



Institute of Retired Senior Educational Administrators Inc

If you wish to attend the next ARISSEA luncheon,
please print this first page,
complete the Booking slip,
include a cheque for your payment and
post to John Allsopp.

If you are entitled to a tax receipt from Stewart House for your
donation this year, it is being sent to you separately through
Australia Post.

I hope that you find this Newsletter of interest.
Peter Robinson, Newsletter Editor.

Booking slip 5th August 2016 Meeting

Complete and return with your cheque by 15th July to:

John Allsopp, 23 Lyndon Way, BEECROFT, 2119 (phone 9980 2114)

Here is my payment of \$_____ (at \$45.00 per head)

for _____ and me to attend the ARISSEA luncheon
at 11.30am for 12.00pm at '99 on York', 99 York Street, Sydney on Friday 5th August.

Please provide _____ vegetarian meal(s).

Signed _____ Date _____ Phone No. _____

* Print your surname here. _____

Make your cheque payable to the *Association of Retired Inspectors of Schools* and cross it 'Not negotiable'.

Money cannot be refunded for cancellations made after 22nd July.

August Lunch Meeting Guest Speaker

At our August 5 meeting, we will have as a guest speaker before lunch, Dorothy Hoddinott, the principal of Holroyd High School. Dorothy is well known to many and she has been a tireless advocate for the needs and rights of refugee children. Dorothy is a Pro Chancellor at the University of Sydney and has been awarded an AO and the Australian Human Rights Medal for her work with refugee children.

She will talk about her school, which has some 60% recent refugee children, and also reflect on NAPLAN and how appropriate such a measure is to judge the achievement of schools like hers. This is obviously an issue that impacts on so many schools that are meeting the needs of challenging communities. I am sure this will be a very informative talk. Please make a big effort to be there. The talk will commence at 12.00pm and we will have our normal lunch and social meeting from 12.30pm.

Alan Laughlin



Newsletter

July 2016

Institute of Retired Senior Educational Administrators Inc

From the President



Alan Laughlin President IRSEA 2016-17

May I firstly thank all the members of IRSEA for the great honour you have given me by making me President for the 2016-17 year. I have greatly enjoyed my association with IRSEA since retirement. I see this organisation as very important in offering social contact, information and news between people who have worked so closely and intensely together over many years.

I should like to congratulate Chris Carroll and the team of 2015-16 who have achieved an extraordinary amount over a relatively short period. We have seen the finalisation and approval of the new constitution, registration with the Dept. of Fair Trading, the finalisation and launch of that most fascinating book *The Institute* and continuation of our Newsletter and social events. All of this takes a great deal of work, all in a voluntary capacity, by many people.

However, I would like to single Chris out for his leadership, and I would also like to make a special mention of a few people who, from my observation, have worked with great dedication and commitment. Geoff Walton is the co-ordinator par excellence, Ray Gillies worked tenaciously on the constitution, Peter Robinson has been a man of great patience and persistence to see our Newsletter come out on time and with engaging content. Of course there are many others working on the committee(s) and they all deserve praise, but I am sure they will forgive me for singling these people out for special mention.

The change of the name of our organisation to IRSEA has great significance. It signals an increased effort to make our organisation as inclusive and attractive as possible for all members of the Department who have worked at a senior level. This year we would hope to grow and broaden our membership base. Some of our meetings will also have an information/professional input.

At our last luncheon meeting we were fortunate to have Ken Boston come and give a short talk on the “Gonski” funding debate. I was an apology that day due to my youngest daughter having her first child (Rory the red king I believe it means, and he is). I am advised Ken’s talk was frank and, as always, engaging. It was a great success.

This move, to have regular talks, is an attempt to promote further professional discourse and engagement. The Committee, at its last meeting, voted to include one professional talk/forum each year. It was felt the August meeting would be the best for this, leaving the May meeting for the AGM and the Xmas meeting to focus on a social gathering.

At our next meeting, August 5, we will have a guest speaker. It will be Dorothy Hoddinott, the principal of Holroyd High School.

Dorothy’s talk will touch on a very challenging and sensitive issue for public education. There are so many issues that are becoming more widely discussed and are no doubt of great interest to many in IRSEA. Let’s consider a few.

At the time of publication of this newsletter we will be very close to the federal election, what will the outcomes mean for public education? How do we interpret the reported drop in Australia’s literacy and numeracy results as measured by international tests such as PISA?

How do we reconcile the calls for greater engagement with technology and enquiry based learning with the “push back” pressures of NAPLAN to teach to the basics? How are teachers and executive responding to the teaching standards movement? How is greater devolution to the local school being played out in New South Wales and how effective is it? Are we progressing in Aboriginal Education, marking time or going backwards?

These are just a few issues and I am sure you could list many more. Maybe our engagement with these professional issues could find expression both in our regular professional forums and also through articles by members and “experts” in our Newsletter? Please let me know if you feel this appropriate.

And speaking of change, the Secretary (Director General), Michelle Bruniges has now moved to Canberra to the Federal Department of Education and Training and we have a new Secretary in Mark Scott, ex head of the ABC.

What a change and what does this mean? We will watch with great interest and I know we wish him well for a successful period as head of the organisation that has meant so much to us all.

And what of Stewart House, our designated charity? I had the privilege to attend their first Charity Race Day on Saturday 4 June. It was a great success with over 500 Stewart House supporters in attendance. It was good to see a number of IRSEA members there. It will return a considerable amount to Stewart House, more than would normally be obtained from our annual Stewart House Ball. IRSEA will continue to support Stewart House and work with the Friends of Stewart House (FOSH) in social events and fund raising.

In conclusion, thank you again for the opportunity to fill the Presidency for 2016-17. We have all been privileged to have worked in a wonderful organisation and, in retirement, we are fortunate to have an organisation like IRSEA to celebrate that, connect socially and to continue to engage in educational issues during a period that is as challenging as any.

Alan Laughlin

The Institute Secretary, Geoff Walton, can be contacted by: Ph. 9639 6847

mobile: 0418 241 406

email: geoff_walton@yahoo.co

May Lunch



Cate Vacchini and Eula Guthrie

Members say

ABORIGINAL EDUCATION IN WALGETT IN THE 1970s Part 3 of 4

Laurie Craddock

I'm an advocate of teaching thinking skills separately from normal classroom activities for those situations where this approach is needed. During my days at Sydney University a colleague and I did an evaluation for the Academic Board. It was most significant that the medical faculty put candidates for admission through a battery of tests that reveal ability to think in particular ways. This was seen to be more relevant than a high score in the H.S.C. I believe there are ten such tests. We must never take for granted that students will know the correct approach in a problem-solving situation.

There is no doubt that mundane, unchanging environments suppress intellectual activity. Walgett is on a vast, very flat black-soil plain that restricts the species of trees that will grow on it. This created a great problem of which we were acutely aware. Two solutions were available to us.

One involved exploring the local environment in depth to see what additional stimulus input we could extract from it.

The second was to develop an out-of-Walgett excursion program (McDonald model) that would expand the environmental experiences, and stretch their impact for long after the actual experience.

Both these goals were pursued and the results, as with all our research, presented at conferences of one sort or another and written up in accessible journals. (For a variety of reasons, such as the penetration of television, the problem is no longer quite as acute.) [See also previous comments on e.g. the walkabout.]

Literacy was the focus of a great deal of research. in 1974. I was provided with a research assistant by the Department, and in 1976 an additional D.M. to enable me to concentrate on my research effort. We explored word knowledge to discover what words needed to be encoded, traditional Aboriginal grammar, and understanding of school language, paralinguage as used and understood by Aboriginal students, and the impact of television on language.

‘Sesame Street’ was a great teacher of prepositions. We were seeking knowledge of the language experiences that would be relevant for our students. Relevant to we’ll address below.

Paul Macrae and I conducted a unique experiment focusing on the computational aspects of Maths. This continued for two years. We used the relatively new hand-held calculators to remove one difficulty from the process of doing, for example, a multiplication task. The results were so striking (even when the calculator prop was removed) that a lecturer from Armidale C.A.E. readily agreed to undertake a formal study and publish the results. Unfortunately he suffered a serious heart attack a short way in, and then I left Walgett. Yet another of the enormous frustrations faced by those in Aboriginal education!

A short diversion: taking up on a point from the Macrae study, by the mid '70s Walgett P.S. had developed a close working relationship with Armidale C.A.E. We did demonstrations for the College, regularly had practice students, I lectured at the College, and C.A.E staff joined projects. Mildred Douglas was the driving force, and relevance studies in the area of Social Science (new approach in NSW) and Natural Science were successfully pursued. Such partnerships are extremely valuable.

The Affective Domain: for a very long time affective aspects of education were left to the orientation of the individual teacher, though activities like school socials in secondary schools fitted into the affective category. Given the emerging research in the '60s and '70s that demonstrated clear links between success in the cognitive area and contributing factors from the affective, western worldwide affective education began to be taken seriously. Those initial programs coming from Tom Allport's influence clearly were largely 'affective'.

By 1975 it was obvious to us that we needed an 'affective curriculum' – a school-wide program of activities done on a regular basis that would not only provide a positive climate for learning but would eliminate the negatives creating destructive interpersonal relationships within the school and classrooms. The lack of 'empathy' between individual children in so many circumstances was causing disruptive, wearying episodes we could well do without.

The four pillars upon which the curriculum was built were self-esteem, achievement motivation, empathy, and pro-social values. It was based more on a psychosocial approach than on Bloom, and once again material supplied by Betty Watts was significant. The last WAEC with which I was associated, at my instigation was devoted to affective education.

The 'affective curriculum' was a major contributor to our ultimate success.

The Psychomotor Domain: research conducted by a group of Walgett P.S. teachers demonstrated that in areas of physical activity where Aboriginal and non-Aboriginal students had had the same experiences there was no significant difference in achievement provided one particular factor was operative. The following will illustrate the point.

With a group of Year 4 students, with an even split between Aboriginal and non-Aboriginal and between boys and girls I did this little experiment. Each child was issued with a lined page and a properly sharpened pencil.

A simple sentence was written on the board and the class was asked to copy it. When all were finished they were instructed to do it again, but this time in their very best writing.

Finally, I held up a 50c coin and said, “Now if you really do your best this time, I’ll give you one of these”.

With the non-Aboriginal girls there was very little difference between the first and second samples, and none between the second and third. By contrast, in the case of the Aboriginal boys there was little difference between the first two samples, but a dramatic improvement between the second and the third. It’s called ‘motivation’ which is very much a relevance factor.

Relevance in the curriculum: It is a simple psychological proposition that an organism will respond to what it registers as relevant stimuli. A human child is a pretty complex organism, but the same principle still applies.

What I’m talking about here, fundamentally, is what will a child attending primary school in Walgett find interesting? Put another way, what will unlock their motivational mechanisms and get them involved in the needed ‘learning’?

The approach I observed in young teachers was pretty haphazard and based almost entirely within their own experiences and interests. When they hit on a genuine relevance factor it was more by chance than rational planning. I felt this had to change.

I undertook a study of relevance and posited a theory. After it was published I was chuffed to find that the Faculty of Education at the University of British Columbia had taken up the model. I will stick to the practicalities of it in this context.

Teachers need to know their students very well, almost from the inside, and understand what makes them tick. This is a model for looking at students to see what makes them tick, and specifically to pick the stimuli to which they will respond positively. There are three focuses at primary level, and the research needed is not hard even for an inexperienced teacher.

Basic Drives: this refers to primary and secondary psychological drives common to the human species. We all respond to the sight and smell of food when we are hungry. Most children enjoy lemon meringue pie. Several Walgett teachers capitalised on Walgett children’s interest in food, and one, Keri Negline, developed a splendid teaching strategy embracing literacy, numeracy, social studies, natural science and affective development

around the stimulus of food. She achieved a daily 100% attendance record with her OA (IM) class. She is an exceptional teacher.

Context: this is the situation in which the stimulus arises. If you were viewing slides of towns around Australia, familiar ones would evoke a different response from those you have never visited, and, of course, one of the old hometown would produce yet another response. The word 'butcher' on the awning of a butcher's shop is far more relevant than the same word in a reader. Environmental, or experiential reading/language schemes are more successful largely because of the context factor, though the other two categories can, and should be incorporated in properly planned schemes.

Enculturation Process: this refers to all the experiences of the individual that in total establish his/her particular way of life with its social mores, special interests and antipathies, forms of enjoyment etc. President George W. Bush when viewed on television evokes supportive feelings from some, hostility from other, and no response or scepticism from many.

The differing responses can be traced to the enculturation (and acculturation) processes of the people concerned. A much simpler example at school level – Walgett's Aboriginal boys, and lots of the girls, loved Rugby League football. This fact was well used.

These are necessarily brief summaries of the perspectives of their individual students that teachers need to take to produce a relevance profile of each child. The guide the teacher received was far more extensive. Fortunately the profiles of Walgett pupils were very similar by category, so it wasn't hard to select material to which a whole group would respond.

This is how you build relevance into what you teach. The students' interests are the key to motivation. One high school teacher used sex (in a broad sense) as a relevance factor. Keri Negline used cooking. The more relevance factors that can be built into lesson material and presentation, the greater the impact on the learner.

There are ways of establishing 'secondary'* relevance. This refers to building in relevance that relates to factors such as deferred goal achievement reward (a major underpinning of secondary education), but this is too complex to pursue in this summary.

(*Secondary' doesn't refer to secondary education – it's found in primary education as well – but it is needed more in secondary schooling.)

Aboriginality. At this point I should say something about a vexed question. One of the functions of a public education system is the transmission of culture to the next generation. In Walgett's case, however, the inevitable question arose 'whose culture'?

When we asked Aboriginal parents what they wanted us to teach their children, their initial response was "to compete with the white kids". When we asked them about cultural transmission the reaction was "leave that to us". Well, with three tribal groups attending the school that was a tempting proposition. Still, the dialogue continued.

While they had attended the first conferences in very small numbers, no local Aboriginal had spoken until the third WAEC. A speaker was due to arrive on the midday plane from Canberra for the afternoon session, but failed to arrive. This left a gap. Pastor Abel Morgan, a local Aboriginal agreed to fill in.

He followed Dr John Vaughan talking on the subject of curriculum development. A hard act to follow. Not deterred, Abel got up, and off-the-cuff gave a memorable talk on the preservation of Aboriginal culture through the schools. This led to our introduction of Aboriginal Studies long before the concept was officially introduced. It also led, eventually, to Aboriginal participation in the educational programs.

Commonwealth funding made possible the production of the two Ferry Kits and resource material to support the teaching of what became Aboriginal Studies.

Medical and Other Co-operation

Deputy Principal Tony Negline, one of the most effective and dedicated professionals with whom I had the pleasure of working, researched what might be done to reduce the incidence of infectious disease that bedevilled the Aboriginal students. In particular he wondered if the theories of Dr Archie Kalokerinos concerning vitamin C could be tried in a school setting. He wrote to Dr John Ward who was at that time responsible for Aboriginal health in NSW.

This led to a major trial of a vit.C supplement in a double crossover experiment. It also led to the biggest study of Aboriginal children's health ever undertaken (up to that time) and 26 eminent medical specialists became involved, including two from the Walter and Eliza Hall Institute.

The late Prof. Fred Hollows actually started his 'national trachoma survey' at Walgett P.S. even though it was not acknowledged in Corris's book. I spent an interesting morning with Fred learning to diagnosis trachoma. It's a skill I haven't had much use for since I left Walgett.

The medical team was at the school for a week, at the beginning of the year, the middle of the year, and the end of the year. For that week the place was more like a hospital. One outcome was that the high school and the primary shared the cost of employing a fulltime nurse servicing both schools.

The mid year visit revealed that all the messy skin problems seen at the beginning of the year (1976) had been completely eradicated, and by the end of the year there was a marked improvement in the overall health of the children, but unfortunately as many predicted, the vit.C trial was not a success.

By this time the school was having a major impact across the whole spectrum of activities that impinged on the school. Let's look at another health driven provision, one that attracted Tony's interest.

Chronic otitis media leads to a form of deafness found widely amongst Aboriginal children. It reaches its peak around age 8 by which time it is impossible for a sufferer to hear some sounds, such as an 's' through the ambient noise of a classroom. It creates a major learning difficulty. To assist children so affected we established an OD unit with a specially trained teacher, and appropriately equipped and housed. We even had a sophisticated audiometer.

We had always enjoyed the co-operation of the District Health Nurses. During my absence overseas, Tony's successor as deputy, Bob Campbell, established an interagency group aimed at tackling problems before they occurred, or before they became major difficulties. The group met weekly for about half an hour to an hour depending upon need.

Both these deputies went on to become principal of the school, and eventually both became inspectors of schools.

The final part of this four part report from Laurie Craddock
will be included in the November Newsletter. Editor

Members say

Peggy Craddock

I just wanted to let you know how much I enjoyed Tony's piece in the last Newsletter. In the late fifties I had what was an OA class (not so named) of 37 at Forbes Primary 5B6B. Laurie had one called 3B4B.

He had had a class of 57 which had included all of the boys in my class, and he became very ill. He was diagnosed with an ulcer. He received compensation from the Dept.!!

His class was split and with girls from the Girls Dept. made up my 5B6B.) One of the things I tried with my lot was cooking which was very successful. We cooked on the heaters, but nothing, of course as elaborate as was cooked in Keri's initiative.

I was, of course, absolutely sure that Keri's innovation would succeed. As the article said, there was scepticism at first from many. When taking a class in the library on cooking days, it was gratifying to hear the discussions and ponderings of the children as to what was being cooked, based on the wonderful smells coming from across the classroom. The run on children's cookbooks was another bonus, as was the increase in the number of students from her class using the Listening Posts in the library at lunch time.

It was easy enough to use the delightful aromas coming from there, with my library class, as a basis for a class theme.

I had no doubt Keri would succeed with this initiative. She was an absolutely splendid teacher.

Like Anne Mulcahy (Feneley), Keri and Tony were very much missed, not only for their skills, but also their personal characteristics and their commitment to the children and the rest of the staff.

May Lunch



Graeme Nicholls and Alan Rice

FRIENDS OF STEWART HOUSE

Background

As many would know, the Friends of Stewart House (FOSH), was set up as a support organisation to provide both material and financial help to Stewart House.

IRSEA and the retired primary and secondary principals associations have very strong links with FOSH and make up a large part of its membership of 190. Each year a number of social activities are organised to provide both an enjoyable opportunity to get together with old friends and also raise a little money. A summary of these for the next few months is attached for your consideration.

FOSH looks forward to developing its relationship with IRSEA in the coming years. Membership is \$15 (the bulk of which goes to SH) and information and an application can be found on the Stewart House Web Site.

Activities for 2016, July to November.

July

Thursday 21st July: Lunch at Doyles Restaurant on the Beach at Watson's Bay. This is the usual indulgence of delicious fish chowder, followed by fish and chips. (also bread roll and free drink). The ferry for Watsons Bay departs from Wharf 4 Circular Quay, at 12.07 - for the 'early birds' there is one at 11.40 am. Please check ferry times closer to the event. Meet inside at 12.15 pm for 12.30 pm start. This outing is always most enjoyable. Bring your friends.

Contact Margaret Harmer (mhsydney@bigpond.com or mobile 0408 286 132) by 14th July. (Note that it is essential to make a booking and a reservation must be cancelled if you are unable to attend as payment may be required by Doyles if they are not advised.)

September

Tuesday 27 September: High Tea at David Jones Restaurant, Castle Towers, Castle Hill at 10.30 am. Cost is \$30 (includes high tea, \$10 donation to Stewart House and a raffle ticket). Parking is available at the Castle Towers Shopping Centre.

For enquiries and bookings please contact Judy Brown by 15 September on 0438 731 550 or d_jbrown@bigpond.net.au

November

Thursday 10 November: Join with other FOSH members and their friends for an exclusive Movie Moment – This will be a heritage movie, likely Gone With The Wind. FOSH has arranged for a special screening in full Technicolor, at the Roseville Theatre on 10 November, 2016, 5.00pm, at the special price of \$25.00pp. This includes a donation to Stewart House. For those interested the screening will be followed by an evening meal at a nearby local restaurant. Put it in your diary and make a booking NOW. For bookings and further information ring Brian Powyer 9686 1873 or bpowyer@optusnet.com.au. Bookings by 10 September essential. Please spread the word to as many family members and friends as possible to join us for this special evening with all proceeds going to FOSH in support of Stewart House.

May Lunch



Terry Burke and Ken Boston

May Lunch



Vice President Kerrie Ikin and Grant Beard

The Golden Years of the Wireless Quiz ©

(Answers on page 24)

1. Name 3 brands of radio, common in the 1950s.
2. Why were NSW stations prefixed by 2 , Victorian by 3 etc across Australia?
3. Who sponsored 'The Adventures of Smokey Dawson'?
4. Which radio serial was dedicated 'to those who are in love, and to all those who can remember?
5. By which 'radio' names were Rita Pauncefort and Dorothy Foster known?
6. Where did the character, Mo McCackie live?
7. Whose entry-line on radio was 'Ow are ya, mate?
8. Which radio star first came to Australia in 1937, billed as 'the last of the hill-billies'?
9. In which well-advertised product would you find 'pectoral oxymel of carrageen'?
10. Which Aussie radio comedy was based on 'Blondie & Dagwood'?
11. Where did Dad, Dave, Mabel & Mum live?
12. Athol Cheer & Dan Agar both played the same radio serial character. What was so unusual about this?

The Golden Years of the Wireless Quiz Continued

13. Name the pupils in the class of 'Yes, What'?
14. Who was their teacher?
15. What did 'Y-Cough' claim to do?
16. What was located at 'Martins' Corner'?
17. Who was the Quizmaster on 'The Quiz Kids'?
18. Who were Grace Gibson & Hector Crawford ?
19. Which radio serial ran for 30 years, encompassing 5795 episodes, all written by the same author?
20. What hobby did Jack Davey & Bob Dyer have in common?
21. Who was 'The Pied Piper 'of Australian radio?

22. Which radio character thought he was 'an animile' and sometimes felt 'terribubble' ?
23. What was the highest award given by the Argonauts Club?
24. Who 'covered the night-beat for The Daily', and said that 'stories come in many different ways'?
25. Whose news commentaries were, respectively , called 'This I Believe' and 'These are the Things I Hear'?
26. When did the ABC begin broadcasting Federal Parliament?
27. Name two of the sponsors of Jack Davey's shows.
28. Which sporting commentator was nicknamed 'Magic Eye'?
29. Who is 'The Sheik of Scrubby Creek'? Where did he debut?
30. Apart from calling Rugby League matches, what other sport did Frank Hyde call on radio?
31. Who was the first woman to read a national news bulletin on air?
32. As well as being a serious actor and reciter of Banjo Patterson's poetry, in what dramatic sense did Leonard Teale 'soar'?

(Answers on page 24)

May Lunch



Ritchie Stevenson

Members say

Vale Bruce Molloy

Frank Fisher

I was greatly saddened to hear of the sudden, untimely passing of Bruce Molloy. Above all, he was a valued friend and an eminently decent human being. Bruce served for more than 12 years in the North West Region, six as Inspector of Schools and more than six as Cluster/Schools Director.

A modest, caring man, he was widely respected in the Tamworth education community for his enthusiastic contribution. A fine team player, Bruce was dedicated to public education and served our Department very well indeed. He was 'in his element' in those years.

I met Bruce first in 1977 when I was working in the Schools Building Research and Development Group, and had occasion to visit Annandale Public School that had been recently renovated and enhanced with modern, flexible teaching spaces under the Inner City Schools refurbishment program.

The school was a show-piece and with Bruce Molloy as the Principal it was humming with enthusiasm and innovation. As one of the first inner city primary schools to emerge from that program, Bruce and his staff demonstrated what could be achieved in primary schools.

We were so impressed that a number of follow-up visits were arranged to show architects and properties officers what could be achieved.

Bruce was a very strong family man and his wife, Sandra, was also a respected and talented Principal. Prior to coming to Tamworth she had been principal of a small Jewish school in the Eastern Suburbs. In North West Region she made her mark as Principal of the Tamworth Base Hospital School and Attunga Public School. Her contribution to the Hospital School was quite exceptional.

Regrettably, Sandra passed away suddenly some months ago, predeceasing Bruce. Bruce's two children, Nicole and Phillip completed their secondary education at Oxley High School and have since followed in the educational footsteps of their parents.

Nicole has been Principal of Daceyville Public School for five years and is to take up appointment as Principal of Woollahra. Phillip, a talented musician with competency in clarinet and saxophone, and also in conducting, has developed his own business providing music teaching support services in the Eastern Suburbs.

Bruce had a great love that not everyone knows about. He loved restoring veteran cars. His brown Dodge -THE DODGE! - I think it was about a 1948 model - was his pride and joy in his Tamworth days. He was the envy of many.

Having spoken with both Nicole and Phillip, the loss of Bruce Molloy is deeply felt, but it is tinged with a great sense of pride. His spirit will live on in Public Education.

I will also remember Bruce for the warm human side that showed through regularly; the occasional larrikin-streak that appeared through the emergence of a cheeky grin when he thought he was either 'one up' or had one on you. I enjoyed repartee with him.

We are better people for having worked and become friends with Bruce Molloy.

May Lunch



Cliff Cowdroy and Rex Gardner

Members say

Graham Sims

DAME LEONIE KRAMER

(A PERSONAL TRIBUTE)

The death in April of Dame Leonie Kramer, at the age of 91, saddened me not only for the loss of one of Australia's significant academic and literary figures, but, as it happens, on a personal basis.

Many years ago, when I was a student of English, it was Leonie Kramer who introduced me to the poetry of Judith Wright, whom she (and I) regarded as one of our very finest poets.

Years later, when Dame Leonie was a member of the 'old' Board of Senior School Studies, while I served as an officer of the Board. I took it upon myself, at morning tea one day, to let her know of my gratitude to her for that introduction. With her typical, dignified grace, she deigned to reply, "Why Mr. Sims, you are too kind."

I noticed, however, that henceforth she referred to me as Graham, a familiarity not bestowed on all. She was, indeed a formal lady.

I also remember, as if it were yesterday, my old mate and mentor, Bill Mason, as Executive Officer of the Board, being put in his place by Dame Leonie, when, at a Board meeting, Bill responded to a question from her, as follows; "Well, Dame Leonie, there are several alternatives to that proposal."

Poor Bill got no further in his reply, as a steely voiced Dame L. cut him off with, "Oh NO, Mr Mason, there are NOT! There may be several options, but there may be only TWO alternatives."

An abashed Bill conceded "Quite so, Dame Leonie. Quite so!"

Immediately after the meeting, a quietly steaming Bill took me aside and said, “Right, Sims. You are NEVER to let me make that \$%! mistake again! She’s NEVER going to catch me out on that again!”

My last personal encounter with the redoubtable Dame was at a meeting of the post-John Lambert Board of Studies. As Acting Manager of Curriculum Branch, I had to introduce the Board to the new HSC English Syllabus, controversially embodying the latest (mad) ‘post-modernist’ approach, (or some such).

Dame Leonie’s antipathy to this fad was already well-known, as she turned to Sam Weller, as President, to ask ‘a question or two’ about the new syllabus.

The quick-thinking Sam deftly flick-passed her ‘one or two questions’ to ME, as I heard Dame Leonie intone, ‘Mr Sims, (it seemed I had ceased to be ‘Graham’), I have read this syllabus from cover to cover, and I can find in it no requirement for the children EVER to have to read that which might be termed a BOOK, (this last word being spat out with venom). Can this possibly be true?’

In essence, this WAS true, and I could think of no brilliant way to avoid saying so...so I didn’t try to.

Upon my confession, Dame L. slammed her papers together, rose majestically to her feet, and strode from the meeting, with the pronouncement, “The Philistines have taken over!!!”

I would like to have told her I agreed...but it seemed quite unnecessary, and there wasn’t time.

As many of us have observed with family members, friends and colleagues, I find it particularly sad that the wonderful intellect and insight of a scholar such as Dame Leonie Kramer was ravaged in the latter part of her life by the unrelenting scourge of Alzheimer’s Disease. I choose to remember her, with respect, awe and a certain presumptuous fondness.

Vale, Dame Leonie, (and thanks for the memories.)

WIRELESS QUIZ ANSWERS

1. AWA, HMV, ASTOR, PYE, PHILIPS, STROMBERG CARLSON.
2. After Federation, in 1901, Australia was divided into 'defence zones', with NSW as Zone 2, Victoria as Zone 3 etc. (there was no Zone 1). These number codes were perpetuated for the wireless station and much later, for postcodes.
3. Kelloggs Cereals
4. When a Girl Marries.
5. Ada & Elsie.
6. In McCackie Mansions.
7. Willie Fennell.
8. Bob Dyer.
9. Bonnington's Irish Moss.
10. Life With Dexter.
11. In Snake Gully.
12. They each played the part of Mrs 'Obbs.
13. Bottomley, Stanforth, Greenbottle and De Pledge.
14. Dr Percival Pimm...aka 'Percy'.
15. 'Kill colds with kindness'.
16. A grocery shop.
17. John Dease.
18. Producers of radio programs, (Grace Gibson in Sydney & Hector Crawford in Melbourne. His company later produced such TV shows as 'Homicide'.)
19. 'Blue Hills', written by Gwen Meredith.
20. Big game fishing.
21. Keith Smith.

22. The Muddle-headed Wombat.
23. The Golden Fleece & bar.
24. Randy Stone, (played by Alan White).
25. Eric Baume & Frank Browne.
26. October 1947.
27. Persil/Rinso (Lever Bros), Ampol, Brylcreem, Dulux, Pope Products.
28. Ken Howard.
29. Chad Morgan, on Australia's Amateur Hour.
30. Boxing on 2SM.
31. Margaret Throsby.
32. He played 'SUPERMAN' in the radio serial.

May Lunch



Tony Re

Address changes

(Changes shown in Red)

BOTHWELL Neville West Haven Hostel,
Cessnock Masonic Village, 30A West Avenue, Cessnock 2325
current email address no longer active

CORISH Brent

brent.corish@optusnet.com

DOBINSON Barbara & Tom
current email address & landline phone not active

ELLIOTT Jack
current email address no longer active

LAUGHLIN Alan 0411 250 189

NEGLINE Tony

66 Brown St, Paddington NSW 2021

ROBERTS Ted
has relocated, current postal address no longer active

ROBERTS Ron
current email address no longer active

VICKERS Joan
current email address no longer active

Resignations

CHALMERS Bob

McKINNON Ken

Please do not forget that new material is needed for the November 2016 Newsletter

Accompanying photos are most welcome, preferably as JPG email attachments.

Copy deadline: 15th October 2016

Peter Robinson,
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Are you interested in purchasing a copy of the “INSTITUTE”, Reynold Macpherson’s historical, social and political account of the work and influence of the ISEA?

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