

1979

## The Graylands story

Cam Rielly

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# Edith Cowan University

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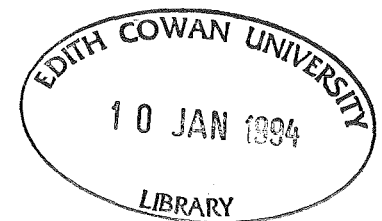
*NON NOBIS SOLUM*  
**THE GRAYLANDS STORY**

FRONT COVER

This photograph, taken in the early 1960s, and re-discovered only recently in the store-room, shows the northern aspect of the campus. Many former students will recognize the results of their "grounds" activities: the terraced lawns and the bed of cannas, the rose garden, and the stone-work around garden beds on the levels between the lecture rooms. The Locker Room (Student Amenities Hall), the caretaker's house, the fire hydrant and the corrugated iron-and-asbestos huts will be familiar to all Graylanders.

*Ballwork*  
*1161 in Psychology*  
*July 1977 - Dec. 1979*

*NON NOBIS SOLUM*  
**THE GRAYLANDS STORY**



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# FOREWORD

Graylands is the story of a temporary college which almost became permanent, a college where people were always more important than things, a college which thrived on adversity and a college which built traditions which will last long after the college itself disappears. It was a small college which showed conclusively, in my view, that the highly personalised profession of teaching thrives best in a smaller institution in which interaction between its members and the community is not only possible but almost inevitable.

Graylands was really born in late 1954 when a meeting of staff and wives was held in my home. Here the staff thrashed out many of the ideas which were put into practice when the college first assembled and adopted a philosophy of teacher education which was based on teaching being a service profession and therefore one which involved the whole community. From the beginning the college was itself a community consisting of academic staff, resource staff, service staff and students and I like to think that this idea of a community persisted throughout the twenty-five years of the college's existence. Another important item to come out of that first meeting was the involvement in college social life of the wives of staff and students — this was an extremely important aspect in the first years of the college, and probably became of much less importance once the college was fully established.

Throughout my life I have been greatly affected by tradition — something which in recent years lost a great deal of popularity but which seems to have come back to favour somewhat in this year of 1979. I am sure that the traditions of my own time at Claremont Teachers College in 1928 and 1929, my early days at the University of W.A. in Irwin Street from 1927 to 1930, and the teachings of Professor R.G. Cameron and Dr H.L. Fowler greatly influenced me in what I tried to do in guiding the destiny of Graylands in its first few years. Therefore, I feel particularly proud that there does seem to have evolved a "Graylands tradition" which has persisted through all the changes of staff and students over the years.

Those early years at Graylands were amongst the happiest in my life as they gave me again the opportunity for a very close relationship with my fellow teachers and with the students. When I moved on to larger institutions or to administrative tasks this closeness became more and more difficult and my duties gave me far less personal satisfaction than I had gained from my early years of teaching and from my years at Graylands.

My hope is that this history of Graylands, in the years to come, will serve as a reminder to those thousands of students who passed through the college that teaching is a dignified profession, vitally interested in and concerned for the community at large, and in particular for the pupils and their teachers who share the common tasks of learning and education.



FOUNDATION PRINCIPAL



## PREFACE

Although it is now more than twenty years since I left Graylands, I continue to recall the foundation years there as a most stimulating time with many happy memories. We came to a group of abandoned army hutments set in a Sahara-like environment and I still wonder at the enthusiasm with which we welcomed our pioneering role, for we not only had spartan quarters but we had to transform our surroundings with our own physical labour. However, I am sure that students who were conscripted regularly for 'grounds' recall these occasions with pleasure rather than pain.

We were fortunate in a number of ways — firstly, with the drive and leadership of the foundation principal, Neil Traylen; secondly, by the fact that we were a small body of staff and students — small enough to know each other well and be tolerant of each other's idiosyncrasies. We had a meld of youth and maturity among our students, and right from the start we were a community with common objectives.

Throughout a long period of absence from Australia, I have retained a strong interest in the achievements of the college and its staff and students — in education in our home State and elsewhere, and in the varied walks of life in which so many of us find ourselves. Since 1955 Graylands has achieved a fine reputation for graduating not only competent, practical teachers, but also people with a social conscience who have become active members of the communities in which they have lived and worked. This is a tribute to the staff of the college and to the quality of the young men and women who chose teaching as a profession. I like to think, too, that the isolation of our State has made our citizens, young and old, conscious to a high degree of the interdependence of the people and of their institutions.

Graylands was established as a temporary expedient. It became a significant part of the State's educational system and has now served its purpose. It has been supplanted by larger, more costly and, I expect, better endowed institutions. But they will be fortunate indeed if they can reproduce the spirit which made Graylands a lively and happy place.

I am delighted that something of this spirit has been recaptured with this history of the college, and that its purpose is to raise funds to establish scholarships for the descendants of former staff and students. I commend the project to all past and present Graylanders.



Les Johnson  
AMBASSADOR  
Australian Embassy  
ATHENS, GREECE

# THE COLLEGE ART COLLECTION

The college art collection was started about 1960, in response to the insistent urgings of Bryant McDiven who was then the lecturer in charge of art education. He had been responsible for the initial collection of original paintings that were made available to the college by members of the Perth Society of Artists.

Because of limited finance, the collection grew slowly. By 1969, however, 20 original works had been purchased, representing painters such as Lawrence Daws (whose painting was the first purchased), Guy Grey-Smith, Thomas Gleghorn, Robert Juniper, Margot Lewers, Brian McKay, Howard Taylor and others who are now well-known.

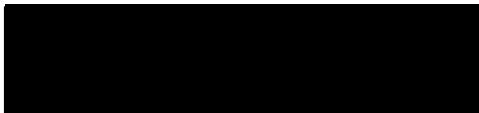
Over the next four years several further acquisitions were made, but it was not until late 1974 that the programme was accelerated when the Principal (Clarrie Makin) made funds directly available for the purchase of art works. To organize a planned approach to the development of the collection, an expert advisory committee was thought necessary. The college was fortunate in gaining the expertise of Margaret Feilman, Dr Roy Constable, Dr Salik Minc and Bert Whittle, in addition to Fred Stewart, Tony Monk and Keith Rutherford from the art education section.

The inaugural meeting of the committee was held in April 1975 when Stewart was elected chairman. The consensus of opinion was that emphasis should be largely, though not exclusively, on the purchase of Australian works in order to qualify for a maximum subsidy from the Australia Council. In addition, such a policy would help to provide an educational function immediately for Graylands students engaged in art, and later for the people of Cockburn, where the college was to be relocated.

The collection expanded rapidly to 122 items and some notable acquisitions were made: a tapestry by John Coburn; a painting by Lloyd Rees, the grand old man of Australian art; a pen and wash drawing by Sir Russell Drysdale; a set of original floral prints by Sidney Nolan; a sculpture by Howard Taylor, the doyen of local sculptors; ceramic work by Joan Campbell, an internationally known potter; Aboriginal bark paintings and sacred artifacts. The last item purchased was an etching by Tony Monk, a past student and later a lecturer in art education in this college.

Valuable support came from the Australian Contemporary Art Acquisition Programme of the Australian Council, and the college acknowledges with appreciation their financial aid in 1976.

The entire collection will be held in trust by Mount Lawley CAE, but it will maintain its identity as the *Graylands Teachers College Art Collection*. Works will be available on loan to other colleges and in this way a part of the history of the college will be kept alive.



F.T. Stewart

# CATALOGUE

ARMSTRONG, Barry  
Ash glazed stoneware

BAILEY, M.G.  
'Bushland Retreat' painting

BAKER, Allan  
'The Fisherman' oil painting

BEATTIE, Ray  
'Poles' triptych colour print

BEATTIE, Ray  
'Melon' — coloured print

BETTS, Mac  
'Valley I' oil painting

BILLINGHAM, Colin  
'Thoughts on Stonehenge' serigraph

BIRCH, Robert  
'Zebra Country' oil painting

BOGDANICH, Vila  
'Enterier II' aquatint

BOISSEVAIN, William  
'Landscape' oil painting on hardboard

BOYD, David  
'Fire in Heaven' oil painting

BOYD, Lucy  
'Persephone Dreaming' ceramic tiled panel

BRONWYN, Franch  
'Barges Bruges' etching

BURRIDGE, Fred  
'Lancaster' dry point engraving

CAMPBELL, Joan  
'Moon Form' ceramic sculpture raku

CAMPBELL, Joan  
'Bonfire Bowl' ceramic bowl raku

COBURN, John  
'The Night' Aubusson tapestry

COBURN, John  
'Tree of Life' serigraph on gold leaf

COOK, Allon  
'Bungarra Hill' oil painting

CROWE, Irwin  
'The Miraculous Draught of Fishes' metal collage

CROWE, Irwin  
'Israel' water colour landscape

DAWS, Lawrence  
'The Sungazer' tempera painting

DICKERSON, Robert  
'The Lovers' painting

DOBASHI  
'Nebuleuse Rouge' lithograph

DORTCH, Mary  
'Black Garden' etching and aquatint

DRYSDALE, Russell  
'Aboriginal Woman' ink drawing and wash

EWERS, Jean  
'Bottle' earthenware green glazed

FAIRHALL, John  
'Self Portrait' woodcut

FAWCETT, John  
'Urn' earthenware iron glaze with handle

FORD, Elizabeth  
'Forest Fire' oil on canvas

FRANCIS, Iris  
'Crayboats' oil on hardboard

GASKELL, Percival  
'Cork Castle' mezzotint

GLEGHORN, Thomas  
'Emu on the Wire' gouache

GLEGHORN, Thomas  
'Old Greek Lady in the Sun' oil painting

GREEN, Donald  
'Children in a Temple' drawing

GREEN, Donald  
Untitled drawing on paper

GREY-SMITH, Guy  
'The Race' serigraph

GREY-SMITH, Guy  
'Still Life' oil painting

GREY-SMITH, Guy  
'Blue Mountains' oil painting

GREY-SMITH, Helen  
Untitled, paper collage

HADLEY, Basil  
'Document' etching and aquatint

HADLEY, Basil  
'The Visit' etching and aquatint

HALLIDAY, Judy  
'Bottle' ceramic earthenware

HART, Tony  
'The Blue Pillow' acrylic on canvas

HAYNES, George  
'Inside, Outside' acrylic on canvas

HIGGINS, Tom  
'Twins' oil painting

HILARE  
Untitled lithograph

HOOD, Lee  
'The Faith of Bishop Salvado' woodcut

HUNT, Ivor  
'The Picnic' water colour

JAMES, Louis  
'Interior' oil on canvas

JARVIS, K.M.  
'Landscape with Aloes' pastel drawing

JOHNSTON, Diana  
'Landscape' oil on hardboard

JONES, Alan  
'He's Real, She's Real' coloured screen print

JONES, Cliff  
'Celtic Moon' woodcut

JONES, Cliff  
'Combat of Insects' etching and aquatint

JUNIPER, Robert  
'Abstract Cottages' oil painting

JUNIPER, Robert  
'Tributary' oil painting

JUNIPER, Robert  
'River Valley' oil painting

KARABANOVS, Edgar  
'In Flight' etching

KRIEGEL, Adam  
'Van Gogh Drawing' drawing on paper

LAMBERT, Lewis  
Untitled stoneware ceramic sculpture

LANDER, Cyril  
'Winter Sky' water colour

LEE-HARVEY, William  
'The Ribbon' drypoint

LEGRAND, Louise  
'Flore Artificielle' etching and aquatint

LEWERS, Margot  
'Aquatic' oil on hardboard

LIEVENSE, Katrina  
'Lunar Landscape No. 3' serigraph

LINDSAY, Lionel  
'Kookaburra' wood engraving

LUNGHI, John  
'Portrait of a Boy' water colour

LUNGHI, John  
'Aloes' pastel drawing

McDIVEN, Bryant  
'Quarry' water colour

McDIVEN, Bryant  
'Narrows Bridge' oil painting

McKAY, Brian  
'Greek Farm' oil painting

McKAY, Brian  
'Quartet' oil on canvas

MARIRA MARAIMU  
Bark painting

MEDLIN, Pru  
'Boss Grow God' woven textile hanging

MILLWARD, Clem  
'Red Hill' oil painting

MONK, Anthony  
'Lemon' etching

MORLEY, Harry  
'The Seduction' etching

MUTITPUY  
Traditional Aboriginal bark painting

NASH, John  
'Pigs in Sty' woodcut

NASH, Paul  
'Prophet' woodcut

NOLAN, Sidney  
'Floral Images' set of 15 lithographs

NOLAN, Sidney  
'Central Australian Landscape' acrylic on paper

NYAP, Low Wong  
'Ol' Man's World' woodcut

PHILLIPS, Maria  
Ceramic lidded barrel stoneware glazed

PHILLIPS, Maria  
Vase stoneware glazed

PHILPOT, Ernest  
'Asters' oils

PISSARO, Lucien  
'Lute Player' coloured woodcut

REES, Lloyd  
'Tasmanian Hills' oil on canvas

RENOIR, Pierre Auguste  
'Baigneuse Assise' etching

ROSS, Cyril  
'The Rain Came' water colour

RUSSELL, Arthur  
'Tunnel' oil on hardboard

RUTHERFORD, Keith  
'Plectrum III' stoneware sculpture

SEGAL, Seymour  
'Mystique' oil on canvas

SHANNON, Michael  
'Paints and Brushes on a Green Table' drawing

SMITH, Jill  
'Horses' etching and aquatint

SNELL, Ted  
'Fuchsia evades Autumnal Bliss:  
Painting for Lois' acrylic on canvas

STANNAGE, Miriam  
'The Snail Reviewed' acrylic on canvas

STOKOE, Michael  
'Sun Spots' serigraph

STOTT, Jean  
'Succulents' water colour

STRANG, William  
'Portrait of W. Holmes' etching

STUBBS, Alan  
'The Log Stackers' charcoal and wash

STUBBS, Maurice  
'Mundaring Weir' water colour

SUTHERLAND, Graham  
'Swan' lithograph

TARLING, Margaret  
'Head of a Chieftain' (Eurasian Head)

TAYLOR, Howard  
'The Webs' oil on hardboard

TAYLOR, Howard  
'The Screen' wood sculpture

THOMPSON, Robert  
'On the Ledge' watercolour

TOWZER, Howard  
Untitled enamelled bowl, blue and lilac

TRIAMP  
Tiwi painted carving  
Tiwi mourning bracelet

WAKE, Geoffrey  
'Cloud Curve' gouache

WAKE Geoffrey  
'Cloud Over Blue Bay' gouache

WALCOTT, William  
'Justinian Weds Theodora' etching

WERNER, Baynard  
'Painting II' oil on canvas

WROTH, Ian  
'Rondo' oil on canvas

WROTH, Ian  
'Venez-lci' oil on canvas

WROTH, Ian  
'Study at Davilak' water colour

TRADITIONAL BATIK  
'Wayang Kulit – Shadow Puppet Play'

TRADITIONAL BATIK  
Length of cloth. White design on black ground.

TRADITIONAL TAPA CLOTH  
Brown, white, black design

COLLECTION OF TRADITIONAL  
ABORIGINAL ARTIFACTS

**JOHN COBURN: The Night (Aubusson tapestry)**

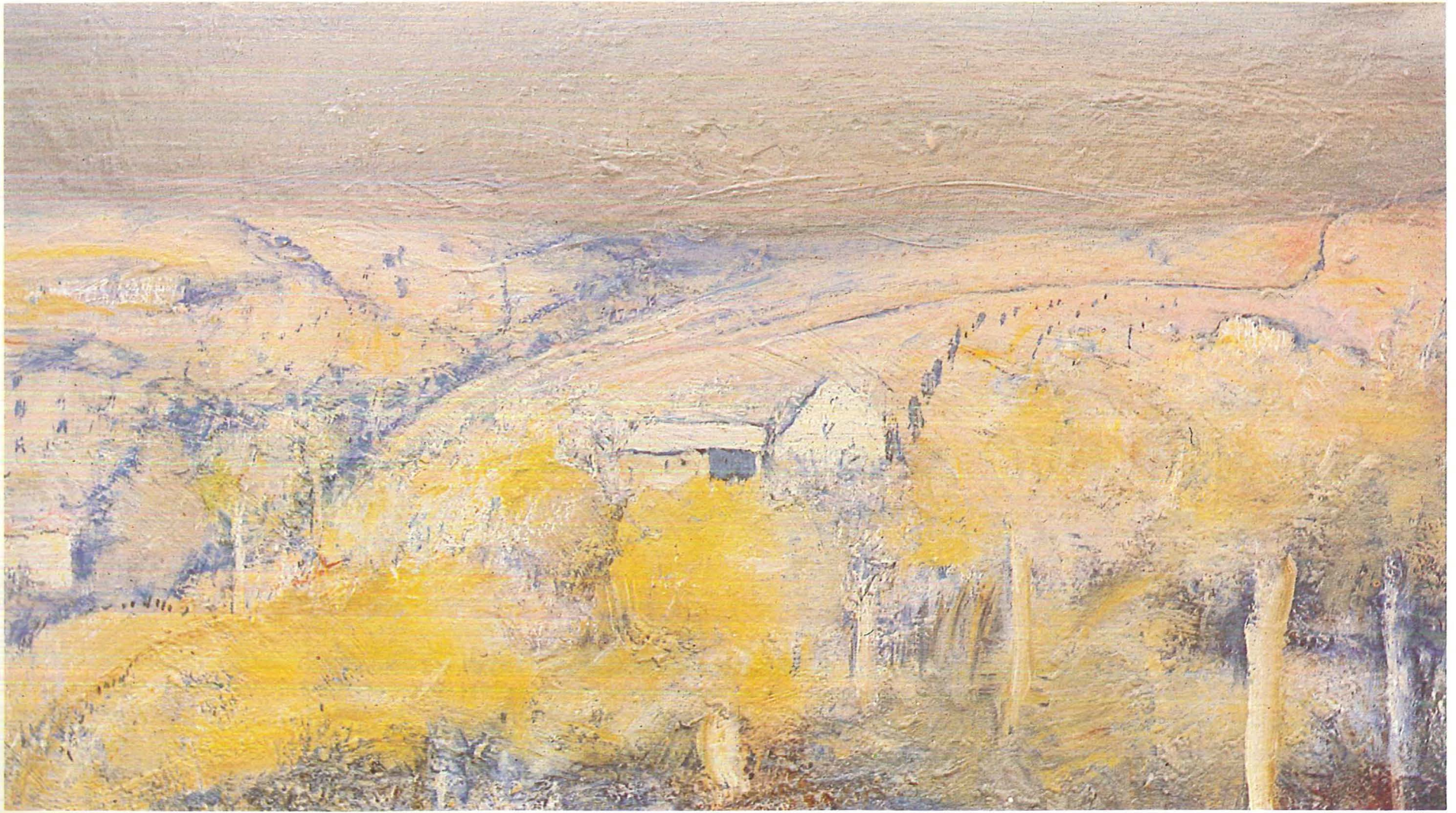
Coburn is Australia's leading tapestry designer. His tapestry curtains in the Sydney Opera House are majestic interpretations of the Queensland environment and symbols of nature, *The Night*, regarded as his finest tapestry to date, evolved from the design of *The Curtain of the Moon* in the Sydney Opera House and captures the drama of the night in the cold silver light of the moon.





### **LLOYD REES: Tasmanian Hills**

Rees is traditionally linked with the influence of Turner, but in his passion for the large rhythms of nature he is reminiscent of the Chinese Tang dynasty artists who studied nature in its infinite moods and recorded the movement of water and cloud because "water courses are the arteries of a mountain, grass and trees its hair, mist and haze its complexion".



**ROBERT JUNIPER: Tributary**

The painting shows, in the artist's terms, a concern for the "haunting remoteness of the Western Australian landscape". Through line, symbol and colour, he establishes a delicate relationship between the environment and his response to it.



**ROBERT DICKERSON: The Lovers**

This sensitive, self-taught painter (a professional boxer for four years) established a reputation for monumentally conceived, stylistic, simple figures set in an insistent empty space.





In the beginning...



# PROLOGUE

Graylands is unique — there is no doubt about that.

Many past Graylanders would suggest that its uniqueness came from its buildings, but there were other teacher-education institutions in Australia which were compelled to operate in unsatisfactory conditions. Indeed, the physical surroundings for students and staff at Claremont had been, over the years since the war, little better than those at Graylands. Besides, toward the end of its life, through the efforts of the 4,000 students who passed through its corrugated-iron huts, the hundreds of lecturers, administrators and clerical officers who remained dedicated despite the totally inadequate accommodation, and the succession of hardworking gardeners, caretakers and cleaners, the college found itself in better shape than it had ever been. By that time it was air-conditioned; its grounds were a tribute to the efforts of all these people; it had equipment which in some areas was second to none in Australia. Probably the conditions had something to do with the individuality of Graylands, but they do not entirely account for the elusive factor, whatever it was, that made ex-Graylanders so valued as additions to staff in any school in Western Australia.

The writers talked to many people about what made Graylands different, and why, despite the odds stacked against it from the beginning, it was able to make such a distinctive contribution to the education system in Western Australia.

All sorts of reasons were given for this so-called “Graylands Spirit”, but most people agreed that it had something to do with the charisma of its foundation principal and the circumstances which surrounded the creation of the college. They emphasized that, in 1955, the students and staff who made up the first intake into Graylands were faced with a situation that very few educators and students had encountered — they were *compelled*, at short notice, to start a new institution virtually from scratch. They found a derelict former army camp, and transformed it from chaos into a well-respected tertiary institution. They made gardens and playing fields from a weed-strewn, gullied landscape. They created lecture rooms from a collection of huts that would hardly pass

muster as a temporary holiday camp and in which temperatures varied from near freezing in winter to broiling in summer, but more than that, they created their *own* college. And very few have had to meet *that* challenge in Australia.

In spite of the drawbacks of the unsuitable buildings and the almost total lack of facilities, the students and their lecturers worked together to develop the college into a functional entity, because every member of the Graylands community felt a strong sense of identity with the institution he was helping to create. They never saw themselves as creating an ivory-tower academic environment. The students wanted to be teachers, and the staff wanted to graduate the best products of which they were capable. Sometimes they failed. But mostly they succeeded, and in part it was because there was never the distant relationship between staff and students that characterized the university system in its later years. Students knew they could talk to staff; they could socialize with them without any loss of mutual respect but it was never forgotten that the task was to produce people who would be equally at home in the Class 4 and Class 5 schools of the wheat-belt, the Goldfields, the Trans Line, or a well-off inner suburban school. The task was to make good, practical, commonsense teachers who could relate to children and mix effectively with their local community — that was the first priority.

For many students, the academic side of teacher education was also significant, and Graylands was never short of staff who were highly qualified academically, but at the same time had a passion for their subject and could communicate it well to their students. Therefore, many students received their first impression (between shovelling dirt) of what it meant to be an academic — and armed with that, many of them left the college determined to seek higher qualifications. Some of the academically-inclined students over the years went on to further study that included masters' and doctoral degrees. Others left teaching, but what they learnt about people and about themselves stood them in good stead in such diverse fields as religion, politics, entertainment and private business. There would be very few students who gained little from their time at Graylands.

Graylands students were rarely lectured *to* in the formal sense. Undoubtedly they *thought* they were; but the smallness of the rooms turned most lectures into interaction sessions — a totally different learning environment to the mass lectures of bigger institutions.

Students had a real opportunity for communication with lecturers. And the system worked both ways. Staff could usually say that they knew all the students by sight, and probably the majority by name.

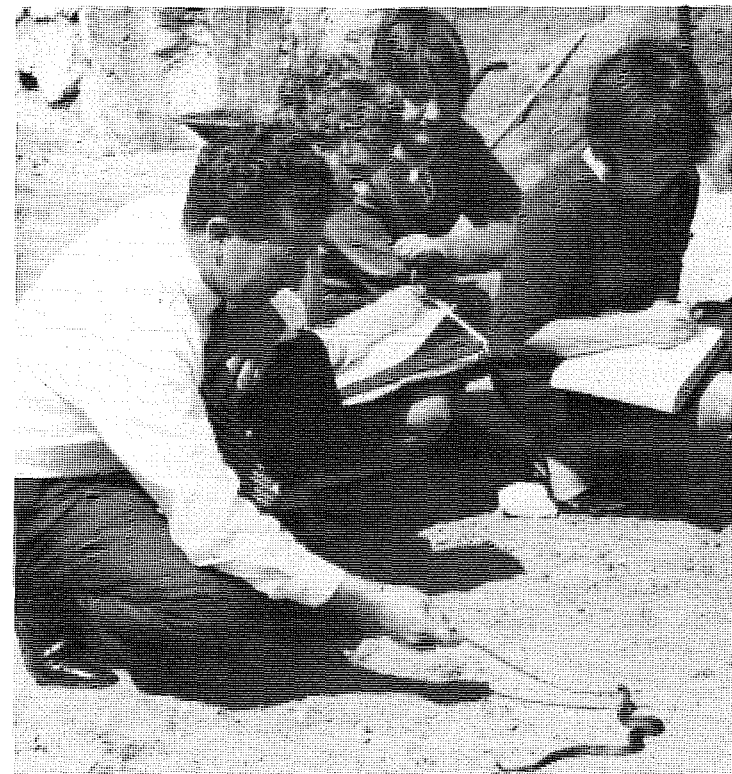
Graylands was always, to a large extent, a democratic kind of institution. Some decisions, rightly, had to be made at the top. Many more came as a result of consensus between the principal, staff and students, and there were few issues on which students were not kept informed. Perhaps this picture began to change a little after 1973, when the college achieved a certain degree of autonomy, but even then, although many decisions which the principal and other administrators had to make were of a delicate, political nature, the whole Graylands community was told as much as was possible about each issue.

Staff themselves were a diverse group. The majority of them came from the W.A. Education Department, and they knew all about the complexities of the system; they had “been through the mill” themselves; that gave what they talked about to students a very practical air. In later years, however, they came, as well, from the Eastern States, the United Kingdom, the United States, Canada, India and so on, and that, too, had its value; these staff members did not know a great deal about the W.A. system, but they were experts and enthusiasts in their own fields, and they gave students the benefit of perspectives which the local staff could not.

There was not a large degree of staff movement; some members, like Lesley Graham and Ross Bromilow\* remained with the college throughout its life; several others, such as Alf Bolas and Ralph Hoare, spent more than 20 years there; only four permanent principals were appointed in 25 years: Neil Traylen, Bill Halliday, Bob Peter and Clarrie Makin.

\* Brom retired on 12th October, 1978.

And Graylands, like perhaps the public school of literary legend, has always had its characters — Ross Bromilow and Len McKenna, for example, were able to establish a relationship with students which was nothing like that which students had experienced at high school, and which they certainly could not have experienced elsewhere. An informal, open campus, not an institutionalized impersonal monolith: that was Graylands.



Len McKenna

Nobody ever questioned the need for a strong lecture programme. But students learnt a lot about others and about themselves by hiking through the Stirling Ranges, battling down the Avon, working on projects like the Point Walter camp; these were the kinds of activities that contributed towards those intangible qualities that made Graylands distinctive. They worked in the community; they helped at camps for underprivileged children; they took part in blood donor programmes; they rattled tins on street corners for charity – and raised thousands of dollars for dozens of W.A. charities through *Miss Graylands*, *Sophisticated Student*, and many other competitions.

Perhaps another factor that made Graylands such a community was that almost all of its students were training to be primary school-teachers. A lot is now said about the virtues of rubbing shoulders with other trades or professions during training and certainly there is an argument for this. But, unlike Claremont or the newer colleges, Graylands, with its small campus size and student numbers (the peak was 606 in 1977) brought together people from quite different social, ethnic, religious and racial backgrounds for the same purpose.

Graylands became the focus of their professional lives, so it had all the virtues of the small face-to-face village community, and none of the impersonality which came with the later, bigger institutions. At the same time, perhaps, it had its drawbacks. Maybe Graylands became too self-centred and too inward-looking. We believe, however, that the advantages were real ones and that it is fortunate that, to at least some extent, they have been perpetuated in the larger and less cohesive environment of the new colleges.

But we leave readers to draw their own conclusions from the pages that follow. We have tried to tell the story of Graylands as we see it, and we hope our affection for what it has been, and for what it has done for education generally and for 4,000 teachers individually, shows through, even if we are not blind to the faults which sometimes it has had.

We have tried to tell as much of the story of Graylands as can be told in words. Unfortunately, perhaps, many of its achievements are intangible: the job of the college was to foster personal development and to train competent teachers; whether the college succeeded or not must best be gauged from the reactions of the communities in the State, from the Kimberleys to Esperance, who have had Graylands graduates in their community: men and women who have taught their children, played in their sporting teams and taken part in their cultural and social life. Our impression is that they have, for the most part, performed these tasks very well. Perhaps that experience of two or three years in a small community made Graylands graduates more alive to the needs of children and of people than time spent in a bigger institution would have done. It is not for us to say.

In this book, we look at why and how Graylands came to be started. We explore the early years of real adversity, when everyone had to pitch in and help to create a new institution from scratch. We look at the years of maturity when Graylands shared the preparation of all primary teachers with Claremont. We explore the effect upon Graylands of the opening of the newer institutions. We describe something of the process of seeking a new site in the 1970s and tell how close Graylands came to being re-sited at Cockburn Sound. We look at the report which led to the decision to close the college down.

We do not seek scapegoats to blame; perhaps history will suggest that the phasing-out of the college was the only line of action open to authority at the time. Later historians of teacher education in Western Australia will have the opportunity to look more objectively at the Graylands years. We offer this book as a recollection of the good and not-so-good days of teacher education in this State as those who came to Graylands experienced them. We hope it will bring back a few memories to the students and staff over the years.

# 1: TEACHER EDUCATION – A BACKGROUND

Until the 1970s, all primary teacher education in Western Australia took place under what could only be described as sub-standard conditions. While attractive new schools followed shifts of population into new residential, farming and mining areas, the phases of increased immigration to the State, the postwar baby booms and the post-Pill slumps, the teachers for these schools received their training in primitive, makeshift conditions.

Successive governments saw no electoral joy in spending public money on rebuilding Claremont – it was an attractive, neo-colonial building, dating from 1902, whose facade hid the poor teaching facilities from the public view – or Graylands, in its absurd collection of makeshift iron sheds. There was no lobby nor community concern for teacher education. Certainly, education was important in the public mind, but the public saw no further than a comprehensive primary/secondary system, plus an awe-inspiring institution called “the University” to which only a select few could aspire.



“...makeshift iron sheds...”

Teachers colleges did not fit this categorization. So the public ignored them. The politicians ignored them. The press ignored them – they were not good copy, as nothing sensational apparently ever happened in them – no “Proshes”, no anti-Vietnam marches, no drug culture, no “academics”, as the public conceived tertiary teachers to be. They were in a limbo – neither secondary, nor truly tertiary.

Their function was clear; how they performed it nobody seemed to care, and as long as they maintained their “low profile” nobody bothered to look at what they were doing. They had no independence, as the W.A. University and later the Institute of Technology possessed. They were a part of the Education Department, to be run, supplied, and even thought of, as a kind of adjunct to the senior high schools.

Their principals were not public figures, like university vice-chancellors, and even their title was a reminder of the link with the Department. They were popularly known as “teachers’ training colleges”, and the connotations of a title like this were not really flattering to the concept of teaching as a profession.

The colleges had no prestigious faculties, no bequests, no sense of belonging to some international fraternity. Consequently they looked inward – Graylands probably even more so than Claremont, which always had much larger numbers and a more diverse student body because it prepared primary, secondary and specialist teachers. Given this milieu, it seems that it was inevitable that the Graylands of the 1950s, 1960s and early 1970s, was a place with a very strong community feeling, with a sense of personal vocation and a very heavy emphasis on the practicalities of becoming a sound classroom teacher. It did not pretend to be a degree mill; it did not participate in much research; it simply did its best to make teachers out of what was, at times, unlikely material.

To seek the origins of Graylands, one must go as far back as 1901, when the Claremont Teachers’ College was built under the authority of Cyril Jackson, then the Inspector-General of Schools.

The impressive stone building, which was to be a residential college for those preparing to become teachers, opened its doors the following year with the grand total of 37 students. The first principal was Cecil Andrews, who had come from the Battersea Training College in London, via New South Wales, and had found his way to this State with the big influx of t'othersiders who headed west in the 1890s and early 1900s in search of the elusive Coolgardie and Kalgoorlie gold.

Andrews stayed for only two years, to be followed by Bill Rooney, who ran the college through the Great War and into the 1920s. He was succeeded in 1927 by Professor R.G. Cameron, who came from the Sydney Teachers' College to be both principal of the college and professor of the new Faculty of Education at the University of Western Australia.

In 1944, Cameron relinquished the principalship of Claremont, remaining as professor at the University, and Tom Sten succeeded Cameron; he remained at Claremont for 13 years, until Neil Traylen was promoted from the position of principal at Graylands, to succeed him as both principal of Claremont and Superintendent of Teacher Education. In time, Bill Halliday followed Traylen from Graylands to Claremont, and was, in turn, replaced by Bob Peter and Clarrie Makin, both of whom had had strong links with Claremont. Eventually, in 1978, Makin returned to Claremont to succeed Lloyd Pond as its principal. Over the years there was thus a great deal of cross-fertilization between the two institutions — many of the Graylands staff came from Claremont, some returned there, and, of course, the main reason why Graylands was established was as a direct result of the critical accommodation shortage at Claremont in the 1950s.

Back in the 1900s, however, students for teacher training were admitted at the age of about 15½. As there were no government high schools, and as they needed a comprehensive liberal, general education, the Claremont college had to provide this. Later, the "Normal School" gave two years of secondary education to prospective teachers who qualified through a special examination,

and the time of entry to the Claremont college was deferred until the student was between 17 and 18. The Normal School closed in 1911 with the establishment of Perth Modern School, and with the opening of the University of Western Australia in 1913, a new qualification for entrance, the Leaving Certificate, was introduced.

The first two decades of the twentieth century in this State were notable for the opening up of the wheatbelt, and as settlement pushed out east and north came the demand to provide schools. Small, often very primitive, catering for perhaps a dozen children, they had to be staffed, and that put pressure on the Claremont college to turn out more teachers more quickly. Short courses, under which students spent only six months in college, were introduced; then these were extended to 12 months in 1919, as the demand for teachers slowed. By 1925, there were 206 students at Claremont. About half were on the "short" 12-month course, 70 were on a two-year course and a few on an extended course. The two-year course students lived in at the college, while the rest boarded nearby, in the Claremont area.

One of the casualties of the depression was teacher education. Claremont closed down between 1931 and 1933, and when it reopened it was no longer a residential college. No college since that time has provided accommodation, although in the 1970s Graylands came close to this by negotiating with Commonwealth Hostels for students to live in unused accommodation next door to the college. Between 1933 and 1937, only six and 12-month courses were given by Claremont; then the former were abolished and a year's teacher education became the standard approach to preparing primary teachers, in combination with the monitorial system.

The outbreak of the European war in 1939 had an adverse effect on numbers, as the eligible young men of the state began to join up, and naturally the pace of enlistment accelerated after the Japanese entry to the war at the end of 1941. Consequently, in 1942, the Claremont buildings were taken over by the Australian Army as a facility for training women for the forces, and the

buildings temporarily became residential again. In 1944, the Army vacated the building and returned it, in a somewhat advanced state of disrepair, to the Education Department. From 1946 onward, ex-servicemen flocked to teacher training, this time with a standard two-year training course, and by 1948 accounted for almost *half* the student population of 450. The numbers at Claremont then dropped to 345 by 1950 as the postwar reconstruction training schemes gradually came to an end.

However, when Dr T.L. ("Blue") Robertson became Director of Education in 1951, he found another population explosion on his hands. There had been little school building done — only 29 classrooms in 1946 and 33 in 1950, but the population of government primary schools had jumped from 48,000 in 1945 to 58,000 in 1950 and was to reach 79,000 in 1955.

Of the 477 primary schools in the State, over half were one-teacher or two-teacher schools, which was itself not an economic use of the resources available. Western Australians were having more children than parents in other states and the immigration rate was considerably higher than the national average. As a result, while there were 33 pupils per teacher in 1948, the figure had risen to almost 35 in 1954; well over half the classes had more than 40 pupils, with some of over 60 in metropolitan schools.

Clearly Robertson had to do something about this situation. He made sweeping recommendations to the Minister for Education which he felt would overcome this critical shortage of teachers and buildings.

For a start, education spending had to rise drastically — it jumped by over 300 per cent between 1948 and 1955. This in turn would allow more classrooms to go up (207 in 1954), and help to train more teachers to put in them. To lure people into teaching, Robertson secured abolition of the monitorial system; introduced two-year bursaries to help students stay on at school to the Leaving Certificate; extended the two-year course to allow completion of their courses by students at the University or those doing special courses such as manual arts; admitted mature-age students who had

not passed the Leaving; and initiated a three-year course for students (the so-called "Quals") who still needed to complete their Leaving Certificate.

The results were embarrassing; the population of Claremont jumped to 670 in 1952 and to 815 in 1954. There was not enough room for them, even though many students were spending most of their course time at the University. All sorts of *ad hoc* solutions to the accommodation problem were offered, and Claremont acquired a bewildering collection of semi-permanent prefabricated buildings which still clutter its campus nearly 30 years later. In succeeding years, despite the opening of Graylands, the number of students actually enrolled at Claremont continued to spiral, reaching 1895 by the time the Secondary Teachers College opened in 1967 and relieved much of the pressure.

Thus by 1954 the solution of one problem had created another. In the haste to produce enough teachers to meet the needs of the State, every encouragement was given to those wanting to enter teacher education. The students came, but there was nowhere for them to be housed. The obvious solution was to create another teachers college.

In turn, two more questions were generated. Firstly, where would the money come from? The Department was fully committed to building schools which over-fertile West Australians rushed to fill. Secondly, assuming that the financial hurdle could be overcome, *where* could such a college be built?

UNDER INSTRUCTIONS  
**COMMONWEALTH of AUSTRALIA**  
**DEPARTMENT of INTERIOR**

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**AUCTION SALE**  
**Buildings for Demolition and Removal**

**SATURDAY, 28th AUGUST, 1954**

COMMENCING AT 10 A.M.

**GRAYLANDS**

(VIA CLAREMONT)  
WESTERN AUSTRALIA.

**SALE SITE.**—Approximately 5½ miles from Perth. Take Graylands Bus from St. George's Terrace (nearly opposite Foy's), Perth, and alight at Mimosa Avenue, then turn right, proceed along Mimosa Avenue to second roadway on right. **BY TRAIN.**—Alight Claremont Station, proceed on north side of Station along Davies Road to just past State School site, then turn up roadway on right.

**INSPECTION DAYS ONLY ON SATURDAY, 14th and 21st AUGUST, 1954, 9 o.m. to Noon;**  
**WEDNESDAY, 18th and 25th AUGUST, 1954, 1.30 p.m. to 4 p.m.**

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**NOTES:**

The Auctioneer will move from Building to Building or Lot to Lot in the order set out in the Schedule of Lots to be offered.

**All Dimensions, Descriptions and Quantities set out in this Catalogue are approximate and are intended only as a guide to prospective purchasers.**

Buildings and Lots are all marked with a Lot number under which they will be sold.

The whole of the Lots having been available for inspection, no allowance will be made, nor will any buyer be permitted to reject any Lot on the pretence that it is not correctly described in the Schedule, and the said Lots are to be taken with all faults and will be at the buyer's risk on the fall of the hammer.

The purchaser of each Lot upon removal shall fill in any excavations made during the course of such removals, level off the surface of the ground and remove all debris in such manner as the Vendor shall require.

## 2: THE SEARCH FOR A SITE

The solution was found through a combination of circumstances. Sten's vice principal, Neil Traylen, was given the task of looking for a possible site somewhere in the State, for a country location was not out of the question. In fact, he looked closely at towns as far afield as the eastern wheatbelt and the Goldfields.

In many of these towns there were buildings which might be renovated to provide some sort of solution to the problem. But he had to think again. Though many country students came to the city to go to the Claremont college, they were drawn from every part of the State, and it was impossible to pinpoint any one location which would supply an adequate number of students and not require the provision of expensive residential facilities. A further complication was the question whether the numerous schools required for teaching practices could be found within a reasonable radius of a new site. These are factors which have plagued moves to decentralize teacher education ever since.

Traylen had no choice but to return to the city, and indeed, close to Claremont itself, to a derelict, weed-strewn three hectares of ground, dotted with rusting iron sheds, on the ocean side of the railway line, close to the Claremont Mental Hospital. The area was known as Graylands.

The Graylands site was originally part of the 42 ha University Endowment Land, which included McGillivray Oval. During the 1939-45 war, most of the land was occupied by the Australian Army, under the National Security Regulations, and on a part of it the Army built the thirteen huts and other buildings that were later converted into the Graylands College.

In October 1944, the Western Command Leave and Transit Depot shifted to the site and from then until May 1946, when the Depot closed down, thousands of troops were "processed" at Graylands. It is probable that the 12th General Transport Company, which was attached to the Depot, was also billeted in tents on the site. More or less derelict from 1946 until 1948, the Graylands site was acquired by the W.A. Government for the State Housing Commission.

At this time, however, the immigration programmes initiated by Arthur Calwell were bringing to Australia a massive influx of refugees from European holding camps, and the buildings on the site were transferred to the Commonwealth Government for use as temporary migrant accommodation. From 1948 until 1952 the Graylands site was a reception centre for newly-arrived immigrants, but as it was never fully occupied for more than occasional peak periods its condition rapidly deteriorated. One such peak period occurred during the construction of the new industrial complex at Kwinana, when British workers imported to work on the site were initially housed at Graylands. (The planner of the Kwinana new town, Medina, Margaret Feilman, later became a member of the Graylands Board.)

In February 1952, the Migrant Holding Centre, as it was then known, was closed down and only a caretaker remained on the site. Meanwhile, the buildings on the eastern side of the present site continued to be used, and after two years of negotiation, the Commonwealth leased 9 ha of land from the State and upon this land the migrant centre has continued in operation over the years. Generally, declining numbers passed through the "migrant camp", but sudden increases occurred, coincident with world events, such as the arrival of Timorese and Vietnamese refugees in the middle and late 1970s.

Traylen and Sten had realized the need for a new college earlier in the 1950s, but there had seemed no possibility of getting it. As Traylen says:

*Blue Robertson simply said that the money was not there. It was difficult enough to get money for Claremont, because teacher education was at the bottom of the list of priorities – below primary, secondary and technical education. As long as Claremont could carry on the way it was, it got no significant funds at all. It was not until about 1950 that there was even a college type-writer at Claremont.*

It is interesting to note that Pat Adamson, later a lecturer at



Graylands, came to the college at this time as a part-time monitor and part-time typist — the first typist to be employed at Claremont since the war.

*Organizationally things were pretty grim. By the early 1950s there were about 800 students and that was obviously far too many; with the 'prefabs' and the elimination of residential accommodation, room was available for slightly more students, but space was still totally inadequate.*

Traylen looked at the other sites — Cunderdin and Kalgoorlie, for example — but when he did a survey of the number of students from Northam to Kalgoorlie and from Norseman and Esperance, he found that the small numbers made the idea of a country college quite out of the question. It would have had to be residential because from within the towns there were practically no potential students. Then in August 1954, the Commonwealth Government announced that it intended to sell the Graylands buildings, then under the control of the Department of the Interior, lock, stock and barrel, for demolition and removal.

The property was offered in 34 distinct lots, and the auction catalogue described in detail the virtues of the usable timber and corrugated iron which could be salvaged from the buildings. Indeed the timber (which, in fact, termites had already dined on) and the corrugated iron, appeared to be the most positive aspects of the lot offered for sale.

However, the site itself was quite attractive. Although it sloped steeply and was badly eroded, there were excellent views across Butler's Swamp to Swanbourne, and the "Fremantle Doctor" appeared fairly early on summer days, a fact which did a little to alleviate the sweating distress of students and lecturers in later years, when many a class moved outside to catch the breeze rather than melt in the lecture rooms.

Robertson suggested that Bill Halliday and Traylen look at the disused army camp and see if a college could be made out of it. Robertson told Traylen that the buildings were to be auctioned

and he wanted them to have a close look and see if the site would serve.

If they thought the prospect workable, Traylen was to contact the Public Works Department and estimate what it would cost to put the buildings in order and equip them. Traylen's first impressions may be recorded:

*Shocking! You've never seen anything like it. Great ravines right through the ground, feet high in weeds — there wasn't a building that didn't have holes where kids had thrown rocks through the asbestos and glass; every toilet was smashed. Even getting round the place was almost impossible. We went along the top road, next to the Migrant Camp. We looked down on it. First we said, 'This is hopeless!' Then we started to count up buildings. We found so many rooms that we thought, 'This could be done up — at least there would be far more room space than at Claremont.'*

Traylen and Halliday talked it over, and decided that the site could be made habitable.

But Traylen had walked over the site carefully. He saw it had possibilities. Paint, new iron, timber, a lot of landscaping and earth-moving, and a college might come from all of this, he reasoned. It must have taken a vivid imagination to conceive that such a thing was actually possible, for few prospective college campuses could have been less appealing than what he found on the Graylands site in 1954.

So the auction sale never took place. On 13th August Robertson requested that the Department of the Interior withdraw the site from sale. Three days later, he told the State Housing Commission that the Education Department wanted to take over the Graylands site as an "annexe". The Commission agreed to a lease at a nominal \$210 per year. He explained to the Minister for Education that there was overcrowding at Claremont and that other sites had been investigated and found to be unsuitable for his purpose of creating a new college.

He indicated that there would be chaos if he tried to cram the 1955 intake, of perhaps 900 students, into Claremont college, built to hold 100!

He emphasized that Sten and Government architects had carefully vetted the Graylands buildings and believed that the derelict site *could* be made habitable for use as a temporary teachers college. It is important to notice here that Robertson placed great importance on the need to resolve a crisis — it was never in his mind that Graylands should be more than a temporary adjunct to Claremont to plug the gap while planning went forward for a new college, obviously situated some distance from Claremont. This “crisis”, of course, continued for over 20 years, until the downturn in demand for teachers made it expedient to consider the closure of what was *never* intended to be permanent. Interestingly, in September 1954, Robertson decided that it would not be necessary to start a separate new file for Graylands correspondence with the Education Department, as its expected life span would be so brief!

Government architects estimated that the existing huts were worth \$13,000, and that renovations and equipment would require a further \$34,000: even so, from a purely economic standpoint it seemed a good proposition. The Department of the Interior decided it was willing to sell all the buildings for \$20,000. After Robertson obtained the approval of the Minister and the Premier, local newspapers and radio stations carried the news on 19th August, 1954: the State had purchased a number of buildings at Graylands, which were no longer needed by the Commonwealth, for use as an “emergency” teachers college.

The possible enrolment was discussed; about 300 to 360 students seemed the absolute maximum likely. So it was decided that certain buildings could be renovated first. Those sheds inside the circuit road looked more easily repairable, plus one in the south-east corner for staff studies, and one of the larger sheds, which became the present hall. The future library and some of the other rooms were left untouched. Traylen had to provide Government Stores with a list of what would be needed in terms of furniture and equipment. He had never done this before, but came up with

a requirement for about \$30,000. Robertson managed to get approval from his Minister, the Premier and the Treasury to spend the money. Everything was done quickly and with a minimum of red tape.

One thing was very clear throughout the negotiations: the college was to be *temporary*. This was quite definite. It was to operate for five years in the first place or possibly even ten, during which time it would become the turn of teacher education to get funds for the building of a new college.

Did the continued existence of Graylands surprise Traylen?

*Well, after some years passed, I wasn't amazed, I felt that it would be silly to do away with it. I had never been a believer in massive buildings and so on. I think we can lose sight of what we are trying to do when we spend so much on buildings and equipment. We then use up so much effort servicing these things that we lose time for trying to train teachers.*

Traylen also points out that, despite its shortcomings, there was much to be said for the Graylands site:

*Graylands was on a hill facing the west and there were draughts which came through, so that even down in the Administration building, which was at the lowest level of the site, you got a sea breeze there about an hour before it would reach, say, Subiaco, and if you kept your windows open you felt that breeze come through and the building cooled down, whereas at Claremont many staff had studies in the ‘prefabs’ which were really hot boxes.*



Foundation staff, 1955. Back row: V. Horner, C. Jenkins, B. Anderson, J. Fimister, M.G. James, J. Irving, S.R. Bromilow, L.N. McKenna, J. Kelly, H. Ross. Front row: J. Radley, L. Graham, L. Johnson, D. Newton, N. Traylen, J. Hetherington, V. Walsh, L. Logan, E. Clayton.

### 3: THE TRAYLEN YEARS 1955–58

The State Government, as a result of the submissions from Robertson, Sten and Traylen, now had a “new” college. For \$20,000 it had bought some totally unsuitable buildings, grounds that resembled a World War One battlefield, but, as yet, the college had neither staff nor students. Still, the latter would be no problem. Claremont would be overcrowded, so, when 1955 came around, an appropriate number of students would simply be diverted to the “other place”. Staff members at Claremont were canvassed to determine whether they were interested either in applying for a transfer to the new college or for the various positions advertised in *The Education Circular* of September, 1954. Ross Bromilow, who had been on the Physical Education “Flying Squad”, was the successful applicant for the position of Physical and Health Education lecturer, and this turned out to be an extraordinarily suitable choice. Over the years “Brom” came to be synonymous with Graylands, even though initially he did not want to join the new venture.

Others who formed the first staff of the college from Claremont were “Jock” Hetherington, as Traylen’s vice principal, Dorothy (“Dolly”) Newton, as women’s warden, Jeanette Irving, Jeanne Fimister, Lesley Graham, Les Johnson, Vin Walsh and Bert Anderson. From outside teacher education came Brom, Vin Horner, Len McKenna, Gerry Kelly, Lin Jenkins, Eva Clayton, Lorraine Logan, and, in the library, Magdalena Tuff.

Traylen was determined to implement (as far as he could, given that the colleges were still under the control of the Education Department) his own ideas about teacher education. The staff reflected this determination. He wanted a combination of academics and dedicated teachers, of the practical and the visionary.

Now he had two ingredients of his college: the buildings — which the Public Works Department began to bring into more or less habitable shape late in 1954 — and the staff.

As for the students, he wanted a full college right from the start, which meant that he must have a second-year group derived from Claremont.

Some students were glad of the chance to quit Claremont. Others were dubious, and, in fact, horrified, when they saw the site. Some could not believe the directions of the locals who showed them (probably shaking their heads) the new “college”. But still Traylen obtained his second-years, and these turned out to be an excellent group that mixed well with the staff and were, being a combination of 19-year-olds and mature age students, ready to co-operate, under the leadership of “Truck” (Neil Traylen), Jock, Brom and “Mac” (Len McKenna), to transform the prison camp environment. This group of 117 moved over to Graylands first. Then followed the process, which continued for several years, of inducting students on the lawn at Claremont, and cajoling that number of persons needed to make up the 120 students or so to form the inaugural first-year group at Graylands. Over the years, the process tended to become somewhat unwieldy, as it became the tradition of Graylands to raid this event and attempt to obtain students for this college by all sorts of means, fair and otherwise.

From the first day of the college there was an effort to establish a corporate spirit, to create a community where none existed. So there was paradox. On the one hand, Traylen felt he had to insist that staff wear academic gowns to lectures, mainly to maintain a sort of parity with the university, and to suggest that students remove their coats only at the discretion of the lecturer. He wanted to promote the proper atmosphere for an academic institution of the time, despite the fact that the lecturer might have struggled through sand to get to the lecture room, or that students had, minutes before, been stripped down to bare essentials and bullocking among the sand and rock on the site. In retrospect, it may seem almost absurd, but his thinking was clear. He was going to insist on what he considered reasonable standards, whatever the condition of the premises happened to be.

On the other hand, staff and students had to collaborate to choose an emblem, an anthem, college colours and so on. Dorothy Newton came up with the motto of the college, which time proved to be highly apt — *not for ourselves alone*. Pegasus, the winged horse, seems to have come from a desire to be like Claremont, with its

Chiron (the centaur), but at the same time different. The colours, which were highly impractical in those grubby early years, were turquoise, white and gold.

The symbolism of these elements, as recorded in the first student newspaper, was as follows. Pegasus, as the winged horse of Greek mythology, and with its links with the Muses, stood for intellectual principle and honesty. The white represented intellect and reason, and the turquoise, truth of purpose and steadfastness in one's chosen profession. Incidentally, Brom avers that the tradition of a band of white and gold on one sleeve only of football guernseys arose from a broken romance; a couple parted company in the middle of the girl's knitting a guernsey for her male, and the second sleeve was completed by another, who left out the band!

An early student, Valma Smith, wrote the Assembly Prayer, while the more familiar College Anthem, *Not for Ourselves Alone*, was written by Keith Wilson and set to music by Lin Jenkins and Rex Hobcroft.

#### ASSEMBLY PRAYER

*We seek Thee, Father, e'er this day begins,  
To bless us each, whate'er before us lies,  
We pray Thee, Lord, to guide us into Truth,  
To strengthen, lead and comfort, hear our cries.*

#### COLLEGE ANTHEM

*Not for ourselves alone;  
But for our guiding light  
Truth, let thy name be known,  
Service our souls unite:  
Non Nobis Solum.*

*God, may our life's work be  
Filled with sincerity,  
May each his portion bring  
And altogether sing,  
Non Nobis Solum.*



Foundation Principal: Neil G. Traylen

Traylen remembers that there was competition with Claremont in the early years:

*I think the first real rivalry came with Interstate; however, there was not much of this to start with, because Graylands people played in Claremont teams for a while. We did not set up our separate sports organization at first as the numbers were not big enough and Graylands had not had time to organize various associations. There were also some raids . . . one naturally had to support the Graylands students . . . but I was not happy about it.*

He believes that assemblies were an important and valuable part of the life of the college in the early years:

*The students could get out of the early part of assemblies on the grounds that it was against their religious beliefs, but I think we only had two of them who ever did this. There were no proper means of communication in the place. We were pretty scattered and assemblies were one way of establishing this communication. Notices from staff to students were read by the vice principal. The Student Council president reported on student activities. We used to put staff on the platform – that way, every student knew every staff member. I felt, particularly when I gave up lecturing, that I was doing a lot of my philosophy of education through assemblies. I think assemblies helped us a great deal in the early days. Maybe there were too many; we had them four days a week, and the fifth day was a guest speaker session and everybody went – final and first years as well. From the beginning it was always the students who moved the vote of thanks to the speaker. We had a very wide range of guest speakers. I can remember some who were really fantastic; some, of course, were complete flops, especially people who would not use the microphone, because they believed they could project their voices in that hall.*

Assemblies were not without incident. The initial ones were held in the recreation room, which had not been renovated, and after one assembly, Jeanne Fimister stepped off the temporary platform and her leg went through the rotted floor up to her knee.

Jock Hetherington, who came with Traylen in 1955, says:

*I viewed coming to Graylands with some enthusiasm because it was a change and I thought it would be very interesting in these surroundings. I thought it looked rather rugged, but even with the buildings as they were, it seemed to have a certain potential. For the first students I think it was a shock because Claremont was such a lovely building, and they wondered what they had struck. But the students were magnificent, right from the start. The grounds were appalling, and as the first years were having a course of introductory work to teaching, the second year students were put on 'grounds'. I remember that first ten days or so; there was a heat wave, and they really worked hard, and then at the*

*end of that time, the rains came, and largely washed away what they had done! And I could have quite understood it if they had lost interest, but they didn't. It didn't make any difference to them.*

By 6th March 1955, when the first-years arrived, the college, with its student population of 237, was operational. However, students were dodging between the Public Works Department renovators, and sitting on floors and window ledges, as chairs were in short supply – roughly one between two students for a while.

The lecture rooms had been made reasonably livable, but the hall and the council building remained in a primitive state, as of course they have continued to be, more or less up to the present time. The library opened with a thousand books, most of which had been donated by local educators, including Professor Cameron and Bertha Houghton.



The library with some of the first intake hard at work.

While the students tried to make the grounds more appealing and get on with their course, they also managed to stage an Open Day a fortnight after the first years arrived, which attracted 400 curious (and probably shocked) visitors. They tidied the new "campus" up sufficiently for Bill Hegney, the Minister for Education, Blue Robertson and Tom Sten to declare the college officially open on 6th May.

The "pastures green" of the 23rd Psalm, which formed part of the opening ceremony, must have seemed somewhat ironic to the students. There were, however, smiles all around for the press, the Minister no doubt being delighted to have got a "new" college so quickly and so cheaply.

The students had a full programme of lectures, to which had to be added all those "extras" which were unique to Graylands. It was



" . . brightened it up with shields. . ." The assembly hall

not customary for tertiary students to wield shovels and pickaxes, although some of this spirit seems to have evolved at Murdoch University in recent years.

Students averaged over 30 hours of lectures a week throughout the two-year course which was in essence exactly the same as that of Claremont (the colleges published a joint *Calendar* until 1969). Students undertook 12 weeks of teaching practice as well as a massive range of subjects in Groups A, B, C and D. Group A subjects, which *had* to be passed to get a certificate, included education, methods, psychology, demonstrations, English literature and expression, social science (history, geography and social institutions), arithmetic, and, for women only, needlework.

Group B subjects – educational biology, music, speech, drama or public speaking, art, craft, physical education, health education – were compulsory in the first year, and elective (three had to be chosen) in the second. Group C subjects comprised two optional studies in the second year. These first three groups of subjects did not constitute the total of a student's load because the non-examinable Group D areas added scripture, personal fitness and first aid, tutorials, choir, guest speaker, club activities, library, and compulsory sport on Wednesday afternoons. Nominally, 240 free periods were timetabled over the two years but most of these were inevitably swallowed up in other activities.

Incidentally, guest speakers included an Indian Swami, who lectured upside-down, and Percy Cerutti who delivered his address on the run!

Students set to work on the hall and brightened it up with shields representing all the Australian teachers colleges, following the example of Winthrop Hall at the University. In the Graylands tradition of making over to save money, they sewed stage curtains from discarded blackout screens salvaged from the Government House Ballroom. A piano, a lathe, a puppet theatre and sports equipment were bought from the proceeds of the bookshop (which was operated by Claremont College), and with aid from the National Fitness Council. The Perth Society of Artists provided fifteen original paintings.

Late in 1955, the Public Works Department painted the outside walls of the buildings; the colour scheme included such aesthetically appealing shades as "blue mist", "peach", "willow green" and "honeysuckle"! The lime green chosen for the toilets, however, had an unsettling effect on many a morning after the night before! Unfortunately, indoor paint was used, with the natural result that in a fairly short time the paint peeled off again, but, at least for the time being, the buildings were looking almost attractive. Len McKenna, however, avers that Graylands looked like a lolly shop.

The grounds were the real problem. There was not even a level space for physical education, which suggests that very little "square bashing" could have been done on the Graylands site in its army days! But the students managed to start grassing the site, planting trees and shrubs, and terracing, the latter being absolutely essential because of the slope of most of the site. Where it was not done, rain washed away all the work which had been started.

The policy of helping the local community started in the early stages with a good relationship being established with the authorities at the Mental Hospital, the oval of which Brom needed to use for sport. In return, the college put on concerts for the patients with Bill Ward as M.C., taught physical education to the patients, who called Brom "Doc", and showed the hospital staff something about craft work, which formed a basis for a lot of later occupational therapy at the hospital. The Student Council decided during the year that local residents could come to the college dances if they wished. In the wider community, students began to give blood to the Red Cross, and help to organizations such as Legacy, a tradition which has been maintained throughout the entire life of the college.

The college was opened for Education Week in October 1955 and showed 800 visitors what had been accomplished in the first six months of work. The production of plays and playreadings was introduced as part of the English course. The latter was particularly successful, because not having to memorize lines took away a lot of the tension which was inevitable when players were petrified that they might miss their cues. Student organization, of

course, started early, with the election of the second-year representatives, including the President, Kevin Collins.

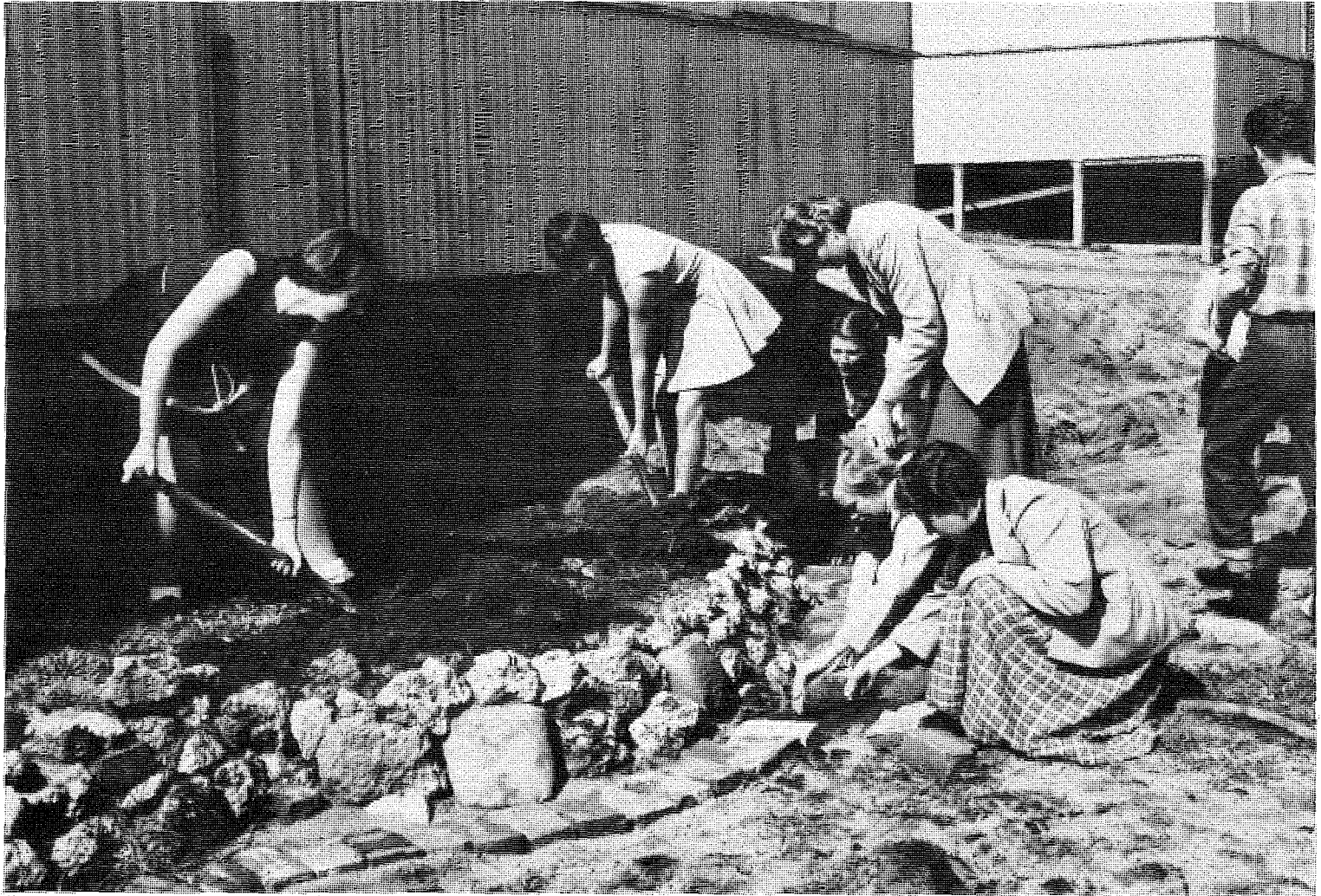
The Student Council had plenty to organize. It established the canteen in the second term, with a paid manageress and rostered students to help. The canteen continued to operate this way throughout the life of the college, with the staff intruding only when they were requested.

Students started a system of honour pockets for those who contributed most to the life of the college, but from the start, they made it clear that these were to be awarded to those who helped the college most, not necessarily to those who, in the tradition of the high schools, were the most outstanding at sport.



The Canteen, 1955. Colin Mounsey (now Superintendent of Aboriginal Education) serving tea.





"The grounds were the real problem. . ."

They were also faced with the problem of *Interstate*, which although it became an integral part of the life of the college over the next 16 years, at the same time gave a great many problems to the students and staff. It had been decided that Graylands would be allowed to take part in the 1955 *Interstate*, which was being hosted by Claremont, but being in its first year, the new college would not be eligible to compete for the shield awarded to the top college in the competition. *Interstate* had begun as far back as 1907, with a contest between the Sydney and Melbourne Teachers Colleges; Adelaide had entered in 1922 and Claremont, on a restricted basis, in 1928. The depression temporarily put an end to the annual competition, and Sydney participated only intermittently during the 1930s, before leaving the contest altogether. In 1950, Claremont began to compete on a full membership basis, as did Graylands in 1956. Meanwhile, Melbourne had dropped out in 1954, and Wattle Park (S.A.) entered in 1957 (and withdrew in 1961), and Western in 1962. Secondary Teachers College in Western Australia never participated fully and the competition finally ended in 1971, for various reasons.

In 1955, Graylands did not enter the “cultural” side of the competition, but, considering its youth, did reasonably well in the sporting contests. For the first time, Graylands aired its *Rocket* and *War Cry*: the 1955 *War Cry* version went through many modifications, some of them unrepeatable, but at that time, students yelled:

*Are You There Graylands?*  
*Graylands.*  
*Blue, Blue, Blue, White and Gold*  
*Blue, Blue, Blue, White and Gold*  
*Go, Go, Go, Graylands!*

Right: Truck performing the Crow Song



The College *Rocket* and *Crow Song* may also bring back some memories:

### ROCKET

*Leader . . . Rocket for Truck.  
Ready . . . Sssh --- aaaah.  
Oh Truck you beauty --- Ohh!*

### CROW SONG

*Oh! Truck, you have reason now to crow, now to crow,  
Truck, you have reason now to crow;  
Considering this so - oh,  
We want to hear you crow - oh,  
We want to hear you crow;  
So chick, chick, chick, chick, chicken -  
Lay an egg for me!  
Chick, chick, chick, chick, chicken -  
I want one for my tea!  
On your perch —  
Crow!  
Oh, Truck you Orpington, oh!*

Instead of presenting plays or joining the eisteddfod, Graylands did help stage a combined concert at the Assembly Hall in Perth, and presented Fry's *A Phoenix Too Frequent*, produced by Nita Pannell. This was the beginning of a long and successful tradition of stage productions over the years, all of which were highly professional in their standards.

Graylands might have been unable to participate for the *Interstate* shield, but the college soon instituted its own award, named after Don Mummery, which was awarded annually to the couple demonstrating the most obvious and continued affection on the campus. Many readers will probably remember their own embarrassment at being cited as contenders for the Mondummery Shield in the pages

of *Klaxon!*

As 1955 drew to a close, the second years waited, with the traditional trepidation, mixed with excitement, for appointments. These would begin to filter through after students had jumped the hurdle of the final examinations, and received their C4s or CCs. The college could look back on an extremely hectic opening year. It was also one which few who had been a part of it would ever forget.

Traylen was pleased with his college. He wrote:

*I feel that there can be no doubt that the policy of establishing a smaller college has already paid dividends. I consider that the low wastage and the good examination results of some who were considered poor students is very largely due to the small size of the college, allowing far more individual treatment. The wonderful opportunity that is available with the provision of a hall in which all students can be seated to build up a corporate body in a very short time is another factor which has very largely contributed to the success in overcoming the diffidence and lack of confidence of the weaker group of students. I hope that it will remain possible to advise some of the weaker students to attend this smaller college as many of them can be rescued to make good servants of the department.*

In case readers (especially those who were at Graylands in 1955) should conclude that Traylen meant that *all* Grays students were the less able, one should add that he was facing the fact that many a student was physically and mentally worn out by the end of the five years of secondary school plus the trauma of the Leaving exams. The Graylands environment allowed many, who might have pulled out of a course at a bigger institution, to get that feeling of being a part of a real community in which they mattered and to get a taste for education and for teaching that never left them. In fact, of course, there were proportionately as many highly able, academically-inclined students at Graylands as there were at Claremont. Some took units at the University or Perth Technical College and achieved high standards, as have

many others over the years.

At the end of 1955, almost 90 per cent of the second-years graduated with a full certificate, which they received at the Graduation Ceremony in Winthrop Hall with the Claremont students.

Sten, too, was satisfied with what had been achieved at Graylands. He reported:

*My general policy was to encourage the greatest amount of independence . . . While we were bound to pursue a common training programme of subjects and some equivalence of standards, it was clearly understood that there was no intention of any common organization. I am very happy that in so many ways Mr Traylen adjusted his course to his own particular environment and circumstances, and there can be no doubt that in the short space of a year, the sister college has made amazing strides in the building up of its own individuality . . . I had anticipated visiting Graylands fairly frequently; it was surprising to discover how much smoothness of working resulted from so little formality, with so few visits.*

There was certainly a distinct rivalry, however, between the colleges. Bob Biggins comments:

*On the part of Claremont there was a feeling that talk about the marvellous spirit of Graylands had to be taken with a large grain of salt. This was the feeling of the staff anyway, but it was something that I changed my mind very quickly about when I came here. I think there was a different spirit here. Claremont was very big and when they opened this place students came here, I think, with the feeling, 'Well, now we have got away from that big, bureaucratic institution, we'll show them how to run a place well, in a family kind of way; we are all here together'.*

1956 commenced with an entry of 121 students into the college, some of them coming from a special qualifying course, which was run each January until 1958 by Frank Constantine, Gerry Kelly

and Reg Trainor. These were held at Claremont and were designed for those who did not have a complete Leaving Certificate. Those who were successful in the 160 hour course in English, maths and social sciences, spread over 27 days, entered college and were paid for their time in January. In its three years, 107 students went through the course and half came to Graylands. Allegedly the course was open to people between 19 and 25 who had a Junior Certificate, but the youngest was 18 and the oldest 42 – the average age being 23. These groups usually contributed especially well to the life of the college and, perhaps because of their greater maturity, performed in the schools generally better than the younger students. There was, as there has usually been, a combination of the young from the high schools and the more mature from the world outside; fortunately for the males, the imbalance of the intake meant that in 1956 there were about 100 males and 140 females at the college, and for some of the males that undoubtedly was one of the more significant reasons for their choice of college!

There were numerous changes in the staff for 1956. In Practice, Alf Chate came to relieve Vin Walsh who was on leave; and Glynn Watkins replaced Bert Anderson in education, as Anderson had transferred to the University. Other names which were new in 1956, but later familiar to many readers, were Lorraine Hale, John Fawcett, Peter Mann, Margaret Christie, and, in the library, Alf Bolas and Flavia Pestalozzi.

Alf, of course, was later to contribute significantly to the sporting life of the college, especially in cricket and football. Harry Phillips, a student and later a Graylands lecturer, says:

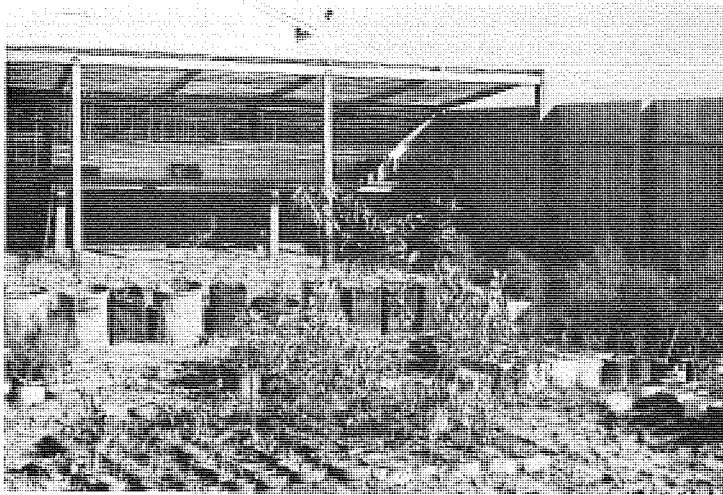
*As coach, selector, trainer and No. 1 membership badge holder for Graylands, he held the respect and affection of nearly all team members. I should also mention that Alf was a regular organizer of staff versus student cricket matches. He played an important role in fostering the spirit of Graylands.*

Like the pioneers, the new arrivals, staff and students alike, found that there was still a great deal to be done to the site. Although the



Alf Bolas and the football team. Back row: (L to R) Milton Prentice, Col Humphrey, John Cole, Jack Robinson, Darrell Cochram, Tom Scott (Captain), Peter Edmunds, Trevor Daw, Les Loring, Kerry Lamb, George Patching. Front row: Vincent Marelich, Robert Bycroft, Linton Hayes, Harry Phillips, Alf Bolas, Martyn Butcher, Jack McKernan, Len Burton, Dennis O'Callaghan, Allan Rowe.

outside painting had been completed, the buildings began to peel badly during 1956, forcing Traylen to begin the whole process of getting permission to have them painted again. The lecture rooms had guttering, but the students had to build drywells to take the overflow from them, or their landscaping work would have come to grief as it had done the previous winter. The hall remained unlined and during heavy rain it was impossible to use for lecturing because of the incessant rattle on the roof. Students themselves lined the Student Council room and the Education Department provided 300 lockers for the second large hut, inevitably named the *Locker Room*. Under John Fawcett's direction, building of a kiln to fire pottery got under way. Grass now covered about half a hectare and another 0.2ha was planted. Len McKenna, and a student, Fred Cracknell, started a shrub nursery which provided many of the plants needed to hide some of the rawer aspects of the buildings. Several students even established a vegetable garden and sold the proceeds to other students and the canteen to raise money for *Interstate*.



Shrub nursery



**“Androcles and the Lion”**  
 Bill Lingard (Androcles), Tony Webb (Lion) and Patricia Best

Graylands students set off for their first Adelaide *Interstate* in 1956, again performing creditably, given the small size of the college and its many other commitments. There was an Open Day to organize; camps at Point Peron, Bickley and Araluen to attend; the college newspaper, now named *Klaxon* (after the raucous hooter which summoned the faithful from the corners of the college), to publish; patients at the Mental Hospital to help; evening play readings, which were expected from each group, to rehearse; the college's first solo effort at a public performance to stage. This was a double bill at the Assembly Hall, in which Eve Clayton produced Shaw's *Androcles and the Lion* and Peter Mann produced David Garrick's *A Miss in Her Teens* — the show played to good houses and reviews for three nights.

Traylen had clearly stated that his policy was to help all students pass, but success was not automatic; a reasonable academic standard still had to be demanded while so many other activities competed for the students' interest and time. Nevertheless, the fact that 94 per cent graduated with a full certificate at the end of 1956 created a crisis at the time. Sten suggested that perhaps the standards at Graylands might be lower than those at Claremont, because proportionately more Graylands students were graduating with a full certificate than those at Claremont. An irate Claremont student wrote to the *Daily News* asking why the failure rate at Claremont had been 25 per cent, but only about 5 per cent at Graylands. The writer commenced:

*As the students made their own choice of the colleges, either the Claremont staff is incompetent or there are two widely differing standards. In other words, if the Claremont standard is correct, the Graylands standard is not good enough; if Graylands is correct, the Claremont failures are being victimized.*

Sten sidestepped the issue by telling the writer that complaints should be addressed to the Education Department, but the problem was clearly there.

An inquiry showed that there was no significant difference in the standards demanded by the two colleges, and any suggestion that Graylands was a "softer cop" for students was not borne out by the facts. Given the evidence, the only answer seemed to arise from the fact that Graylands was able to pinpoint student problems earlier and deal with them more quickly than the larger institution. Yet the myth persisted through the years, nurtured on one hand by Claremont, which naturally was jealous of its reputation being attacked by the upstarts from the other side of the tracks, and on the other by students seeking recruits for Graylands.

On the whole, 1956 could be summed up as being a year of consolidation rather than of dramatic change. There was still plenty to do to make the campus more habitable and to maintain the standards which the first group had set in 1955. This meant that, as in 1955, Traylen had to pursue a line which blended mainten-

ance of the old ways with a willingness to try changes if change appeared necessary. Morning assemblies had been a regular feature from the start of the college and they seemed to help students with the feeling of belonging to a community, so they continued. Scripture run by visiting clergymen, on the other hand, had failed to generate much enthusiasm among the students, so the teaching of scripture became an area for the academic staff to deal with, and a religious element was added to the assemblies by including readings from both Christian and other scriptures.

Music was growing strong as an element in the college programme, and choir in these years proved popular, although for some students it was Hobson's choice: singing or shovelling! Some of the musical efforts of this period, including a modified *War Cry*, were launched in the 1956 *Interstate*. It is doubtful whether any of these would be considered milestones in the history of music!

#### GRAYLANDS WAR CRY

*Ujedee, ujedee, ar oo ar  
Ujedee, ujedee, zim boo bar  
Zim boo bar, zim boo bar  
Choodinj, choodinj, ola-heara  
Whurra, whurra,  
Ki-a!  
Blue, Blue, Blue, White and Gold,  
Go, Go, Go, Graylands!*

#### VIVE LE GRAYLANDS (To the tune of *Vive L'Amour*)

*Let every good Graylander join in this song  
Dig and ye shall receive,  
With Truck and our Paradise we can't go wrong,  
Dig and ye shall receive.  
With gravel and gavel and pure manure  
We laugh with the staff as we down a liqueur  
Dig and ye shall receive.*

*ONCE A GROUP OF STUDENTS (To the tune of Waltzing Matilda)*

*Once a group of students  
Came down to Graylands  
To build a college  
As fine as could be,  
And they sang as they hoed and dug up all the ditches  
You'll come a digging at Graylands with me.*

*CHORUS*

*You'll come a digging (3) at Graylands with me  
And they sang as they hoed and dug up all the ditches,  
You'll come a digging at Graylands with me.*

*Down came the rain  
To dampen all their spirits  
Up went the students  
To get a cup of tea  
And they sang as they drank  
And sat upon the dirty floor  
We've founded Graylands T.T.C.-*

*CHORUS*

*We've founded Graylands (3) T.T.C.  
And they sang as they drank  
And sat upon the dirty floor,  
We've founded Graylands T.T.C.*

*Down came the big boss  
To cheer on the tired bods  
Up walked the lecturers one, two, three,  
And we said as we handed  
Each of them a shovel  
You do some work on your rockery.*

*CHORUS*

*Oh, how they worked (3) on their rockery  
And we said as we handed*

*Each of them a shovel  
You do some work on your rockery.*

*Now our teachers college is  
Known to all and sundry  
We are proud as proud can be  
And we stand as we sing  
In assembly every morning;  
"God Save Our Gracious Queen".*



*"Choir proved popular. . ."*

Milestones in music they certainly were not, but they did accurately represent the spirit of community which the college had achieved in its first two years of life.

The college Song Book, which was sold for only five cents, since the printing facilities of the Perth Technical College had been used, was not intended for use of such informal occasions, but mainly during the morning assemblies. Hence, this little booklet, which



many students probably still have, contained the most popular and well-known hymns, such as The 23rd Psalm (*Crimond*), *Onward Christian Soldiers*, *Alleluia*, *The Recessional* (for Anzac Day) and national patriotic songs, such as *Advance Australia Fair*. It seems a pity that this was not available to students in later years, as it would have spared some of them embarrassment when asked to run school assemblies and other activities which assumed that any college student would be familiar with this basic range of “songs for special occasions”!

By 1957, the college was well established. It now had about 300 students, of whom over 180 were women — things were getting better all the time for the males in each successive group entering the college! New students were cosseted, cajoled and kidnapped from Claremont to produce the 1957 class.

On their arrival, they found a college which was clearly getting established, but for which a great deal needed to be done. The outside paint work was going from bad to terrible; more 200 litre drums were needed to take the overflows from the roof-gutters, and the grounds still suffered from inadequate terracing, so that each winter more or less wiped out the efforts of the students trying to stabilize the gardens and lawns. It was decided that the only answer was to bring in a bulldozer to make levels between each row of huts. One was duly hired, and amid mud and muck, roughly horizontal platforms were scoured parallel with the huts. The students and gardeners then took over to do the finer work of getting exact levels, sowing with grass and putting in rockeries. Fortunately, Traylen was able to get a large flat area, 60 metres long by 25 metres wide, bitumenized, to provide a level site for physical education and games such as softball and basketball. With the new students came some staff movements. Hazel Broadhurst replaced Jean Irving (on leave) in junior primary, and Sue Hyde, an English hockey player, replaced Lorraine Logan in physical education. Attracted by the site, and the sights, Sue renounced her intentions of returning to England, and later married John Fawcett. George Winnett came to assist Vin Walsh in practice and to run the teaching aids section. During the year, Traylen combined his long service leave with a Carnegie Travel

Grant, and set off overseas, leaving Jock Hetherington as acting principal, with Les Johnson, who was now a senior lecturer, as acting vice principal.



Les Johnson and a tutorial group

The well established camps and play-readings continued. The readings in 1957 were characterized by considerable innovation. *Oedipus at Colonus* and *Midsummer Night's Dream* were presented in the open air; *Hamlet* on an apron stage with three levels; *Romeo and Juliet* used an aisle and arena presentation; *The Cherry Orchard* and *The School for Scandal* used multiple changes of scenery; the difficult *Time and the Conways* required two parallel sets; *The Way of the World* had interesting stylized settings, and *The Well of the Saints* required the cast to maintain a thick Irish brogue throughout the play — no mean feat for students!

As a result of the arguments which had arisen about different standards at the two colleges, 1957 saw the introduction of common examinations in the Group A and Group B subjects; this matter was always a bone of contention with Traylen, who preferred to see his college regarded as independent and capable of maintaining its own standards. Graylands seemed to have few real problems apart from the continuing saga of the buildings, although it was occasionally necessary for the Principal to chide both staff and students for being late to lectures — this was always somewhat of an issue at Graylands, as students often came to lectures from working on grounds or at some school or sports field distant from the college, and punctuality was not always possible.

On the whole, though, these were busy and fruitful years. With the close co-operation of the staff at the Graylands school, a full programme of demonstrations was carried out each year — and in the practising schools, students had already made a good name for themselves as soundly-prepared trainees willing to lend a hand at most of the tasks that were required of them in the schools. There is no doubt that in these years before the proliferation of teacher-education institutions there was a tremendous emphasis upon making practical classroom teachers rather than academics. There was no desire to become an imitation of a university; undoubtedly some students found the emphasis upon practical activities irksome, and for them the more reflective approach of the university system would have been more appropriate. But that was not the aim of the college. Hence there was always a balance between academic subjects and the time and effort which went not only into grounds and sport, but into the college productions, into assisting with community projects and so on. As Traylen himself says:

*We were a very closely-knit community. It was a very social, happy sort of place. I think that it helped people to develop character.*

This sums up the early years of Graylands well, and this solidarity was, of course, enhanced when Graylands became the host college for *Interstate* in 1957. Considering that it had so many other

problems to deal with at this early stage in its development, hosting the competition was no mean feat. The student president, John Cox, and his council rose to the challenge and mounted a successful *Interstate*, although as usual Graylands was handicapped by its relative smallness and the lack of enough males to field strong sporting teams.

Undoubtedly the imbalance of males and females made Graylands in the early years a very attractive place for the males, yet the students, once they had discovered this interesting state of affairs, carried on their romances with a fair amount of decorum; it is a reflection on sexual attitudes in the 1950s that the Mondumery Shield competition should arouse such ribald comment among students of the time. Not all the community, however, was satisfied that everything was above board and the Principal was obliged to admit that he was dubious about holding a final camp for second-year students in 1958, as he had received an anonymous phone call to the effect that there had been some “goings-on” at college camps. It was pointed out to students that they should “discipline themselves”, and the camps continued at various locations, including Point Peron, Araluen, Bickley, Rottnest and Rockingham.

In early 1958, Traylen and his wife returned from their overseas trip. A “clean-up week” was declared before their return and the Traylens were ceremonially carried shoulder-high around the campus by students. But Truck was to remain at the college only a short time longer. Student attitudes to the Principal are best summed up in this song from 1958:

*SO LONG TRAYLEN* (To the tune of *There's a Long, Long, Trail A'winding*)

*You can hear our Graylands grieving  
Mixing joy with our tears  
For the many happy memories  
We will carry through the years.*



Welcome home, Truck!

*For we're sending TRUCK a'traylen  
With best wishes from our hearts  
For his driving and his sailing  
He'll be needing – spare parts.*

*You can hear our College cheering  
Mixing tears with our joy  
"HAVE A GO" and be returning  
We'll be welcoming our boy.*

Sten retired and Traylen became Principal of Claremont, and Superintendent of Teacher Education. He was succeeded at Graylands by Bill Halliday, a less charismatic but highly methodical principal. With Traylen went Jock Hetherington, to become vice principal at Claremont. Jock was replaced by Bob Biggins, and with the retirement of Dolly Newton, Edith Westhoven took over the position of warden of women students. Other new faces were Bryant McDiven, who replaced Jeanne Fimister in art and craft, Joy Guthrie in junior primary, Bette Allison in physical education, and Lesley Williams in English; George Winnett left the college and returned to the primary service. These early years were characterized by informality, especially among the support staff – and students will remember, amongst others, Bert and Jim the gardeners and Jack Hobson, the caretaker and amateur poet.

Bob Biggins remembers:

*Bert the gardener constantly wore an enormous pair of gum boots that came right up his thighs. He had a habit of dropping malapropisms which always gave amusement. We had a bed of cannas here, which he always referred to as "cannons". The frangipani were always "marzipans" – he always talked about his "marzipan being in flower". I think one of the most amusing things was the time the astronauts were crossing the sky. Bert was talking to me one day about the weather (we were having very changeable and unseasonable weather) and Bert said he thought it was 'all these Australorps flying around!'*

Beverley Harrison, a student in 1957-58, sums up the feeling of

students about these early years:

*They were magical years – exciting, enjoyable, and challenging.*

*We had countless good times and whilst not putting more than average effort into my academic studies, I learned considerably more than the method of teaching, the history of education, how to play the recorder or umpire basketball or hockey.*



**Bert and Jim, the gardeners**

*I remember with pleasure such events as Interstate — my first visit east; Open Days — all the associated work and fun; camps — particularly being one of the cooks for a second year phys. ed. camp with Mrs Bromilow as chief cook and Ross Graham presiding over the other kitchen staff as chief bottle washer; and the 5 a.m. breakfast preparations.*

*I have to admit to skipping one or two guest speaker sessions, but one which enchanted me was when the full score of My Fair Lady was played to us on special new hi-fi equipment brought from America. The records hadn't been released in Australia, and they so appealed to many of us that we spent several lunch times hearing the conclusion of the musical.*

*Lastly, there was Country Prac — my first insight into country town life, its social structure and the power of gossip.*

*I think it was Les Johnson who claimed that the college would mature us four years in the two years they had to work on us. In my case it succeeded in changing me from a sheltered schoolgirl to someone ready to take the responsibility of a class and become, hopefully, a worthwhile member of society.*

*I remember with affection and humour the lecturers of the day — the inimitable Brom, Bugs McKenna, Jazzbo Jenkins, Jock Hetherington, Sue Hyde, John Fawcett, Lesley Graham, Les Johnson and all the rest. Some of the names escape me, but the faces and personalities still remain. Then Graduation — a stirring event in beautiful Winthrop Hall; the holidays, and preparations for the awesome, exciting beginning to the career which I had always worked towards. Finally, the chilling feeling of inadequacy on the first day, when all the method lectures and teaching skills which I had carefully learned deserted me.*

*My enjoyment of Graylands encouraged my sister and brother to also attend the college, so I'd be interested to find out how many other family groups went through as we did.*

The writers are aware that there were many such groups — sometimes a year or two, or often a decade or more apart, and even, on rare occasions, some who attended simultaneously.



Leaving for Country Prac.

## 4: YEARS OF CONSOLIDATION 1959–66

Now under the quiet but capable leadership of Bill Halliday, the college moved into its fifth year of 'temporary' existence. Biggins comments:

*Neil and Jock were very popular, but Bill Halliday was a different type. He was a very straight kind of fellow and a very fine administrator; the students had a lot of time for Bill; they didn't look upon him as a mate, but he was decidedly a father figure — they knew he would back them right through.*

Graylands was not required to find the money for a team to Adelaide, *Interstate* was run by Claremont, and Graylands, on home territory, fared much better in this competition than it had done in the past as it tied for first place. The problem of raising a lot of money when it was this college's turn to organize *Interstate* was partly resolved by an agreement made with Claremont, by which the two colleges agreed to help one another with finance and accommodation on a pro-rata basis when either was required to run *Interstate*.

Generally the college continued to run smoothly under the new administration; students went on with improving the grounds while the nursery organized by Len McKenna was opened on Arbor Day to help provide the shrubs and plants needed for the grounds. The summer of 1959-60 was particularly hot and dry, which resulted in the introduction of stringent water restrictions. This put an end to ground improvements for a while. Graylands had always been plagued with the problem of maintaining sufficient water supplies to keep the grounds attractive during the summer months, and this difficulty was not removed until 1977 when a bore was installed on the field below the administration block and water piped around the campus to maintain the lawns and gardens.

A step forward for the staff was a ruling from Halliday that, although they should still wear academic gowns wherever possible, he was agreeable to their removing them when the weather became really hot. Any student can testify that until the air conditioning was installed in 1975, the rooms were completely impossible in the height of summer, and sweat dripping from lecturers and students



Gerry Kelly, in academic gown, giving a lecture

alike hardly created an atmosphere conducive to academic meditation and reflection! For the relief of students, water bags had been installed in strategic locations around the campus, thus helping to acclimatize the city-bred to the kind of conditions they were later to face in some of the less-favoured localities in the State.

The buildings themselves continued in their barely habitable condition; the Locker Room was infested with termites but the other rooms were, apart from their bitter cold in winter and savage heat in summer, reasonably presentable inside. The hall remained unlined, and a summer assembly was a torture of the damned which principals usually tried to keep mercifully short.



Bill Halliday (centre, front row) and his 1959 staff

Painting of the buildings was promised for 1960, which suggested that the Government intended to keep Graylands in operation for some time, although Traylen's feeling had always been that the college would have a life of no more than ten years at the absolute outside. In this period it was clear that, faced with other pressures on the education vote, the government was not going to replace an institution which the students and staff had made attractive and apparently livable, and which, by 1959, was enrolling well over 300 students. Everyone involved with Graylands was acting as if it were permanent, and "making do" in every possible way, such as buying a secondhand printing-press for \$400 and producing a wide variety of publications and other materials such as programmes for college productions.

It has often been said, since the decision was made to close the college down, that perhaps successive students and staff should *not* have expended all the effort that they did in creating the Graylands campus and community; that had they left things much as they found them in 1955, a decision on its replacement would have been made much earlier. On reflection, it does not seem that this would have been a satisfactory solution. What *made* Graylands was the people who faced up to its shortcomings together, and had it languished as it had been found, without the tremendous efforts that went into making it attractive and habitable, then there would have been no spirit of Graylands to speak of. It could be argued that those who went to Graylands learnt just as much of value from facing up to adversity there as they did from what they learnt in lecture rooms.

1959 was the year in which television was introduced to Perth, with the opening of TVW Channel 7, and to the undoubted enthusiasm of the students, the first, and perhaps the best, weather man the station ever had was their practice supervisor, Vin Walsh. Vin coupled an expertise about "highs" and "lows", learnt in wartime service with the RAAF, with a gift for giving lucid explanations about the arcane mysteries of the weather map, which induced many viewers to take an interest for the first time in how and why weather came about. Vin, of course, was followed by Len McKenna in becoming a television personality; Len became an

early specialist in introducing natural science to children in the Children's Channel Seven shows, hosted, in those days, by Rolf Harris. (The globe of the world which Len used in his initial telecast to demonstrate the rotation of the earth was inadvertently rotated in the wrong direction by his assistant.)

A landmark occurred in 1960 with the appointment of the college's first woman student president, Joan Smyth, while Duxie Bateman became treasurer. "Petticoat rule" on the Council was eminently successful and, given the imbalance of numbers of the women in the college, it seems a pity that over the years so few of them were prepared to take on leadership of the Student Council. Onto the staff came Colin Logan in practice, Andy Priddle in social science and Coralyn Williams in health education. Les Johnson left to become Superintendent of In-Service Education and Gerry Kelly took over as acting senior lecturer in social science. Johnson, of course, later became Director of Education in Papua New Guinea, then Administrator, and, after independence, Australian Ambassador to Greece.

The year was a fairly active one from the point of view of things getting done, or of ideas being generated. Repainting of the buildings finally got under way, and the Public Works Department proposed to paint them the same colours as they had been. Halliday and McDiven suggested that it would be better to paint all the buildings white; it might conceivably make them a little cooler, and certainly it would "dignify and unify" the ramshackle collection of huts. "Too glary", said the Public Works Department. So a compromise was reached, and light grey selected for the buildings, the colour which they remained to the end of the college's existence. Final year students eventually took matters into their own hands with regard to the dingy and disreputable hall and, with the expert advice of the parent of one student, began to line it as the contribution made by their particular intake. Plans were also in hand to build across the entrance roadway near the administration block a memorial gateway consisting of a 10-metre wooden beam mounted on posts of bookleaf stone, with the college name incised on the beam. Unfortunately, this project was never completed, and the donations of ex-students for it





Joan Smyth: First woman President of the Student Council

became part of the Trust fund which will assist their own and other students' children long after Graylands is finally closed. Tennis courts were completed, and the students and administration looked into the possibility of building a swimming pool on the campus. It was one of Brom's objectives that every student leaving the college become at least a passable swimmer, but there were always problems in finding a satisfactory place for the physical education staff to teach swimming. Usually it was the Claremont Baths, unless the periodic polio scares forced them to swap the river for the ocean beaches such as Cottesloe or Swanbourne (the latter in its less permissive days!) Unfortunately, the cost of the pool, about \$8000, seemed to be totally outside the resources of the college and nothing came of these plans. To try to keep the campus as tidy as possible, the Council introduced a Dustbin Committee and to maintain interest in grounds, the Challenge Silver Shovel was established, to be presented to the college group which did most constructive work on grounds.

This was also the year of the first really major college production, the musical *A Country Girl*. Over 200 students actually took part in the presentation, plus those who were involved behind the scenes, so hardly any member of the college was not included. The chorus alone numbered 128. After six months of rehearsals, the musical played to two packed houses at John Curtin Senior High School, the hall of which contained the only stage which the college could find large enough to mount the ambitious musical. The tremendous effort which the students, the producers (Peter Mann and Lin Jenkins) and the set designers (Bryant McDiven and John Fawcett) put into the production can hardly be appreciated now, but it is an indication of the kind of preparation which went into these presentations in the early years of the college. Biggins describes the value of college productions:

*They were both a problem and an enormous stimulation to the college and to the general spirit. We went on, year after year, prepared to face up to the fact that we would have a production, even though we felt it interfered with the general administration of the college and perhaps the study of students. I suppose from*

*an administrative point of view productions were a nuisance but I always enjoyed them and I could see that they gave students a marvellous experience of working together . . . Lin Jenkins was not the kind of man that sought popularity at all, but he became a real figure because he was the one who knew the music . . . I think productions made his total job, music throughout the whole college, much easier.*

In addition, there were, for the first time, educational tours on a joint basis, with Claremont and Graylands students travelling to Tasmania and Victoria. In August, *Interstate* was held in Adelaide, and 96 students wended their way eastward on the Trans train, travelling under rules which included no liquor, full college uniform for dinner, lights out at 10 p.m. and no romancing: students were sternly reminded that "fitness depends on teams securing proper rest on the train" — (*mens sana in corpore sana?*); as on all *Interstates* and other tours, there was a certain amount of bending of the rules.

Graylands ran third in the Reunion Shield competition, with Claremont creditably coming out winners, comfortably ahead of Adelaide; perhaps their students had adhered more rigorously to the rules regarding fitness! Graylands did manage to win the basketball and to run second in both men's and women's hockey.

In an effort to further the community spirit in the college, the administration decided to apply for permission to have naturalization ceremonies for Graylands students held in the college hall. Representatives of the State and Federal Governments attended while the Mayor of Nedlands conducted the ceremony. Several students, including Wessel Fokkema, Freda Pecko and Alied Edel, became Australian citizens; it was the kind of relatively simple but thoughtful gesture which helped students feel that they *belonged* at Graylands. There were light-hearted moments, too. Biggins recalls one instance of the kind of spontaneous gestures that occurred.

*I bought a new Falcon in 1960, the day that Falcons first came on the market, and they created quite a stir. Because I thought this*

*new car ought to be looked after, I had a look around the college and found a bough shed with brush on the top. It wasn't in use, so I got some old sheets of iron on the weekend and stuck these on the top and put my Falcon in there.*



*Leaving for Adelaide Interstate.*

Jill Fleming, H. Parker, Pat Wiese, D. Powell, Val Clarke, P. Toohey

*The day afterwards a couple of students suddenly appeared at my door saying they wanted me. I went outside — the whole college had stopped activities. There was a cavalcade of cars outside the administration block with the most disreputable of all the students' cars in front of the parade and the senior student in it.*

*I was told to get in this "official" car, and sit with my feet on the back seat while we went slowly round the college like a royal cavalcade. All the students were lined up when we reached the shed, now be-ribboned and decorated in every kind of way.*

*Brom took over and introduced himself as "the distributor of the Falcon for the Southern Hemisphere". He made a marvellous speech about Falcons and how they would penetrate the whole of the civilised world, and again Graylands was in the forefront with the first Falcon in Western Australia and so on. Then I was pushed into making a speech — I was absolutely speechless by this time but anyway we dedicated the Falcon to the service of Graylands, while nut and bolt should hold together! This was fairly typical of the sort of thing students would do every now and again.*

The year was an extremely busy one for the college; *Interstate* and *A Country Girl* were the major highlights; and an energetic Student Council pursued many creative programmes, including the adoption of a Lebanese child as part of community service. Unfortunately the year was marred by the accidental death of a student. Tragedies have occurred numerous times during the life of the college and each has had a depressing effect upon a student body so small that most students have known one another by sight, if not by name. While on a college trip to Bluff Knoll during the May holidays, Margaret Elliot-Smith was killed in a road accident, and her death cast a pall over the college. It was the very smallness of Graylands which made such events so much more real to students than would have been the case at a larger institution. However, the need to face their own commitments snapped students out of this depression, and after the triumphs and tragedies of the year, 135 of the 142 second year students graduated with a full certificate. The ceremony was held for the first time, because of the growing numbers at Claremont, at the big Capitol Theatre in William Street, Perth.

By 1961 the college community could look back on the infant years and feel a good deal of satisfaction. In the earliest years, the student body had been an ideal mixture of mature men from various trades and professions, and students directly from secondary schools. This had led to relatively few bureaucratic restrictions and an informal relationship between the staff and students. The latter had established a Student Council which had a large degree of freedom to develop its own initiatives. This

**The THEATRE** *By Katherine Brisbane*

**SIX months' work by the students of Graylands Training College will culminate this week in a two-night performance of Lionel Monkton's Edwardian musical, "A Country Girl."**

A cast of 80 and choir of 120 will take part in the presentation on Friday and Saturday in the John Curtin High School hall.

"It is the only stage we could find big enough to hold the show," said producer Peter Mann this week. Musical direction is by Lyn Jenkins.

The cast will include Valrie Mayger, Diana Lee Smith, Andy Crawford and Len Cogan. They have been rehearsing since the beginning of the year. The choir began work late last year.

Properties, costumes and scenery have all been made by the students.

\* \* \*



Andy Crawford (left) and Des Brady rehearse a scene from "A Country Girl." Mr. Crawford, who plays Barry the sailor, impersonates a woman in the ball scene and takes a rise out of Mr. Brady as Sir Joseph Verity.

it had done. Students had run their own canteen most successfully from the beginning, when it was situated at the end of the hall. They had built up their college newspaper, changing its name successively from *Graylander* to *Verboten* (Forbidden) to *Klaxon*. At first it had been duplicated, then commercially printed; by 1960 it was being printed on the students' own press on the college premises. They had dug out, levelled and bitumenized the area for tennis courts and started building basketball courts. They had lined and painted the assembly hall; all in addition to the countless hours put into transforming the chaotic landscape to be found in 1955. They had graduated 750 students to join the teaching service in which many ex-students were already beginning to make a name for themselves in schools around the State.

It could be said that by 1961 the college had come through its formative years and it was now beginning to grow up and some-



Excavations for basketball courts



Basketball courts take shape, June 1961

how to look permanent. The Education Minister, Arthur Watts, and Blue Robertson visited the college and discussed the site with Halliday. The latter told his visitors that it badly needed adequate playing areas and a proper gymnasium, but apart from that it was reasonably satisfactory, which, except for the extremes of temperature in lecture rooms, it was. Even the antediluvian change rooms had at last got hot showers, and painting of the buildings was completed. Halliday reported that the future of the college looked bright. Students built a shelter for the then-popular motor scooters (Lambrettas and Vespas abounded in those days), and after the blasting of the limestone cap on the vacant northern end of the campus they broke up and removed the rubble to form two basketball courts near the change rooms. The stone was used to build retaining walls around the courts and the surplus sand shifted uphill to level that area for a grass netball court. Somehow nothing ever seemed to be wasted when the students were working on improving the grounds!

New staff in 1961 included Elsie Dundas in practice, Lionel Green in English, Keith Smith in oral English and drama, Ray Sampson in art and Vivia Truslove in junior primary.

Apart from the now well-established and popular educational tours which David Mossenson from Claremont was organizing and which took students to the eastern states and central Australia during the August vacation, the main activity for the year was, of course, *Interstate*. Graylands was responsible for the organization of the 1961 competition, but following the earlier agreement, with the assistance of Claremont. Some additional sports were included: softball, badminton, table tennis, squash. Graylands was, as usual, hampered by its small size and even by 1961 there was debate as to the value of its continuing to participate. But allowing for all the difficulties and the inability of Graylands to win, it still appeared to Halliday that it was worth continuing with:

*If we expect, in a two-year course, to provide mature people for the teaching service we must provide much more than a cloistered academic experience where scholarship and teaching techniques only are acquired.*

Besides, Graylands always managed to perform fairly creditably, allowing for its size, in the sporting competition, and had developed a good reputation for its performances in the cultural side of *Interstate* — the art, drama and eisteddfod sections. Graylands provided the second half of the latter with a 'divertissement', *Music Through the Ages*, and the art exhibition at the Skinner Galleries attracted favourable press attention.

Unfortunately 1961 was marred by another fatal accident; Jeffery Randall was killed. This accident had much the same sort of effect upon the students as had been the case the previous year, and in 1962 yet another tragedy shadowed the college when Vin Walsh's son, Brian, died during his course.

The 1960s were very much the settled years of the college, insofar

as the initial drive to build an alternative to Claremont had succeeded, and the college settled into a well-defined routine, processing students for the teaching service, with a strong emphasis on practical experience and personal development. Each year, of course, had its highlights. In 1962, a major musical was mounted, this time *Miss Hook of Holland* at the Assembly Hall. This was another lavishly mounted production. For the Commonwealth Games, Graylands provided the ceremonies at Perry Lakes Stadium with the largest group of choristers outside the University Choral Society. By now it was taken for granted that there would be no replacement college in the foreseeable future. A new Minister for Education, Edgar Lewis, announced that "*steps had been taken to make the college permanent*" and Halliday welcomed this, expressing the hope that this might lead to the building at least of a new administration block and some modernised toilets. There was an air during these years of acceptance of permanence, of a college coming toward maturity. There was less for students to do in the grounds, as these were now well-established, although students lined and painted the locker and council rooms.

In 1962, Biggins was acting principal for seven months, and Lorraine Hale and Vin Horner were both seconded to aid educational authorities in Malaysia. Several new staff came to the college: Owen Friend in education and psychology, Jess Gray in practice, Glen Phillips in English and Lyall Hunt in social science. *Interstate* went on as usual, being held in Adelaide in 1962, and notable mainly for the Graylands hockey performance. The women adjusted well to the soggy Adelaide grounds and won all of their matches; the men's hockey match against Adelaide led to Barry Hancock's being bashed and taken to hospital with concussion. The Adelaide player responsible was sent off the field, the game stopped, and a lengthy argument followed. Eventually play was resumed, and Graylands, somewhat disconcerted by the incident, went down by four goals to two.

By 1963, Traylen was being asked to outline for the Education Department what was needed to make the college permanent on its present site. Ideally, it was hoped to maintain the gardens and incorporate new buildings into them. The existing buildings



The victorious debating team in the 1962 *Interstate*. L to R Rowlie Mellor, Jeanette McQueen, Barbara Walsh, Bill Powell.

were, however, so scattered that it was decided to put forward the idea of rebuilding in a small number of large blocks for a population of 360 students and a staff of thirty. At first, six blocks were planned; an administration block (including a staff common room and some studies); a library to accommodate 100 students; an assembly hall, (including a property room, change rooms and a lecture room for drama); a lecture block containing a 100-student lecture theatre, a 60-seat room, six 30-seat rooms and two "convertible" 30-seat rooms which could be used for tutorials or as staff studies; an art, craft, science and teaching aids block; and a student amenities block. In the interests of economy, this was then reduced to four blocks, by making the library block the first floor above the administrative block, and

combining the assembly hall and student amenities block. Closed circuit television was envisaged for the new complex, which it was expected would be built in stages on the existing site.

Unfortunately of course, the plans were never proceeded with, and the main effect of this inaction was that the college was later put on to a restricted maintenance ("let it fall to bits") programme,, so getting the worst of both worlds: growing uncertainty about the future and lack of adequate attention to maintain even the existing conditions. Chairs were beginning to fall apart after nine years of use, the single coat of paint used on the outside was already beginning to peel and rust was showing through walls everywhere.

The year was also notable for an attempt to establish a platoon of the University Regiment, but the Graylands males were reluctant to accept the idea of 8 a.m. parades, and only eight students joined the CMF. On the other hand, the first instructors from the Navy came to the college to take the two-year course; all of them did well academically and contributed a good deal of maturity and energy to college activities.

On the staff, new faces in 1963 included Ben Cook in social sciences, Michael Dowglass in practice, Dan Girling (who had temporarily replaced Jenkins before) in music and Joy Tiley, an English exchange lecturer from Coventry in junior primary. The following year Biggins left to take up a secondary superintendency, and Vin Walsh became acting vice principal. Otilie Stempel joined practice, Eileen Morris, junior primary, Don Gollagher, music, and Ron Bell, oral English and drama. Vin Horner returned from Malaysia but went to the Australian Council for Educational Research. In June 1964, Bob Peter was appointed vice principal.

Peter describes his first impressions of Graylands:

*I went across feeling that this was almost a rival college. This feeling of rivalry was exacerbated, from time to time, by raids on Claremont by the Graylands people. Claremont had a fine spirit,*

## Miss Hook of Holland

PRODUCTION: EVE CLAYTON assisted by KEITH SMITH

MUSICAL DIRECTION: LIN JENKINS

ACCOMPANIST: LAUREL BIGGINS

### CAST IN ORDER OF APPEARANCE

VENDORS . . . . . Jan Johnstone, Rina Versteeg  
Betty Groen, Lynette Abbott  
POLICEMAN . . . . . Tasman Doornbusch  
SCHNAPPS . . . . . Maxwell Clarke  
MINA . . . . . Barbara Lees  
SLINKS . . . . . John Brimer  
ORPHANS . . . . . Beth Holding, Pauline Drake-Brockman,  
Jennifer Hatt, Irene Fowler  
MR HOOK . . . . . Les Hammill  
LOAFERS . . . . . Barry Draffin, Frank Papasergio  
VAN ECK . . . . . Robert Vallis  
SALLY HOOK . . . . . Joan Clarke  
CHEESE MERCHANTS . . . . . Martin McPartland, Daryl Denic  
Peter Rodger, Keith Maughan  
CAPTAIN PAAP . . . . . Frank Mills  
LIEUTENANT DE COOP . . . . . Warwick Otley  
CLARA . . . . . Valma Lovell  
FREDA . . . . . Jean Patton  
VAN VUYT . . . . . Barry Hancock  
MARKET WOMAN . . . . . Margaret Taylor  
FIRST GIRL . . . . . Jillian Wilmot  
SECOND GIRL . . . . . Sandra Bantock  
WORKMAN . . . . . Leigh Steedman  
GRETCHEN . . . . . Margaret Taylor  
Dance Group . . . . . Catherine Pustkuchen, Lynette Saunders,  
Pam Irvine, Lyn Harben, Cathleen Holmes,  
Helen Keay, Dorothy Miller, Bernadette Monaghan,  
Joyce Crisafulli

DANCES ARRANGED BY . . . . . BETTE ALLISON

### ACT ONE

SCENE: THE MARKET PLACE AT ARNDYK

### ACT TWO

SCENE: THE INTERIOR OF THE LIQUEUR DISTILLERY

## MUSICAL SYNOPSIS

### ACT ONE

1. "To Market !"
2. "Little Miss Hook"
3. "Knitting"
4. "Lazy Loafers"
5. "Fly Away, Kite"
6. "Cheese Chorus"
7. "Soldiers of the Netherlands"
8. "The Sleepy Canal"
9. "The Flying Dutchman"
10. "A Little Bit of Cheese"
11. "Is It Insubordination?"

### ACT TWO

1. "Any Time You're Passing"
2. "Little Miss Wooden Shoes"
3. "A Pink Petty from Peter"
4. "I Want to be Your Wife"
5. "The House That Hook Built"
6. Dances: "Mazurka" and "Tarantella"
7. "Have You Been to Arndyk?"
8. "Cream of the Sky"
9. "Tra La La"

### CHORUS

Lynley Jones, Barbara Neil, Jillian Wilmot, Shirley Bindeman, Sandra Bantock, Lorna Tacey, Patricia Flanagan, Judith Manning, Ishbel Richards, Margaret Hayles, Beryl Manion, Rosemary Poole, Deborah Haynes, Barbara Steel, Wendy Blackall, Jillian Hopkins, Yvonne Dove, Pauline Stack, Mary Shute, Barbara Challis, Judith De Pledge, Carolyn Norris, David Waldeck, William Powell, Basil De Luca, Rob Baker, Graeme Clifton, Robert Lehman, Bruce Shortland-Jones, Robert Boulden, Graham Quartermaine.

Assistant Accompanists . . . . . Jill Saxbee, Anne Bracanin  
Prompters . . . . . Tekla Lorencs, Bronwyn Dennis

## CREDITS

Art Direction: BRYANT McDIVEN and RAY SAMPSON

Costumes: JEAN IRVING and E. Breuchle, I. Dee, R. Dwyer, M. Field, E. Flanagan, H. Grinberg, K. Ham, K. Hipper, P. Hough, M. Kelly, M. Lee, P. Locke, J. Lowther, B. McAuliffe, G. Mayho, R. Moreschini, A. Rudland, J. Stubbs, E. Tuffin, J. Uren, D. Wilson.

Scenery and Properties: P. Langdon, D. Jones, S. Newman, C. Cooke, J. Francisco, L. Vincent, J. Dawson, L. Morley, M. Young, R. Loder, M. Morison, V. Frearson, K. Parry, P. McKenna, F. Peirce, B. Limb, G. Gee, H. Henderson, J. Hulme, P. Jordan, B. Shaw, E. Makin, R. Standish, R. Surman, N. Taylor, M. Shepperd.

Properties Mistress: HELEN DOWNES

Lighting: RALPH HOARE and P. Driver, W. Moyle, B. Hickman, R. Standish, P. Fitzhardinge, J. Amm.

Stage Manager: OWEN FRIEND

Carpentry and Stage Team: T. Daw, P. Bradly, K. Leggett, K. Bell, W. Carlson, K. Kent, L. Fennell, G. McGillivray, E. Currie.

Make-up: KEITH SMITH and C. Cooke, J. Francisco, M. Nicholls, P. Duffy, C. Green, S. Anderson, M. O'Keefe, J. Dawson, L. Morley, R. Mellor.

Wardrobe Mistress: JOY GUTHRIE assisted by A. Rudland, D. Wilson and other Students.

Publicity and Front of House: LESLEY GRAHAM and LYALL HUNT and S. Stone, F. Walsh, P. McArdle, H. Phillips, E. Matson, K. Berryman.

Business Manager: GERALD KELLY assisted by WILLIAM POWELL

Printing: PETER DRIVER and WILLIAM MOYLE and M. Black, L. Pritchard, J. Green, K. Maughan, assisted by Leonard McKenna.

*but it was rather quiet and restrained and expressed itself in other ways. We saw Graylands spirit as expressing itself more overtly — physical pranks and so on. Students even festooned the trees at Claremont campus with toilet paper. But I was surprised to find, by 1964, that the ebullient Graylands spirit I had been led to believe existed, had quietened down; so it wasn't quite what I thought it was going to be. I was a little disappointed, in a way, that it didn't come more strongly to the fore. I think it probably had matured by that time and found its expression in the same way as Claremont probably found its expression. . . I found the atmosphere a little more cosy, a little more restrained than I thought it would be with a fairly strong emphasis on being a football player, or a sportsman of some kind, with not so much to be gained from scholarship as such; in fact, it might be said that some students went out of their way to hide the fact that they might have been studying at all, in favour of projecting a strong, outgoing, sporty type of image. Mixed up with that there were other strands. There was a group devoted to printing a news sheet and forming a little cell of people who would be the parallel of today's student activists, I suppose, although activism in those days was subdued. Graylands at that time was very much under strong Departmental control.*

*Students were willing to spend regular timetabled sessions at grounds and in the library; the sorts of things that wouldn't go down with students now, because they have so many more outside interests.*

From 1963, some students were allowed to go full-time to the W.A. University but most students who came to Graylands were, of course, those who either didn't want to go to university, or had not matriculated. But it was decided to give students who had done well in their first year a chance of full-time university studies, starting at the beginning of their second year and then being extended year by year. Biggins says:

*When I went around schools later, in my Superintendent's job, some of the very able people in the high schools were these people who had come from Graylands.*



The main event of 1964 was Gollagher's production of *Ruddigore*; this first attempt at Gilbert and Sullivan was presented at the Assembly Hall. It was mounted in a much shorter time than previous productions, but again was extremely successful, as was the *Interstate* trip to Adelaide, even though Graylands, as usual, could not present a serious challenge to the other colleges. Most of the points were won by the women, and Graylands could hardly hope to win in men's sports with only 75 men on the campus, compared with, for example, Adelaide, with over 600 to choose from. The concept of "grounds" made a significant comeback in 1964 when, at the instigation of Walsh, Brom and McKenna, students started the formidable task of excavating on the eastern side of the hall to form a sunken garden, about 13 metres in diameter. It says a lot for the students that they were able to construct an amphitheatre which, when it was eventually finished, did not suffer greatly by comparison with the more famous one at the University of Western Australia. On the lighter



Excavating the Sunken Garden

side, the council president of 1964, Peter Brown, recalls physical education students camping at Rottnest and illegally visiting the "Quokka Arms" for well-earned refreshments; the publican mistook John Willox for the lecturer and told him to get them out. The latter blithely did so, then proceeded to wet his own whistle. Brown also recalls the infamous recorder tests being subverted by students, as among the 1964 group were two highly talented musicians, Ian Westrip and James Whitbread. They obligingly helped tone-deaf students to pass the test by standing outside the window and playing the required tune while the student inside blithely mimed the movements on the recorder and duly received the approbation of the music lecturer!

The Silver Shovel competition was, of course, held up to recalcitrant students who were not showing enough enthusiasm for the Sunken Garden project, and *Klaxon* reported that it was awarded on the basis of the amount of work achieved, the least amount of griping, the lowest incidence of absenteeism and bludging, the number kitted out for earth-moving, punctuality, working a full period, service above and beyond the call of duty, the return of gear and cleaning up. Each group was expected to elect its own slavedriver, and while 1965 saw *Klaxon* itself suspended through a lack of interest by students, the Sunken Garden excavations and stone work continued, and clearing started on the State Housing Commission land next to the entrance in the hope that it might ultimately be allocated to the college.

Meanwhile, the saga of "a replacement for Graylands" continued and the Principal was forced to admit in June 1965 that the matter was in a state of flux dependent upon the political and economic situation. Undoubtedly there were vague and tentative plans to do something about replacement, but it must be remembered that even ten years after its opening, Graylands was still the only alternative to Claremont; the new primary colleges were still a fair way in the future.

It seemed that any plans must be still very much in the air, as toward the end of 1965 the college gained four demountable buildings which were intended to meet a big jump in enrolments

expected for 1966. Relatively primitive as demountables are, as most readers are aware through their own experience, these at least seemed to be an improvement upon the existing buildings, although they very quickly ceased to be demountable and achieved as much permanence as the rest of the college structures.

Problems arising from being sited next door to the immigrant camp had always been of a petty nature, but in 1965 there was a spate of small fires lit under the buildings, and other acts of vandalism. As always trying to live peaceably with its neighbours, the college invited migrant children to the Arbor Day ceremony to try to explain to them what it was trying to achieve.

1965 also marked Graylands' turn to host *Interstate*, this time with a slightly more satisfying result, the college running third in the competition. Students also participated in several educational tours, this time organized by Ben Cook, to the eastern states and, for the first time, to Singapore. For staff, this was a year of considerable change. It marked the end of Halliday's principalship at Graylands, as, like Traylen before him, he transferred to Claremont. Phil Nelson joined education and psychology, Lorraine Hale returned, Charles Staples took up the senior lecturership in social science, Don Clegg replaced Ross Bromilow, who went to Perth Modern School for a year; Colin Mounsey (an early Grays student) joined practice, and Betty Barker relieved for Ron Bell, who was on long service leave. Bob Biggins returned to the college as acting principal. Bob Peter started a new professional magazine, for staff contributions, called *Graylands Education News* (*GEN* for short), which dealt with topics of general interest to teacher educators. This worthwhile innovation has survived and even flourished to the last days of Graylands, with the new title of *Australian Journal of Teacher Education*, and under the editorial control of the education and psychology departments.

The college had now been in existence for ten years and the teaching programme, in essence, remained as it had been. Minor adjustments were made to courses, but until the three-year course came into being at the end of the 1960s, Claremont and Graylands

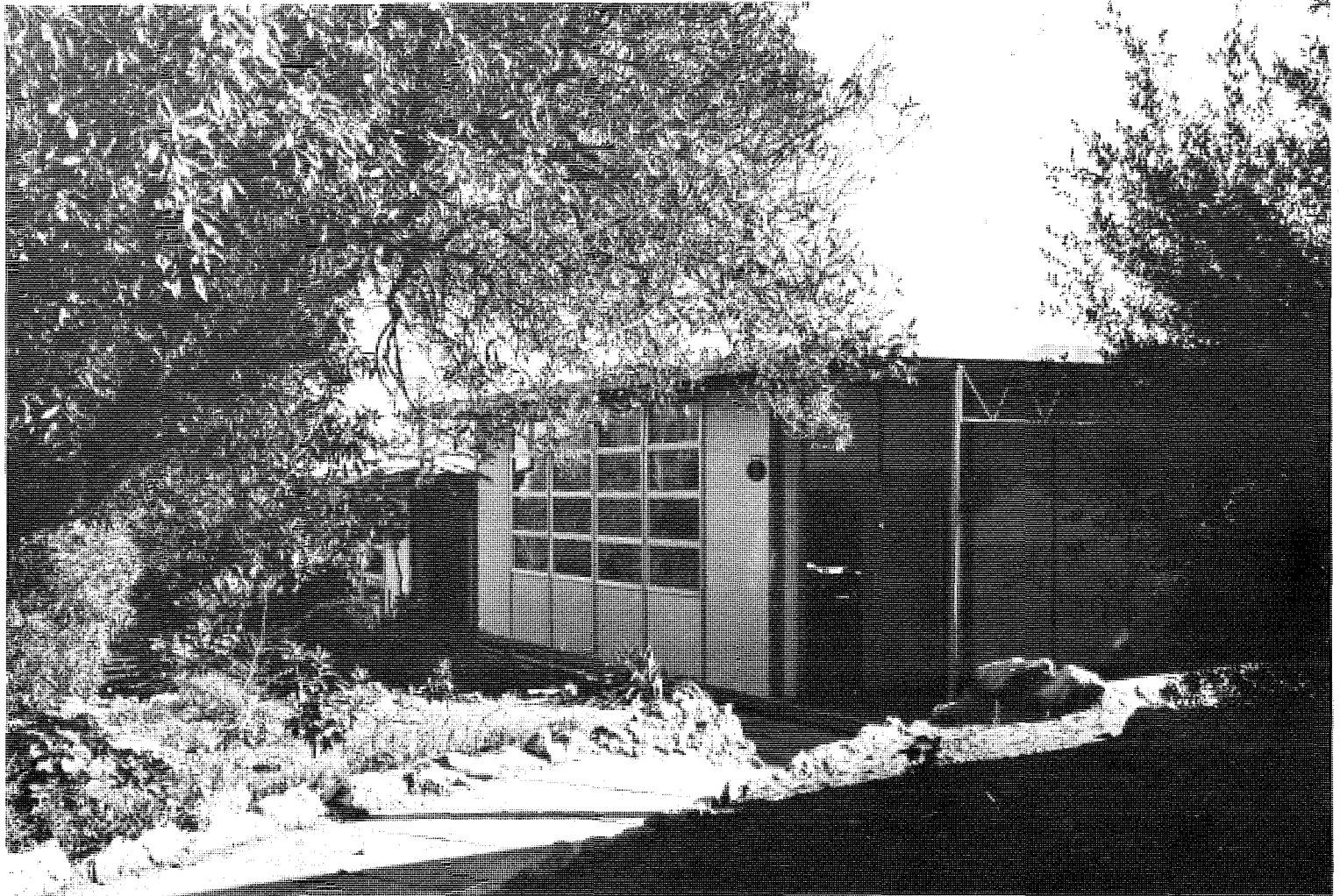
shared very similar programmes, a procedure which was insisted upon by the Education Department. Though it sometimes regarded the colleges as poor relations, the Department continued to both fund and control them, and what it required from students in order to gain a Teacher's Certificate remained fairly constant over the years.

By 1965, students were still spending a total of 12 weeks' practice in schools, six weeks in each year. Subjects were still grouped: Group A included education, teaching methods, psychology, English, history and geography. Sociology now formed part of Group B as did science, music, oral English and drama, art and craft, physical and health education; Group C included optional studies. Group D was made up of general method, scripture, personal fitness, choir, clubs and guest speakers, tutorials, sport, library and 372 (theoretically) unallotted hours, which included needlework, and arithmetic and spelling tutorials.

The confrontation time for the students' course had crept up slightly, from 2088 hours to 2168 hours crammed into an almost nonstop programme running over a 35 period week. The very proliferation of subjects and the amount of confrontation required of students were clearly inimical to expectations of university-level standards, although in justice it must be said that through the years the standard expected of students in most academic areas was approximately first-year university level.

With 1966 came a population explosion; Graylands numbers jumped to over 400; this brought to a head some of the problems which most people had been prepared to gloss over in the past, and an article from a 1966 *Klaxon* deserves reprinting in entirety, for while it represents perhaps an over-reaction, it should be seen as an opposite view to that which persisted in earlier days.

One would admit that the adversity of the 1950s had perhaps had its positive side; but by the mid-60s, with the impressive new Secondary Teachers College under construction at Nedlands, there was genuine cause for some, perhaps even most, of the complaints which were made in this article:



And the demountables stayed!

*It's about time we had a closer look at this establishment . . . and began putting it in correct perspective. Please don't misunderstand; the last thing in the world I want to do is condemn people who take such a stubborn pride in the place, for I would be condemning myself as one such person. The fact is, we are so biased that we are inclined to overlook things which really demand attention, things that we hate to admit are there or are absent, and fear that our pioneering reputation will be shattered. Are we still going to be content to do all the backbreaking work and watch someone else take all the credit? True, to act according to tradition, this is what we should do. But I feel that with the problems made more acute this year, we must take some positive action, even if it means as much as approaching our own Union. This may seem to have almost 'revolutionary' undertones, but it is the only way to get any public attention and therefore any improvement.*

*Why hasn't something been done before? Why are we still pursuing our teacher education in sub-habitable conditions with few complaints? Let me suggest a reason. We have not stopped to consider the conditions, nor thought to make a comparison with any other establishment with similar aims or even realized that the conditions really are appalling. "Why create a rumpus when we only have two years here — we'll survive!" This is the attitude most of us are taking. True enough; but what of the lecturers who are to spend a decade in the same conditions? Bob Dylan was right when he said, "The times, they are a'changing"; but are we keeping up with them? We aren't; not only because of our own complacency, but due to lack of governmental assistance. Promises have still amounted to nothing, and will probably still continue to do so as long as we are content to sit back meekly. Action is the key word!*

*When we have visitors in the college, it is only natural that we should wish to show them the best there is to see. So when the Hon. Minister honours us by a visit, we show him the magnificent gardens, the Sunken Garden, the empty canteen, and students concentrating on a model of some description in the apparently well-equipped craft room. But does he see the overcrowded canteen in the lunch rush, the grimaces of students trying to*

*concentrate on a lecture while others are beating copper not five yards away, students getting soaked while trying to escape the teeming rain in order to arrive punctually at lectures, or jamming themselves into the extremely inadequate locker room in the winter? Of course not! These are the things we don't want to publicise; we don't want people to see the numerous failings of our college. Does the Hon. Minister remember the time the students levelled off a large tract of land, surveyed it and planned a bitumenized area for basketball? When they had installed, at their own cost, hot showers? When they supplied their own finance and labour to paint the hall and locker room? When they installed a drinking fountain, and other such praiseworthy efforts? Really, by helping ourselves to such an extreme extent, we are contributing to our own downfall. Responsible people outside college have taken the attitude that if they don't provide assistance we will finish up doing it ourselves, so why waste money when it could be used elsewhere? I could suggest a few reasons!*

*What does need urgent attention? We need more accommodation for lunch. The only accommodation is the locker room, which at its greatest capacity can only hold 120 students. This is hardly adequate for the 430 students who need shelter during the rain, and are forced to eat lunch sitting in cars, or out in the open. We need a larger, better-staffed canteen to cater for everyone. Many students are disappointed when they go to buy lunch, to find that there is nothing left. The canteen is the same size and has the same staff as it did ten years ago, when there were fewer than 250 students at the college. Those who run the canteen do a magnificent job as best they can under the circumstances, but there still remains a lot to be desired. We need more parking facilities, as it is the top parking area that lawfully belongs to the Commonwealth Hostel and an error in the construction of the fence fortunately came out in our favour. There are 60 legitimate parking spaces on the grounds, in comparison with the average daily 100-plus cars. The staff need more room for a number of reasons. At present 14 staff are sharing rooms. They need a room each for storage, tutorials and adviser periods. Also I feel that they are poorly treated with regard to the number of lectures they must deliver each week because of the large number of students and*

*the small staff, and the amount of time they can spare for each student because of the huge intake. Staff need more equipment in order that their teaching be more effective. Many people do not realise the extreme shortage of equipment, especially in science, where there is no equipment at all; spoken English, literature, music, and practically any subject one chooses to mention. The library is entirely inadequate for tertiary students. Inevitably we must travel miles to the public library, or sneak into the University library (already over-crowded with Uni students) which we are not lawfully permitted to use, for supplementary reference reading and assignment work. And what of sporting facilities? Even primary schools have their own playing fields, yet we at teachers college must seek private grounds for sport. Over-loaded classes are another problem. Upper secondary school classes are supposed to have a class size of 25. We are expected to have 30 at tertiary level; at least one class has over that number. The assemblies of the whole college are virtually impossible, and even the hall audio equipment is inadequate. There has been absolutely no attempt to provide on-site boarding facilities for country students, and it is very difficult to arrange board in the city whilst still living in the country, before beginning the course at college. Overall, I would say that there has been more regression instead of progress.*

*I feel that this is inexcusable, when, under these circumstances, well-trained teachers must be turned out annually, keeping in mind that Graylands was, and still is, a temporary establishment. How can a third teachers college be built, and a fourth planned, when the second is in such dire need of attention and improvement? Each year when improvements are suggested, a token is offered, making us think that something is to be done after all. Men come and patch up holes in the bitumen, or we are promised a football oval, but nothing ever eventuates.*

*I go to Graylands. I am proud to be a Graylander. Like so many others I feel like a foundation stone even though the college has been established for ten years, because I helped in the construction of a part of it. I am continually amazed at the ever-present enthusiasm of each and every one of the students to make the*

*best of every situation and opportunity, and the vital, patriotic support amongst the student body as a whole. But with the changing face of the world, of teaching methods and instructional techniques I feel that we should, for the first time, take a firm stand, and really get our teeth into doing something constructive to improve the existing facilities — this time not taking it upon ourselves — (there is too much to be done and too little time for that) but by seeking and getting public assistance.*

*This task is mainly up to the first years, although we will give it all the support we can whilst still at college. Second years will be leaving at the end of the year to take up responsibilities elsewhere, and although their loyalties will still be with Graylands, they will have to put their efforts into primary school activities in trying to achieve similar ends. I am certain that the staff and the Union will support any student action along these lines. As long as the action is channelled in the right direction we have a great chance of receiving some attention. And, after all, I think we deserve it, don't you?*

The perpetual question of rebuilding or resiting was put off again. Still, most Graylanders were used to rumours and rumours of rumours. The old hands had heard it all before. Graylands could cope with the extra numbers; it would make do, somehow. Consequently, the year was largely without incident; the Sunken Garden was virtually complete, but the new demountables needed landscaping; as an alternative to an Open Day or a college production, a somewhat grandly titled *Exposition of Arts and Sciences*, was held in August. The CMF platoon finally petered out from lack of support, *Interstate* continued, and students made their biennial pilgrimage to the City of Churches.

An extra group (1J) entered in April, 1966, to be graduated at the end of first term 1968. Apart from the big influx in numbers there were also notable changes in the staff. Biggins continued to act as principal until April, when he went to the United States and Britain on an Education Department scholarship to study methods of training secondary teachers and the education of the gifted child. Graylands attracted many good students; Biggins remembers

some of those from his years at the college:

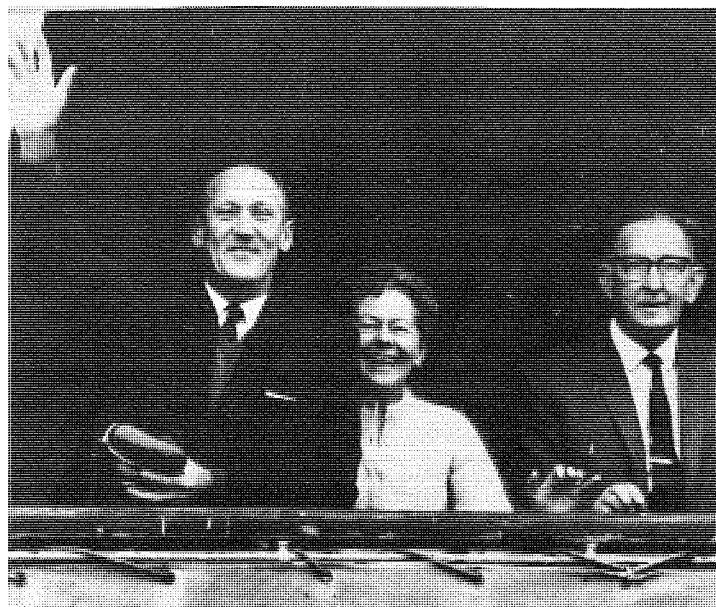
*The president of the Student Council when I came here, Mike Moran, seemed to be thoroughly typical of Graylands and showed the very best qualities of Graylands people. He was an absolutely dedicated teacher; he had a marvellous knack of getting on with people his own age, with people outside school, parents and young people too. I had the luck to meet Mike at various times during the time I was out in schools. I think of him as a pioneer of Graylands and as one who showed us how Graylands worked and how it was run.*

*Others come to mind: Joan Smyth, of course, made history because she was the first woman president of a Student Council in a W.A. teachers college — she was quite an outstanding girl; the man in charge of speech in the Education Department, Guy Davies; Denis O'Callaghan was another president of the Council, a man of high standard and ability. John Reid was a good man — perhaps our quietest, most academic president. Some students surprised people here by going to America, where their teaching diploma from here got them into universities. They unquestionably showed that they had what it takes. Ian Lilly was quite musical and clever at writing lyrics, verse and so on. We had Bob Prodonovich — he was outstanding; in all the time I was here he was the one most obsessed with improving the Graylands campus. At Graylands, Bob would plod around here half the day in a pair of old shorts and often be taken for the gardener by a stranger. He was always working hard on various manual jobs, improving the gardens and rooms.*

Bob Peter succeeded Biggins, with Staples acting as vice principal, and was appointed principal in May 1966. However, he immediately left on an Imperial Relations Trust Scholarship for studies at the London University Institute of Education and, after seven years at Claremont, Jock Hetherington returned to Graylands to act as principal in Peter's absence. Edith Westhoven was appointed women's warden at the Secondary College and Vin Walsh was seconded to the primary division as a superintendent. Peter studied teacher education in England, Scotland and Wales. He felt it was

important to see at first-hand the source from which most of our own practices and philosophies had emanated earlier in the century: the Scottish influence, for instance, with its emphasis on methodology, and the English, with its emphasis on the academic strengths. He visited 53 colleges and universities, and probably, at that time, no-one from W.A. had made such an intensive study of British practice.

During his absence, there were no further developments in the long saga of where Graylands would be rebuilt, though rumour implied that possible sites could be either Education Endowment Trust land occupied by the Cottesloe Golf Club or university land near McGillivray Oval.



**Bob Peter and his wife return from overseas.**  
An anonymous passenger seems startled by . . .



...the exuberance of the Graylands spirit

## 5: THE BEGINNINGS OF CHANGE 1967–69

It was originally intended that the Secondary Teachers College be built on a site on Crawley Bay, but this was exchanged for the land on the corner of Hampden Road and Stirling Highway, and the construction of the first new college since 1902 marked the beginning of the final controversial period in the life of Graylands.

Until 1967, there had been no other yardstick except Claremont by which to measure the shortcomings of Graylands. However, as the modern buildings of the Secondary Teachers College went up, on a site little bigger than that of Graylands, it became apparent that the Graylands students and staff were putting up with what were really unacceptable conditions. That feeling, of course, was later exacerbated with the commencement of Mount Lawley college in 1970 and Churchlands in 1972, when Graylanders could not understand why the college was not closed coincident with the opening of one or other of them.

In 1967, it seemed obvious that if anything was ever done about Graylands, it would be in the nature of a replacement building on another site. Traylen said that there would be no more buildings at Graylands as no money was available. He personally wanted the college to be rebuilt on its existing site but he expected it to be transferred somewhere else. There were rumours that it would be rebuilt at Mount Lawley near the Coolbinia primary school, but of course the reality proved to be another college, *not* a replacement for Graylands.

There was, however, a brief period when the proposition for the building of a new college on the Graylands site was discussed. Peter says:

*We were full of hope then; in fact, we evolved a design stretching in an arc around the top of the hill, looking down on the campus. We got to the point of drawing a two- or three-storey structure, where the basketball courts are near the library, stretching around past the assembly hall, along the road that flanks the hospital, with underground parking being built into this. We preserved the idea of a particular kind of campus which was a part of the ethos of Graylands. However, I found it difficult to get any information,*

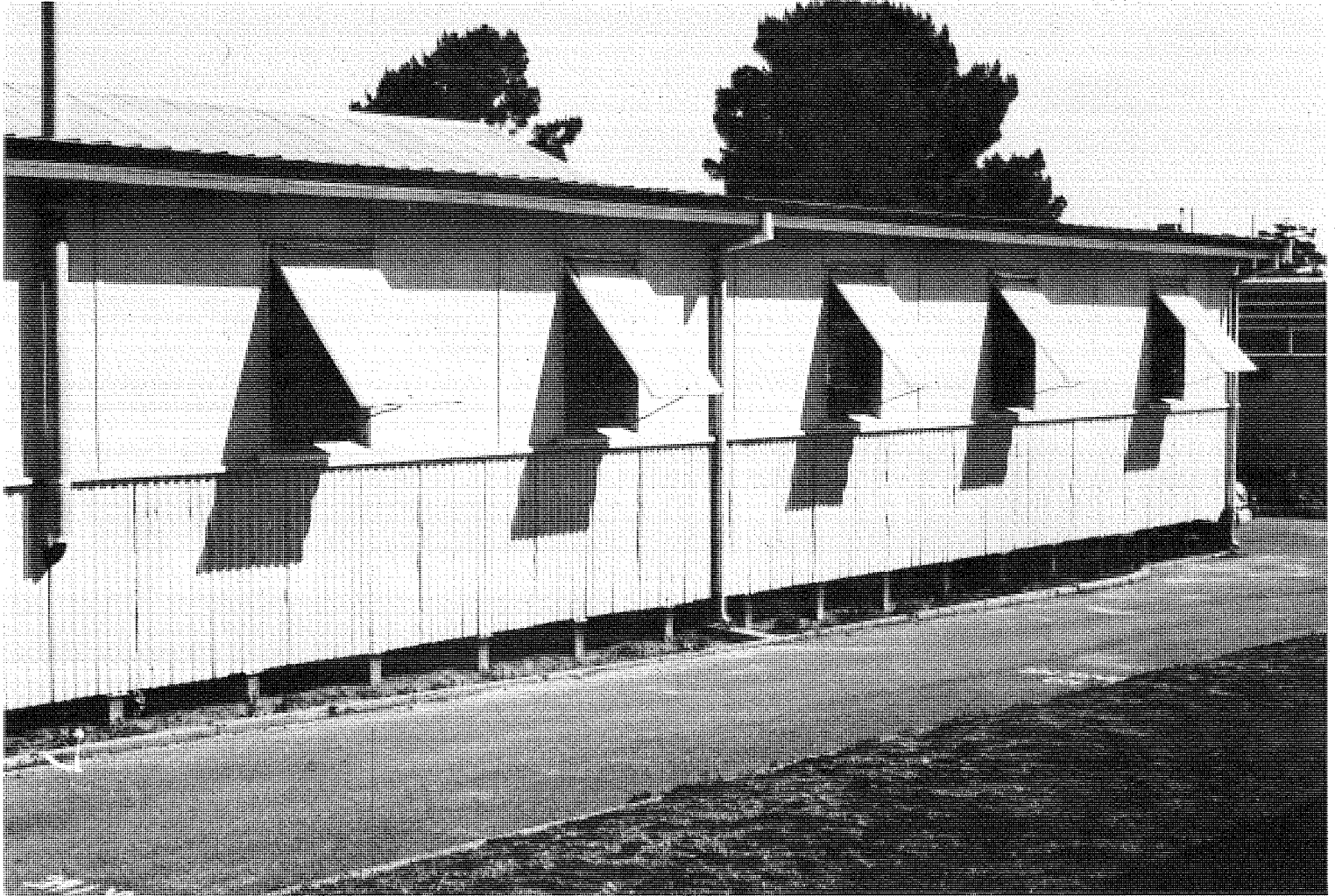
*even on the boundaries of the Graylands site. Land which I thought belonged to the college turned out to be part of the Mental Hospital. It was all shrouded in mystery – we thought at one time we would get the little bit of land that is now used for State Housing Commission homes. That fell through. When we did have improvements made, the architects decided that they should be in harmony with the existing environment, so they took battered sheets of corrugated iron that had been used at the Mental Hospital, and used these for extensions to the various buildings. Instead of windows, they put up shutters; and when I asked them why, they said it was to match the shutters on the other side!*

The public attitude to the poor conditions at Graylands was summed up by the same principal:

*I don't think the public have much sympathy for people teaching anywhere; the public attitude towards teachers and lecturers, if they ever think about them at all, is that they are a very privileged group of people. That comes out in letters to the paper. At various times we planted stories about Graylands college – we got half pages, photographs and captions such as "the rusting tin sheds of Graylands", but there was very little response from the public, as manifested in letters to the Editor or any follow-up of that kind; so I don't think the public cares a damn.*

In 1967 the college population was up to about 450 students it had almost doubled since its opening. There were very few significant developments: the Sunken Garden was finally completed and grounds periods ceased in third term as there seemed to be no major projects to be attended to for the time being. After years of the administration having to perform clerical tasks as well as running the college and lecturing, a registrar was finally appointed in the middle of the year and a cubby-hole, which could hardly be called an office, prepared for this purpose. The verandah next to the typing pool was enclosed to house an offset printing press and photocopier; some attention was even given to the toilets and their disgraceful condition was marginally improved by relining.





Shutters!

On the teaching side, the Sunken Garden came into use for theatre in the round, and Hugh Thompson, who had joined the staff in 1966, started a Film Society. Other staff movements in these years included Betty Pick and Bob ("Jock") Goodwin joining education and psychology; Bill Kay, practice; John Prestage, maths; Hayden Jones, English; Doug Markey, social science; John Lake, science; Tony Monk (an ex-Graylander) art and craft; Jennifer Browne, physical education and Shirley Whitehead, needlework. Temporary lecturers included Jennifer Allen in craft and John McPherson in practice. Bob Peter continued on leave in 1967, with Vin Walsh acting as principal, Charles Staples as vice principal and Lesley Graham as women's warden. In May, 1967, Walsh fell ill and Staples acted as principal with Ralph Hoare as acting vice principal. When Bob Peter resumed in August 1967, Walsh returned to a superintendency and Staples reverted to being acting vice principal.

Students had become unhappy about the concept of combined graduation ceremonies. They wanted their own. The 1967 ceremony for students from Claremont, Graylands and the new Secondary college was held in the Claremont grounds, but Traylen was opposed to separate ceremonies. He wanted unity in teacher education but students felt that Graylands people were submerged in the large numbers at a combined graduation and lost their separate identity. It was an issue upon which students felt quite strongly; they believed that if they had gone through college with a group of people they knew well, they should also graduate with them. Even after Graylands achieved the right to conduct its own graduation ceremonies, many students complained about the calling of names in alphabetical order, as they wanted to receive their certificates or diplomas in class groups. On each occasion, this request was rejected on the grounds that these were college ceremonies and students should maintain their identity as students of Graylands, and not members of a specific group within the college.

Despite the earlier decision to conduct no more than minimal maintenance at Graylands, 1968 saw a reversal of this policy and some significant upgrading was undertaken. The exteriors

of the buildings were repainted, for the last time in the life of the college. An extension to the recreation hall, about 20 metres by 8 metres, was added; the assembly hall was enlarged by the relocation of a partition and re-roofed; its southern verandah was enclosed to act as a dressing room and a store room; the eastern verandah of the craft room was enclosed to provide space for a potter's wheel and metalwork benches; the verandahs of the demountables were enclosed to provide more staff studies. An open-sided structure, based upon an Indonesian design for a meeting house, was commenced on the northern side of the administration block to act as a venue for drama, music, discussion groups and so on. It was known as the *Pondok*, and was the last major project on the campus in which students participated during the life of the college.

For the first time in several years, the college principal was present throughout the year, and this was important as vital changes in teacher education were beginning to arise. In 1968, Claremont introduced an extended three-year course for primary teaching and Graylands was expected to follow in 1969, with an overlap of two- and three-year groups to run for a few years. Consequently, as principal, Bob Peter was concerned with the details of planning this important change in courses – really the first major innovation since 1955 – and with preliminary planning for the new college which had been proposed for Mount Lawley.

There were strong influences of the British system on practices in Western Australia. In teacher education, it showed itself in the adoption of the optional major studies, about 1949, in Claremont as an extension of the 'main studies' of the British system. The three-year course was introduced in Britain about 1963; it was inevitable that W.A. would, after a proportionate time lag, follow suit. All that was happening was that the "lead time" between introduction in Britain and introduction in Western Australia was shortened to about five years. Later, the B.Ed. was another reflection of how W.A. tended to follow the British pattern.

Times were changing in other ways too. The rule that lecturers should wear academic gowns was waived, and by the 1970s

students were to see the staff in rusty black only on graduation days. On the other hand, as the cult of the mini-skirt and other casual styles spread, the administration ruled that women were not to appear at lectures in gym clothes, track suits, pant suits, culottes, slacks or jeans. Stockings were optional at college but required on practice. Extreme mini-skirts were forbidden. By the 1970s this rule was further relaxed and the main requirement of students was that they be tidy and reasonably respectably dressed, with the proviso that they must still maintain careful standards on practice. Generally students responded pretty well to a more informal approach.

1968 was notable in several ways. The experimental 1J-2J group of students graduated in July at a special ceremony held in the college hall. There was a substantial turnover of staff: Margaret Broomhall joined education and psychology; Allan Uhe, English; John Caddy, Ed Jaggard and Murray Gatti, social science; Fred Stewart and Ian Templeman, art and craft; Geoff Sinclair, physical education; Bill Richards, practice and George Wyatt, the library.

It was above all, however, the year of the famous (or infamous) trip to Adelaide on the liner *Fairstar*. After all the complex arrangements to transport the students by rail to *Interstate* in Adelaide had been made, a strike was called which made it out of the question to use the railways. It was impossible to get enough buses to transport the party of 240 from Claremont and Graylands and air fares were too high to allow use of the airlines. The RAAF was approached but was unable to help. Then an enterprising local shipping agent, when approached, cabled the *Fairstar* in mid-ocean and was able to arrange for berths on the vessel from Fremantle to Melbourne. Eventually the students left Fremantle on 23rd May, reached Melbourne on the 27th and Adelaide the following day. The trip was not without incident. The delights of the ocean liner proved too much for some; others succumbed to seasickness; there were no sleeping berths on the train to Adelaide. The students arrived somewhat the worse for wear. *Interstate* was shortened because of their delay in arriving; and there was a general disenchantment with the attitude of the Adelaide students, who seemed to want to take part only on the assumption that they

would win. Bob Peter felt after this somewhat hectic trip that *Interstate* was probably still worthwhile, but the sporting side seemed to be somewhat of a waste of time, and he also felt that it was unfortunate that students saw nothing of South Australia during their visit. Still *Interstate* was not quite dead, and the competition persisted for a few years longer.

Murray Gill, president of the Student Council in 1969, writes of Graylands in the late 1960s:

*I suppose if there was a single highlight to the college programmes in my years it would be the memorable Interstate trip to South Australia with a boat load of wonderful English migrants on their trip to the land of splendour, having rejected the West. The luxury of that trip will always live in my memory: students idly spending their time on the deck chairs reading Proust, Joyce or Lawrence and rejecting the delights of the public bars scattered over the ship. Mingling with those ruddyfaced refugees from afar was an education to me.*

*Alas, even this heavenly boat of joy was touched with scandal. It was rumoured that one of our party, after a fit of riotousness, spent some time in the brig. . .*

*Ross Bromilow was a guiding light in this area; what with calisthenics, footie and the "Dags", we were never short of some serious pursuit of a higher order. The Dags was a famous off-shoot of the footie team.*

It should be pointed out in fairness to Grays' sporting record that, over the years, numerous League footballers have passed through Graylands, including Gerry Neesham, Grant Dorrington, Richie Haddow, Gary Malarkey, Gary Martin, Alan Rose, John Leyendekkers, Stephen Green, and, very briefly, Ross Glendinning. Other successful athletes have included swimmers like Gay O'Malley and Gordon L'Estrange, and track stars like Margaret Burvill and Jim Wieland; and, of course, Test captain, Kim Hughes.

The last year of the 60s marked the beginning of the new three-



The Pondok

year course, but the college admitted first years for both two- and three-year courses of training and reached 500 enrolments for the first time.

The new three-year course changed the old certificate pattern. Fewer subjects now comprised Group A. Spelling came into the written English course and arithmetic into the standard maths course and screening tests in these subjects were omitted. The new Groups were: A: education, methods, psychology and practice; B: art/craft, music, oral English and drama, physical and health education, science, sociology, literature and, for the women, needlework; C: Three options; one "academic" (C1), one "teaching" (C2) and one "personal development" (C3); in addition, students had to choose two of the three electives in second year – history, geography and literature. Group D was the usual concatenation of areas not required for certification.

As the three-year course got under way (and it would not result in significant changes until 1971, when the first group of three-year students reached their final year), the hope was expressed that the extra year would encourage study in depth of the existing course and provide further opportunities for the student to mature. To some extent it succeeded in these respects.

On the other hand, the new course was not without shortcomings, and later attention was given to the need for a comprehensive overhaul of the entire course. Thus, students who found that they had made a poor choice in their selection of options in 1970, were compelled to continue with them for some 150 hours, and it was probably unrealistic to expect students to maintain a high level of interest in a unit which ran over two years, usually with the same lecturer and certainly within the same subject area. These and other matters were not really remedied until the mid 1970s when a full review of courses resulted in a rather different approach to course design, based on semesterization and the concept of the first year as a comprehensive basic year, with wide opportunities to specialize in the two later years of the course.

Also in 1969, the Education Department admitted a small number

of married women to Claremont and Graylands; four of the five chosen went to Claremont and the sole Graylands entrant, Hazel Udell, recalls this period of her life with some pleasure:

*I enjoyed every moment of my two years at Graylands. I was almost too old, being 36 when I started, but I found the course of great interest and the personal contact with young people very stimulating. I found that most of them accepted me readily and I became one of the crowd of students. The lecturers, too, accepted me as yet another student although there were only two mature age students in the college at that time.*

Her experience would be echoed by the married men and women in their thirties and forties who came through over the years.

New faces on the staff in 1969 included Ron Hazelhurst and Mike Small in education/psychology, Dud Ibbotson and Dorothy Rushton in practice; Joy Bignell and Glenys Nicholas in English; Colin Kenworthy in oral English and drama; Peter Barry, Colin Marsh and Ted Buttfield in social science; and Ross Gamble and Philomena Rourke in physical education. John Honniball replaced George Wyatt in the library and in the third term, Jim Archibald was borrowed from Claremont and re-organized the teaching aids section of the college. Charles Staples continued as acting vice principal for the fourth year.

Some further additions were made to the administrative block: a bookshop and machine room were added, and, on the part of the students, the *Pondok* was completed. For them dress rules were relaxed further; slacks became acceptable for women, although as yet jeans were not considered *de rigueur* on the campus. Dress at the height (literally) of the mini-skirt boom presented something of a problem on practice, and it was suggested that college should instruct the women on how to sit, kneel down and generally comport themselves with some dignity while wearing miniskirts. Principals felt that this was essential where upper primary boys were being taught!

1969 was Graylands' final year as host of *Interstate* and the college

had the satisfaction of beating Claremont into third place, with, as usual, victory going to Adelaide.

A bone of contention had always been the notorious “bond”, and as the years went by, the allowance paid to students for which they agreed to serve the Department in return seemed to have lost all connection with the rising cost of living. For many students, progress at college was compromised by money worries, which led some who could least afford the time to ‘moonlight’ in order to make enough to supplement their allowance in order to live. A few lines of doggerel from a contemporary *Klaxon* sums up student attitudes to allowances:

*The student stood at the Pearly Gates,  
Her spirit no longer bold;  
She waited for Saint Peter  
To admit her to the fold.  
“And what have you done?”  
Saint Peter said,  
“To gain admittance here?”  
“I’ve been a student teacher  
And underpaid two years”.  
The Pearly Gates swung open wide,  
Saint Peter touched the bell,  
“Come in”, he said, “and choose your harp,  
You’ve had your share of Hell!”*

Mount Lawley College opened in 1970, in temporary premises at the Teaching Aids Centre in Subiaco. If Graylands staff and students expected this to mark the end of Graylands, they were wrong. Some of the staff, led by Bob Peter, who had been appointed principal of the new college, were transferred to Mount Lawley. But, as in 1967, there was no decision on this occasion to close down Graylands. Instead, it seemed to have a tenuous kind of permanency: it had gained the right to publish its own *Calendar* in 1969 and in 1970 it had its own separate graduation, at the Village Cinema in Dalkeith.

The college had established its own permanent bookshop in 1969

and, in 1970, had another change of principal, with the appointment of Clarrie Makin. Vin Horner was appointed vice principal, but withdrew his application before taking up the position, so Dud Ibbotson temporarily filled in. Bob Peter had taken Len McKenna, Bryant McDiven, Glen Phillips, Colin Kenworthy, Colin Marsh, John Caddy and Charles Staples to the new college, so that meant a large number of new faces in 1970: Bill Hawthorn in art; Viv Evans and Ken Willis in English; Cornelius de Munck and Barry Palmer in music; Peter Leece and Peter Reynolds in social science; Pat Adamson in junior primary, for instance.

There were further relaxations in the rules regarding student dress: “good taste” became the main criterion, which may explain why one of the most popular ceremonies at Graylands in recent years has been “Bad Taste Day”! However, those males who wished to wear beards were still required to apply for permission to do so.

A nice touch in 1970 was the marriage of the Student Council treasurer, Max Hannah, and a college typist, Jill Stone, in the Sunken Garden. Max later returned as a lecturer on secondment.

With the end of the decade came the departure of Bob Peter and other staff for the new Mount Lawley College. It was pertinent to ask what Graylands had achieved by this time. Students came to Graylands largely because they chose to and they chose to in the framework of a certain perception. They perceived it as being a “down to earth” college, and that tended to match their own characteristics. These were people who were pretty down to earth — practical if you like — concerned more about the practical aspects of teaching perhaps, than with the academic; the college encouraged this kind of thing and so its products were people who functioned effectively from the beginning and gained a very good reputation as being skilful, concerned practitioners. The college accentuated the importance of classroom skills from the beginning, something which has been downgraded in some newer programmes, where there is a much stronger academic emphasis. Graylands instilled in students qualities other than classroom skills; for example, how to function in club situations, and, by



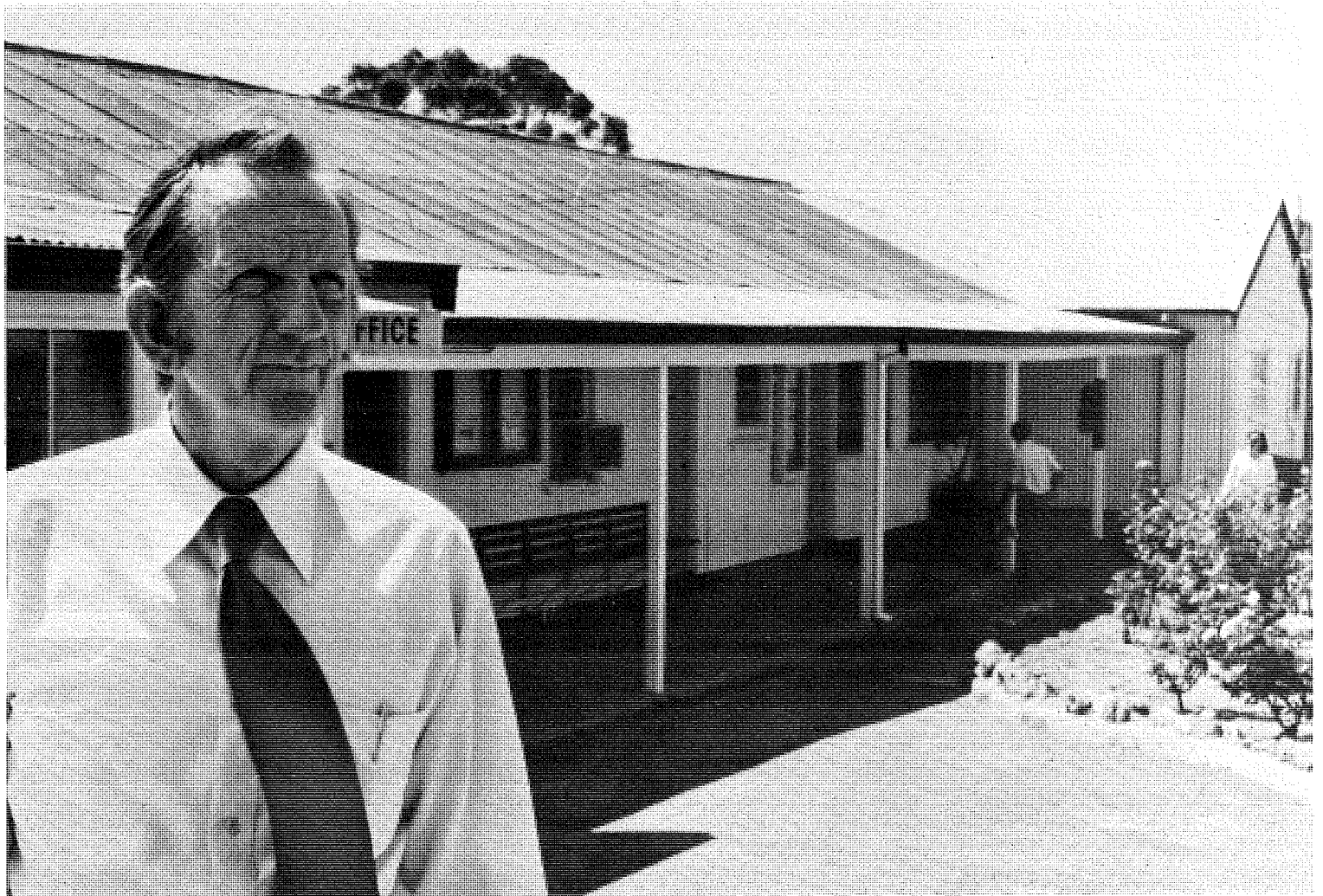
The Stone/Hannah wedding in the Sunken Garden

virtue of the social experience they had in this tightly-knit community, how to be a person who understood other people.

There also began, at Graylands, in the late 1960s a movement towards the *reformation* of teacher education, and some staff began to work on ideas which later on were said to be fairly revolutionary. Continuous assessment was a very daring sort of move which was later translated into fullscale operation at Mount Lawley, but it began at Graylands, in an experimental way. The second change was the infusion of a more theoretical content into teaching practice, by integrating the two activities more thoroughly. It began as a concept called "teaching workshops"; the idea was that one spent a half day in, to some extent, unstructured activities, focused on the problems of the classroom. This was put into practice again at Mount Lawley, where the teaching workshop became very successful. It originated at Graylands. The third innovation, for that time, was the greater involvement of staff and students in decision-making processes. It was this widespread involvement in *what* was taught and *how* it was assessed that was an innovation for that time. The fourth departure from tradition was the methodology of teacher education; that is to say, how courses were presented. Traditionally, colleges were bound to the lecture situation, because that, in turn, was bound up with periodic examinations. Graylands tried to innovate with new teaching strategies.

So in these respects, Graylands had quite an impact. It is interesting to notice that the other colleges have taken up many of the ideas initiated at Graylands in those days.





Clarrie Makin outside the Admin. block

## 6: THE MAKIN YEARS 1970-77

Clarrie Makin came to Graylands without the intention of making sweeping changes.

*I don't think that I had a great ambition to change anything. You look at a situation, and if it appears to be going fairly well you really try to do very little to change direction; I don't know whether you can change direction a great deal. I think in the first assembly I told an animal story. I had just been dealing with the Achievement Certificate and stating educational objectives fairly clearly in "doing" terms and my first story in the college was to suggest that we get our education objectives clear and get rid of the highly theoretical aspect of the colleges, and decide what we were going to do. I was coming with a fair amount of curriculum theory and practical experience as a superintendent in a situation where we had been looking very closely at the translation of educational objectives into classroom teaching. If I valued any emphasis within the college, I think it would have been on the practical teaching component as the most significant part of the college programme, and hopefully every member of college had the same outlook. Graylands had a certain spirit and I think this came from the overall emphasis in teacher training on the development of the person. This had been a feature at Graylands which I was happy to try to continue with.*

He saw 1970 as a year of consolidation and planning for the critical third year for the first group of 3PX (*primary extended*) students in 1971, although Makin, with a background in audio-visual work, had plans for upgrading this technology in the college and building on the plans which Peter had laid for the development of semesterized courses.

This latter concept, which meant that courses ran over double time allocations for half a year instead of a full year, had the advantage of halving the number of units which a student took at any one time, but at the same time had certain disadvantages, as it reduced the time available to the student for study, and this was certainly a difficulty in areas such as literature or the social sciences, where a fair amount of reading was required. Semesterization was deferred while the mixed 2P-3PX programme was still running. Continuous

assessment (numerous assessment points rather than a single assignment and terminal examination) had been introduced by Peter and was continued. It had the advantage of giving students and lecturers quicker feedback on performance and weakness, but it also meant that students were faced with some form of assessment in almost every week of their course, and there may have been some drawbacks in this, as it made for continuous pressure on the student. On the other hand, the traditional practice of leaving everything to the last minute and cramming the night before, which was characteristic of the annual examination system, was certainly imperfect.

1971 marked the end of the old two-year primary course. Thereafter all primary students from Graylands were three-year-trained and at the end of that year, both two- and three-year-trained students graduated from the college.

Already the new course showed some problems. Students continued to be heavily loaded in second year; they were expected to attend 31 lectures per week, more than twice the comparable load of a university student. This inevitably meant that academic standards were difficult to maintain as students had so many disparate units with which to cope. One solution seemed to be semesterization, but this in fact did not come into use at the time, but a year or two later.

Another problem was practice teaching. The decision that third-year students from the three primary colleges would undertake a term's attachment in schools in the third year (known as the Assistant Teacher Programme) presented some difficulties in making arrangements with schools. The absolute goodwill of teachers and principals was essential for this to succeed, as no payments were made to schools for taking students on the A.T.P. From the point of view of the college, it was important to ensure that students did not simply become supernumeraries, a modern equivalent of the old monitors, and compelled to do the odd jobs around the school. This did not happen. Students were well-received in schools and treated more or less as equals and received valuable experience impossible to gain on the short practices. On

the other hand, the need to fit students from three (and shortly afterwards four) colleges into schools meant that the 3PX year had inevitably to be broken into one term's school experience and two terms of academic work. In the case of Graylands, students went on ATP in second term, leaving them with about 20 effective weeks for academic work, and this division of time naturally had implications for planning of academic programmes. It was found too that second year students tended to become bored because there was none of the interest of a new programme which they had found in first year, nor the prospect of looking forward to being appointed to schools found in third year. One suggestion, discarded because it seemed too early in their development of teaching competence, was to run the ATP in second year. Another, which later proved successful, was to conduct a mid-course camp half way through the second year, and this seemed to revive student interest.

In April 1971, Bill Halliday retired from the principalship of Claremont and was replaced by Lloyd Pond, who held this position for seven years, until his retirement and replacement by Clarrie Makin. In 1971 also, Earle Nowotny from Secondary College was appointed vice principal of Graylands and Doug Jecks was appointed principal of Churchlands, which was to open in 1972. Interestingly, each of the college principals was a West Australian, highly qualified academically, and each enjoyed a substantial overseas reputation.

At Graylands it was a year of many staff changes. Ross Gamble stood in for Ross Bromilow who was on leave, and other new faces in that department included Barry Gibson and Carmel Slater. From practice, Dud Ibbotson took up a Commonwealth Institute Scholarship in the United Kingdom and Bill Richards returned to the schools, so Bert Murphy joined practice. Other new faces were Sandy Moore, Shirley Gollagher, Lynton Sadler, Frank Amer, Keith Rutherford, Betty Seale, Mike Jordan, Bob Rogers, Frances Dharmalingam, Avril O'Brien and Allan Edwards.

Tragically, Ron Bell died; his death was a severe blow to the college as he had done a great deal for the development of speech and

drama teaching. Betty Barker ably took over the section.

The college population continued at around 450 and space was at a premium; with fewer than 15 usable teaching areas for 15 groups, timetabling became something of a problem. The lack of effective cooling in summer meant, as always, that many lectures were held outside, where conditions were more comfortable, and the informal situation often proved just as effective as giving a formal lecture.

Makin always emphasized that the students would be expected to use a wide range of teaching strategies besides simply "chalk and talk" in schools, and the staff, with Makin's encouragement, launched into a wide range of variations on the traditional lecture, often using strategies which students could themselves try in schools. In other words, he was seeking to make the situation less a "do as I say, not as I do" state of affairs. Always deeply interested in audiovisual work, Makin also started the acquisition of videotape recorders and television cameras and made plans for the reticulation of closed circuit television throughout the college. Unfortunately lack of funds and other factors prevented full use of closed circuit television, but a very strong communications media department developed during the 1970s. In teaching practice, staff followed the work of Cliff Turney at Sydney University in microteaching and developed new strategies in this area. There were even fresh initiatives in the college grounds, as students built brick bays to the north-west of the library and there was some relief on the pressure for staff studies by the building of a block of six at right angles to the existing teaching and study blocks, parallel to the south road. The year also marked a change in the policy of the Department about the "bond". Henceforth students were allowed to work this out in non-government schools; previously there had been only a small quota permitted. This change helped many students who were anxious to teach, in particular, in Catholic schools.

So 1971 was a year of new faces and of the successful culmination of the first intake under the three-year programme. At the same time, there was still not complete satisfaction with the



Deadline!



New staff studies

course, but changes of a drastic nature did not occur for several years and were associated with the granting of autonomy to the colleges in November 1973.

This was the result of the passage, in November 1972, of the Teacher Education Act which divorced the colleges from the control of the Education Department, as had been recommended by the Jackson Report in 1967. As will be shown later, this proved to have fatal consequences for Graylands, but at the time it appeared that the colleges must gain from their new status as Colleges of Advanced Education and their freedom from the control of the Department. They were to be subject only to the direction of a new W.A. Teacher Education Authority in a limited range of matters, to overall co-ordination by the Tertiary Education Commission, and were to be funded from Federal sources.

Looking back on 1972, Makin wrote:

*As the control of teacher education moves to the Teacher Education Authority, and as more liberal guidelines have been laid down for the future development of the colleges as autonomous institutions, it is fitting that . . . I state . . . what I envisage to be the future of Graylands. The fundamental issue is, of course, the future of the college itself; and it seems quite clear that rebuilding on a new site is the solution. This is a matter which should receive high priority, not only for the achievement of educational goals, to which staff and students can aspire, but as well to match in some small measure the facilities and resources of other tertiary institutions now competing in this field.*

As the year marked the opening of Churchlands, on an open, cluster plan analogous to modern primary schools, and Mount Lawley was already established in modern and well-equipped facilities, the shoddiness of Graylands was becoming painfully obvious. Still the college continued to make do; the old drama store was cleared, painted and lined to serve as a makeshift television studio and extra lecture room space, but as it had no ceiling, it could not be used in heavy rain or in the height of summer.

To provide a more spacious centre for the television facilities which Makin envisaged, a Bristol prefab, which had become surplus to the needs of the Graylands primary school, was transferred to the spare land west of the library, and renovated. Makin had secured the services of Fred Fisher from the Education Department's Audio-Visual Branch to organize the new project.

It is worth saying something more about this. "Teaching aids" had been a traditional concern of teachers colleges. A carry-over from Claremont of the concept was represented by resources of all kinds: materials, people and ideas. But for years it seemed that no-one was really in charge of it (although many people were interested in it and, indeed, made worthwhile contributions to it) until Jim Archibald arrived in 1969.

Makin made some changes, motivated by his own experience and expertise in the field. He saw the need to introduce newer



Teaching aids

approaches in the field of teaching and learning resources, particularly educational television. The closed-circuit television equipment purchased by the college was first set up in the old Room 22. Apart from affording a means of observing situations (remember the old “psych” observation screens?) in the neighbouring room, it provided a mini-studio, from which programmes could be produced and used elsewhere. Several members of staff became involved in development, but the usual problem of time loomed large; there just was not sufficient of it to do justice to the idea and the scheme showed signs of becoming moribund.

Other institutions were setting up rather sophisticated areas in which audio-visual productions could be undertaken and were talking about “educational technology”. Because the connotations of educational technology are so wide, Graylands opted for “instructional technology” as an integral part of its teacher education programme. Apart from its teaching function, which was seen as being of main importance, the instructional technology section provided services for the whole college. These included the provision of materials and equipment for staff and students, and encouraging the use of all relevant media in the teaching of every department. As with the other departments, the emphasis was on making the learning process as meaningful as possible for the student, and relating it as closely as practicable to the situation as it existed in the schools. Sophisticated equipment and improbable materials were eschewed by Graylands.

The television facility, for instance, did not develop into the complex closed-circuit system first envisaged — the cost was prohibitive, anyway. When the new rooms were provided for the fledgling section in 1973, one was used for resources storage and as a workshop, and the other doubled as classroom and studio. The cameras already in use, and the cameras and other ancillary equipment that were to supersede them, were installed in Room 24. The aim was to provide programmes on videotape that could be replayed almost anywhere, as in the school situation. The development of video cartridges stimulated this planning, and monitors and video cartridge recorders were installed in lecture rooms.



TV in use

Meanwhile, the saga of the future of the college continued. There was not much joy in pressing for rebuilding on the existing site which was clearly far too small, apart from the facts that the ‘migrant camp’ land legally extended 3 metres into the eastern boundary and to the south the State Housing Commission was building pensioner flats.

In an effort to get some tangible commitment, the college invited the new Labor Minister for Education, Tom Evans, and the Director-General of Education, Harry Dettman, to inspect the college. Evans agreed generally with the complaints about the existing site and discussions took place about the possibility of rebuilding on it or going elsewhere. However as no firm assurances were given by the State Government, the college went ahead on the assumption that the life of the buildings could be another seven or eight years, and applied to the Australian Commission on Advanced Education for a \$300,000 capital works programme for the period 1973-75, to upgrade the existing buildings and make them more livable for the students and staff.

Staff composition changed radically in 1972, with the departure of Lionel Green, Bette Allison and Bill Hawthorn to Churchlands, Dorothy Rushton to Mount Lawley, Lorraine Hale to Claremont, Mike Small to Further Education, John Lake, Pippa Lloyd and Peter Mann to study overseas, Peter Leece to go into business for himself, and the return of Dud Ibbotson from overseas study. Ian Lantzke was appointed to maths and science; an American, Dann Jenks, and Marilyn Danielson, to oral English and drama; Tom Odgers to physical education and Cam Rielly to social sciences. To fill the other gaps, many valuable people, who later mostly remained in teacher education, came on secondment from the Education Department: Barry Armstrong, Gary Partington, Bill Lingard, Noel Bourke, "Trin" Kavenagh, Harry Phillips and Jackie Williams. Many of the 1972 arrivals were themselves ex-Graylanders. Those who received permanent tenure in 1972 joined the college under a system of appointments which superseded the old practice which had provided for appeals against appointments. An exchange posting of Peter Reynolds to New Zealand brought Ray Murray from the Christchurch Teachers College.

During the year the college demonstrated its strength in drama by winning the National Theatre Award at the State Drama Festival and a place in the TVW film-making competition. *Interstate* had

pertered out the previous year, and had been replaced by a local competition among the four primary colleges, but only in sport.

As a prelude to the autonomy which was expected to come some time in 1973, the college set up its first interim Board, which was chaired by Makin, and included Earle Nowotny, Lesley Graham, Tom Odgers, Mike Jordan, Ted Buttfield. and three students: the president of the Student Council (Debbie McGovern), Debbie Hammond and Doug Green.

Establishment of the Board led the way into the highly politicized atmosphere which characterized the final years of the college, for these people and their successors were to be responsible for most of the overall policy-making in the college when autonomy came.

One decision which seemed likely to cause some problems was that of holding the 1972 Graduation at the college. Fortunately, despite some trepidation as high winds buffeted the specially erected enclosure on the grass netball court, the novel idea went well; it was a *son et lumière* with a difference!

At the end of 1972, the college was in a paradoxical position. Twice it could have been closed, in 1970 and 1972, but this had not occurred. It was now expected to plan for the future on highly speculative considerations: could it survive, be shifted to a new site or be closed down? The uncertainty caused concern to students, who wondered whether they would finish their course at the college, and naturally to the staff who realized that sometime in 1973 they would have to make a critical decision: whether to resign from the Department to become an employee of the autonomous college or remain with the Department.

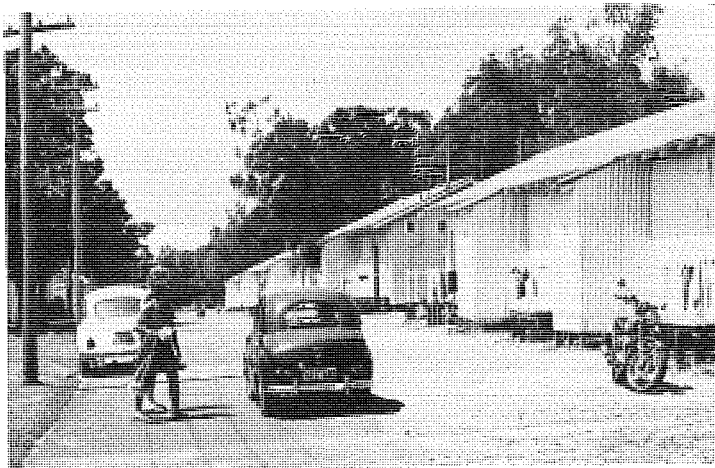
The prospect of autonomy obviously aroused mixed feelings for the Graylands community, but on the whole there seemed to be



optimism that under the new system the college would not be competing for funds with the schools and its chances of being rebuilt might be better.

Meanwhile, students had a new project upon which to exercise the famous Graylands talent for "grounds". In 1972, the old Point Walter camp, which had been built in 1941, was vested in the Education Department as a campsite for the use of the teachers colleges, and in 1973 transferred to the Teacher Education Authority. In many ways, the old story was repeated. The students were faced with similar dilapidated iron buildings at the 12 ha camp, but they pitched in to the development of Point Walter with the same fervour that had characterized the original Graylands pioneers of 1955. They built an amphitheatre and adventure playground, which were used by the many community organizations and schools which were permitted access to the camp.

This movement of the locus of Graylands activities to the Fremantle area, with camps and "grounds" being conducted at



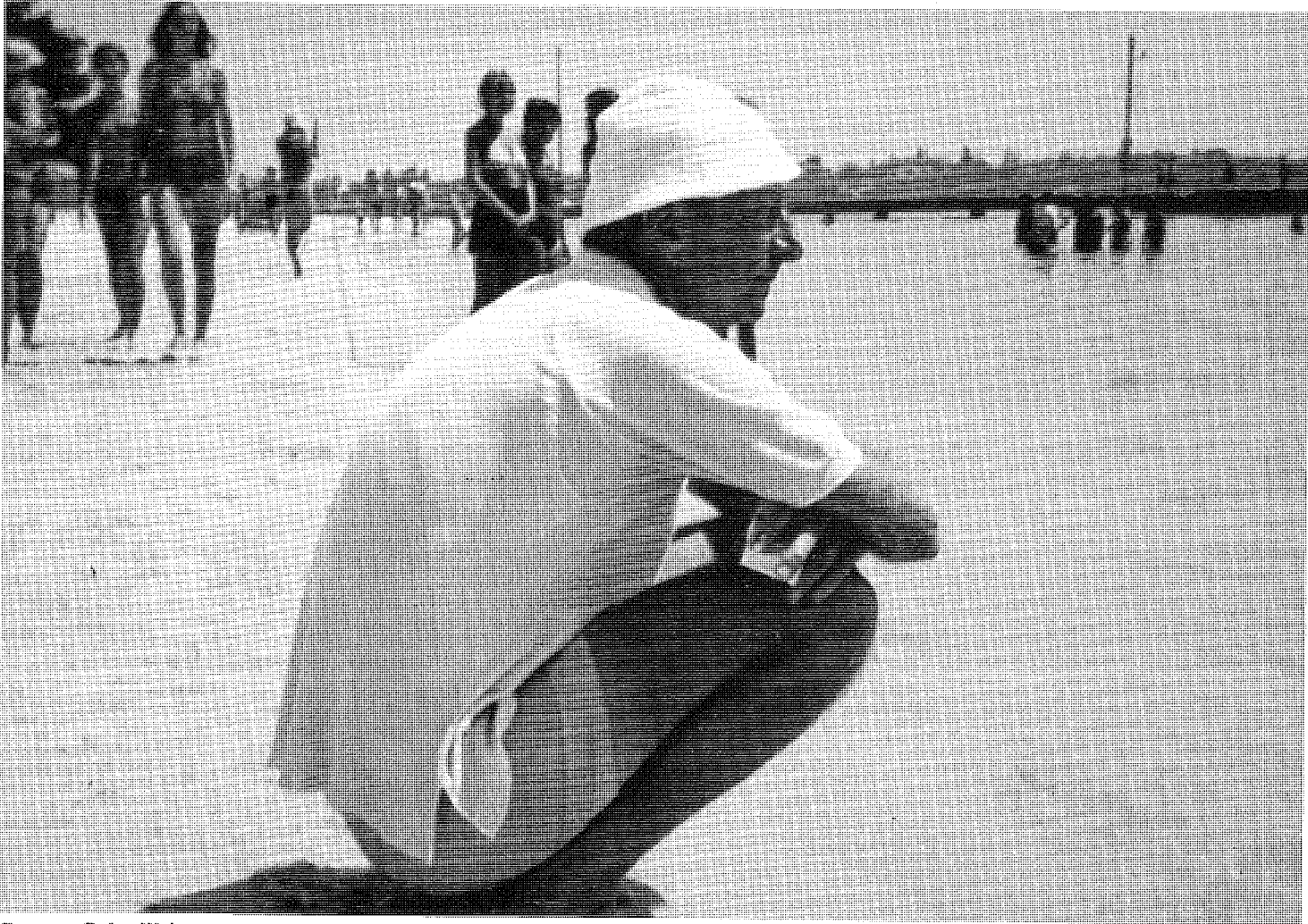
Point Walter camp

Point Walter, was complemented by the administration's efforts to look for a suitable site for a new college at various locations around the port: the old Leighton guns site; the Swanbourne Rifle Range; at Rocky Bay, and within Fremantle itself (using established buildings).

There was also talk of establishing the new replacement college at Bunbury, but Makin pointed out that of the 1973 intake to *all* four primary colleges, only 84 students had come from the entire South-West and consequently the viability of the "catchment area" for teacher education must be challenged. There were other objections to Bunbury: it would not allow for the easy phasing out of Graylands because of the distance (over 180 km) from the existing college; there appeared to be an insufficient number of schools available for practice in the area, and facilities for the boarding of students were problematical.

As it transpired, of course, the Institute of Technology moved into the Bunbury area and provided tertiary facilities through its extensive extramural studies department. At the same time, WAIT was seeking approval to start a new Institute of Technology in the north-west corridor at Whitfords, a location which would have had implications for the intake area of Churchlands and Mount Lawley. There was some abortive discussion of a proposal that Graylands could become the nucleus of a School of Teacher Education at Whitfords.

Thus the year up to the so-called "appointed day" in November 1973 was one in which students were well occupied in studies, practice, and working at Point Walter, while the administration canvassed the possibilities of a wide range of new sites for the college. When the "day" actually arrived, it had been arranged that those staff who so wished could continue to be employed by the Department for a further six months, during which time they could make up their minds whether or not to sever their links with it. As it happened, most immediately elected to join the new WATEA, and those who took advantage of the period of grace allowed, eventually decided to stay with the college, knowing as they did that its future was, at best, doubtful.



Brom at Point Walter

With the formation of the new Authority came the need for a new staff association, as staff were obliged to quit the Teachers' Union. John Prestage of Graylands became secretary of the new Academic Staff Association of W.A. Teachers Colleges, which set up a unitary organization with branches in each of the colleges.

The Authority itself was controlled by a Chief Executive Officer (Traylen) assisted by a council of up to 26 members. The members included a chairman, Harry Dettman, who had retired as Director-General of Education; five representatives of the schools (three government and two independent); three principals of the colleges (leaving two out in the cold at any one time); four teachers (two of whom were to be nominated by the Teachers' Union); between two and five ministerial appointees; three representatives of the staff of the colleges; two students and up to two co-opted members. Its role was specified as being the organization of admissions, courses and awards; the provision of appropriate leadership and administration; the co-ordination of the submissions from the various colleges to the Australian Government for funds, and the allocation of these funds to the colleges. It also retained the power to appoint principals, vice principals and deputy vice principals; the latter were, for the time being, to be the former women's wardens of the colleges.

Each college was to appoint its own Board to run the internal affairs of the college and to make appointments to staff below the deputy vice principal level. College boards were composed of the principal as chairman; five members representing the lecturing and other staff; two students and four community appointees (members of the local community with an interest in teacher education). Later, an additional four ministerial nominees were added while the vice-principal and deputy vice principal were made *ex officio* appointments.

Makin had mixed feelings about autonomy. He says:

*Principals had fulfilled the role of academic leadership in the college, and that changed fairly rapidly with autonomy, so that we took over a chief executive officer's function, and today*

*the principal is a political entrepreneur.*

*All we could do was go with it for we were all in a rapidly changing situation. I found the college ceased to be a place with a great deal of enjoyment to me at about this stage. The early phase of autonomy for every college presented lots of difficulties that had never arisen before. When I first came here, most of the significant decisions were made by the Education Department, or the Director of Teacher Education.*

*When Mount Lawley and Churchlands commenced, control by the Director of Teacher Education was not on, and at that stage I think the colleges certainly started to diversify in all sorts of ways; within our educational programme we were able to start ventures we hadn't attempted before. For example, we started to move into Aboriginal education.*

In September 1973, the Graylands interim Board resolved to approach Margaret Feilman, the well-known town planner and architect, and Mal Bennett, an Education Department superintendent, to join the Board as community members. Fortunately for the college, they agreed, and served the college well.

New staff members included Alison Fulmer and John Brown in psychology, Don Smallman in maths, and Betty Metcalfe, and later in the year, Margaret Stables, who replaced Sandy Moore, in junior primary. John Lake returned from the U.S., Jock Goodwin transferred to Secondary College, and Betty Pick substituted for Lesley Graham who was on leave. In a time of rapid change, the college had maintained considerable stability in staffing, despite the concern which many felt for the future of Graylands, now that it was competing for both students and funds with more modern, more physically impressive and more settled institutions.

Students took advantage of the change in control to join the Australian Union of Students. In the years which followed, while membership of AUS brought undoubted benefits to students in many areas, it also led to conflicts resulting from the ideological position of AUS.

It is worth quoting Makin at length on the situation in 1973, for it reveals that the dissatisfaction was beginning to boil, not merely to simmer:

*The only new building added during these 18 years, disregarding the four demountable lecture rooms, consists of a block of six staff studies erected in 1971.*

*This building, reflecting again the temporary nature of the campus, was built in corrugated iron and asbestos. Some buildings — the assembly hall, the student amenities hall and two lecture rooms pressed into service in 1971, have corrugated iron roofs, are unlined and have no ceilings. In addition, two of these have heavy shutters in place of windows. Buildings such as these suffer from extremes of temperature, being unbearably hot in summer and difficult to heat in winter. As well, even light rain creates sufficient noise to prevent lectures or normal college activities being conducted in them. Most rooms, including the administrative block, which is occupied by clerical staff throughout the heat of the summer vacation, have neither adequate nor effective temperature control. Many lecture rooms, plus the assembly hall and the amenities hall, have either no heating or largely ineffective kerosene heaters as a source of warmth. Specific requirements in buildings, such as a gymnasium, a drama theatre or anything approaching a science laboratory are non-existent. Staff and students' toilet and shower facilities are primitive by contemporary standards, inadequate and unhygienic. The library, although modified and extended in 1971, is still not adequate to serve as an educational focus for the college and while every endeavour has been made to adapt it for contemporary needs, it still falls lamentably short of current educational thinking concerning libraries. To sum up, it is clear that cumulative deficiencies and inadequacies of this order do not permit the full potential of staff expertise to be realized. Every year that this situation is allowed to continue means one more generation of students, in terms of cost benefit to the State, for whom more should have been done and who would thus have had the potential to do more for the wider community. In the opinion of staff and students alike, the possible solutions are the immediate rebuilding of the*

*college on its present site or its rebuilding on a new site, preferably sufficiently close to its present location to permit the present college to be phased out successively as a new one is built.*

As related earlier, Makin initiated a widespread search for potential sites. One of the most promising at the time was that at Rocky Bay, in the Town of Mosman Park, which offered a site located midway between Claremont College and the new Murdoch University, and close to schools in the Fremantle area, including disadvantaged schools and those with significant ethnic minorities. The Rocky Bay plan, which embodied the concept of a *community* college (as in the United Kingdom, United States and New Zealand) with facilities for learning and recreation available to the local community as well as to the college community itself, was strongly supported by the local authorities. It offered the possibility of a site of 13.5 ha, plus a further 5.5 ha of open space.

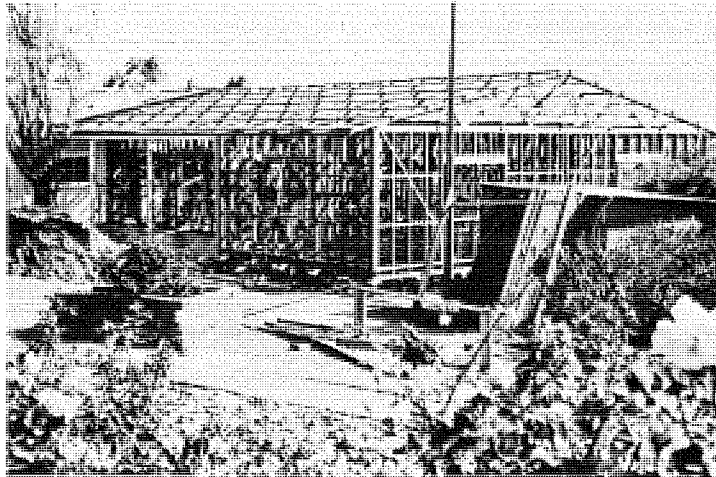


Where it might have been! The Rocky Bay site from across the river.

Meanwhile the works programme on the existing Graylands site continued, with the letting of contracts to rebuild and extend the administration block (in the traditional, if not especially aesthetic, Graylands style of vertical corrugated iron) and to add relatively palatial toilets and change rooms. Concrete blocks had to be used for the latter as local authorities drew the line at corrugated iron for this kind of structure!

The college expected to have 850 students by 1978, and with the support of its own Board and the WATEA, decided to apply for about \$1 million for 1976-78 for the Rocky Bay site plus a further \$3.4 million for buildings, site works, furnishings, equipment, sporting facilities, computer installations and so on. That this plan proved abortive is related further on.

For the students there were a number of valuable tours; those within the State were generally organized by Ralph Hoare and included visits to the North-West, South-West and New Norcia,



“...the works programme...continued...”

while in the May vacation, a trip to Singapore on the *Eastern Queen* was escorted by Mike Jordan and Trin Kavenagh.

The year was capped by a Graduation Ceremony in the Perth Concert Hall, where students received a Diploma of Teaching from the WATEA for the first time, instead of the Teacher's Certificate. This venue was used for all further graduations; the contrast between the opulence of the hall and the relative squalor of Graylands could not have been lost on students, but it allowed extremely impressive ceremonies to be organized by staff members such as Ted Buttfield, Bob Rogers, Fred Fisher and Harry Phillips.

1974 was marred by another fatal accident to a student, when Pam Matsen, a second year, was killed; fortunately such tragedies had become rarer in later years, but the effect upon students remained the same. Student depression was again dispelled by another busy year, where planned course changes, politicking for a new site, a variety of tours, and for the first time in a number of years, a major college production, *Little Mary Sunshine*, occupied both students and staff.

Two positions of assistant vice principal were created. One was filled by Derek Briggs, who came from the position of Deputy Director of Special Services in the Education Department and brought with him much expertise in planning and research which, it seemed, would be invaluable in the design of a new college. Dud Ibbotson became assistant vice principal (professional studies) and Peter Barry became academic registrar in charge of enrolments and course/student records.

The education and psychology section was increased with the appointment of Peter Smith; maths and science by Ken Tobin and Ron Gibbons; a distinguished Indian educationist, Mrs Nirmala Kapur, spent the year on exchange working in science; Colin Marsh returned from the USA to head the social science department; John Lake took over practice, with the assistance of three additional secondments, Dick Ellison, Marlene Kilminster and Sam Hancock. To assist its management, the college appointed a



Mrs Nirmala Kapur and a group of science students

“bursar”, or accountant, Hec Jackson, and an administrative registrar, Ron Skeggs.

On the question of a new college, the W.A. Tertiary Commission now recommended to the Australian Commission on Advanced Education that a new college of advanced education should be established in W.A. during the 1976-78 triennium. The important difference here is that this college was intended to be multi-purpose (polytechnic, if you like), and the school of teacher education, using Graylands staff, was to form the nucleus, and later constitute a part of a larger institution of 2000 to 2500 students.

The recommended site at Rocky Bay, although strategically located, proved impossible to acquire, but Briggs and Makin located a 19 ha site south of Fremantle on land held by the State Housing Commission. Negotiations with the Commission started in June 1974, and it was agreed that the land would be set aside for a new college, once Federal approval had been obtained. The site offered many advantages, and as attempts to relocate on land adjacent to Murdoch University had been rejected by the latter institution, Cockburn was now seen as able to co-exist south of the river with both Murdoch and WAIT.

Since the move to autonomy, it had become obvious that Graylands was too small to bargain on equal terms for funds with the other colleges, the two universities and WAIT. It must grow (and in the process maybe lose some of the values which had been so important at Graylands) or perish, and it must move. Indeed Makin had sought, in preliminary ideas for the Cockburn site, to retain a plan which would allow students to mix, in a central core, to prevent losing the community concept which had always been a part of Graylands.

Graylands was now regarded as a very poor relation and on a site far too close to the other tertiary institutions. They all were sharing a limited metropolitan intake area and Graylands was situated in an area where the number of young people was declining. For this reason, the options of rebuilding on the site or

going north of the river seemed untenable. There was a long-standing commitment to tertiary education south of the river which had only been partly met by Murdoch and WAIT. There was, therefore, nothing to serve the highly industrialized south-western corridor. Consequently, all the other institutions approved these plans and the Cockburn project was given a high priority in the 1974 recommendations of the Tertiary Commission.

Now more optimistic about the future, various departments of the college began to plan graduate diplomas in fields such as speech, physical education, teaching the culturally different, and social sciences. The aim was, basically, to fill gaps which many teachers felt existed in their knowledge of these areas, because of rapid developments since they had left college. There was thus still a strong commitment on the part of the college to its responsibilities in primary education. At the same time, with the aid of a Federal grant, the psychology staff mounted a valuable research programme into learning disabilities, and the science department carried out important investigations into the teaching of primary science. A model children's library was established in the building next to the existing library. An addition to the facilities of the college was a 16-seater bus, which was used by staff and students for camps, and study tours, especially by such departments as physical education, education and social sciences.

Meanwhile, the College Board continued to develop its membership and effectively to oversee the administration of the college. The General Secretary of the Teachers' Union, Trevor Lloyd, joined in July 1974 and gave the benefit of the Union's experience in many matters to the Board.

A number of important conferences and trips occurred during 1974. Music staff and students participated in the International Society for Music Education (ISME) conference; Makin and Briggs attended the International Council on Education for Teaching (ICET) world assembly in Singapore; Odgers took part in the World Congress of Sports Medicine in Melbourne, and later in an International Symposium in Paediatric Work Physiology in Prague, Czechoslovakia, which led in turn to much work in sports medicine



Tom Odgers, as a student in 1960, watches a demonstration by West Indies cricketers

being undertaken by college students.

Students also were involved in a number of study tours: Sue Fawcett and Betty Barker took a group of dance option students to Singapore and Bali; Tony Monk and Keith Rutherford led an art tour to galleries in Melbourne, Canberra and Sydney; Dann Jenks accompanied an interstate tour by drama students; and in addition, numerous tours were conducted within Western Australia.

An old tradition which was considered no longer relevant disappeared during the year — the practice of ending terms on a Thursday and commencing on a Tuesday, in order to give country students adequate time to get to and from their homes. The development of transport seemed to make this archaic and inappropriate for a tertiary institution; as autonomous institutions, the colleges, reasonably enough, had to appear to be more truly

tertiary in their organization and courses to justify their titles as “colleges of advanced education”.

1975 would have appeared a propitious year for the college. The Australian Commission on Advanced Education agreed that over \$5 million be allotted to get the Cockburn project under way. The State Government legislated to add four ministerial nominees to the Board of each college, and Graylands took the opportunity of including four prominent figures from the Cockburn-Kwinana region: John Copping of Western Mining, Jack Carne of B.H.P., Michael Kailis, of M.G. Kailis Gulf Fisheries and Dr Harley Percy, the resident medical officer of B.P. Kwinana. Each of these members lobbied vigorously to achieve what he also believed in: that a college of advanced education was essential for Kwinana-Cockburn-Rockingham. Thus the portents for 1975 appeared good.

The College Board was now funded to plan for the new institution, and Civil and Civic Pty. Ltd. was commissioned to survey the region and prepare specifications for the new college. An Interim Planning Board was established under the chairmanship of Haydn Williams, Director of WAIT, and included members of the College Board, the Chief Executive Officer of the WATEA and representatives of Murdoch, WAIT and the Tertiary Education Commission. Surveys of people’s attitudes to the establishment of a new college in their area were carried out using Graylands students, and a poll at Graylands was even held to decide the name to be chosen for the replacement institution. The unanimous choice was *Cockburn College of Advanced Education*, although other suggestions included *Yagan, Woodman, Westerly, Vlaming, Traylen, Peel, Success, Parmelia, Coogee and Abrolhos*.

It seemed too, as work went ahead with the HMAS *Stirling* base on Garden Island, plus the growing shipbuilding capacity in the Sound, that the new college would have a strong thrust in maritime studies, including shipwrighting, navigation, marine biology and fisheries technology.

So during the first part of 1975 there was enthusiasm about the



future. Graylands was apparently to be replaced at last and Cockburn offered exciting prospects for developments in tertiary education. It seemed only a matter of time before the project would get under way. In co-operation with Murdoch, WAIT and Fremantle Technical School, the new college would be able to offer programmes in teacher education, business, liberal and general studies, applied science and technology, social work and maritime and environmental science. It was estimated to enrol 500 students in 1978, 1500 in 1984 and 2500 by 1995. In this period of widespread optimism, new staff came to Graylands, including Bill Parnaby from Scotland, Marian Tye from England, and Wally Moroz, Brian Farrell, Dawn Butterworth, Don Barker, John Parker, Adrienne Kinnear, Kerry Lawrence, Marian Welsh and Fran Fitzhardinge from within the State. On the other hand, there were departures, as Colin Marsh went to Murdoch and John Lake to WAIT.

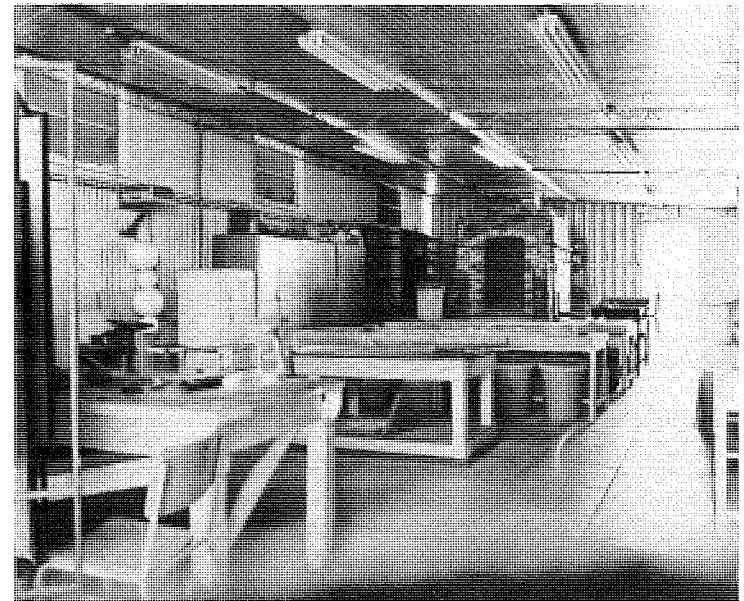
The college moved into an important area in 1975 with the introduction of conversion courses for two-year-trained teachers who wanted to upgrade to three-year status. For this, they took a programme of 300 hours, of which 180 were professional, and 120 general studies. Facilities in Fremantle were mainly used, as the move to that region seemed to be imminent. The courses were popular and attracted many practising teachers, including some who had not originally graduated from Graylands.

The year was the end of an era in one important respect, for it marked the retirement of Traylen from the position of Chief Executive Officer of WATEA. With the departure of Traylen, and the appointment of Berry Durston to the important position, a stage in teacher education, and in the history of Graylands, ended. Truck had established the college and had overseen it as Superintendent of Teacher Education, then as Director of Teacher Education, and finally as Chief Executive Officer of WATEA.

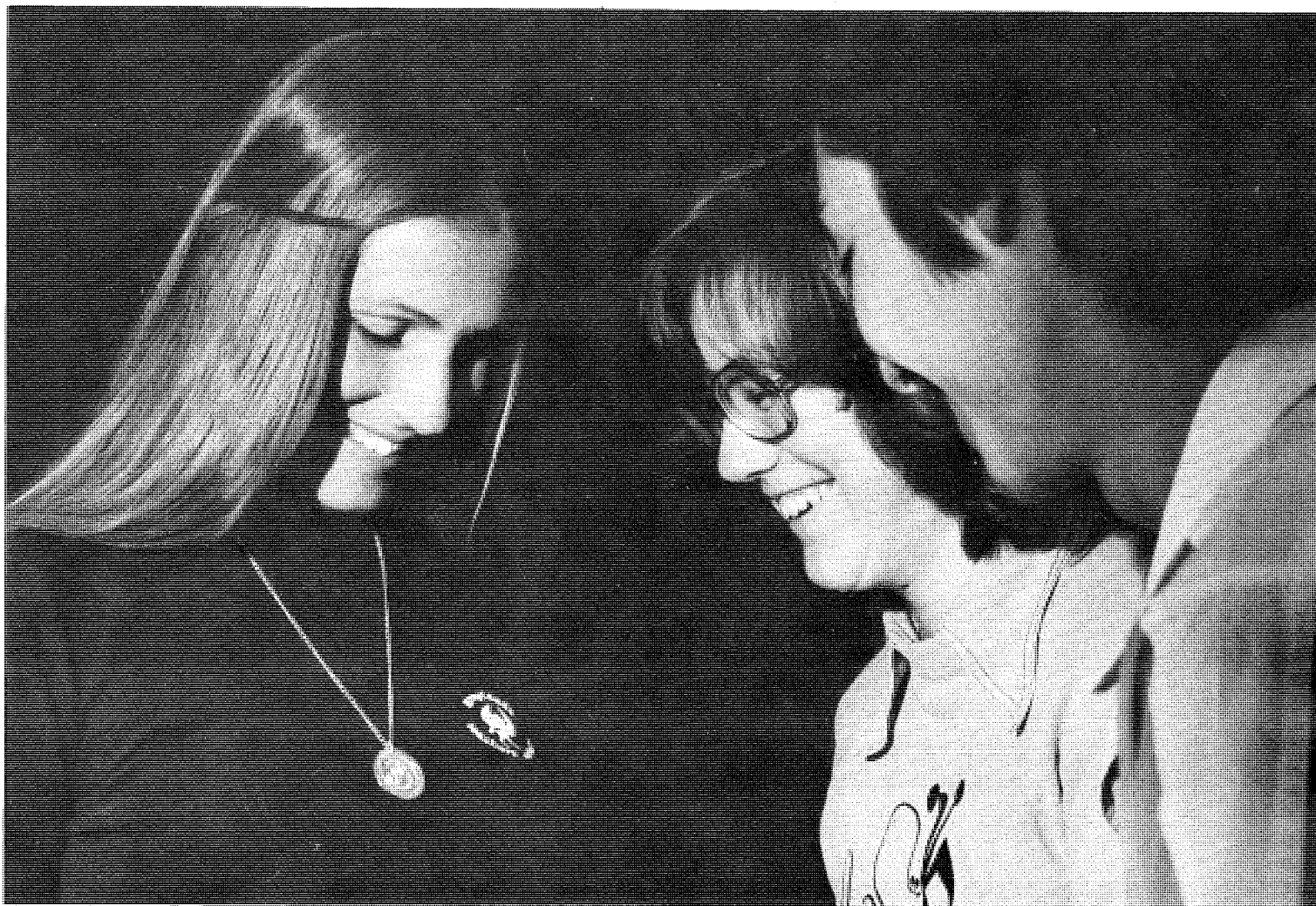
It was a year of significant change in other ways. The process of transferring student records to computer data banks began, and a new course structure was started; the bond system was replaced by a system of scholarships; external studies and part-time studies

became a significant part of teacher education, and while the latter were carried on by all the colleges, Mount Lawley was designated as the institution to run "learning at a distance" courses for country teachers. On the Graylands campus, the extensive revamping of the administrative block provided a standard of comfort in the staff common room which would have amazed the pioneers. The principal and other administrators were now accommodated in additions extending to the north and the former principal's office became a conference room.

Staff studies and lecture rooms were insulated and air conditioners installed. At last temperatures inside the buildings could be kept to a reasonable 25C all year round. It was an innovation which made Graylands a much more habitable environment. The kiln area at



"The kiln area was enclosed. . ."



Marian Tye modelling the commemorative medallion. With her are Robyn Henning and Clifton Fong



The kiln

the art room was enclosed, the amenities room insulated and, with student labour, a practice cricket wicket installed behind the tennis courts. The accommodation for the clerical staff was also upgraded and made much more comfortable. The new toilets and change rooms for students were of a standard which would have aroused envy amongst those who put up with the primitive conditions of the past, and in particular, amongst women staff, a member of which was once trapped therein by a swarm of Len McKenna's bees!

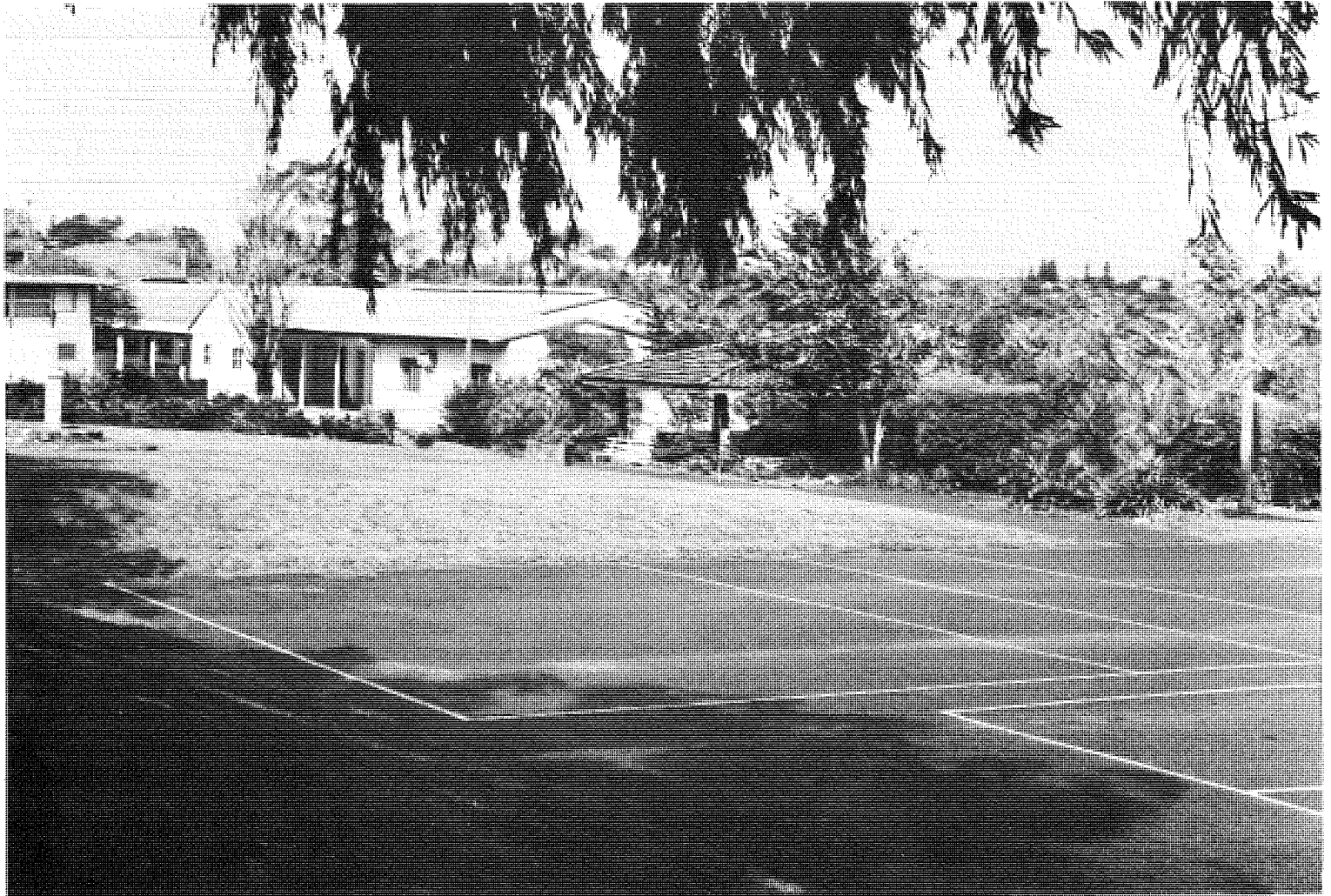
The year was also notable for the modifications in the course structure, which reduced the confrontation time for students to 1800 hours over the three years. The concept of subject groups remained, but the old electives and options were dispensed with in favour of a different system. Students still pursued professional studies (Group A subjects) for the full three years — education, psychology, curriculum and instruction and techniques of teaching (demonstrations) plus a total teaching practicum of 22 weeks (4, 5 and 13 weeks respectively across the three years). General studies (Group B subjects) comprised English, social science, mathematics and science, and special studies (Group C subjects) included music, art and craft, speech/drama, and physical/health education. Group B and C units were compulsory in the first year core course; in second year, English remained a compulsory unit but students began an elective programme which increased the range of units available and provided some opportunity for specialization.

They undertook four elective units, two from Group B and two from Group C as well as two elective units from teaching-oriented studies in Group E. In third year, three elective units drawn from Groups B and C combined and three elective units from Group E were required. There was an extremely wide range of units available under this scheme, which allowed for so many combinations and permutations of units that timetabling became extremely difficult, and some modifications were later made to this scheme to ensure greater sequential specialization in subject areas.

Thus in 1975 the college was well advanced with planning for its

long-awaited replacement, with every promise of an exciting development in tertiary education. Cockburn would possess a sensitivity to people's needs by providing vocational and recreational courses tailored to the requirements of the community in which it was to be situated. Graylands had adapted its courses to make them much more relevant to the needs of students of the 1970s. It had improved the conditions on the existing campus to the point where, if it took three years or so for the first stage of the Cockburn campus to become operational, then those years would be spent in surroundings at Graylands which were far more comfortable for the students and staff than they had ever been. Rooms were air-conditioned, new facilities had been added, and the provision of aids and equipment, including library resources, had reached levels never experienced before in the history of the college. It had a library of 28,000 books, which in many areas bore sound comparison with libraries of much larger institutions. In other words, Graylands was, in physical terms, in better shape than it had ever been. It was realized that it would be poor economy to repaint the whole of the college if it was to have a life of only a few years more, but to make the rooms more habitable and presentable even these were repainted inside for the first time in years.

But, as is well known, 1975 eventually proved to be a disastrous year for the college. First, the Labor government in Canberra was forced to cry a halt to funding programmes already under way, and the Cockburn allocation automatically went on to ice. Second, the State Government set up an inquiry into tertiary education by a committee consisting of Professor P.H. Partridge, Professor N.S. Bayliss and Harry Dettman.



The campus, looking south



The campus, looking north



Prophecy?

## 7: PARTRIDGE

The contents of the so-called "Partridge Report", which was under preparation during 1975, included the recommendation that the Government should *not* proceed with the Cockburn project because of the already evident fall in enrolments for teacher education.

Long before the Report was released in January 1976, however, there were gloomy rumours that Cockburn would not go ahead. The situation was exacerbated by the entry of Murdoch, WAIT and the University of Western Australia directly into the field of primary teacher education. When the Report was released it advocated the (expected) freeze on Cockburn for the time being, the abolition of separate teachers colleges in favour of a multi-campus Western Australian College of Advanced Education (which would lead to the disappearance of the five colleges as separate bodies, in favour of one "college" spread over several campuses), the abolition of the Tertiary Education Commission and its replacement by a Post Secondary Commission, and the closure of both the Kalgoorlie School of Mines and Graylands College.

These were, of course, recommendations, and a period of intensive lobbying ensued during 1976, with the object of forestalling some or all of the recommendations of the Partridge Report. It is a matter of some interest that the Committee members who prepared the recommendation for the closure of Graylands, and the dispersal of its staff and assets over the remaining colleges *did not visit* the campus. The Report also suggested that the future of Claremont college was in some doubt, in view of its antiquated buildings and the smallness of its site.

The Graylands Board naturally passed an immediate resolution opposing implementation of the Partridge recommendation until the college could be relocated in a recognized growth area, such as the south-west corridor, from Fremantle to Rockingham, and including the Cockburn site.

Members of the Board felt that Graylands could and should remain as a separate institution until its relocation became possible, as its products were still considered to be among the best entering teaching. They emphasized the human values upon which much

importance had been placed at Graylands, and pointed out that the upgrading which had been undertaken in 1975 would allow the college to continue to operate for several more years in the hope that improved economic conditions would allow work to go ahead on the project south of Fremantle.

This continuing commitment to the Fremantle region was emphasized in many rebuttals of Partridge which appeared during 1976 from the Board, the college administration, the staff and the students. The possibility of relocating in existing buildings within Fremantle as an interim measure until Cockburn could go ahead was very seriously suggested. The criticisms of Claremont which had appeared in the Report suggested that the latter's future was far from secure, and overtures were made to Claremont with the aim of retaining Claremont for higher-level research and community-orientated courses while the main body of staff of the two colleges was relocated in the polytechnic at Cockburn. There was some statistical validity in this argument; early in 1976 the enrolments at Churchlands, Mount Lawley and Graylands/Claremont combined were each of the order of 1500.

With a view to maintaining the link with the south-west corridor, Alan Porter, the refinery manager of BP Kwinana, joined the College Board, as did Peter Kyle, a barrister, who represented a link with the existing college area.

There continued to be optimism that perhaps the Graylands closure could be stalled until some workable compromise was arrived at, and during 1976 Claremont and Graylands began to collaborate on the design of an in-service Bachelor of Education degree, for practising teachers, to be started in 1978. On a similar assumption, preparations began for the visit of the Federal accrediting authorities who were due to "inspect" Graylands in 1977 for the re-accreditation of its Diploma of Teaching course for a further five years. Approval was given for the college to start its postgraduate Diploma in Physical Education in 1977, and when applications were called from interested people, the course was over-subscribed. The other graduate diplomas were also being readied for approval in 1977. In-service conversion courses



continued to run, usually between about 4 p.m. and 7 p.m. or in college vacations, and also gained many applicants; by 1976 the college population had risen to about 500 full-time and 70 part-time students.

Despite the uncertainty of the situation, new staff continued to enter the college, including Ern Hokin as planning assistant and secretary to the Board, Judy Dinham in art and Ian Eastwood and Max Hannah in practice. Hugh Thompson obtained leave in order to develop an "alternative" high school in the foothills.

In April 1976, the Minister for Education, Graham MacKinnon, agreed to meet the Board. He told its members that the Government was establishing the post secondary commission (WAPSEC) and that its first priority would be to investigate the question of the continued existence of the School of Mines and Graylands. He gave an undertaking that whatever the outcome of the investigations of WAPSEC, the college *would* have an intake of first year students in 1977, and that *if* it were decided to close it down, this would be done progressively, with the 1977 entrants completing their course at Graylands, so that closure would occur at the end of 1979 at the earliest. He promised that students would not be disadvantaged if such a course were decided upon and that the staff of Graylands would be transferred to the remaining colleges.

Later in the year, Earle Nowotny was sent to the United Kingdom and Canada to investigate the situation concerning closure or amalgamation of colleges in these countries. He reported that amalgamation of colleges, particularly as in the U.K., could be a viable alternative to closure. An important recommendation of the Report (unfortunately largely ignored by the Western Australian Post Secondary Education Commission) was that the slack in pre-service numbers threatening the staffs of the colleges with redundancy, could well be taken up by a revitalized in-service programme.

In August, the Board of Claremont agreed, in principle, to the concept of amalgamation of the two colleges, a procedure which seemed to be one possible alternative to total closure, although

it was obvious that in the process, Graylands would be hard-pressed to not lose its unique identity. The scheme which was envisaged at the time was in several steps: firstly, a rationalization of areas in which there was duplication and competition; then a unified administration of the two campuses; then re-location on the Claremont campus of most of the Graylands staff and equipment; and finally, relocation of the combined institution on a new site, hopefully that which had been chosen in the south-west corridor. At this time, the former Quarantine Station of Woodman Point was also investigated.

Midway through the year, the Point Walter camp generated a great deal of controversy. By 1976 it was being used by over 500 people, but as Graylands was responsible for its upkeep, this proved a very heavy financial burden to the college. Cabinet decided that from the middle of 1977 its management would be transferred to Community Recreation Council. Meanwhile, however, Cabinet ruled that the Point Walter land should revert to the Melville City Council in 1980 for extensions to the existing golf course, despite the fact that \$150,000 had been spent on upgrading the facilities there for community use. Makin responded to the Government's plans by indicating that Graylands wanted Point Walter to become a cultural and recreational centre for children. There was some heated debate, with the political parties entering the argument, as well as the local ratepayers. Eventually the Government decided that the Community Recreation Council would be allowed to lease Point Walter at a peppercorn rental for the foreseeable future after its transfer to the City of Melville.

Representatives from the college also visited the shires of Cockburn, Kwinana, Rockingham, Mandurah and Murray, to present another interim alternative; there were no polytechnic or even technical school facilities in the region, which held around 70,000 people; and they argued cogently for the idea of a relatively simple central "node" of facilities, and the use of existing schools, halls and other buildings throughout the region, to bring a community college to the region. The shires were receptive to the idea and this concept was still under consideration when the axe finally fell in 1977.

## 8: THE BEGINNING OF THE END

The college entered 1977 with its future unresolved. There was still some hope that WAPSEC might accept the dispersed community college concept in the south-west corridor, or the phased amalgamation with Claremont. This, as is now known, did not occur.

In August 1977, WAPSEC recommended to the new Minister, Peter Jones, that Graylands be closed at the end of 1979, with no admission of students in 1978. Thus the college would have a population of over 600 in 1977 (the largest in its history), dropping to about 300 in 1978 as conversion courses and the graduate diploma in physical education were transferred elsewhere, and to about 150 in its final year. Cabinet accepted the recommendation, which was said to be based upon the poor condition of the buildings, the existing economic situation, and the consequent reduction in teacher recruitment. There was no criticism made of the entry of Murdoch and WAIT into teacher education, an innovation which had certainly contributed to the over-supply of teacher education places.

Hence work on the submissions for the joint Bachelor of Education with Claremont and the re-accreditation of the Diploma of Teaching halted. The Graduate Diploma in Physical Education, which began in February 1977 with 21 students, was to be transferred from the beginning of 1978 to Mount Lawley. Conversion courses continued through 1977 when 53 students were awarded the 3-year diploma but no new students were enrolled and courses for 1978 were limited to those necessary to allow already enrolled students to complete their diplomas.

On the existing quotas, Graylands would have taken 160 students in 1978. It was decided that 70 of this quota would go to Churchlands, 70 to Mount Lawley and 20 to Claremont. A roughly corresponding allocation of lecturers was worked out, so that 23 staff members would transfer to Mount Lawley (as it was taking over the Graduate Diploma), 15 to Churchlands, 7 to Claremont and 1 to Secondary College.

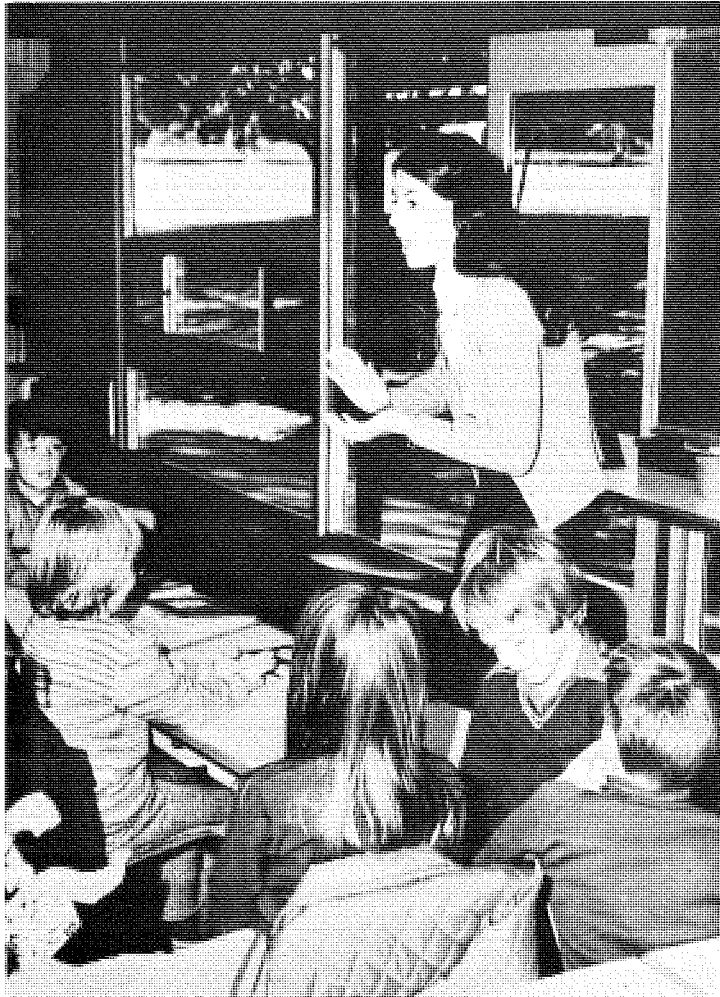
As student numbers dropped, staff were to transfer at a corresponding rate, with 16 staff to leave at the end of 1977, 13 at the end of 1978 and 17 to remain until the closure at the end of 1979. The non-academic staff were re-allocated in much the same ratio and were also to be progressively transferred to the remaining colleges.

Despite the fact that closure was now inevitable, a number of programmes which had been started before the final decision was made were completed, including the lecture theatre to seat about 90 students (and built in the space between the main library and the children's library building), and a bore from which to reticulate the grounds.

Now that the decision had been made, the plight of Graylands finally received some publicity. The *Daily News* in November 1977 published a lengthy feature article on Graylands. The writer said:

*Staff and students have created a quality education environment at a budget price . . . Successive groups of staff and students have fought to shrug off the legacy of poor quality ex-army buildings. Volunteer labour built the playing fields and tennis courts, landscaped the gardens and painted the buildings inside and out (which was not strictly accurate) . . . and successive governments chose not to close it down. The college's friends say its smallness brought about its reputation for turning out Western Australia's best teachers. Its very smallness has seen it squeezed out by our more modern institutions, struggling to justify massive investments at a time of low demand for teachers. . .*

*The Director-General of Education, Dr David Mossenson, said: "It has always been a college where the physical provision of buildings was poor. This has been accepted as a challenge by staff and students. They contributed enormously to the upgrading of the grounds. This succeeded in establishing a strong corporate spirit. . . the reputation of the Graylands product has always been high. The attitude at Graylands has made a very practical impact on our schools." . . .*



Judith Forrest on ATP

*At Graylands there are no lavish gymnasiums or assembly halls. There are the old army buildings, each spotlessly painted, the hum of tacked-on air conditioners and the scent of roses in the manicured gardens. It has a homely, small-town, relaxed atmosphere. It is the sort of place you could feel part of. . .*

*The Secretary of the State School Teachers' Union, Mr Trevor Lloyd, described the philosophy behind Graylands as a humanising philosophy: "They realized they were behind the starting line because they didn't have the facilities. The thing about Graylands was that it proved to the public and the teaching profession that you didn't have to have expensive high-rise buildings. But it did prove you had to have a spirit of determination and a humanising teaching philosophy." . . .*

*The first principal at Graylands, Mr Neil Traylen, commented: "It is a shame that Graylands should close, because the State got value for its money. They spent very little and they got a lot back. The first thing was to try to impress on our students that teaching was a community service. I wanted to get them out into the community to learn more about life. . ."*

*Dr Makin said: "We have established. . . a scholarship for the sons and daughters of ex-Graylands students and staff to be trained in teaching. I think Graylands people will always see themselves as Graylanders. With this, and the scholarship, we will stay together." . . .*

*Dr Mossenson said that Graylands' strength had been its orientation to practical teaching. "There is an area of concern here. If that were to be depreciated we would regret it. If what Graylands represents were to be unduly weakened there could be more than sentimental feelings at its closure. There is some little danger that it may happen."*

This attitude was reinforced at a conference of primary school principals who complained that more emphasis should be placed upon teaching practice and less on a general tertiary education in the teacher education institutions, on the grounds that the compe-

tence of graduates was diminishing: they specifically exempted Graylands from their criticism.

The reasoning of WAPSEC should be explained in some detail. The question of the future of Graylands had been before the new Commission since Partridge had recommended that the college be phased out. The Commission established a sub-committee to make initial enquiries into the matter, and this committee visited the college in March 1977 and held discussions with the senior staff. It then circulated a statement of the issues involved and invited submissions from all interested parties, including the general public. In addition, it held discussions with representatives from a number of organizations, including Murdoch, the other colleges, members of the College Board, the Teachers' Union, and representatives of shires in the south-west corridor.

The sub-committee reported to WAPSEC in August 1977, and its final report made a number of significant points. Firstly, it noted that since 1955 three additional teachers colleges had been established. Secondly, most of the buildings occupied by Graylands were "temporary", substandard, corrugated-iron and asbestos structures. The site was small and only about 2 km from Claremont college. Thirdly, when the college was established it had been envisaged that it would function for no more than five years. Plans to relocate the college had been discussed on a number of occasions but Partridge had been of the opinion that the future of Graylands and the establishment of a new college should be treated as *separate* problems — an attitude, incidentally, which was rejected by the College Board, which had striven for the transfer of Graylands operations *in toto* to Cockburn. These were the background factors.

The committee then looked at preliminary estimates for the supply and demand for primary teachers and outlined the development of probable surpluses over the years 1977-82. It stated that, in view of this situation, it might recommend reduction of intakes into pre-service primary teacher education. This was, in fact, done in 1978, although the reductions were confined to the colleges. The universities and WAIT escaped recommendations

for reduced intakes. The committee noted that to close Graylands was one way of reducing the total intake, although (as indicated previously) the "notional" Graylands intake of 160 for 1978 was re-allocated; but for 1979 it was decided that this quota would simply disappear, so that a reduction "across the board" could apply.

The Commission suggested that there was some overcapacity in the present situation and therefore under-utilization of resources in the colleges (a polite way of saying that there were too many institutions chasing too few students), and that this was affecting even those institutions whose future was relatively certain. It went on to point out that while it did not question the quality of the educational programme at Graylands, it believed that there were sound educational reasons for concentrating teacher education in a smaller number of larger colleges, a point of view which was quite naturally opposed by the Graylands staff and administration in their evidence before the Commission. In particular, said the Commission, larger institutions were able to appoint a wider range of specialists who could make a significant contribution to the quality of programmes offered; Graylands cogently argued that its reputation had been sufficient to attract educationists of experience and ability from the United States and the United Kingdom anyway. All these points were, of course, subordinate to the basic question of numbers.

Partridge had reached the conclusion that projections of the numbers of internal undergraduate students in the Western Australian universities and colleges of advanced education until 1990 provided *no* support for the establishment of an additional tertiary institution in Western Australia before 1987 at the earliest. In addition, the new Federal guidelines for tertiary education ruled that no new universities or colleges could be established within the 1978-1980 triennium.

The Commission agreed that, in one sense, the proposal to relocate Graylands did not involve the establishment of a *new* institution, but felt it extremely unlikely that in the foreseeable future, funds would be available to build either new institutions or replacements

for those already in existence. In addition, the Commission was unwilling to agree that there should be further institutions in the metropolitan area, and in 1978 further recommendations were made on this matter which are likely to lead to the development of post secondary institutions outside the metropolitan region. Above all, twisting the knife, the Commission tended to agree with Partridge that a school of teacher education, as suggested in the Graylands relocation plans as the basis for a new community college or polytechnic, would not necessarily provide the best starting point for such an institution. It therefore saw no need to relocate Graylands at all. It noted that there were plans for technical education facilities in the Southwest Corridor, and the government had announced that there would probably be facilities of this kind before the end of the 1970s.

So the Commission suggested that proposed technical education facilities should form the possible first stage in the development of a multi-level polytechnic somewhere in the Corridor, and close to a major residential centre. Given the unsatisfactory nature of the present accommodation at Graylands and the fact that there was no prospect of relocation in the foreseeable future, it concluded that the college must be phased out and its resources, staff, and proposed student intake distributed across the remaining institutions in a manner which would not involve major capital works. It felt that neither staff nor prospective students should be relocated at WAIT or the universities where programmes were of a different kind. The various primary colleges had similar traditions and performed similar functions, so it seemed to the Commission more appropriate that the staff and student numbers should go to the other primary colleges, particularly as it considered that there was some under-utilization of facilities such as buildings at Churchlands, Mount Lawley and, possibly, Claremont.

As noted earlier, the Graylands Board submitted that as an alternative to being closed or relocated, the college could amalgamate with Claremont, with which it had close ties (including a joint visit to south-east Asia in 1977), and that at a later stage the amalgamated institution could form the nucleus of a community college in the south-west corridor. The Commission agreed that

there *were* ties in terms of courses, administrative operations and close geographical location, but it did *not* favour the concept of amalgamation. Given the estimates for the supply and demand of primary teachers, it considered that, far from amalgamation being a viable proposition, it might be necessary within a relatively short time to consider whether Claremont also be closed down.

The Commission heeded Partridge's criticisms of Claremont, which, like Graylands, occupied a relatively small site, meaning that expansion would be of doubtful feasibility and highly costly. Moreover, it did not see that Claremont was likely to diversify much into areas besides teacher education. Thus the Commission concluded that absorption, mostly by the other two colleges, was the answer, as these institutions could accommodate the Graylands staff and the notional intake within their existing facilities. Their sites appeared to allow for significant expansion in student numbers, and they were already relatively viable in size — at this time, Churchlands had total enrolments of over 1800, Mount Lawley over 1500, while Graylands had 600 and Claremont 900. In addition, the first two colleges were said to be well located to serve the growing residential areas to the north of Perth. The Commission also recommended that the Teacher Centre for Continuing Education, which handled Higher Certificate courses, be phased out, and its operations become part of the external studies programme at Mount Lawley.

Staff representatives were naturally concerned about the possible future of those employed at Graylands. The Commission was told that because of the controversy which had for almost a decade surrounded the future of Graylands, the staff had been given assurances from Traylen and Dettman that the college would be rebuilt. Accepting these statements, staff had elected to remain with the college and had resigned from the Education Department in 1973. In 1976, the staff association of the colleges had been successful in securing a moratorium on the making of permanent appointments to vacant positions in order to provide an opportunity for the employment of displaced Graylands staff.

There was also evidence given that there had been a long history



The staff, 1977

of ministerial assurances concerning the rebuilding of Graylands from Governments of both political complexions.

Finally, the Commission advocated that, if the Government accepted its recommendation, the operation be undertaken as quickly as possible. A committee representing principals of the colleges, the Teacher Education Authority and the staff associations was convened to plan for the relocation of all staff, academic and non-academic, and by late 1977 this exercise had been completed. to the satisfaction of most of those involved.

## 9: THE FINAL ACT

So Graylands entered 1978 with its smallest population for many years. Its staff had been reduced by the relocation of Dud Ibbotson, Peter Barry, Ern Hokin, Tony Monk, Shirley Whitehead, Bill Lingard, Bob Rogers, Gary Partington, Dawn Butterworth, Barry Palmer, Harry Phillips, Wally Moroz, Marilyn Prestage, Dann Jenks and Carmel Slater to other colleges. Ross Bromilow was to retire during the year and Ralph Hoare at its end.

Then Lloyd Pond retired from the principalship of Claremont, and from the beginning of April 1978 Clarrie Makin took over at Claremont, with Earle Nowotny as acting principal of Graylands. At this time it seemed as if Makin might be going there to fight the battles of another college under threat of closure.

As the news of the imminent demise of Graylands became public, there was speculation as to what might happen to the site. In January 1978 the Nedlands City Council announced that it was interested in taking it over for use as public open space, or for the development of group housing units. Mossenson replied that when the college ceased to use the site, it would revert to the Public Works Department and would be available for Government use. To the time of writing, early in 1979, there has been no final decision made on what will happen to the site. Its equipment, however, has been subjected to close inspection by the other colleges, and comprehensive lists made of the resources of the college which will be transferred to these institutions.

The promise of the Minister that full courses would be available to the end of 1979 has been honoured. Through the part-time return of relocated Graylands staff to the college and the retention of the necessary materials and equipment, students in the last year of the college's operation have in no way been penalized in either the quality or the range of the units available to them. Throughout 1978 college programmes remained as comprehensive for the remaining students as they had been, and departments continued to acquire essential equipment, with the realization that this would later be housed in the other colleges.

The Partridge recommendation that the remaining colleges should

be amalgamated into a single multi-campus institution of post-secondary education, and that post-secondary facilities be extended into regions of the State outside the metropolitan area, was examined by WAPSEC during the year. The views of the Commission, which were accepted by the Government, were that the colleges should not be amalgamated, and that colleges of further education in the State should be established at Karratha and Port Hedland.

There had been little support for the concept of a single multi-campus college. Those who opposed the recommendation suggested that it would destroy desirable independence of action, the power and representativeness of college Boards and would lead to increased, rather than diminished, bureaucratic control. Those who favoured amalgamation emphasized the need for effective co-ordination, the possibilities which would exist for economic use of staff by movement between the institutions, and the hope that it would offer protection to the smaller colleges, which, at this time, effectively meant Claremont.

The Commission offered three alternatives: firstly, a multi-campus College of Advanced Education and the abolition of the Teacher Education Authority, which would result in the establishment of the third largest College of Advanced Education in Australia, exceeded in size only by WAIT and the Royal Melbourne Institute of Technology; secondly, retention of the Authority but with a revision of its existing powers and responsibilities; and thirdly (the proposal which was eventually accepted by the Government), abolition of the Authority and the granting of true individual autonomy, on the model of the universities and WAIT, to each of the remaining colleges. The last of these proposals was accompanied by considerable statistical data and analyses of the probable future of the colleges.

It was noted that the largest of the colleges was now Churchlands with 2172 students (of whom 1089 were full-time), followed by Secondary with 2040 (1038 full-time), Mount Lawley 1785 (with only 732 full-time, but including 563 external students), Claremont with 916 (533 full-time) and Graylands 338 (280



full-time). Over a five-year period these colleges had grown in size from 424 students at Churchlands, 577 at Claremont, 746 at Mount Lawley and 1722 at Secondary; Graylands had declined from 461. The Commission revealed that 3694 students were studying for a Diploma in Teaching, 1099 for bachelor's degrees, 393 for post-graduate diplomas and 161 for associate diplomas.

The Commission suggested that Churchlands was capable of significant growth and could absorb immediate demands, especially at the southern end of the north-west corridor, but admitted that tertiary facilities at Lake Joondalup might later become necessary. Claremont was cited as having problems of unsuitable buildings, lack of parking facilities, closeness to other institutions, and a general failure to diversify, which the Commission recommended it should seek to do. Mount Lawley was said to be poorly situated to meet the growth needs in the north-west and eastern corridors from the city, and it was suggested that there might be a later need for some facilities at Midland. Secondary College was criticized for the restrictions of its site and its limited possibilities for diversification; however, it was recommended that it should continue in its existing form, rejecting, for the present, the ever-possible threat of takeover by the University of Western Australia.

The Commission suggested that, even with reduced pre-service intakes, the remaining colleges would continue to be viable, but that they should seek to strengthen their position through diversification, and did not rule out the possibility of a future partial merger of some of the institutions.

The general criticisms which were made of teacher education by the Commission included the closeness of the institutions to one another, (as all were within a radius of a few kilometres of the University of Western Australia and the only post-secondary institutions outside this radius were the departments of WAIT at Muresk and Kalgoorlie); the relative smallness by Australian standards of the institutions, (although this is a debatable point); the fact that they were on small, constricted sites, (Claremont 5 ha, Secondary 4 ha, Graylands 3 ha, although Mount Lawley,

with 13 ha, and Churchlands with 16 ha, were more favourably provided for in this respect), and the excessive proportion of students in post-secondary education enrolled in teacher education (34 per cent in 1978).

On the question of relative size, it is interesting to note that of the 73 colleges of advanced education in Australia in 1978, these ranged in size from 140 at the Orange Agricultural college, to about 11,000 at WAIT. In New South Wales, of its 24 colleges the largest was the Institute of Technology with 6500 students, and the smallest, Orange. In Victoria, the Victoria Institute of Colleges (VIC) comprised 14 institutes and the State College of Victoria (SCV), nine. Within the VIC, the giant Royal Melbourne Institute of Technology enrolled about 11,000, and the smallest, the College of Nursing, 250 students. Within the SCV, Melbourne was the largest college with 4200, and the smallest was the Institute of Early Childhood Development, with 800 students. In Queensland, the Institute of Technology was the only College of Advanced Education with over 3000 students (5500), and the smallest was the Conservatorium of Music, with 200 students. The South Australian Institute was the largest college of that State, with 5000 students. The smallest was Roseworthy Agricultural College with 300. Additionally, the Tasmanian College of Advanced Education enrolled 2700 students and the Canberra College of Advanced Education 4700. Overall, Graylands ranked 25th in size among colleges of advanced education in Australia.

The proportion of colleges in country areas varied from 40% in Queensland, 25% in New South Wales, 16% in Victoria, to nil in South Australia and Western Australia. Readers may draw their own conclusions about the question of size; on the other matter of decentralization, a case could undoubtedly be made for the development of some post-secondary education facilities in country areas in Western Australia.

The new plans were outlined by the Premier in June, 1978: the four remaining colleges, including Claremont, were to become fully self-governing at the beginning of 1979; the Teacher Education Authority was to be disbanded and its co-ordinating function

taken over by WAPSEC; the remaining four colleges were to continue but there was to be a restructuring of their Boards to increase representation from the general community; they were encouraged to maintain and extend their links with the community and to diversify their courses.



Greg Chaplin presents a cheque from the Ex-Students Association to Earle Nowotny for the Graylands Scholarship Trust Fund  
L to R: Max Hannah, George Johnson, Greg Chaplin, Earle Nowotny, Kim Chidgzey, Robyn Graham, Liz Franklyn.

# EPILOGUE

Graylands, in 1979, moved into the last year of its existence.

All the efforts of the staff, the students, the administration and the Board of Graylands had failed to secure its survival. The college community had to be content with ensuring that the spirit of Graylands and what it had stood for over 25 years, and the reputation established by the 4000 teachers it had graduated in that time, would be perpetuated not only by their professional efforts in education but by the establishment of the scholarship scheme which will help the children of alumni of the college to undertake teacher education courses in the remaining institutions.

Graylands maintained its dedication to its motto *Non Nobis Solum* (*Not for ourselves alone*), over a quarter of a century, and this spirit will live on, whatever becomes of the buildings and grounds, which so many students for so many years sweated to make habitable. Although the physical community of Graylands will disappear, its ideas and ideals, the ethos which unity through adversity produced, will not be lost while the former students and staff are able to continue their work for the children and the communities of Western Australia.



Kevin Collins chairs a meeting of the first Student Council

# STUDENT PRESIDENTS

## THE FIRST (1955) . . .

Kevin Collins, first president of the Student Council, recalls his arrival at Graylands in 1955:

*A stark, bleak slope of ground, covered with long, low huts which looked for all the world like nesting birds rudely awakened from a long sleep. An air of confusion permeated the area as students, singly or in groups, wandered uncertainly from hut to hut, paused and then went on to another. Some of the more adventurous pushed open the doors and entered, their nervous laughter quickly being swallowed by the silent walls.*

*Signs painted along a wall caught immediate attention:  
VERBOTEN LEBENSMITTEL MITZUNEHMEN!*

*"My God!, What does that mean?"*

*"What a creepy looking place!"*

*"It used to be part of the Migrant Camp. Hasn't been used for years."*

*"Look at the holes in the floor!"*

*"Never mind the floor, look at the walls!"*

*"The place is filthy! Dirt everywhere!"*

*"It must be years since this place was painted!"*

*Slowly the voices died down and everyone straggled towards the main building with the magical sign displayed outside – "Office". We had arrived at Graylands Teachers College!*

*Upon looking back at those first bewildering days, it is difficult to believe that so much was achieved in such a short time by so few (to paraphrase a certain well known quote!) That it did happen is a striking monument to the good nature, enthusiasm and efforts of the students who became part of Graylands during their stay, and the equally good-natured, patient and enthusiastic staff.*

*When I was asked to write about my impressions of that first year of Graylands, I found myself sitting back thinking of the lines of the song, "O Memory":*

*"O Memory! thou fond deceiver,  
Still importunate and vain,  
To former joys returning ever,  
And turning all the past to pain!"*

*In attempting to share some of those early experiences, I shall try to convey to the reader some of the "joys" while we skirt around, or laugh at, any "pain". Oh those blisters from "voluntary" gardening sessions! No chronology will be attempted as this would only expose my bad memory, but instead let me bounce between those memories that remain still vivid and probably far happier than the actual incidents they recall.*

*As the reminiscing is to be mostly happy, this removes any need to mention much about our classes! However, over the years they seemed to have become quite vital, interesting and enjoyable. I must confess however, that I still do not know how Les Johnson, our social studies lecturer, escaped with his life after conning our entire class into submission (and a reasonable degree of attention) with a "mystery parcel" which turned out to be a block of firewood wrapped in paper. Some say that it was this particular ability which led to his becoming Administrator of Papua New Guinea! However, I would hate to think of these reminiscences being included in a Teaching Method Handbook (or a Con Man's Guide Book)!*

*So let us look instead at Friday gardening periods, as those of us who could not find a place to hide, or a lecturer to talk to, swarmed over the hillside. We helped transform the unwanted section of a migrant camp into a veritable Garden of Eden, which has quite naturally now developed into an unwanted teachers college! If I had ever been caught and had actually done any of that work I would probably sue the Government for breach of promise or for wasted effort. But was it wasted? After seeing the fantastic skill achieved in tipping wheelbarrows, chopping toes with shovels, etc., I can't help wondering about the school gardens which must have developed all over the State in 1956!*

*That first intake of students at Graylands was probably typical of those that followed. We attended most classes, slept through some, participated in most activities (even gardening), gossiped through assembly, and just before essay deadlines or exams, actually did some study. We felt sympathy for Jeanne Fimister, when the floor gave way and one leg from the knee down disappeared down the resulting hole.*

*We felt none at all for any of our peers who suffered a similar fate at our first barn dance, as we felt they should not have been sneaking behind the hay bales anyway. And, in retrospect, how many tertiary institutions do you know where the buildings provided such an ideal atmosphere and environment for a dance of this kind?*

*Among the other items of our programme and social activities which were at least attempted (if not enjoyed) that year, we co-hosted the annual Interstate visit between South Australia and Western Australia. While the physical resources of the college were stretched to the limit during this exciting period, staff and students were linked into a more cohesive group as we not only participated in the cultural, sporting and social activities, but also helped to organize and run them. During this hectic period our understanding of the miracle of the loaves and fishes, and the steps involved in making a silk purse from a sow's ear, increased tremendously.*

*The camps at Point Peron, organized by Brom and Laurie Logan and attended by staff and students, were usually the source of gossip for the next few weeks. Incidents such as that of the Sports President's suddenly rising to his feet among the metre-high shrubs to direct a group of lost fellow students to the barbecue, while someone giggled very close by, became immortalised in college songs. The final camp in the hills just before graduation played its part as well, and although bitter-sweet, it did produce the first attempt at an ex-Graylanders Association.*

*While it is impossible in these few lines to even begin to describe that first year, to talk about the warm, caring staff led by Truck,*

*Jock and Dolly, or the fantastic mix of students who collectively looked on with jaundiced eyes as pearls were spread before them, it is possible to say that the most important parts of Graylands were the people. You could change the buildings, create gardens, remove "voluntary" labour, but the people would still stand out. Certainly we were driven closer together by shared work and play, and for this I, for one, am grateful, but without people like Vin Walsh, Lesley Graham, Bert Anderson and their fellow staff members, and students like Lou Hack, Barrie Wells, Jan Morrison, Jock Telson, Peter Longley and Colin Mounsey, Graylands to me would have meant far less. Equally important was the spirit of co-operation which existed naturally as both staff and students worked towards the achievement of shared goals.*

*So here I sit, with about one-tenth of what I would like to have shared actually on paper, and memories flood in so fast that I almost feel that I am living that year over again. Damn those blisters!*

... AND THE LAST (1979)

Mike Dixon, Student Council president for 1979, writes:

*I came to Graylands mainly because of the reputation of the college among its ex-students, and in particular, because of the influence of my wife, an ex-Graylander. Unfortunately, because of work commitments with the Main Roads Department, I missed the orientation, "breaking the ice" week, in 1977, and this made my debut in college life somewhat difficult. The feeling of being out of place disappeared quickly in the friendly atmosphere of the college; for although we are the last students and number only 125 or so, the Graylands spirit still prevails and will do so, up to the very end.*

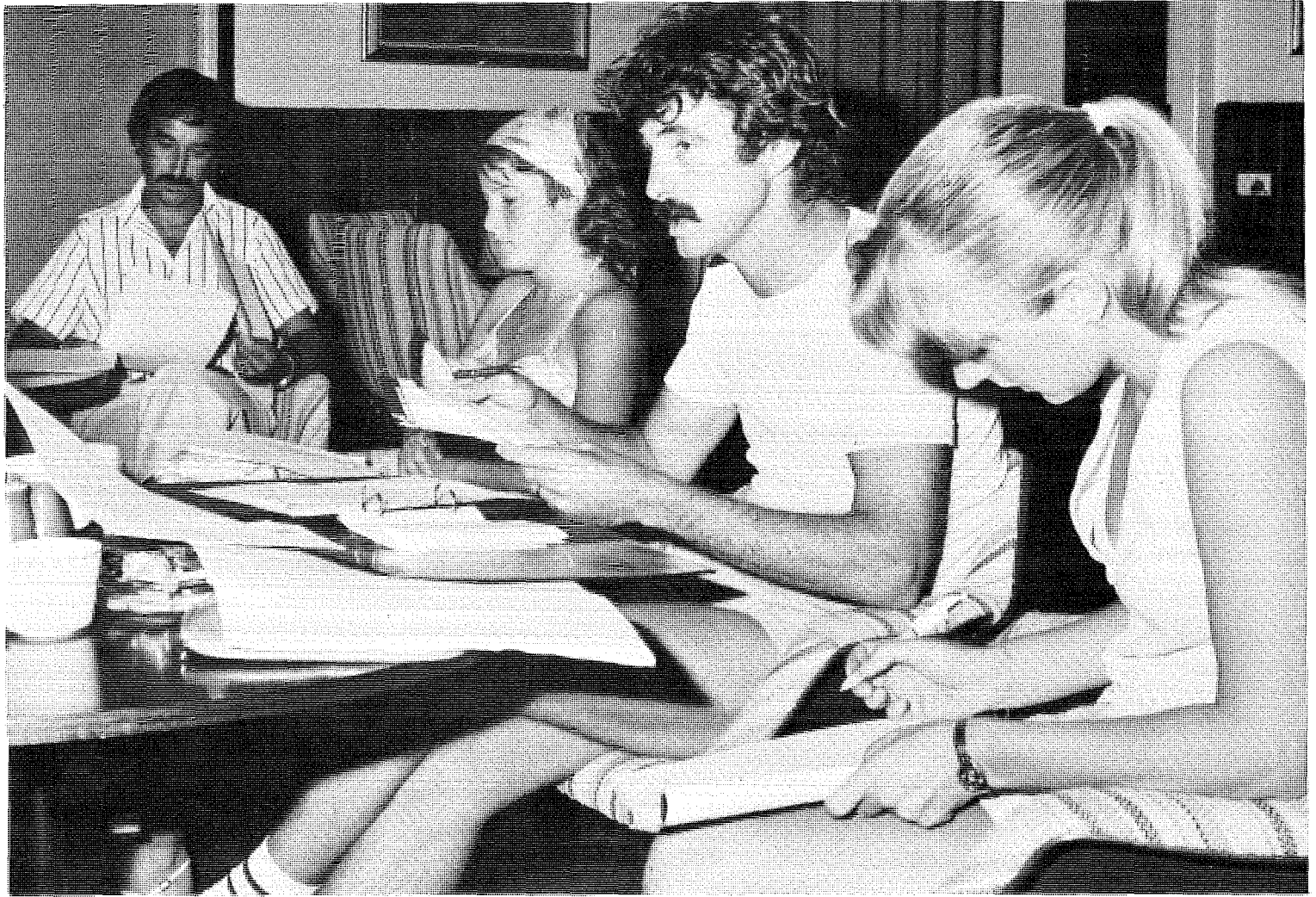
*The traditional events continue to be, even with our reduced numbers, successful. The camps, aquatic carnival and shows in the Ref. room are still the highlights, with, of course, "occasional" drinks being taken at the Ocean Beach Hotel or the Cottlesloe. Ex-students can be thanked for preparing these venues for us.*

*Probably the outstanding event of 1978 was the Exies night which was held in honour of Brom. It was tremendous to see the attendance for this occasion and to realize that the Graylands spirit still exists among the students and lecturers of the past. Sadly, a part of Graylands is not with us this year as Brom (Fail!) retired during 1978.*

*There are many who would argue that Graylands produced the most successful and respected teachers in the profession and that this could be attributed to the fact that it was a practical college, and practice made perfect. The buildings and facilities emphasized this; but then the accent upon the practical had always been a part of the Graylands ethos. It is you, the past student or lecturer, who is to be congratulated for this. Every student associated with Graylands regrets the decision to close the college, and I wonder who, in the long run, will suffer as a result?*

Overleaf: Mike Dixon chairs a meeting of the last Student Council. L to R Mike Jordan (Principal's representative), Amanda Richards (Vice President), Mike Dixon (President) and Beth Wallace (Secretary).





# THE GRAYLANDERS

## CLASS OF 1954

Margaret Aitken  
Sylvia Allen  
Victor Ashworth  
George Barrett  
Helen Baxter  
Geraldine Beauclarke  
Percy Barnett  
Philip Blackley  
Clifford Brindley  
Margaret Brooks  
John Buggins  
Ronald Cable  
Gwenda Cain  
Joe Callus  
Robert Capp  
William Chaplin  
Keith Choules  
Merril Claessen  
Jannine Cliff  
Mavis Cocking  
Dorothy Collins  
Kevin Collins  
John Conroy  
Fred Cracknell  
Joannes de Bijl  
Patricia Deering  
Therese Devane  
Margaret Dewing  
Ronald Dickinson  
Norman Dodd  
Victor Doolette  
Annette Doyle  
Maxwell Durant  
Edwyn Evans  
Kevin Evershed  
Enid Fardon  
Christine Fenn

Rosemary Ferguson  
Allan Fraser  
Anna Furtado  
Maria Furtado  
Charles Garden  
Colin Gilchrist  
Ron Gisbourne  
Ross Graham  
Meirion Griffiths  
Christopher Gudgeon  
Julia Hack  
Eileen Harris  
Michael Hemy  
Patricia Henson  
Laurence Herbert  
Gordon Hey  
Alistair Hicks  
Ernest Hiddlestone  
Arnold Hollier  
Judith Holmes  
Leslie Howarth  
Barbara Jarman  
Rosemary Jeffrey  
Dorothy Johnson  
Barry Johnston  
Graham Kingston  
William Kirke  
Lois Lawson  
Rosemary Leslie-Green  
Lynette Lightly  
Peter Longley  
William Louwen  
Richard Lovegrove  
Colin Lovelady  
Gloria Lynch  
Judith McCombe  
Peter McGaughey  
Neil McKeown  
Lorraine McLaren

Robert McLeod  
Basil Manassis  
Lorna Maund  
Leon Mauritz  
Eric Maxwell  
Rudolph Monisse  
Raymond Morony  
Janet Morrison  
Barry Moss  
David Mostyn  
Colin Mounsey  
Aileen Myles  
Campbell Nunan  
Eva Pacak  
Peter Padovan  
Jack Paterson  
James Pether  
Margaret Philson  
Betty Priddis  
Marilyn Prowse  
James Reid  
Eirlys Richards  
Sydney Richardson  
Valma Smith  
Richard Snedden  
Rosevear Spry  
Joyce Stirling  
Rhona Stokes  
Alice Stratford  
Maxine Strauss  
Iris Strugnell  
Roy Stubberfield  
Mary Sutherland  
Harold Tebbit  
Cecil Telson  
Hendrika Teune  
Gordon Topperwien  
Judith Townsend  
Robert Trend

Ric Trutwin  
Glenice Walker  
Eleanor Wallace  
William Ward  
Peter Watson  
Barrie Wells  
Kerry West  
Lawrence Whitmore  
Keith Wilson  
David Wright  
Peter Zafer

CLASS OF 1955

Dawn Atkinson  
Joan Atkinson  
Patricia Backshell  
Warren Bailey  
Salvino Barbara  
Alan Bellman  
Patricia Best  
Betty Bignell  
Julie Blythe  
Mervyn Bond  
Jean Boothman  
Pamela Bowering  
Rene Brailey  
John Broadbent  
Elizabeth M. Brown  
Jill Broun  
Wendy Burns  
Barbara Chapman  
Jean Chapman  
John Clark  
Delys Clarke  
Lorraine Conradi  
Owen Cook  
Mary-Lou Cottle  
Olaf Cousins  
Audrey Cowper  
Barry Cracknell  
Elizabeth Crombie  
Terence Cronin  
Merril Curtin  
Ronald Cutten  
Allan Doig  
Kathleen Drew  
Pamela Dyson  
Herbert Edwards  
Coralie Ellement

Lesley Evans  
Edwin Freeman-Smith  
William Frost  
Bernadette Gilbert  
Garth Giles  
Annette Goode  
Clement Grogan  
Gwendoline Gwyther  
Elizabeth Haddon  
Charles Hammond  
Sylvia Harley  
Joan Herbert  
Judith Hibble  
Patricia Hilfers  
Lancelot Hollands  
James Hurst  
Glenda Johnson  
Edward Jones  
Ivy Kenna  
Pamela Kerruish  
Sylvia Kirwan  
Rita Kupsch  
Ronald Leggett  
Constance Lewis  
William Lingard  
Margaret MacPhail  
Malcolm McGowan  
Ian Markey  
Yvonne Marshall  
Janet Mitchell  
Ronald Moffat  
Judy Morrison  
Nancy Moss  
Donald Mummery  
Lesley Nile  
Glenys Ogilby  
Raymond Omodei  
Noelle Parker  
Arthur Pate

Brian Paxman  
Roderick Pether  
John Phillips  
Catherine Ponta  
Jeannette Provan  
Veronica Rackstraw  
Evelyn Ranson  
John Reid  
Peter Reid  
Eleanor Richardson  
Darling Robertson-William  
June Robinson  
Nan Rothnie  
Rita Scott  
Erica Sheppard  
Shirley Sims  
Roger H. Smith  
Delys Solomon  
John Stephenson  
Kathleen Symons  
Beryl Taylor  
Eleanor Taylor  
Ruth Terrell  
Judith Teske  
Ruth Thomas  
Ignatius Thompson  
Michael Tomas  
Yvonne Torr  
Mary Trebley  
Nola Vaisey  
Neil Watson  
Anthony Webb  
Judith Westwood  
Margaret Winbank  
Graham Young

CLASS OF 1956

Frederick Adams  
Michael Albany  
Mat Antonovich  
Leola Bailey  
Desmond Beeck  
Barbara Bell  
Noel Bourke  
Barbara Bowyer  
Beverley Brooks  
Mary Calver  
Patricia Casson  
Shirley Chegwiddden  
Audrey Clarke  
Barry Clarke  
Margaret Colquhoun  
Sylvia Conlon  
Dulcie Cook  
Valmai Cooper  
Margaret Cousins  
John Cox  
Charles Cray  
Elaine Davenport  
Elyn Davidson  
Ivor Davies  
Oliver Deacon  
Patricia de Mamiel  
Jeanette Dewar  
John Dixon  
Kaye Dunn  
John Ellis  
Eric Evans  
John Fairburn  
Jean Farrant  
Heather Fawcett  
Patricia Fitz-Simons  
Edmund Gallagher  
Jean Gooch

David Goold  
Kathleen Gorman  
Janice Gorton  
Helen Graham  
Rae Graham  
Lianwe Grosvenor  
Kathleen Hackett  
Carol Hall  
Anita Hann  
Powell Harrison  
Lucille Haynes  
Keith Hill  
Marie Hinds  
Frances Hodgson  
Alistair Hopkins  
Peter Hurford  
Margaret Hutchinson  
Nita Isherwood  
Robert Johnston  
Arthur Jones  
Beryl Jones  
Patricia Jones  
Robert Jones  
Richard Kent  
Marie Kerr  
Annette Kimber  
Sylvia King  
Murray Lake  
Pamela Laurisch  
Peter Leece  
Lloyd Logan  
Annie Lye  
Robin MacLean  
Anne McDougall  
Barry McKeaig  
Brian Maddocks  
John Male  
Stella Malighan  
John Maloney

Ian Mitchell  
Dizna Montgomery  
Richard Moore  
Ailsa Morgan  
Estelle Morris  
Dimity-Ann Morrison  
David Nockolds  
Regina Norrish  
Ian Outtrim  
Yvonne Parker  
Margaret Peacock  
Nellie Pearson  
Peter Peckham  
Brian Pinchback  
Marie Pinker  
Raymond Preston  
Cecilia Pritchard  
Pamela Prosser  
Doreen Riches  
Doreen Ritchie  
Reginald Ritchie  
Allan Sambell  
John Sayers  
Diana Schwenke  
Isla Selfe  
Gloria Sewell  
Eleanor Smith  
Keith Smith  
George Spalding  
Lois Spencer  
Valerie Strother  
Dallas Symes  
Barry Thompson  
Heather Thompson  
Kevin Tobin  
Mary Tolj  
Coralie Trembath  
Judith Walsh  
Sean Walsh

Kevin Warne  
Gwendolene Watkins  
Robert Weiland  
Maureen Weir  
Warwick Wild  
Jeanette Willcocks  
Linda Williams  
Diana Wilson

CLASS OF 1957

Grace Ackley  
 Jeanette Acreman  
 Nicholas Agocs  
 Christine Antoine  
 Josephine Atkinson  
 Michael Ball  
 Jeanette Ballantyne  
 John Barber  
 Nola Bateman  
 Ann Beard  
 Jill Berryman  
 Margot Bowden  
 Heather Bowen  
 Verna Brinkworth  
 Thomas Brown  
 Mauretta Burns  
 Shirley Burrige  
 Leslie Butcher  
 Ann Butorac  
 Josephine Butun  
 Ronald Byrne  
 Helen Calder  
 Lois Cartmel  
 Kevin Casey  
 Janet Cassidy  
 Helen Chegidden  
 Betty Clayden  
 Jocelyn Clover  
 Joan Clune  
 Julienne Connell  
 Keith Cook  
 Thomas Corcoran  
 Thomas Cornwall  
 Noel Costello  
 Barbara Cousins  
 Jeanette Cousins  
 Graham Cowell

Cecile Cox  
 Margaret Coxon  
 Arina Davidson  
 Joseph Day  
 Yvonne de Vis  
 Roy Dowsett  
 Pamela Duggin  
 Keith Eddington  
 Shirley Ellis  
 Kenneth Else  
 Dorothy Erickson  
 Lynnette Fairbanks  
 Margaret Farrant  
 Annette Faulkner  
 Nola Finlay  
 Eddie Flint  
 Jacqueline Foy  
 Gloria Fraser  
 Lynette Frearson  
 Marjorie Frost  
 Andrea George  
 Craig Gough  
 Lethne Grosvenor  
 William Hannon  
 Jillian Hansen  
 Bent Hansen  
 Beverley Harrison  
 Rodney Hatten  
 Helen Hawter  
 Geraldine Haywood  
 Judith Hoare  
 Marion Hobbs  
 Lesley Holland  
 William L. Hollingsworth  
 Beverley Holmes  
 Barbara Jamieson  
 Frances Jeans  
 Lynette Jenkinson  
 Maureen Kelly

Ruth Kern  
 Hazel Kingston  
 Mary Kinsella  
 Roslynn Kirkaldy  
 Brian Knox  
 Ellen Krepp  
 Astrid Krupa  
 Olive Larter  
 Norma Lawrence  
 Julia Lee  
 Raymond Leeman  
 Robin Lightfoot  
 Margaret Lindfield  
 John Lockley  
 Kathleen Lymon  
 Ross MacKenzie  
 Gilbert McDonald  
 Kay McGowan  
 Marie McGregor  
 Peter McKimmie  
 Barrie McMahan  
 Margaret McPharlin  
 Lesley McWhirter  
 Edward Magnus  
 Ruth Main  
 Nola Manning  
 Lynnellen Martin  
 Janice Martin-Huxley  
 John Masters  
 Sylvia Mattaboni  
 Bernhard Mauritz  
 Karen Metz  
 Audrey Miller  
 Mary Milne  
 Ronald Mitchell  
 Anthony Monk  
 Joan Moore  
 Patricia Morris  
 William Motherway

Margaret Muir  
 Peter Mundy  
 Janice A. Murphy  
 Melvyn Murray  
 Janet Negus  
 Glenyse Nelson  
 John Newby  
 Harry Newman  
 Gavan O'Connor  
 John O'Connor  
 Michael O'Leary  
 Michael Page  
 Margo Patroni  
 Laurel Penn  
 Geoffrey Penny  
 Rae Plumb  
 Margaret Poole  
 Norma Prince  
 Brian Purser  
 Loretta Raneri  
 Barry Rayment  
 Mary Reeson  
 Robert Reid  
 Helen Reilly  
 Domenico Ricci  
 Judith Richards  
 Kathryn Ridge  
 Margaret Roberts  
 Rosalie Schultz  
 Kathleen Sheehy  
 Judith Shepherdson  
 Maxwell Shooter  
 Delys Smith  
 Edwin Smith  
 Sandra W. Smith  
 Cranley Smither  
 Sally Steere  
 Joan Stephens  
 Jeanette Stevens

Graham Stewart  
Michael Stidwell  
Henry Taylor  
Leonie Thomas  
Margaret Thomas  
Mac Tombleson  
Marjorie van Wijk  
Jan Waddy  
Glenys Waldron-Brown  
Desmond Ward  
Francis Waring  
Peggy Webse  
Margaret White  
Laney Wilkin  
Jean Wishart  
Joan Wittber  
Brian Wolfenden  
Anthony Wood  
Kathleen Wright  
Brenda Yeatman

CLASS OF 1958

Heather Allen  
Marie Almond  
Kenneth Bailey  
Barry Bamford  
Elvira Baxter  
Jill Beevor  
Anthony Bell  
Donald Bell  
Patricia Birchmore  
Franklyn Blackwell  
Maurie Blechynden  
Vivienne Booth  
Valerie Boyd  
Martin Brandreth  
Susan Brazier  
Glenys Bryant  
Dianne Burbridge  
Russell Burgess  
Anthony Byrne  
Isla Cahill  
Edmund Campion  
Kaye Carter  
Mary Cassidy  
Valda Castledine  
Beverley Chester  
Conrad Clifton  
Rachael Cohen  
Wendy Collins  
Lorne Cook  
Rosemary Cook  
Betty Cooper  
Lynnette Croker  
Lynnette Croxford  
Guy Davies  
Ian Dawson  
Naida Deboni  
Michael Detiuk

Laurence Dickie  
Michael Dodds  
Margaret Donaldson  
Marie Donovan  
Roderick Eagleton  
Annette Eather  
Rudy Ehinger  
Noral Ennis  
Helen Flamer  
Trevor Fleming  
Daphne Foulkes-Taylor  
Margaret Frain  
Florence Gardiner  
Maureen Gardiner  
Michael George  
Geoffrey Gibbs  
Beverley Giles  
Barry Godley  
Walter Graham  
Christine Grange  
Annette Greaves  
Patricia Green  
Malcolm Gregg  
Edward Gregory  
Winifred Groom  
Nancy Gunn  
Leslie Guthrie  
Susan Hall  
Delma Harris  
Moreton Harslett  
Allen Hart  
Stephen Haydock  
Winifred Heath  
Eric Herbert  
Christine Hill  
Gerard Hodgkinson  
Bruce How  
Patricia Hull  
Kevin Hunter

Stephen Hunter  
Donald Jackson  
Margaret Jakovich  
Carrie Jefferys  
Valerie Jewell  
Bernard Kaaks  
Mahala Kirkwood  
Albert Kravevich  
Shirley Lamont  
Graeme Lanham  
Ian Laurance  
James Lee  
Judith Lee  
Wendy Lee  
Judith Light  
Margaret Limb  
Murray Lindquist  
Valerie Lockerbie  
Neville Loudon  
Sylvia Loveridge  
Gerard MacDonald  
Rhonda McDonnell  
Deirdre McEwin  
George McGillivray  
Kathleen McGowan  
Patricia McGrath  
Harry Mann  
Patricia Manning  
Brian Marie  
Clive Markey  
Gwenyth Mathews  
Thelma Melling  
Suzanne Money  
Darrall Monk  
Anthony Monks  
Michael Moran  
Janet Morison  
Harcourt Morrell  
Keith Mulligan

Carol Murphy  
Gladys Murray  
Kathleen Myles  
Ronald Newton  
John Nichols  
Christine Nix  
Jillian O'Connor  
Dennis Odgers  
Gay O'Malley  
John Osmetti  
Ian Overman  
Elizabeth Overton  
Richard Palmer  
Allan Panzich  
Alison Paynter  
Judith Peraldini  
Anne Pettit  
Evelyn Plummer  
Janice Powell  
Robert Prodonovich  
Aladina Puccinelli  
Peter Pustkuchen  
Raymond Quinn  
Allan Radge  
Kevin Rainbird  
Donald Redman  
Dixie Rew  
Campbell Rielly  
Beverley Riley  
Adrian Roberts  
Edward Robinson  
Michael Seabrook  
Murray Searle  
Ian Shortland-Jones  
Patricia Sorell  
Mavis Spencer  
Kevin Squance  
Valda Stamp  
Janice Starr

Maureen Stewart  
Marian Tapley  
Erica Taylor  
Gregory Taylor  
Cherry Thacker  
Rita Torrisi  
Coral Troy  
Maxwell Tully  
James Varnavides  
Robert Veletta  
Cornelis Vermey  
Harold Vidulich  
Joan Vincent  
Gwenyth Vinicombe  
Janis Wagner  
Isobel Weir  
Patrick Weir  
William West  
Edward Whitely  
James Wieland  
Ernest Williams  
Judith Wishart  
Desmond Woodman  
Barbara Young  
Joan Zaliki



CLASS OF 1959

Raemer Barnes  
 Barry Baskerville  
 Duxie Bateman  
 Robin Baugh  
 Sister Marietta (Beer)  
 Colin Bell  
 Dianne Boyanich  
 John Brailey  
 Reginald Brearley  
 Donald Brown  
 Jennifer Brown  
 Robert Bryant  
 Tony Bull  
 Margaret Burvill  
 John Butcher  
 Edmund Carroll  
 Lynette Carroll  
 Anne Carter  
 Diana Chase  
 Wendy Chester  
 Jennifer Churack  
 Peter Collins  
 Melva Criddle  
 Colleen Cronin  
 Wallace Dale  
 Joan Dall  
 Margaret Danger  
 Diena Davidson  
 Dorothy Davies  
 Keith Davies  
 Kevin Davis  
 Marian Daw  
 Barry Dufall  
 Marshall Edmondson  
 Margaret Elliot-Smith  
 Diana Ellis  
 Valma Ellis

David Farquhar  
 Kenneth Favas  
 Christine Fletcher  
 Kenneth Flindell  
 Douglas Fong  
 Peter Fowlie  
 Carol Fullston  
 Anne Gabbedy  
 Lyola Gilfellon  
 Carole Gorton  
 Noreen Hair  
 Raymond Hansen  
 Janice Harvey  
 June Hawksley  
 Aileen Hendrie  
 Jean Home  
 Frederick Hort  
 Bruce Howden  
 Wendy Hudson  
 Helene Huelin  
 Daphne Jessup  
 Irene Jethon  
 Estelle Johns  
 Nancy Jones  
 Doris Jordan  
 Doreen Keattch  
 Avrille Kent  
 Frances Knight  
 Kaye Lardi  
 Helen Leapingwell  
 Janet Leeder  
 Jennifer Lees  
 Margaret Lees  
 Gordon L'Estrange  
 Meryl Lynam  
 Thelma Lynch  
 Sandra Lynn  
 Margaret Lyon  
 Sister Jerome (McAdam)

John McGuire  
 Patricia McKinney  
 Lorna McKinnon  
 Harold McKnight  
 Barbara McPharlin  
 Geoffrey McPhee  
 Geoffrey Matthews  
 Pamela Matthews  
 Valrie Mayger  
 Kathleen Meegan  
 Pamela Meiklejohn  
 Harold Miller  
 June Moss  
 Cecelia Moysey  
 Margaret Nevin  
 John Newman  
 Thomas Odgers  
 Jack O'Donnell  
 Janice Orr  
 Erika Palmer  
 Elizabeth Paterson  
 Margaret Peirce  
 Mary Perkins  
 James Philippe  
 Richard Porter  
 Maxinne Pougnauld  
 Gloria Powell  
 Patricia Ramsay  
 Barbara Reeve  
 Carol Robinson  
 Josephine Saunders  
 Frank Schaper  
 Lois Sharpe  
 Christine Shaw  
 June Short  
 Diana Smith  
 Rodney Smith  
 Roger W. Smith  
 Geraldine Smithin

Joan Smyth  
 Annette Snelgar  
 Ernest Stringer  
 Alison Sutherland  
 Jean Taylor  
 Marion Teasdale  
 Irene Thomas  
 Elizabeth Thompson  
 Robin Thompson  
 Julie Tomasini  
 Elizabeth Torrance  
 Joan Towie  
 Mona Turner  
 Joannes van Beek  
 David Waddell  
 Peter Walsh  
 Anthony Weygers  
 Arthur Whitby  
 Lillian White  
 Beverley Wilkins  
 Beverley Wilkinson  
 Gail Willis  
 Kenneth Wilson  
 Jennifer Young  
 Gloria Young

CLASS OF 1960

Robert Anderson	Sister Mechtilde (Crosbie)	Graham Johnson	Alice Mohen
Bernard Arrantash	Elizabeth Davies	Dorothy Johnston	Glenda Moloney
Christine Askey	Philip Deschamp	Jennifer Johnston	Margaret Moncrieff
Glenys Bailey	Marion Eagar	Pauline Johnstone	Delys Mullings
Rose Banting	Alied Edel	Gail Jones	Josephine Newman
Ross Batty	Peter Edmonds	Judith Jones	John O'Brien
Helen Beck	Margaret Elliot	Ronda Jones	Dennis O'Callaghan
Neil Beckwith	Rosemary Emery	Diana Karajas	Ian Odgers
Judith Berrigan	Merle Farrant	Roberta Kemp	Robert Oliff
Doreen Best	Sandra Ferguson	Mary King	Robin Ozanne
Elvira Bignold	Mary Finnegan	Robert Kirkby	Judith Pannell
Kevin Blacker	Wessel Fokkema	Myra Kirkham	George Patching
Stewart Bonser	Kaye Forster	John Kirkman	Kay Patroni
Kathleen Bourke	John Fraser	Elizabeth Knight	Judith Peacock
James Bousfield	Barbara French	Shirley Knox	Freda Pecko
Margaret Bowers	Janice Gallahawk	Kerry Lamb	Glenys Poultney
Audrey Bowran	Leslie Gillett	Andrea Lane	Betty Prendergast
Desmond Brady	Wendy Guidice	Lesley Lapham	Milton Prentice
Emily Branchi	Laura Graham	Marilyn Larkin	Jennifer Pritchard
Donal Breen	Frances Guerin	John Lawrence	Valerie Purser
William Brown	Judith Gumprich	Helen Lewis	Jeffrey Randall
Joan Bryant	Mavis Gunn	Janet Lewis	Marjorie Redgrave
Eleanor Burge	Robin Guyatt	Judith Limb	Celsa Reghenzani
Leonard Burton	Richard Haddow	Leslie Loaring	Geoffrey Robinson
Beryl Button	Jillian Hall	Patricia Locke	John Robinson
Christopher Carmody	Mark Hancock	Kay Lymn	Bryan Rodgers
Nan Carter	Glenys Harrison	John Lynch	Maureen Ronan
Keith Chambers	Dorothy Harvey	Graham McCoy	Janice Rooke
Honora Chidlow	Douglas Harvey	Susan McDermott	Ellen Rowe
Terrence Church	Lynton Hayes	Jacqueline McKenzie	Enid Sadler
Ian Clifton	Leila-Ann Headling	John McKernan	Brian Salisbury
Nita Coad	Marny Hoad	Sandra McKimmie	Maureen Sawyer
Julie Collen	David Horsley	George Macrides	Kaye Scott
Margaret Copping	Kaye Hough	Vincent Marelich	Tom Scott
Glenn Coughlan	Lynette Houlton	Judith Mather	Ted Sharpe
Patricia Coughlan	Pamela Huggett	Coralie May	Celia Shaw
Andrew Crawford	Julie Ingate	John Mills	Lorraine Shaw
	Patricia Ishmael	Jennifer Milne	Frank Sheehy
	Glenise Johnson	Donald Milner	Janice Sheppard

Dorothy Shugg  
Monica Simmonds  
Jean Simpson  
Merlene Skinner  
Keith Slater  
Glennis Smith  
Ronald W. Smith  
Patricia Stiles  
Beth Stokes  
Shirley Stump  
Rhonda Sutherland  
Colleen Taylor  
John Taylor  
Patricia Thomas  
Kay Trundle  
Mary Tuffin  
Pauline Tweedie  
Maureen van Geysel  
Anthony Walker  
Patricia Walsh  
Janet Ward  
Peter Whyte  
Mavis Williams  
Lorraine Willis  
Elizabeth Wilson  
Judy Wilson

CLASS OF 1961

Sandra Anderson  
Sandra Bantock  
Kenneth Bell  
Shirley Bindeman  
Sally Bird  
Michael Black  
Wendy Blackall  
Margaret Bowyer  
Maureen Bradley  
Peter Bradley  
John Brimer  
Anne Brown  
Elizabeth Bruechle  
Rafe Budiselic  
Marty Butcher  
Robert Bycroft  
Rachael Cain  
Edmund Carlson  
Elizabeth Clark  
Joan Clarke  
Gaye Clarkson  
Darrel Cockram  
Christine Cooke  
Heather Crawford  
Joyce Crisafulli  
Trevor Daw  
June Dawson  
Daryl Denic  
Bronwyn Denness  
Patricia Doherty  
Kaye Donovan  
Abel Doornbusch  
Yvonne Dove  
Wilson Dower  
Helen Downes  
Brian Draffen  
Barry Draffin

Pauline Drake-Brockman  
Peter Driver  
Patricia Duffy  
Rosalie Dwyer  
Edith Edwards  
Merlene Field  
Joan Flamer  
Elaine Flanagan  
Patricia Flanigan  
Irene Fowler  
Judith Francisco  
Veronica Frearson  
Deborah Gamble  
Kaye Gardner  
Rosemary Gilbert  
Richard Godley  
Carol Green  
John Green  
Lorraine Green  
Harda Grinbergs  
Betty Groen  
Kyra Ham  
Leslie Hammill  
Barry Hancock  
Jennifer Hatt  
Margaret Hayles  
Deborah Haynes  
Margaret Hernesniemi  
Bernice Hickman  
Graham Higgins  
Kaye Hipper  
Harriet Hood  
Jillian Hopkins  
Keith Hopkinson  
James Hosking  
Phyllis Hough  
Colin Humphry  
Pamela Irvine  
Peggy Jackson

David Jones  
Lynley Jones  
Helen Keay  
Margaret Kelly  
Ken Kent  
Julie Kirkwood  
Ellen Lagana  
Pamela Langdon  
Marilyn Lee  
Barbara Lees  
Kerry Leggett  
Rosemary Little  
Douglas Lockwood  
Ray Loder  
Tekla Lorencs  
Valma Lovell  
Julie Lowther  
Barbara MacDonald  
Betty McAuliffe  
Brian McAuliffe  
Kenneth McCamish  
Patricia McKenna  
Martin McPartland  
Carmel Maher  
Eleanor Makin  
Beryl Manion  
Judith Manning  
Peter Marum  
Keith Maughan  
Robin Meharry  
Rosalie Meiklejohn  
Rowlie Mellor  
Patricia Merryweather  
Dorothy Miller  
Carolynn Milner  
Bernadette Monaghan  
Lynette Moore  
Rita Moreschini  
Mary Morison

Lorraine Morley  
Avon Moyle  
Frances Myers  
Barbara Neil  
Sydney Newman  
Margery Nicholls  
Maxine O'Donnell  
Margaret O'Keeffe  
Warwick Otley  
Kaye Parry  
Isla Patton  
John Peters  
Harry Phillips  
Gerald Pidgeon  
Rosemary Poole  
William Powell  
Ina Prideaux  
Coral Prince  
Alan Pritchard  
Catherine Pustkuchen  
John Reid  
Isabel Richards  
Patricia Ridgway  
Peter Rodger  
Allan Rowe  
Anne Rudland  
Barbara Rycroft  
Pamela Sackville  
Lynette Saunders  
Jill Saxbee  
Marion Shepherd  
Mary Shute  
Gillian Smith  
Judith A. Smith  
Pauline Stack  
Royce Standish  
Barbara Steel  
Sandra Stone  
Judith Stubbs

Valmai Stubbs  
William Sugars  
Raymond Surman  
Myra Swan  
Lorna Tacey  
Kerry Taylor  
Margaret Taylor  
Neil Taylor  
John Templeman  
Carmel Tormey  
Elizabeth Tuffin  
Catharina Versteeg  
Lynette Vincent  
Edwin Wakefield  
David Waldeck  
Peter Walker  
Brian Walsh  
Frances Walsh  
Jillian Wilmot  
Diane Wilson  
Margaret Young

CLASS OF 1962

Lynette Abbott  
 Laurie Alach  
 Raymond Amm  
 Robin Anderson  
 Noelle Bagworth  
 Robert Baker  
 Lesley Bancroft  
 Hugh Barnett  
 Colin Barter  
 Bernice Batty  
 Ann Beaton  
 Linda Bendall  
 Jack Bennett  
 Kimberley Berryman  
 Robert Boulden  
 Anne Bracanin  
 Cheryl Bracegirdle  
 Stella Bromilow  
 Lorraine Burke  
 Kenneth Burns  
 Roslyn Cameron  
 Fay Campbell  
 Barbara Challis  
 Rowena Clairs  
 Maxwell Clarke  
 Graeme Clifton  
 Maureen Covic  
 Joan Crowley  
 Elaine Currie  
 Peter Daniel  
 Jennifer Danielson  
 John Darroch  
 Lorraine Davey  
 Margarette Day  
 Margaret Dean  
 Isobel Dee  
 Maria Delrue

Basil de Luca  
 Judith de Pledge  
 Margaret Devlin  
 Kathleen Duane  
 Patricia Eaton  
 Jennifer Eddison  
 Linley Edwards  
 Jill Ellis  
 Ann Ewers  
 Lorraine Fennell  
 Dennise Ferres  
 Gillian Fisher  
 Phillip Fitzhardinge  
 Anne Formby  
 Christine Fraser  
 Graeme Gardiner  
 Graeme Gee  
 Janice George  
 Jacqueline Gerke  
 Bruce Gray  
 Sandra Gregory  
 Sister Stephen (Hammond)  
 Lynnette Harben  
 Robyn Harris  
 Robyn Harrison  
 Helen Hawthorne  
 Mary Hazlitt  
 Vivienne Heath  
 Helen Henderson  
 Marianne Hetebry  
 Glenice Hodgson  
 Bethwyn Holding  
 William A. Hollingsworth  
 Cathleen Holmes  
 Norma Hopkins  
 Alan Hudson  
 John Hulme  
 Rhonda Hunter  
 Colin Hurn

Joan Jenkins  
 Allen Johnson  
 Janice Johnstone  
 Susan Jones  
 Patricia Jordan  
 Ross Kay  
 Judith Kidd  
 Sister Claude (Kinsella)  
 Beverley Knox  
 Patricia Lane  
 John Lang  
 Maureen Leach  
 Margaret-Anne Leese  
 Patricia Lehman  
 Robert Lehman  
 Barbara Limb  
 Margaret MacFarlane  
 Sister Martin (MacKey)  
 Patricia McArdell  
 Pamela McCormack  
 Jillian McCrae  
 Jeanette McDonald  
 Georgina McGillivray  
 John McIntyre  
 Judith McQuade  
 Jeanette McQueen  
 Anne Mackay  
 John Mann  
 June Markham  
 Erle Matson  
 Deloras Matthews  
 Gillian Mayho  
 Frank Mills  
 Lynette Morley  
 Deborah Mossenson  
 Eamon Murphy  
 Dale Neill  
 Carolyn Norris  
 Rosalind Norrish

Beth Noske  
 Beth Oldfield  
 Christine O'Neill  
 Edna Orton  
 Janette Otley  
 Frank Papasergio  
 Gaye Pearce  
 Robin Peirce  
 Graham Quartermaine  
 Julie Quartermaine  
 Barbara Quick  
 Vicki Ralland  
 Janice Reid  
 Nancy Reynolds  
 Ian Richter  
 Marilyn Rimmer  
 Graeme Robinson  
 Mary Robinson  
 Joan Ross  
 Lyndon Sadler  
 Gloria Saggars  
 Elizabeth Sandilands  
 Maureen Saunders  
 Anna Seniuta  
 Barry Shaw  
 Bruce Shortland-Jones  
 Gloria Sleight  
 Judith O. Smith  
 Patricia Margaret Smith  
 Judy Smoker  
 Heather Speak  
 Leigh Steedman  
 John Stewart  
 Valerie Strahan  
 Hendrina Swartz  
 Kenneth Tasker  
 Marlene Tasker  
 Kenneth Tobin  
 Joan Tollemache

Joy Uren  
Paul Utley  
Robert Vallis  
Lonja van Deth  
Helmi van Nierop  
Nancy Veitch  
Ric Vernon  
Kerry Walker  
Leone Walker  
Margot Walker  
Barbara Walsh  
Roslyn Walsh  
Marie Walton  
Patricia Ward  
Helen Weston  
Patricia Whitbread  
Vivian White  
Wesley Whitmore  
Thomas Wigzell  
Noel Williams  
Dulcie Wilson  
Maureen Woosnam  
Dawn Zeitlin

CLASS OF 1963

Anne Aitken  
Pamela Aldridge  
Janice Alford  
Mary Archibald  
Gloria Atkinson  
Patricia Banfield  
Donald Barker  
Edwina Bennett  
Kenneth Bennett  
John Berrell  
Diana Blechynden  
Anita Borland  
Laurance Bowman  
Barry Boyd  
Lillian Bozic  
James Bray  
Carla Brescacin  
Peter Browne  
David Bryant  
Thomas Campbell  
Ronald Cann  
Delys Castlemain  
Julia Challis  
Yvonne Challis  
Sandra Clarke  
Coralyn Cook  
Elizabeth Coughlan  
Barbara Cross  
Kaye Cumming  
Joseph Danko  
Robert Dedman  
Lorraine Dick  
Kaye Dineen  
Steven Ding  
Eileen Emsall  
Patricia Flood  
Kay Fogg

Norma Gianotti  
Lynley Gibbs  
Reginald Giblett  
David Gray  
Margaret Grenfell  
Heather Hambleton  
Grace Haythornthwaite  
Richard High  
Roniece Hill  
Eileen Hoad  
Jeanette Hoogland  
Margaret Hotchin  
Nigel Hume  
Laraine Hymus  
Rex Ingram  
Judith Ives  
Roslyn Jermyn  
Antony Jones  
Janfrey Jones  
Jennifer Kemp  
Roberta Kidd  
Wilma Kiddie  
Susan Kiesey  
Gary Kinnaird  
Terence Klemm  
Leon Larkin  
Valerie Lewis  
Anthony Little  
Tony Lomma  
Terry MacGill  
Jennifer MacRae  
Jill McCoy  
Sister Josephine (McKenna)  
Jennifer McKenzie  
Josephine Mackley  
Frances Mahon  
Barbara Maloney  
Gregory Mansell  
Karen Martin

Margaret Martin  
Robert Mason  
Pamela Mathieu  
Robin May  
John Milne  
Lesley Mitchell  
John Moffet  
Patrick Monaghan  
Elizabeth Mooney  
Philip Moore  
Donald Morris  
Leslie Morrison  
Brenda Morton  
Moira Moss  
Pamela Mulcahy  
Ann Muncaster  
Hilary Newman  
Kerry Nicholas  
Anita Nicol  
Fran Nicolay  
Jill Norrish  
Pamela O'Halloran  
Patricia O'Malley  
Carol Orchard  
Helen Orsmond  
John Paton  
Heather Peacock  
Graham Pearsall  
Judith Perham  
Anne-Lisette Pougault  
Marlene Richards  
Penny Riley  
Wendy Robertson  
Margaret Rolliston  
Dan Roth  
Michelle Runnalls  
Colin Ryan  
Kim Sawyer  
David Sewell

Joy Sharp  
John Shaw  
Sandra Sinclair  
Faye Sivyer  
Charles Skele  
Brian Stent  
Ashley Stewart  
Carolyn Stockden  
Leslie Storer  
Margaret Strange  
Robin Sweet  
Christina Syme  
Val Symes  
Maxine Syred  
Vanne Thurston  
Lillian Travicich  
Maxine Turton  
Maureen Vodanovic  
Anna Muckovic  
Brendan Walker  
Lorraine Ward  
Beverley Watts  
Barbara Weise  
Ian Westrip  
James Whitbread  
Lorellynn White  
Judith White  
Elizabeth Wilkins  
Murray Wilkins  
Eileen Williams  
John Willox  
Sandra Wright  
Joan Young



CLASS OF 1964

Elisabeth Allender  
 Helen Bailey  
 Janice Banks  
 Janice Batchelor  
 Elizabeth Berliat  
 Judith Bostock  
 Erica Bosworth  
 Judith Brannelly  
 Julie Bredmeyer  
 Anthony Brian-O'Brien  
 Michelle Bridgland  
 Jennifer Broun  
 Douglas Brown  
 Lois Bruce  
 Neil Burgess  
 Elizabeth Canning  
 Christine Cartwright  
 Frank Chapman  
 Suzanne Chenoweth  
 Krystyna Chmielewski  
 Clare Conroy  
 Lynette Coolahan  
 Noreen Cooper  
 Pippin Copping  
 Pamela Cousins  
 Jennifer Cox  
 Maureen Cox  
 Sandra Critchison  
 Eddley Daniels  
 Christine Dart  
 Jill Davey  
 Lois Davidson  
 Sandra Davis  
 Marilyn Day  
 Geraldine Dempster  
 Margaret Dickinson  
 Jennifer Dickson

Peter Dinnie  
 Oscar Drescheris  
 Murray Duncan  
 Joy Ellis  
 Margaret Erceg  
 Colin Fallows  
 Patricia Ferdinands  
 Winifred French  
 Jennifer Gale  
 Lynette Gale  
 Kay Garnett  
 Janice Glavocich  
 Ruth Godber  
 David Goddard  
 Denis Godley  
 Patricia Grahame  
 Jacqueline Green  
 Gloria Gunn  
 George Halleen  
 Otto Hampel  
 Merrilyn Hardig  
 Claire Hartley  
 Helen Hazelhurst  
 Noreen Hitchins  
 Peter Hood  
 Christine Hughes  
 Ann Jackson  
 Carla Jansen  
 Georgina Johnston  
 Ruth Kirwan-Ward  
 Monica Kluyt  
 Gail Leslie  
 Dianne Levin  
 Jenny Levinson  
 Ian Lilly  
 David Lindup  
 Janet Lofthouse  
 Ann MacKenzie  
 Jane Madin

Sister Clare (McCarthy)  
 Colin McCulloch  
 Rosslyn Martin  
 John Mathew  
 Mary Mazzuchelli  
 Noel Montague  
 Jettie Mulder  
 Janice Murphy  
 Glenwyn Naumann  
 Alan Oakley  
 Barry O'Donnell  
 Margaret O'Donohoe  
 Adele Palmer  
 Helmuth Pari  
 Anne Paterson  
 Maxine Peterkin  
 John Podgorny  
 Diane Polglaze  
 Penny Pritchard  
 Kaye Proud  
 Jennifer Rankin  
 Sister Majella (Rhatigan)  
 Barbara Richter  
 Moya Rodgers  
 Margaret Rogers  
 Trudie Ross  
 Jennifer Rowe  
 John Rutherford  
 Sydney Sanders  
 Bernadine Sautner  
 Maura Scally  
 Jennifer Seery  
 Stephen Shaw  
 Marie Sherlock  
 Ronald Shi  
 Charmian Slattery  
 Terrence Smith  
 Roselyn Snook  
 Anne Spriggs

Lorraine Stephens  
 Marion Stokes  
 Suzanne Stone  
 Gregory Strang  
 Joan Taylor  
 Tony Terry  
 Bronwyn Thomas  
 Mavis Todd  
 Maria Travaglioni  
 Helen Turnbull  
 Barbara Turner  
 Elinor Turner  
 Nell van der Does  
 Carolyn Vaughan  
 Suzanne Walker  
 Kerry Ward  
 Betty Warne  
 John Watson  
 Christopher Watts  
 Marilyn Weir  
 Jill Wheeler  
 Judy White  
 Judith Whyte  
 Sister Carmel (Willesee)  
 Patricia Williams  
 Lyn Willis  
 Lynette Wilson  
 Anne Woodley

CLASS OF 1965

Robert Adams  
Jenny Aitken  
Moirra Aitken  
Susanne Angell  
Rhonda Armstrong  
Nicole Atkins  
Erica Atkinson  
Louise Atkinson  
Suzanne Baker  
Elizabeth Barnett  
Edna Baulch  
Mary Beacham  
Beryl Beeck  
Janet Benness  
Robin Bennett  
Wendy Best  
Kevin Bickle  
Susan Blackall  
Marie Blattman  
Margaret Broun-King  
Ronald Burton  
Frances Butler  
Patricia Carter  
Marilyn Castledine  
Carol Challis  
Loraine Chopping  
Graeme Church  
Joyce Clover  
Michael Conway  
Eileen Coolahan  
Dorothy Crabtree  
Judyth Cross  
Rosemary Crosse  
Jennie Czerkasow  
Heather Dainton  
Jane Davey  
Carmel Deleo

Janie Denney  
Peter Devlin  
Cheryl Edwards  
Tessa English  
Mary Evans  
Janis Flegg  
Barbara Forsztadt  
Elizabeth Fowler  
Jane Fox  
Susan French  
Diana Garrity  
Pauline Glasgow  
Halina Glowacki  
Jacqueline Gorman  
Wendy Grey  
Robert Griffiths  
Wendy Grimshaw  
Monika Grzyb  
Susan Hadden  
Pauline Haines  
Delys Hardisty  
Wendy Hawthorne  
Joann Hawtin  
Sheryl Haynes  
Rosemary Heaps  
Barbara Hicks  
Valerie Hogarth  
Marion Holywell  
Judith Hunt  
Valma Illich  
Malcolm Jackson  
Maxwell Jackson  
Peter Jackson  
Collin Jennings  
Jocelyn Johnson  
Laurence Johnson  
Elizabeth Jones  
Carol Kersley  
Jacquelin King

Nola Kirk  
Kay Knuckey  
Walter Kopytko  
Leona Kuzich  
Helen Lane  
Heather Leeper  
Helen Lindsey  
Graeme Litster  
Christine McCaughan  
Beverley McDonald  
Denise McDonald  
Ross McGuinness  
John Mackay  
Elva May  
Anita Miles  
Norman Miller  
Ronald Milton  
Nora Montgomery  
Frances Morony  
Sandra Morris  
Brian Mutzig  
Mark Nevill  
Mary Nilsson  
Helen Nutter  
Shannon O'Connor-Byrne  
Margaret O'Keefe  
Darelle Oliver  
Shirley O'Neill  
Jennifer Panizza  
Lynnette Pappriill  
Helen Parke  
Penny Pell  
Brenda Pow  
Tom Pryde  
Janice Ralston  
Leigh Renouf  
Janice Richardson  
Faye Ridley  
Ross Rinaldi

Kerry Rogers  
Vivian Rogers  
Janice Rowell  
Vicki Ryan  
Carole Sales  
Faye Seymour  
Malcolm Shoosmith  
Margaret Shute  
Roberta Sim  
Geoffrey Simmons  
Janet Sims  
Annetta Smith  
Jill Smith  
Frank Sontag  
Yvonne Steele  
Jill Stephens  
Kerry Sullivan  
Dorothy Threfall  
Joan Turnor  
Raye Turpin  
Jo Vallentine  
Anna van Dyl  
Gerda van Lenten  
Veronica Varga  
Gordon Walsh  
Jennifer Ward  
Ronald Warren  
Bronwen Watkins  
Marilyn Weston  
William Whitehand  
David Whittle  
Milton Wild  
Edward Willett  
Edith Williams  
Gabrielle Williams  
Janine Williams  
Susanne Woods  
Isobel Young

CLASS OF 1966

Diana Allnutt  
Lesley Amm  
Ian Anderson  
Frances Andrew  
Vicki Angove  
Loretta Armanasco  
Rosemary Arrantash  
Patricia Atkinson  
Brendan Back  
Helen Bailey  
Brian Baily  
Antonia Bajada  
Lorraine Baker  
Frank Balding  
Margaret Barker  
Alan Beard  
Patricia Beardman  
William Beattie  
Jill Becher  
Graham Beeton  
Anna Bell  
Patricia Berent  
Raelene Bettes  
Ronald Bickers  
Ann Bishop  
Sally Blake  
Nola Blomfield  
Lesley-Ann Booth  
Audrey Boyle  
Howard Bradfield  
Paul Bradstreet  
Ralph Bradstreet  
Ian Bremner  
Michael Brennan  
Maureen Brewin  
Dennis Brophy  
Margot Bucik

Gaye Budd  
Edgar Buegge  
Mary Burke  
Bernadette Cabral  
Jill Cahill  
Karen Candish  
Judith Cargeeg  
Cherry Carly  
Rhonda Catania  
Peter Chinnery  
David Clarke  
Gwenda Clarke  
Janette Cleland  
Eve Clover  
Graeme Cockram  
Susan Coleman  
Patricia Congreve  
Jacqueline Connelly  
Rhonda Cook  
Valerie Cosgrove  
Joan Crabtree  
Ruth Dade  
Sam da Leo  
Alison Dalley  
Warren Daniel  
Roberta Davey  
Guy de Byl  
Linda Dennis  
Diane Devitt  
Vicki Devitt  
Gregory Dick  
Robert Dickinson  
Gilbert Dinnie  
Neil Doig  
Ann-Maree Donnelly  
Grant Dorrington  
Dennis Doust  
Julie D'Raine  
Elizabeth Drummond

Jeffrey Dyer  
Patricia Eades  
Wendy Easton  
Jan Edwards  
Armand Esmanis  
Erica Feldman  
Ernest Fewings  
Jacqueline Fic  
Kerry Fitzgibbon  
Frances Fitzhardinge  
Gary Flynn  
Beverley Freman  
Bruce Gallagher  
Kerry Gannaway  
Lidia Genovese  
Sylvia Getliher  
Ruth Gibbs  
Lindsay Gibson  
William Gibson  
Kerrol Gildersleeve  
Larry Gleeson  
Denise Goadby  
Catherine Godfrey  
John Goetze  
Marion Goode  
Margaret Gorham  
Anthony Green  
Carolyn Green  
Avril Greig  
Lesley Hackett  
Cheryl Hall  
Joan Hall  
Rhonda Hall  
Graeme Hammond  
Frances Harrington  
Cheryl Hatfield  
Janet Hatton  
Daphne Haviland  
Carol Healey

Robert Henrickson  
Janet Hewton  
Carolyn Holliday  
Cheryl Honeyman  
Robyn Horsburgh  
Ann Humphris  
Barry Illingworth  
Susan Ingle  
Olive Inkster  
Margaret Jamieson  
Robert Johnson  
Sandra Johnson  
Christopher Johnston  
Vanessa Johnston  
Bruce Keane  
Sister Consilio (Kehoe)  
Malcolm Kell  
Janice Kelley  
Kenneth Kelso  
Sue Kempton  
Laurence Kennedy  
Irene Kenny  
Wendy Kent  
Jeanette Kidd  
Jan Kirkman  
Margaret Kirkwood  
Jaroslaw Klimak  
Stephen Korzec  
Andy Krolikowski  
Caryl Lardi  
Cynthia Last  
Angela Lawrentschuk  
Julie Layton-Smith  
Barbara Lee  
Pauline Lee  
Marian Lewis  
Robyn Lewis  
Bradley Loftus  
Shirley Lyster

Maree MacPherson  
Christine McDonnell  
Alexandra McGahey  
Desley McGriskin  
Margot McHutchinson  
Margaret McKay  
Margaret McKenzie  
Anne McMillan  
Jan Machlin  
Ian Mackay  
Frank Manera  
Peter Mann  
Maria Maric  
Christopher Marris  
Kaye Marshall  
Valerie Marshall  
Suzette Matthews  
Peter Mears  
Darelyn Mersh  
Janet Mill  
Rowna Mills  
Cheryle Moeller  
John Moore  
John Morris  
Carol Mortimore  
Helen Mumme  
Peter Mylonas  
Vicky Nash  
Lesley Neil  
Marnelke Noteboom  
Maureen Nutter  
Gail O'Brien  
Clive Odgers  
Michael O'Donohoe  
Colleen O'Keefe  
Jillian O'Neill  
Andrea Pages  
Graeme Pages-Oliver  
Christina Pando

Karen Pash  
Anne Payne  
Lorraine Pearce  
Timothy Phelan  
Rhonda Phillips  
Susan Philips  
Laurence Pond  
Ian Preston  
Judith Price  
Garry Reddin  
Rene Reddingius  
Kerry Reudavey  
Angela Rexilius  
Silvana Rho  
Lindsay Richardson  
Carmel Rinaldi  
Janice Ritchie  
Pauline Roberts  
Gillian Rose  
Suzanne Rudinger  
Janette Sanderson  
Kaye Scott  
Jan Secker  
Clyde Selby  
Eva Shebek  
Tanya Skroza  
Kathy Slater  
Barbara Smailes  
Pauline Smart  
Darryl Smith  
Sandra J. Smith  
Erica Smoker  
Glenys Southcott  
Graham Spicer  
Maureen Stalker  
Philip Stanley  
Sue Steinberg  
Brian Stinson  
Paul Storey

Richard Sugars  
Valerie Surman  
Maria Szaparewicz  
Elka Tawist  
Joy Thorn  
Trevor Todd  
Rita Tognini  
Raymond Toia  
Susanne Tozer  
Ester Trees  
Jennifer Tregoweth  
Sandra Trenos  
Lucy Turner  
Meino van der Schoot  
Barry Vince  
Agatha Vinciullo  
Elena Vintila  
Robyn Vitale  
Maureen Vos  
Delphine Waldron  
Moya Walsh  
Anne Wandless  
(McMillan)  
Kaye Warner  
Richard Watts  
Merriel Webb  
Patricia Webb  
Coralie White  
Geoffrey White  
John White  
Margaret Wilbrey  
Irene Wojtowicz  
Terence Wood  
Lindsay Worner  
John Yukich  
Rena Zeitlin

CLASS OF 1967

Glenys Adam  
Miro Alach  
John Alford  
Helen Anderson  
Kerin Ashdown  
Wendy Astbury  
Jill Bailey  
Norman Barndon  
Margaret Barrow  
Bryan Bender  
June Bennett  
Max Binnington  
Susan Blee  
Richard Booth  
Joy Boothman  
Barbara Boydell  
Margaret Bracher  
Kevin Brennan  
Melva Brennan  
Wendy Brewer  
Geraldine Briggs  
Leigh Brockway  
Elizabeth Brown  
Gaye Bryant  
Dorothy Bullen  
Peter Bullock  
Joan Bunney  
Cheryl Burns  
Anne Burrows  
Marilyn Butterly  
Marilyn Byrnes  
Dorothy Campbell  
Julie Campbell  
Maura Campbell  
Leonie Carroll  
Cherry Carter  
Bernadette Cassidy

Jeffrey Castle  
Susan Catoni  
Penelope Cazalet  
Diane Choate  
Patricia Christensen  
Greta Cleghorn  
Francis Clune  
Sandra Cockle  
Gail Cockran  
John Coleman  
Eleanor Connell  
Suzanne Conway  
Sandra Coombs  
Dorothy Cooper  
Jean Coppens  
Ross Corkhill  
Cheryl Crabb  
Catherine Crawford  
June Crook  
Lynette Croxton  
Margaret Dawson  
Frances Delahaunty  
Marianne Denford  
Alison Diggins  
Eva Donato  
Gay Dornan  
Judy Dyer  
Lynne Eakins  
Jill Edmondson  
Sharon Edwards  
Kelvin Elphick  
Robyn Farley  
Jill Farrant  
Gail Ferguson  
Kenneth Ferguson  
Kathleen Firth  
Paula Francis  
Elizabeth Froudish  
Raelene Garrity

Suzanne Gerald  
Edward Gifford  
Gail Gooch  
Jennifer Goodchild  
Douglas Grasso  
Kay Green  
Paula Hallam  
Kerry Hampson  
Anna Hanczakowski  
Bevan Hanrahan  
Elaine Hanson  
John Harding  
Wendy Hardman  
Rosalie Hardwick  
Christine Hebb  
Marie Herbert  
Cheryle Hince  
Colleen Holmes  
Kerry Hope-Hume  
Joan Hopkins  
Margaret Howell  
Glenis Hurst  
Linda Jones  
Kenneth Joyce  
Christine King  
Janet Kowald  
Judith Lake  
Beverly Lambe  
Anne Lance  
Elizabeth Lawrence  
Ed Leary  
Andrea Lee-Steere  
Cliff Leggoe  
Gail Limpus  
Janene Loder  
Margaret Lundy  
Dianne Lynn  
Mary Lyons  
Christine McCagh

Jennifer McDonald  
Carmel McKinley  
Norman Madigan  
Karola Maesalu  
Laraine Maloney  
Joan Marshall  
Jennifer Mawson  
Graeme May  
Beverley Mitchell  
Brian Muir  
Monica Mulcahy  
Colleen Murphy  
Ann Murray  
Rosslyn Napier  
Ted Nastas  
Marilyn Nenko  
Elizabeth Neumann  
Janet Noske  
Anne O'Brien  
Brett Openshaw  
Christine O'Reilly  
Barbara Parker  
Erica Patterson  
Linda Pegrum  
Lyn Pennefather  
Helen Perry  
Lyn Pontifex  
Irene Pozzi  
Robert Price  
Cheryl Quan  
Ann Quartermaine  
Elaine Raitt  
Stephen Rakela  
Cedric Redclift  
Rosemary Roberts  
Mary Robinson  
Helen Rogers  
Peter Rose  
Judy Rutherford

John Ryan  
Helen Sargent  
Frances Sawyer  
Stephanie Sayers  
Dianne Schorer  
Jill Schurmann  
Cathy Searle  
Sue Sears  
Raymond Shanhun  
Wendy Sheppard  
Kathryn Smeathers  
Evelyn Smith  
Kathleen Smith  
Nicole Smith  
Patricia A. Smith  
Wil Sonntag  
Heather Sounness  
Margaret Spark  
Jane Stewart  
Nancy Stokes  
Ruth Swan  
Ross Sweet  
Margaret Tame  
June Thipthorp  
Jill Thirkettle  
Nick Thomas  
Margaret Thompson  
Lynette Toase  
Erica Trigwell  
Kerry Trigwell  
Rita Trigwell  
Frances Turner  
Kate Vidulich  
Susan Vincent  
John Viska  
Brian Walker  
Kerry Wallis  
Allan Ward  
Victor Watson

Denise Watts  
Carol White  
Kathy Wight-Pickin  
Anne Wilde  
Carlene Williams  
Sandy Williams  
Sheryl Williams  
Ann Williamson  
Caroline Withnell  
Jan Wroth  
Susanne Wundenberg  
Maureen Wyatt

CLASS OF 1968

Jillian Aldous  
 Maria Amato  
 Kerry Anderson  
 Norma Angus  
 Mary Apsenieks  
 Robyn Bailey  
 Frederick Ball  
 Sandra Banes  
 Cheryl Barker  
 Linley Barrett  
 Cheryl Bartholomeusz  
 Nancy Basile  
 John Bates  
 Jennifer Batt  
 Robert Baugh  
 Pamela Bickers (Noble)  
 Maria Bongiovanni  
 Patricia Bonsall  
 Grace Bremner  
 Rosalyn Bridge  
 Carol Bridger  
 Gerardine Briggs  
 Suzanne Brook  
 Veronica Brooks  
 Geoffrey Brown  
 Julie Brown  
 Lorraine Bullen  
 Jennifer Burrige  
 Gloria Butler  
 Jennifer Cain  
 Jacqueline Caldwell  
 Jillian Callanan  
 Beverley Carrick  
 Alison Carrie  
 Maeve Carrie  
 Mary Catoni  
 Greg Chaplin

Pierina Cinanni  
 Lorraine Clancy  
 Anne Clarke  
 Rosemary Clarke  
 Philip Clifton  
 Kevin Cobby  
 Elsie Coleman  
 Kathleen Coulthard  
 Linda Cowdrey  
 Peter Cowlshaw  
 Marian Crosby  
 Wayne Cross  
 Diane Cuneo  
 Loraine Cutler (Mills)  
 Peter Daniel  
 Valerie Davies  
 Wellah Davies  
 Kerrie Davis  
 Sister De Porres (Davis)  
 Dieuwke de Ruyter  
 Karen Dick  
 Judith Doherty  
 Pamela Donegan  
 Anne Drage  
 Helen Dudley  
 Julie Duffin (Brown)  
 Kerry Dyer  
 Christine Easdown  
 Anne Easton  
 Keith Emery  
 Barbara Farrell  
 Kerry Fergusson  
 Leonie Fergusson  
 Ann Fielden  
 Sheryl Firns  
 Janice Fitzgibbon  
 Gemma Flynn  
 Terry Foley  
 Sandra Foreman

Vicki Fowler  
 Neill Francis  
 Joy Freeman  
 Jane French  
 Allen Frewen  
 James Fuller  
 Mercia Fuller  
 Elaine Fulwood  
 Edith Gabriels  
 Kathleen Gapper  
 Pauline Garbett  
 Alexandra Gastev  
 Murray Gill  
 Gloria Gomes  
 David Gorman  
 Robert Graham  
 Brian Gray  
 Henry Gray  
 James Green  
 Beverley Greep  
 Leonie Grogan  
 Bruce Groves  
 Charles Grzyb  
 Margaret Guest  
 Janice Harrison  
 Philip Harvey  
 Karen Hawes  
 Brian Henderson  
 Lynette Henderson  
 Clara Hendriksen  
 Sydney Hickman  
 Jillian Hobbs  
 Susan Hooper  
 Kathleen Horan  
 Slava Horodeckyj  
 Kaye Hughes  
 Jillian Hunt  
 Janet Hurley  
 Lois Hussey

Mary Ieraci  
 Helen Inder-Smith  
 Daryl Jane  
 Pauline Jeffs  
 Elizabeth Jeppe  
 Dianne Johnston  
 Beverley Jones  
 Dorothy Jones  
 Alan Keane  
 Penelope Kelliher  
 Thomas Kelly  
 David Kennedy  
 David Kent  
 Gregory Ker  
 Craig Kilpatrick  
 Robert King  
 Ann Kohlhagen  
 Grazyna Kordas  
 Elizabeth Leahy  
 Glenys Letchford  
 Sally Linstead  
 Norma Lloyd  
 Sheryl Lockyer  
 Lesley Lovell  
 Jennifer Luschwitz  
 Diana MacDonald  
 Margaret McAlister  
 Denise McBain  
 John McDiven  
 Christine McEntee  
 Cheryl McIntyre  
 Donald McLeish  
 Kathleen McPartland  
 Carol Macaulay  
 Agnes Malingre  
 Janis Mannion  
 Carolyn Mansfield  
 Adele Marcella  
 Thea Marinich

Juliet Marris  
Vicki Martens  
John Mason  
Suzanne Mayo  
David Mercer  
David Mill  
Tony Misich  
Leonie Mitchell  
Julianne Molloy  
Christine Morgan  
Jenny Moraday  
Gail Morup  
Annette Murray  
Sue Murray  
Lynette New  
Leah Nicholls  
Alan Nobbs  
Pamela Noble  
Hazel Norris  
Janet Norriss  
Christine Norwood  
John Nowicki  
Max O'Dea  
Kathryn O'Donnell  
Stephen Offer  
Mary O'Leary  
Kerry Orr  
Susan Ovens  
Rod Parker  
Carol Paterson  
Janis Paterson  
Colleen Patroni  
Cherry Pearce  
Tania Pearce  
Peter Pendlebury  
Helen Philips  
Jeanette Pringle  
Sue Quartermaine  
Vernon Reid

Marja Rentier  
Ann Ridley  
Lesley Robinson  
Mary Robinson  
Denise Rogers  
Margaret Rowe  
Dianne Rubery  
Susan Rutherford  
Catherine Ryan  
Mary-Jo Ryan  
David Savage  
Meg Sawyer  
Mimma Scalisi  
Elsie Schoen (Coleman)  
Marlene Schulze  
Agatha Sciuto  
Anne Scott (Daly)  
Jocelyn Seaman  
Theresa Sell  
Janet Shanks  
Ian Sherborne  
Suzanne Simpson  
Diana Sinclair  
Joanne Slattery  
Gary Smith  
Roberta Smith  
Heather Snelgar  
Claire Spencer  
Robin Spouse  
Roslyn Steele  
Leigh Steen-Olsen  
Jill Stevens  
Robyn Stevens  
Marjorie Stokes  
Ronald Szczygielski  
Craig Thomson  
Rosa Tilbrook  
Jennifer Trant  
Jessica Treloar

Lucy Trevenen  
Bruce Tuffin  
Dianne Turner  
Helen Turner  
Neil Turner  
Shirley Turnock  
Ross Tyler  
Darryl Underwood  
Kaye Utley  
Ursula Uziel  
Brother Paul Valdez  
Kevin Vance  
Stella Veitch  
Lacey Waud  
Lee Wells  
Dianne Whelan  
Susan Wilkie  
Anne Williams  
Kaye Williams  
Vivien Williams  
Rita Willmet  
Elizabeth Witt  
Dana Woch  
Jill Worner  
Lesley Wray



CLASS OF 1969

Geraldine Alderman  
 Margaret Alexander  
 Janice Anderson  
 Rosemary Annison  
 Merril Armstrong  
 Patricia Armstrong  
 Jenny Bagdonavicius  
 Kevin Ballantine  
 Sandra Baron  
 Gracie Bartucciotta  
 Estelle Bedford  
 Mary Beech  
 Patricia Bensley  
 Maureen Benson  
 John Berry  
 Vivienne Berryman  
 Susan Best  
 Sue Birch  
 Carol Bishop (Mackie)  
 Edmund Black  
 Marion Blackman  
 Pamela Blomfield  
 Lynne Booker  
 Julie Booth  
 Selma Bouwman  
 Robyn Bowler  
 Christopher Boyland  
 David Boyle  
 Jonathan Branch  
 Margaret Brasington  
 Wendy Bremmell  
 Margaret Britton  
 Janet Bromell  
 Diane Brown  
 John Burnett  
 Stephanie Burton  
 Carolyn Byrne

Lynette Cairn  
 Marilyn Cameron  
 Wendy Carroll  
 Sister Emilie (Cattalini)  
 Lexye Charlton  
 Jeanette Chesson (Juracich)  
 Peter Clark  
 Margaret Clarke  
 Diane Cockman  
 Helen Cockman  
 Penelope Collins  
 Judith Combe  
 Catherine Cook  
 Anne Coppens  
 Patricia Corti  
 Glenda Cowper  
 Geraldine Critch  
 Dianne Crowley (Brown)  
 Carol Cunningham  
 Dianne Daniel  
 Anne Davey  
 Julie Davies  
 Lynette Dean  
 Gregor Derfel  
 Maureen Devine  
 Kathy Dewan  
 Gregory Diamond  
 Jillian Digwood  
 Paula Dingle  
 Lucy di Vincenzo  
 Christine Dixon  
 Marianne Dixon  
 Elizabeth Dombrowsky  
 Christine Drinkwater  
 Sister Theresia (Dzialosz)  
 Kaye Ellery  
 Ann Elliott  
 Timothy Emery  
 Stephen Fairs

Gregory Faulkner  
 Philip Foord  
 Heather Forrester  
 Ann Francis  
 Marion Fraser (Barnes)  
 Brian French  
 Diana Frost  
 Rosalie Fuller  
 Colleen Gale  
 Eileen Gannon  
 Dorothy Gatti  
 Carol Gibson  
 Gary Gibson  
 Pauline Gray  
 Suzanne Griffin  
 Sandra Gupanis  
 Lesley Hadden  
 Peta Halleen  
 Max Hannah  
 Judith Hanson  
 Owen Hawley  
 Susan Hayes  
 Carole Heath  
 Veronica Henneberry  
 Rodney Herbert  
 Peta Hickling  
 Sandra Hill  
 Colin Hollier  
 Robyn Hollier (Emery)  
 Penelope Honey  
 Wayne Houston  
 Stephanie Hubbard  
 Lynne Hummerston  
 John Hunt  
 Derek Huntley  
 Andrea Ireland  
 Norman Ireland  
 Lynette Jackman  
 Jennifer Jackson

Kathryn Jellis (Arundel)  
 Leila Jenkin  
 Dale Jenkins  
 Alan Jones  
 Ligita Kalnins  
 Lorraine Kay  
 Cecilia Keep  
 Anne Kemmers  
 Kerry Kendall  
 Jane Kennedy  
 Deanne Kerrigan  
 Judith Kinsman  
 Ramzi Kuruckchi  
 Jocelyn Laferla  
 Alec Laiber  
 Pamela Lange  
 Cherylyn Lannin  
 Shelda Latto  
 Kimberley Lego  
 Julie Le Moignan  
 Robert Little  
 Ruth Littleton  
 Pamela Loan (Want)  
 Diane Long  
 Wendy Lonsdale  
 Wendy Lucas  
 Debbie Lyon  
 Catherine Lyons  
 Maurice Lyster  
 Margaret McIntosh  
 Moya McLauchlan  
 Carol McLean  
 Rita Macas  
 Frances Marchant  
 Yadranka Madrinovich  
 Gina Maroni  
 Susan Marshall  
 Helen Mason  
 Trevor Maybank

Elena Mazza  
Marina Medigovich  
David Mercer  
Glenda Mercer (Bryant)  
Basil Milentis  
Margaret Miller  
Barbara Milne  
Karen Montgomery  
Cheryle Morgan  
Paul Morgan  
Sonya Morien  
Cara Morris  
Heather Moss  
Jeanie Moss  
Kathy Mountford  
Ann-Marie Moustaka  
Shayne Mowday  
Kerry Murray  
Terry Murray  
Margaret Nalder  
Jacqueline Neilson  
Colleen Newman  
Anne Nolan  
Peter Nowland  
Yvonne O'Neill  
Lynley O'Reilly  
Robert Osborne  
Carmen Paggi  
Helen Parker  
Doris Parsons  
Cheryl Patterson (Read)  
Helen Patterson  
Glenda Paton  
Lois Patrick  
Jennifer Payne (Flint)  
Lorraine Pederick  
Terri Pike  
Liberato Piparo  
Murray Pow

Lawrence Prestage  
Richard Quakernaat  
Diane Reid (Thomson)  
Lynette Reynolds  
Kerry Richardson  
Kevin Rigg  
Sue Rigg (Swensen)  
Ivan Rijavec  
Nicky Rodgers  
Kevin Runge  
Helen Sanderson  
Marlene Sandwell  
Mary Sawyer  
Jan Scott  
Graeme Seal  
Helen Sharp (Richards)  
Peter Sharpe  
Annette Shipley  
Peter Short  
Heather Smith  
Lesley Smith  
Marilyn Smith  
Marion Smith  
Leonie South  
Leonie Sprigg  
Gary Sprunt  
Shirley Steer  
Susan Stephens  
Kay Stephenson  
Andrew Stewart  
Corrie Stolp  
Jeffrey Stoltze  
Merrilyn Stone  
Kathryn Strongman  
Peter Sturmer  
Kalman Sumegi  
Merryl Sutcliffe  
Urszula Szymenderski  
Yanina Szymczyk

Valma Tampalini  
Susan Tapley  
Josephine Tavcar  
Lisa Taylor  
Ian Tester  
Gregory Thomas  
Tricia Thomas  
Christine Thomson  
Bruce Thorpe  
Dixie Toholka  
Helen Truslove  
Hazel Udell  
Susan van Nieuwkerk  
Line van Wonderen  
Maria Veroni  
Ronald Vickers  
Helen Voyer (Palmer)  
Russel Walker  
Gerard Walsh  
Michael Watson  
Yvonne Watson  
Stephen Watters  
Margaret Weiland  
Denise Wilson  
Ronald Windsor  
Gail Wood  
Christine Workman  
Barbara Wroth  
Anne Wyber  
Barbara Young  
Dale Zeitlin  
Janice Zusman

CLASS OF 1970

Ron Addison  
 Patricia Adjuk  
 Lyn Atkinson  
 Michael Atkinson  
 Dellice Backshall  
 Cheryl Badock  
 Sister Mark (Beard)  
 Michael Benbow  
 Elizabeth Berry  
 Mary Berry  
 Jennifer Besier  
 Christopher Binney  
 Karla Bishop  
 Les Blair  
 Elizabeth Blanckensee  
 Jennifer Bolt  
 Alan Booker  
 Robin Both  
 Sister Patrick (Bottriell)  
 James Bowman  
 Umberto Brescianini  
 Helen Britten  
 Gemma Brosnan  
 Beverley Brown  
 Charmaine Brown  
 Reginald Brown  
 Glendon Buck  
 Geoffrey Bunn  
 Irene Carroll  
 Ronald Carwardine  
 Silvana Caterina  
 Dianne Challis  
 Jan Chapman (Sweeting)  
 John Chapman  
 Joseph Cinanni  
 Sister Majella (Clifford)  
 Karen Coffey

Sue Colcutt  
 Lester Cole  
 Christine Connolly  
 Noline Coumbe  
 Malcolm Craig  
 Mary Crogan  
 Maureen Cunningham  
 Mary Danahy  
 Russell Davey  
 Sandra Davey  
 Bryn Davis  
 Naïda Daw  
 Noleen Deakin  
 Bianca di Bua  
 Jo-Anne Dickson  
 Stella Dohlad  
 Charles Doig  
 Judith Earnshaw  
 Helen Eather  
 Karyn Emory (Sayers)  
 Beverley Farley  
 Marilyn Farr  
 Robert Feast  
 Christine Fergusson  
 Margaret Forrester  
 Rhonda Foss  
 Susan Friend  
 Cecilia Garbelini  
 Christine Gardner  
 Stana Gasic  
 Judy Gilbert (Ladhams)  
 Merrin Girvan  
 Norman Good  
 Marie Graham  
 Robert Green  
 Susan Greeve  
 Michael Gregson  
 Antonia Griffiths  
 Maree Gummow

Alan Gurney  
 Eileen Hall  
 Kaye Hall  
 Lynette Hearn  
 Craig Henderson  
 Denise Hilsz  
 Laura Holt  
 Robyn Holywell (Kovacevich)  
 Karen Huggett  
 Rhonda Hunt  
 Karyn James  
 Christine Jeffrey  
 Michael Johnson  
 Douglas Jones  
 Joan Jones  
 Sally Jones  
 Ula Jones  
 Marilyn Jordan  
 Lynn Kehoe  
 Stephen Ker  
 Kimberley Kinnear  
 Sonia Korzec (Tymczuk)  
 Susan Lee  
 Robert Linn  
 Sandi Low  
 Solly Luckas  
 Liz MacColl  
 Jillian McBeath  
 Una McCrindle (Livesey)  
 Deborah McGovern  
 Glenalee McGowan  
 Margaret McIlwraith  
 Margaret McLarty  
 Kaye McLoughlin  
 Irene McPartland  
 Christine Mann  
 Janet Marshall  
 John Marshall  
 Gary Martin

Anne Mason  
 Gail Mickle  
 Eva Miles  
 Dianne Mills  
 Patricia Milner  
 Stephen Milton  
 Joanna Minchin  
 Tina-Marie Moone  
 Lorraine Morris  
 Cecily Morton  
 Erica Mullett  
 Grant Murdoch  
 Margaret Murray  
 Frank Naarstig  
 Rhonda Newton  
 Pat Nicholls  
 Rae Nicholls  
 Sara Nixon  
 Christine Nowotny  
 Kerry Nutter  
 Sister Damien (O'Connor)  
 Evelyn O'Donnell  
 Pat O'Keefe  
 Helen Orr  
 Fran Osborne  
 Carolyn Packard  
 Beverley Parry  
 Lee Pascho (Scobie)  
 Bianca Petrovich  
 Michael Phillips  
 Tricia Pond  
 Sister Tarcisius (Rafferty)  
 William Rawlins  
 Vicki Reader  
 Helen Regan  
 Anita Reilly  
 Kerry Rhind  
 Karen Ruck  
 Frank Ruggera

Beverley Sach (MacLeod)  
Karyn Sayers  
Jeffrey Scott  
Margaret Shand  
Della Simmonds  
Peter Simpson  
Lynette Skinner (Goddard)  
James Skipworth  
Harry Smeed  
Kath Smith  
Pamela Smith (Harrison)  
Joel Smoker  
Lawrence Smoker  
Shelley Spencer  
Mia Stavenuiter  
Patricia Stedman  
Christina Steenbergen  
Noelene Stone  
Barbara Stoneman  
Margaret Strickland  
Amanda Strugnell  
Anette Sturrock  
Alan Taylor  
Jillian Taylor  
Stanislawa Taylor  
Susan Taylor  
Frances Ter Steege  
Lilla Thomson (Gyoji)  
Gratziella Trusso  
Jennifer Tucker  
Anthea Veitch  
Maureen Warmsley  
Mark Warren  
Denise Waters  
Lorraine Watts (Bridge)  
Robyne Wheatley  
Michael White  
Lynne Williss  
Julie Wilson

Margo Woods  
Gail Yeldon

CLASS OF 1971

Kerry Alexander  
 Peter Alford  
 Gillian Baker  
 Jennifer Ball  
 Noelene Ball  
 Mara Basanovic  
 Lorraine Bavcevic (Kerferd)  
 Marilyn Beale  
 Julie Beardsmore  
 Peter Bishop  
 Rosemarie Bogle  
 Meredyth Bolt  
 Douglas Booth  
 Lynette Born  
 Ian Bosch  
 Linda Brasche (Cass)  
 Christine Brasington  
 Lee Breheny (Clutterbuck)  
 Christopher Broderick  
 Linda Bromilow  
 Barbara Brown  
 Michael Brown  
 Elizabeth Burkin  
 Beverley Burton  
 Betty Cameron  
 Christine Cameron  
 Barbara Carden  
 Genevieve Carman (Donnelly)  
 Robyn Cassidy  
 Glenda Cohen  
 Phyllis Cole (Nickoloplos)  
 Penelope Conrau  
 Corrine Cook  
 Kathleen Cotton  
 Linda Crowe  
 Vicki Currie  
 Kerry Davies

Peter Davis  
 Jennifer Dean  
 Ron de Boer  
 Trevor Dhu  
 Kathryn Dines  
 Janet Dixon (Cartner)  
 Kathleen Dobra  
 Janice Doherty  
 Rhonda Doughty  
 Gregory Doyle  
 Michael Duncan  
 Lucille Dwyer  
 Jennifer Dyer  
 Kevin Eaton  
 Judith Edwards  
 Carmel Elliot  
 Jenny Famlonga  
 Brian Feast  
 Barbara Florey  
 Toni Fosdike (Hickling)  
 Judith Franz  
 Peter Frusher  
 Anne Gibson  
 Jan Gildersleeve  
 Sylvia Goodall  
 Caroline Gould (Sister Damian)  
 Adele Gregory  
 Rosemary Harnett  
 Lesley Haythornthwaite (Sartori)  
 Michael Henderson  
 Kathleen Herne  
 Susan Hinchliffe  
 Faith Hocking  
 Yvonne Holmwood  
 Stephen Hovitch  
 Julie Hughes (Moore)  
 Harry Hummerston  
 Jackilyn Jaquet (Reid)  
 Susanne-Marie Jaquet

Rhonda Johnson  
 Martin Jones  
 John Kell  
 Kathleen Kidd (Hynes)  
 Kathleen Lamb  
 Beryl Lawlor  
 Dawn Lockyer  
 Pauline MacGowan  
 Susan McClure  
 Michelle McLennan (Irvin)  
 Kathleen Martin  
 Joanne Meiklejohn  
 Susan Mitchell  
 Helen Moorhead  
 Karyn Mulcahy  
 Frances Murphy  
 Peter Murphy  
 Fiona Murray  
 Freida Murray (Popen)  
 Douglas Napier  
 Susanne Nicholas  
 Marcelle Nieuwhof  
 Pauline Norton  
 Noeleen Oakley  
 Ian Oates  
 Matt O'Mara  
 Noeleen Papaelias (Thomas)  
 Marilyn Parton  
 Ross Paton  
 Pam Petchell  
 Netta Piparo  
 Faye Poletti (Patroni)  
 Alison Puckett  
 Michael Pugh  
 Donald Randall  
 Margaret Reither  
 Jennifer Riatti  
 Nola Richardson  
 Jane Ridout

Ann Robertson  
 Anne Rose  
 Lyn Royal  
 Jane Rushton  
 Marlene Russell  
 Michelle Ryan  
 Jennifer Ryder  
 Chris Sadler (Pendlebury)  
 Selina Saggars  
 Val Saggars (Young)  
 Evelyn Scott  
 Liz Shields  
 Kerry Simpson  
 Jeff Smith  
 Paula Smith  
 Robyn Smith  
 Ron Smith  
 Dorothee Soord  
 Lorna Sprigg  
 Jennifer Staffe  
 Pauline Stanley  
 Gary Stenhouse  
 John Sumner  
 Ann Swallow  
 Kathy Tanner  
 Susan Taylor  
 Bob Temby  
 Jennifer Tennant  
 Wendy Tooke  
 Gary Tucker  
 Phena Wayne  
 Georgie Weaver  
 Rosemary White  
 Lynette Willoughby

CLASS OF 1972

Gaynor Anderson  
 Linley Attwood (Anderson)  
 Susan Bamber (Jones)  
 Christine Barclay (Dalton)  
 Jennifer Barker  
 Lois Barndon  
 Norma Barrett  
 Diana Bassett  
 Jo-Anne Bayliss  
 Judie Bettes  
 Maureen Bewsher  
 Kate Bishop  
 Lynda Bock  
 Suzanna Bot  
 Sharon Bousfield (Dalton)  
 Stacey Bremner  
 Larry Brennen  
 Christine Brining  
 Alan Broom  
 Marlene Brouwer  
 Colin Brown  
 Erica Brown  
 Graeme Browne  
 Jill Budgen  
 Catherine Burges  
 Joanne Burke  
 Geoffrey Burton  
 Janice Butterly  
 Lee Buttsworth  
 Elizabeth Cairns (Smith)  
 Glenda Caizl  
 Vicki Casey  
 Sister Josephine (Chegwidden)  
 Tony Cogan  
 Denise Cooper  
 Kerry Couch  
 Terri Craigie (Gill)

Marguerite Cullity  
 Phillip Cunnold  
 Marlene Daniels  
 Claire Davey  
 Cheryl Davey  
 Helen de Haas  
 Claire de Mamiel (Smith)  
 Shirley Dixon  
 Shane Doherty  
 Anne Driscoll (Mason)  
 Lynnette Durack (Browne)  
 Pauline Edgcumbe  
 Catherine Elliot  
 Linley Elliott  
 Rod Elmer  
 Stephen Engledow  
 Jeanette Evans (Beynon)  
 Catherine Finney  
 Sister Marie (Fitzgerald)  
 Jill Forrester  
 Marian France  
 Jane Franklin  
 Anne Freakley  
 Julie Fry  
 Roslyn Fry  
 Carolyn Garavanta  
 Donald Gardiner  
 Hans Geers  
 Tony Giglia  
 Elizabeth Ginbey  
 Linda Goddard  
 Lesley Goodman  
 Denise Greep  
 Richard Griffiths  
 Debbie Hammond  
 Robert Hancock  
 Louise Harding (Sipman)  
 Ian Hastings  
 Beverley Henderson (Pettersen)

Debra Hinchliffe  
 Robin Hodgson  
 Neil Holloway  
 Kerry Horton (Read)  
 \* Kim Hughes  
 Joanne Hummerston (Anderson)  
 Maureen Humphries  
 Graham Hunter  
 Ann Jarman  
 Lee Jennings (Buttsworth)  
 Philip Jennings  
 Hazel Jensen  
 Julie Johns  
 Gina Jones  
 Noellene Joyce  
 Gillian Keogh  
 Hank Kordas  
 Stephanie Ladyman  
 Glenda Lambert  
 Starr Lee  
 Susanne Leeden  
 Ann Leeson  
 Ann Loller  
 Barry Lourel  
 Jennifer Lumia (Main)  
 Richard Lyon  
 Anne McCabe  
 Kathryn McConkey (Stan-Bishop)  
 Therese McGuckin  
 Dale McGuinness  
 Craig McMillan  
 John Macara  
 Jan Maher  
 Annette Masters  
 Sue Merritt  
 Theresa Mickiewicz  
 Maggie Milordis  
 Pat Mitchell  
 Eric Moorcroft

Vicki Morton  
 Helen Mowday  
 Marianne Mueller  
 Gerard Neesham \*  
 Vicki Ness  
 Carolyn Newton  
 Susan Nicholson  
 Sue Norrish  
 Marilyn Palmer  
 Jan Panarese (Jones)  
 Gail Park  
 Julie Parker  
 Nellie Patroni  
 Ian Pearce  
 Mark Pescud  
 Philip Pope  
 Jeananne Price  
 Robyn Raymond  
 Linda Reid  
 Susan Renner  
 Jean Rhodes  
 Delva Richardson  
 Linley Richmond (Everingham)  
 Mick Ritchie  
 Julie Roberts  
 Sally Robertson  
 Sherryll Robinson  
 Marian Rooney  
 Michael Rooney  
 Alan Rose  
 Therese Rosman  
 Fiona Rotton (Philson)  
 Vicki Rule  
 Lyn Rustand  
 Lynne Sanders (Varvell)  
 Lee Sassella (Cooksley)  
 Bruce Scott  
 Michael Simojoki  
 Gayle Simpson

Lexy Smart  
Douglas Smith  
Irene Smith  
Jennifer Smith  
Joy Smith  
Bruce Sprunt  
Shelley Stephenson  
Cheryl Stevenson  
Jenny Stewart  
Stephen Stock  
Rad Stokic  
Gary Thomas  
Robert Thompson  
Wayne Thompson  
Chris Trent  
Sue Truelle (Bonner)  
Sue van den Berg  
Dallas van Weert (Green)  
Catherine Verrier (Porter)  
Vicki Vine  
Jennifer Wallace  
Peter Warden  
Gregory Wells  
Alan White  
Rosemary Whiteaker (Sutton)  
Sister Faye (Williams)  
June Williams  
Cathy Wilson  
Felicity Wilson  
Stephen Wilson  
Margot Winter  
Lesley Wishart  
Margaret Witte  
Shauna Wood  
Christine Wooldridge  
Lisa Wright  
Terry Wyborn  
Helen Zilko  
Eva Zyborska

CLASS OF 1973

David Adams  
 Rhonda Andrews  
 Kenneth Armstrong  
 Lesley Ashley (Brunt)  
 Stephanie Atherden  
 Peter Baker  
 Judith Barker  
 Annabelle Barretto  
 David Baschiera  
 Ken Beattie  
 Gail Berglund  
 Christina Best  
 Jane Bourke  
 David Boydell  
 Colin Brand  
 Marie Breen  
 Keith Bunn  
 Eileen Burns  
 Susan Burton  
 Christina Calligaro  
 Diana Campo  
 Judy Candelora (Bateman)  
 Stephen Carley  
 Diane Caruana  
 Judith Clark  
 Shirley Coffman (Endersbee)  
 Lila Cook  
 Susan Cooper  
 Sheila Crawford  
 Graeme Dadson  
 Robin Dalziel  
 Lynnette Dart  
 Phillip Dawson  
 Angela Djordjevic  
 Christine D'Mello  
 Jennifer Doncan (Tanner)  
 Timothy Downes

Yvonne Dunkerley  
 Geoffrey Franklin  
 Stephanie Fuge  
 Nancy Genovese  
 Victoria Gerrard (Costello)  
 Kaye Gillies (Griffin)  
 Brad Goddard  
 Julie Green  
 Yvonne Greenway  
 Roslyn Gregory  
 Judith Gruzich  
 Lorraine Hackett  
 Jennifer Hancock  
 Margaret Hawke  
 Kerry Hawley  
 Patrick Herne  
 Kim Hersey  
 Diane Hoft  
 Shirley Hollands  
 Janet Howard  
 Bethwyn Hughes  
 Debra Hutton (Perry)  
 Susan James  
 Judith Jarvis (Norman)  
 Debra Jenkins  
 Gregory Johnston  
 Julie Jones  
 Verna Jones  
 Stephen Keesing  
 Angela Knight  
 Anne Knowles  
 Peter Lange  
 Jan Langoulant (Elliot)  
 Judith Larkins  
 Nadia Lekias  
 Wendy Lester  
 Rhonda Lovelle  
 Leith McKee  
 Julie Anne McKenna

Robin McLay  
 Judith McLeod  
 Bruce Macauley  
 Gary Malarkey  
 Rosanne Manuel  
 Carmen Marshall (Grincer)  
 Sue Martin  
 Ramona Masiello  
 Judy-Anne Maslen  
 Lorraine Matsen  
 Pamela Matsen  
 Carol Mawson  
 Cathy Meares  
 Lynette Menzies  
 Stephen Millard  
 Lyn Miller  
 Kelly Monkhouse  
 Colin Moore  
 Diane Moore  
 Heather Munyard  
 Teresa O'Mara  
 Jan Miller  
 Helen O'Neil  
 David Osborne  
 Noeleen Osborne  
 Judith Paganoni  
 Shirley Parer  
 Sharyn Pearce  
 Lynne Peribonio  
 John Petchell  
 Pamela Prime  
 Dianne Pyers  
 Georgina Robinson  
 Brenda Rooney  
 Suzanne Roper  
 Roselyn Sandilands  
 Ron Saulsman  
 Mary Sayers  
 Jan Scarboro

Rhonda Scarterfield (New)  
 Barbara Scott  
 Beverley Sheedy  
 Theresa Skrzypa  
 Rosemary Slater  
 Tricia Smith  
 Susan Smith  
 Robert Snelling  
 Linley Sorenson  
 Dante Spada  
 Robyn Staines  
 Anne Stanlake  
 Margaret Stenhouse (Williamson)  
 Colin Stilwell  
 Jan Stocker (Miller)  
 Judith Stokes  
 Helen Sutherland  
 Robyn Sutton  
 Rosalind Szydowski  
 Jill Thompson  
 Lillian Thompson  
 Graeme Thorpe  
 Gail Tomlinson  
 Meredith Truscott  
 Susan Underdown  
 Shelley Underwood  
 Ronald van den Beuken  
 Susan Waite  
 Alison Watt (Crowd)  
 David Webb  
 Devon Webse  
 Susan Webse (Thompson)  
 Tricia Weir  
 Peter Wheeler  
 Margaret Williamson  
 Fiona Williamson  
 Peter Wilson  
 Lynden Wood



CLASS OF 1974

Elizabeth Adkins  
 Trevor Anderson  
 Jennifer Archer  
 Veronica Armstrong  
 Sue Atcheson  
 Julie Atkin  
 Susan Baker  
 Jacqueline Barker  
 Susan Barrett  
 Carol Becker  
 Sheree Bennett  
 Jan Bevis  
 Robin Bigwood  
 Bradley Black  
 Patricia Borona  
 Margaret Bradley  
 Noreen Brierty (Docherty)  
 Heather Bruce  
 Richard Bushell  
 Hazel Campbell  
 Annette Carson  
 Sandra Casey (Martin)  
 Phillip Chaloner  
 Martin Christenson  
 Helen Clifton  
 Wendy Cook  
 Peter Coote  
 Marian Cordy-Howell  
 Pamela Cotte  
 Stephen Coufos  
 Leslie Culverhouse  
 Kerry Davenport  
 David Davies  
 Rhonda Davies (Espinosa)  
 Christopher Diaz  
 Noelene Dickson  
 Maria Duffy

Sharon Dunning  
 Marion Durk  
 Barbara Ebsworthy  
 Phillip Edmiston  
 Richard Ellison  
 Janine Emery  
 Christine Engledow  
 Leslie Everett  
 Shirlee Fane  
 Roy Fitzgerald  
 Sonia Fitzpatrick  
 Judith Forrest  
 Colleen Fort  
 Maria Forte  
 Anne Fox  
 Roderick Fraser  
 Glenda Freeth  
 Valerie Freind  
 Kay Fuller  
 Valinda Gale  
 Colleen Gardiner (Christie)  
 Ellen Garrett  
 Susan Gerrard  
 Julie Gibbings  
 Michael Gibbon  
 Jacqueline Gifford  
 Brenda Hall  
 Kerry Handley  
 Janet Harwood  
 Julie Higginson  
 Rhonda Holgate  
 Maree Holt (Kelly)  
 Merrelyn Hunter (Marchant)  
 Sheryl Hunter  
 Diane Jones  
 Raelene Jones (Gillespie)  
 Julie Joyce  
 Elizabeth Kemp  
 Lynette Kenney

Kevin King  
 Philip King  
 Shelley Lampe  
 Robert Lodge  
 Janet Lutey  
 Deborah MacDonald  
 Fiona MacDonald  
 Lindsay MacMillan  
 Jan McCausland  
 Helen McCoy  
 Alana McCreanor  
 Christine McMahan  
 Robyn McNeill  
 Beatrice Mackie  
 Richard Mader  
 Barbara Mansfield  
 Wendy Martin  
 Patrick Meloche  
 Nicole Moir  
 Frank Moore  
 Graeme Moseley  
 Susan Moss  
 Lesley Nalder  
 Keith Newby  
 Debra Nunn  
 Martin Nunn  
 Pam O'Neill  
 Judith Overington  
 Barbara Page  
 Ann Parsons  
 Kim Patterson  
 Robert Prew  
 Neil Rae  
 Mark Rawlings  
 Helen Raynor  
 Bernardine Reither  
 Lyn Richards  
 Rudi Riksman  
 Jeanette Ritchie

Rose Rnich  
 Yvonne Roberts (Carleyn-Eke)  
 Alexander Robinson  
 Rowena Robinson  
 Santhia Roche  
 Lyn Rosenthal  
 Ron Ross  
 Susan Rowlands (Maasen)  
 Karen Saare  
 Jeneen Sawyer  
 Tony Scafidi  
 Patrick Scarle  
 Marilyn Scott  
 Judith Shackleton  
 Margaret Sherwood  
 Pamela Shipway  
 Anna Simons  
 Maxwell Sines  
 Deborah Smith  
 Kerrie Sounness  
 Katherine Spanbrook  
 Wendy Spencer  
 Ann-Maree Spriggins  
 Ingrid Steens  
 Lynette Stewart  
 John Stone  
 Noel Strickland  
 Stephen Szabo  
 Susan Tame  
 Douglas Taylor  
 Edith Thomas  
 David Tippet  
 Gregory Tompsett  
 Diane Travers  
 Susan Treasure  
 Karen van Lenten  
 Debby van Zalm  
 Marie Vinkovich  
 Jan Waldeck

Deborah Wallis  
Shaun Watson  
David Watt  
Helen Wheeler  
Jennifer White  
Carol Wiese  
Lee Winch  
Carmel Wright (Warren)  
Robert Wright

CLASS OF 1975

Lindsay Aitken  
 Robert Anderson  
 Lindsay Andrews  
 Frances Ardagh  
 Sue Arkell  
 Chris Arundel  
 Sue Bacich  
 Ken Backshall  
 Andrea Barclay  
 David Barnes  
 Debra Bates  
 Julie Bates  
 Janet Baxter  
 Andy Belotti  
 Dave Benson  
 Ric Berghuis  
 Marlene Bevan (Roberts)  
 Linda Biddiscombe  
 Beth Blair  
 Greg Blair  
 Jan Bodeker  
 Judy Bond  
 Sally Boothman  
 Andrew Breed  
 Jim Briggs  
 Kerry Brown  
 Susan Browne  
 Jenny Broz  
 Lorraine Burlison  
 Sister Anne (Burnane)  
 Meryl Bushby  
 Jean Campbell  
 John Campbell  
 Roger Carr  
 Gavin Casey  
 Lisa Cheesman  
 Sister Delores (Coffey)

Russell Coleman  
 Eric Collinson  
 June Conroy  
 Michael Conway  
 Neil Cook  
 Peter Cope  
 Stephanie Coumbe  
 Margaret Courtney  
 Nola Coyle  
 Wayne Cranstoun  
 Bronwyn Croghan  
 Judith Cross  
 Nevenka Cvijic  
 Douglas Davies  
 Helen Davies  
 Kenneth Davies  
 Sonya Davies  
 Andrea Davy  
 Christine Dawson  
 Marc Day  
 Lynn Deering  
 Robert Devenish  
 Mark Dixon  
 Glenn Doney  
 Barbara Doughty  
 Helen Dragovich  
 Melody Duncanson  
 Patricia Eastcott  
 Vera Eaton  
 Graeme Edwards  
 Norm Ellery  
 Mandy Ellery (Jolly)  
 Rob Erskine  
 Tim Evans  
 Janice Fawcett  
 Janice Flett  
 Shirley Flett  
 Steven Florisson  
 Chris Flynn

Barry Forknall  
 Julie Fort  
 Mary Franklyn  
 Joanne Freeman  
 Stephen Freeman  
 Penny French  
 Peter Gadeke  
 Wayne Gannaway  
 Pauline Garvey  
 Stephanie Gell  
 Jillian Glassford  
 Ross Glendinning  
 Kerry Gow  
 Rodney Graham  
 Inara Gravis  
 Ric Greaves  
 Susan Griffiths  
 Annette Haisma  
 Carol Hardie  
 Margaret Harler  
 Patricia Heald  
 Coral Heise  
 Ian Herbert  
 Peter Herne  
 David Hewitt  
 Wayne Hickey  
 Janice Hill  
 April Hitchcock  
 Steven Hobley  
 Kim Holtham  
 Susan Homer  
 Janet Hovitch  
 David Hoyle  
 Sonia Jackson  
 Pamela Jenkins  
 Lola Johnson  
 Tony Jones  
 Kasey Joy  
 Jenny Jurica

Janice Karan  
 Christos Karpathakis  
 Helen Keightley  
 Neville King  
 Sue King (Brinkworth)  
 Sharon Lawler  
 John Leyendekkers  
 Ann Lobascher  
 Peta Ludlam  
 Maria Lund  
 Dixie Luk  
 Teresa Lynch  
 Jeff Macnish  
 June Marlow  
 Anne Marshall  
 Greg Marshall  
 Wilf Matrenza  
 Joe McCarthy  
 Hugh McCrackan  
 Cheryl McGee  
 Debbie McGowan  
 Heather McKay  
 Greg McLennan  
 Debbie Merifield  
 Kathy Miguel  
 Kathy Miller  
 Leigh Murray  
 Greg Nicolay  
 Frank Nieman  
 Jan O'Brien  
 Barbara Pack  
 Debra Page  
 Lynne Peberdy  
 Rosemarie Pellicano  
 Cheryl Perry  
 Mick Phillips  
 Derry Phipps  
 Sue Piesse  
 Tundie Piesse

Sharon Piggott  
Andrew Pike  
John Pimm  
Martin Piwowarsky  
Shirley Powell  
Marie Proctor  
Joanne Pugsley  
Kate Reid  
John Richards  
Col Richardson  
Jenny Rogers (Bartle)  
Debra Sandwell (Evans)  
Lesley Sendles  
Janet Sharp  
Peter Sharp  
John Simpson  
David Skinner  
Desmond Smith  
Helen Smith  
Mark Smyth  
Julie Sommers  
Jayne Stuart  
Denise Swan  
Cathy Szabo  
Cheryl Thomas  
Sally Thomas  
Bradley Thompson  
Wendy Thompson  
Lindsay Timms  
Ray Trinick  
Pam Trotter (Harvey)  
Martin Troy  
Greg Trunfull  
Marianne Tully  
Inara Vietnieks  
Alison Walker  
Angela Wall  
Gail Wallace  
Peta Weaver

Susan Wells  
Marie Westmancott  
David Weston  
Lee-Anne White  
Sophia Wilkinson  
Trevor Williams  
Susan Willis-Green  
Patricia Wilson  
Geoff Winton  
Alexandra Wiszniewski  
Janet Woolf  
Anne Wright  
Wendy Wright  
Alison York  
Sergio Zaza

CLASS OF 1976

Elizabeth Allen  
 Julie Allen  
 Linda Armstrong  
 Amanda Arnol  
 Ashley Arnold  
 Therese Asplin  
 Dixie Babel  
 Michael Bagshaw  
 Tracey Bahen  
 Leslie Bailey  
 Kelvin Bartholomeusz  
 Joe Bartucciotto  
 Tammy Basten  
 Leanne Baxter  
 Tony Beatty  
 Fiona Bell  
 Christine Bennett  
 Sue Benzie  
 Denyse Billing  
 Tracey Birmingham  
 Moira Blaasch  
 Sue Bleach  
 Geoff Blyth  
 Miriana Bolmanac  
 Chris Bransby  
 Lesley Brittain  
 Annamarie Brooker  
 Dianne Brown  
 Robyn Brown  
 Robin Burns  
 Pam Burvill  
 Annette Caldwell  
 Judyth Carr  
 Lorraine Carrotts  
 Lee Cassam  
 Kim Chalwell  
 Kim Chidgzey

Susan Cornish  
 Kaylene Cotton  
 Robert Coumbe  
 Maria Covella  
 Dianne Cumming  
 Pauline Cusack  
 Murray Dann  
 Sharyn Dawson  
 Darryl Dedman  
 Tracey Dick  
 Peter Dodgson  
 Pat Duckworth  
 Jacquelyn Eggleston  
 Haydn Endersbee  
 Jeff Falconer  
 Tracey Flanders  
 Trevor Fletcher  
 Clifton Fong  
 Eileen Fontanini  
 John Gale  
 Kerry Gallagher  
 Elena Genovese  
 Peter George  
 Karen Greaves  
 Elizabeth Green  
 Stephen Green  
 Kim Guelfi  
 Margaret Guthrie  
 Mark Hackett  
 Amanda Hall  
 Janice Hall  
 Lynne Hamilton  
 Enzie Harris  
 Alison Hart  
 Alan Hartley  
 Janet Harwood  
 Glynis Herne  
 Des Heron  
 Margaret Hetherington

Robert Hill  
 Jeffrey Hitchins  
 Rodney Hitchins  
 Debra Hodgson  
 Marietta Hofland  
 Margaret Holmes  
 Gary Homer  
 Allison Howe  
 Janine Hunter  
 Lorraine Hutchings  
 Terri Jennings  
 Wayne Johnson  
 Barbara Johnston  
 Leonie Johnston  
 Leo Kelemanis  
 Chris Langer  
 Sue Le Breton  
 Terri Lightbody  
 Paul Loffler  
 Kay Lovegrove  
 Wayne McKay  
 Margaret McKee  
 Roseanne McKiernan  
 Diana McLean  
 Eileen McMahan  
 Jo-Anne McNamara  
 Kerry Mackintosh  
 Lynn Macrae  
 John Martin  
 Julie-Ann Martyn  
 Margaret Mickiewicz  
 Rod Mifflin  
 Geraldine Miles  
 Vikki Milordis  
 Wayne Moseley  
 Brent Moss  
 Susan Motalli  
 Kieran Motherway  
 Sue Nevin

Paul Nurse  
 Marlene O'Hara  
 Peter O'Mara  
 Bridget O'Neill  
 Cheryl O'Neill  
 Sheena Paterson  
 Alicia Patro  
 Sharon Paxman  
 Rick Payne  
 Susan Payne  
 Gary Pears  
 Janine Perham  
 Gregory Piavanini  
 Allan Placanica  
 Anna Plich  
 Marinus Potter  
 Leiarne Pring  
 Linda Quill  
 Debbie Quinn  
 Jennifer Raynor  
 Diane Read  
 Karen Richards  
 Nigel Ridgway  
 Peter Ridley  
 Jo-Anne Rogers  
 Philip Rogerson  
 Lynda Ronan  
 Ma-ree Rorrison  
 Jean Rose  
 Roger Rudd  
 Therese Salmon  
 Leonie Sear  
 Margaret Sheehy  
 Marion Small  
 Dianne Smith  
 Helen Smith  
 Alan Spencer  
 Janette Spindler  
 Bernie Stack

Ian Stewart  
Jon Stubbs  
Mary Swanson  
Kay Tasker  
Doug Theedom  
Sally Thomas  
Paul Tindale  
Judy Topperwien  
Lindy Tremlett  
John Trevenen  
John Triscari  
Mavis Turner  
Barbara Twining  
Ian Tyers  
Marie van Herk  
Pauline Versteegen  
Leann Werrett  
Caroline Weston  
Bernice White  
Russell White  
Susan White  
John Williamson  
Peter Yensch

CLASS OF 1977

Gabrielle Ahearn  
 Patricia Anderson  
 Susan Ashby  
 Susan Ashworth  
 Patrice Ayliffe  
 Judith Badock  
 Christine Byrne (Barham)  
 Denise Barker  
 Pamela Bartlett  
 Katie Beros  
 Rosina Beswick  
 Barbara Booth  
 Olga Borisow  
 Gina Broderick  
 Maureen Burke  
 Julia Burlinson  
 Kathryn Cail  
 Jane Campbell  
 Leanne Carey  
 John Chalwell  
 Lesley Chapman  
 Margita Chmela  
 Jacqueline Clayton  
 David Coleman  
 Julie Conway  
 Shelagh Copeland  
 Julie Cross  
 Eric Dancer  
 Shaun Davies  
 Fiona della Santina  
 Raymond Denholm  
 Michael Dixon  
 Jane Dobrich  
 Ross Domney  
 Joanne Edwards  
 Catherine Ende

Gerard Foletta  
 Shane Foreman  
 Janine Fowle  
 Elizabeth Franklyn  
 Monika Frey  
 Bruce Gaines  
 Karen-Lee Giacomini  
 Mara Gibson  
 Julie Gilberthorpe  
 Robyn Graham  
 Robert Gray  
 Leon Gurney  
 Russell Hahn  
 Terry Harney  
 Linda Harper  
 Rhonda Haynes  
 Robyn Henning  
 Rhonda Hewitt  
 Judith Higgins  
 Yvonne Hill  
 Sandra Hilton-Shepherd  
 George Johnson  
 Glen Jolliffe  
 Sally Jones  
 Ross Keeley  
 Lorelei Kerr  
 Val Kiernan  
 Lee-Anne Kleeman  
 Heidi Kotzky  
 Suzanne Kovacs  
 Tonia Kozak  
 Helen Kucharski  
 Robyn Lambert  
 Vicki Lane  
 Richard Ledger  
 Christopher Lee  
 Yvette Lemon  
 Therese Lenane  
 Bruce Levett

Quona Litchfield  
 Debra Lorenz  
 Kaylene Lynch  
 Christine McDonald  
 John McGovern  
 Simon McInnes  
 Jocelyn McLay  
 Jennifer McLean  
 Russell McMillan  
 Colin MacMillan  
 Valerie Marshall  
 Judith Martyn  
 Elizabeth Melville  
 Peta Merifield  
 Anne Molinari  
 Jayne Moloney  
 Julie Monaco  
 Brett Morris  
 Tracey Moyle  
 Colleen Muir  
 Anthony Murphy  
 Timothy Murphy  
 Duriena Nash  
 Margaret Nys  
 Suzanne O'Brien  
 Pauline Page  
 Karl Palinkas  
 Sandra Parsons  
 Christopher Partington  
 Joanne Pearce  
 Mark Pegoraro  
 Jacquelyn Pellegrini  
 Moyra Pianta  
 Peta Pierce  
 Gregory Pollock  
 Jennifer Pringle  
 Gary Quinn  
 Jeannie Ralph  
 Paul Rhodes

Amanda Richards  
 Sherryl Ridley  
 Susanne Roach  
 Daryl Robeson  
 Jennifer Rogers  
 Margaret Rourke  
 Colleen Ryan  
 Ann Sanders  
 Helen Saunders  
 Debra Scott  
 Pamela Sear  
 Julie Shervill  
 Mark Sherwin  
 Helen Sibson  
 Peter Steel  
 Kerry Stokes  
 Jane Stone  
 Debbie Sullivan  
 Marie Sullivan  
 Allan Tait  
 Christine Tarpse  
 Colin Thomas  
 Joyce Turner  
 Carey Twentymann  
 Wendy Twight  
 Zivana Ukich  
 Geoff Usher  
 Beth Wallace  
 David Watson  
 Paul Weston  
 Denise Wrensted  
 Kenneth Wright

## CONVERSION COURSE

### CLASS OF 1975

Jeanie Antunovich  
Grace Bayne  
Keryl Beard  
Diane Bowers  
Gail Boyle  
Maria Christensen  
Sandra Cockle  
Jennifer Cuneo  
Verona Daniels  
Russell Davey  
Irene Davidson  
Shirley Duggleby  
Carlyn Dyer  
Dolores Gable  
Beryl Gracias  
Yvonne Hofmeester  
Nola Jones  
Fran Kain  
Anita Lander  
Colin Langley  
Lacey Langworthy  
Jennifer Lees  
Peggy Lego  
Trevor Maybank  
Marilyn McGregor  
Lois Patrick  
Michael Phillips  
Carole Plackett  
Marlene Prasser  
Robyn Prue  
Vera Puljiz  
Linda Randell  
Beatrix Saunier  
Margaret Sharpe  
Gus Tulley  
Rosslyn Vicary  
Lorraine Walker

Angela Waylen  
Noelene Willcox

### CLASS OF 1976

Anthony Acciano  
Christine Bath  
Reginald Brown  
Cherry Bullen  
Pierina Cinanni  
Olive Clark  
Raya Corlett  
Gabrielle Cotching  
Rhonda Crack  
Elizabeth Crosbie-Mahon  
Kay Cunnold  
Janette Dixon  
Janelle Dubois  
Sandra Foley  
Heather Forrester  
Elizabeth Gudden  
Helga Hague  
Jan Heatley  
Darelle Herkner  
Alva Hoare  
Georgina Holton  
Jennifer Lawrance  
Kerry Lyons  
Flora MacDonalld  
Elizabeth McFall  
David Mill  
Denise Morphett  
Susan Noonan  
Anita Norris  
Helen Partington  
Judith Pearse  
Nita Press  
Edna Rawlings

Lorraine Rees  
Pat Rootes  
Christina Sandri  
Elsie Schoen  
Anne Scott  
Annette Southall  
Robyn Stevens  
Ken Tasker  
Margaret Taylor  
Pauline Turnbull  
Kate Vidulich  
Kezia Wood

### CLASS OF 1977

Denise Abe  
Susan Anderson  
Julian Antoine  
Mary Beech  
Shane Brennan  
Patricia Brown  
Brian Bryant  
Prisca Bushell  
Ray Buzza  
John Charlton  
Irene Childs  
Amy Christmass  
Margaret Clarke  
Diane Clews  
Sister Leonie (Collins)  
Sylvia Conlon  
Jeannie Coppens  
Anne Cullen  
Prudence Daley  
Pam Davies  
Wendy Daw  
Clara de Souza  
Lesley Devenish

Maureen Devine  
Joanne Dilly  
Margaret Duce  
Cara Easthope  
Del Edwards  
Vivian Ellis  
Gregory Faulkner  
Barry Field  
Gary Foster  
Colleen Fowden  
Thelma Furlong  
Bert Genat  
Susan Gidgup  
Susan Groom  
Audrey Hardy  
Leonie Harris  
Mary Harris  
Carol Hatch  
Pamela Hohmann  
Peter Holst  
Bernice Hosking  
Bernice Hyman  
Edward Ingpen  
Adriana Jones  
Joan Jones  
Lexie Jones  
Edward Kelly  
Joy Kisler  
Sister Johanna (Klep)  
Betty Laing  
Bill Lingard  
Coralie Litster  
Robert Litster  
Eva Lucas  
Kenneth MacKay  
Dixie MacKenzie  
Noreen Marshall  
Kathleen McGregor  
John Miles



## GRADUATE DIPLOMA IN PHYSICAL EDUCATION

Rhonda Millar  
Joan Morey  
Grant Murdoch  
Elizabeth Murray  
John Negus  
Patricia Newton  
Jill Nottle  
Christine Nowotny  
Kevin O'Brien  
Margaret Oldfield  
Janet Oliver  
Ian Outtram  
Dorothy Outtrim  
Clare Parry  
Ken Pitcher  
Marilyn Platt  
Brenda Pocock  
Wendy Pritchard  
Helen Rickard  
Susan Ritchie  
Dorothy Roberts  
Dianne Rubery  
Kay Sadler  
Frank Schaper  
Lyla Silsbury  
Sister Angela (Slattery)  
Alide Smith  
Jean Speed  
Anthonia Steinbrenner  
Janet Stokes  
Gail Taylor  
June Vivian  
Thelma Warne  
Isla Watkins  
Andrew Webster  
Christine Weller  
Helen Wells  
Marilyn Weston  
Josephine Wittorff

Jean Wringe  
Lindsay Wyatt

### CLASS OF 1977

Graham Badge  
Peter Bishop  
Norman Chapple  
Sandra Cockle  
Claire Davey  
Karen Hearne  
Fran Kain  
Stephen Keesing  
Stephen Ker  
Daniel Khoo  
Thomas McKenna  
Gerry Neesham  
Patricia Nottle  
Ian Pearce  
Michael Pugh  
Diana Rauh  
Denyse Ritchie  
Robert Thompson  
Alan White  
Rhonda Wilson  
Lorna Woodley

## COLLEGE STAFF

### Principals

Neil Traylen 1955-1958  
Bill Halliday 1959-1965  
Bob Peter 1966-1969  
Clarrie Makin 1970-1978

### Vice Principals

Bob Biggins (Acting principal 1962, 1965-66)  
Jock Hetherington (Acting principal 1957, 1966)  
Earle Nowotny (Acting principal 1975, 1978-79)  
Bob Peter

### Deputy Vice Principal

Lesley Graham (Acting vice principal 1978-79)

### Assistant Vice Principals

Derek Briggs (Acting deputy vice principal 1978-79)  
Dudley Ibbotson (Acting vice principal 1970,  
Acting principal 1970)

### Warden of Women Students

Lesley Graham  
Dorothy Newton  
Edith Westhoven

### Academic Registrar

Peter Barry

### Administrative Registrar

Ron Skeggs

### Bursar

Hec Jackson

### Art and Craft

Jennifer Allen  
Barry Armstrong  
Jan Beatty  
Digby de Bruin  
Judy Dinham  
Bob Dorizzi  
John Fawcett  
Jeanne Fimister  
Maureen Freeman  
Elwyn Hawthorn  
Brian Hutchinson  
Bryant McDiven  
Tony Monk  
Cyril Ross  
Keith Rutherford  
Ray Sampson  
Fred Stewart  
Shirley Whitehead

### Education and Psychology

Bert Anderson  
David Baldock (England)  
Margaret Broomhall  
John Brown  
Jennifer Cooper  
Diana Downes  
Owen Friend  
Alison Fulmer  
Jock Goodwin  
Ron Haselhurst  
Ralph Hoare (Acting vice principal, 1967)  
Vin Horner  
Heather Inch  
Heather Jenkins  
Kerry Lawrence  
Phil Nelson

Gary Partington  
Betty Pick (Acting warden of women students 1973)  
Betty Seale  
Mike Small  
Peter Smith  
Gayle Ward (U.S.A.)  
Glynn Watkins  
Marian Welsh (Scotland)  
Jean Williams

#### **English**

Joy Bignell  
Viv Evans  
Lesley Graham  
Lionel Green  
Lee Hammond  
Win Hughes  
Hayden Jones  
Mike Jordan  
Colin Kenworthy  
Bill Lingard  
Dorothy Newton  
Glenis Nicholas  
Avril O'Brien  
Glen Phillips  
Bob Rogers  
Hugh Thompson  
Allan Uhe  
Lesley Williams  
Ken Willis

#### **Instructional Technology**

Fred Fisher

#### **Junior Primary Education**

Pat Adamson  
Ruth Barrett

Dawn Butterworth  
Fran Fitzhardinge  
Shirley Gollagher  
Joy Guthrie  
Jean Irving  
Joy Jones  
Hazel Maddocks (Broadhurst)  
Betty Metcalfe  
Sandra Moore  
Eileen Morris  
Joy Tiley (England)  
Vivia Truslove  
Margaret Young (Stables)

#### **Mathematics and Science Education**

George Barrett  
Noel Bourke  
Tony Edwards  
Brian Farrell  
Pam Garnett  
Ern Garrett  
Ron Gibbons  
Ern Hokin  
Nirmala Kapur (India)  
Adrienne Kinnear  
John Lake  
Ian Lantzke  
Lloyd Logan  
Len McKenna  
John O'Sullivan  
Bill Parnaby (Scotland)  
Max Petrich  
John Prestage  
Jane Prince  
Don Smallman

### Music Education

Dawn Butterworth  
Lionel Cranfield  
Jean Callaghan  
Jean Dunn  
Dan Girling  
Don Gollagher  
Lin Jenkins  
Cornelius de Munck  
Pam Murray  
Barry Palmer  
Kathy Rogerson  
Molly Southern  
Gwen Thomas  
Julianna Westlake

### Physical and Health Education

Bette Allison  
Ross Bromilow  
Jennifer Browne  
Margaret Christie  
Don Clegg  
Dilys Gamble (Hughes)  
Ross Gamble  
Lynette Getley  
Barry Gibson  
Carmel Hoad (Slater)  
Sue Fawcett (Hyde) (England)  
Trin Kavenagh  
Philippa Ryan (Lloyd)  
Lorraine Logan  
Tom Odgers  
Philomena Rourke  
Geoff Sinclair  
Hal Symons  
Clarrie Tilbrook  
Marian Tye (England)  
Paul Tye (England)

Jim Wieland  
Sigrid Wiberg (U.S.A.)  
Coralyn Williams

### Social Science Education

Frank Amer  
Meryl Baker (Everett)  
Peter Barry  
Colin Blake  
Ted Buttfield  
John Caddy  
Ben Cook  
Jan Currie (Canada)  
Cec Gardiner  
Murray Gatti  
Leonie George  
Ron Gibbons  
Lorraine Hale  
Lyll Hunt  
Ed Jaggard  
Les Johnson (Acting vice principal 1957)  
Hayden Jones  
Gerry Kelly  
Peter Leece  
Herman Lochner (S. Africa)  
Doug Markey  
Colin Marsh  
Wally Moroz  
Peter Murray  
Ray Murray (N.Z.)  
Charles Mutzig  
Harry Phillips  
Andrew Priddle  
Richard Pyvis  
Peter Reynolds  
Cam Rielly  
Kim Roberts  
Lyn Sadler  
Charles Staples (Acting vice principal 1966-69)  
Acting principal 1967)

### Speech and Drama Education

Betty Barker  
Ron Bell  
Eva Clayton  
Frances Dharmalingam  
Mary Dilworth  
Dann Jenks (U.S.A.)  
Colin Kenworthy  
Peter Mann  
Nita Pannell  
Marilyn Prestage (Danielson)  
Keith Smith

### Teaching Theory and Practice

Jim Archibald  
Don Barker  
Alf Chate  
Michael Dowglass  
Elsie Dundas  
Ian Eastwood  
Dick Ellison  
Jess Gray  
Lionel Green  
Sam Hancock  
Max Hannah  
Dudley Ibbotson  
Bill Kay  
Marlene Kilminster  
Colin Logan  
John McPherson  
Colin Mounsey  
Bert Murphy  
John Parker  
Bill Richards  
Bert Rigg  
Dorothy Rushton  
Tom Ryan  
Jill Smith (McQuoid)

Otilie Stempel  
Vin Walsh (Acting vice principal 1962, 1964;  
Acting principal 1967)

Jacque Williams  
George Winnett

### Library Staff

Alf Bolas  
Ann Bor  
Dawn Chin  
Rose Cook  
Frances Ford  
Janice Frater  
Cathy Harrold  
John Honniball  
Pam Loftus  
Anne Mann  
Peter Nelson  
Flavia Pestalozzi  
Ann Polson  
Win Ross  
Wendy Sanderson (Hayles)  
Usha Sangar  
Jackie Thurgood  
Gabrielle Treleaven  
Magdalena Tuff  
George Wyatt

### Office & Support Staff

Tom Ahearn  
Susan Antrobus  
Peter Bull  
Bill Cherrington  
June Claughton  
Dave Coleman  
Carol Couch  
Coral Cuming  
Jean Dunn

Brian Ewart  
Val Ferrier  
Sue Fielden  
Mike Frawley  
Jim Gardiner  
Hilda Green  
Lesley Green  
Suzanne Grose  
Jill Hannah  
Ray Kasatchkow  
Denise Leach  
Adam Leske  
Adrienne McGann  
Kerry McWhirter  
Sandra Moran  
Georgia Nohra  
Christine Phillips  
Norm Reeve  
Angela Riley  
Debra Silver  
Gwen Thomas  
Maureen Treacy  
Lyn Treadgold  
Larry Turner  
Arlene Webster  
Jan Wellman  
Doreen Williams  
Marj Williams  
Ron Woods

## COLLEGE BOARD (COUNCIL)

Clarrie Makin      Foundation Chairman  
Earle Nowotny      Chairman  
Derek Briggs      Member ex-officio  
Lesley Graham      Member ex-officio  
Dud Ibbotson      Member ex-officio

### Community Members

(Appointed by the Minister)

Jack Carne (B.H.P.)  
John Copping (Western Mining)  
Mick Kailis (M.G. Kailis Gulf Fisheries)  
Harley Percy (B.P. Kwinana)

### Community Members

(Appointed by the Board)

Mal Bennett (Education Department)  
Margaret Feilman (Town Planner and Architect)  
Ron Jackson (J.N. Taylor & Co. Ltd.)  
Peter Kyle (Barrister and Solicitor)  
Trevor Lloyd (Teachers' Union)  
Alan Porter (B.P. Kwinana)

### Staff

Peter Barry  
Ted Buttfield  
Brian Farrell  
Fred Fisher  
Hec Jackson  
Mike Jordan  
Adrienne Kinnear  
Ian Lantzke  
Marilyn Prestage  
Peter Reynolds  
Cam Rielly

### Students

Veronica Armstrong

Mike Bagshaw  
Sonya Davies  
Mike Dixon  
Peter Frusher  
John McGovern  
Greg McLennan  
Judy Norman  
Martin Nunn  
Dianne Smith  
Colin Stilwell  
Jon Stubbs  
David Tippett  
Terry Wyborn

## STUDENT COUNCIL PRESIDENTS

1955 Kevin Collins  
1956 Tony Webb  
1957 John Cox  
1958 Mike Ball  
1959 Mike Moran  
1960 Joan Smyth  
1961 Denis O'Callaghan  
1962 John Reid  
1963 Rob Baker  
1964 Peter Browne  
1965 Ian Lilly  
1966 Jo Vallentine  
1967 Mike O'Donohoe  
1968 Brian Walker  
1969 Murray Gill  
1970 Peter Short  
1971 Peter Sturmer  
1972 Debbie McGovern  
1973 Peter Frusher  
1974 Kim Hughes  
1975 Colin Moore  
1976 David Tippet  
1977 Greg McLennan  
1978 Kim Chidgzey  
1979 Mike Dixon



## PRIZE WINNERS 1955-78

### A. COLLEGE PRIZES

1. *Honours Student Prize*  
(*The Staff Prize – Dux of the College 1955-1966*)

Awarded by the College Board to the final year student with the highest academic achievement and a teaching assessment of above average

1955	Dorothy Johnson	
1956	Lynette Taylor	
1957	Lois Spencer	
1958	Leonie Thomas	
1959	Gwenyth Vinicombe	
1960	Diana Lee Smith	
1961	Dorothy Johnston	
1962	Daryl Denic	
1963	Barbara Limb	
1964	Kaye Dineen	
1965	Sister Mary Clare	
1966	Jennie Czerkasow	
1967	Cynthia Last	
1968	Marilyn Byrnes	
1969	Sister Mary de Porres	
1970	Sister Mary Emilie	
1971	Yanina Szymczyk and Rhonda Foss	
1972	Jillian Taylor	
1973	Jan Gildersleeve	
1974	Jean Rhodes	
1975	Gail Berglund Fiona Williamson	} Equal
1976	Judith Forrest	
1977	Barbara Doughty	
1978	Mary Swanson	

2. *Traylen Prize*  
(*The Principal's Prize 1955-1958*)

Donated by Mr N.G. Traylen and awarded to the final year student with the second highest academic

achievement and a teaching assessment of above average.

1955	Eleanor Wallace
1956	Jeanette Provan
1957	Margaret Hutchinson
1958	Leslie Butcher
1959	Alison Paynter
1960	Pamela Matthews
1961	Audrey Bowran
1962	Phyllis Hough
1963	Maureen Leach
1964	Kerry Nicholas
1965	Sister Mary Carmel
1966	Beverley McDonald
1967	Roberta Davey Christine McDonnell (Special)
1968	Christine Hebb
1969	Jill Stevens
1970	Hazel Udell
1971	Maree Ryan and Alan Taylor
1972	Ronald Addison
1973	Caroline Gould
1974	Lynne Sanders
1975	Judith McLeod
1976	Fiona MacDonald
1977	Janet Sharp
1978	Alan Spencer

3. *Mensaros Prize*

Donated by the Hon. Andrew Mensaros M.L.A. and awarded to the final year student with the third highest academic achievement and a teaching assessment of above average.

1974	Gayle Simpson
1975	Brenda Rooney
1976	Kerry Handley
1977	Denise Swan
1978	Ma-ree Rorrison

4. *Methodology Prize*

Awarded to a final year student for outstanding research in any one of the teaching methodologies (donated by the Headmasters' and Headmistresses' Association, or by the College Board 1971-1976).

Awarded by the College Board to the final year student with the highest achievement in the core methodologies combined with practical teaching 1977-1978.

1971	Anne Davey
1972	Helen Britten
1973	Karyn Mulcahy Anne Gibson (Special)
1974	Lynnette Durack
1975	Lila Cook
1976	Beatrice Mackie
1977	Glenn Doney
1978	Mary Swanson

5. *Ronald Bell Memorial Prize*

Donated by Mrs L. Marshall and awarded to the final year student who made the greatest contribution in one or more of the elective areas in the Speech and Drama Education Department.

1971	John Berry
1972	Denise Hilsz
1973	Martin Jones
1974	Stephen Wilson
1975	Anne Knowles
1976	Julie Gibbings
1977	Nola Coyle
1978	Robert Erskine

6. *Teachers' Union Prize*

Donated by the Teachers' Union and awarded to the student who made the most significant contribution

in student administration.

1971	Robert Green
1972	Deborah McGovern
1973	Peter Frusher
1974	Judy Norman
1975	Colin Moore
1976	David Tippet
1977	Gregory McLennan
1978	Amanda Richards

7. *Western Australian Institute for Educational Research Prize*

Awarded to the outstanding final year student in the fields of education and psychology.

1969	Sister Mary de Porres
1970	Barbara Milne
1971	Susan Best
1972	Jillian Taylor
1973	Jan Gildersleeve
1974	Marian France
1975	Fiona Williamson
1976	Kerry Handley
1977	Barbara Doughty
1978	Alan Spencer

8. *World Education Fellowship Prize*

Awarded to the student who presented the best research essay on some aspect of Australian education.

1967	Richard Sugars
1968	Gay Dornan
1969	Henry Gray
1971	Rhonda Foss
1972	Helen Britten
1974	Jean Rhodes
1975	Fiona Williamson
1976	No entrants

1977 No entrants  
1978 No entrants

9. *College Art Prize* (discontinued 1968)

Awarded to the student judged to be the most original amongst those who made a real contribution to College art.

1955 Raymond Omodei  
Lorraine McLaren (Special Prize)  
1956 Raymond Omodei  
1957 Lucy Walsh  
1958 Michael Page  
1959 Valda Stamp  
1960 Rodney Smith  
1961 Terence Church, Coralie May  
1962 David Jones  
1963 Barry Shaw, Helen Henderson  
1964 Antony Jones  
1965 Ian Lilly  
1966 Leigh Renouf  
1967 Patricia Berent  
1968 Neil Turner

10. *College Literature Prize* (discontinued 1967)

Awarded to the student judged to have the greatest genuine feeling for literature, coupled with ability in expression.

1955 Ronald Gisbourne  
1956 Arthur Pate  
1957 Maureen Weir  
1958 Annette Faulkner  
1959 Cam Rielly  
1960 Jan Harvey  
1961 Dorothy Johnston  
1962 Barbara Rycroft  
1963 Jill Ellis  
1964 Kaye Dineen

1965 Sister Mary Clare  
1966 Elizabeth Fowler  
1967 Christine McDonnell, Frank Manera

11. *Junior School Organization Prize* (discontinued 1971)

Awarded to the outstanding students in the Junior School specialist course (donated by the Junior Primary Teachers' Association).

1956 Margaret McPhail  
1957 Lucille Haynes  
1958 Frances Jeans  
1959 Pat Birchmore  
1960 Lois Sharpe  
1961 Audrey Bowran  
1962 Christine Cooke  
1963 Robin Anderson  
1964 Wendy Robertson, Kaye Dineen  
1965 Judith Whyte, Elizabeth Canning  
1966 Beverley McDonald, Janie Denney  
1967 Jillian Cahill, Judith Cargeeg  
1968 Christine Hebb, Rosemary Roberts  
1969 Sister Mary de Porres, Kaye Utley  
1970 Vanessa Sawyer, Susan Stephens  
1971 Yanina Szymczyk and Helen Eather

12. *Nature Study Fieldwork Prize* (discontinued 1968)

Awarded to the student who carried out the most outstanding field work in nature study (donated by the Metropolitan Principals', Headmasters' and Head Mistresses' Association).

1956 Fred Cracknell  
1957 Peter Peckham  
1958 Joan Stephens  
1959 Kees Vermey  
1960 Alison Sutherland  
1961 Patricia Thomas  
1962 Douglas Lockwood

1963 Barry Shaw  
 1964 Laraine Hymus  
 1965 Maria Travaglione  
 1966 Ronald Milton  
 1967 Wendy Easton  
 1968 Marilyn Byrnes

**B. OPEN PRIZES**

1. *The Ernest Lee-Steere Prize*

Awarded by the W.A. Historical Society for research in local history.

1955 First Prize: Barrie Wells  
 Third Prize: Dorothy Johnson  
 1957 First Prize: Lois Spencer  
 1959 Equal Second Prize: Delma Harris and Tony Monks  
 1960 Second Prize: Sister Mary Jerome  
 1962 Second Prize: Beryl Manion  
 Equal Third Prize: Joyce Crisafulli  
 1963 First Prize: Jeanette McQueen  
 Equal Third Prize: Deborah Mossenson  
 1964 Second Prize: Lorraine Dick  
 1965 Second Prize: Pippin Copping  
 Third Prize: Bernadine Sautner  
 1966 Second Prize: Malcolm Shoosmith  
 Third Prize: Edna Baulch  
 1967 First Prize: Carol Healey  
 Second Prize: Margaret McKay  
 Third Prize: Erica Feldman  
 1968 First Prize: Monica Mulcahy  
 Second Prize: Melva Brennan  
 Third Prize: Barbara Boydell  
 1969 Second Prize: Nancy Basile  
 1970 First Prize: Colleen Gale  
 Second Prize: Susan Stephens  
 1972 Second Prize: Dianne Challis

1973-  
 1978 No entrants

2. *The New Education Fellowship Prize*  
 (Became *W.E.F. Prize* 1967)

Donated by the N.E.F. for competition among students at Claremont and Graylands and awarded for the best essay on some aspect of education in Australia.

1956 Olaf Cousins  
 1957 Robert Weiland  
 1959 Alison Paynter (Special Prize)  
 1960 June Hawkesly (Special Prize)  
 1961 Graham Johnson (Special Prize)  
 1962 Barry Hancock (Special Prize)  
 1963 Helen Henderson (Special Prize)  
 1964 Terry Macgill (Special Prize)  
 1965 Thomas Campbell  
 1966 Leona Kuzich

## BACK COVER

This photograph of the southern view of the campus was taken by Peter Reynolds in 1979, the year of the closure of the college. It includes many of the improvements made over the years: the demountables (1965), the *Pondok* (student project, 1968), the extensions to the administration building (1974), the air-conditioner units (1975), and the lawns and gardens continuing to thrive with the benefit of the water reticulation system installed in 1977.

