

Foreword

"History", wrote Thomas Carlyle, "is the essence of innumerable biographies." The history of the Teachers' Guild might best be seen in the lives of the men and women who, over the past one hundred years, have made a significant contribution not only to the work and fellowship of the Guild, but indeed to the promotion of "the care of education" in New South Wales; people such as A.B. Weigall, L.C. Robson, Louisa Macdonald, Mungo MacCallum, Peter Board, Edgeworth David, Constance Le Plastrier, Alexander Mackie, Dorothy Knox, Fanny Cohen, R.B. Finlay, Phyllis Evans and J. Wilson Hogg. "Such rare and choice spirits", as Dr Charles Prescott of Newington described those before 1923, are indeed the essence of our history.

The Guild has never been a large association. Despite its aim to be an organisation for all teachers working in schools, its early identification as a non-government school group, and the formation of other associations during its early years, such as the Public Teachers' Association and the Assistant Masters' Association, meant an inevitable limitation on its constituency. This, combined with the later formation of bodies such as the NSW Chapter of the Australian College of Education, the Independent Teachers' Association, and the Association of Independent Schools, renders its impact all the more remarkable. Beverley Fletcher's story of a succession of professional educators, drawn together in their common concern for the proper provision of teacher training and in-service education, the most appropriate matching of employer and applicant in the filling of vacancies in non-departmental schools, and for the personal welfare and professional well-being of all engaged in teaching, provides a valuable perspective and source of encouragement for all present members of the Guild.

There have been numerous challenges to the identity and viability of the Teachers' Guild, perhaps one of the most significant in more recent times being the loss of ownership of the Guild Teachers' College, with its incorporation into the then Sydney College of Advanced Education. There are such challenges now, particularly in relation to the role of The Guild Centre within the University of Sydney, and that of the Registry. Beverley Fletcher's History of the Teachers' Guild of New South Wales 1891-1991 shows that the spirit embodied in its aims has consistently

survived, albeit at present in less dynamic forms than it appeared during what Dr Lillian Rixon referred to as the "sparkling seventies". Whatever the future holds in challenges or opportunities, the Guild's impact on educational thought and practice will stand as testimony to those members who have promoted "in all possible ways, the care of education" in New South Wales. It is rather as B.F. Skinner once wrote: "Education is what survives when what has been learnt has been forgotten."

Ian Walker,
President.

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Preface

The Teachers' Guild of New South Wales is a remarkable body which has persisted for a hundred years as part of the educational world of the state - a record unmatched by any other educational society. Throughout its long life, its foundation aim - to enhance the status and dignity of the teaching profession - has remained constant. Although it failed in its aspiration to become a comprehensive body, representing teachers from all sectors, it has served its members and the non-government schools in which they teach, with a commitment to educational ideals always in the forefront.

When the organisation began in 1891, New South Wales was a self-governing British colony, whose population did not reach 2 million, women were disenfranchised, and the society of Sydney was unsophisticated and provincial. "How vague and unenlightened" commented one recent arrival in 1894 "is the general tone of thought here". Higher education, expressed by the denominational collegiate secondary schools and the University of Sydney, aroused the interest of very few citizens of the colony. University students numbered 532 in 1891 and enrolments in the secondary schools were comparatively low - The King's School had 121 students in 1891 as did Shore, while Sydney Grammar attracted the largest enrolment of 404. There was no system of registration to govern those who claimed the title of teacher in the non-government schools, and the task which the Teachers' Association, the original Teachers' Guild, of establishing teaching on a professional basis, was ambitious and far seeing. Its earliest achievements were promising - an innovative role in publishing a journal, a teacher training scheme and a more dignified mode of staffing the schools through a teachers' registry of employment. The University, seen always as a partner in the association's aspirations, accepted it readily as "the accredited mouthpiece of the collective views of teachers" in secondary schools.

Federation in 1901 produced not only a more complex political system, but also a maturing society which placed a higher value on educational matters. The entry of the state into the secondary education field and the introduction of a public examination system in 1912 for secondary schools changed irrevocably the initial context which had shaped the role

of the Teachers' Guild. The partnership of the Department of Public Instruction with the University after the educational reforms of 1912 superseded the special relationship which the Teachers' Guild had evolved with the University, and henceforth, educational initiatives and change came from the bureaucratic structures set in place after 1912. The Teachers' Guild as well was forced to recognise that newer organisations formed on a subject or teacher rank basis, expressing non-government school opinion, detracted from their exclusive representation. Competition for members from the relatively small numbers of teachers in the non-government schools restricted the membership roll of the Teachers' Guild to well below two hundred in the inter-war period.

It was to the Teachers' Guild as the most appropriate body that the schools looked to provide a solution to the critical shortage of teachers facing these schools after the second world war. From 1948 to 1970, the Teachers' Guild with financial support from schools, resumed its historic task of providing in-service training facilities for teachers in the non-government schools. Its success here led to a more ambitious move to full time pre-service courses and the inauguration of the Guild Teachers' College in 1970. This college had a short, exciting and fruitful life before the rush of events in the seventies and eighties in the political and higher education sector resulted in its absorption into the state tertiary system.

With the cessation of the Australian Teacher and its replacement by Proceedings in 1978, only the Teachers' Central Registry remains to epitomise the past of the Teachers' Guild. The future of an employment agency is perhaps questionable in an era where non-government teachers have parity of professional training and salary with state school teachers and where demographic trends point to a continued over supply of teachers. Yet in the overview of the history of the organisation one is impressed by the continuity of aim, the resiliency and energy aroused when called upon to act, and the dedication of the few who have always been ready at every stage to define and pursue the interests of the Teachers' Guild.

My thanks extend to Mrs N. McLean, Registrar of the Teachers' Central Registry, who was unfailingly generous with her time in helping me locate archival material and cheering me with cups of tea in the face of disappointment. Mrs I. Benedek, archivist at Sydney Grammar School kindly guided me through the school archives, as did Dr R. Annable of the

Women's College, University of Sydney, who allowed me to examine the marvellous correspondence of Louisa Macdonald. Messrs J. Sheldon, S. Braga, J. Wilson Hogg, Dr T. Visser and the late Dr A. Whitley all contributed useful information for which I am grateful. Miss B. Zaremba, Head of the Guild Centre, University of Sydney, encouraged the project in a spirit of friendship and willingly acted as a sounding board for ideas. Finally, my gratitude goes to Mrs S. Hockey of the Guild Centre for her patience and skill in typing the manuscript.

Beverley Fletcher.

Illustrations

Chapter 1

Origins, 1891-1893

The Teachers' Guild of New South Wales began its life as the Teachers' Association on 3rd December, 1891 and was known by this title until 1909 when it adopted the nomenclature - the Teachers' Guild. The report in the Sydney Morning Herald the next day announced the successful foundation of the new society.

A Teachers' Association was formed last evening consisting of the University professors and lecturers and teachers of public and private schools (girls' and boys).¹

Its founders chose the simple and self-explanatory name to reflect their concerns with the position of teachers in New South Wales, and to signify the objective "to promote in all possible ways, the care of education". It reflected the conviction that improving the quality of teaching was fundamental to any educational progress.

The impetus to form such a society came in the first instance from assistant masters in the private secondary schools, some of whom had circulated the secondary schools and University on 16th November, 1891, canvassing support for such an organisation.

for the purpose of bringing Secondary Education more to the front by unifying the methods, aims and interests of those engaged in the work of teaching, thus harmonising and consolidating all that is best in the systems at present in vogue.²

¹ A report of the meeting appeared under Notices in Sydney Morning Herald (hereafter S.M.H.), 4 December, 1891.

² This circular unfortunately was not available in the Sydney Grammar School Archives (S.G.A.) and information comes from Burns, R. Secondary Education and Social Change in New South Wales and Queensland before 1914. p.195.

A warm and unanimous welcome was extended at the first public meeting, however, to all teachers, particularly those who taught in schools under the control of the Department of Public Instruction.³ A provisional committee was elected to draft the constitution which met on 12th August, 1892 and on 6th September, 1892, a large attendance at a public meeting in the Y.M.C.A. hall, including Sir Henry Parkes and other notables, heard A.B. Weigall, the headmaster of Sydney Grammar School, formally establish the Teachers' Association of New South Wales. "This Association

he declared in his inaugural Presidential address "had been formed to provide a machinery for the union of all persons engaged in teaching in the colony", and to demonstrate that the body of teachers is "capable of combining into a compact body, with common aims, common principles of action and a definite policy"⁴

Notwithstanding the rhetoric welcoming a comprehensive membership, the interests of the new association centred on secondary schooling and the influence of the University on its welfare through the Junior and Senior examinations. These were introduced in 1868 by Professor Badham and provided a common point of achievement for all secondary schools - the Junior mainly as a qualification for commercial employment or the public service; the Senior as a matriculation qualification to the University. Most of the very small sector of post-elementary schooling required by colonial society of the day was in the hands of denominational collegiate or corporate schools, since it was there that the Protestant sects concentrated their educational presence after the 1880 Public Instruction Act changed the funding arrangements for non-government schools. Schools such as The King's School and Sydney Church of England Grammar (Shore) were Anglican foundations, whilst Newington and The Scots College served the Methodists and Presbyterians respectively.⁵ The

³ "The meeting ... was unanimous in extending its membership in the hope that the State school teachers may be able to avail themselves of the benefits of association" S.M.H. Dr Harris in moving the vote of thanks at the meeting expressed the hope that here would be "nothing sectional" about the proposed society.

⁴ An account of this meeting was reported fully in S.M.H, 7 September, 1892.

⁵ The enrolment of boys at Sydney Grammar School in 1891 was 404, whilst The Kings' School, the oldest Anglican establishment had only 121 students, Shore (or SCEGS as it was called then) had 120. The undergraduate population of Sydney University was 532 Johnstone, S.M. - The History of The King's School, Parramatta. J. Sands, Sydney, 1932 p.222.

Catholics too, although maintaining their unfunded parochial elementary schools, had religious orders such as the Marist Brothers and the Jesuits who opened St Joseph's, Riverview and St Aloysius' to provide Secondary education for the emerging Catholic middle class' Girls' schools which achieved notable results in the exams, were mainly private venture schools which were the province of individual ladies, and schools of this type such as Normanhurst (1882), Abbotsleigh (1885), Ascham (1886) and Kambala (1884) became more important after women were accepted into the University in 1881. Two denominational girls' colleges also existed at this time - Wesleyan Ladies College at Burwood (1886) and the Presbyterian Ladies College at Croydon (1886).⁶

All these schools were individual in organisation and curriculum, recognising the authority of the University through its examinations but quite outside the reach of the Department of Public Instruction, which since 1880 had organised public schooling. Non-government schools were jealous of their independence and objected to any official restriction of their freedom of action, vied with one another both for pupils and teachers, and sought successful examination results which were published in the newspapers to attract potential students. The shortage of suitable teachers affected all of them particularly, because each school governed by a council, stipulated that its assistant masters should be University graduates. The headmasters appointed by the Council were mainly products of the English Public Schools and Oxford or Cambridge graduates who sought to replicate in their colonial schools the ideals and ethos of this specialised educational and social context.⁷ Thus headmasters tended to choose young men as assistant teachers from this same milieu. Sometimes local products of their own schools with a Sydney University degree were employed, but more often, young English graduates with no teaching experience or qualification who were prepared to migrate and assume a position of relatively low salary and professional status, comprised the majority of school staffs. There was a fairly constant movement

⁶ V Kyle, N. *Her Natural Destiny*. NSW University Press 1986 for details of the girls private schools.

⁷ Cf. A.B. Weigall's comments in 1875 when he spoke of transplanting "the traditions, the discipline and the spirit of the English public schools ..." Quoted in G. Sherington, R.C. Petersen, Ian Brice - *Learning to Lead*, Allen & Unwin, Sydney, 1987 p4.

of proven teachers between schools and colonies since salaries were negotiable at an individual level and competition for competent teachers was keen.

A widely disparate group of practitioners laid claim to the title of 'teacher' during a time when private venture schools outnumbered the denominational schools and there was no accepted standard qualification necessary to teach in or found a private school. Most of these schools were small, often with the owner the main teacher while employing 'itinerant' visiting teachers for the more specialised areas. There was no system of registration of teachers and "any person, qualified or otherwise" commented an observer "may open an educational establishment, without let or hindrance"⁸. Thus market demands and the profit motive were incentives and despite the fine reputation of some of these schools, there was ample opportunity for "quacks" and "charlatans" to claim the title of 'teacher' thereby lowering the general esteem in which the occupation was held.

For the main body of assistant masters and mistresses in the well-established schools, the Teachers' Association offered an arena in which to exchange ideas, air common grievances and suggest developments focusing on a registration system which would advance their professional and social standing in the community. The headmasters and headmistresses saw advantage too, in such an association. There had been informal and infrequent meetings of headmasters in the eighties, while the formation in 1892 of the Greater Public Schools organisation (G.P.S.) for sporting competition provided a successful precedent for co-operation.

The cherished independence and diversity did not obscure the benefits of a unified voice which the new association offered to the schools to express their common concerns. There was growing apprehension about the possible public expansion into secondary schooling which the introduction of bursaries and scholarships in 1890, tenable only at departmental schools and Sydney Grammar, had aroused. This was reinforced by the government's refusal, despite vigorous representations from private secondary schools and emotive letters to the newspapers, to reverse its decision and extend the awards to all schools. More immediately, a forum

⁸ Report of the Commissioners Mainly on Secondary Education, 1904 (Knibbs and Turner) p.357.

whereby opinions and suggestions on curriculum matters and examination rules could be forwarded to the University was a strong incentive, summed up aptly by Weigall in 1893.⁹

It stands to reason that a collective representation of opinion of all the teachers must carry greater weight than the isolated expression of the views of an individual headmaster on the wishes of an individual school.

Sydney Grammar School founded in 1854, was the most prestigious of the collegiate schools with its headmaster, A.B. Weigall, playing a leading role in all educational matters who was the natural spokesman for the proposed association.

Since it was neither denominational or private, receiving an annual subsidy from the government, the school's status in relation to the departmental schools differed somewhat. Because of this, Weigall felt obliged to seek "official sanction"¹⁰ to join the Association from the Trustees of the school, Sir William Windeyer, the Chairman of the Trustees who advised that "every master must act for himself and on his own judgement" - a decision which allowed the extensive involvement of the school and its masters in the affairs of the association. In fact, the earliest meetings were held in the school hall, despite the initial rejection by Windeyer of the use of school property for meetings.¹¹ Throughout the succeeding decades a strong representation from the school on the executive has maintained the Sydney Grammar interest. Other headmasters of the denominational colleges and their assistant masters predominated in the membership lists for the early years. The first Council elected

⁹ The Australian Teacher, Vol 1. No.1, August, 1893, p.3.

¹⁰ Weigall asked "would such an association be regarded as an hostile movement and if so would the masters of the school be justified in taking part?" He went on in the same letter to express his own opinion - "I think that the objects of the association are desirable and not necessarily opposed to any scheme of Departmental organisation, and if I was a private school master I should have no hesitation in joining the association." Weigall to Windeyer. 20 November, 1891 .S.G.S.A .

¹¹ Windeyer to Weigall, 21 November. 1891. *ibid*.
Initially, Sir William Windeyer's advice about joining the association was "entirely neutral" but he instructed Weigall to "inform Mr Hewlett that some other place of meeting must be chosen". *Ibid*. Notwithstanding this, until 1898, the meetings of the association were held in a room at Sydney Grammar School.

in 1892 contained five assistant masters - three from Newington¹² and two from Sydney Grammar. Dr Harris, headmaster of The King's School, E. Robson of Shore, and the Reverend Charles Prescott from the Methodist Ladies' College, Burwood were foundation Councillors whose interest in the association was keen. Among the four women who served on the earliest executive were two headmistresses from girls' private schools - Mrs Wolstenholme of Maybanke School at Dulwich Hill and Mrs Maud Stiles of Normanhurst at Ashfield. Miss Louisa Macdonald, the newly appointed Principal of the Women's College at the University, was a Councillor whose commitment to the aims of the association was immediate and enthusiastic. Although all principals of the government high schools and the Superior Public schools were invited to join from the outset, there was no representative from this group on the first Council.¹³

The involvement of University professors and staff in the enterprise was a source of pride and confidence to the other members and a means whereby the Professorial Board and the Senate were kept well informed and sympathetic to the society's interests. The University was unchallenged as the pinnacle of achievement in education and the academic scholarship of its professors was held in the highest esteem. Walter Scott, Professor of Classics, was a foundation member of the Teachers' Association and became Vice President in 1893 and President in 1894-5. A man of wide ranging interests in every facet of education, he remained an active councillor until his departure from New South Wales in 1900. Much of the direction adopted by the Teachers' Association in its concern for teacher training was probably owed to his suggestions and guidance. "The Teachers' Guild owes to his memory" wrote H. J. Carter in 1939 "an

¹² The signatures on the circular were: C.A. Flint and A. McHughes (Newington) and C. Hewlett from Sydney Grammar. Strangely, although "two assistant masters from Newington" were generally accorded the credit for originating the association, their names are not mentioned specifically. H. Lindon, who was co-secretary, and P.A. Robin are sometimes referred to as progenitors of the association as well, while A. Giles of Sydney Grammar was the other co-secretary. Vide *The Australian Teacher*. No.17, March, 1896, p.3.

¹³ Members of the first Council were: A.B. Weigall (President), Professor Scott (V.President), A.Giles, C.A. Flint (Hon. Secretaries) H.L. Lindon (Hon. Treasurer) -Council Members: Dr Harris, Professor G.A. Wood, A. McHughes, A Newham, E.I. Robson, Rev. C.J. Prescott, Mrs Stockfield, Miss L. Macdonald, Mrs M. Stiles.

unpayable debt’’¹⁴ since it was Scott’s influence which brought other professors into the Teachers’ Association. G. A. Wood, Challis professor of History, was an early member on the instigation of his friend Scott and while his role was less prominent than Scott’s he served on the executive in the late nineties and delivered important papers on school history. He became Vice President in 1899-1900 and President in the 1900-1901 session and remained a member until his death in 1928. It was Mungo MacCallum, the professor of English, who acted, after Scott’s departure, as the main bridge between the Association and the University and his later prominence perhaps overshadowed that of Professor Scott.¹⁵ He was active as an Examiner for theoretic subjects in the teacher training scheme, although he only served one term as President in the 1895-6 session, and did not participate in Guild affairs after World War I. His wife, however, continued to serve on the Committee of the Teachers’ Central Registry. Other professors such as Edgeworth David (Geology) and Schofield (Chemistry) served on the executive in later years, but never maintained the same consistency of commitment of the three early professorial members. The participation of Miss Louisa Macdonald, the foundation principal of the Womens’ College at the University, while reinforcing the viewpoint of the women members, represented another important link with the University.

A society which boasted University professors, eleven University staff members and the principals of the major secondary schools, who occupied the executive of the association, in its membership had little relevance or appeal to teachers in the departmental schools, although they managed the

¹⁴ He claimed further that “it was largely Scott’s example and influence that brought into these discussions, the weight and helpfulness of that phalanx, that included MacCallum (now Sir Mungo), Francis Anderson, Arnold Wood and Edgeworth David”. *The Australian Teacher* Vol 17 No.1, April 1939, p.26 cf. Prescott’s earlier view “He (Scott) was the third President we had, he attended numerous meetings and his rare scholarship and wide interests gave a distinction and value to our proceedings that were widely appreciated. *ibid* Vol I No. 1, April 1923.

¹⁵ The advertisement in the first reconstituted issue of *The Australian Teacher* Vol I No. I, April, 1923, ascribed the foundation of the Teachers’ Guild to “a small band of teachers associated with Professor MacCallum.” This probably reflected the aim to highlight the University’s role in the early days. Professor MacCallum was not a member of the first Council of the Teachers’ Association, although he spoke at the public meeting on September 6, 1892. He became President in 1895-6 session and was active in the teacher training scheme later introduced.

schooling for the majority of children - about 200,000 in 1891.¹⁶ Most of these teachers taught in the elementary schools and were products of the pupil teacher system of training which placed them in classrooms as teachers from the age of fourteen. About sixty percent taught in one teacher schools spread throughout the colony and more than half were women and many were at the lowest grade in the rigid classification system which subjected them to standards of proficiency, annual inspections and promotion by examinations according to Department of Public Instruction guidelines. Very few pupil teachers qualified for the extended training which was available at the two training schools - Fort Street for the men and Hurlstone for the women. There were in the 1890s only two high schools in the public system - the Boys' High School and the Girls' High School which competed for the small cohort of public school pupils proceeding beyond twelve years, with Superior Public Schools such as Fort Street, where students were also prepared successfully for the Junior examination. Teachers in these schools were sometimes University graduates, such as Peter Board, a Master of Arts in 1892, or in the higher grades of professional qualifications, products of the two training schools and a sprinkling of them did take out membership in the Teachers' Association over the next four or five years since they shared the concerns about University rules and regulations for the Junior and Senior exams. Peter Board, Director General of Education, joined in 1894, as did J. Macmanamey of Sydney Boys' High School and Fort Street Superior School in 1894 and 1897 but there was no departmental membership on the executive of the Teachers' Association from any male teachers.¹⁷

There were from the earliest days however two women members from the Sydney Girls' High who were committed and active members, each serving for a period on the Council. These were Mrs Lucy Garvin, Headmistress of the Girls' School since 1883, and her teaching assistant

¹⁶ Mitchell, B. *Teachers, Education and Politics*. University of Queensland Press, 1975.

¹⁷ Names of new members were announced at the Annual General Meeting and published in the *Australian Teacher*. The *Australian Teacher*, August, 1893 "Among the names of members, one looks in vain for that of Joseph Coates or any member of the staff of the Boys' Public High School we hope to see the title of the association changed to what it really is: the Private School Teachers' Association....". *New South Wales Education Gazette* Vol III No.1 September 1, 1893. p.2.

Miss Caroline Whitfeld. They considered that important issues in secondary education surmounted differences in school status and became active and enthusiastic participants in the life of the organisation. Miss Whitfeld read one of the earliest papers on the Teaching of History and Mrs Garvin gave a paper on the same topic in 1893. Both served on the executive - Miss Whitfeld as secretary from 1895 to 1897, while Mrs Garvin was elected Vice President in the 1900-1901 session and remained a member throughout her professional life. Their whole hearted involvement formed a contrast to the conspicuous absence of the headmaster and staff of the Boys' School, particularly, since Mr Joseph Coates, the headmaster of the Boys' High School, had earlier taught at Newington and was well known in private school circles.

There are several possible explanations for these different personal approaches to the Teachers' Association from well known public school teachers. In the first place, the two women members were part of the small feminist network of educated women in the colony which was very active in pursuing improvements in all aspects of women's conditions. Concerns about status and inequities in the position of women were aired in organisations such as the Womens' Suffrage League whose President at this time was Mrs Garvin, but whose membership included Miss Macdonald of the Womens' College at Sydney University, who brought English perceptions of the place of educated women in society, and quickly became associated with a wide variety of women's groups as the Women's College developed as a centre for educated women's concerns. Mrs Wolstenholme, later to marry Professor Francis Anderson, who published the *Womans' Voice* magazine, Miss McKenny, a teacher at a small Ashfield school, the Secretary of the Teachers' Association from 1897 to 1909, and many of the increasing number of women such as Miss Garran, Miss Gurney and Mlle Soubeiran of Kambala were prominent in all the activities of the Teachers' Association¹⁸ in the first twenty years.

¹⁸ A series of letters from Louisa Macdonald to a close friend in England covering the 1893-1894 period, gives an interesting insight into this educated Englishwoman's views about colonial society. "How vague and unenlightened" she wrote "is the general tone of thought here" (May 19, 1894) and "You can't shut your eyes to human nature in this country; you see it in its nakedness without the trappings of a wealthy and long established civilisation". (October 8, 1893).

Correspondence of Louisa Macdonald 1892-1894. The Women's College Archives.

There was as well a personal network of family and friends connected with membership of the association and the University which must have been influential. Miss Caroline Whitfeld was the daughter of an assistant master at Sydney Grammar, while her sister, Eleanor, was one of the first residents at the Women's College in 1892, who joined the Teachers' Association in 1894, and subsequently, as Mrs G.A. Wood, wife of the Professor of History, remained an active member of the Teachers' Central Registry executive. The social interweaving of the members of the small intellectual elite in Sydney through afternoon tea parties, dinners and tennis parties, brought the concerns of the Teachers' Association into the foreground and provided a source of influence particularly for educated women working for educational change. The society became a forum where issues of girls' education were given a wider exposure in a male dominated group. The predominance of women in the membership lists and in attendance at meetings was remarkable from an early date. Professor MacCallum referred humorously to "the dearth of hatless heads" at meetings in 1896. In that year of seven new members, four were women. Only two, however, served in the first Council and very few attained the highest offices thereafter. Mrs Stiles in her presidential address in 1899 summed up the characteristic situation:

They (women) fill the essential part of an audience; they exercise their right to vote, but few of them take an active part in debate.¹⁹

Mrs Garvin, although very active in meetings and holding a very prestigious position in the departmental school system, became Vice President in the 1900-1901 session but never attained the top position on the executive. Mrs Stiles, whose school, Normanhurst was highly regarded for its academic achievements and who had been a foundation Councillor, had the distinction of becoming the first woman President in 1898-9 session, an achievement not to be repeated until Miss Dorothy Knox became President in 1949,²⁰ even though the predominance of women in the membership persisted.

¹⁹ The Australian Teacher. Vol I No.17, March, 1896. p.7.

²⁰ Mrs M. Stiles was a notable headmistress of Normanhurst School at Ashfield which was a foremost girls school. In 1941, a gift of £130 from ex-pupils of the school established a prize at the University of Sydney - The Maud Stiles Memorial Prize - in memory of Mrs Stiles. It is awarded annually to a woman student for proficiency in History II. The University of Sydney Calendar.

The absence of notable departmental teachers continued to be a source of concern to the Association's founders. In 1893, Weigall expressed his disappointment,

we feel that our work must necessarily be incomplete if those on whose shoulders the great bulk of educational work in this colony rests determine to stand aloof.²¹

Professor Scott two years later pointed out the deleterious effects flowing from a narrow base of membership.

The State School Teachers among us, in particular are as yet a small minority it is clear that until a much larger number of these teachers are entered on our roll, the aims with which the Association was founded will be imperfectly attained.²²

Attempts were made to correct the false impression given by a very scathing article in the Education Gazette of 1st September, 1893. The editorial claimed that the criteria for membership adopted by the Teachers' Association made it "pretty evident ...that schoolmasters in the public service are not eligible for membership". A grudging recognition of the Teachers' Association's explanation appeared in the following issue of the Education Gazette (1st October, 1893) which explained that departmental teachers had been invited to share in every stage of the planning and that great care had been taken to avoid any suggestion of exclusion. In no way, this account maintained, were the qualifications for membership framed to restrict entry of these teachers; rather the specific prerequisites aimed merely to block applications from the many poorly educated charlatans whose activities reflected so adversely on the status of teaching. "How the impression therefore has grown up" asked Weigall, "that a snub was intended, is past comprehension..."²³

The published explanation included another plea to departmental teachers to become members of the Teachers' Association, so that it "could carry more weight in the community". The lack of response from government teachers again in 1897 led the executive of the association to

²¹ The Australian Teacher. Vol I No.2 September 1, 1893 p.2.

²² *ibid.* Vol I No.13, August 1, 1895 P.4.

²³ *ibid.* Vol I No.1, September 1, 1893 p.1.

extract from the Under Secretary of Education a firm denial that the Department of Public Instruction, which had in the past frowned on involvement of its teachers in professional organisations, was discouraging in any way the membership of its teachers in the Teachers' Association. Few of these, however, were attracted to a society which by then was identified so markedly as a non-government school group.

The criteria for membership were demanding, perhaps tactless or insensitive to the perceptions and situation of most departmental teachers, preoccupied with their training requirements.²⁴ Membership was open to two main groups, on the approval of the Council and the payment of a 5 shilling entrance fee and 5 shilling annual charge to:

- . graduates of a University or its equivalent, and
- . teachers in a school where two assistants work full time under a head.

Further regulations (Rule 4 of the Constitution) provided a mode of entry for persons who did not qualify under these regulations - nomination by Council members. This was the rather uninviting "catch-all" category with which the Teachers' Association intended to attract the departmental teachers, although at least for Sydney, it assumed most teachers would be eligible under the second category, because most schools were large enough to support the requisite number of teaching staff. Differences in social and educational background probably contributed to the entrenched resentment which many departmental teachers felt for the private schools who charged high fees and served the needs of a fortunate elite of children. The 'cramming' for the public examinations which resulted in notable successes in these schools further antagonised teachers in the high schools and Superior Public Schools who presented their pupils for the same examinations and were equally competitive about published results. They felt keenly the unfairness of a situation where there was no limit to the age of the scholar sitting for the examination, where private teachers could focus sharply on examination subjects, in contrast to departmental

24 The constitution was published in full in *The Australian Teacher*, August 1, 1893, p.8. Vide *ibid*, Vol I, No.2, September I, 1893, for details of membership qualifications.

teachers who were “heavily handicapped” by the standards of proficiency which had to be met in all subjects in addition to preparing students for the examinations.²⁵

Despite the failure to be widely representative, the Teachers’ Association could claim at its first Annual General Meeting on April 15th, 1893 a workable constitution, a membership of seventy two teachers - twenty two ladies and fifty men, representing twenty leading schools, as well as the active participation of their well esteemed headmasters and headmistresses and the sympathetic participation of University professors and staff.²⁶ Wide ranging exchanges of opinion followed in excellent papers given at monthly meetings, touching on the current educational issues, summed up:

a bill of fare containing the following must surely suit all tastes:-

School Holidays - The Teaching of History - Home Lessons - The Training of Secondary Teachers - The Teaching of Modern Languages
Citizenship as a Subject of School Teaching - Practical suggestions for the present Training of Teachers - The Training of Kindergarten Teachers, and Spelling Reform.²⁷

Confident confirmation of the effectiveness as a pressure group “the accredited mouthpiece” for teachers came in 1894 with the University’s agreement to adopt the alterations for the Junior and Senior examination dates, which the Association had suggested as more appropriate to the schools. There was acknowledgment too, that their success was “largely due to the presence of several influential members of the University staff

25 New South Wales Education Gazette Vol I No.9, 1892. p.176. cf. a later opinion (1901) which referred to non-government schools as “irresponsible” and to the teachers as “officially submerged”. “What are their qualifications...the government possesses no more definite knowledge of these things than the man in the street.” *The Australian Teacher*, No.7, Vol.1 January, 1907, p.7.

26 *ibid.* Vol I, No.2, August, 1893, p.4.

27 *ibid.* Vol I No.2, September, 1893, p.11.

at our meetings”²⁸ who had brought to the Professorial Board the concerns of the Association.

In its second year, with Dr Harris of The King’s School as President and a steady increase in membership to 110, a growing security led the Association to widen its sphere of influence. Confidently in 1893, it embarked on publishing a journal, *The Australian Teacher* in order to draw many more teachers, particularly those in the country, within its focus.

²⁸ Dr Harris in his Presidential address. *ibid.* Vol I No.7 May 1894, p.11.

Chapter 2

The Australian Teacher and the Teachers' Central Registry, 1893-1899

The launching of a journal on 1st August, 1893 was indicative of the enthusiasm and confidence of the infant society. Subscription rates were fixed at five shillings per annum while the journal was free each month to members of the Teachers' Association. The full title of the publication was The Australian Teacher and Journal of the Teachers' Association of New South Wales and its main purpose was to inform country teachers of current educational issues and by publishing the papers given before the association, to encourage informed discussion by members. All the papers that were presented were advertised and then printed. The details of the meetings of the Teachers' Association and the ensuing discussions of the papers were described in detail, providing as Dr Harris claimed "the record of our life from month to month" and giving "body and definiteness to our discussions"¹. Its first editor, Arthur Newham, a lecturer at the University, resigned in the second year, and the secretaries undertook to edit the journal - Arthur Giles of Sydney Grammar, a very committed councillor, became its most ardent supporter in his time as editor.

The journal endured for nine years during which time it changed publishers three times, indicating some instability in its functioning. Its advertising support was sparse from the beginning and even in the second month of its existence, Giles was sharing his forebodings that it might not succeed because of lack of subscribers. "Like most children of tender age" added the President, in 1894, "it has given considerable trouble"². By mid 1894 it was in such financial trouble that members of the executive and other benefactors agreed to act as guarantors against the projected loss. In

¹ The Australian Teacher Vol I No.7, May 1894, p.11.

² *ibid.* Vol 1, No.3, October 1, 1893, p.4.

the first year, 1894, only seven numbers were issued, while on a later occasion (1902), an address by Professor Wood on the teaching of history was published only with private financial support. A change of publisher, and new editorial staff had little effect on the small circulation of the journal. Subscriptions were often in arrears and the 1893 estimate that at least 180 financial members were needed to support the journal was never achieved. Only in 1898 did it manage to cover its costs, but the essential financial problem was unsolved, compounded by the growing shortage of publishable material being contributed. By 1901 only three issues of the journal were published while the next year saw a further decrease to two editions. In spite of some dedicated and skilful editors and excellent articles which ranged over a very wide field, the journal proved to be “an expensive luxury”³ which the small membership base of the Teachers’ Association could not sustain and August, 1902 saw the final issue of *The Australian Teacher*.

Sometime in late 1902 or early 1903, a practical scheme for a new educational magazine which was suggested to the Teachers’ Association by the publishing firm of William Brooks & Company was accepted. This resulted in a joint publication with the Public Teachers’ Association which had been founded in 1898 to represent interests of the departmental teachers. This joint enterprise was the point of highest cooperation with the departmental school sector that the Teachers’ Association ever achieved. It was probably due to some extent to the influence of F.W. Woodhouse, the Superintendent of Drawing in Department of Public Instruction, who became President of the Teachers’ Association in 1902. In his retiring address, he referred to the spirit of co-operation. “When this Association did me the honour to elect me to this chair,” he declared “I felt that it was thereby indicating that one of its aims is to include in its outlook the Public School System”⁴. The joint publication provided the Association with the opportunity not only to reach a wider and more diverse readership, but it was relieved of the financial burden of publishing its own journal and finally it offered a means to penetrate the public school teaching area.

³ *The Australian Journal of Education*. Vol 11 No.3, September 1, 1904 p.19.

⁴ *The Australian Journal of Education*, 12 June, 1903, p.13.

So was born The Australian Journal of Education - Organ of the Teachers' Associations of New South Wales, on the 1st July, 1903. The first edition featured an explanatory editorial entitled "Ourselves" in which the advantages of a publication which would "voice opinions of all sections of the teaching body" and "secure united action" were enumerated. An editorial board to which both organisations appointed representatives undertook the responsibility for monthly issues at sixpence per copy or 5 shillings per year for non-members, while members received them free. The format allowed for individual although unsigned contributions and an extensive correspondent's section encouraged contributions from the readers. Paid advertisements promised the enterprise a more secure financial basis.

The joint endeavour did not fulfil the promise of "cordial co-operation" envisaged in the first number. The assumption that there was sufficient common ground between the two associations was soon dissipated. The concerns and meetings of the rapidly expanding Public Teachers' Association came to dominate many of the editions and correspondence on topics of particular interest to it were featured prominently. The affairs of the Teachers' Association were relegated progressively to less coverage and appeared by 1907 merely as a list of Council members. There was a dearth of contribution and their editorial representatives complained that over the previous three years only one or two contributions had been offered for publication. Nor had the journal produced an increased membership for the Teachers' Association while the tone of the editorials was often strident in its criticism of the University. Professor MacCallum's justification of the University's matriculation regulations aroused in 1907 a forthright editorial criticism whose personal tone was most distasteful to the members of the Association⁵, who valued their warm relationship with the professors, and were unhappy to be a party to any extreme censure of the University. They were suspicious too, of the editorial support expressed for the idea of state expansion into secondary education - an eventuality which no member of the Teachers' Association could regard with equanimity.

⁵ *ibid.* April 1, 1907, Editorial.

One unforeseen byproduct of the short-lived co-operative effort with public school teachers was the change in the name of the Teachers' Association in 1909 to the Teachers' Guild of New South Wales. The constant omission of "public" in references to the Public Teachers' Association in the journal created confusion and some ambiguity, which the older association decided to solve by adopting a more appropriate title for a society which had no "unionist" leanings. Its choice of "Guild" was approved as more fitting and "distinguishable" for a "professional" society, and so it surrendered its original name and henceforth was known as the Teachers' Guild of New South Wales⁶. The Teachers' Association name was thereafter applicable exclusively to the public teachers' society in the state, until it became the Teachers' Federation.

The increasing disenchantment of the Teachers' Guild members with the joint publication surfaced in 1909. It was not until 1910 however that a formal notice of six months was given that the Teachers' Guild intended to withdraw from the operation⁷. There was an outstanding debt to William Brooks, the publishers, of £21.6.5 which was discharged and the last issue under the united imprimatur appeared on 16th March, 1911. Neither that edition nor any subsequent one referred to the secession of the Teachers' Guild and the co-operative effort disappeared unlamented by either party. What had promised to be an "organ of all Teachers' organisations" was not able to withstand the widening gap in opinion and interest between state and non-state teachers in the period of intense educational discussion leading to the 1912 reforms.

The failure of two publishing ventures was convincing evidence, moreover, to the Teachers' Association, now the Teachers' Guild, that it had neither the financial base nor the literary resources to undertake a separate publication, and its voice was not heard in the wider community until 1923, when it again took up the publication of *The Australian Teacher*.

⁶ Vide *ibid.* Vol VI August 15, 1908, p.3 and Vol VI, No.12 June, 1909, p.1.

⁷ Miss McKenny, the Secretary, moved the motion which was adopted. *ibid.* Vol VII, No. 12 June 1910.

II

Two other enterprises were undertaken by the Association by 1897 - the setting up of a Teachers' Central Registry as an employment agency and the formation of a Teacher Training Board.

The Teacher Training Board

The conviction that the status of teachers in the private secondary schools would improve only with some training in the methods of teaching was a strongly held conviction by influential members of the Teachers' Association. Secondary teachers, although graduates of prestigious Universities, in the main were "the great untrained" and, as Professor Scott whose concern for teacher education was well known affirmed, only those who are both trained and well educated can be good teachers. There were those in the Association such as Mrs David, wife of Professor Edgeworth David⁸, and one of few members with teaching qualifications, Miss Macdonald, Miss Scheer, who was particularly concerned with Kindergarten training and P.A. Robin of Newington College who prescribed the provision of in-service training for all levels under the auspices of the Association and the University. Despite the reservations of some members that professional training was not important, it was the strongly held conviction of Professor Scott that "a teacher must be both born and made"⁹ and Dr Harris, headmaster of The Kings' School agreed that "we (teachers) need to undergo some preliminary training if we wish to be recognised as a profession"¹⁰. It was an in-service model which was favoured whereby students should be already employed as teachers in approved schools where their practical classroom teaching

⁸ Mrs David was a MRCP (a Member of the Royal College of Preceptors) Her scheme was published in *The Australian Teacher* September, 1894, p.7-8 under the heading Proposed Scheme for the Training and Certificating of Elementary and Secondary Teachers.

⁹ Professor Scott expounded his ideas on the training of teachers in an address in 1895. *ibid.* No.13, August, 1895. "a teacher should be both born and made".

¹⁰ Dr Harris - *ibid.* Vol I No.7 May, 1984.

could be supervised by a well qualified teacher. Supplementing this practical component, were theoretical studies to be planned by the Association in conjunction with the University.

In 1894 Mrs David put forward a proposal to establish a Training Board, comprising selected members of the Teachers' Association executive, to offer a limited amount of training for kindergarten, primary and secondary teachers, with a diploma to be issued by the Teachers' Association. Miss Macdonald an enthusiastic supporter gave an interesting and amusing account to a friend in England of the eagerness for such a scheme which the members displayed. She described a tea party at the Womens' College in November 1894, where about fifty or sixty members engaged in an "animated" but "rather inconclusive" discussion for over three hours¹¹. She wrote subsequently in a letter to a friend in April 1895 of the subject "which is driving us nearly distracted, namely the training scheme which the association wants to inaugurate"¹². In essentials, Mrs David's scheme was activated finally in 1895, when a Training Board was set up appointed from the Council of the Teachers' Association. The first intake of five kindergarten teachers began a systematic course of training. The tentative nature of the beginning was again characterised by Miss Macdonald,

For this year, we are contenting ourselves with getting up two courses of lectures on Psychology applied to education and on the theory and history of education and to setting things in train for granting the Kindergarten diploma.¹³

The enterprise proved a commendable co-operative effort by both government and non government educational institutions demonstrating in particular the co-operative spirit of the women in the Teachers' Association. Applicants gained entry by an examination set by the Training Board if they did not meet criteria for automatic acceptance into the course. This examination was held at the Girls' High School, by

¹¹ Letter - November 3, 1894 -Louisa Macdonald Letters The Women's College Archives.

¹² Letter - April 6, 1895 *ibid*.

¹³ *ibid*.

courtesy of Mrs Garvin. The lectures on Psychology provided by Professor Anderson were held at Sydney Grammar and were open to all teachers although under the authority of the University's Extension Board, underlining the importance of University input into the theoretical aspects of the course. In fact from 1897 - 1899 the University allowed lectures to be held there. The second set of lectures on the History of Education was presented by P.A. Robin, an assistant master at Newington.

The training courses stressed theory and practical work as essential elements. Each trainee was supervised in the classroom of an approved school, accredited by the Training Board and taught under the continuous assessment of an authorised cooperating teacher. Examinations in both sections of the course were at the end of the year and the syllabus for examination was demanding and very ambitious in concept, as the following extracts show.

LECTURES

The Board of Management will arrange for the following courses of lectures:-

- I. Two courses of 6 or 10 Lectures each on the Science of Education :-
(a) Psychology; (b) History of Education. These Lectures will be given by the University Extension Board, and will be subject to the usual regulations of that Board.
- II. Four courses of 6 Lectures each in the Art of Teaching, or School Management. The Lectures will cover the following subjects:-
1. Organisation; 2. Classification; 3. Registration; 4. Examinations; 5. Apparatus and Illustration; 6. Lighting and Ventilation; 7. Discipline and Moral Training; 8. The Personality of a Teacher; 9. Recreation; 10. The Kindergarten System; 11. Teaching in private families and Coaching; 12. Notes of Lessons; 13. Home Lessons; 14. Object Lessons; 15. Methods of Teaching:-
(a) Reading; (b) Writing; (c) Arithmetic; (d) Music and Singing; (e) Drill; (f) Drawing; (g) Natural History or Elementary Science; (h) Geography; (i) English; (j) History: Secondary only; (k) Literature; (l) Languages; (m) Science; (n) Mathematics: Women only; (o) Needlework; (p) Domestic Economy.

EXAMINATIONS

Examinations will be held each year in the following subjects:-

- I. Science of Education. II School management, or the Theory and Art of Teaching. III. Reading and Elocution, IV. Practical Class Teaching

REGULATIONS FOR THE EXAMINATIONS IN PRACTICAL TEACHING

- I. Each Candidate for Kindergarten Diploma must prepare three sets of “Notes of Lessons” on:- (a) A gift; (b) An occupation; (c) A Singing game
- II. Each Candidate for Primary Diploma must prepare for the test lesson, three sets of “Notes of Lessons” on three different subjects, but one of these subjects must be Reading, Writing, or Arithmetic.
- III. Candidates for Lower Secondary Diplomas must also prepare three sets of “Notes of Lessons,” one on each of the following:- (a) Any ordinary school subject; (b) A Language; (c) Mathematics.
- IV. These “Notes of Lessons” must be sent in for the Examiners’ perusal, a week before the lessons are to be given.
- V. On the day of Examination the Examiners will select one of these three prepared lessons, and will call upon the Candidate to give that lesson to the class of children for whom it is prepared, in the presence of the Examiners.
- VI. The Examiners’ decision with regard to these test lessons, will be influenced by :- (a) The Teacher’s speech and manner; (b) The method of teaching; (c) The accuracy of the information imparted; (d) The discipline maintained during the lesson; (e) The apparatus and illustrations used; (f) The class Examination results.¹⁴

¹⁴ An advertisement for “Training and Certifying of Teachers,” appeared in The Australian Teacher, in April 1895.

Since there were insufficient schools prepared or able to meet the stringent prerequisites for approval as a practice school, the course work exacting and the resources of the Teachers' Association unable to do more than prescribe a syllabus, the numbers undertaking the diploma course were limited. Miss Macdonald again provides a graphic account of the shortcomings of the arrangement as well as the lack of teacher training by those on the Training Board who acted as supervisors and examiners.

I think I never saw anything funnier than Professor Scott struggling with the different Ladies schools and Kindergarten mistresses, certificated and uncertificated. They are mostly uncertificated and we have to examine the Kindergarten to know whether we can recommend them as properly managed and suitable for training students. But the board which has mostly chosen for qualifications apart from Kindergarten has to go on its decisions by light of nature. As indeed you can guess, when of two visitors, I am one!¹⁵

The arrival of Margaret Hodge and Harriet Newcombe marked the next more active period of development from 1896 when the training scheme was extended to primary and secondary teachers¹⁶. Once more, it was Professor Scott who played a crucial part in arranging for these two English lecturers from the Maria Grey College, London to come out to Sydney to direct the expansion and consolidation of the teacher training scheme. Both ladies were trained teachers for the past twelve years and while on a visit to his family in England, Professor Scott convinced Margaret Hodge, whose sister was married to his brother, that there was valuable work to be done in the colony in developing a teacher training program under the auspices of the Teachers' Association. In 1898 Miss Hodge became a Councillor of the Association and a member of the Teacher Training Board. The impressive qualifications of both these ladies - Honours certificates from the University of Cambridge Higher Local Examination and certificate of efficiency in theory, practice and efficiency of education from that same University - allowed them to offer a more systematic and thorough course of training "equivalent" to teaching diploma courses offered at the University of Cambridge¹⁷.

¹⁵ Letter, April 6, 1895 - Louisa Macdonald Letters. op. cit.

¹⁶ Vide R. Gunterman - In Memory of Two Pioneers in Education - Margaret Hodge and Harriet Newcombe.

¹⁷ Advertisement - Training Courses for Teachers 1899 Sydney, N.S.W. appeared in The Australian Teacher No. 32, Vol 3, September, 1899 p.9.

In general, they accepted the main outline of the established system but expanded the theoretical side to include Physiology, Logic and Ethics. Up to 1903, the secondary courses were conducted at the Womens' College, and the advertisement in the Calendar of the Women's College gave full details of the course and its cost¹⁸ - evidence again of the wholehearted co-operation of Miss Macdonald in this enterprise. Certifying sufficient practice schools for the course work was difficult since the standards required by the Board were exacting. Schools were accepted if they met requirements of -

1. Space, as compared with the number of children.
2. Light
3. Ventilation
4. Apparatus and furniture
5. Playground
6. Staff
7. Time-tables
- 8 Programs

By 1899, only ten schools for Kindergarten, three for Primary and two for Secondary were registered by the Training Board.

From 1900, a further refinement of the training scheme was introduced when the ladies opened their own demonstration school, Shirley, where kindergarten and primary training was given. This partially solved the problem of approved school places for student teachers, but brought with it an interesting change of emphasis. "No student who is employed for the whole day as a teacher," went the regulations, "will be permitted to compete for the Diplomas of the Association because the demanding nature of the course had placed an intolerable burden on the trainee teachers"¹⁹.

While this stipulation indicated an inclination towards a pre-service model of teacher training, it probably precluded a number of practising teachers undergoing training, and restricted further the access to training.

¹⁸ The Women's College Calendar 1901, 1902, 1903.

¹⁹ The Australian Teacher No.32 Vol 3, September 1, 1899 p.10.

For the most part, the numbers trained, mainly in the Kindergarten program, were disappointing - about seventy by 1901. The secondary training diploma had been earned by six persons by 1908, while only eleven primary trainees had qualified.²⁰ In spite of the enthusiastic praise by a satisfied student in the secondary program in 1904, as reported to an Association meeting²¹, the small numbers who offered themselves for training, indicated not only the practical difficulties and limited resources of the Association but the doubts felt by many in the established schools of the worth of professional training for secondary teachers. The emphasis on knowledge objectives in the curriculum of schools and the mode of instruction did little to disprove the popular adage that “teachers are born and not made” and that a firm base of knowledge was the most important element in teaching. Moreover, the lack of male participants in the scheme was so marked that Commissioner Knibbs in 1904 referred to the “Training of Secondary Teachers for Ladies’ Schools”²² conducted by the Teachers’ Association. Further, he summed up fairly clearly the difficulties which confronted the Teachers’ Association in its efforts to train teachers.

Every secondary school of our state is practically a law unto itself. Under such circumstances, it is difficult to establish any great educational traditions or to promote any thorough and obligatory system of professional training for teachers. The necessity for improvement in this respect has, it is true, been recognised by the Teachers’ Association and some steps have been taken to remedy this state of things. These however, are quite inadequate and it would be idle to pretend that any sufficient success has been achieved.²³

²⁰ The Australian Journal of Education, October 15, 1908, p.6.

²¹ Miss Read, a graduate of the secondary training course praised her “trainers”. “I saw that it was possible to have in the classroom such a state, that a lesson was a pleasure.... The answer was training”. *ibid.* Vol 11 No.2 August 1, 1904. p.5.

²² Report of the Commissioners, Mainly on Secondary Education (Knibbs-Turner) 1904. p.39.

²³ *ibid.* p.31.

The departure of Miss Hodge and Miss Newcombe in 1908 marked the end of the Training Board operations and in the concluding remarks to her final report to the Association, Miss Hodge revealed her own disappointment at how little had been achieved, while providing an apt diagnosis for the relative lack of success of the training scheme,

The record...is rather a melancholy one of the petty done, the undone vast, but the omissions were not due to any want of energy or lack of enthusiasm.... It may be that our appeal was made prematurely when we urged embryo teachers to receive a technical training and thus constitute themselves into a professional class....²⁴

The hope that the system of inspection of schools as training schools would pull the private schools up to the required standard was not fulfilled. Another enlightened and pioneering enterprise foundered on the rock of inadequate resources of the Teachers' Association and lack of support from the schools. The foundation of the Teachers' College under the direction of Alexander Mackie heralded the beginning of pre-service training for state school teachers, but it was another forty years before teacher training initiatives were again undertaken in the private schools, again by the Teachers' Guild.

III

The Teachers' Central Registry

The opening of the Teachers' Central Registry in October 1897 proved a more successful enterprise whose long standing achievements up to the present remain central to the continuity of the Teachers' Guild. The need to provide a clearing house to match vacancies in schools and teaching applications was noted by Weigall in 1892 as one advantage to flow from the infant Teachers' Association. He advocated an agency where teachers could gain positions "in a manner more befitting the dignity of the profession" rather than by "lowering themselves to the level of competing tradesmen", by advertisements and where some monitoring of the qualifications of the applicants could occur. Although discussions ensued in

²⁴ The Australian Journal of Education, October 15, 1908 p.6.

1895 and a preliminary register was in operation at the Womens' College²⁵, it was not until 1897 that the scheme was comprehensively activated particularly in the instance of the plight of governesses and tutors in the colony. When the Governesses' Association applied for affiliation to the Teachers' Association it was refused, but it prompted the Teachers' Association to grasp the opportunity to bring some order into the situation by establishing an employment agency. A circular sent to members, soliciting financial support for a Registry, produced an initial sum of £64. Mr Kelly, a prominent businessman, who wanted to be anonymous, offered £50 to cover the first year's rent of rooms and Mrs C.B. Fairfax, a daughter-in-law of Sir J. Fairfax, owner of the Sydney Morning Herald, and active in the cause of women's education, agreed to provide the furniture for the room which was leased in the Equitable Buildings in George Street - the first home of the Teachers' Central Registry²⁶.

The very promising beginning proved that the Association had devised a method of helping teachers and schools which attracted support beyond the narrow educational circle. It was the aim of the Registry "to supply the most efficient Tutors, Governesses, Secretaries, Typists, Book Keepers etc. procurable for the salary offered". The Registry also furnished all information about schools and colleges, coaches for examination, tutors in special subjects, Music, Painting, etc. A Registration book containing all appropriate information was maintained.

²⁵ Inaugural address 1892. op. cit. Professor Scott, Mrs Stiles and Miss Macdonald were particularly interested in the scheme. The first register can be seen at the Women's College - entitled Register for Teachers - The Teachers' Association of New South Wales 1895. There is an alphabetical list of about a dozen names - all women. Subsequently, the ledger was used to list library holdings. I am indebted to Dr Annable of the Women's College for this discovery.

²⁶ Minute Book of the Teachers' Central Registry, September 1894 to September 1917 contains yearly reports of the progress of the Registry to the Council of the Teachers' Association/Teachers' Guild.

From the outset, the enterprise was conducted in a business like manner and after the initial establishment costs were met by the parent association, the Registry became self-supporting. Contacts with the commercial world were well established - Angus and Robertson provided stamped stationery while the Christian World printed materials cheaply. The Bank of New South Wales, represented on the executive by J.T. Walker, handled the financial side. The room was sub-let on occasions, and an arrangement made with the Australian Trained Nurses' Association in 1903 to share clerical services yielded £50 a year in income. From 1898, the room was let to Miss Hodge for her training lectures.

The first annual report for 1897-8 showed much activity and achievement. Within the first five months, 69 positions were filled, producing the first profit of £100.15.4 to the Association. A total of 373 teachers, paying 2/6 per head had enrolled and 27 men and 86 women were placed in appropriate situations on salaries ranging from £20 per annum to £50 per annum. The smallest stipend was generally offered for country governesses, while a qualified teaching assistant could earn the higher salary. Governesses and tutors were sent as far afield as Tasmania and Queensland but much of the early difficulties arose from the unrealistic expectations of prospective employers. "Employers want a general servant" said a writer in the Journal of Education in 1903 "with a smattering of education, rather than a skilled and experienced educator of children". Mrs Wolstenholme, the first Registrar, complained about the low stipend offered in return for exaggerated requirements

there seems to be a general impression that governesses are plentiful and can be engaged for almost nothing but any one any good will not go to a far station²⁷

On the expectations about tutors, her tone was even more exasperated.

²⁷ The full executive committee comprised: Rev C.J. Prescott, H.E. Barff, H.J. Carter, Mrs C.B. Fairfax, Miss Garran, A. Giles, Miss Gurney, Mrs MacCallum, Miss Macdonald, Miss Rigby, Miss J.F. Russell, Professor Scott, Mlle. Soubeiran and J.T. Walker.

Every squatter who wants a tutor wishes him to be able to play the piano and if possible sing ... those who can are hardly likely to become tutors for the present advantages of life are small and the prospect absolutely nothing...²⁸

The machinery whereby this new function was undertaken saw the Teachers' Central Registry as a branch of the Teachers' Association. An executive committee of ten persons appointed by the Council of the parent body was the governing authority. A Registrar was employed at a salary of £50 per year as the chief executive. Mrs Wolstenholme, a foundation member of the Teachers' Association, was unanimously appointed as the foundation Registrar from 150 applicants. A schedule of fees directed that teachers paid 2 shillings and sixpence to register their names if members of the Teachers' Association, non-members paid 5 shillings. A fee of 2 1/2% of the first year's salary was due to the Registry for appointments, whilst the schools or employer paid 1.25% of a year's salary.

The first executive committee which met in September 1897 appointed as Chairman H.E. Barff, Registrar of the University. Familiar names such as the Reverend C.J. Prescott, A. Giles, H.J. Carter, then a master at Sydney Grammar, and the indefatigable Professor Scott, who was actively involved until his departure in 1900, served on the first executive. The first advertisement published the names of the executive²⁹. There were two characteristics which distinguished the governing body of the Registry. Firstly, women played a more significant role there than in the Council of the Teachers' Association. Miss Louisa Macdonald and Mlle Soubeiran and Miss Gurney of Kambala school were very prominent. The

²⁸ Lady MacCallum, as she later became, remained a member of the committee until 1952. An interesting sidelight on the value other members placed on her membership came in 1915 when her offer to resign because of her German origin, was emphatically refused. Letter September 10, 1915. Minute Book of Teachers' Central Registry 1897-1917.

²⁹ Notes on a Year's work. August 11, 1898. Minute Book.

wives of some of the professors such as Mrs G.A. Wood (formerly Miss E.M. Whitfeld), Mrs MacCallum³⁰ and Mrs Barff (formerly Jane Russell - the first woman Master of Arts from Sydney University) joined the executive and served over a long period. Again there was a wider involvement of persons from the non-teaching world, particularly from the commercial sector. Many influential people were invited to join the Executive and J.T. Walker of the Bank of New South Wales was the first of many businessmen to serve on the Teachers' Central Registry executive. Country representatives were prominent too, in diffusing the work of the Registry.

The Registry expanded its activities and Miss Garran replaced Mrs Wolstenholme who left to marry Professor Anderson in 1899, as the Registrar and remained in this position for the next ten years. Financial returns were good as the average annual number of positions filled was in the 100 - 150 range and the scale of charges was acceptable to both parties. The office was also evolving as a centre for educational information and the hub of the Teachers' Association affairs. The nucleus of a library, housed there in the first instance, was begun. Donations from publishers saw it outgrow its original home and Angus and Robertson offered the library a temporary home and by 1898 it was housed in a room in the Girls' High School by courtesy of Mrs Garvin where it remained for the next ten years. The financial rewards from the Teachers' Central Registry enabled the Teachers' Association to undertake a further activity, in keeping with its concern for teachers. An Indigent Teachers' Fund was initiated in 1904 which provided temporary financial aid to unemployed or older teachers. A sum of £5 was donated privately to any appropriate applicant³¹.

³⁰ *ibid.* cf. A later comment in 1903 is an article "A Country Governess." .. an employer wants a general servant with a smattering of education rather than a skilled and experienced educator of children..." The Australian Teacher No.1 October I, 1903, p. 18.

³¹ Annual Report of Teachers' Central Registry, November, 1903. *ibid.* By 1934, there were two ladies "who sometime ago did much good work in the service of education; they are now in great distress" who received an allowance. A special appeal was launched in 1934 for contributions to aid this fund. The Australian Teacher Vol 12 No.2, August 1934, p.44.

By 1906, the demand for governesses and tutors in the country areas had lessened, as the departmental schools spread over the less accessible areas, although the sale of private venture schools and arranging employment of teachers in Sydney allowed sufficient scope for profitable returns. A severe shortage of teachers, however, occurred after the 1912 reforms in the secondary area. The expansion of state secondary schools attracted the newly trained local graduate teachers both from the University and the Teachers' College which resulted in the private schools looking once more to England for their teachers. So desperate was the need that many schools guaranteed an advance of salary to pay the cost of passage of any interested teacher, a solution interrupted by the war in 1914.

The Teachers' Central Registry was fortunate in the individuals who were involved in its governance during the early days. There were only two Registrars up to 1919, which guaranteed security and stability, while the membership of its executive showed a similar continuity. Of the three enterprises of the Teachers' Association in this early stage, the Teachers' Central Registry alone established itself securely because it answered, by an efficient operation, a need which was shared by both the schools and teachers. For these reasons, it was a most successful enterprise for the Teachers' Guild.

Chapter 3

A Widening Work, 1900-1947

I

Economic depression in the nineties and the implementation of the federal system of government were outstanding events in the first twenty years of the Teachers' Association, but they had little direct impact on its eventful and energetic development. Its arena was the small world of education, in particular the teachers and schools in the non-government sector in which pioneer work in teacher training, an embryonic professional library, a journal and an employment service for schools and teachers were the Guild's important initiatives. These were impressive efforts for a society whose membership never amounted to more than one hundred and forty.

The growth of the Public Teachers' Association, founded in 1898, ended decisively any hope that the Association would be a representative body of all teachers. It was forced to recognise that a more vociferous and "unionist" oriented pressure group focussing on issues specific to the systemic departmental schools, with a membership in excess of 900 teachers by 1901 in the metropolitan area, was a strength which it could not rival with a mere 133 members¹. The Teachers' Guild remained true to its original concept of professionalism and Weigall's proclamation in 1893 was still the guideline.

The object of the association is union but it was not unionism.²

¹ Mitchell, B. op. cit. p.21.

² Weigall - Inaugural address 1892. S.M.H. op. cit.

It continued therefore to leave the invitation open to all teachers, but in reality, it was aligned uncompromisingly with the non-government sector of schooling.

Ties with the University remained very close and to members of the Teachers' Guild it remained a familiar and respected authority prepared to consider all proposals relative to curriculum or matriculation requirements. As well it represented a bulwark and protection against any encroachments by the Department of Public Instruction. With the departure of Professor Scott, it was Professor MacCallum who acted as the bridge between the Association and the University. On two occasions, the warm relationship was strained. In 1897, the University announced, with no prior consultation with the schools, that it planned to abolish the much criticised Junior and Senior exams. It suggested that a system of individual school inspections and examinations by inspection and a board of examiners should replace them. The members of the Teachers' Association were appalled to see the University withdrawing from its guiding role for the secondary schools. "Why should the University," asked the Reverend C.J. Prescott plaintively, "cut down the bridge over which it had walked? Was it ready to give up its place as arbiter?"³ The intensity of opposition expressed by the Association in protests to the University probably influenced the Vice Chancellor to withdraw his plan, and the Junior and Senior Examinations continued unchallenged until 1911.

The other topic which caused dissension was the eligibility regulations for the Rhodes Scholarship, initiated in 1903. Members of the Teachers' Association were convinced that senior high school boys should provide the category from which scholars could be chosen, as this would be more fitting to the intentions of the scholarship. The University however, stipulated that undergraduates of at least three years' standing would be the more appropriate group from which to select the Rhodes scholars. In this instance, the University's views prevailed, not least because of the "hopeless impracticability" of any school scheme, which Professor MacCallum explained to an unconvinced but resigned audience of Teachers' Association members. The prestige and authority of the University, however, was not questioned. In the heady discussion in which the

³ The Australian Teacher No. 26 November, 1897. p.4.

Teachers' Association in three special meetings engaged concerning changes in curriculum and examination rules arising from the Knibbs-Turner reports in 1903 and 1904, the University's role was seen as crucial by the Teachers' Association and it fully endorsed the appointment of a professor of Education to oversee any proposed reforms, as a means of maintaining the primacy the University as an examining authority.

There was occasion for fearful misgivings amongst the members when the reformed educational regime of primary schools introduced by Peter Board in 1905 was extended in 1911-12 to secondary schooling. Secondary courses of study were set for a four year period and a state system of examinations - the Qualifying Certificate, to allow entry into high schools, the Intermediate Certificate after two years and the Leaving Certificate after the final two years, was introduced. Fees for high schools were also abolished. This expansion of the state into what had been a long established preserve of the private secondary schools made real the potential threat which had been there since the 1890s. The new system challenged the flexibility of these schools and their teachers to justify their existence in competition with the state high schools. They had been severely criticised by the Commissioners in 1904 because their efficiency was outside any control of educational authorities. "Every school can do as it pleases" reported George Knibbs" ... it is under no legal restriction and has no legal recognition in the way of educational status"⁴. It was now clear, however, that Peter Board intended to bring them under some supervision by his department.

In 1912, two acts of the state Legislature defined unmistakably the context within which private secondary schools could function if they wished to keep pace with the expanding state secondary sector. These were the University Amendment Act and the Bursary Endowment Act.

The first ensured the co-operation of the University in participating in a Board of Examiners with Departmental officials. This Board set the

⁴ Knibbs-Turner Report op.cit., p.31.

curriculum to be covered for the examinations, and appointed professors as Chief Examiners. In return, the University recognised a specified level of pass at the Leaving Certificate as a matriculation qualification.

For the private schools, these changes meant the withdrawal of the familiar framework in which they had worked under the “parental supervision” of the University, as the Junior and Senior examinations were phased out over the ensuing four years. Unhappily, too, they saw their special relationship with the University, a source of pride and protection, disappear. The second Act had a more direct but equally radical, effect on them, as it introduced the classification of a “registered” school. All schools, who wished their students to qualify for the bursaries and exhibitions prescribed for secondary schools, faced an annual inspection to classify them as “efficient”. If so found, the school was registered with the Department of Education and its students were eligible to compete for the scholarships. Ironically, registration of schools, which the Teachers’ Guild had opposed, was successfully introduced, whilst registration of teachers, one of its dearly held aspirations, on which in 1905-6 it had expended a great deal of energetic discussion, did not eventuate.

The registration system resulted in the “voluntary subjugation” of these schools to the state educational authorities but the pain of surrender to a degree of bureaucratic control was assuaged by the bursary arrangements and by the central importance of the University in the new curriculum and examination requirements. Indirectly, too, the grievances against the many charlatans who debased the status of teachers by offering sub-standard education were allayed, as their schools failed to qualify. Many even closed their doors without applying for registration. The apprehension about departmental infringement on the cherished independence was alleviated further by the tact and consideration shown by Peter Board in his administration of the system⁵. As a member of the Teachers’ Association from 1894, he was known personally to all the leading headmasters and headmistresses and did not present the bureau-

⁵ Peter Board had contact with the Teachers’ Guild and “tried out” some of the changes he wanted to make in bringing non-government schools under some state control. His plans “very closely follow those drawn up by the Teachers’ Guild”. *The Australian Journal of Education* Vol VII No. 5, November 15, 1909.

cratic stereotype of state interference which so concerned them. This familiarity with the schools' suspicions about governmental restrictions on their freedom, probably influenced the final moderate plan to deal with these schools. The schools adopted the new courses of study laid down and accordingly sent their pupils for the state public examinations.

Provision for non-departmental schools to be represented on the Bursary Board was a further conciliatory measure. The representative from the Catholic and one from the non-Catholic secondary private schools reassured them that fairness and lack of discrimination would govern the awards. In all, the fear of domination by the departmental bureaucrats was mitigated and "teachers who feared the new regime" noted a later commentator, "and were disposed to rage like lions lay down like lambs"⁶.

The Teachers' Guild was not offered representation on the Bursary Board as "the united voice" of the non-departmental schools. The post 1912 educational world presented a more diverse and complex context within which the function of the Teachers' Guild was forced to change. Headmasters and headmistresses of the non-departmental schools tended to work through their own organisations in the first instance or through their individual Councils, and the Teachers' Guild found itself no longer in the foreground of educational matters, as the impetus for educational change was firmly thenceforth in the hands of the Department of Education, in partnership with the University.

II

A disquieting and debilitating problem of membership numbers had plagued the society almost from the beginning. As early as 1896, Professor MacCallum warned that the association was "in danger of falling into a decline" and "coming short of the good it might do" because of inactivity by its members⁷. His was the first "cri de coeur" of many, echoed regularly

⁶ Methodist Ladies' College Burwood, Jubilee 1889-1936, Epworth Press, Sydney (no author) p. 23.

⁷ The Australian Teacher No. 20, August, 1896 p.6. cf. Dr Harris, in his retiring address in 1894, wished that "assistant masters, the branch of the profession which called the Association into existence were more represented." *ibid.* Vol 1 No. 7, May, 1894, p.10. The Treasurer's report, 1901-2 session declared that "the business of the association cannot be carried on the present scale, without a considerable increase in membership. *ibid.* No.136 April, 1901.

by successive Presidents and councillors who bemoaned the poor support for such a worthwhile organisation⁸. The new century did not improve the circumstances and in 1901, only 99 out of the 130 members were financial. The following year, the annual general meeting was abandoned because of poor attendance, while in 1904 meetings lapsed for want of papers to be read. Even the Council in 1899 was forced to reduce its quorum. Concerns about the “dead wall of indifference” of the teachers surfaced again in 1910, more disturbing in view of the impending changes to state secondary schooling and the implications for non-government schools⁹. The society in fact had become very much the preserve of headmasters of the major secondary schools. The elections to office in the period before 1914 presented “a musical chairs” effect as each of a small coterie of headmasters undertook the various offices in turn. Newly arriving headmasters, particularly from the Catholic secondary order schools, added fresh blood for it seemed to form part of the “job description” of headmastership. The leadership role of headmasters in a time of educational change although natural (and similar circumstances prevailed in the Public Teachers’ Association) was probably off-putting for the lesser ranks of teachers.

The major drawback remained, nevertheless, the failure of the organisation to attract assistant masters to membership. “The Guild is all too conscious of the lack of support it is at present receiving at the hands of the assistant masters and mistresses of our secondary schools” commented the President in 1910 and added that “it is little short of suicidal for schools to refuse the machinery thus provided for common action”¹⁰.

⁸ Yet H. J. Carter in his retiring presidential address summed up the worth of the Teachers' Guild "It represents all the old historic schools of New South Wales with their inheritance of the old English traditions, coloured by the influence of new surroundings - 'sidere mutato'. It has been in constant touch with the University. It has united with it most of the non-government schools of private foundation. It touches the life of hundreds of most influential families..." *The Australian Journal of Education* Vol VII, No. 4 October, 15, 1909.

⁹ *ibid.*, Vol VII No. 8, February 1910, p.12 cf.

¹⁰ "This lack of support has already been noted by authorities outside our own Association and ... unless greater interest is shown in the future ... (non-government schools) will have no effective voice and the Guild will be robbed of its power to make the influence of the teaching fraternity carry that weight in dealing with the future reform to which it is properly entitled". *ibid.*

The early activists in this rank such as C.A. Flint, H. Lindon and P.A. Robin departed early for promotion positions in other states and A. Giles of Sydney Grammar seemed often to be the only enduring councillor who was not a headmaster and the only non-headmaster to assume the Presidency¹¹. The failure to introduce some system of registration to ensure the security of assistant masters remained a deep grievance. The disenchantment was unmistakable when they founded a separate organisation in 1918 - The Assistant Masters' Association. Their objectives provide an interesting commentary on their attitudes which perhaps explains their disappointment with the achievements of the Teachers' Guild.

The rationale for their organisation which was to be specifically for a particular class of teacher read¹²,

... at present there exists no body which is peculiarly the representative body of the non-departmental schools ...

and there was an implied rejection of the Teachers' Guild in the criticism that

... the membership of such bodies as do exist being either too restricted or too wide.

They made it clear moreover, that their professional status required adequate salaries and legislation to register non-government teachers - two priorities which the Teachers' Guild had not achieved. The formation of the Assistant Masters' Association was typical of the small single purpose groups which were emerging to deprive the Guild of much of the territory it had aspired always to include. Between 1913 and 1918, no less than eighteen new teacher organisations emerged as the secondary education sector expanded. The Catholic Secondary Teachers' Organisation (1913), The Assistant Mistresses' Association in 1920 and The Headmasters' Association in 1916 and The Headmistresses' Association - all put

¹¹ Arthur Giles was a loyal and committed member of the Teachers' Association/Teachers' Guild who undertook many onerous tasks over his long period of activity. He was given the title of Headmaster of the Lower School at Sydney Grammar.

¹² Constitution of the Assistant Masters' Association of N.S.W., S.G.A.

to rest the claim that the Teachers' Guild represented the united voice of non-departmental schools and teachers¹³.

The war years (1914-1918) were relatively quiet for the Teachers' Guild. Some of its members were in the armed forces and concerns about the war effort took precedence. There was, inevitably, a slowing down in the activities of the Guild as it adjusted to its changed role within the new educational regime. It maintained and developed itself as a vehicle for educational information and discussion, despite financial difficulties and lack of encouragement from many teachers. Questions of curricula and examination rules were perennial in the post 1912 development of the new system of secondary schooling and the voice of the Teachers' Guild was frequently heard in the discussions about the Intermediate and Leaving Certificate examination rules. The University continued to recognise it as one source of non-government opinion, and the Board of Examiners and the Bursary Endowment Board responded seriously to its submission in 1915 with requests for modifications in syllabus and examination arrangements¹⁴. In 1919, when preliminary arrangements were made to set up subject committees to act in conjunction with the Chief Examiners to prepare guidelines for the public examinations, two non-state school teachers chosen by the Teachers' Guild were included. On the Guild Council headmasters such as the Reverend C.J. Prescott, headmaster of Newington College since 1899, served the Guild well in its efforts to influence educational concerns as University members became less prominent. His membership of the Bursary Endowment Board from 1915 to 1946, and of the Headmasters' Association of New South Wales ensured that the opinions of the Teachers' Guild were always known.

By 1918, however, a threat to the legality of the Teachers' Central Registry the most important and financially rewarding enterprise, came

¹³ Mitchell, B. *op. cit.* p.21.

¹⁴ Minutes of the Board of Examiners 1912-1937. State Archives June 6, 1916. The Board considered in detail the submission made by the Teachers' Guild on a variety of examination matters. When on May 13, 1919, Professor Mackie suggested that subject committees should be appointed to prepare syllabus guides it was decided that two teachers from the state high schools, and two teachers of the non-state high schools, chosen by the Teachers' Guild. *ibid.*

with the publication on 3rd August, 1918 of new government regulations for employment agencies (Industrial Arbitration Amendment Act). Legal opinion followed by a visit to the Minister by executive members of the Guild, produced an exemption from government charges for the Registry because it was not a private organisation run for private profit. Nevertheless, the status of the Registry was a worry as it was at the mercy of a change of government policy. A decision was taken in late 1920 to reconstitute the Teachers' Guild as a company under the Companies Act. Under this arrangement which began on 20th April, 1921, the Registry was redefined as a private employment body, whose affairs were under the guidance of a Committee appointed by the incorporated parent body. All Registry funds, apart from a small reserve for running costs, were to be transferred to the Teachers' Guild. The new structure detailed in the Memorandum and Articles of Association of the Teachers' Guild of New South Wales brought with it a more rigorous governance of the Registry and of the Teachers' Guild, as an annual report and audited annual statements were mandatory in keeping with its legal obligations under the Companies Act. Its foundation aims remained, however, and in its Memorandum of Association they were restated¹⁵,

to promote, support, protect, further and advance the character, status and interests of teachers, and the teaching profession generally.

In its subsequent advertisements, it pointed to the advantages of membership for teachers,

of being in touch with matters pertaining to their profession and leaders of educational thought

and declared its intention to seek

¹⁵ Minute Book of the Teachers' Central Registry Vol 2, 12 September, 1919. The revised rules were little changed, but a variation in charges were introduced - Two percent on the amount of a years' salary to employers, whereas previously two and a half percent for employees and one and a quarter percent for employers had been the rule.

The names of the Trustees were: C.J. Prescott - Newington College
Three names with asterisks were Margaret Murray - Abbotsleigh
assistant teachers - A.H. Lucas - Sydney Grammar
* P.J. McCurtin - Riverview
* T.A. Wing - Sydney Grammar
F.T. Perkins - Cranbrook
* Sarah Roseby - Redlands

an approachment with all kindred bodies with a view to acting in concert in matters of importance¹⁶.

The subscription was a very reasonable five shillings per annum, and the three ordinary and one annual general meeting each year was not a demanding schedule. Thus the re-energised association projected itself as a comprehensive body, which despite the numerous sectional associations operating, could play a valuable role as an educational clearing house.

III

The most successful enterprise remained the Teachers' Central Registry which provided a firm financial base and continued a much appreciated service. The library now housed in the Registry was steadily progressing. Most rewarding was the continued commitment of a nucleus of dedicated people such as Miss McKenny, who was Secretary in the years 1902-1909 and Miss Constance Le Plastrier, a teacher at Redlands School, who succeeded her in 1909. The Registry was similarly fortunate in attracting committee members to its executive of the calibre of Miss Gurney and Mlle Soubeiran who worked energetically for the welfare of teachers, long after each had retired from active teaching.

Names from the foundation years still featured in the membership lists and on the executive. Miss Constance Le Plastrier remained as Secretary, a position she had held unchallenged since 1909. The Treasurer, C. Wooldridge was another "old hand" who had acted in this capacity since 1908. Men such as Arthur Giles of Sydney Grammar and the Reverend C. J. Prescott, both original members of the Teachers' Association, served on the reconstituted Council and remained active in a variety of offices over the next fifteen years. Other members, such as H. J. Carter, took charge of the Teachers Central Registry for the next few years. New names, mainly headmasters and headmistresses taking up appointments,

¹⁶ Advertisement for the Teachers' Guild. *The Australian Teacher* Vol I No.1 April. 1923.

appeared on the council lists. There was optimism and an affirmation of the society's past achievements too in the republishing of a journal and continuity in the revival of the name *The Australian Teacher*¹⁷.

The first issue of the new journal appeared in April, 1923 (Vol.1, No.1). The format and printwork was attractive and its price at one shilling a copy to non-members (free to members of the Teachers' Guild) was very moderate. Each issue featured details of the proceedings of the Teachers' Guild and papers read at these meetings, while chatty, personal notes about teachers' activities and school news gave it added interest. From the outset, too, there was a more business-like management which attracted advertisements from commercial firms with particular interests in school equipment or uniforms and as well, many of the non-departmental schools published their prospectuses. These enterprises provided a realistic commercial base for the journal and the second issue in August, 1923 was able to pay for itself, without support from its parent body, a happy outcome which continued until the depression years .

The first editor, F. G. Phillips of Sydney Grammar, was enthusiastic and hard working and he remained in this position for the next eleven years, convinced that the journal provided a much needed outlet for educational discussion, to encourage teachers to express their opinions to as wide an audience as its (the journal's) circulation will allow.¹⁸

The twenties were a time when teaching methods and subject priorities within the curriculum were under intense examination and in the first issue, the editor set the focus for the journal discussions,

the new outlook in the teaching of English, the decline in the study of classics, the eclipse of German, the rival claims of science; the preponderance of mathematics, the place of history as a cultural subject humanistic as opposed to frankly utilitarian studies, the subordination of the finer elements of school life to the scramble for

¹⁷ "A great subject of interest has been the desire to induce the Guild to once more publish a Journal which would give increased publicity to its interesting and valuable work, and also make the Registry better known." Annual Report of the Teachers' Central Registry 1920 Minute Book of the Teachers' Central Registry 1920.

¹⁸ *The Australian Teacher* Vol I No.1 April. 1923 p.8.

scholarships as a result of the over-developed Examination system... The problem of method - the Playway, Self- Government etc.¹⁹

In the ensuing years, the journal served the teachers in the non-departmental schools well, by providing a valuable source of information and opinions about current educational issues, particularly those of concern to non-government teachers.

The training and registration of non-departmental teachers remained an on-going concern of the Teachers' Guild particularly as the state secondary teachers were becoming a well trained body while the former remained substantially, "the great untrained", despite the growing sense of unease. The two issues were always discussed in tandem and yet the Guild had developed some reservations in its attitude to the Registration question which did not apply to its by now unanimous approval of training schemes. Many of the headmasters and headmistresses on its executive were suspicious about a registration of teachers as the first step to "unionism", which they deplored. The petition to the Headmasters' Association in 1919 by the Assistant Masters' Association, seeking a registration scheme, was unanimously dismissed as "being detrimental to the interests of both the masters and the schools"²⁰. Even the added strength to the cause given by pressure from the Assistant Mistresses' Association formed in 1920 was ineffective²¹. A meeting held at the University in 1921 of all interested parties produced no agreement about registration of teachers and a registration scheme such as Victoria developed never eventuated in New South Wales. Professor Mackie, the President of the Guild in the 1922-23 session, and a member since his arrival at the Teachers' College, suggested such an undertaking to the Teachers' Guild, but it had neither the will, nor the resources to operate such a scheme. Thus, salaries remained "scandalously low" as each teacher negotiated individually²² and their professional training followed

¹⁹ *ibid.*

²⁰ Minute Book Vol II - The Headmasters' Association August 26, 1919.

²¹ April 1, 1921 *ibid.*

²² Darling, J. *Richly Rewarding*. Hill of Content, Melbourne, 1978, p.116.

the traditional path of “learning on the job”.

The presidency of Professor Alexander Mackie, the Principal of the State Teacher Training College, who had joined the association soon after his arrival in 1907 and had been on the executive from 1924-1931, was a hopeful sign that state school teachers might see the Teachers’ Guild as a more appealing organisation to join. Mackie was convinced that the Teachers’ Guild could be an important force in initiating research into teaching methods and assessment procedures and that its journal, in publishing the results, was “the necessary organ for the interchange of ideas” which would follow. The next ten years of Guild development, however, did not fulfil these hopes - either to the widening of the membership net, or to implementing Mackie’s blueprint. Mackie’s presidency had in fact been very brief as ill health had forced his retirement before the expiration of this term, and although he remained a member until 1930, he withdrew from active participation in the affairs of the society²³.

Membership, characterised by the top-heavy presence of headmasters and headmistresses, remained almost exclusively from the non-departmental schools. Many headmistresses and headmasters remained loyal, despite the formation of their own particular associations. Newly appointed ones were immediately invited to join the Teachers’ Guild and quickly became Councillors, serving at least one term as President and often involving their wives as well in Guild activities. The presence of headmasters on the executive from the Catholic Secondary schools such as St Ignatius’, St Aloysius’ and St Joseph’s testified that sectarian bitterness played no part in the affairs of the Teachers’ Guild. Indeed Miss Le Plastrier, the dedicated secretary, was a devout Catholic. The small membership roll continued to be a source of anxiety as well as a curb on activities. Assistant masters and mistresses were no more prominent in membership than they had been in the early years. At every meeting, said one commentator in 1926

one finds a large number of lady teachers, a few headmasters, and one or two assistant masters of long - usually very long - service. All

23 other assistant masters are conspicuous by their absence.

Professor Alexander Mackie, as Principal of The Teachers’ College, became in 1910 the first Professor of Education at Sydney University - an academic recognition of the profession of teaching which the Teachers’ Guild had vigorously advocated. Mackie’s willingness to continue as a Councillor of the Teachers’ Guild was a compliment to its activities in furthering the development of the profession.

This was part of a candid analysis of an anonymous critic, “Magister” who asked in his letter to the journal - *What is Wrong with the Guild?*²⁴ He presented a case study of a well known school, typical of most where only two teachers out of a staff of thirty were active as members. Two others were nominal members who did not attend meetings, while the rest, he declared, saw meetings of the Teachers’ Guild as “a waste of time”. Lethargy or lack of interest in educational matters was not the cause, he further explained

On our staff, we discuss new methods most vigorously, and experiment with new ways, but we avoid Guild meetings.

In spite of his appeal for investigation by the Guild Council to discover the reason why “assistant masters so carefully refrain from taking part in its activities”, nothing eventuated. There was, unaccountably, no follow up in the correspondence section, nor any editorial comment forthcoming. Yet the underlying malaise of the Teachers’ Guild had been categorically identified.

The sectional associations, such as the Modern Languages’ Association and the Science Teachers’ Association, eroded the potential membership base, since their narrow concentration on specific curriculum and examination issues had an immediate relevance to classroom teaching, which the Guild’s more philosophical perspective lacked. Thus, while the Guild claimed a legitimate parenthood of these organisations and sought to co-operate in all their activities, it found itself often on the sidelines, reacting to, rather than initiating change.

In 1925, the membership stood at 171, little changed from 10 years previously when there were 126 members. In the next few years, it remained in the vicinity of 150, but the debilitating effects of poorly patronised meetings were evident. Even Miss Le Plastrier’s hearty and enthusiastic reports could not hide the “languid interest” of the members

²⁴ Presidential Address - *The Guild as Reformer - The Australian Teacher* Vol 1 No. 3 November, 1923 p.22.

which made her reluctant to ask outsiders as guest speakers because she complained “we pay but a poor compliment to the lecturer by the scanty attendance”. The inability of the Guild to organise and host an inter-state conference of non-state schools in 1927, demonstrated again how limited its human resources and energy were. By 1930, the apathy of the members led to the drastic reduction of meetings to one general meeting²⁵.

The Australian Teacher too was running out of steam by the end of the decade. A dearth of suitable articles was causing the editor some concern. Reliable stalwarts, such as A. Giles and other members of Sydney Grammar staff, doubtless urged on by their colleague F. J. Phillips, editor until 1933, came to his aid with articles on a variety of topics, but increasingly, reprints of articles from other journals were appearing. Moreover the onset of the depression meant a withdrawal of advertising support causing the deficit in its running costs, which by 1930 had become severe. The financial base of the Teachers’ Guild was able to support this deficit, however and the journal continued throughout the depression years, with two issues instead of the original three being published. Apart from a few profitable years, its running costs were generally underwritten by the Teachers’ Guild funds.

The more heartening side of the Teachers’ Guild activities was the continued success, both financial and professional, of the Teachers’ Central Registry. The long term served by H. J. Carter as Chairman of the Executive Committee appointed by the Teachers’ Guild from 1925 to 1934, and of the third Registrar, Mrs Kane (1918-1947) ensured a secure and experienced administration of the Registry, at both levels of operation. Moreover, the other members of the committee comprised a nucleus of “old” and tried members which reinforced the beneficial outcomes of continuity. The numbers of teachers who found employment in the non-government schools through the Registry averaged about one hundred and fifty each year and was convincing proof of the appropriateness of the

²⁵ A very successful Inter-state Conference of Teachers was held in December, 1925 in Melbourne where the Teachers' Guild sent two accredited members. Topics such as Registration and Training of Teachers, Education and Leisure, Teachers' Insurance, The Teaching of Science, Music, Art etc. were discussed over the three day conference. Mr F. G. Phillips, Dr McQueen, Miss Le Plastrier, gave papers. *ibid.* Vol 3 No. 3 November, 1925, p.39.

procedures which Mrs Kane explained

The needs of all teachers and schools are very closely considered, whilst the low scale of charges is a further inducement to teachers to consult the Registry in seeking appointments.

So profitable were the undertakings that by 1929, the Teachers' Guild had accumulated a reserve of almost £2,000. "The energy, tact, and sympathy"²⁶ of Mrs Kane made the Registry office, situated in the Kembla Buildings in Margaret Street from 1925, the hub of all Teachers' Guild affairs. Not only did members meet there, but the small library of books which the Teachers' Association had began to collect from 1896 and which was expanding each year, was housed there from 1917 and readily available for use by teachers.

With the substantial profits accruing, particularly from the peak year of 1926, the highest recorded to that time, the Teachers' Guild reactivated the Infirm and Aged Teachers' Fund, another early enterprise of the Teachers' Association. Through this fund, distressed or aged former teachers were given a small financial grant. This generosity extended only to former members of the Teachers' Association/Teachers' Guild, in contrast to the later scheme set up by the bequest from Miss Gurney and Mlle Soubeiran in 1938. Miss Scheer, a pioneer in Kindergarten training from the 1890s, was receiving a regular grant by 1930 - a reassuring justification of the worth of the Guild scheme²⁷.

The beginnings of the downturn in the Registry's activities came in 1927. A shortage of male teachers, who were always more in demand than women teachers and a declining market for country governesses coin-

²⁶ This was Miss Le Plastrier's description of Mrs Kane, of whom she spoke in the highest terms in her yearly reports. *ibid.* Vol 3 No.3, November, 1925, p.49.

²⁷ Earlier, the Treasurer's Report for 1927 said "the company's income has been gradually increasing, not by members' subscriptions, but by interest on our accumulated funds which now amount to £1528.0.11 chiefly owing to the large amounts received from that well-managed institution, the Teachers' Central Registry." *ibid.* Vol 5 No.3, November 1927, p.46.

cided with the economic downturn. By 1931, in the trough of the depression, a loss in the account occurred, for the first time in the Registry's history. One unhappy result of this "most difficult year" was the dismissal of the Assistant Registrar. Declining returns from dividends further reduced the profit margins and the Teachers' Guild called for donations from its members and notables in the community, so that the charitable work it had initiated could continue. In fact, the effects of the economic troubles on the Registry were temporary and not severe and recovery came in 1933, not only in income, but in the re-employment of the Assistant Registrar. The Teachers' Central Registry remained the most successful financial enterprise of the Teachers' Guild²⁸.

The onset of the thirties brought the death of most of the "old guard" of the Teachers' Guild and their obituaries appeared regularly in *The Australian Teacher* to remind present members of the past achievements of the pioneer "Guildians". The death of Constance Le Plastrier in February, 1938, while still the Secretary after nearly thirty years, left an enormous gap and signified "the end of an era". Only Dr Prescott and C. Wooldridge, the Treasurer until 1941, linked the pre-war years with contemporary times. Dr Prescott remained on the Council continuously and his uniqueness as the lone survivor of the foundation years, earned him the title "Father of the Guild". As interest emerged in the history of the society it was to Dr Prescott that members turned, to hear him recount the achievements and praise the heritage of the Teachers' Guild and in the first issue, April 1923, of the reconstituted journal, his article "Personalities of the Guild" set the tone and content of much of the later historical reconstruction²⁹. Unaccountably, the pride in past achievements, evident in the late thirties did not produce a celebration of the fifty year jubilee of the society in 1942, an event which Miss Le Plastrier often anticipated and

²⁸ *ibid.* Vol 10 No.3 November, 1932, p.40.

Miss Le Plastrier's long service was rewarded by leave of absence and a trip overseas.

²⁹ A second reminiscence - "The Genesis of the Guild" - appeared in *ibid.* Vol 15 No.3, December, 1937.

which undoubtedly would have occurred, had she lived.

A new generation of devoted Councillors, however, appeared in the late thirties who shared the same level of dedication to the affairs of the Teachers' Guild as the pioneers. Miss Dorothy Knox, of the Presbyterian Ladies' College at Pymble, became Secretary in 1939 and remained in that position until 1947. In 1949, she became President of the Teachers' Guild - only the second woman to achieve that honour up to that time. J. Wilson Hogg, of Trinity, came to the forefront when he undertook the editorial duties of the journal in 1944 and, like Miss Knox, later served several terms as President. An encouraging development was the involvement of K. R. Cramp, an Inspector of schools with the Department of Education, who became a Councillor in 1936 and President in two subsequent sessions: 1938-9, and 1940-1. His prominence in the educational world, as well as his presidency of the Royal Australian Historical Society, enhanced the Guild's links with the Department of Education and gave it a wider exposure in the non-teaching educated groups of the historical society³⁰. Miss Fanny Cohen, headmistress of Fort Street Girls' High school, was another prominent educationalist who saw value in the Teachers' Guild and served on the Council from 1936 to 1941. Both Cramp and Miss Cohen were outstanding persons in the state educational system and their membership of the Teachers' Guild, continued the thin line of departmental school interest which had begun with Mrs Garvin and Miss Caroline Whitfeld in 1892.

Entering into the forties and the fiftieth decade of its existence, the Teachers' Guild maintained its aim to be "an organisation for all teachers working in schools", who, as Miss Knox declared in 1941

unless they are content to limit their concern to the immediate demands of their own particular schools....must at times desire to exert some influence....to mould the educational scene nearer to the

30 hearts' desire³¹

A sidelight on the low-key nature of the Teachers' Guild is given by K.R. Cramp to Miss Oakey, March 26, 1938.

"I have had a ring from the Education Department reporting that the Solicitor General's office is enquiring whether the Teachers' Guild is a sufficiently reputable body to be entrusted with the responsibility of the funds recently bequeathed to it. I have done my best to assure the authorities of our respectability and permanence." Correspondence of the Gurney-Soubeiran Trust 1937-1940. Teachers' Guild Archives.

31 *ibid.* Vol 19 No.2 November, 1941 - Secretary's Report.

The Guild continued to work in close co-operation with the sectional associations, often adding its voice to reinforce their requests to the state authorities for changes in public examination rules. Its representation of the newly formed Syllabus Committees, set up under the authority of the Board of Secondary School Studies in 1938, was ample evidence that the government still saw a place for the Teachers' Guild as a representative of over-all non-departmental school opinion and formed an incentive for membership from assistant masters and mistresses.

Well established activities - the Teachers' Central Registry and The Australian Teacher - continued, and a further responsibility came with the Gurney-Soubeiran Trust which had been set up in 1938, following the death of Miss Fanny Gurney of Kambala and one of the founders of the Teachers' Association in 1892. Arising from her interest in the welfare of teachers, Miss Gurney made the Teachers' Guild the residuary legatee in her will, which instructed it to set up a trust fund, separate from other finances, whereby financial aid could be extended to necessitous teachers in the non-state schools. The Council accordingly appointed Trustees from its membership, which involved a further commitment of time and energy for the active few and the money, almost £4,500, was invested. An annual income of about £200 resulted which was then applied to the relief of teachers who fulfilled the conditions laid down by Miss Gurney. Her fund was available for any teacher who had taught in a non-departmental school for at least three years. In contrast to the Infirm and Indigent Teachers' scheme which the Guild had operated for many years, it was not necessary that recipients be former members of the Teachers' Guild. By 1940, the Trust was expending almost the full amount in this way and thirteen ladies were the beneficiaries - an indication that Miss Gurney's

³² Minutes of Gurney-Soubeiran Trust gave details of financial arrangements. Teachers' Guild Archives.

benevolence was not unneeded³².

The journal was causing some concern. While it could claim to provide one of the few avenues for the expression of teachers' opinions, its issues were fewer and somewhat irregular. An on-going deficit in its running costs made it an increasing financial liability. The Teachers' Central Registry remained buoyant and even the wartime shortage of teachers after 1940 had no long term effects on its profits. Mrs Kane who "conducted the constantly widening work of the Registry, with a whole-hearted devotion and sympathetic judgement" retired in 1947, after twenty eight years as Registrar. She was succeeded by Miss Ruby Wheaton who remained until 1955, when Mrs Newnie Mason came in to give her long service until 1977, rivalling Mrs Kane's term of office of 28 years (1919-1947)³³. The financial arrangements of the parent body were more complex, although the running costs, apart from the journal deficits, were not burdensome as the annual published audit revealed, but it was clearly the Teachers' Central Registry which provided the "bread and butter" of the Teachers' Guild generating substantial profits which accumulated by 1977 to over \$8,000³⁴.

The major issues remained as always membership levels and attendance at meetings. The administrative work entailed in all the activities of the Teachers' Guild was thinly spread amongst the few as the duplication of names on the governing Committees of the Teachers' Central Registry, the Gurney-Soubeiran Trust and the editorial board of the journal demonstrated. In 1940, Miss Knox tried to grapple with the persistent misapprehension that the society was an elitist club for headmasters and headmistresses. The modification of the rules for Council elections, passed unanimously in 1939, was applied. This stipulated that at least six councillors must come from members who were assistant masters or assistant mistresses. Accordingly, in the published list of Councillors from 1940-44, asterisks marked the names of the six teachers so elected, which intended to ensure always the inclusion of this class of teacher in council membership.

³³ H.J. Carter wrote a glowing eulogy on the occasion of her death in 1950. The Australian Teacher, Vol 27 No.2 July 1950, p.3.

³⁴ Teachers' Guild Council Minutes 1977. Teachers' Guild Archives.

Chapter 4

Teacher Training, 1948-1982

By 1948 the Teachers' Guild membership roll was a modest 154, but it welcomed the opportunity to provide "urgent, needed service to the profession" and the non-government schools in the period of post-war expansion of this sector. Accordingly, the Teachers' Guild again grasped the nettle of teacher training, to respond to the acute post-war shortage of trained and qualified staff available for the non-government schools. The first step was cautious - a series of training and refresher in-service courses, offered by the Teachers' Central Registry, mainly in the areas of English and Mathematics under the direction of Miss R Wheaton, the Registrar. Their immediate popularity in attracting twenty three teachers led to a more ambitious scheme. A Teacher Training Committee was set up, responsible to the Council of the Teachers' Guild, under the chairmanship of F.G.Phillips, later succeeded by R.B. Finlay, including the Registrar, Miss Ruby Wheaton, and four Council members¹. It was the energy and conviction of R.B. Finlay, a master at Barker College, who defined the direction to follow and the means to focus the Guild activities back to the needs of the classroom teacher². The Training Committee inaugurated in 1949 a diploma course to extend over two years of part-time

¹ In July, 1948, the Teachers' Guild appointed a Committee comprising F.G. Phillips, Dr G. Wade, Miss M. Steele, Miss Ruby Wheaton, J. Wilson Hogg and R.B. Finlay. Note by R.B. Finlay 29 November, 1948 Teachers' Guild Archives. Vide V.F.O. Francis - The First Twenty-Two Years of Guild Teacher Training - for an appreciation of the work of R.B. Finlay. The Australian Teacher. June 1970, p.2.

² The Australian Teacher. Vol 29 No.1, November 1951, p.23.

lectures, held in the various schools in the evening. The expertise of a wide variety of educationalists was utilised, while the curriculum aimed at the judicious balance of theory and practice which Miss Hodge and Miss Newcombe in an earlier age had stressed. Supervised teaching in the school was assessed and this in-service “training by teaching” mode, allowed the schools to recruit their staffs on the understanding that teacher training was available.

The co-operation of the schools and their financial support was vital to the success of the initial scheme and for any expansion to other sectors of teaching. There was an encouraging donation from the schools of £145 in the first year of operations, which by 1954 had grown to over £600. An additional year was added to the primary program in 1951 and in 1952, thirteen students received the Diploma of the Teachers’ Guild, the first such occasion since 1909. A two year evening program of secondary training was offered in 1954 and although the numbers enrolled were never as high as the primary enrolments (about twenty compared to in excess of fifty annually), this development required more specialised teaching staff spread over several major curriculum areas and relied on an expansion of resources. In 1960, with sub-primary courses added, the need for co-ordination of the various areas of operation became evident. In 1963, a General Director of Teacher Training, a full time salaried teacher, was appointed, a signal that the Teachers’ Guild intended to expand its activities in teacher education as far as the schools’ needs dictated.

Under the firm guidance of R.B. Finlay, who was Chairman of the Teacher Training Committee from 1948 to 1954, this avenue of Guild activities thrived. Donations from the cooperating schools and fees paid by teachers undertaking the courses covered the costs, while the recognition by the Headmasters’ and Headmistresses’ Associations, of the Guild Diploma in 1955, gave it a ready marketability. By 1966, there were over two hundred teachers enrolled in the programs and an annual outlay in excess of £2,000 by the Teachers’ Guild on teacher education. The Teacher Training Committee became a vital, energetic centre of Guild aspirations as planning for the expansion of this area of activity occupied many hours of Committee time. Miss Phyllis Evans, Headmistress of Ravenswood, who became Chairman of this Committee in 1968, typified the dedicated conviction of all members of the committee that the

Teachers' Guild had an important contribution to make to teacher education for non-departmental schools. In announcing the appointment of Dr Lillian Rixon as full time Director of Teacher Training in 1968 for the Teachers' Guild, the chairman declared her faith in its glowing future of this Guild activity, "There are many of us" she asserted, "who dream of the day when we shall have our own building and establish an independent training college"³. This foreshadowed the next development.

The "sparkling seventies"⁴, as Dr Rixon described them, thus began with the adventurous move into pre-service full time training and the foundation of the Guild Teachers' College with a central location for teacher education. Introduction of a full time three year pre-service day program for young school leavers was a fundamental departure from the Guild's previous philosophy of teacher education which stressed the benefits of "training while teaching", and was one that Finlay did not favour. As a result, he resigned from the Teacher Training Committee. However, the impetus of teacher shortage and the progressive concentration on accreditation was irresistible. Part time evening courses were steadily phased out by 1974 and henceforth the profile of the Guild Teachers' College presented as a secondary, primary and sub-primary teacher training institution, providing teachers mainly for the non-government schools - Catholic, as well as non Catholic and its award was the Diploma of the Guild Teachers' College (Dip.T.G.). The ramifications, however, were immense. Not only did this development draw the Teachers' Guild into the wide and diverse tertiary sector of education, currently under intense scrutiny by the Federal government, but it involved much effort to devise policies about entry qualifications, establish viable fee structures and recruit additional qualified staff. Not the least, moreover, was the competition and comparison with other teacher training institu-

³ The Australian Teacher, Vol 4 No.1 June 1968, p.6.

⁴ *ibid.* December, 1970. p.8.

tions which followed as the products of the Guild College sought employment in non-government schools⁵. The natural corollary was the push for accreditation by the state educational authorities. As Miss Evans reminisced in 1976

From the time of my election as Chairman of the original committee, I have fought to ensure that the courses offered by our College were progressing steadily towards the standard required for recognition. I realised that we could not continue to be responsible for flooding the market each year with teachers whose training was unacceptable in some quarters ...⁶

The new college occupied as its first home one rather dark and daunting floor of the Assembly Building in Margaret Street where the Teachers' Central Registry had been located since 1943. There were none of the conventional academic surroundings no spacious quadrangle or green lawns. Rather, apart from the library, known now as the Prescott Memorial Library⁷, which was set up in cheerful and welcoming rooms, the student and staff accommodation was cramped and unattractive. Yet the physical identity of the College was firm and the sense of purpose and enthusiasm of all concerned in its running compensated for all the disadvantages of location. The Director expanded the staff and course offerings as quickly as demand and finance permitted and as early as 1972, the College offered as evening programs a much appreciated Housemistresses' course, a remedial education and migrant education course, demonstrating the aim of the college to respond to specific needs of their

⁵ An interesting and unexpected development was the refusal of the classification committee of the Catholic Office of Education to pay a three year trained Guild teacher at this rate. In the ensuing debate taken up by the I.T.A. through the Industrial Commission, the failure of the Guild Teachers' College to ensure the full status for its graduates was criticised. Business Arising op.cit., p.67.

⁶ Proceedings of the Teachers' Guild of New South Wales, 1976, p.7.

⁷ This was formed from the original collection commenced in 1895 and it had been housed at the Registry office since 1917 being located at the Girls' High School before that time. From 1946 to 1952, discussions about building up the library to service the teacher training courses had ensued and in March 1952, £25 was voted by the Council for the purchase of educational books for the newly named library.

client schools. The introduction of correspondence courses meant an outreach and a valuable service to the country schools.

In 1973, another forward step in the expansion of College activities was its relocation to 3 Smail Street, Ultimo. There, three floors of a renovated warehouse became the Guild Teachers' College. The environment was certainly an improvement on the Margaret Street quarters, but it was still a far cry from "the fine new College" envisaged by the Teacher Training Committee. Nevertheless, as an "act of faith" whose financial aspect "was sufficient to make the stoutest heart fail", it allowed a further expansion of enrolments and staff. Edward Roman, a master from Albury Grammar School, had replaced Dr Rixon as Principal of the College in 1973 and his remarks two years later to a graduating class sum up the pace of expansion which saw almost 400 students and new staff at the College by 1975.

My problem in reporting on academic staff last year was simple - there were three of them. How do I report on thirty-three?⁸

Diplomates were readily absorbed into the non-government schools, particularly the Catholic parochial schools, and the conviction that the College was expressing in its expectations of its students a support for the ethos of independent schools gave it a clearly defined task.

These fortunate circumstances were rapidly eroded, as the momentum of events in the political arena - both State and Federal - radically altered the context of tertiary education. The first five years of the decade which seemed to promise the firm base for Guild College activities brought radical changes. The introduction by the Liberal government of a tertiary scholarship scheme in 1971 was the first change. Students in full time training at the College were eligible for this means tested financial aid, which was a heartening recognition by the Federal government of the Guild College as a bona fide tertiary institution. The abolition of all tertiary fees by the succeeding Labor government, however, left no room in teacher education for a private college enrolling fee-paying students whose diploma was not recognised by state educational authorities. The Teachers' Guild had little option but to seek for its College inclusion in the funding arrangements devised in Canberra. Again, the granting of 1974-1975 recurrent funding to the College was a gratifying achievement, as

⁸ The Australian Teacher Vol 51. No.1 June 1975, p.25.

only five out of seventeen private institutions were so favoured.

As all teacher training institutions throughout Australia were in receipt of public monies, lines of responsibility for their use of public money were essential. In New South Wales, the Higher Education Act of 1975, prescribed a new corporate status for the previously owned state colleges, which became Colleges of Advanced Education, governed by nominated Councils, representative of wide community interests. Such was the fate of the Guild Teachers' College, as the Teachers' Guild was forced to surrender its exclusive ownership of the College. The status of a College of Advanced Education was deemed inappropriate for an independent college and registration under the Companies Act of 1961 as a company not for gain saw it transformed into the Guild Teachers' College Pty Ltd in 1976, with a reconstituted Council, known as the Guild College Council of twenty five members of whom only one third could be members of the Teachers' Guild. Accreditation in 1975 of its Diploma of Teaching by the N.S.W. Higher Education Board in New South Wales and by the Australian Council on Awards in 1977 was the final step towards the achievement of parity with the former state teachers' colleges and the first diplomates of the Guild Teachers' College qualified to teach in state schools - graduated in 1977.

The Guild Teachers' College was by 1977 a fully matured and self-governing institution "reflecting the spiritual and educational traditions of the schools it seeks to serve". Its diploma course was well planned with a major focus on primary and sub-primary teacher training. Its smallness encouraged a pleasant personal interaction between students and staff, whilst the effort to achieve recognition of its diploma outside the non-government schools gave it a sense of purpose and unity.

The Teachers' Guild, however, had paid a high price to fulfil its commitment to the teachers in the non-state schools. Legal severance from the College deprived it of exclusive direction of "its baby" and there was pain mixed with gratified pleasure in the surrender of responsibility. The presence of people such as Miss Evans on the reconstituted Council, and the warm recognition of "the upbringing we have received from the Teachers' Guild"⁹, by Professor N.L. Svensson, the Professor of

⁹ Proceedings *op.cit.* p.47.

Bio Engineering at the University of New South Wales, who became the first Chairman of the Guild College Council in 1976, assuaged the sadness somewhat. His successor in 1978, R.T. Dunlop, an Associate Professor in English at Sydney University and former lecturer at Sydney Teachers' College, displayed the same sympathy for the traditions and achievements of the Teachers' Guild during his chairmanship over the next critical five years.

The celebrations and congratulations had hardly died down when the Butland Committee, appointed by the Higher Education Committee (the successor to the Advanced Education Board), recommended in its report in July 1977 that the Guild Teachers' College be closed and its students and staff transferred to Alexander Mackie College. The College, outraged that its new identity had been so assailed, mounted a campaign, aided by the Teachers' Guild, which bombarded local parliamentary members with letters and solicited the schools "to speak up" for the continuance of a unique, non-government, non-denominational teacher education institution.

"This corporate undertaking" as Professor Dunlop later described it, "was a most impressive demonstration of what the Guild Teachers' College was: a confederation of like minds."¹⁰

Such a reaction convinced the authorities to pause on the Butland plan, but some rationalisation of teacher training numbers was inevitable, given the current oversupply of teachers, details of which a state enquiry had revealed. In 1977, a further plan to form Sydney College of Advanced Education by amalgamating four institutions, (Sydney Teachers' College, Alexander Mackie C.A.E., the Sydney Kindergarten College and the Nursery Teachers' College) was proposed. An invitation to become part of this new structure, as the Guild Centre to cater for the needs of the non-government school sector, was unenthusiastically accepted by the Guild College Council in July, 1980.

¹⁰ *ibid.* 1987 - 1988 p.22.

Since there was no guarantee that Federal funding would continue for a small college, or that it would gain approval to mount a Bachelor of Education four year degree, vital for the move to a graduate teaching service, the Council had little option but to agree to the dissolution of the Guild Teachers' College. It was a sad end to the heroic struggle which had engaged the College and not all members of the Council were in favour of the arrangements but, as Professor Dunlop described the circumstances:

I think there was not a person present who did not have some reservation about it. What tipped the balance of opinion in favour of amalgamation was, I am sure, the issue of security for the staff of the College.¹¹

As a result, on 1st June 1982, the Guild Teachers' College was formally dissolved and its assets handed over to the new institution, where its staff and students had already moved from the beginning of that year. The Guild Centre was constituted within the new Sydney College of Advanced Education with Miss Barbara Zaremba as its Head. Miss Zaremba followed Mr Roman as Principal of the Guild Teachers' College in 1980 and faced the daunting task of fitting the old college structure and ethos into its new framework - the Guild Centre.

So ended the second stage of a most exciting and rewarding development in teacher education initiated by the Teachers' Guild in 1970. The dynamic changes of the seventies revealed the Guild in a characteristic role - as a facilitator of developments which rapidly moved outside its direction or control. The seeds of this process were planted with the decision to seek Federal funding and State accreditation for its College, rather than retain its original independent character. This comprehensiveness did not seem inappropriate in the early seventies, since the Guild's historic aim had always aspired to represent the widest number of teachers. The non-government schools, as well, in a period of over supply of teachers, did not-always give preferential treatment to Guild College

¹¹ *ibid.* 1976, p.24.

graduates and this was an important incentive to gain an equivalent status with long established teacher training institutions. As Miss Evans remarked in 1976 from her experience as Chairman of the Teacher Training Committee and member of the Guild College Council,

... I have always held that unless the College could gain full recognition, it should not continue to function¹².

It can be seen, in hindsight, that this process and the resulting surrender of its ownership of the Guild Teachers' College by the Teachers' Guild placed the College within the orbit of both State and Federal educational authorities. Responding to the complex division of educational power of the State and the Commonwealth, and the critical position of teacher education from the mid seventies, set the College on a perilous path which led in the space of nine years (1971-1979), to its dismemberment.

It is not the place of this work to recount the ensuing years of the Guild Centre history. The Teachers' Guild maintained close connections - having members of its Council on the Advisory Board of the Centre, which was set up as its governing body and in reciprocity, the Head of the Guild Centre served on the Council of the Teachers' Guild. There remained a continued parental interest by the Teachers' Guild in the concerns of the Centre, as it defined its areas of operation within Sydney College of Advanced Education and since 1990 within the University of Sydney. The amalgamation drive of the late eighties sponsored by the Federal government resulted in the legal dissolution of the Sydney College of Advanced Education on 1st January, 1990, and the disbursement of its Institutes to various universities in Sydney. The Guild Centre was attached to the Faculty of Education of the University of Sydney, where it continues to offer courses specifically devised for non-government school needs which are embedded in the various teacher education programs. The ethos of non-government education has fitting representation at the highest level of prestige as the Guild Centre shapes a role for itself within the more intricate Faculty/University structure. Whatever ensues, the "Guild" name will remain to mark the heritage of teacher training initiatives from the Teachers' Guild.

¹² Proceedings op.cit. p.7.

Chapter 5

Towards the Centenary, 1983-1992

In many ways, the setting up of a Teachers' College under the auspices of the Teachers' Guild, was its crowning achievement. J. Wilson Hogg, in his 1971 presidential address, saw this achievement as a reflection of the true significance of the "Guild",

We did not become a guild in the fullest, truest sense until we too had a product and we did not have a product until that memorable evening ... when the first graduates of the Teacher Training Scheme received their diplomas.¹

This sense of accomplishment, enthusiasm and optimism was shared by all Guild members associated with the teacher training project. "The seventies are pregnant with great possibilities," proclaimed V.F.O. Francis in 1970 reviewing the important contribution made to the initial scheme by R.B. Finlay², while late in 1973 R. Morgan, the President, despite some disappointment about the Guild's dynamism in other areas, was convinced that the Guild Teachers' College was "vital and important", and he anticipated that the expanded premises at Smail Street would "ideally" serve the "present and foreseeable future needs" of the enterprise³.

In providing a training program specifically devised for non-government school needs, the Teachers' Guild had returned to one of its earliest ventures. The vision and energy of the Teacher Training Committee under

¹ The Australian Teacher Vol 47 No. 1, June 1971 p.3.

² *ibid.*, Vol 46 No.1 June 1970 p.6.

³ *ibid.*, Vol 49 No.1 June 1973 p.7.

the able leadership of Miss Phyllis Evans in the seventies, guided the Guild College through eight momentous years of “extraordinary expansion” to full funding and recognition of its Diploma of Teaching by all schools. Parity of esteem and accreditation fulfilled the longheld aspirations of the Teachers’ Guild for a means of regulating the qualifications of non-government teachers not by the much debated system of registration on the Victorian model, but in a manner which unified the teaching profession generally and epitomised its foundation task of “raising as high as possible the standard of teaching work and the dignity of the teachers’ profession”⁴.

The loss of the college in 1976 was a harsh and unforeseen blow and to some members it seemed as though the “raison d’etre” of the Teachers’ Guild had disappeared with it⁵. Yet in the long history of the organisation, then in its ninetieth year, the College episode of teacher training, as successful as it had been, only occupied about a third of its lifetime (1948 to 1977), and the Guild Teachers’ College existed for a mere seven years. The Guild, too, could take comfort in the knowledge that the very success of the college set in train the events which led to its demise as a Teachers’ Guild enterprise. Undoubtedly, the organisation and running of the college monopolised much of the energy, time and resources of the small nucleus of executive members from the parent body and the older established activities, such as the Registry and the journal were perhaps overshadowed by the tempo of events in the seventies. “Under the pressure and magnitude of college affairs” remarked Rex Morgan, in his presidential address of 25th March, 1974, “there is no doubt that the other objects from which the Guild was founded have had to take second place”⁶.

4 A. Weigall - Inaugural Address 1892. op.cit.

5 Speaking of “the very difficult time”, John Sheldon in 1981 said “the decision of the Guild to relinquish control of that institution (Guild Teachers’ College) had been the cause of much disquiet, the whole purpose of the Guild was called into question..” Proceedings. op.cit. 1981 p. 12.

6 *ibid.* Vol 50 No. I June 1974. p.2.

Vide A.Rae, in his Presidential address 1976, pointed out that developments with the Guild Teachers’ College would allow the Guild Council “for the first time in several years, the time and energy for other affairs” and called for “meetings and other functions of direct interest to all members” to be increased. Proceedings op.cit. 1976 p.23.

The Australian Teacher a well recognised publication, part of the educational world endeavoured to make its offerings more appealing to practising teachers. A change of format in December 1956 saw the magazine with a new editor, double columned pages and a glossy, illustrated cover, aiming to present classroom oriented articles specially targeting the younger teachers. This rather striking presentation persisted until June 1974 when yet another alteration occurred. As a result of the metrication of paper sizes, the journal was now a small-paged publication, brightly covered, proclaiming that it would be “a manual for the practising teacher” rather than containing “esoteric fulminations on education”, a characteristic of past issues⁷. Unhappily, this hope was unfulfilled and in mid 1975 a third change - to desk top publishing - signified that the journal’s difficulties were serious and perhaps terminal. The final stage came in February, 1976 with the decision to close down The Australian Teacher rather than try another change of format. Financial problems and the sparseness of contributions of quality proved insurmountable, and fifty three years of continuous publication came to an end. An annual publication - The Proceedings of the Teachers’ Guild of New South Wales - was the successor to the journal, which appeared in a conveniently compact format, from 1976 onwards. Its more modest task, which it accomplished successfully, was to report on the year’s activities, reprint addresses given at Guild functions and provide a forum for discussion of educational issues. A Newsletter, begun in 1979 as a supplement to The Proceedings, gave information about the calendar of events for the Teachers’ Guild meetings.

By the end of the seventies, the cessation of two of its most prestigious activities - the College and the Journal - drastically reduced the reach of the Teachers’ Guild into the community. The Teachers’ Central Registry, as always the financial base of the Teachers’ Guild, was experiencing difficulties as well. The status of the Registry as an employment agency and its relationship to the parent body, the Teachers’ Guild was again questioned by the government. As a result, in a change in operations more consonant with the Companies Act regulations, all applicants for teaching positions registered with the organisation became provisional members of the Teachers’ Guild. In 1977, projected state legislation presented another

⁷ The Australian Teacher Vol 49 No.2 January 1974 p.2.

crisis when the government refused to exempt the Registry from regulations controlling employment agencies. Despite its position as a non-profit making body under the regulation of the Teachers' Guild, it was forced to take out a licence to operate as a business. "It is socially and morally unacceptable" the Minister informed the Teachers' Guild, in refusing an exemption, "for a person offering services or labour to be charged a fee to obtain employment or work"⁸. This meant that a change in the mode of charges was mandatory and the inability to exact a fee from teachers after appointment severely reduced the Registry's income. Only the schools provided a fee of four percent on the first year's salary of employed teachers as payment for services from the Registry. The continuity of long service by Registrars which contributed greatly to a consistent and secure operation was interrupted with the resignation of Mrs Newnie Mason in 1974, after twelve years in the position. In the confusion of the changed status of the Registry, her successor resigned to set up his own employment agency in competition with the Registry. Mrs Nancye McLean who was assistant Registrar with Mrs Mason, stepped into the position of Registrar in 1978 where she reinstated an effective and more stable Registry.

The Registry was in the wash of circumstances which continued to inhibit its activities from this time. The extension of Federal funding to all schools from the mid seventies reinforced, in effect, a dual system of schooling - government and non-government schools sharing a uniformly professional teaching corps and enabling non-government schools to compete successfully in the market place for their staffs through newspaper advertisements. Schools continued a sporadic use of the Registry for some placements, but progressively, as non-government schools offered in many cases equal salaries and often more congenial working conditions, the need for the Registry services declined. The individualised attention and care in arranging mutually satisfactory positions, which was the hallmark of the Registry policy, became less appropriate to the competitive demands of the commercial climate of the day.

Other aspects of the Guild life continued. From the late sixties, the ceremonial side to the Teachers' Guild assumed more importance in the calendar of activities. The inauguration of the Dorothy Knox Memorial

⁸ Minutes of the Teachers' Central Registry 1977.

lectures, held every second year to commemorate the comprehensive contribution of Miss Knox to the Teachers' Guild, began in 1968, on her retirement as Headmistress of The Pymble Ladies' College. Miss Knox gave the first oration on 17th October, 1968 at Shore School in the presence of a large audience. In her address she gave a wide ranging survey of the activities of the Teachers' Guild since its foundation and shared her conviction about the important role of schools and teachers for "the inculcation of moral and ethical standards of courtesy and manners and of human relations" and set the pattern followed in succeeding years of high quality lectures, presented by people of calibre within the educational world. These biennial occasions attracted a rewarding response from members and others interested in education and remain a notable keynote of Guild activities. A list of speakers and their topics over the ensuing twenty-two years amply demonstrates the repute of the speakers and the wide ranging interests of the Teachers' Guild in facilitating occasions for fellowship and worthwhile discussion⁹.

Annual church services became a well attended feature of Guild activities from the sixties. Shared throughout the denominations and always with an ecumenical flavour, they marked special occasions such as the ceremonial opening of the Guild Teachers' College on 20th July, 1970, the graduation ceremonies and a special service to celebrate Education Sunday. In these ways, the religious element in the well established denominational schools was given expression, but with no hint of any sectarian feeling. Celebratory dinners to honour the seventy-fifth (1967) and eightieth (1973) birthday of the Teachers' Guild were popular and prestigious affairs, the occasion being graced in 1973 with the presence of the Governor of New South Wales and his wife. Events such as this and the annual dinner usually hosted by one of the schools with an interesting and well known speaker acted as a rallying point for members as a worthwhile and influential body of educationalists. The foundation of the New South Wales branch of the Australian College of Education in

⁹ The lecture series was established in perpetuity to commemorate the thirty years' continuous service of Miss Knox on the executive of the Teachers' Guild. She was Honorary Secretary for eight and a half years and assumed the Presidency on three occasions. As well she served on the Teacher Training Committee, the Teachers' Central Registry, and as a Trustee of the Gurney-Soubeiran Trust. Dorothy Knox Biennial Lectures are listed in the Appendices.

1959 gave notice of another purely professional association. Guildians such as Dorothy Knox, R.B. Finlay, L.C. Robson, B.H. Travers and Dorothy Whitehead were founder members who saw no conflict of interest in their prior membership of the Teachers' Guild with the emphasis on scholarship, fellowships and the national structure of the new body. The A.C.E. provided a forum where men and women from all levels and sectors of education met to exchange ideas and it was in many ways a complement rather than a rival to the Teachers' Guild's aspirations as the Guild continued to attract members. However, the emergence of the Independent Teachers' Association in 1974 undermined the Teachers' Guild in a fundamental way by claiming to represent all teachers in non-government schools. The precursor of the I.T.A. was the Assistant Masters' and Mistresses' Association (A.M.M.A.), an amalgamated body, founded in 1954. Many Guildians joined this and held office. R.B. Finlay was President in 1962, while A.J. Rae, later to become Headmaster of Newington, held this office from 1965 to 1968. Amidst bitter controversy in the early seventies, this organisation was transformed into the I.T.A. whose aims were specifically related to salary levels, superannuation and conditions of employment of its membership¹⁰. Most of the Guild members withdrew as the organisation pursued a vigorous industrial path and diversified its membership because they felt that

the association was ceasing to be the voice of professionally minded qualified and had become more and more a body almost exclusively concerned with industrial matters¹¹.

The inclusion of teachers from the Catholic parochial system resulted in their numerical dominance in the membership where the Teachers' Guild at that stage had little reach.

As a union, modelled on the Teachers' Federation, the I.T.A. did not conflict with the traditional Guild aspirations of enhancing the status of teachers, but it did present a more immediate and effective solution to long standing grievances of non-government teachers. As a result, in subse-

¹⁰ Vide. R. Menzies - Business Arising The Council Minutes of the N.S.W. AMA, AMMA and ITA, 1954 to 1974. 1984 for details of these developments.

¹¹ S.M.H. 4th May, 1971.

quent years, it achieved a remarkable level of membership and successfully achieved salary equality with departmental teachers for its members and a high degree of security of employment conditions. The Guild from its very beginnings had held itself aloof from any suggestion of “unionism”. “The object of our association was ... union but it was not unionism”¹² was A.B. Weigall’s declaration in 1892, and, except for a short period in 1953 when the Teachers’ Guild considered a move into this area because of threats of compulsory unionism, this remained their guideline. In hindsight, perhaps the Teachers’ Guild misread the signs but its resources could never support such a wide ranging organisation, nor would its traditional membership groups have supported this direction of Guild activities.

II

With the changes in the educational context within which the Teachers’ Guild customarily functioned, it seemed from the late seventies to undergo a time of crisis. There was self-questioning - a looking back to the past achievements for reassurance and ammunition against the prevailing “Angst”. A previous president trenchantly diagnosed the problem in 1973,

We are the oldest professional body of educationalists in the state and yet we receive only token acknowledgment from the government and from the educational institutions¹³.

More rhetorically, the dilemma was as the Secretary, Dr Visser, a faithful and hard working member of the executive since 1962, asked in 1978,

¹² Inaugural Address 1892 op.cit.

Vide J Wilson Hogg - The Teachers’ Guild of New South Wales and Compulsory Unionism -The Australian Teacher Vol 31 No.2 July 1954 p.18.

¹³ Rex Morgan Presidential Address 1973 *ibid.* Vol 49 No.1 June 1973 p.9.

Do we remain a somnolent (some even say moribund) club for teachers or do we activate some wider goals?¹⁴

A “think-tank” was set up by the Council in 1978 to consider the options for the Teachers’ Guild. The main suggestion, which was never developed was to transform the society into a federal body, which would sponsor various federal activities. The machinery of the Guild moved slowly, the issues were challenging and no definite consensus appeared.

The closing years of the seventies saw the progressive departure of headmasters and headmistresses of the old established schools from the executive and in many cases, the Council. Mr A. Rae of Newington, an active President for 1973 to 1975, withdrew from the Council admitting satisfaction at Guild achievements, but ready to pass on his Presidential responsibilities. In 1976 Miss J. Buckham of Pymble Ladies' College was the last President who was a Principal of an old established school. Her resignation was presented in 1978. Stalwarts such as Miss Phyllis Evans of Ravenswood, whose service was long established and comprehensive, resigned in 1976 from executive responsibilities in the face of pressure of work and a conviction that the Guild needed to recruit its next generation of devoted councillors. By 1984, Rex Morgan of Pittwater House School alone remained of the seventies "old guard" on the Council. Thenceforward, the Council and the executive comprised people in the second rank of school hierarchies, such as Stuart Braga, Senior Master of Trinity Grammar, President in 1985-7, and John Sheldon, twice President from 1979 to 1989, who maintained the continuity of the Sydney Grammar presence. The commitment of the Executive to the life of the Guild remained firm although realistically, as it moved into the eighties and the lead up to its centenary, the Guild was coming to terms with its low key activities. "We have had to take a much reduced view of the Guild's activities" said its President, John Sheldon, regretfully but frankly in 1981¹⁵ and this perception set the tone for the next years. Membership was modest but relatively stable in the vicinity of a hundred and thirty (in 1984 it was one hundred and thirty two).

¹⁴ Dr Visser to Ronald Arnott 22 October 1978 Unfiled Correspondence of Teachers’ Guild 1976-78.

¹⁵ Proceedings 1981 op.cit. p.19.

There was strong continuity in the conduct of Guild affairs. Annual elections for the executive occurred each March at the annual general meeting and the calendar showed the yearly program of specified general meetings, usually featuring a speaker. Councillors met more frequently to maintain a flow of activities and some served on the Gurney-Soubeiran Trust and on the Guild Centre Advisory Council. The informative Newsletter was issued three or four times each year, and the Annual Guild Dinner continued as an occasion for conviviality and professional discussions arising to respond to particular educational developments, such as the White Paper on “Excellence and Equity” issued by the Minister of Education in 1989 and the Guild’s voice was heard then, as it had been in the sixties when the Wyndham changes to Secondary Schools were introduced. The Gurney-Soubeiran Trust, accumulating an income from high interest rates on its investments, and making few disbursements, was becoming increasingly inappropriate in its aims, as welfare arrangements and superannuation schemes pre-empted its legally defined task. Some small payments to aged teachers occurred but these were irregular and for specific defined purposes. The future of the Trust is a subject under discussion by the Council, at the time of writing, and it is likely that some resolution of the legal aspects will be achieved. In 1983, a Special Needs Project was introduced to provide funds to assist teachers engaged in work with children with special needs. The award of research grants, too, to teachers to undertake educational research aided by financial support from the Teachers’ Guild was another worthy objective in keeping with encouraging the ethos of the non-government schools. The ability of the Guild to renew its appeal was evident in the membership it attracted from the newer foundations in the non-government area and from the primary teachers in the established schools. The growth, security and diversification of non-government schools in the seventies and eighties allowed the Guild to extend its reach to the Catholic parochial schools and to the rapidly growing new group of Christian schools. Primary school masters and mistresses assumed more prominence in the executive such as R. Crouch from Shore or A. Milano of St Brendan’s Catholic School who edited the Newsletter in the eighties. The potential for growth in all these areas is favourable and the close relationship which the Teachers’ Guild preserved with the Guild Centre ensures a positive line of communication, as the Centre continues to serve the non-government schools.

By virtue of its connections with the Guild Centre, the Teachers’ Guild

became more widely known within the University of Sydney. Cordial relations with the Association of Independent Schools (A.I.S.) were established while the Guild co-operated with the Guild Centre to organise in-service courses on a variety of curriculum topics throughout the eighties, giving it a revived presence within the schools. Successful ventures such as Let's Make Science Live in Years 7-10 held at the Hills Grammar school, The Beginning Teacher in the Secondary School, and Catering for Gifted and Talents Student (Meriden) saw the Teachers' Guild reverting to and catering for an original impulse dating back to its foundation years. The links of the Guild Centre with the Jewish schools allowed the Teachers' Guild to co-sponsor a conference on the Arab-Israeli Conflict in 1988, extending its reach into fresh educational communities. Other co-operative activities, such as that with the Royal Australian Historical Society of New South Wales, resulted in a conference on Australia's Vietnam Experience which attracted fifty five participants and provided a valuable experience for teachers of Senior Modern History. From 1982, the Teachers' Guild offered six prizes for student achievement in courses taught by the Guild Centre for students in teacher-training courses. In all these ways the Teachers' Guild showed its ability to collaborate, its flexibility and willingness to adjust to professional needs of teachers.

One outcome of the reorganisation of the Boards responsible for secondary education, because of curriculum initiatives by the Minister of Education in 1989, was the discontinuation of Guild representation on the newly constituted Board of Secondary Education. This ended almost eighty years of Teachers' Guild contribution to syllabuses for all school subjects which had begun in 1919 when Peter Board, on the suggestion of Professor Mackie, invited the Guild to choose two representatives from the non-government schools to sit on each subject Committee¹⁶. When new arrangements were introduced in 1938, the Teachers' Guild retained its light of representation, which it exercised effectively. This provided a valuable opportunity for teachers in the various curriculum areas to make a contribution to curriculum development and examination rules for the

¹⁶ President's letter to the Minister of Education in Newsletter No 2 September 1989.

public examinations. The contribution to the Educational Broadcast Advisory Committee of the Australian Broadcasting Commission since the late sixties continued as a recognition of the educational role of the Teachers' Guild, as did the Guild's membership of the Joint Council of Professional Teachers from 1978.

The Teachers' Central Registry remains, as it began, the principal activity, financially sound and well administered despite the progressive decline in staff placements which characterised the eighties. Less than a hundred appointments, in some years below fifty, which was seen as an optimum rate, seemed to characterise its operations¹⁷. The over-supply of teachers and the willingness of disenchanted state school teachers to move into the non-government schools transformed the staffing situation of these schools. The favourable image of non-government schools in the community and their increasing share of the school population reassured these schools of their continued public funding while their teachers with salary levels equivalent to or above those of state school teachers and conditions of employment watched over by the Independent Teachers' Association have achieved much of benefits of Registration which their colleagues of earlier days desired without the formal system. The Registry, however, continues to serve the schools, particularly the smaller ones and some in other states, but its general importance to the schools continued to decline in the late eighties and early nineties¹⁸. As the Teachers' Guild approaches its centenary it is faced by doubts about the appropriateness of the Registry's historic task while the need to relocate the office from Margaret Street because of the planned redevelopment of the site focuses attention clearly on the future of the Teachers' Central Registry.

¹⁷ Board of Examiners 13th May, 1919 N.S.W. Government Archives.

¹⁸ TCR Activities 1988-1990 did not run at a profit.

III

Like all pioneers, the Teachers' Guild has been forced to come to terms with developments in the wider community which have affected educational issues, and evaluate its foundation aims and achievements. Its central aim to enhance the status of teachers in their professional development remains unaltered but it has moved steadily into the periphery of educational concerns and its voice in the wider community has become muted as its publications do not reach beyond the small membership.

Throughout its life, the organisation has suffered from a "certain lethargy" in its membership and attendance at meetings, leaving "the few" to assume responsibility for the exacting committee work-problems not unique to it, but rather shared by all long established societies and more recent foundations. Almost from the beginning, the lack of members was criticised and yet it persisted and achieved a remarkable set of successes. Recognised in the first twenty years by the University as the authentic voice of non-government school opinion, the Guild provided direction to these schools in the years after 1912 when the public examination system and the registration of schools altered the context within which they operated. Its dealings with the more specific sectional groups were cordial and co-operative and it provided a context for unity of action when this was appropriate. Undoubtedly much of its impact was lessened by these special purpose associations, which began an erosion of its influence, reinforced by the emergence of the Independent Teachers' Association. The Teachers' Guild chose not to extend its brief to the "bread and butter" issues of teachers' salaries and working conditions, yet some credit for the transformation in the status of non-government teachers from the ill paid and ill trained class of yesterday to the prosperous and confident group of to-day must accrue to the multi-faceted enterprises initiated by the Teachers' Guild. In a time when rivalry and competitiveness were uppermost amongst non-government schools, the Teachers' Guild identified common concerns and provided an opportunity for fellowship and professional growth which contributed to the degree of unity which characterised that sector of schooling. Through the vagaries of change, the impetus of events and the vicissitudes in its fortunes, the society has maintained the integrity and single minded aim and directed all its activities to this end. It has preserved lines of continuity in its undertakings

- an intense interest in syllabuses and continued responses to government changes in the organisation of curricula and examination rules, while the training and accreditation of teachers has been a central concern since the eighteen nineties. The teacher education programs laid down under its auspices then, set a pattern which is still apparent in modern programs. Its journal, published uninterruptedly for over fifty years, is an achievement which few educational organisations can match, providing an avenue for educational discussion and the dissemination of educational information, which stands as an invaluable source for the historian of education in this state. Its archives, lately (1990) deposited within the University of Sydney Archives provide a fascinating account, not only of the life of the Teachers' Guild, but also a commentary on major educational developments over the past hundred years. The Teachers' Guild survives to-day, welcoming its centenary, as a tribute to the small band of devoted teachers who refuse to let it die. Its good fortune is that throughout its long life it has attracted a quality of support which Dr Prescott as early as 1923 recognised, speaking of an earlier age, but in terms applicable to every stage,

The Guild has commanded the interest and support of many striking personalities and to have got all these together for counsel is an achievement that has had a marked effect upon the educational life of our state. While it is a tribute to the teaching profession that it has had the service of such rare and choice spirits¹⁹.

While the Reverend C.J. Prescott held the record for long standing service to the Teachers' Guild, the headmasters of the older established and newly founded independent schools participated in the work of the Guild, almost as an extension of the duties of their office but with varying degrees of involvement. Despite the withdrawal of University professors from membership substantially after 1912, claiming three professors as founding fathers gave the Teachers' Guild a deep sense of worth and historic importance. There were also assistant masters such as F.G. Phillips and Arthur Giles of Sydney Grammar who devoted their professional lives to serving the Teachers Guild in a variety of executive positions. C.J.D. Goldie and C.F. Wooldridge were another pair whose contributions to Guild concerns extended over a long period. This tradi-

¹⁹ The Australian Teacher Vol I No.1 April 1923 p.9.

tion of service was willingly adopted by masters such as J. Wilson Hogg and Dr T. Visser in subsequent times, while most recently, councillors such as Stuart Braga and John Sheldon display the same commitment to the Teachers' Guild which augurs well for its future.

The society has been favoured too by the support and commitment of its women members. A feminine thread commenced with the founder members - Mrs Wolstenholme, Miss Macdonald and Mrs Stiles, which widened to include Miss Garran, Miss McKenny, Miss Gurney and Mlle Soubeiran in the first two decades. The devoted secretary, Miss Constance Le Plastrier, whose service as secretary began in 1909 and ended a few months prior to her death in 1937, formed with Dr Prescott the link between the two periods. With the nineteen forties, Miss Dorothy Knox became the outstanding Guildian, and her successor, Miss Phyllis Evans, shared the tradition of service to the Teachers' Guild, which was later epitomised by Mrs Jan Nash, the President of the Teachers' Guild in 1990-1991. The story of the schools and the teachers whose lives have been part of the Guild history has yet to be told.

As the society approaches its one hundredth birthday, an introspective mood is apparent as it wonders about its future. The slowing down which comes with age brings compensations - prestige, self-esteem, appreciation and toleration. The tone in meetings and in its publications remains benign and unsectarian welcoming representatives from all denominations and valuing the vocation of teaching in all aspects. No severe internal dissensions or leadership crises ever erupted to cause unpleasantness. The Teachers' Guild is able still to attract speakers of high calibre as Dorothy Knox Memorial lecturers; it has a secure financial base and in exploring fresh ways to help teachers it is keeping faith with its foundation aims. In a society in which ideals are subordinate to pragmatic considerations, where increasingly politicised educational decisions place education as a tool of economic development, the aspirations of the Teachers' Guild probably will not attract a large number of members. Just as the lament of low membership running through the history of the Guild did not detract from its achievements, neither should the small enrolment necessarily determine its future. It holds high the ethos and values of independent schools who continue to form a significant sector of schooling. Within the evolving economic, social and political context of the state, the preservation and development of professional standards and "the status and

interests of the teaching profession” require “eternal vigilance”. Uncontroversial and benevolent, the Teachers’ Guild remains as it began, a comprehensive professional organisation, entirely vocational in outlook, ready to providing an opportunity for teachers to meet for convivial exchange of opinions beyond the narrow limits of their sectional subject-specific organisations.

Whatever decisions are made about the second century of the life of the Teachers’ Guild, the idealism and achievements in publications, teacher education and employment are on record to form an essential part of the educational history of New South Wales.

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APPENDIX I

Dorothy Knox Lecturers

1968 - 1992

- 1968** Miss Dorothy Knox at SCEGS, North Sydney
Headmistress
Presbyterian Ladies' College, Pymble
17 October 1968
"The Guild and Education in New South Wales"
- 1970** Prof. H.F. Halliwell at Trinity Grammar School
University of East Anglia
Visiting lecturer from UK
19 October 1970
"The Place of Science in the Education of Young People"
- 1972** Dr T.H. Coates at Newington College
Headmaster
Wesley College, Melbourne
27 June 1972
"The Future of Independent Schools"
- 1974** Dr Ross McKenzie at SCEGS, North Sydney
Headmaster
Knox Grammar School
8 November 1974
"The Teacher's Status and Influence in the Coming Decade"
- 1976** Mr J.B. Reid at Presbyterian Ladies' College
Chairman of PLC Council Pymble
28 July 1976
"Education and the Community"
- 1978** Senator Carrick at Avondale Golf Club
Minister for Education
22 October 1978
"Government and Non-Government Education"

- 1980** Mr B.H. Travers at the Guild Teachers' College
Headmaster
Sydney Church of England Grammar School
10 June 1980
"What is a School in the Eighties"
- 1982** Prof. Ken Cable at Pymble Ladies' College
Sydney University
3 August 1982
"An Historian Looks at Independent School Education"
- 1984** Prof. Dame Leonie Kramer at Sydney Grammar School
Sydney University
20 June 1984
"Television and Education: is Seeing Believing?"
- 1986** Mr R.B. Winder at St. Andrew's Cathedral
Director-General of Education School
NSW
16 June 1986
"Quality Education and the Individual"
- 1988** Mr A.M. Mackerras at Trinity Grammar School
Headmaster
Sydney Grammar School
27 July 1988
"My Educational Credo - Forty Years On"
- 1990** Prof. C. Turney at St. Andrew's Cathedral
Faculty of Education School
Sydney University
17 August 1990
"Back to the Future"
- 1992** Mr J. Sheldon at Trinity Grammar School
Master of the Lower School
Sydney Grammar School
12 August 1992
"The Teacher as Professional"

APPENDIX II

Foundation Members of the Teachers' Association

L. A. Baker, G. P. Barbour, G. E. Blanch, H. J. W. Brennan, C. A. Buchanan, A. V. A. Bulteau, H. J. Carter, Miss M. Clarke, F. W. Crampton, Rev. D. Davies, J. D. Delaney, G. Devonshire, A. B. Dimilow, Miss E. Dornwell, A. K. Farrar, N. Fitz, C. A. Flint, Mrs. Garvin, A. Giles, C. J. D. Goldie, Miss Ruth Hall, A. D. Hall, Miss E. G. Hamilton, Rev. E. Harris, Miss E. F. Hales, C. E. Hewlett, E. R. Holme, A. McHughes, Rev. H. L. Jackson, Miss B. R. Jennings, H. M. Joscelyne, A. W. Jose, Miss M. A. Joyce, C. de Kantzow, Rev. J. Kinross, Stanley Klaus, Miss C. A. Lewis, L. H. Lindon, C. H. Linton, A. H. S. Lucas, Miss E. Macaulay, Miss L. Macdonald, Miss C. B. Martin, R. Max, D. McBurney, Miss M. Meares, Miss E. T. Miller, Miss A. A. Molineaux, E. M. Moors, W. R. Morgan, A. Newham, T. H. Newing, Miss E. Pache, W. S. Paige, Rev. C. J. Prescott, P. A. Robin, E. I. Robson, Miss M. W. E. Scheer, W. Scott, Rev. G. D. Shenton, C. T. Soar, Mrs. Stiles, Miss Stockfeld, Miss A. M. Stonier, W. Swann, Miss E. Thompson, Miss J. Thompson, E. J. Trechmann, F. A. Vaughan, G. F. Vaughan, Miss M. Wallis, A. B. Weigall, Miss C. A. Whitfeld, W. H. Williams, Mrs. Wolstenholme, G. A. Wood.

Printed in The Australian Teacher,
August 1, 1893

APPENDIX III

Presidents of the Teachers' Guild of New South Wales 1892-1992

The Annual General Meeting to elect office bearers usually occurred in the first half of the year until the nineteen sixties. Thus the offices of the executive spanned over the two year period until that time.

1892-3	A.B.Weigall	1926-7	Brother Gerard
1893-4	Dr Harris	1927-8	J.Bee
1894-5	Professor W. Scott	1928-9	Rev. W. Lockington, S.J.
1895-6	Professor M.W. MacCallum	1929-30	F.G. Phillips
1896-7	A. Giles	1930-1	F.G. Phillips
1897-8	Rev. C.J. Prescott	1931-2	Brother Gerard
1898-9	Mrs M. Stiles	1932-3	Rev. F.T. Perkins
1899-1900	A. Lucas	1933-4	P.R. Le Couteur
1900-01	Professor G.A. Wood	1934-5	N.H. MacNeil
1901-2	H.J. Carter	1935-6	L.C. Robson
1902-3	F.W. Woodhouse	1937-8	K.R. Cramp
1903-4	A.B.Weigall	1938-9	K.R. Cramp
1904-5	Rev. C.J. Prescott	1939-40	Father Hehir
1905-6	Rev. Dr. Harper	1940-1	Father Hehir
1906-7	Professor T.W. David	1941-2	F.G. Phillips
1907-8	Father Byrne	1942-3	F.G. Phillips
1908-9	Rev. C.J. Prescott	1943-4	F.G. Phillips
1909-10	C.H. Hodge	1944-5	A.K. Anderson
1910-11	Rev. P. Stacy Waddy	1945-6	A.K. Anderson
1911-21	<i>Council Minutes are missing and there is no Journal</i>	1946-7	J. Wilson Hogg
1921-2	Rev. C.J. Prescott	1947-8	J. Wilson Hogg
1922-23	Professor J. Mackie <i>(resigned - ill health)</i>	1948-9	Miss Dorothy Knox
1923-4	T.A. Wing	1949-50	Miss Dorothy Knox
1924-5	H.S. Dettmann	1950-1	R.B. Finlay
1925-6	Brother George <i>(died - H.S. Dettmann Acting President)</i>	1951-2	R.B. Finlay
		1952-3	J. Wilson Hogg
		1953-4	J. Wilson Hogg
		1954-5	J. Wilson Hogg
		1955-6	Miss Dorothy Knox

1956-7	R.B. Finlay	1973	R.H. Morgan
1957-8	R.B. Finlay	1974	A.J. Rae
1958-9	Miss D. Whitehead	1975	A.J. Rae
1959-60	Miss D. Whitehead	1976	Miss Jeanette Buckham
1960-1	R.L. Rofe	1977	Dr T. Visser
1961-2	R.L. Rofe	1978	Dr T. Visser
1962-3	R.L. Rofe	1979	J. Sheldon
1963-4	Miss Dorothy Knox	1980	J. Sheldon
1965	V.F.O. Francis	1981	N.O. Bonnell
		1982	N.O. Bonnell
	<i>(Change of time for AGM to last half of year)</i>	1983	N.O. Bonnell
		1984	N.O. Bonnell
		1985	S. Braga
1966	V.F.O. Francis	1986	S. Braga
1967	Miss Phyllis Evans	1987	S. Braga
1968	Miss Phyllis Evans	1988	J. Sheldon
1969	Miss Phyllis Evans	1989	J. Sheldon
1970	J. Wilson Hogg	1990	Mrs Jan Nash
1971	R.H. Morgan	1991	Ian Walker
1972	R.H. Morgan	1992	Ian Walker