

ANME News

Newsletter of

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MUSEUM OF EDUCATION

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Goomalling School Museum – Western Australia

Thérèse Wise - Curator



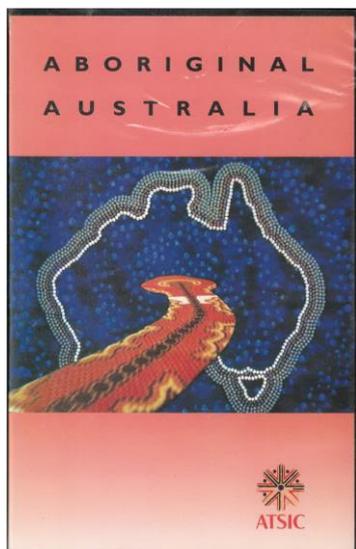
The Goomalling School Museum was originally the one teacher school located at Konnongorring, 30kms north of Goomalling in Western Australia. After the closure of the school in 1973, it was transported to Goomalling and officially opened as a museum, on the 4th June 1976 during WA Week celebrations. It now sits in the Historical Society Museum precinct. It has been set up as a classroom typical of the 1920 - 1950 period using desks and other resources of that era. These one-

teacher schools served the educational and social needs of pioneering families of various localities in the Goomalling district for decades. There were originally 14 of these one-teacher schools in the Goomalling district and we have a collection of class photos and other memorabilia from these schools.

Visitors often have fond memories of these displays with many comments along the lines of “Oh, I remember using these” or “I remember doing that.” We enjoy seeing the younger ones comparing using chalk and slates, nibs and inkwells, to modern technology. The schoolroom and museum are open by appointment or by contacting the Goomalling Shire Office: 32 Quinlan St, Goomalling WA 6460. Monday-Friday 8.00am to 4.00pm Phone: (08) 9629 1101.



Recent Acquisitions: Indigenous History and Culture Resources

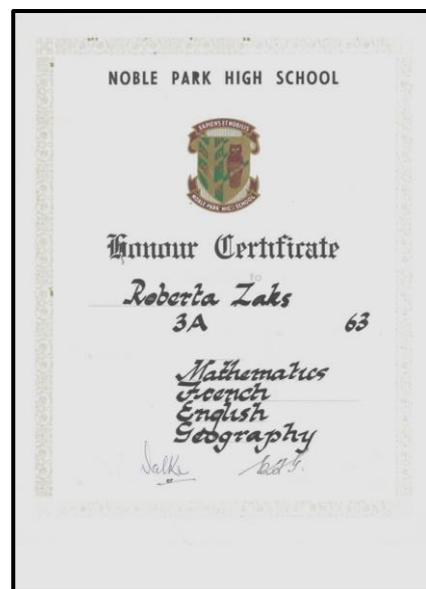


The ANME is fortunate to have received a donation of over 100 Video Cassettes dealing with aspects of Australian Aboriginal and Torres Strait Islander culture and history. The majority of these video cassettes were produced in the 1990s by Aboriginal Heritage groups and organizations and as such provided a comprehensive resource base for the teaching of school and higher education courses in Aboriginal Studies and Australian Indigenous Cultures. The titles of a small selection of these audio-visual teaching resources may provide some idea of the broad scope of the collection: *Aboriginal Australia; The Dream Reels; Urban Aboriginal Lives; After Mabo; Places We Want to Keep; Sacred Sites; Changing Culture and Aboriginal History; Survivors.*

The ANME is most grateful to the Ngunnawal Centre of the University of Canberra for donating this collection to the Museum. Although Video Cassettes have been superseded by DVDs over the last 30 years, the ANME hopes that at some time in the future the collection may be able to be transferred to a more accessible medium. Conservation experts advise us that magnetic tape cassettes are liable to deteriorate after a few decades.

The Zaks Collection

The ANME is most appreciative of the generous donation from Ms Roberta McRae OAM, which includes a variety of school documents, correspondence and school ephemera relating to Noble Park Primary School, Noble Park High School and Frankston Teachers' College during the 1950s and 1960s decades. Among the items received were award certificates, photos, Speech Night Programs, a number of student exercise books including a "mothercraft" syllabus exercise book, headmasters' reports, school concert programs and the program for the Official Opening of Noble Park High School in 1964. A rather unique item included in the large batch of documents is a *Statement of Service as a Teacher* from the Victorian Department of Education. The items relating to Frankston Teachers' College are of particular significance for the history of Australian Teacher Education during the mid twentieth century. These included the College's Handbooks, the program for a Graduation Ceremony at the College, and also issues of the Annual Magazine of Frankston Teachers' College.



It is important from a history of Australian education viewpoint that the ANME seeks collections relating to the 75 year period when teachers' colleges were the major institutions preparing primary school teachers. They were established to replace the Pupil-Teacher system of training teachers which operated during the nineteenth century. Teachers' colleges, which existed as tertiary level institutions separate from universities, operated in the Australian states from the 1900s through to the 1970s, after which the Colleges of Advanced Education

undertook the national responsibility for primary school teacher training until the 1990s, when many of them were merged with universities.

Work Integrated Learning – The Power of Student Engagement

Dr Bernard Brown, ANME Manager of Student Engagement

Our student volunteers at the Australian National Museum of Education have been engaged in work integrated learning (WIL) for a number of years in diverse ways on a range of projects. This work provides the students with engaging and real-world work-based learning which aligns with the University's strategic direction of encouraging WIL. Some of this work also serves to fulfil course requirements and even assessment tasks, both at the undergraduate and post-graduate levels. The experience gained by the volunteers (both collaborative and individual) is excellent preparation for professional career development based on the acquisition of core skills and knowledge gained through working on the collections at ANME.



Examples of student engagement in the ANME, include digitizing over 350 objects, which are now on the eHive Collections Management System, an Annotated Bibliography of English Grammar Textbooks Cataloguing Art Text Books and Posters, Cataloguing the Photographic and CD Collection, Researching Music Documents and Researching Education Policy documents. Our thanks are extended to the students who undertook these projects.

There are some exciting initiatives planned for next year which will allow students to work on digital displays and tours of the ANME, which can be showcased next year.

Principles and Practices for Effective Remote Learning

Dr Rosalie Triolo, ANME's Victorian Representative



The Australian Council for Education Research (ACER) in Camberwell, Victoria, has for decades been a friend of the history of Australian education, especially researchers of Victoria's education experiences. The Cunningham Library, named after ACER's inaugural director, Dr KS Cunningham, contains an impressive collection of primary and secondary sources, both government and non-government, dating back to the early 1900s. With the COVID-19 experience requiring many Victorian schools to close and thousands of teachers and students to engage in remote learning in 2020, many commentators, including in Victorian Government circles, began suggesting that 'learning at home' was something 'new'. ACER took the opportunity to remind newsletter readers that such an assumption was incorrect, presenting evidence as well as valuable advice from its archives.

The article titled 'Australia: Learning at home since 1914' draws on the 1931 report, *Primary Education by Correspondence: Being an account of the methods and achievements of the*

Australian Correspondence Schools in instructing children living in isolated areas. An historian of education would know to suggest that Australians have been ‘learning at home’ since the New South Wales Corps arrived with governesses for officers’ children – or that Aboriginal children have learned ‘at home’ for tens of thousands of years. However, the article focuses on Cunningham’s findings from one of Australia’s first, formal and nation-wide education research projects. Correspondence schooling, being the forerunner to ‘distance education’ and ‘remote learning’, commenced formally in Victoria in 1914, followed soon by New South Wales (from 1916), Western Australia (1918), Tasmania (1919), South Australia (1920) and Queensland (1922). Cunningham’s report offers 12 ‘principles and practices’ for effective remote learning, the details of which in their own engaging language from 1931 bear remarkable similarity to much of the advice offered by education authorities in Victoria in 2020. You can judge for yourself the veracity of the advice generally or in comparison with what was Victoria’s experience specifically, by reading ACER’s article and Cunningham’s full report here: <https://www.acer.org/au/discover/article/australia-learning-at-home-since-1914>

Latest Visitors



Dr Beazley with Professor Nixon

The ANME continues to have a stream of visitors each week, the latest being the Vice-Chancellor and President of the University of Canberra, Professor Paddy Nixon and Mr John Owens, Associate Vice-President of UC’s Campus Estate. The Director, Dr Malcolm Beazley AM is pictured here with these distinguished guests as they enjoyed a tour of the collection. Both guests were impressed at seeing how the ANME is underpinning the DNA of the University by supporting its teaching

and learning, research, student engagement and community outreach.



Dr Beazley with Mr Owens



Old School Building, Victor Harbour, South Australia.