

ANME *News*

Newsletter of



www.anme.org.au

No. 39

December 2021

Editor: Dr Geoffrey Burkhardt

Owing to the Covid 19 Pandemic Lockdown regulations in Canberra during the months August through to November, the ANME, along with all other Canberra museums was required to remain closed. Consequently, regretfully, the ANME was unable to produce a Spring 2021 issue of the *ANME News*.

ANME's 25th Anniversary Celebrations Postponed

Unfortunately, the program of displays, exhibitions, Annual Lecture and other ANME functions have had to be postponed following the Canberra Covid 19 Lockdown this year and the ANME closed for the duration. The ANME was established in 1996 by Dr Malcolm Beazley AM, as Director, with a grant from the Australian College of Educators. Since its relocation to the University of Canberra it has been supported by the University's Faculty of Education and Faculty of Arts and Design. The ANME was founded to promote an understanding of the history of Australian education through the development and preservation of its collection.

New State Representative for Tasmania



Welcome to our new State Representative for Tasmania, Ms Katie Richardson. She completed a Bachelor of Arts (History and Sociology) at the University of Tasmania in 2006 before undertaking a Master of Information Management (Libraries, Records and Archives) at Curtin University of Technology. In 2008, Katie was the Manager of Narryna Heritage Museum in Battery Point, Hobart. In 2009, Katie moved into the Librarian position at The Hutchins School, spending seven years in the senior library. In 2016, Katie moved into the role of Communications and Records Officer at the School and remained in that position until 2021 when she was

appointed Archives and Records Manager in August. After nearly 13 years at Hutchins, she is looking forward to working with the School's 175-year history collection. Katie lives in Hobart, Tasmania with her husband and three children.

Teachers as Authors of School Textbooks: Edgar Ford

Edgar Ford was probably one of the most prolific authors of school geography textbooks in Australia during the period 1940s-1970s. Several of his books were written in conjunction with a co-author, particularly Brock Rowe, Allan MacInnes, and Victor Hyde. Altogether Edgar Ford was author or co-author of over 30 geography and social studies school textbooks. Many were specifically written for state education departments' primary and secondary school syllabuses.

In 1940, during his early years as a school textbook author, Edgar Ford was a teacher of Geography at Newcastle Boys' High School. One of his earliest publications with Allan MacInnes (Geography Teacher at Gosford High School), was *Geographical Elements, Book 3* in the series, *Secondary School Geography*, published by Walter Standish & Sons, Sydney, 1940. This textbook was written specifically for the NSW 3rd and 4th Year High School Syllabus. It was the third and final book in the series. The book titled *The Climate Factor* followed, along with *Australia and the Pacific*, suitable for the 1st to 3rd year syllabus.

In 1953 when Edgar Ford was the Geography teacher at Fort Street Boys' High School, he co-authored, with Victor Hyde (Senior Lecturer in Social Studies at Sydney Teachers' College), a series of Social Studies school textbooks suitable for the primary school syllabus. This series, published by Angus and Robertson, was titled *Social Studies for Australians*. It was one of the most popular series for the NSW Department of Education's primary school syllabus, then current in the 1950s and 1960s. The ANME's collection of school textbooks includes many of Edgar Ford's publications.

The Old School Museum, Myrtleford



The Museum, which was the site of the Myrtleford State School No. 955 from 1870 to 1938 is now the home of the Myrtleford & District Historical Society. The school building consisted of four classrooms, with a cloakroom and office added in 1912. From 1939 to 1945 the site was used for Defence Department purposes, and from the 1950s the building was used to accommodate a visiting magistrate of the

Petty Sessions Court. In 1987 the "Old School" was set up as a museum and officially opened in 1988 at a Bicentennial "Back-To" celebration. The Museum has been supported by local grants and local shire and service club support.

Each of the former classrooms has been set up to display various categories of artefacts and items. Classroom No.1 contains several items and artefacts relating to the history

of gold mining in the district. Classroom No.2 displays a variety of schoolroom furniture, textbooks, writing equipment, instructional equipment and old class photographs of schools in the district. Classroom No.3 contains newspaper production equipment, artefacts relating to the history of the Ovens Valley Railway, Myrtleford Butter Factory Co-op., and stock and station agent activities. Classroom No.4 has a focus of objects and artefacts relating to domestic life in the district 1930-1950s including photographs and records of local recreational activities.

The cloakroom contains local military memorabilia and artefacts from the First and Second World Wars. The museum is located at 29 Elgin Street Myrtleford, 3737 Victoria.

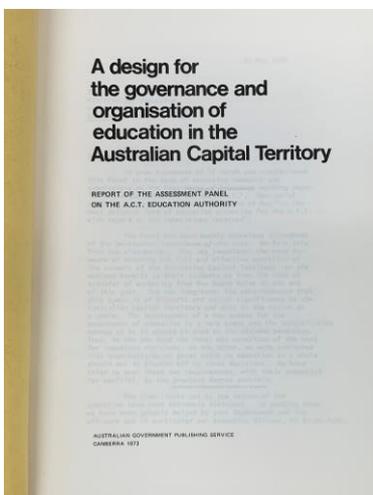
(Information and image supplied by Mr Terry McCormack Secretary, Myrtleford District Historical Society)

Student Engagement and Work Integrated Research

Even during lockdown our Work Integrated Learning Students (WIL) have continued their research on a project, titled “Must See”, suggested by the Chair of the ANME Board, Professor Barbara Pamphilon AM. This has involved each student identifying ten items significant to the ANME Collection according to the five organizational strands, Policy, Administration, Practice and Innovation. They have digitized and annotated each for a display currently in the ANME Gallery, Building 5 of the University of Canberra. Thanks goes to our Collections Manager Coralie Amos OAM and Assistant Collections Manager, Lee Wilde for their help in supervising these students and to our Student Engagement Manager, Dr Bernard Brown, for his professional coordination of the students. Last but not least, a big thank you to our valued students for bringing this project to fruition. For privacy reasons the acknowledgement of each annotation will be in initials.

Policy

The Hughes’ Report



This report was a blueprint for what would eventually become the ACT Schools Authority. This report led to the establishment of a local ACT education authority, with the ACT gaining autonomy from the NSW Department of Education. The report, chaired by Phillip Hughes, is a response to a 1973 discussion paper on education with the aim of analysing the most suitable form of education authority for the ACT.

Phillip Hughes (CHAIR): *A design for the governance and organisation of education in the Australian Capital Territory: Report of the Assessment Panel on the ACT Education Authority.* (Hughes Report). Australian

Government Publishing Service (AGPS), Canberra, 1973. (Y.H.)

Administration

School Bell Time Clock

A gift to the schools acting Principal in 1993, the School Bell Time Clock is an example of how policy can be shown through objects. The clock, which features a mechanical timer, was set for the specific bell times at the City Beach Senior High School in Western Australia, chiming at the right documented times for class dismissals. (E.N)



Practice

Portable Chemistry Set

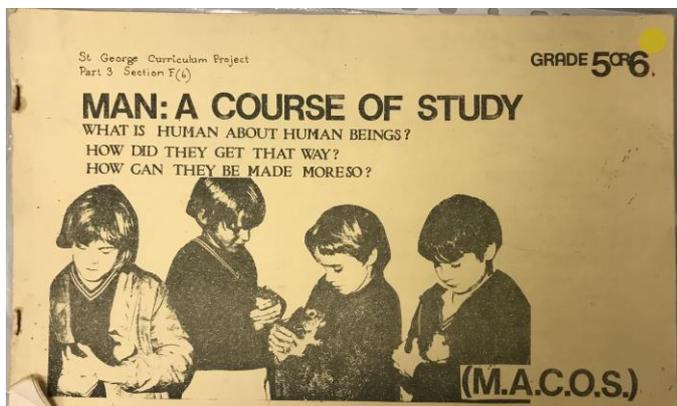


Chemistry set. Late Victorian Chemistry Set in a Mahogany Case often used by Itinerant Teachers. Inside the two compartments lined with green felt, contain 15 round wooden containers with various powders, 1 small glass test tube & cork lid containing orange powder, 6 small glass bottles 4 with corks, 2 with glass lids (4 bottles containing various -gum Arabic, chromes, alum, zinc & lithol)

4 glass vials with liquid stored in a small removable wooden compartment, various glassware stored with cotton wool-including beakers, test tubes, large bottles, filter paper and test paper. (A.E.G)

Innovation

Man: A Course of Study (M.A.C.O.S)



Despite its controversy as a 'radical' curriculum project, M.A.C.O.S. presented a range of forward-thinking introspective lessons and values to teach young students. Truly innovative, the course encouraged participants to consider their places in the world, through a study of sociology and natural sciences. (E.N.)

SEASON'S
Greetings