking.

A renewed burst of building activity began in 1961. Better lighting and heating were required and there was the recurring problem of damp. Long-awaited extensions to the craft room were done and the hall-gymnasium was begun on the site of the hockey field. That year the whole premises were given the first complete renovation and repair for ten years. It included a re-designed entrance, vinyl tiles in all corridors and new lighting. The hall-gymnasium, which had been listed as an urgent need for nearly ten years, was at last completed and was immediately the venue for several celebratory activities—a concert by the Teachers' Orchestra, a Chiron Club production of a revue and two plays, and a full-scale production of Trial by Jury. The hall was a long-wished for asset that was heavily booked throughout the year, both by college departments and by outside organizations. It was used for daily assemblies, for guest
speaker sessions, for tutorials, choir practice, clubs, physical education sessions, drama, lunch-time films and concerts, the annual fete and Open Day, and for Student Council business. There was extensive evening and vacation use by bodies as well as by the college itself for such special occasions as dramatic and musical productions, socials, dances, interstate functions and graduation. Community use was extended to organizations whose activities were of an educational nature or in line with the objectives and programmes of the college, such as the National Fitness Council, the New Education Fellowship, Adult Education, the National Theatre and the W.A. Theatre Company, the Community Recreation Council and the Music Teachers Association.

Despite the welcome addition of the hall the college, in common with many schools in the sixties, had to continue putting up with severe shortages. The exodus in 1967-68 of the secondary students to Nedlands made available 160 places at Claremont but did not mean a very great availability of accommodation since a large part of the secondary teachers course had always consisted of study at the university. The position was so bad that lecture rooms had to be borrowed from Claremont Technical College and the Leckie Pavilion was hired from Nedlands City Council for such activities as the public speaking and drama options and for the basic course in drama. Other areas of concern were staff studies, storage, the library and the lack of facilities for private study and for student accommodation during lunch times, recess periods and period breaks, especially in winter. Claremont Teachers College entered the era of the C.A.E.s in 1974 with accommodation quite unworthy of its new status. The old historic building was surrounded by a straggle of 'temporary' structures—twelve prefab aluminium Bristol classrooms, two prefab demountables, and two 'temporary' wooden classrooms which had once housed one-teacher schools in the country in the 1920s. The furnishings of these rooms were in accord with their appearance, worn and outmoded. This type of accommodation adversely affected the training programme since it encouraged prolongation of traditional methods of education. It made difficult the application by lecturers of up-to-date educational technology in their own work as well as in the important task of training students in the use of the electronic equipment now being increasingly installed in the schools. With the coming of autonomy in 1974 the already inadequate accommodation was taxed even more by the growth of support staff. The withdrawal of Education Department facilities meant that the college had to employ more clerical, library and technical staff. The acquisition of more equipment, much of it of a sophisticated nature, added to storage problems and the need for yet more staff. However, with the prospect of plentiful funding being available under C.A.E. conditions, the College Board drew up an ambitious building programme. The centre piece was a projected education studies block, to be erected fronting Goldsworthy Road, which it was hoped would at last make possible the removal of the unsightly 'temporary' prefabs. There were also to be a music-drama centre and upgraded facilities for the students. These plans,
conceived during the final lush Whitlam years, fell victim to the general contraction of Commonwealth funding for education that came with the dramatic change of government in Canberra in December 1975. Claremont was, however, able to obtain funding for the very fine Thomas Sten Library and Resources Centre, opened in 1976, the first permanent building added to the campus since the college was founded in 1902. Without this essential feature Claremont could hardly have claimed to be at all adequately equipped to justify the status of a college of advanced education.

A much more modest and long-range plan of development existed whereby the College Council would use minor works money up to $80,000 to build modules of a permanent character. The first of these, a general purpose block, came into operation north of the library. However, the problem of proper accommodation at Claremont Teachers College still remains to be solved.

In his report on the operations of the college in the year 1973, Lloyd Pond expressed satisfaction with the state of the grounds and gardens. 'The parkland setting of the college is one of its major assets.' This happy state of affairs was achieved only after great efforts over three decades. In 1952 the grounds were in a large measure scruffy and undeveloped. Staff consisted of one groundsman and one gardener and such was the paucity of college funds that grass cutting of the oval was subsidized by the Women's Hockey Association! Neil Traylen when he became principal instituted the use of voluntary student labour such as had worked so well at Graylands. Clearing, filling, levelling and grassing for playing fields, the planting of new trees and shrubs and the development of gardens went on for many years. In 1964 John Oldham, the Public Works Department landscape architect who had become familiar with the campus through attendance on Arbor Days, devised a plan for systematic development of the southern and western parts of the grounds.

A long-standing defect which became the subject of a prolonged battle with the Education Department was the state of the roads, paths and gravelled areas. In 1963 they were declared to be

in a shocking condition . . . during winter months students have to tramp across large muddy areas and dodge puddles on the paths and roadways . . . the muddy nature of the area between the main building and the craft buildings has been referred to for at least ten years and during this time many surveys have been carried out, but the position is still as bad as ever.5

The following year it was stated to be

worse than ever and makes a farce of the attempts by the students to put good floor coverings on their floors and the attempts of the Canteen to provide hygienic working conditions . . . the pitted roadways and quagmires of winter in the back courtyards remain a disgrace to civilised living.6
Progress was made in the late sixties when the Public Works Department pro­ceeded with an extensive programme of regrading, draining, kerbing and paving of all roads and pathways and of the western courtyard. This, together with further landscaping, lawn development and more shrubs and trees brought the external areas of the campus to the ‘pleasant parkland setting’ of today.

The library, a key learning resource in the teacher education programme, remained quite inadequate until well into the seventies. It consisted for many years of one 10m × 8m room capable of seating forty-five students only, and with shelving for a mere 8000 books. There was no office for the librarian and no workshop. The tables were cumbersome and outmoded and there was no heating for the winter months. In the immediate post-war period there was difficulty in procuring a qualified librarian. In 1954 Charles Lenanton was appointed and filled the position capably for many years. He took over at a time when some improvements had been made—an expanded library capable of accommodating 105 students and 12000 books. He found the lack of an office a great handicap to efficiency. Among other things it meant that ‘inter­viewing students or businessmen is necessarily carried on in a manner un­worthy of the College’. A great number of the books were still unclassified but he succeeded in having a part-time assistant appointed to deal with cataloguing. The continual inflow of new books and journals prevented the full classification being achieved till 1961. For almost the whole of his term as librarian Charles Lenanton had a staff of two, an assistant librarian and a library cataloguer. His annual library report for many years unfailingly listed the need for more book shelving and storage space. Stocks were increasing at the rate of 1000 books a year, and by 1968 borrowings had reached over 14 000 per year, in addition to heavy intra-mural use. In that year the situation was relieved somewhat by the transfer of books relating to secondary education to the Secondary Teachers College and by the appointment of another library assistant. The 1970 report, however, refers to book accommodation having ‘now become impossible’ with books piled on top of shelving and in cupboards in the corridor. By 1973 the total stock amounted to 24 000 volumes and a large additional growth was anticipated to cope with courses being planned under the new conditions of autonomy.

It was evident that the most basic resources of a tertiary institution had to be radically upgraded and the new College Board saw this as the first priority. The situation was transformed by the erection at a cost of $1 250 000 of a two­storey Library and Educational Resources Centre to the east of the main build­ing. It was designed to complement and harmonize visually with the old historical building by the use of concrete with a sandstone appearance and with similar tiling. It had accommodation for 230 students, housing for 40 000 books, and ample office and storage space, but was much more than just a conventional library. There was a T.V. studio and control room, film process­ing rooms, a bank of audio-visual carrels and a graphics design and materials
production area. The new centre was appropriately named in honour of Thomas Sten, principal of the college from 1945 to 1958. It was officially opened on 26 May 1976 by the premier, Sir Charles Court. Tom Sten was present and maintained his reputation for keen interest in college art by making a gift for the purchase of an art work to be placed in the centre. The Thomas Sten Library and Educational Resources Centre remains the most important addition architecturally and educationally to the campus at Claremont.

Another area in which college was poorly served until autonomy was basic furnishings and equipment. These items were derived from four sources. Some were supplied by the Education Department. Some were purchased by the college from its own funds derived largely from the profits of the college bookshop, which amounted to about £1000 annually. College-funded items were such things as minor repairs, duplicating equipment, chairs, radiograms and records, pictures and picture framing, books and periodicals, canteen equipment and pianos. Items were also made by the teaching aids and manual arts sections, and others were purchased by the Student Council from its own funds derived from student fees and from social activities. Over the years the students provided many quite expensive items such as gas heaters, a public address system, chairs and electronic equipment. The equipment situation was not fully satisfied till the college obtained control of its own budget as a college of advanced education. It was then able to venture into modern educational technology and purchase sophisticated audio-visual equipment and the complex laboratories characteristic of modern methods of instruction.

One of the notable features of the campus is the college art collection comprising upwards of 200 pieces hung throughout the rooms and corridors of the main college buildings. The inspiration for such a collection came from Thomas Sten, the first post-war principal, who initiated a policy of buying local works of art, thereby establishing a practice that has developed into an ongoing tradition. A valuable early acquisition was the Claude Hotchin Gift Collection. In 1955 the Perth Society of Artists made an indefinite loan of fifteen originals and over the years several practising artists have made donations. Other originals were added from works by staff and students. Several paintings are from well-known Australian artists including Arthur Boyd (Floods), Elizabeth Durack (Sea Fantasy), Guy Grey-Smith (Dongara Flats), Robert Juniper (Lennonville), Lionel Lindsay (Cacti), Kate O'Connor (Fete Day) and Henry Van Raalte (Town Hall, Perth). Former and present staff members and some well-known art teachers are represented. Of these mention may be made of Margaret Braine, Gwen Burton, Samuel Crabbe, Bob Hetherington, Ivor Hunt, Bryant McDiven, Frank Mills, Ray Montgomery, Marge Tarling, Baynard Werner and Norman Madigan. The collection is sufficiently impressive to deserve a gallery of its own.
THE CAMPUS AT CLAREMONT

Adequate housing for art, for the Reading Clinic and for a number of other college facilities remains to be achieved. The campus at Claremont, though much upgraded from the situation of the early fifties, continues to suffer from inadequate funding.
College is more than going to lectures and going out on practice and long [study] grinds; it is also interaction with fellow students, college staff and the community.\(^1\)

Among the more important aspects of college life were sporting, cultural and social activities, especially those which brought the college openly before the public. Tom Sten and Neil Traylen both considered personal development by these means to be the most significant elements of professional training. The college Calendar for some years carried the statement:

Study alone will not make a teacher, so that the organization of training provides for the greatest possible opportunity for social development.\(^2\)

The loss of the 'corporate living' which had been a feature of Claremont as a residential college before its closure in 1931 made it necessary that some compensation should be found for students in activities of a social nature. Of these the most desirable were those that involved the students in community service. The object was to develop skills and abilities which would be important in their future roles as teachers. There had been a long-standing obligation on teachers in Western Australia to see beyond school and to understand that successful education of their charges depended as much on good relations with the community as with skill in the classroom. In country areas, particularly in the early days when settlement was first being undertaken in the wheat belt, the teacher was often the only person with the ability, or the best placed by reason of time and status, to organize social and self-help activity for the local community. This has indeed become a tradition amongst country teachers.

Student voluntary community service ranged over such activities as help to crippled children's camps, Legacy camps, hospitals, the Save the Children Fund, the Police Boys' Club, to churches, and the Saturday morning activities of the Y.M.C.A. and the Y.A.L. For several years they served at Sister Veronica's soup kitchen, assisted with girl guides and worked with inmates at Longmore, Riverbank and Karnet. They helped also in charity appeals and at charity concerts. In 1969 the college, under the organizational direction of
Ross Ewen and Pat Adamson, launched a special Community Service Project which was undertaken in one special end-of-the-year week before clearances and graduation. Students worked in twenty-six areas, including an anti-litter campaign, and helping in institutions for the sick and the aged, and the elderly in their own homes. The project was so well received by the community that the following year it was extended to take in twenty country centres.

Three major annual areas of staff and students involvement were camps, Interstate, and educational tours. They were all functions which took students out of the college for times of intensive activity. They all required a high input from the staff members who were saddled with the responsibility of organization and supervision.

CAMPS

Claremont being no longer a residential college, camps were introduced for the purpose of ‘training in community living and a contribution to the emotional and social development of the students’. Though they were for many years an important feature of college life they were not easily established as a regular going concern. Several projected camps were abandoned through lack of support. Unfortunately the initial camp in 1953 was held at Garden Island under what was described as ‘sub-standard conditions’. The participants ‘did not wish to repeat the experience’. The establishment of a good camp strategy owed much to the hard work of staff member Ross Ewen, who had gained experience in the organization of school camps for the Education Department. Within a couple of years he had developed a regular pattern of a compulsory February intensive course camp for the new intake and a December camp for the final years. The benefits for first years were seen as the helping of immature students to develop socially, the experience of good fellowship in the mixing of students with different school backgrounds, progress in physical fitness, an introduction to the specialist areas of music, craft and nature study which were new to many, and instruction in methods of independent study. Final year camps provided a last opportunity to get together as a group to engage in sporting and social activities and tutorials relating to the taking up of duty in schools. Perhaps the most successful camps, in terms of benefits derived by the students, were those mounted for specialist work. Subjects deemed suitable were nature study, geography, art and craft, and physical education. There was also a system of club camps which, however, did not cater for more than a few. Point Walter was the main venue for Claremont College camps but others used at various times were places with National Fitness Council facilities, at Point Peron, Rockingham, Pemberton and Garden Island as well as the Y.A.L. camp at Araluen. One of the most continuously successful specialist camps was that for physical education option students, held in conjunction with Graylands and catering for about forty students.
Within a few years increasing costs began to limit camp activity. In 1965 only three camps were held: a five-day intensive course for 230 first-year primary course students at the Araluen venue, a physical education and art camp at Watermans Bay for twenty students and the usual combined physical education camp at Rottnest. Whilst the first-year camp continued to be held regularly its nature changed. Camps were no longer a novelty. They had become an activity of high schools, of youth clubs, of churches and other social groups. College camps tended now to be organized round the development of skills associated with courses with far less sporting and social activities. There developed a trend towards small section camps and vacation-time extra-curricular expeditions mounted for adventurous, outdoor types, exploring through the Murchison Gorges near Kalbarri, and canoeing on the Murray and the Blackwood. It became very much a matter of the initiative of keen staff members organizing residential and mobile camps for small groups in the social science, physical education and oral English and drama sections of the college. In 1976 the first-year orientation camp was abandoned.

College students were now a different type from those of the 1950s in terms of maturity and social capacity. Many now owned or had the use of cars and could find their own sporting, social and cultural activities. Even short two- or three-day camps suffered as students followed the lure of alternative weekend attractions.

INTERSTATE

The round of sporting and cultural competitions between eastern states colleges and Claremont Teachers College, known as 'Interstate', was a major annual event for nearly three decades. Claremont first participated in a small way in 1928. Closure of the college during the depression and then the war meant that it was not resumed till 1947. Graylands was admitted as a member in 1956. Interstate was held alternatively in Adelaide and Perth during the May vacation, the home state providing accommodation and entertainment. At various times the participating colleges were Claremont, Graylands, Adelaide, Western and Melbourne Teachers Colleges. Wattle Park joined in for a couple of years and then withdrew. Most consistently it was a triangular contest of Claremont, Graylands and Adelaide.

The range of events covered sporting fixtures—football, men's and women's hockey, tennis—and some cultural activities. There were usually a debate, and music and drama competitions. In 1953 Claremont was host to Melbourne and Adelaide. Claremont won all the trophies that year—the Interstate Shield, the Debating Trophy and the newly established Musical Trophy. There was in addition an Interstate art exhibition. Claremont was credited with introducing the cultural side of Interstate, making it something more than just a sporting carnival.

The organization of Interstate was shared by staff and the Student Council.
Though the Education Department gave some financial assistance, the council ran money-making activities such as the fete on Open Day and a popular girl or 'Miss College' contest which went on for many years. They also selected the sporting and cultural teams, booked the train accommodation, saw to the luggage when the teams went east, and organized uniforms, scarves, banners and emblems. When it was Claremont’s turn to be host the council arranged the billets in student and staff homes and planned the times and venues of the programme of events.

During the period of Interstate other things went on besides the organized programme. There were educational visits and staff members set themselves areas of enquiry. From a staff point of view it was a valuable time for exchange of information and ideas with colleagues from other parts of Australia. For the students it was an exhilarating experience, though its value for the college as a whole was limited by the fact that so few could participate. Interstate reached a high point in the year 1963. An examination of that year showed the complexity of the arrangements involved. Adelaide and Western Teachers Colleges each brought to Western Australia a contingent of 100 students together with several staff members. The usual six sporting events took place for the Reunion Shield which was won by Claremont. In the cultural area there was an art and craft exhibition, an instrumental and vocal eisteddfod, a non-competitive drama festival where each college presented a one-act play, a debating contest and a church service. ‘T’othersiders’ had each sent three educational observers to investigate primary and secondary curricula. An educational tour of local schools and sites of scenic and historical interest took place. Entertainment included a welcome luncheon, a social, a picnic to Rottnest Island, an Interstate ball and a dinner and car tour for staff. To cap all this the usual conference of delegates met to consider alterations to the Interstate code.

Although a record number of 250 South Australians came to Perth in 1967 the high level of activity of the year 1963 was not surpassed. In fact, from that year influences began to appear which brought about a decline in Interstate leading to its demise several years later. Firstly, the opening of more colleges in each of the eastern states, providing opportunities for intra-state contacts, led to a loss of interest in competition outside the home state. Secondly, the sixties saw a disturbing increase in costs and, thirdly, there was growing difficulty in getting adequate billets. As early as 1964 an official Claremont College comment was made to the effect that ‘it seems inevitable that Interstate will be abandoned in its present form’.4

The withdrawal of the secondary students to Nedlands in 1968 dealt a blow to Claremont’s sporting teams which from then on did not do so well as before, especially in football and women’s basketball. Claremont could not match Adelaide with its older and more experienced students. Interstate reverted to a tripartite contest of Western Teachers College, Claremont and Graylands. In 1970 for the first time a note of disenchantment crept into the
THE COLLEGE AND THE COMMUNITY

report on Interstate which had that year been held in Adelaide. Four areas of dissatisfaction were noted. Claremont’s musical contribution (recorder items and madrigals) was ‘rubbished’ by the student audience who seemed to prefer ‘revue-type items’. The art exhibition was organized in such a way as to show up the weaknesses of college art work. The entertainment left something to be desired. ‘Staff were appalled at the volume of noise issuing from the dance bands.’ Finally, a number of billets proved unsatisfactory and some Western Australians were accommodated in student flats without provision for meals. The whole was summed up by the comment, ‘Western Australian staffs generally are not so enthusiastic about Interstate.’ So, this long-lasting project which had engaged so much enthusiasm and done a great deal for college morale over the years finally fizzled out.

In 1973 the student bodies of the five Western Australian colleges formed the W.A. Student Teachers Association in anticipation of autonomy. One of its main achievements was to organize an inter-college sporting carnival which served the purpose of replacing Interstate. Associated with this event was a costume cabaret and a W.A.S.T.A. ball.

EDUCATIONAL TOURS

Educational tours which were held in the August holidays began in 1960 when Claremont and Graylands combined to organize a sixteen-day tour of the eastern states with 114 students and nine staff. With the co-operation of the Victorian and Tasmanian Education Departments two groups went to Melbourne and one to Hobart. The purpose of the project was to enlarge student experience and knowledge of other parts of Australia by visiting places of scenic and historical interest as well as schools and industrial establishments. They were a valuable student aid at a time when the possibilities of travel were limited for most young people. In more recent times higher family incomes and the activities of travel agencies have made it less necessary for the colleges to fulfil this role.

Throughout the sixties tours visited Victoria, Tasmania, New South Wales, Central Australia and our own North-West. Cost per student worked out at an average of about £80 per head, which was reasonable for many students. For several years about 10 per cent of the total cost was contributed by the Commonwealth Office of Education. In some cases costs were reduced somewhat by billeting students in college hostels. In 1965 a variation of the settled pattern was undertaken when seventy-seven Claremont students went abroad to Malaysia, travelling on the Centaur and using the ship for accommodation during shore visits. This ambitious tour was the forerunner of the Asian study tour which was introduced in 1975. This latter, which soon became known as the Study Abroad Programme, was a serious educational project which was built into college courses as an accredited unit. The object was to observe and study aspects of education, sociology, history, politics, religion, anthro-
pology, or economics of an alien culture, a salutary experience for would-be teachers in a growing multi-cultural society.

OPEN DAY

College Open Day had its origins as a publicity stunt for recruitment. It was held at various times of the year but usually in October or November, sometimes by day, sometimes by night, and on week days and weekends. The timing was always related to the wish to increase public attendance. One of the largest crowds was achieved in 1958 when it was held on a Saturday. There was an exhibition of college work combined with a fete run by the Student Council to raise funds. This format was so successful, attracting over 3000 people, that it was followed for several years. The objective was to present aspects of the work of the college with a view to attracting recruits to teaching, though visitors tended to be mainly teachers and parents of students. It was also seen as useful training for students, giving them experience in the selection and organization of materials for display—a foretaste of the kind of activity that they could well meet in the school situation.

In 1966 the format of Open Day was changed. The associated fete was abandoned and static displays gave way to active demonstrations of what students did in the normal course of training. The show was centred on the new hall-gymnasium, but also spread out on to the lawns nearby. It was programmed so that all visitors had the opportunity to see all the activities presented. There was plenty of variety. They could view manual training and domestic science work, rhythm use of musical instruments, puppet-making, modelling and painting, new ways of teaching mathematics, methods of first aid treatment, use of remedial teaching techniques, physical education displays, gymnastics, drama, stage make-up, choir, tape recording and an information service on teaching as a career. The purpose was ‘to create a coherent and forceful impression for prospective teachers and their parents, of the attractive and stimulating aspects of a teachers college education’. This 1966 occasion involved much preparation and a great deal of effort on the part of staff and students. Thereafter it was decided that Open Day should not be allowed unduly to interrupt normal college schedule of work. It should be an opening of the college to the public for viewing normal college work by day and specially prepared activities would only be presented in the evening.

GRADUATION

The end of the year graduation ceremony for the presentation of teachers certificates and awards was organized to be a serious if not solemn occasion, when the college showed its best face to the public. It could be a moving experience for young graduands standing on the threshold of a life’s career in education. The ceremony was presided over by the college principal or the
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director of teacher education, was attended by 2000 invited guests, super­
intendents, heads of schools, representatives of organizations associated with
education, and parents and friends of graduating students. There was a guest
of honour, the director-general of education, the minister for education, or
perhaps the premier of the state, who presented the certificates and prizes and
gave a key-note address hopefully suitable to the occasion. In the early fifties
graduation was held at the Windsor Theatre near the college but pressure of
growing numbers and the wish for a more appropriate venue led to the use of
Winthrop Hall at the University of Western Australia. With the opening of
Graylands it became a combined ceremony of the two colleges. From 1962 it
was held in the Capitol Theatre in the City of Perth. By 1966 there was an
annual output of over 400 graduands and an increasing number of parents and
friends who wished to attend. So in 1967 the experiment was tried of holding
the event for the first time in the open air. A stage and seating was arranged on
the lawn of Claremont College with the floodlit façade of the historic old
building as background. In this unique setting 578 graduands were handed the
certificates which sent them on their way to teaching careers.
The following year the Secondary Teachers College came into the picture
and for two years the venue was the Beatty Park Aquatic Centre, chosen
because of seating and lighting facilities ready to hand. In 1970 with the pros­
pect of further teachers colleges arising it was decided that each college would
in future go its own way. Claremont for the first time since 1955 held its own
separate function in the hall-gymnasium. It was a somewhat historic occasion
in that it saw the graduation of ninety-six students of the first batch of the
three-year primary course. The director-general, Harry Dettman, presented
them with the Diploma of Teaching and 282 of the phased-out two-year course
students with the Teachers Certificate. From 1976 graduation was held in May
and achieved a gratifying attendance of 80 per cent of the previous year’s
graduates.

COLLEGE PRODUCTIONS
A notable activity which brought the college before the public was in the area
of music. Earle Nowotny and, later, Judith Murphy coached a small student
orchestra of from ten to twelve pieces and ran music appreciation groups using
a radiogram and records. In some years there were two choirs and a recital
group and students were prepared for a musical competition at the Interstate
meeting of colleges. Every second year, alternating with Graylands, a full-scale
opera or American-style musical was presented at public performances.
Gilbert and Sullivan was favoured with operas like The Sorcerer (1957) and
Yeomen of the Guard (1965). In one year Papageno was abstracted from
Mozart’s Magic Flute and the American musical Annie Get Your Gun took the
boards in 1973. These were major productions which in the course of prepara­
tion progressively involved more and more students till normal college routine
INTERACTION

was altogether suspended. In 1962 Trial by Jury was presented to celebrate the opening of the new hall-gymnasium and Claremont and Graylands provided a massed choir for the opening and closing ceremonies at the Commonwealth Games held that year at Perry Lakes Stadium in Wembley. The Claremont Choir sang each year at the graduation ceremony and musical items were sometimes rendered during college Open Day. In the 1970s there were some very large scale musical productions such as Bye Bye Birdie and Oklahoma ably directed by Dr Geoff Gibbs. For many years one-act plays were prepared under the direction of Gwen Burton and Mary Moir, either for Interstate or for public performance, plays of the calibre of Master Dudley and Private Lives. The building of the hall-gymnasium helped very much in the development of drama as it provided for the first time an adequate on-campus stage together with proper lighting and stage equipment. Stage-play readings were a feature of literature studies and were witnessed by all students studying the plays.

SPORT

Sport brought the college into close contact with the outside sporting world. Students participated in association matches on Saturdays in a range of sporting events. In 1956, for example, Claremont Teachers College fielded four football teams, two men’s hockey teams, four women’s basketball teams and two women’s hockey teams. Though in some years and in some sports college teams were premiers in their divisions, they were often handicapped by the draw on students by outside clubs, especially in League football and men’s hockey. Student prowess in this respect was evident by the way some were selected for state teams. In 1962 Annette Foley made the Australian team in women’s basketball and in 1963 there were eighteen student representatives in state teams.

SPECIAL DAYS

College was at one with the community in the holding of ceremonies to honour certain nationally observed ‘days’, such as World Health Day, National Aborigines Day, United Nations Day, Safety Week, but especially Anzac and Arbor Days. They were frequently organized entirely by the Student Council and were viewed by the college authorities as good training for initiating similar functions later in the schools. The fact that for some time Tom Sten, the principal, was also president of the Returned Servicemen’s League ensured that Anzac Day would be an important college occasion. There was an assembly on the lawns, a notable visiting speaker, a wreath was laid on the college war memorial and a guard of honour provided by the college unit of the Commonwealth Military Forces.

Many of the fine mature trees and shrubs to be seen in the college grounds
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were planted during official observation of Arbor Day. Here too there was usually a guest speaker. A frequent visitor on these occasions was John Oldham, a keen advocate of the planting and preservation of Australian flora.

GUEST SPEAKERS' VISITS

Aspects of the work-a-day world outside of teaching were brought before the students during weekly visits by guest speakers who came from a great variety of walks of life. It was seen as a way of getting students, most of whom had come straight from school to college and who would go from college back to school, to become acquainted with 'the other man's job'. There were two speakers regularly each week, one for first years and one for second years. In one year (1956) between the two colleges of Claremont and Graylands, there was a total of seventy-five different speakers. Other visitors to college from time to time were lunchtime speakers at a session known as 'Friday Forum', and concert parties and theatre groups. The latter were financed for the occasion by the Societies Committee and admission was therefore free to the students. Educationists from other parts of Australia and from overseas who contacted the Education Department were often brought down to Claremont College.

Among the weekly visitors to college in the fifties were ministers of religion who came to talk to the final year students of their own denominations. The results, as was found also in the schools, were judged to be of doubtful value. The inexperience of many of the clergymen and the patent lack of interest of many students rendered it a largely futile exercise. Tom Sten opined that the college was 'struggling in the grip of denominationalism [sic]'. He took the view that religion was best presented as a worthy way of life rather than as an ideology. In 1958 the scripture course was reorganized to provide that for two terms staff members gave lectures to final years in the historical and literary background of religion and in teaching method, and for one term selected clergymen and laymen gave lectures on the theme 'Religion and Life'. Ultimately, as in other colleges, the problem was solved by creating a course, either as an option or as a specialist course, for those interested. A religious observance on a voluntary basis was held annually in December for graduating students. It was an interdenominational dedication service, held at first in the college hall and from 1970 in collaboration with other colleges in a city church. It was hoped by this means to 'express fundamental values in a form meaningful to young people and applicable to their teaching careers'.

OTHER ACTIVITIES

For some years groups of students were taken out of the college and into the community on organized visits to institutions and establishments of general interest. They took place in December after exams and before graduation.
Students were taken to educational institutions, to industrial plants, and to public utilities such as the State Library, municipal offices, government departments such as Public Works and Water Supply, and to parliament where responsible officials had been tee-ed up to conduct the students on a tour. In recent years the scope of these visits was reduced because of the pressure of numbers, bearing in mind that many places would accommodate small groups only. The practice arose of sending first years on sociological surveys of industries, housing occupations and services in certain specified areas.

An activity which made use of a community facility and was designed as a practical service to the community was the motor vehicle driving course launched in 1960. It was held in conjunction with the National Safety Council at their centre in Mount Lawley. It was a ten-day course conducted by staff member J. Gilbert in association with the deputy director of the council. The aim was to run several trial courses to train teachers as motor driving instructors and to investigate the suitability of teachers for this purpose. The course involved driving techniques, road craft, basic motor mechanics, teaching methods, course organization and practice teaching. By its nature only a small number of students could be taken, somewhere between two and three dozen qualifying each year. From 1964 all manual training students were required to take the course as the Education Department proposed to use them to establish driving courses in high schools.

Staff and student extra-curricular activities and staff involvement with professional associations remain a feature of Claremont, though perhaps not as strongly as in the days of Sten and Traylen. Students today are, by and large, much more mature on entry to college and are more able at handling interpersonal relationships. Community contacts are still highly valued, and in these days of volatile high level policy decisions, are seen by all colleges of advanced education as an important and necessary public relations exercise.
FOUR PRINCIPALS
AND A WOMEN'S WARDEN

PRINCIPALS OF CLAREMONT TEACHERS COLLEGE

<table>
<thead>
<tr>
<th>Year</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1902</td>
<td>Cecil R. P. Andrews MA</td>
</tr>
<tr>
<td>1903-</td>
<td>W. J. Rooney BA</td>
</tr>
<tr>
<td>June 1927</td>
<td>W. J. Rooney BA</td>
</tr>
<tr>
<td>July 1927-</td>
<td>W. J. Rooney BA</td>
</tr>
<tr>
<td>1944</td>
<td>W. J. Rooney BA</td>
</tr>
<tr>
<td>1945-1958</td>
<td>Thomas Sten OBE MA DipEd</td>
</tr>
<tr>
<td>1959-1965</td>
<td>Neil G. Traylen MA DipEd MACE ABPS</td>
</tr>
<tr>
<td>1966-1971</td>
<td>William Halliday BA BSc MEd(Melb.) MACE</td>
</tr>
<tr>
<td>1972-1977</td>
<td>Lloyd Pond BA DipEdPsych(Qld) MAPsS</td>
</tr>
<tr>
<td>April 1978-</td>
<td>Lloyd Pond BA DipEdPsych(Qld) MAPsS</td>
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<tr>
<td>April 1980</td>
<td>Clarence Makin PhD(W. Aust.) MA AMIPE</td>
</tr>
<tr>
<td>April 1980-1981</td>
<td>Thomas Ryan BA MA(Columbia)</td>
</tr>
</tbody>
</table>

THOMAS STEN OBE MA DipEd HonPhD (Claremont)

On 14 May 1981 a tall, alert, dignified eighty-seven-year-old man stood in front of the assembled throng of former students, their parents and friends at the Claremont Teachers College graduation ceremony to accept the award of a doctorate in teacher education. It was the first such degree ever to be given by a college of advanced education in Western Australia. Thomas Sten was on the familiar stamping ground of the college of which he had been principal for over twelve years. It was characteristic of him that a few weeks earlier he had once again shown the calibre which had won him this signal honour, by having been sufficiently moved to contribute to the ‘Seminar in Print’ currently being run by the *West Australian* newspaper on the failings of the state’s education...
system (see Appendix II). In his article Sten demonstrated once again that commonsense grasp of essentials that had made him a notable educationist many years before.

Tom Sten’s lifelong association with the education system of Western Australia spanned almost all aspects of the educational scene. His primary schooling was done in the early years of the century at North Perth State School and continued there to the seventh grade and beyond. There was at that time no state high school and for the vast majority all their schooling took place in the primary school till the leaving age of fourteen. When the Teachers College opened at Claremont in 1902 the lack of facilities for secondary education showed up as an acute problem. A Normal School was created to help raise pupils to an educational level sufficient to enable them to cope with a course of teacher training. Young Tom Sten attended this school in 1909 and 1910. He then served as an Education Department monitor for one year and was accepted for entry to Claremont Teachers College in 1912 for a two-year course of training. In his first year he attended the university and passed three units towards an arts degree. At Claremont his diligence earned him good passes and these together with his university subjects enabled him to leave college with the B Certificate.

His first appointment was to a suburban primary school, teaching a fourth grade class of fifty ‘rather bright’ pupils, in which he admits he was ‘not doing too well’. On the outbreak of war he tried to enlist in the A.I.F. but was rejected because he couldn’t pass the chest measurement. He was ‘rather thin in those days’, and the Army was at first only taking men who were 100 per cent physically fit. Later in the year, through his great friendship with Charlie Hamilton, the nature study and art adviser, he learned that the Agriculture Department was looking for a house-master for the Narrogin Farm School. He applied for and won the position. It was his first time in the country and he found it ‘a delightful experience’. Some months later he was accepted for the Army and served in the A.I.F. till 1919. After discharge he returned to Narrogin. From then on his promotion was rapid. Senior Inspector Miles had been impressed by his teaching and organizing ability and when Sten applied for transfer back into the primary school system, recommended him as temporary head of York, during the absence of the headmaster on long service leave. From there he went as substantive headmaster to Beverley, a class IV school. This was a remarkably quick jump up the ladder of promotion for one who had had only nine years of teaching experience. He subsequently held the headships of York, Narrogin, Cottesloe and finally the Claremont Practising School, which was a special school closely related to teacher training. On his return to the city Sten re-enrolled at the university, completed his degree, passed the Diploma of Education and subsequently the degree of Master of Arts. In 1940 he joined the administration of the Education Department as district superintendent, based first at Katanning and then at Geraldton. In 1945 he was appointed principal of Claremont Teachers College following the
THE COLLEGE AND THE COMMUNITY

government's decision to separate the joint posts of professor of education at
the university and principal of the college which had been held by R. G.
Cameron. Tom Sten took up residence at the college in the latter half of the
year and remained in this post till his retirement in 1958. In 1951 he reached
the peak of his professional career when the position of principal of Teachers
College was coupled with that of superintendent of teacher training. Though it
had been widely anticipated that he would be the next director-general on the
retirement of Murray Little, and though he had the backing of ex-servicemen
in the McLarty cabinet, he was not appointed. The recommendation came
direct to parliament from the Public Service commissioner and the post went
to Dr T. L. ('Blue') Robertson. Though this may have been a disappointment
for Sten it was fortunate for teacher education.

Tom Sten had a keen appreciation of the influences which shaped his own
professional attitudes. Whilst a student at college, W. J. Rooney's insistence
on professionalism impressed him at a malleable age, and early in his teaching
career he met and became friendly with James Miles, who was his first inspec­
tor. Miles was an outstanding innovator in his creation of special programmes
for rural schools and in curriculum development for primary schools. Sten's
association with Professor R. G. Cameron inspired him towards the evolution
of his own philosophy of education. These three men helped to shape the
capable teacher-educator that he became in later life. Above all, he saw his six
years as a district inspector from which he got first-hand knowledge of the
strengths, the weaknesses and the problems of teachers in a wide spectrum of
schools, as the most important factor preparing him for the taxing role of
superintendent of teacher training.

The essence of Tom Sten's educational philosophy was a fervent belief in the
overriding importance of human relationships. In teaching, success could be
measured through the mutual reaction of teacher and child and by the class­
room atmosphere. If these were right then successful learning would take place
as a matter of course. It follows from this that he saw as an important element
in college life the relationship, firstly, of students with each other and with the
community and, secondly, of staff and the college as an institution with out­
side educational and professional bodies. He himself set the example with his
own activities and contacts outside the narrow confines of his college duties. In
this respect he was more active than any other principal, before or since. His
professional contacts included membership of the Faculty of Education of the
University of Western Australia, where he also lectured in education and social
institutions, and membership of the A.B.C. Youth Advisory Council and the
National Fitness Council. He was for a time president of the Western Austra­
lian Institute of Educational Research and for thirty years was on the Repatria­
tion Board of Education. He maintained other significant community con­
tacts, holding the important post of state president of the R.S.L. as well as
having been junior and senior vice-president and country vice-president. He
was for some years on the Rottnest Island Board of Control during which time he furthered a major tree-planting project on the island. He is an honorary life member of the Tree Society and after retirement became chairman of the Board of Management of Royal Perth Hospital. These wide community contacts helped to promote a good image for the college, especially when in 1956 he was awarded the O.B.E. for community service.

Sten’s influence on the college was a broadening one. He encouraged student ‘personal development’ through a programme of extra-curricular activities which he saw as equal in importance with subject courses and training in the methodology of teaching. Skill in interpersonal relationships were more likely to produce a good teacher than ability to pass subjects. This was Sten’s rationale for the encouragement he gave to organized sport, camps, educational tours, Interstate, and public performances of musical shows and plays. He developed the system of guest speakers and student visits to other institutions and laid great store by the various forms of community service which the students took part in from year to year. The Student Council was given a high degree of responsibility to run student affairs. Staff were encouraged to go outside the college for help and to send students out into the community on case studies and various kinds of research projects. After the narrowness of college life under the Cameron regime, when T. J. Milligan ran the college as vice-principal, these community contacts were very beneficial in promoting the status of the college. This new liberalizing approach was carried over into the formal curriculum. In their courses students were given some degree of choice through a system of electives and options. Attention was given to the development of cultural insights by provision of opportunities for self-expression through physical education, art, speech, music and drama, which were given more prominence than ever before. The system of country practice initiated in Sten’s time with its opportunities for wide social contacts and enhanced knowledge, was in keeping with the new policy. This emphasis on the social and emotional growth of the student was a change of direction in teacher education. In this respect Sten was an innovator. The time was ripe for change and he was alive to modern trends.

When Sten became principal in 1945 he was faced with the task of virtually developing a new system of teacher education. The structure which had evolved over the first three decades of the life of Claremont Teachers College had collapsed with the depression closure in 1931. Though college was reopened in 1934 it operated ad hoc courses with a skeleton staff. There was in fact a huge seventeen-year gap before Sten got to work to give teacher education a coherent structure of courses and some kind of philosophical base. He was well qualified for the job. He had had extensive experience of educational administration and the organization of schools and curriculum matters as a headmaster and district superintendent. A colleague, Bill Rourke, himself a district superintendent for many years has remarked:
Tom Sten had the widest experience as a practical teacher of anyone that has been principal of Claremont. He was a practical teacher and very well qualified to run a teachers college. His practical approach contributed to the success achieved by the graduates of the College.

The practical wisdom acquired at ‘the work face’ came through in his handling of teacher training. He reintroduced the two-year course for all and initiated the system of electives and options. Under his leadership the staff and students began to respond to the concept of the college as a corporate body. Some of his inspiration came from the trip to Great Britain which he made in 1952. He was due for long service leave and, in his own words ‘had the courage—or the effrontery—to go to “Blue” Robertson, who had beaten me for the directorship’, and ask for government assistance to undertake a study of British teachers colleges. The director approved and took the matter to the minister, who authorized funding for the cost of three months travelling. Sten had had the foresight to marry a Scottish girl whose people lived in Inverness-shire so he was able to make their home his base from which to visit colleges and to investigate the teaching of music and art in schools. He got from the English colleges the concept of a scholarship area as a requirement for teacher training. Courses at Claremont were re-organized in the direction of establishing a major studies area which had previously been non-existent except for the few who were qualified and selected to do university units as part of their college course. The arrangements made during Sten’s period of office remained, with some modifications, the basis of teacher education at Claremont up to and even in some respects beyond the attainment of autonomy.

In college administration Sten ran a tight ship. Daily routine was well organized and things went smoothly. Some former staff members speak of him as not easily approachable, somewhat withdrawn. He would communicate more by memo than verbally. In his treatment of staff there was a certain aloofness when he is compared with later principals. This no doubt stemmed from the style of leadership which prevailed in all institutions at the time. In Sten’s case it was perhaps underscored by the fact that he lived on the premises in quarters situated on the eastern side of the main building. This area and the attached garden were out of bounds for both staff and students. A certain reserve was needed for the preservation of privacy. He held staff meetings regularly but, in accordance with the practice prevailing in schools at that time, they were more for the purpose of telling what was to be done than for consultation. Those were the days before the evolution of staff committees which came with autonomy. Before 1973 the Education Department held the principal fully responsible for the running of the college, though he was allowed a great deal of freedom in so doing.

Sten was a tireless worker and expected the same dedication from his staff. Unless official business called him from the college he remained in his office daily till five o’clock. He trusted staff and left them free to do the job, but took steps to know what was going on. He was fortunate in having capable
vice-principals in Neil Traylen and, later, William Halliday, to handle routine work, which left him free for policy matters and for public relations at which he was very good. He was fair in his judgements and decisions affecting people and was well respected by both students and staff. He was something of a father figure to younger staff members.

From students he expected responsible conduct and was disappointed when he did not get it. But, characteristically, he looked for the objective factors at work rather than laying blame on the individual. As an ex-serviceman himself he had a soft spot for the ex-service students who were a significant college group in the immediate post-war years. His faith in them was well justified. They were an asset to the college because of the maturity of their outlook and the leadership they provided to the student body. In general his judgement of students was based on personal qualities rather than on exam marks or even the results of teaching practice. He was conscious of the difficulty of evaluating teaching skill in the short term. Experience had taught him that many a poor student had become a good teacher.

In his personal characteristics Sten is variously seen by those who worked with him as ‘honest, upright, diligent, very fair, very sincere, well-meaning, kindly, dynamic but also essentially a gentle man and withal one possessed of a natural modesty’. The toughening experience of the war and of country service in the Education Department gave him a broad perspective on the human condition, with accompanying compassion and understanding. It made him able to rub shoulders easily with ordinary folk. He had an especial affinity with old soldiers. After the day’s work he would often have a quiet drink at the local in the company of the head cleaner.

In his own personal development he came late to scholarship, having normal professional career expectations interrupted by war service. Paradoxically, this had the advantage that he brought to tertiary studies a mature mind and an unusual enthusiasm. Under the guidance of Professor Cameron he engaged in a great deal of private reading in philosophy, but soon found that his main interest lay in sociology, then a neglected study in Western Australia. He introduced courses in social institutions at the college and at the university, giving the lectures himself at both places. He also lectured in education at the college right up to the end of his term of office. His interest in human relationships in the social context was the source from which sprang the initiatives towards student ‘personal development’ which he generated at the college. In time, through his membership of the Education Research Council, he came to realize that his own background in social science was not conducive to a proper development of the course at university. Accordingly, having got the course firmly established, he withdrew to enable someone better qualified to take over.

Apart from the development of the two-year primary course and the genera-
tion of personal development activities already referred to, Sten made two
other major contributions to Claremont Teachers College. These were in-
service training and the launching of the college art collection. The then
director-general, T. L. Robertson, asked him to introduce refresher and
development courses for C certificated teachers, the lowest classified group,
sometimes referred to as ‘teachers without hope’. Without help they could not
take the first step towards winning a promotional position. A number of these
teachers were invited to a weeks course at college. They were either persons
Sten knew of or were recommended by inspectors. The course was highly suc-
cessful and was the first of a series which became a permanent feature of col-
lege life. From it also sprang the concept of a Teacher Further Education
Centre which developed correspondence courses for country teachers to enable
them to pass the certificate required for promotion in the teaching service.

Tom Sten had developed an interest in art from his friendship with Charlie
Hamilton, the department’s art teaching adviser. When he took over as first
post-war principal of Claremont he found that the walls had been stripped of
all pictures. He wrote to teachers whom he knew to be amateur painters and
asked for donations to start a college collection. The response was good. He
began to attend the Claude Hotchin exhibitions of original painting which
were held in a small hall at Skipper Bailey’s in West Perth. He had persuaded
Macnamara of Dwyer & Carrolls, educational booksellers, to supply stock at a
discount to a college bookshop. Some of the profit from the operations of this
venture were spent on purchases at the West Perth exhibitions. Subsequently
Claude Hotchin offered the college a gift of about two dozen pictures. So
under Sten’s enthusiastic initiative began the practice of building up a college
collection of originals which has been continued up to the present day. An
ongoing feature has been the annual Thomas Sten art prize which is offered
for the student making the best contribution to the college through his art. On
one occasion after his retirement, Sten visited the college and was entertained
in the principal’s office. He admired a painting on the wall and was astonished
to be told that it had cost $2000, a far cry from the days when he had barely a
tenth of that sum to spend on several pieces.

During his tenure of office Sten applied his mind to several educational
problems. He was greatly worried about variations in the capacity of staff for
critical evaluation of students’ work (especially as recorded in ‘Mary
Tudors’), about the inadequacy of some staff in their individual counselling
of students and the lack of remedial work. He frequently asked ‘Is our per-
sonal service [to students] adequate?’ This, however, did not mean that he
condoned slackness in students. His college reports show a concern for main-
tenance of standards in course work, in conduct and in dress. The latter was
often the subject of his talks to assembled students. ‘I appealed to the women
and jumped on the men.’ He tried to establish a minimum standard and was
attacked for his pains in a two-column article in the university student paper
COLLEGE CHEERLEADERS, SWIMMING CARNIVAL 1959
Courtesy of West Australian Newspapers

THREE COMMONWEALTH (AFRICAN) STUDENTS 1960s
Courtesy of West Australian Newspapers
In his treatment of students generally he saw the need to provide them with 'a happy compromise of challenge and encouragement'. Towards the end of his career this problem of standards really worried him.

All my experience as a headmaster, inspector and organizer of training confirms [my] belief that one of the greatest deficiencies of the just average teacher [a large group] is . . . lack of critical appraisal and the extra-ordinary opportunities which teaching as a craft seems to offer for rationalisation, if not complacency. 6

Seldom has a man been more self-critical on retirement:

My greatest regret perhaps as retirement draws near is that we have contributed so little to the scientific record and investigation of the problems of training. This is no reflection on the staff work effort and [in despite of] a great deal of practical success in training . . . I feel now that I've been remiss in not setting programmes of research. 7

Looking to the future to a situation where new colleges would arise and thinking no doubt of his successor, he pointed to the need for the superintendent of teacher training frequently to re-examine his own philosophy and to give purpose and direction without restricting initiatives. 8 As he saw it in his own role as principal of Claremont and superintendent of teacher education he had been given great freedom along with full responsibility by the operational procedures of the Education Department.

I received no direct instructions from the Education Department. Teacher Training was in the principal's hands entirely. 'Blue' Robertson never once gave me a directive, but made suggestions. 9

He saw this 'freedom' (which of course had to operate within the terms of the Education Act and regulations) as one of the great virtues of the state education system in Western Australia giving opportunities for individual initiatives by those in responsible positions. To this he attributes his conviction that 'we are still the leading educational State'.

Tom Sten retired at the end of 1958 and was given a complimentary dinner at the Embassy Ballroom on Friday, 2 December. The valedictory address was given by Dr T. L. Robertson, the director of education, and a presentation made by W. Hegney, minister for education. Appropriately there was a musical programme from ex-students of Claremont Teachers College.

Tom Sten's contribution to teacher education in Western Australia will be judged as a case of his having been in the right place at the time when a man of his particular outlook and talents was required. His influence still prevails at Claremont Teachers College where he is always a welcome guest. His name is perpetuated in the Tom Sten Library and Resources Centre. In 1981 he was made a life member of the College Alumni Association and also had conferred
on him an honorary degree of Doctorate in Teacher Education, a fitting tribute to the principal who steered the college through the most difficult years of the post-war expansion of teacher training.

NEIL GARRATT TRAYLEN MA DipEd FACE ABPS

Neil Traylen stands out as the most charismatic of all the principals of Claremont Teachers College. A man of great willpower and firm principles, he was feared, loved and hated, but could never be ignored. During his time of office no decision affecting teacher education could be taken at any level without considering how Traylen would react to it.

Very early he showed the intellectual capacity that was to lead him in his late forties to the top post in teacher education in Western Australia. The son of a state Treasury official, he was born in Guildford in 1910 and lived his boyhood there. In 1923 he joined the rare company of those who did their secondary schooling at the prestigious Perth Modern School in the days when entry was by competitive examination. Many old scholars who passed through this selective high school before it became just another comprehensive area high school in the early sixties have held high posts in government, the Civil Service and the professions. Neil Traylen was among that number. He passed the Junior Certificate in seven subjects after two years and then completed the five-year course of secondary schooling in four years, matriculating at the Leaving Certificate examination in November 1926. He applied for and was appointed to a monitorship in the Education Department and served at Bayswater Primary School, Perth Boys and West Leederville during the year 1927. He had also enrolled for an arts degree course at the university.

At Perth Boys he impressed the head teacher, T. C. Chandler, who went out of his way to send a special letter to the departmental head office expressing high praise for Traylen’s work when he was given sole charge of a class for three weeks during the absence of the regular class teacher.

For such a young teacher the effort was particularly good and he is to be commended both for the spirit shown and for the actual result achieved. Inspector Wallace Club described him as ‘a fine type of young man’. When he applied for entry to teachers college T. C. Chandler provided a glowing reference stating, inter alia:

I have no hesitation in recommending him as a young man who should amply repay the cost of his training.

He took the two years course at Claremont (1928-29) where he showed organizing ability as editor of the college magazine and chairman of the Social Committee. He obtained the highest mark possible in every one of his practice teaching sessions and left college with the highest classification then possible.
for an ex-student, the B2 Provisional. Not surprisingly he was appointed assistant teacher at Perth Boys. His first inspection was from Charles Hadley, who awarded him ‘very good’ for each of the four categories that then comprised the teaching mark—teaching skill, organization of class work, discipline, zeal and industry. During his early teaching years, despite an unusual amount of sick leave, which included several severe bouts of influenza, he continued working part-time in his arts degree which he completed in 1934. It was a good degree, comprising eleven units, with distinction in all three years of psychology. He capped the degree by completing all the requirements of the Diploma of Education by the end of 1936, during which year he also acted as voluntary tutor and laboratory demonstrator in the university Department of Psychology. Although he was not an outstanding sportsman he nevertheless showed leadership qualities in this area. He was a foundation member of the University Hockey Club, played cricket for University and Nedlands, and was treasurer of the University Cricket and committee member of a number of other clubs and societies. He had become well known to the university student body as treasurer and then president of the Guild of Undergraduates. In February 1937 he was granted leave by the Education Department to attend the Australian Universities Conference in Adelaide as representative of the Western Australian Guild of Undergraduates.

Psychology became his first love and he was founder and first secretary of the University Psychological Society. His academic ability in this area was recognized in 1938 when the head of the university Psychology Department, Dr H. L. Fowler, had him, in preference to several honours graduates, seconded to the university as temporary assistant lecturer (in psychology) following the retirement of Dr Grace Clarke. He carried out the duties very capably and also conducted special tutorial classes in child psychology for the Adult Education Board. At the end of the year, when he applied for a vacancy at Claremont Teachers College, Dr Fowler supplied a reference in which he stated:

I have known Mr. Traylen for some years and during that time have come to regard him more and more highly . . . he brings to his work an intellectual ability of a very high order.\(^\text{12}\)

Traylen was appointed to the staff at Claremont as junior lecturer in January 1938 and worked in teacher education (including war service) for the next thirty-six years. Soon after the outbreak of war he enlisted in the Royal Australian Air Force, qualified as a navigator, and was posted to the European theatre of war. He had the misfortune to come down during a training flight over Scotland and sustained back injuries from which he suffered constant pain for the rest of his life. In the light of this affliction must be seen some of the less admirable traits which some of his colleagues saw in him in later years—the impatience, the occasional fault finding, the sudden flashes of anger.
Following the air accident the Air Force took note of his qualifications and background and sent him into psychological research work (in England, Canada and Australia) into aspects of aviation, the psychological assessment of personnel and guidance. This experience later bore fruit in teachers college where he modified student selection and induction procedures. On discharge he returned to Claremont and within two years was promoted to principal lecturer. In 1952 he completed the Master of Arts degree, was appointed vice-principal, and took charge of the college during the absence overseas of the principal, Tom Sten.

When the Graylands College was opened in 1955 Traylen was the obvious choice for principal. In this post he had for the first time a fairly free hand to shape the nature of teacher training and the corporate character of a teachers college. He accepted the challenge with vigour and in his four years there set Graylands on the path to recognition as a highly respected institution of teacher training. Many head teachers of schools over the years have had a preference for the graduates of Graylands for the soundness of their preparation for teaching. Staff who were with Traylen during those four years speak highly of his dedication and leadership. His experience there convinced him of the value of small institutions for the staff-student personal contact that was possible, and which he saw as a key element in teacher education.

On the retirement of Thomas Sten, Traylen took on the dual post of principal of Claremont and superintendent of teacher education. He ruled in the traditional authoritative style which suited one to whom consultation and the taking of advice did not come easily. He took control at a time when the explosion of school populations and the demand for even more teachers was in full spate. Much of his time was taken up with the problems of secondary training and planning for the establishment of the Secondary Teachers College. He found the burden of the dual posts such that justice could not be done to either and in 1965 persuaded the department to separate them for an experimental year. Halliday took over as principal pro tem at Claremont, and Traylen gave all his time to the duties of superintendent. This arrangement became permanent the following year and enabled Traylen to push ahead with the development of Secondary Teachers College, which can, in a sense, be regarded as his creation, a memorial to his drive and organizing talent. His term as superintendent also saw the opening of Mount Lawley and Churchlands Teachers Colleges.

In 1973 the impending separation of the colleges from the Education Department, a move which Traylen viewed with some misgiving, meant that the post of superintendent of teacher education would be eliminated. Accordingly, at the beginning of that year he resigned to take up the position of chief executive officer of the Western Australian Teacher Education Authority. The complexity of the task of creating from scratch an entirely new administrative structure demanded a person of high organizing ability—and Traylen was the man for the job. No one had the knowledge and experience of the field that he
had. Under his direction the creation of the W.A.T.E.A. infra-structure was carved out with surprising speed. However, when the system was fully operative there were difficulties. Teacher education had entered a new phase where staff were given a fair measure of participation in decision making, on the boards of colleges and on the T.E.A. Council. There were also community members and others whose input had to be considered. It was in a sense a 'parliamentary' system as against the 'monarchy' of the old Teacher Training Division. Traylen was used to making quick decisions and carrying them through with energy and speed, and the new situation where he had to take into account the views of others, irked him. For the first time he had to implement decisions which he had fought against. His manner was such that many in the colleges felt that the days of departmental tutelage were not yet over. Traylen did not occupy this troublesome post for long. On 24 March 1975 he reached the compulsory retiring age and gave up his labours after nearly half a century of service for education in Western Australia.

The measure of Traylen's personal impact may be gauged from the vivid recollections of those who worked with him. Of no other principal or top educational leader is there so much comment about personal characteristics and his relationships with people. It is significant that no other is so universally referred to by a nickname. In writing of 'Truck' Traylen it is not possible to ignore these strong reactions of those who knew him well. One of his great loves was the early morning assembly at Claremont, in his day held in the garden for lack of a hall, with students standing on the often dewy grass. The occasion was disliked by staff and avoided if possible by students who had to be 'herded in from the bushes round about'. It was a semi-religious ceremony, with prayers, hymns and readings from the scriptures. The latter was often broadened out from the Christian Bible to include the Koran and the wise sayings of famous people. It was an occasion also for giving out college information and for drumming up student support for sports, fetes, competitions and activities generally. Traylen saw the assembly as an important means of developing a corporate college spirit, and as an opportunity to present students with his philosophy of education, stigmatized by students as 'the thoughts of Chairman Tray-len'. A staff member recalls, 'He would harangue on and on, commenting on everything. Often the first period of lectures was lost.'

The stories that are remembered of Truck's sayings and doings are legion, some of them no doubt apocryphal. When, as superintendent of teacher training, he addressed the staff of a college no male member dared to appear in his shirt sleeves. When staff socials took place at the Ocean Beach Hotel no one dared to leave before he did. Some felt that he did things unbecoming to his high office. At inter-college sporting events he had an intense desire for his side to win and would rage at the umpire, 'barracking like a banshee' in the manner of any one-eyed football follower. He entered into the spirit of student raza-mataz and would participate in college chants and 'war-whoops'. He set
great store by preservation of the college motif, the ‘Chiron’ engraved on the lino in the Claremont entrance hall (now, sadly, covered by carpet), even being known to reprimand important visitors who set foot thereon. There are recollections of his explosive exasperation when the strains of Arthur Hartley tootling the flute floated down the corridor; of his outburst of sharp reprimand when a staff member dared to quote him on an appeal case. Others remember his love of music and art and his sincere religious faith. Altogether a man for all seasons.

Truck Traylen remains something of an enigma. He carried within himself contradictory traits of character which could stir people to great loyalty or great animosity. He was very rational but could sometimes be very angry if crossed. He antagonized some colleagues by taking a stand on what they felt were trivial issues, but he was capable of very great acts of kindness. Those who knew him when he was young remember him as something of a loner, occasioned perhaps by his keen mind which set him apart from his fellows and did not make it easy for him to be a good mixer. He was frequently, but unfairly, accused of being a know-all. Either because of these traits or by striving to overcome them, he developed in time those leadership qualities which elevated him to important positions of responsibility and trust. On the staff at Claremont he tried hard to relate at the social level. He was a great host. The end of the year after-graduation gatherings at the Traylen home are legendary. He became keen on social togetherness. He would take colleagues off for drinks on his birthday and to lunch when the mood took him. Yet at the personal level he had few friends. His relations with staff on the job were mixed. He had, like most people, strong likes and dislikes, but he showed them openly. His manner and attitude, which sprang from his strong personal convictions, upset some people. He had a propensity to make positive snap judgements about people and to be unduly sure of his own powers of assessment. Yet withal he maintained jealous guard over staff privileges and was supportive to those trying to improve their qualifications. He was a good administrator, one who gave meticulous attention to detail, but never lost sight of the objective. He was gifted with a good memory which gave him an encyclopaedic knowledge of departmental regulations and procedures and a thorough grip of the detail of school and university courses. He introduced detailed statistics of student performance, especially of those attending the university. This enabled comparisons to be made from year to year, areas of weakness to be revealed and remedies devised. In the daily running of the college he was credited with being very shrewd at extracting information from staff and students and so was able to get a good picture of all aspects of the on-going life of the college.

In his dealings with students he was dynamic, aggressive, inspirational. It is in this area that the value of his training as a psychologist can best be seen. He displayed great skill in his handling of late teenagers. His style appealed to them and their response was immediate. His university days and his secondary
school teaching had given him a good knowledge of student types, their ways, their deficiencies and capabilities. He was not easily deceived by plausible stories but nevertheless had a strong feeling for the underdog. He was particularly good to students in trouble, having been known to bail out some who had fallen foul of the law. He was thought by some staff to 'curry favour with students' especially with 'footballer types'. Certainly he had a rapport with them; but it was a relationship tempered with great respect on the students' part. This was based to a large extent on the way he involved himself personally in all the activities of the college—camps, tours, socials, Interstate—to a far greater extent than any other principal. He got on particularly well with the primary course students such as those he was associated with in his Graylands days. The secondary students, the bulk of whose time was spent at the university, tended not to respond to his style.

In his philosophy of education the first consideration was the welfare of students. On his retirement he stated:

> The needs of students must be placed before the needs of staff. That's what education is all about.\(^{13}\)

His considered view was that the personal counselling of students by staff in the development of self-confidence and enthusiasm for the craft of teaching was more important than lectures or the content of courses. Traylen believed that 'teaching is highly personalised and requires the influence of person upon person'.\(^{14}\) Having in mind, no doubt, the experience of his Graylands days, he deplored the fact that the colleges in the seventies had become large institutions in which personal contact had diminished.

This view of teacher education lay behind Traylen's intensification of the 'personal development' programme launched by Sten. When principal at Claremont he conducted a tremendous drive to involve students in a wide range of group and community activities. It had a twofold rationale—a wish to develop students as rapidly as possible into mature, self-confident personalities, and a belief that teachers had to be involved with the community. He gave strong support to the Student Council and encouraged it to play a big role in the organization of student activities. He tried his best to develop a corporate college spirit as he had done so successfully at Graylands.

What kind of contribution did Traylen make to teacher education? From the standpoint of today he is seen more as an establishment man than as an innovator. The pattern of teacher education was well established when he took over; he saw that the structure he had inherited from Tom Sten was working well, and such changes as he made were of degree rather than kind. If new areas had perforce to be developed his modus operandi was to pick people whom he judged had the ability to do the job and to let them get on with it. On one occasion he bluntly stated this view of educational change:
Innovation for its own sake has no value. If a teacher is not prepared to accept innovation he is a 'log', but he is also a 'log' if he accepts innovation for its own sake . . . some old approaches can be better than the new.\textsuperscript{15}

He maintained that controlled tests of innovation did not exist. Staff members who had new ideas had to battle with him to get approval. Perhaps his own special contributions were the strength he gave to educational psychology, his strong support for the introduction of the three-year primary course, and the dedicated spade work he put into the creation of new colleges.

Traylen was a man of high intellectual calibre who easily held his own in top educational circles. He was recognized as a forceful and knowledgeable speaker who spurned the obscurities of educational jargon and came straight to the heart of the question under discussion. Education tended to be his life. Unlike his predecessor Tom Sten he had not much in the way of outside interests. In his own field of teacher education in Western Australia he was without peer. Among the principals of Claremont Teachers College he will be remembered as the most notable character, one of the most capable administrators, and one whose philosophy (of education) put personal development in the forefront of the teacher education programme. 'Personality, not passes' could well be his college epitaph.

WILLIAM HENRY HALLIDAY BA BSc MEd(MELB.) MACE

The background of Halliday's early years bears a strong resemblance to those of his predecessor in the principalship of Claremont, Neil Traylen. His father was also a civil servant and a Methodist. He also did his first schooling at a state primary school, Rosalie, where he was 'particularly brilliant at mathematics'. He was also a scholarship holder at Perth Modern School and also 'owing to his rare intelligence and industry' was able to compass the five years course in four years.\textsuperscript{16} He completed the Leaving Certificate in 1923 with a distinction in physics. In 1924 he was appointed monitor at Subiaco School where he obtained very good quarterly reports from R. Llewellyn, the head teacher. Like Traylen, he began part-time study for a university degree, in his case the Bachelor of Science.

He entered teachers college in 1925, three years ahead of Traylen, for a two years course subsequently extended to three years, which enabled him to complete his degree while in college. His final college report praised him as 'one of the strongest teachers of his year' and recommended him for appointment to a central or a secondary school to teach mathematics and science. His first appointment was in fact to Claremont Central School as an assistant on the B2 provisional classification. Like many young teachers in those days he was moved about from school to school in his first year out 'in accordance with the exigencies of the services', teaching at Perth Modern School, back to Clare-
mont and then to Perth Boys. However, in 1929 he achieved his early ambition of permanent appointment to a full secondary school when he was sent to Albany High, where he stayed for five years. An early inspectorial report described him as ‘a capable teacher of maths and science and a forceful personality with boys’. Within three years of leaving college he had added the necessary units to his first degree to complete the Bachelor of Arts degree and the Diploma of Education. His keenness to improve his professional qualification and experience led him to apply in 1933 for a year’s study leave in England without pay ‘to enquire into the teaching of science with particular reference to the testing of the results of teaching’. He studied at London University and was awarded their Education Diploma. In 1934 he was back at Perth Modern School where he subsequently became assistant in charge of the Department of Biology and Geography.

Lest it be thought that with this remarkable dedication to academic study Halliday’s life was all work and no play, mention must be made of his equally remarkable sporting achievements. He was a brilliant tennis player. In 1928 he partnered R. O. Cumings, a player of international repute, to win the doubles championship in the Easter Tournament at Kings Park. In the same year he represented the state in the Linton Cup and Australian championships in Sydney. In 1929 he won the hardcourt singles championship of the state. He also represented the state in Australian amateur football and played A1 grade hockey. His enthusiasm for sport led him into hot water with the Education Department on a number of occasions when he took unauthorized leave to participate in top level fixtures. His other interests included broadcast work for the ABC, his ‘Health and Hygiene’ talks being highly commended by the Western Australian acting manager. He was active in Teachers’ Union affairs, being at one stage president of the Secondary Teachers’ Branch.

During the war Halliday served in the R.A.A.F. in the Administrative and Special Duties Branch. He was heavily involved in the organization and direction of training programmes, an activity which helped to prepare him for the role he undertook in teacher training in later years.

After discharge he returned to Perth Modern School for one year and in 1947 was appointed lecturer in nature study and science at Claremont Teachers College. He took up study once again and in 1949 completed by external study the requirements for a post-graduate degree of Bachelor of Education at the University of Melbourne, achieving honours standard in two units. His thesis was entitled ‘Factors affecting the curriculum of secondary schools’.

In 1954 he was promoted to senior lecturer and in 1955 vice-principal of the college when Traylen became principal of the newly established Graylands College. He seemed set for an unbroken career in college administration but at this stage an unexpected letter arrived at the office of the director-general of education, Dr Robertson, which set Halliday on a challenging mission abroad for twelve months. The Prime Minister’s Department, aware of his qualifications and experience in science teaching at secondary and tertiary level asked
for him to be seconded to the Commonwealth government for a twelve months special assignment in the newly independent state of Indonesia. Ben Chifley’s Labor government had given strong political support at the birth of the new republic and succeeding Liberal governments maintained a policy of technical and educational assistance. Dr Robertson approved of Halliday’s release to serve in the UNESCO Technical Assistance Programme as consultant in science teaching to the Science Teaching Centre at Bandung. He found it a stimulating and rewarding experience as can be seen from the thesis he presented to the University of Melbourne for the M.Ed. degree which he completed soon after his return. Entitled ‘New objectives for Indonesian Education’, it was given high praise by Professor G. S. Browne for its skilled handling and interpretation of evidence and recommended as a model of format and style.

When Traylen became principal of Claremont following Sten’s retirement, Halliday was the obvious choice to succeed him at Graylands. In the midst of his administrative duties he maintained a keen interest in educational theory and practice. In 1962 he was due for six months long service leave. He persuaded Dr Robertson to grant him an additional one month on duty with travelling allowances to investigate the three-year course of teacher training then being introduced in Great Britain. Halliday was one of the first to read the signs of the times which were pointing to the need for an upgrading of the quality of teacher education. It was interesting to note that Halliday’s investigation took place two years before the catalyst of the Martin Report.

In 1966 Halliday became principal of Claremont when Traylen relinquished the post to attend solely to the ever-increasing duties of superintendent of teacher education. From this time Halliday began to experience frequent periods of illness due to respiratory infections and some cardiac malfunction. This may have influenced his decision to retire on his sixty-fourth birthday, 18 March 1971, after forty-seven years in the service of education.

All who knew the young William Halliday agree that he was a brilliant student and teacher, possibly the best teacher and lecturer of all the principals of Claremont Teachers College. He was an outstanding science teacher in the secondary field. In some respects in his role as principal he did not fulfil the promise of those early years. In his later years he was adversely affected by death in his family and became conscious of his own failing health. He tended therefore to conserve his energy for the tasks of routine administration. His science and mathematics training made him highly skilled in details of administration, the application of regulations, the organization of college groups and courses, timetabling, the getting together of student results for certification. His records were accurate, precise and full. He had the kind of mind which could grasp problems quickly. Typical remarks about him by colleagues range from ‘more a paper administrator than a leader’, ‘a stickler for correct detail’, to ‘a standards man’, ‘a good deputy’, ‘a good backstop, being very know-
ledgeable in all aspects of teacher training'. All agree that he had a pleasing personality and a happy nature. He was approachable and one with whom it was easy to work harmoniously. He maintained better personal relationships with staff than did Traylen. The latter’s style with students was inimitable. Halliday, by contrast, was no showman. He sought to be fair rather than popular and though kindly was no sentimentalist. He had none of the dignity of Sten or the magic of Traylen and lacked their presence on official occasions. Unlike Traylen who revelled in college assemblies, he seemed to find them a trial and reduced them to twice a week instead of daily. He had less of an interest in college functions such as Interstate and Open Day. During his regime some of the traditions began to fade, but perhaps this was an inevitable accompaniment of the changing nature of teacher training and the changing character of the student intake. Halliday’s style was more akin to that of earlier principals who gave more importance to scholarship and pedagogics than to the outward show of social and cultural activities. In a sense, with his own good scholarship, he was a principal more suited to the autonomous college of the future when efforts were being made to upgrade the academic level of courses, than for the time in which he actually held office. The main achievement of his five years was the introduction and development of the three-year course.

Halliday’s reputation as a teacher educator has suffered from the misfortune that he followed two such forceful and colourful personalities as Sten and Traylen. Being a man of a quiet temperament and scholarly outlook his influence has been seen as negative. He was valued as a sound administrator who did not wish to upset the even tenor of routine by initiating or approving change which could create new problems. In defence of Halliday it must be remembered that as principal at Claremont he was in a new situation with which no previous incumbent had had to cope, that of having a superintendent of teacher education, himself no longer concurrently a principal, sitting above him with directional powers. Relatively, the authority of principals had been diminished by this new administrative arrangement. Furthermore, all Halliday’s teaching experience had been in the secondary field which limited his capacity to influence the training programme of the exclusively primary college which Claremont became soon after he assumed office. Finally, apart from Clarrie Makin, whose appointment as principal was a stop-gap expedient, Halliday took the office later in life and held it for a shorter period of time than any other principal of Claremont. Whilst due regard must be paid to these considerations, Halliday’s whole career reveals that he was essentially a scholar. He may well have felt misfitted for the leadership challenge of the positions he was required to fill at Graylands and Claremont, being happier in the face-to-face teaching situation. A hint of this is revealed in the 1969 college report where he expressed concern at the uncertain future of Claremont and anticipated the administration of the college as an autonomous institution with some trepidation, as likely to be ‘extremely difficult’.19
William Halliday will perhaps be remembered more for his outstanding ability as a teacher in secondary schools and colleges than for his contribution to Claremont as principal.

LLOYD POND MA DipEdPsych(QLD)

In 1972 Lloyd Pond became seventh principal of Claremont Teachers College and the first to hold the post under the conditions of autonomy. He had had a twenty-year association with the college and had progressed through the ranks to become vice-principal in 1968. Since the retirement of Thomas Sten the pattern has developed at Claremont of the vice-principal being appointed principal and Pond was the second to achieve the top position in this way. A survey of his professional career reveals a considerable spread of educational experience, giving him the kind of background which prepared him for becoming the head of a college dealing exclusively with the training of teachers for primary education. He served his monitorship in the Midland Central and Bellevue Primary Schools and entered Claremont Teachers College in 1936 for the ‘long course’ of one year, which consisted of taking two units at the university and basic methodology and teaching subjects at Claremont. He then served five years in primary schools and took the A Certificate while teaching in country schools prior to enlistment in the army in 1941. After discharge in 1946 he completed a university degree full-time under the Commonwealth Reconstruction Training Scheme.

Like Sten he came late to academic studies and like him developed a keen interest in one area, in his case, psychology. This led to his appointment back into the school system at Kent Street as an officer in the new child guidance service then being developed by Jim McCall. The ability which Pond demonstrated in this field led to his being sent in 1951 by the department to the University of Queensland where Professor Fred Schonell, a former teacher in Western Australia, had done pioneering work in educational evaluation and testing. The findings of his clinical studies had application to remedial work in school subjects, especially reading and spelling. After a one-year course at Queensland University Pond qualified for the Graduate Diploma in Educational Psychology. This qualification won him an appointment to Claremont Teachers College in 1952 as a lecturer in psychology. Neil Traylen was vice-principal at this time and was keen to expand college studies in this area. After several years of routine teaching at college, Pond was asked in 1963 to work part-time with the Curriculum Branch of the Education Department in the production of a research paper embodying background studies in education and educational psychology as a foundation document for the revision of the school curriculum then being undertaken. It was published under the title The mental abilities and learning of the school child and was circulated widely in schools and colleges throughout Australia and Canada. After this, promotion opened up for Pond at the college, first as senior lecturer and then vice-
PRINCIPALS AND A WARDEN

principal in 1968 following the retirement of Jock Hetherington. In 1969 he was awarded a Fulbright Scholarship tenable at North-Western University for the study and observation of education in the United States. On the retirement of William Halliday at the end of 1971 following a prolonged period of illness, Pond succeeded as principal.

He assumed this post during the period of the run-up of the teachers colleges to separation from the Education Department. It was a time of great changes in both the administrative and academic structures of the colleges. The Teacher Education Act of 1972 detailed the steps to be taken so that not long after taking office Pond was plunged into the preliminary planning. This involved preparation of submissions for triennial funding, the setting up of an interim board, alterations to courses and procedures, and the problems arising from the impending withdrawal of the Education Department's administrative infra-structure.

Pond was the first principal of Claremont who had to share power with a board and to operate through staff committees. It was a novel situation for all the colleges and in some of them the period of adjustment was marked by sharp clashes between staff spokesmen and the principal. At Claremont the transition was uneventful and owes not a little to the sound commonsense, good manners and equable temperament of its principal, Lloyd Pond. In his leadership style he lacked the flair that Sten and Traylen had but these two would have been difficult men for anyone to follow. They were also heads who had unquestionable powers of decision. The new conditions of autonomy tended to cast the principal more into the role of an administrator rather than a policy maker. Technically, by the terms of the Teacher Education Act, he was chairman of the board and chief executive officer of the college and therefore committed to carrying out board decisions. It was a period of dramatic changes imposed by both state and federal governments and supervised by statutory authorities such that the contribution of the individual was inevitably swamped by the pressures from all sides.

Pond accepted the implications of the new college structure. In contrasting the new conditions with the authoritarian role of the principal under the regime of the Education Department, he explained:

I attempted a more non-directive approach, in which there would be more preliminary discussion, more generation of ideas by a wide spectrum of staff, and generally more [staff] access to relevant information.

A beneficial consequence was that 'staff became more creative and original within their own positions in College'. Some responded well, others 'long used to authoritarian ways felt lost and uncomfortable'. Some of the fruits of this policy, as he saw it, were interstate teaching practice (in Queensland and South Australia), the study in Asia programme, the Reading Clinic and the new
THE COLLEGE AND THE COMMUNITY

courses in reading, greatly strengthened courses in mathematics and science and a renewed burst of college drama and musical production for public viewing. In matters of daily routine Pond brought the college up-to-date with its tertiary status. Many of the time-honoured procedures and practices deriving from departmental days such as roll calls and assemblies were allowed to lapse.

As principal Pond did not separate himself from the rest of the college. He saw himself as remaining one of the staff to which he had belonged for twenty years. In the decision-making arena he was determined but no pusher. Some felt that he did not battle strongly enough against other principals for the interests of Claremont College. On the T.E.A. Council he spoke not often but to the point. He was not the great social mixer that Traylen was. He did not shine at staff socials but had the unusual ability in individual discussion to hold the interest of the hearer where in a clash of opinion he would maintain his viewpoint with determination. His keen mind led him to become interested in a variety of areas of knowledge, notably in history. He loved to generate discussion about these matters. The 1977 College Report, in an item recording his retirement, sums up his character admirably:

He was a man of integrity, possessed of a friendly disposition, a warm nature and an equable disposition. He was always ready with encouragement and support for both staff and students.

One cannot conclude these personal comments without recording that he was a keen golfer and could often be seen on the college oval practising shots from a coir mat!

For his contributions to Claremont College Lloyd Pond will be remembered more as a scholar than as an administrator. Early in his academic studies he became interested in theoretical aspects of primary education. His life-long professional involvement might be summed up in the phrase 'the psychology of the elementary school subject'. His whole teaching experience had been in primary schools and this helped to lead him to see the need for investigation into the psychology of reading and of the teaching of primary subjects generally. He came quickly to see a great lack of remedial education in the primary school. 'The real aim of the teacher is to assist the child having difficulty.'

He developed a special interest in the education of the atypical—the gifted on the one hand and those needing remedial teaching on the other. In this regard one of the two great achievements of his period of office as principal was the development of the Reading Clinic and the establishment of a postgraduate Diploma in Reading Education. The other was the construction of the Thomas Sten Library and Resources Centre.

Pond's philosophy of teacher training centred on three main tenets. Firstly, the teacher should be a competent classroom performer. Secondly, the teacher should be a mature, balanced, rounded personality able to function well in all
aspects of life. Thirdly, he should be a scholar with an on-going interest in
some field of learning. The first of these had always been a strong objective of
Claremont Teachers College. Pond saw a need to upgrade the other two and
this was the rationale for some of the changes made during his principalship.
Of these the semestration of courses probably made the biggest contribution.
Halving the number of subjects requiring attention at any one time gave more
opportunity for private study and made possible a new college teaching style
which threw greater responsibility on the student. It was accompanied by new
assessment procedures which encouraged and rewarded individual effort, so
essential to the development of scholarship.

Pond sees as other achievements of his day the introduction of a mid-year
intake whereby it was hoped teacher supply would be better geared to school
requirements, the upgrading of the one-year course for near graduates to a
Graduate Diploma in Teacher Education (Primary) and the emergence of
greater academic freedom for lecturers and greater delegation of responsibility
to senior lecturers as heads of departments.

Lloyd Pond's last full year as principal was the Jubilee Year of 1977. He
retired in April 1978 being succeeded by Clarrie Makin, formerly principal of
Graylands.

Pond was an essentially modest man whose contribution to Claremont
Teachers College and achievements in teacher education were not spectacular
but soundly based and therefore of the kind that are likely to endure.

MAY MARSHALL MBE BA CEdA FACE

Of all the women who have been on the staff of Claremont Teachers College,
two stand out both as personalities and as having made major contributions in
the field of teacher training. Bertha Houghton and May Marshall are worthy
of honoured places in the annals of Western Australian professional women.
Bertha was May's predecessor as the senior woman at college and was notable
for her highly professional attitude at a time when the opportunities and
rewards were few. May Marshall was fortunate to be operating in the years of
the great educational expansion after World War II when there was more
scope for people with ability and dedication to make a significant impact on
the direction of educational change.

May Marshall was appointed to Claremont Teachers College in 1945 and
became its first warden of women students in 1952. She had her supporters and
opponents but few would deny that in her twenty-three years at Claremont she
made a reality of the cliché 'service beyond the call of duty'. Very few women
could claim to have played a leading role in such a wide variety of professional
and community organizations as she was able to do.

She began her teaching career by serving two years as a pupil-teacher
(1921-22) at West Leederville State School, during which time she also studied
part-time for an arts degree. Then followed a college two-year primary course enabling her to add units to her degree, which she finally completed in 1925. She later passed the University of Western Australia Certificate of Educational Administration (for which her thesis was ‘The History of Infant Education in W.A.’) and the Education Department’s Teacher’s Higher Certificate. Some years later she commenced study for the Diploma of Education under Professor Sanders but gave up through pressure of college work. Though she had not taken the infant specialist course in college her first appointment was to teach infants at Buckland Hill, very likely because she could play the piano, regarded in those days as an essential accomplishment for infant teaching. May confesses to having been a very nervous person at this stage, rather averse to infant teaching and ‘hating the idea of teaching sewing’, where she would come under the eagle eye of the formidable Miss Nisbet, the inspectress of school sewing. However, she was soon captivated by the excitement of young children in their first year at school and experienced a great sense of achievement in the progress they made in the skills of reading. In the upshot she spent no less than sixteen years as an assistant teacher of infant classes, including five years as a practice assistant.

In 1933 she obtained a years exchange teaching in England under the London County Council, in those days a very rare honour. But it was no sinecure. Her first experience was to be sent for two weeks to Islington to a school for ‘mentally disturbed’ girls. She was placed on the supernumerary staff with the result that she taught in forty-two different schools for periods varying from half-a-day to several weeks, mostly in pre-primary classes. The longest period was six weeks at a school with nursery classes, her first experience of three-year-olds. She gained thereby an insight into the value of pre-primary classes as a preparation for more formal schooling. She has described it as ‘a marvellous, unforgettable experience. I saw the real meaning of education—the development of the whole child’. It was certainly a challenging and educationally maturing experience, from which she saw the importance of the teacher-child relationship, and of art and music in the education of young children. Among the schools to which she was posted was a demonstration school specializing in the ‘new’ method of teaching reading, the sentence method. Reading was based on the child’s own experiences, the emphasis being placed on reading for meaning, rather than word recognition. May had already used this method in her grade 1 class at Buckland Hill. Reinforced by her study of the English schools, she was later able to develop the method by which she made a significant contribution to junior primary education in Western Australia.

Returning from England May resumed duty at Buckland Hill with a class of seventy-five infants, being their sixth teacher for the year! Today’s teachers might well be appalled to know that in those days classes of over seventy were common in infants classes especially after the first of July when a new intake was admitted. May had gained confidence from the English experience and
CLAREMONT TEACHERS COLLEGE BOARD 1975

THOMAS STEN LIBRARY AND EDUCATIONAL RESOURCES CENTRE
Photographed 1975
MAY YOUR
UPS AND DOWNS AND—

ROSS EWEN
Artist Norm Madigan 1975

THINGS TO DO FOR THE
RETIRING EXPERT

CHARLES LENANTON
Artist Norm Madigan, undated

COLIN COOK
Artist Norm Madigan 1974

JOE BRAYSICH
Artist Norm Madigan 1974
HAY FEVER
A scene from the college production of the Noel Coward play, 1981.

SPEECH AND DRAMA
No effect spared for the recording of a play
ACADEMIC STAFF 1981

Back row: Leslie Derksen, Evan Taplin, Michele Moore, Richard Berlach, Cec Gardiner, Barry Sheridan, Peter McMillan, Ian Hooker, Greg Dick, Tom Reynolds, David Baldock

Third row: Stephanie Church, Stephen Tilinger, Jennifer Bell, Susan Hartley, Kath Boylen, Michael Davis, Michael Cullen, Christina Castles, Bill Grono, Ron Hollett, John Brown, Tom Walmsley, Ian Lantzke, Bryan Rourke, Leo Leriche, George Barrett

Second row: Ruth Barrett, Barbara Hawthorn, Carlisle Northcote-Bade, Julie Bowden, Susan Statkus, Martin Jansen, Joy Jones, Mandy Allen, Burt Berry, Kevin Jones, Shirley Collagher, Julie Calcutt, Carmel Hoad, Kerry Lawrence, Melva Watt, Kevin Casey, Chicheley Thornton, Jan Grant, Bill Foulks

Front row: Thelma Jones, Con Coroneos, Bill Marsh, Peter Sloan, John Winstanley, Alison Fulmer, Ross Ewen, Colin Cook, Lorraine Hale, Brian Lawrence, Tom Ryan, Ross Latham, Ron Haselhurst, Baynard Werner, Gaida Neggo, Ernie Garrant, Rod Underwood, Malcolm McKercher
when an infant practice teacher was required at West Leederville she applied and won the position. Her proven efficiency in the infant teaching field was such that towards the end of 1940 she was offered the acting headship of Collie Infants, to which she was appointed at the beginning of 1941. At the end of that year the Parents and Citizens Association asked the department to keep her at Collie. Accordingly, she was made substantive headmistress and held the position for the next three years. It was her first country experience and was a valuable one for her later career in college. She got to know the country teachers and their problems, the disadvantages suffered by country children and she gained experience in directing staff. It also enabled her later to appreciate the limited experience of those college students who came from country areas and the extent of the social adjustments they had to make to city living and to teaching in city schools. Forty years ago this could be a real problem.

Towards the end of 1944 a junior lectureship became available at Claremont Teachers College when Elsie Martin, who was in charge of infant method, gave notice of resignation to be married. Professor Cameron was keen to have May Marshall appointed, as being the most experienced and best qualified person for the position. Inspector Radbourne came to Collie to make sure she applied. So in 1945 May began her twenty-three year term on the staff of Claremont College. In addition to herself, there was a staff of four—the acting principal, T. J. Milligan, Bertha Houghton, Harry Horner and Neil Traylen (who was still absent on war service). There were seventy-eight students.

The years of her college career encompassed the most difficult period of the post-war explosion of numbers and presented a tremendous challenge to one who throughout life tended to underrate her own ability. She took up duty at a time when college courses had to be developed anew following the depression and the war-time wind-down. She was given the responsibility of developing a new course in infant (later junior primary) method, and did innovative work in reading education and teaching practice.

In 1952 she was appointed the first women’s warden (later warden of women students) of Claremont Teachers College. Bertha Houghton, as principal female lecturer, had had responsibility for women students. On her retirement the whole question of the welfare of women students was examined in the light of the great expansion of teacher training expected in the fifties and the knowledge that the majority of students would be women. Dr Robertson, who prior to his appointment as director-general had been in the Federal Office of Education in Sydney, had noted the appointment at Sydney Teachers College of a women’s warden. He liked the title, saw the need for the associated duties and approved the creation of the post at Claremont. Tom Sten gave it his full backing and May was appointed from amongst a strong panel of applicants. Dr Robertson called her to his office to discuss the duties of the position—responsibility for the welfare of women students, the proper reception of visitors and the ‘tone’ of the college. She held the position simultaneously with continued responsibility for junior school method. Though some affected to
see in the post that of a highly paid ‘flower and tea lady’ it was a demanding job, educationally and socially. Certainly she was college hostess and this involved the details of entertaining as well as the difficult task of meeting visiting educationists and other V.I.P.s with correct protocol. But above all, as warden, May was the senior woman on the staff with a considerable burden of administrative duties combined with the pastoral care of women students. Unfortunately it was in the particular duty of warden that she had to exercise discipline over students in the matter of attendance at classes and enforcement of the dress code, that earned her the reputation of being something of a martinet. The pseudonym ‘Auntie May’ was at first indicative of this aspect of her college career, but for many it became in time a term of affection. The onerous duty of checking on attendance was regarded as essential at a time when students received departmental allowances and were looked on as ‘being on the payroll’. May took this duty not solely as one of chasing up delinquents, but as one of seeking the reasons for absenteeism, which often seriously affected student welfare. She visited homes and boarding places, especially those of country students, to find out about personal problems and living conditions which so often had a bearing on ability to cope with the college course. She was personally very kind to those in trouble. In dealing with pressing personal problems she handled the situation low key, with such understanding and tact that very few staff or students knew of the circumstances. Her kindness extended in some cases to actually taking students into her own home.

May Marshall pioneered the role of warden of women students in Western Australian teachers colleges. Through her forceful personality, her efficiency and her social skills she made the position one that seemed essential to the running of a teachers college. On retirement she was succeeded by Mary Moir and then by Lorraine Hale. However, in 1974 the title was abolished and Lorraine became a deputy vice-principal and later associate director. The duties also changed.

When students ceased to be paid departmental allowances there did not appear to be the need for the almost hourly supervision of earlier times, and not the same responsibility on the college for student welfare. Moreover, as noted elsewhere, students themselves had changed, being more independent at an earlier age. Country life had also become more ‘urbanized’ and the need for special care of such students was not so apparent.

In retrospect May sees the post of warden as ‘an exacting position which needed to be in the hands of a mature person’. Apart from the principal, senior staff in those days had no clerical help. The routine work was a bugbear and the duties so heavy that they kept May from many things she would like to have done. She got to know the sick and the troublesome but had not time to develop relations with the normal, successful students. Towards the end of her career she became aware of the impact on the students of the changing mores of society. There was a need to relax the disciplines of earlier times and for one brought up in the strict codes of pre-war days a great deal of adjustment was
required. May Marshall personally had very strict standards and though hard on those who breached the college rules, she did not sit in judgement on those in serious trouble. In her role as warden she had at times some quite difficult characters to deal with, especially in the so-called ‘S’ groups, the graduate students who were back in college for end-on training. Though she occasionally had disagreements with male colleagues in the upper echelons of the administration over the enforcement of rules she was no feminist. She was diligent in her own work and expected the same from others. For her, devotion to duty was an elementary obligation of professional conduct. She tried to unite together those with whom she worked and tried to establish good personal relationships by inviting staff members to her home. It is a tribute to her personal qualities that many staff and students, no longer at college, have kept in touch with her over the years.

May Marshall’s role as warden of women students was only one aspect of her professional contribution to teaching. Mention has already been made of her work in the field of junior primary method. She acquired a good knowledge of the problems and possibilities of infant teaching in Western Australia through her own extensive teaching experience, through her visits as college lecturer to practice schools and in the course of supervision of country practice. She established and developed a college course for all students, planned junior school demonstrations and supervision of junior practice, conducted experimental work in junior primary reading and mathematics, developed teaching aids, lectured in the history of early primary education to students at the university, was examiner in the subject for the Teachers Certificate, ran in-service courses, organized A.B.C. broadcasts for infant and junior classes, worked on curriculum revision, wrote articles in *Education* and *Educand* and can claim credit for the establishment of the Junior Primary Teachers’ Association. May is universally recognized as having made a major contribution to the development of junior primary teaching method, especially in the area of reading. As the number of women students increased her lecture load was progressively reduced, but right up to retirement she continued lecturing to the students specializing in junior primary method. The graduates of this course were widely recognized by the headmistresses of junior primary schools and by headmasters and superintendents as being well trained and competent and many notable headmistresses today are her former pupils.

All students doing primary training were required to take the junior primary course. Some of them, especially among the men, did not expect to teach at that level and resented having to do the course. Some later realized its value as a basis for remedial work. Others, on appointment, found themselves in small schools where they had to teach junior primary children. From time to time May and her staff received panic letters appealing for help which was always cheerfully given.

May Marshall was the founder and first president of the Infant and Junior
THE COLLEGE AND THE COMMUNITY

(now Junior Primary) Teachers' Association, formed in 1950. In recognition of this and of her many years of active contribution, she was in 1975 given the honour of life membership. The origin of this association reflects another aspect of May's professional work. The principal, Tom Sten, approved with enthusiasm her suggestion of setting up a residential in-service course for infant head teachers and assistants. 'I had seen', she states, 'some of the courses being conducted in schools by superintendents and wasn't very impressed.' The course was held at Point Peron in December 1949 and was attended by the director-general, Murray Little, by Sten, Traylen and four other college staff members, and by forty-five teachers including all metropolitan headmistresses. The work of the camp was so successful that under May's leadership it led to the formation in the following year of the above association. Appropriately, May was elected first president. It was an educationally historic event since it was the first purely professional association of teachers in Western Australia (if we except the informal self-help teachers associations set up in country areas in the early years of the century). Significantly, also, the association influenced the appointment of the first woman superintendent, Flora Tait.

The Point Peron camp had yet another outcome in that its success led to the transfer of all in-service education to Claremont Teachers College and the appointment of Tom Sten as director of in-service education. Some of the first in-service courses held at the college were in junior primary method directed to headmistresses of infant schools and headmasters of class I and class II schools and a course for senior mistresses of high schools.

An important aspect of junior primary teaching is the introduction of children to the skills of reading. Mention has already been made of May's interest in the method current in England at the time of her teaching exchange. Early in her college career she conducted experimental work with two classes—one at East Claremont School and the other at Claremont Infants School—developing reading readiness activities, a concept relatively new at the time, and premised on the judgement that children's language ability was underestimated. Her method was to abandon exclusive reliance on phonics and to start children on reading by using their own experiences and material they already knew verbally, such as nursery rhymes, an idea originated by Doris Jones and developed further by May.

At college and among infant teachers May developed innovative work in reading. Her method of 'guided reading'—reading for answers to questions—has developed into the now well-established directed silent reading technique. May introduced at Claremont College the technique of activity reading, reading for meaning, and 'reading readiness', long before it was officially recognized by the Education Department. In the early 1930s, however, Senior Inspector Miles, perhaps the most innovative educationist in Australia at the time, had been very interested in her method and gave full encouragement.
In 1954 May went to Queensland as Western Australia’s representative of the Federation of University Women where she renewed acquaintance with Fred Schonell. He was always interested in discussing his readers with teachers who made use of them. He asked May for a copy of her lecture notes which influenced the revision of his widely used *Introductory Reader* when he brought out the second edition.

May was prime mover in the establishment of the International Reading Association in Western Australia. During 1957, when on long service leave in the U.S.A., she visited Queen’s College, New York, and there met Dr Albert Harris, president of the International Reading Association and author of *How to increase reading ability*. He invited May to become organization chairman in Australia and New Zealand. On return to Western Australia in 1958 she called together representatives of the university Faculty of Education, the Education Department, the teachers colleges, and head teachers of schools, and inspired them to proceed to the establishment of the first council of the association outside North America. Very soon similar councils were formed in other Australian states. May was at one time Australian chairman and subsequently held a succession of offices till her retirement in 1967. The object of the association was to further the development of reading ability in children and publish a number of pamphlets for distribution to teachers and parents. May obtained international recognition for her contribution when she presented a paper in reading education (‘Count Down To Reading’) to the second World Congress on Reading in Copenhagen. It was subsequently published in the association’s journal *Reading*.

Another of May Marshall’s great interests was the life of the pre-school child. Shortly after taking up duty at Claremont she was invited to join the Kindergarten Teachers College Education Committee. Within two years she was a member of the Kindergarten College Council and a visiting lecturer and examiner. In 1952 she obtained approval from the director-general, Dr Robertson, to establish at Claremont a full course for kindergarten trainees and for them to do teaching practice in government schools. This led to their acceptance by the Education Department as fully trained teachers. It was the first time that such a close link between pre-school education and primary teachers education had been forged in Australia.

After the passing of the Teacher Education Act there was some possibility that the Kindergarten College might be absorbed by Claremont Teachers College but this did not meet with the approval of the government and it was eventually incorporated in the School of Teacher Education at W.A.I.T. (1974). May’s interest in this field led her to establish international contacts. She attended the Australian Kindergarten biennial conference in Adelaide in 1947, and subsequently submitted evidence to the Royal Commission on Kindergartens. While on long service leave in 1957 she studied early childhood education in Great Britain, Sweden, Denmark, Canada and the United States. On
her return she had an article detailing her findings published in *Education.*

May Marshall's outstanding work in education was given public recognition in the Queen's Birthday Honours for 1979 when she was awarded the M.B.E. for her contribution to early childhood education and teacher education. The citation declared that she had been 'the chief force in infant teaching in Western Australia for more than twenty years'. This public accolade came twelve years after her retirement, but recognition within the profession had come somewhat earlier when she was made a Fellow of the Australian College of Education at its 12th annual conference in 1971. A foundation member of the Western Australian chapter (1959) she had been on the executive for ten or more years, and had played a leading role in the organization of public functions. One of her prized possessions is an illuminated address that was handed to her in 1975 'in appreciation, of her dedicated services to the promotion of the aims and ideals of the College from 1959 to 1975'. She was elected a fellow for 'dedicated service to kindergarten and junior primary education in Western Australia and for leadership at State and national levels in the International Reading Association and the Australian Federation of University Women'.

May Marshall was the proverbial 'tiger for punishment'. In addition to her heavy college duties and her many other professional activities, this extraordinary woman played a leading role in the Australian Federation of University Women. She was committee member for many years, vice-president and state president. One of her contributions was to establish the academic dress hire scheme, a service much appreciated by graduands over many years, the income from which provided bursaries for university students. She was responsible for the organization of two national conferences in Perth and leader of the Western Australian delegation on four occasions, contributing actively to discussion and sometimes presenting papers herself. She was elected Australian president for the triennium 1968-71 and 'graced the position with dignity, great ability and precision'. She was leader of the Australian delegation to the Conference of the International Federation of University Women held at Philadelphia in the U.S.A. in 1971. She was elected life member of the Western Australian association where it was stated that her 'dedication, meticulous attention to detail and tremendous organizing ability deserve the highest praise'.

May Marshall was a long-time member of an astonishingly large number of community organizations during her active working life and for several years after her retirement. It was her nature not to hold passive membership but to play an active role. Some of the organizations to which she belonged over the years were the council of St Catherine's College, the New Education Fellowship, the state council of the Girl Guides' Association, the A.B.C. Schools Broadcasts Committee, the committee of the Range Vue Hostel for Aboriginal students, the Standing Statutes and Buildings Sub-Committees of Convoca-
tion, the Exchange Teachers Club, the United Nations Association, the Aus-
tralian Institute of Educational Research, the National Trust, the Arthritis
Foundation, the State Award Committee for the Duke of Edinburgh Award,
the Australian Conservation Foundation, and the Retired Teachers’ Associ-
ation. This is by no means an exhaustive list of her affiliations. Her ability to
spread her active interests so widely owes much to the devoted assistance of her
sister Joyce, with whom she lived and who was her chauffeur and helper in all
manner of ways.

Finally, mention must be made of May Marshall’s long-time active member-
ship of the Ross Memorial Church in West Perth. She was a Sunday School
teacher and Bible class leader and contributed to the church paper *Link*. She
was a member of the Board of Management of the City of Perth Presbyterian
Parish and was a member of the parish council of the Uniting Church St
Andrew’s-Ross Memorial until 1977. This active church life led her to inspire
and organize scripture classes at Claremont College and to lecture to in-service
courses for ministers of religion.

May Marshall looks back on her career at Claremont Teachers College as ‘a
rich and rewarding experience’. She found the work creative and enjoyed the
opportunity it gave her for contact with great numbers of people. Her philo-
sophy of education is simply stated but profound in its implications for the
prospective teacher. It could well be a comment on her own educational
career. ‘You need wide experience to teach, and a great conviction for it. You
must have standards and values and must be interested in people.’

May Marshall’s career is an exemplar of the truth that the best educator sees
beyond the narrow field of immediate duties, is a person of wide interests, is
active in professional organizations, and makes a significant contribution to
community life.\(^{25}\)
Nineteen seventy-seven was the seventy-fifth year of Claremont Teachers College. A series of special functions was generated to celebrate this achievement—a 'Saturnalia', a series of public lectures, Graduation Ball held for the first time on campus, and a Jubilee Dinner. The students produced a special issue of Chiron.

In 1977 Claremont had an enrolment of 607 full-time students and 285 part-time students, compared with 623 full-timers in 1952 when it was the only teacher-training institution in the state. It was now one of eight such bodies and apart from Graylands, for which the writing was already on the wall, had the smallest enrolment and the least adequate accommodation. However, the quality of the education being provided was not less than, and in some areas superior to, that of the others. At the end-of-the-year graduation ceremony held in the college hall, 309 students received the Diploma of Teaching and twenty-four the graduate Diploma in Education. The outstanding students of the year were William Johnstone and Kerry Lalich, who shared the open prize of the W.A. Institute of Educational Research for the best student in education and psychology, and won respectively the Lloyd Pond prize for educational psychology and the Teachers' Union prize for the best final year student.

A profile of the activities of the year 1977 shows that in the midst of change the involvements of the college were much the same as those of the preceding quarter century. The college maintained its reputation for 'personal development' activities. Student publications included several issues of The Onion (successor to Centaur) and a special issue of Chiron carrying the usual literary contributions but also a record of current events as well as a nostalgic look over the past. There was throughout the year a wide range of sporting and social events, the latter including an inter-college ball, a cabaret, several lunch-time concerts, staff-student get-together ref shows, a quiz night, a river cruise, the Sportsmen’s Dinner and a wine and cheese night. The Claremont tradition of at least one function per year devoted to the disadvantaged was maintained with a ‘Flea Market' to raise money for the Freedom from Hunger Campaign. It involved students, staff, local shops, several department stores and the local
press and community. At the professional level students gave assistance in a voluntary capacity to the Cottesloe Primary School in the development, organization and supervision of a weekly small groups sports session. College productions during the year were *The Rose and Crown*, puppetry presentations for primary schools and a ‘knockout’ staging of *Toad of Toad Hall* which played to full houses on campus and at the Playhouse.

The Student Council recognized the importance of such college ‘activities’ by establishing the Clare Boswell prize to be awarded annually to the student who makes the best contribution in a range of extra-curricular aspects of college life. The award is in honour of the 1976 president of the Student Council, a mature-aged person excelling both in her studies and in student leadership, who died of an illness before the end of her course. Student organization was raised to a new level in 1977 with the first annual conference of the newly formed W.A. Student Teachers Association representative of the student bodies of the five colleges of advanced education.

The highlight of the year was the Jubilee Dinner held in the St George Ballroom of Park Towers Hotel on 19 November. It was attended by 200 former students covering a span of nearly sixty years of college history. Former principal and director of teacher education, Neil Traylen, was toastmaster. V.I.P. guests invited to speak in honour of the occasion were the deputy premier, the Hon. Des O’Neil; the director-general of education, Dr David Mossenson; the minister for education, the Hon. Peter Jones; and Earle Nowotny, last principal of Graylands Teachers College. Responses were made by Lloyd Pond, principal of Claremont, and Brian Kelly, head teacher and former student, the brilliance of whose wit on the occasion will be long remembered. There was great interest also in the speech of the Hon. Peter Jones on ‘The Future’ in which he expressed strong support for the continuation of Claremont Teachers College as a separate institution of teacher education.

In the euphoria of 1977 the future of Claremont seemed assured. The College Board had put up a stout resistance to attacks on its viability over a number of years, especially at the time of the Partridge enquiry. With the passage of the Colleges Act in 1978 Claremont seemed justified in feeling that at last its status was secure and that all effort could be put, without distraction, into the prime object for which the college existed, the education of the students in their various courses. But within a little over two years this comfortable belief was shattered. The Commonwealth Tertiary Education Commission’s report for the triennium 1982-84 threw the whole structure of the Western Australian colleges once again into the melting pot. It was perceived by the community of Claremont College as the most serious threat which had yet been directed at its viability as an independent institution.

The commission, in a wide-ranging review of developments in tertiary education Australia-wide, pointed out that though teacher education was still by far the largest single discipline, providing in 1981 40 per cent of the total of
effective full-time students, nevertheless since 1976 enrolments had fallen. A
lessening of employment opportunities and abolition of state government
teacher education scholarships had affected intake, and in some institutions
the reductions were so substantial as to bring in doubt their continued exist­
ence as separate institutions. This trend was expected to continue over the
next few years in those institutions which specialized in teacher education and
were therefore not able to offer alternative programmes. The commission
recalled that three years earlier it had warned State authorities and institutions
to plan for permanent reductions in the volume of resources devoted to teacher
education.² Some had responded, others had not. The time had now arrived
for a major ‘redirection of effort’ by a shift of resources out of teacher educa­
tion into science and technologies, and the merger of single-purpose C.A.E.s
with multi-purpose C.A.E.s. It was anticipated that resources devoted to
teacher education would be at a significantly lower level than had existed in the
1970s.

The commission justified its consolidation proposals by stating its belief
that ‘larger institutions . . . will be better able to handle the problems associ­
ated with change’. While not anticipating significant economies in the short
term, ‘the Commission believes that there are economies of scale to be gained
from the establishment of larger institutions. Institutions are funded on the
basis that there are minimum overheads; these tend to inflate the operating
costs of small institutions’. However, it went on to state that the issue of cost
weighed less with its recommendations than considerations relating to flexi­
bility of courses and the rationalization of resources.³

The nub of the report as it affected Western Australia was the recommenda­
tion that ‘institutions which are predominantly concerned with teacher educa­
tion be consolidated into large institutions’. In this the commission was hark­
ing back to the Martin Report of 1964 which, although it favoured the
autonomy of colleges, had taken the view that federal funding should not be
made available to single-purpose institutions. At Claremont, Mount Lawley
and Nedlands the great majority of full-time students, despite some progress
towards diversification of courses, were still teacher trainees. At Churchlands
they were in a minority, since this college had developed courses in business
studies as its predominant feature.

The Tertiary Education Commission had anticipated that its recommenda­
tions would meet with ‘determined opposition from staff and from community
and political representatives’⁴ and this was borne out by the event. In Western
Australia they provoked an immediate hostile reaction from the government,
from W.A.P.S.E.C. and from the colleges. In its report the commission had
referred specifically to Claremont Teachers College as illustrative of the weak­
nesses in the C.A.E. sector in Western Australia. Thus the fight to resist the
application of the commission recommendations centred largely round the
position of Claremont. If the independent existence of this college could be
maintained then all the colleges were safe. If not, then only Churchlands could escape amalgamation. The key question concerning Claremont was centred round the state government’s plans for capital works at the college. The T.E.C. triennium recommendations for 1978-81 had imposed a deferral of funding for this purpose. In 1980, though the state government had listed a $1000000 re-building programme at Claremont as top priority within the advanced education sector, the capital funds for Western Australia went to the School of Mines. Claremont got funds only for equipment and minor works.

Early in 1981 the Commonwealth Advanced Education Council took a not unsympathetic view of the difficulties facing Claremont, advising the commission of the quite unsatisfactory nature of ‘a considerable quantity of academic accommodation’ and declaring forthrightly that a remedy ‘must be accorded a very high priority’. The commission’s reply was uncompromising.

Although the situation in Western Australia differs from that in most other States in that teacher education is not a declining segment of higher education, the Commission encourages State authorities to review the governing structure for the institutions . . . . In particular, the Commission questions whether Claremont Teachers College should continue as a single-purpose Teachers College rather than be incorporated with one or two other colleges as a multi-campus institution. The Commission doubts whether capital redevelopment of the College in its existing site, as proposed by the State, would be justifiable given other resources in the State for teacher education and the requirements of higher education generally.

Despite this pointing of the bone at Claremont there can be little doubt that the reasons advanced by the T.E.C. for its recommendations were based on developments in Australia in general rather than in Western Australia in particular. This was the considered view of W.A.P.S.E.C. which advised the state minister for education, W. Grayden, ‘to reject entirely the proposal of the T.E.C.’ The minister promptly issued a press release rejecting the suggestion that Claremont could be amalgamated with one of the other colleges, or that a multi-campus institution should be established, and declaring that Western Australia ‘has a good record of rationalising teacher training facilities and early steps had been taken to overcome the excess numbers of students’.

In May the Lynch Committee, the so-called Razor Gang, placed the commission’s recommendations before federal parliament as part of an extensive review of Commonwealth functions. On April 29 the prime minister, the Hon. Malcolm Fraser, announced the adoption of a programme of consolidation of thirty colleges of advanced education for which teacher education was the main activity. The recommendations had now become official government policy, and this prompted a series of meetings and consultations between interested parties in Western Australia. W.A.P.S.E.C. began the preparation of a case in refutation of the T.E.C.’s rationale for the alleged advantages of multi-
purpose, multi-campus institutions. The chairman, Dr Neal, attended a meeting of the Claremont College Council and expressed his determination to fight for the survival of the college as an independent entity. The director, Tom Ryan, and his staff fed forward material that would help in the organization of a detailed account of Claremont's role in the advanced education sector in Western Australia. On 17 June W.A.P.S.E.C. sent to the T.E.C. a lengthy statement opposing amalgamation of the three colleges, Claremont, Nedlands and Mount Lawley, as proposed in the federal government's plan of action. Tom Ryan supported the case by letters to Western Australian ministers in federal cabinet, requesting their support that Claremont Teachers College continue to be maintained as a single-purpose independent institution and that the re-building programme be proceeded with.

In presenting their case W.A.P.S.E.C. protested forthrightly about the lack of consultation and insensitivity to states' rights of the federal authorities which they 'found particularly offensive in view of the responsible and early action taken by Western Australia with respect to the co-ordination and rationalisation of higher education'. There already existed a significant degree of co-operation and co-ordination of activities and a sharing of resources between the colleges. W.A.P.S.E.C. had monitored the local scene since 1975 and there had been a progressive reduction of intake to the colleges over a number of years (the phasing out of Graylands had accelerated this trend) and this had created a situation where there was no need for a re-allocation of resources away from teacher education. The establishment of the Western Australian colleges as autonomous institutions was a very recent decision and it would be inappropriate to revise it at this stage. The colleges were each distinctive, efficient, viable and economic institutions. The major thrust of the T.E.C.'s policy was not relevant to the Western Australian context. It was 'quite inappropriate on both economic and educational grounds'. Little factual evidence had been provided in support of the claims made for the advantages of setting up multi-campus operations. 'Many issues involved in a decision of the type involved here are not subject to empirical analysis and cannot be solved solely by adding up the plusses and minuses.' However, as an indication of their willingness to co-operate with the general aims of the commission W.A.P.S.E.C. proposed the establishment of a Colleges Planning and Review Board to overview the four colleges. In effect, they agreed to promote further rationalization and sharing of resources.

However, the Commonwealth government was concerned with the application of an Australia-wide policy and Western Australia could not be excepted. The proposition was rejected out of hand. It 'did not comply with the requirements of the Commonwealth Government that consolidation should result in genuine amalgamations with one governing body and a real saving of resources'. The commission then dropped the bombshell which ultimately brought the Western Australian authorities into line. 'Unless acceptable proposals are received by 17 August, the Commission will not make funding
It must be admitted that Claremont Teachers College was not in a strong position to resist the commission's demands. Full autonomy in 1979 had coincided with reductions in quotas of students permitted entry to pre-service teacher education and with severe problems of excess supply of graduating teachers over demand. In 1980 for the first time since 1951 full-time enrolment in the basic teacher-training course dropped to under 500, though numbers increased in the graduate courses and there were 650 enrollees in post-service courses. Claremont Teachers College by its history and by the limitations of its campus was tied to teacher education as its main area of activity. The 1979 college report had acknowledged this:

It is logical to project that Claremont should remain basically a teachers’ college. Its past history and tradition strongly support the contention that this is its area of expertise.

Claremont saw itself as 80 per cent a teacher education institution with the expectation that by the year 2000 it could be fully so if it could reach a projected enrolment of 1200. Nevertheless the college had made efforts to diversify from its traditional base. It had launched graduate diplomas in reading education, speech and drama education, religious education and career education, and had plans well advanced for diplomas in social science education and in children’s literature. It had also been conducting off-campus courses at diploma level in country areas, external studies in the Graduate Diploma in Reading Education and in-service activities in schools and other off-campus locations. All of these new courses and activities were, however, closely related to enhancing the expertise of teachers. The Associate Diploma of Health Education (the first such course ever mounted in Australia) stands out as the one course in the non-teaching area, drawing its intake from the fields of nursing, mental health nursing, health surveying and dental therapy. Further progress along these lines was inhibited by a T.E.C. ruling that it was ‘not prepared to support the introduction of liberal studies at degree level in C.A.E.s for which teacher education is the major activity’.

In its T.E.C. report W.A.P.S.E.C. had put forward a specific defence of Claremont. Whilst agreeing that ‘Claremont Teachers College is smaller than might be appropriate’, and that some savings might be achieved through amalgamation, it affirmed that this would be at the price of some loss in the quality of the education provided. Community approval of the programme provided at Claremont was reflected in the high student demand for entry and in the high quality of the intake. A good range of elective courses at both graduate and undergraduate level was offered and the college was efficiently and economically run. The site was close to major transport, and was more accessible than some of the newer colleges, and there was good rental accommodation in the area. Moreover, its location made it ‘the logical parent college for the South-West corridor’. For good measure it was pointed out that ‘the
State Government’s view in the past has been that Claremont Teachers College, with its long history and record of achievement, should be retained as a viable and flourishing institution.\(^\text{15}\)

Despite all arguments and efforts, however, the Commonwealth government pressed ahead with its plans and it soon became abundantly clear that the principle of rationalization and the timetable for its implementation were not negotiable. On August 13, four days before the commission’s deadline, at a special Premiers’ Conference called to discuss interest rates, the Western Australian premier, Sir Charles Court, took up the question of college autonomy with the prime minister himself, but without success. It had already been recognized by W.A.P.S.E.C. and the college councils that a fall-back position was needed. Claremont Teachers College Council on 30 July had agreed that in the event of the college not being able to remain autonomous, it favoured ‘the formation of a central governing council to embrace Churchlands, Claremont, Mt Lawley and Nedlands Colleges’, and that an interim council be appointed to make recommendations on the structure of an enlarged college.

The Academic Staff Association of the Western Australian teachers colleges had come to the conclusion that though it could see no educational advantages in amalgamation, and some dangers to staff jobs, there was little chance of avoiding it. Therefore it seemed better to use its influence to steer the changes in the direction seen as best able to serve the interests of staff members. Meetings at Nedlands, Mount Lawley and Claremont decided in favour of a merger of all four colleges. The inclusion of Churchlands would give the new college the strength to attract the greatest possible amount of funding. Accordingly, the Executive Committee of the A.S.A. on 14 July adopted this as Staff Association policy, in the event of the T.E.C. rejecting the Planning and Review Board proposal. It was felt that such a multi-campus college could be established without radical alteration of structures, the nature of courses or conditions of service. An authorized press release stated, \textit{inter alia}, ‘the realities are that unless genuine amalgamations resulting in genuine cost saving were achieved then Federal funds could not be made available in 1982’. The president, Mike Cullen, was instructed to write to the federal minister for education, Hon. W. C. Fife, reporting staff decisions in favour of the unity of the four Western Australian colleges.

In a series of meetings involving consultations among and between staffs, directors, college councils and W.A.P.S.E.C., various possibilities were canvassed and discussed at length—a combination of University of Western Australia, Nedlands and Claremont, a W.A.I.T. takeover of Mount Lawley, an amalgamation of Nedlands and Claremont. Dr Howse, acting chairman of W.A.P.S.E.C. (Dr Neal having retired on July 17) had wide-ranging discussions with the college councils, with W.A.I.T., with staffs and students, and with the director-general of education. As a result the informed opinion of W.A.P.S.E.C., finalized on August 7, was that the amalgamation of all four
colleges would, in the face of Commonwealth determination, be the best arrangement. There was no pressure from Commonwealth authorities for Churchlands to join in, and its council and staff wanted to stand aloof. But the consensus in top educational circles was that Churchlands could in the long term be disadvantaged if it failed to partner the other colleges.

It is important to note that Commonwealth authorities have no constitutional power to order the states to comply with federal policy in matters of education. The colleges are state institutions and only the state is capable of abolishing them or radically changing the nature of their operations. But in the economic climate of 1981, faced with severe budgetary cutbacks, the Western Australian government could not contemplate a situation where it would be deprived of a substantial proportion of federal funds for tertiary education. The Colleges Act (clause 6) gives the minister for education power to establish and name a college and to 'amalgamate two or more existing institutions and establish the amalgamated institution as a college for the purpose of this Act'. Accordingly, without the necessity of legislative action, an interim council of a Western Australian College of Advanced Education was set up, consisting of W. G. Young (chairman of the C.T.C. Council) as chairman, Dr D. Jecks as director, Dr David Mossenson, Maurice C. Williams, John D. Williamson, Dr W. Howse, and W. Lutz.

The Interim Council decided that 1982 would be a transition year 'with little change from existing structures and arrangements'. During the year there would be a thorough review of the operations of all four campuses, and any substantial changes needed would be initiated in 1983. W.A.P.S.E.C. was asked to impose a pause on the introduction of new courses. Colleges were directed to 'round out their business to the end of December' after which new appointees would take up their posts. There was a need to establish a central secretariat for the new unified college. Senior staff were required for key areas and personnel were selected from the various campuses in accordance with their interests and abilities. This occasioned consequential inter-college transfers. Claremont was affected by losing its director, Tom Ryan, who was transferred to Mount Lawley and associate director Lorraine Hale was sent to head office. The new principal of Claremont was Dr Ken Jack, erstwhile dean of studies at Nedlands. The new multi-campus W.A.C.A.E. was gazetted on 1 January 1982. It was a dramatic reversal after only three years of operation of the settlement brought about by the Colleges Act of 1978. In effect it created the structure proposed by the Partridge Committee in 1976 which had been rejected by the Western Australian government. It was a decision that all concerned had been forced to accept without any conviction that it would be advantageous educationally or in terms of cost-saving.

And so the eighty-year history of Claremont Teachers College operating as a distinctive entity with its own title, procedures and traditions has come to an end. As the oldest tertiary institution in Western Australia it long enjoyed the
THE COLLEGE AND THE COMMUNITY

affection and esteem of thousands of graduates and much goodwill from the general public. Many will view its passing with regret. Nevertheless there is no doubt that the traditional Claremont style will contribute to shaping the future of the Western Australian College of Advanced Education.
Appendixes

I. STATISTICAL TABLES

The sources of educational statistics used in this work are the Annual Reports of the Education Department, the Teacher Training Division, and Claremont Teachers College. Complete and fully reliable statistics for some areas are not available owing to incomplete returns for some years, and to alterations from time to time in the format of returns.

II. IN DEFENCE OF OUR TEACHERS

Tom Sten's contribution, printed in the *West Australian*, 12 February 1981, to the Seminar in Print conducted jointly by the Public Relations Institute of Australia and the *West Australian*, here discussing whether education is failing our children.

III. 'THE GRADUATES'

Brian Kelly's response to the toast of 'The Graduates' at the Jubilee Dinner, 1977.
## APPENDIX I

**STATISTICAL TABLES**

### TABLE 1

**ANNUAL ENROLMENT ALL GOVERNMENT SCHOOLS**

**AS AT JULY 1950-1976**

<table>
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<td>1963</td>
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*Sources:* Annual Reports of the Education Department, 1950–61, Table 3:2; 1962–76, Table 3:1.
TABLE 2

TOTAL SECONDARY ENROLMENTS 1952-1976

Average weekly enrolment of high schools, junior high schools, and post-primary enrolment of primary schools

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Source: Annual Reports of the Education Department, Table 1:2.
### TABLE 3

**HIGH SCHOOLS 1946-1976**

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**Sources:** Annual Reports of the Education Department, 1946-47, Table VIII; 1948-51, Table 1; 1952-76, Table 2:1.
TABLE 4
FULL-TIME TEACHERS 1950-1976

Engaged in teaching duties in government primary, secondary and special schools

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Sources: Annual Reports of Education Department, 1950, Table XII; 1951, Table XIII; 1952-59, Table 4:1; 1960-75, Table 4:1; 1976, Table 4:10.
TABLE 5

TEACHERS COLLEGES STUDENT ENROLMENT 1946-1973

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Total Annual Enrolment as at Aug. 1

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Sources: Annual Report of Education Department, 1965, p. 44; 1966-73, Table 5;2; Teacher Training Division Reports, 1946-61.

* Approx. only.
# As at Aug. 1.
TABLE 6
FULL-TIME TEACHERS COLLEGES STAFF

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Sources: Annual Reports of Education Department, 1950, Table XII; 1951, Table XIII; 1952-61, Table 4:1; 1962-74, Table 5:3.
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Sources: Annual Reports of the Education Department, 1951, Table A; 1952-62, Table B; 1963-74, Table 7:0.
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Source: Annual Reports of Teacher Training Division, 1945-67.
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**Sources:** Annual Reports of the Education Department, 1950, Table XI; 1951, Table XIII; 1952-75, Table 4:1.
### Table 10

**High Schools**

**Retention Rates Index**

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<td>98.2</td>
<td>86.4</td>
<td>42.7</td>
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<td>1974</td>
<td>100</td>
<td>99.2</td>
<td>90.4</td>
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<td>1975</td>
<td>100</td>
<td>98.9</td>
<td>91.6</td>
<td>49.8</td>
<td>30.2</td>
</tr>
<tr>
<td>1976</td>
<td>100</td>
<td>98.9</td>
<td></td>
<td></td>
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All percentages expressed as a % of year 8 population.

Source: Annual Report of Education Department, 1976, Table 3:3.
### TABLE 11

**STUDENTS IN HIGH SCHOOLS**

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>1</th>
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<th>High School Years</th>
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<td>5 868</td>
<td>3 278</td>
<td>1 543</td>
<td>281</td>
<td>260</td>
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<td>1951</td>
<td>6 036</td>
<td>3 653</td>
<td>1 718</td>
<td>291</td>
<td>238</td>
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<tr>
<td>1952</td>
<td>6 060</td>
<td>3 707</td>
<td>1 727</td>
<td>291</td>
<td>229</td>
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<tr>
<td>1953</td>
<td>6 297</td>
<td>4 141</td>
<td>1 742</td>
<td>371</td>
<td>251</td>
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</tr>
<tr>
<td>1954</td>
<td>6 530</td>
<td>4 382</td>
<td>2 186</td>
<td>386</td>
<td>334</td>
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<tr>
<td>1955</td>
<td>7 189</td>
<td>4 589</td>
<td>2 283</td>
<td>469</td>
<td>331</td>
<td></td>
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<tr>
<td>1956</td>
<td>7 515</td>
<td>5 250</td>
<td>2 560</td>
<td>589</td>
<td>415</td>
<td></td>
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<tr>
<td>1957</td>
<td>7 972</td>
<td>5 766</td>
<td>3 172</td>
<td>713</td>
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<td>1958</td>
<td>8 771</td>
<td>7 374</td>
<td>4 242</td>
<td>1003</td>
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<td>1959</td>
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<td>7 372</td>
<td>5 012</td>
<td>1241</td>
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<td>11 978</td>
<td>10 384</td>
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<td>1930</td>
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<td>1963</td>
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<td>10 911</td>
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<td>2172</td>
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<td>1964</td>
<td>12 994</td>
<td>11 361</td>
<td>8 389</td>
<td>2392</td>
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<td>1965</td>
<td>13 039</td>
<td>11 860</td>
<td>8 959</td>
<td>2700</td>
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<td>1966</td>
<td>13 451</td>
<td>12 439</td>
<td>9 753</td>
<td>2594</td>
<td>1897</td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>13 534</td>
<td>13 307</td>
<td>11 319</td>
<td>3244</td>
<td>2194</td>
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<td>1968</td>
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<td>3399</td>
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<td>2585</td>
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<td>12 564</td>
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<tr>
<td>1971</td>
<td>15 954</td>
<td>15 623</td>
<td>13 309</td>
<td>4872</td>
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<tr>
<td>1972</td>
<td>16 332</td>
<td>15 729</td>
<td>14 031</td>
<td>5742</td>
<td>3617</td>
<td></td>
</tr>
<tr>
<td>1973</td>
<td>16 717</td>
<td>16 007</td>
<td>13 778</td>
<td>6618</td>
<td>4035</td>
<td></td>
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<tr>
<td>1974</td>
<td>17 403</td>
<td>16 415</td>
<td>14 103</td>
<td>6814</td>
<td>4276</td>
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<tr>
<td>1975</td>
<td>17 814</td>
<td>17 261</td>
<td>15 117</td>
<td>7766</td>
<td>4539</td>
<td></td>
</tr>
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<td>1976</td>
<td>17 984</td>
<td>17 619</td>
<td>15 937</td>
<td>7989</td>
<td>4928</td>
<td></td>
</tr>
</tbody>
</table>
As a retired educationist, whose career in the Department of Education was enriched, in particular through experience as headmaster, country superintendent, and finally director of teacher training and in-service training, it is with the teacher that my interest mainly lies.

Discussing objectives, there would appear to be three schools of thought—education for job filling, education as it develops the individual and education as a preparation for the particular society in which we live.

The first objective must be dismissed without serious attention because of its narrowness of vision. With regard to the individual we must remember that the personality of the individual must be regarded both as complex, and applied in the context of the whole personality.

Finally we are being constantly reminded that society will get the educational system that it deserves, and it cannot be denied that this influence is a very strong one.

In the educational environment, the teacher is the focus of attention, and in the social environment a most significant person. He has probably undergone a three-year preparation for his profession, but at its best his College of Advanced Education, no matter how well organised, can achieve only an interest in teaching, and some degree of professional orientation.

The most significant portion of his training will commence with the classroom, and his adaptability will determine the level and rate of progress.

If at the end of the second year out of training he can boast a positive success, then he is indeed fortunate. But to their credit these young graduates learn to adjust. For many this adjustment is a happy one as they begin to appreciate that the source of power in this new and complex environment lies in winning the co-operation and respect of the child and establishing a new level of communication which can be quite thrilling.

The power of the teacher to bring happiness to the youngster is a tremendous force. I was surprised to discover that there were authorities still rating highly the externally-imposed element of what is called discipline. One would imagine a greater emphasis on co-operation and communication.

Just as children progress at different rates so do teachers, and it is not surprising that some of the backward starters develop into sound teachers. But teachers themselves need help, guidance and encouragement.
Not so many years ago the State educational systems were subjected to a continuous hammering by the educational pundits of Britain and the U.S. on account of their various forms of teacher surveillance, generally through inspection of classes, written reports etc. In WA one of the unpleasant duties of the visiting superintendent was to give each of his teachers his estimate of that teacher as expressed in a teaching mark.

We have long since abandoned these shackles, only to create a new problem. Is the young teacher of today receiving the superintendent's guidance to the same extent as in the past?

New administrative developments have faced the superintendent with much more paperwork and committee work. Nor is the backward teacher always willing to disclose teaching weaknesses in seeking help. A surplus of freedom can easily become a fresh problem.

Coming closer to direct classroom problems, engaging the best efforts of superintendent, headmaster and teacher is the vexed question of promotion in the lower school. In past years it was less of a problem because the pupil who failed to pass his end-of-the-year examination was simply not promoted to the next class. Then you found the hefty 14-year-old unhappily classed with 11-year-olds to the detriment of law and order in the playground.

For a long time now promotion based on the chronological situation has become the accepted pattern and the hefty 14-year-old can now pass into the secondary school, quite unprepared for the elevation and remaining a playground and classroom problem. All conceivable remedies have failed to find a real solution.

There remains for the teacher a most important avenue of contact. Not many years ago many parents found it difficult to visit the school and talk to the head. Today the new relationship of school and parent has become one of our bright features.

Tom Sten
Thank you, Mr Chairman.

You have researched your introduction thoroughly but I feel that had you taken an earlier look at me you would have been reluctant to bill me as one of the younger brigade.

It has fallen to me to respond.

Obviously merit has had little to do with my selection. I can think of scores of graduates of greater distinction. Most of you can think of thousands. You've heard enough from Olympus already so still your mutterings of Brian who? The unknown soldier of the Education Department speaks!

When in a fit I accepted this challenge I recalled a college function I attended some years ago while masquerading as a lecturer. The speeches then were of wondrous length. They haven't changed all that much. Not wishing to appear taciturn, not normally a problem of mine, I at first prepared a speech as long as 'War and Peace'. I've since abridged these stream of consciousness ramblings and, with any luck, panic will drive much more of it from my mind.

This will be no edited highlight resumé of college life over the past seventy-five years. The bad news is that it will concentrate on me, in depth yet, as I feel I'm typical enough to the point of nondescription to sustain this ego trip.

I came to Claremont in 1950 armed with a shaky Leaving and some misconceptions about education gained as a monitor in my home town, Big Bell. The proverbial boy from the bush and upward socially mobile with it, coming from a long line of non-teachers. The uncharitable would claim that I've maintained this proud tradition. How then did college mould this, oh so callow, clay?

I came knowing nothing of wine, women and song for starters but in two crowded years!! Well, one out of three isn't so bad!

I left College as I came, a teetotaller. It was the Education Department that was eventually to drive me to drink and to think that I've never been back to thank them.

As for women, well I came knowing nothing but left knowing a little, for those were non-permissive times, about one. I left committed, no, resolved sounds better, to marry Rosemary over there.

I had little to offer or do with song. I avoided Earle Nowotny and his punk rockers like the plague. It is ironic that Earle's toast should be answered by a lifelong refugee from his muse.
In all not exactly your flaming youth but not bad for a late maturer. Besides, I put myself forward as Everyman, not the Student Prince.

College of course was more than a social club and a matrimonial agency. What of its intellectual demands? By graduation I had learned to miss lectures as readily as the last bus although there were, as I recall, more pressing reasons for missing the bus. I learned to hand in assignments late if at all, to scorn diligence and to shoot through on the flimsiest pretexts. This mastery gained of procrastination and fecklessness has served me faithfully to this day.

The Education Department, sensitive to my claim on a place in the sun, sent me to Horseshoe—the Darlington of Peak Hill. I’ve been in the bush ever since. Life it seems was not meant to be easy as another Ocker battler once remarked. I could tell tales so harrowing that there would not be a dry eye in the hall. I’ve lived in places where you did your shopping under trees inscribed ‘DIG’. I must press on. Far be it for me to stay the festivities with dire and bizarre reminiscences like some latter day Ancient Mariner.

I remain a teacher of the old school, ever ready to jeer at the pampered young and to swap atrocity stories with my peers, but currently living in civilised if provincial ease. A primary principal, and by training and innate ability incapable of being anything else. A typical graduate or a horrible example of one. Take your pick but surely this sorry tale entitles me to comment on the institution that set me on this golden road!

What of the lecturers do I hear you cry? They were a rare breed. Those terrifying ladies who trafficked in speech and drama! From my voice you will have gathered that I gave them a wide berth. I still marvel at the temerity of one of our group who actually married one of them. There was a philosopher-cyclist who springs to mind, now as he did then. There was another, touchingly devoted to ‘part by part motivated silent reading procedures’ whatever they were. He thought highly of ‘synthesis’ too. There were some who had a keen eye for the female students. Male lecturers that is. There was nothing kinky about us. I’m sure that the feminists present will allow me to add stereotyping sex roles to my other male chauvinist sins. Some who, legend had it, were not content to merely look. Cool devils who probably also took wheat off blind chooks!

Most had some great enthusiasm, venial or otherwise, that was frequently contagious, sometimes inscrutable. There was one, destined for great things, a fount, nay a geyser of information, mainly geographical. His lectures were like listening to a long-playing record of the Best of the Guinness Book of Records played at 78 r.p.m.

I could tell more lies and in-jokes and malign others but might as well stop at the Director General.

I will not blow the whistle on my contemporaries sitting here fat and sleek. The men, that is. The women look as good as ever. They are all, men and women, obviously the solid citizens their misspent youths could not deny them. Besides you wouldn’t believe the half of it!

In those days, long gone, of the steam radio, when East Perth was known as West Perth and when Brian Courtney had to stand twice to cast a shadow, there was but one College. Ours. Its intake was small and its administration benign. Yes, even Truck . . . and thus does nostalgia make liars of us all.

We were lucky and largely carefree. We were under no great pressure other than penury. Conformity was all the rage. Few dropped out. We ran towards materialism, not away from it. We all got jobs, even some pretty unlikely types. Where, pray, did you think the current crop of Directors and Superintendents came from?
Came graduation and off we went like lemmings in reverse, headlong for a flat broke collision with the real world of real schools, marriage, hire purchase, external studies and the rest and, like most of you who've been down that road, I don't regret a day of it.

It was ever thus and whatever our educational future I daresay if, at the next jubilee, a graduate from 1977 or later makes this speech, he or she will look back like me, on the years between with pleasure and satisfaction.

Long may Claremont Teachers College prosper. The memories and friendships made there will not fade. What better way could there have been to qualify for a rewarding profession? I'm sure I don’t know. This is not the good old days syndrome in overdrive. I speak of no paradise lost but of two important years of my life that I thoroughly enjoyed and profited from then, and still savour now. College served me well. I know it and am grateful.

I believe all graduates feel much the same whether they came before me or followed after. It has been my privilege to have been their spokesman.

Brian Kelly
NOTES

All references to Reports of the Teacher Training Division, the superintendent of teacher training and Claremont Teachers College are from typescripts held at Claremont Teachers College. The Annual Reports of the Education Department are published as a paper in the Minutes and Votes and Proceedings of the Parliament of Western Australia, as well as separately by the Government Printer.

1. THE FIFTIES

2. Ibid. 1953, p. 5.
3. Ibid. 1951, pp. 2-3.
5. Ibid. p. 23.
12. Ibid. 1955, pp. 18, 22.
14. E.D.A.R. 1951-56, Table 3:2; 1951, Table A; 1952-56, Table 5B.
15. Ibid. 1958, p. 7.
17. Ibid. 1960, p. 7.
18. Ibid. 1959, p. 7.

2. THE SIXTIES

2. Ibid. 1960, pp. 4-5.
3. Ibid. 1962, p. 8; and 1964, p. 15.
5. Martin Report, Ch. 4(i), p. 103.
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10. Ibid. 1969, p. 27.

3. THE SEVENTIES

2. Ibid. pp. 3-4.
4. Ibid. pp. 52, 37.
5. Ibid. p. 18.
6. Teacher Education Act, clauses 8e, 8f, and 23 (1).
7. Ibid. clause 10.
9. Ibid., Recommendation 4.2, p. 3.
10. Ibid. p. 64.
11. Ibid. p. 67.
14. Ibid. p. 27.
15. Colleges Act, clauses 10b, 10d.

4. THE MAKING OF A TEACHER

7. In 1962 only five students.
12. N. G. Traylen, ‘Teacher Training in W.A. and some of its problems’, pp. 23-4 (typescript held by Prof. B. Hill, Murdoch Univ.).
13. D. Mossenson, ‘Developments in the training and status of teachers in Western Australia’, p. 17 (typescript held by Prof. B. Hill).
15. Ibid. 1957, p. 5.
16. 1957 fails in arithmetic: college group 64%
     uni group 30%
     1957 fails in spelling: college group 64%
     uni group 49%
     home science/ manual training 81%
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17. Ibid. pp. 6-7.
19. Ibid. 1964, p. 18.
22. Cook, 'Some aspects of . . . teacher education overseas'.

5. THE STAFF

8. Ibid. p. 9.
10. Ibid. 1956, p. 19.
11. Ibid. 1957, p. 17.

6. THE STUDENTS

3. Ibid. April 1957, p. 44.
10. Ibid. 1957, Statistical section.
12. Ibid. 1953, p. 3.
13. Ibid. p. 4.

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22. Ibid. 1956, p. 17.
23. Ibid. 1962, p. 22.
24. Ibid. 1964, p. 43.

7. THE CAMPUS AT CLAREMONT

2. Ibid. pp. 12, 13.
3. Ibid. 1964, p. 16.
6. Ibid. 1964, p. 17; 1965, p. 15.

8. INTERACTION

4. Ibid. 1964, p. 39.

9. FOUR PRINCIPALS & A WOMEN'S WARDEN

1. Teaching Certificates at this time were classified as C, B, and A.
2. Schools were at this time classified VII to IA. A class IV school was one with over 85 pupils but less than 200.
5. Staff reports on final year students—vital documents classifying teaching strengths—kept on departmental personal files and influencing teaching appointments.
7. Ibid. p. 18.
8. Ibid. p. 20.
11. Ibid. p. 28.
12. Ibid. p. 141.
14. Ibid.
NOTES

15. Ibid.
17. Ibid. p. 110.
18. Ibid. p. 114.
20. Notes supplied to author by L. Pond.
21. Education, Education Department of Western Australia; Educand, Faculty of Education, University of Western Australia.
24. Citation for hon. life member of W.A. Assoc. of Australian F.U.W.

10. FROM COLLEGE TO CAMPUS

1. See Appendix III.
4. Ibid. 1982-84, Vol. 1, Pt 1, pp. 139, 165.
5. Ibid. Pt 3, p. 166.
6. Ibid. Pt 1, Para 5.72, p. 162.
9. Ibid. p. 113.
12. Ibid. 1979, p. 2.
15. Ibid. pp. 5-8.
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028/3/AD/1, 2, and 3.
*Western Teacher*, 1971-77.
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