

# A man of measure and more

John P. Keeves  
1924 - 2020



The John P. Keeves compendium

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1924 -2020

*A man of measure and more: The John Keeves compendium*

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Cover illustrations by Brian O'Malley, 2001, acrylic on canvas.

Front: *Views from Blanche Point*. Back: *Pt Willunga from Blanche Point*.

From John P. Keeves' personal collection, purchased directly from the artist.

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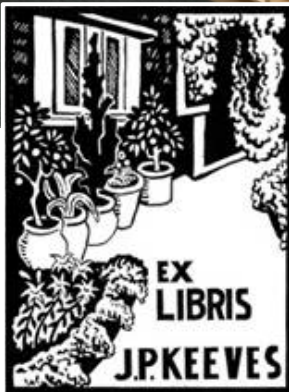
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*The John P. Keeves Collection of the Cunningham Library*

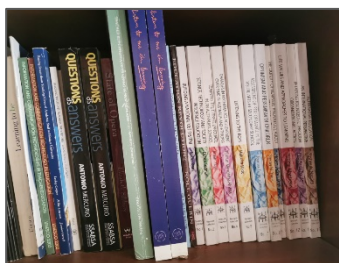


*John's personalised bookplate depicts his mother's garden.*

## FOREWORD

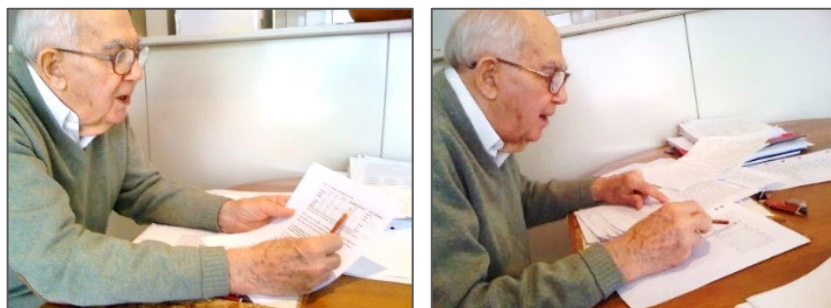
John Philip Keeves was an eminent researcher with a lifelong quest to improve teaching and learning by being a researcher, teacher, supervisor and mentor. He produced a myriad of scholarly publications, many on topics of research design, comparative research and educational measurement.

In line with this lifelong commitment, John bequeathed his research library to the Australian Council *for* Educational Research (ACER). Many months were spent cataloguing the collection which comprises more than 3,000 books, documents and personal writings. It is known as the “Keeves Collection” of ACER’s Cunningham Library and opened in July 2021.



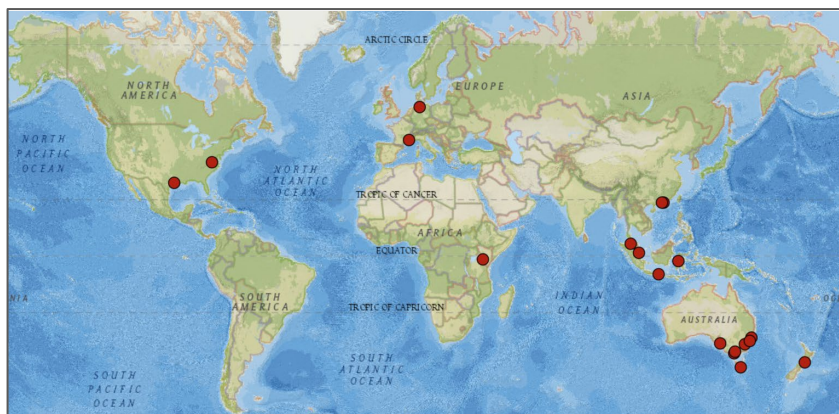
*John’s floor-to-ceiling shelving for his book collection*

Yet, John was more than a man of measure(ment) as illustrated by the contributors to this compendium whose accounts speak to the measure of the man John truly was.



*John, at 95, still reviewing PhD student work (Images courtesy of R Rintaningrum, 2019)*

John never married nor had children. However, reflections and anecdotes by his nieces and nephews as well as many colleagues and graduate students are testament to a person who – through his broad interests, openness, intellect and dedication – had a *big family* across the world, indicated on the map below.



*Contributions to the compendium from around the world*

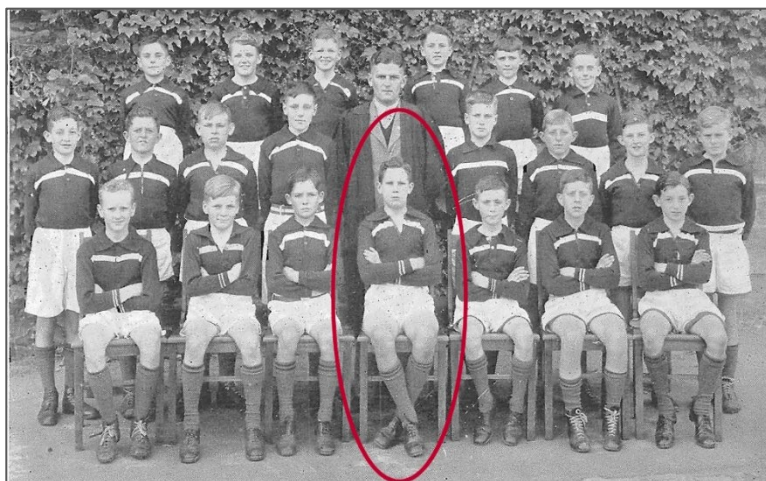
And, as in every family, there are family stories. Here, they involve Christmas cards, dead magpies, wholesome porridge, favourite TV shows, red pen markings, babies' names, cakes and golf clubs. Just turn the page .....

Petra Lietz, July 2021

## JOHN'S EULOGY

John Philip Keeves was born 20<sup>th</sup> September 1924 to Ella Annie Nicolls and Ernest William Keeves.

He was born in Adelaide and in his early years the family, older sister Margaret and younger brother Andy, lived in Nottage Terrace, Medindie. He started attending Prince Alfred College (PAC) Preparatory School in 1934 and thus began a lifelong involvement with the school. In 1937 John was appointed as the first Captain of the Preparatory School. His contributions to PAC continued in the Senior School: Prefect in 1941 and 1942; Intercol athlete 1940, 41 and 42; vice-captain of the Intercol Football Team in 1942; and leader of the College's Scout troop. He was a member of the class of 1942 and, along with seven classmates, achieved a much-coveted bursary for tertiary studies, with this group's achievements considered one of the most extraordinary in the College's academic history.



*Archive Student Football photo: Circled, John P. Keeves, Preparatory School Football, 1936  
(Courtesy of PAC Facebook post 7 April 2020)*

In 1941 during John's school years, the family moved to 23 Statenborough Street, Leabrook, and this house and location remained the focus of John's sense of home and belonging for the rest of his life. In later years, John travelled



widely, living for many years in Melbourne and as far afield as Stockholm, yet retained an enduring fondness for 23 Statenborough Street.

Indeed, his delight in and enjoyment of his 'On Statenborough' Retirement Village apartment, built on the old Coopers Brewery site, owed a lot to knowing he was just a few steps down from number 23.

John graduated from the University of Adelaide in 1946 with an Honours Degree in Physics and returned to PAC as a boarding house staff member, teacher, and Scout leader. He departed for England in 1949 and taught for two years at Radley College, Abingdon, Oxfordshire from 1949-1951, where he discussed 'on understanding science' in classes of students who were non-specialists in Science, and then moved to Lincoln College, Oxford to undertake a Diploma in Education. In 1952 he returned to Adelaide, as he once laughingly confided 'with just five pounds in my pocket'. Living again at the Statenborough Street family home and teaching science and mathematics back at PAC.

In 1962, John was recruited to the Australian Council *for* Educational Research and he moved to Melbourne, later becoming Associate Director from 1972 to 1977 and then Director until his retirement in 1984. During this time, he also undertook research fellowships at the Australian National University and the Institute of International Education in the University of Stockholm.

In the course of his work, John travelled all over the world, often bringing back from far-away places interesting and unusual craft objects such as national dolls and previously unknown magical Swedish cheese slicers for his nieces and nephews and, later, his great nieces and nephews.

John's life was dedicated to education in the fields of Science, and Mathematics as well as stochastic analysis in many countries of the world. He was elected a Fellow of the Academy of the Social Sciences on Australia in 1977, was a life member of the International Association for the Evaluation of Educational Achievement, and Chairman of the Committee of Inquiry into Education in South Australia in 1980-81. In 2005, John's career in education and higher learning at the national level was recognised with the awarding of a Member of the Order of Australia (AO).

After John's retirement from ACER, he returned to Adelaide to live but he never stopped thinking and writing. In the later years of his active life, he was an Emeritus Professor at both Flinders University and the University of Adelaide, where he lectured to and supervised both higher degree and doctoral students. All through the 'retirement' years, he devoted himself to his work through his own writing, collaborating extensively, helping enthusiastically and generously

the many students he supervised with complicated problems, reading and rereading drafts.

John had developed a love of hiking and walking as a school boy, with long hikes in the Flinders Rangers and the Fleurieu Peninsula. When he lived in England, he particularly enjoyed walking in the Lake District. In the early 1960s, John bought his first beach house at Port Willunga. This had no beach views, so when the opportunity arose to buy the house on the Esplanade in 1970, he was thrilled. He spent many summers in his eyrie overlooking the cliffs and the beach, swimming and walking energetically along Port Willunga beach at least once a day. He was intrigued and amused by random footwear left on the beach, often speculating on the fate of the other shoe. John enjoyed hosting visitors at the Port Willunga house and colleagues, students and family members have many fond memories of times spent there with him. He especially liked taking children to see the fresh water spring at the far end of the beach, and following the gradual reclaiming of the old jetty by the elements.

In later years, he sought out and collected paintings of the beach, and greatly enjoyed the gallery of pictures in his house. Each year, John created his annual Christmas card with his own unique view of some part of his life. These were often Port Willunga-inspired, and together, they make quite a collection of the passage of John's years.



*John's hand-made Christmas cards, 2006-2017, depicting painting from his personal collection  
(Photo: K Dix, 2021)*

## CONTRIBUTORS TO THE COMPENDIUM

An email was sent out informing of the intention to compile a compendium of personal memories and anecdotes of interactions and relationships people had with John.

The following are the heartfelt responses received that, when weighed together, present a significant and discerning reflection of John, who indeed was *a man of measure and more*.



## Family memories

### *Richard (nephew)*

I remember as a kid how Uncle John (UJ) would always manage to give us great Christmas presents. It turns out he had asked shop assistants what kids of X, Y & Z age would like. He was a very clever man! One such gift (as I recall) was the Beatles Abbey Road LP. It was spot on at the time.

And whilst reminiscing, I still smile when I think of my sister Jo giving UJ a comb for either a birthday or Christmas. It was back in the 60s I reckon (or early 70s) and I still smile as he was pretty much bald even then. :)

Our kids remember fondly when he visited Perth a long while back, and came to dinner. At the time, they were addicted to *Home and Away*, the TV Series, and when 7pm came, they looked longingly at the TV. UJ picked up on this, and asked about it – which raised the subject of *Home and Away*. UJ said “Oh yes please. Let’s watch Home and Away. I watch it all the time.” - or words to that effect. So we did. Everyone was happy. And UJ was instantly cool. I think our kids have held a special place in their heart for him ever since.

### *Wendy (niece)*

BBUJ has been a significant part of our life since 1992 as he was the “Keeves” family representative when Greg and I got married in Whistler, British Columbia, Canada. Somehow, he swung by on his journey from Australia to Sweden. Four or five days in the mountains, where he enthusiastically joined in all our fun and games, was a great way to get to know him. We were very thankful that he made the effort to be there.

He also came to visit us in Boston one summer and he and Greg somehow managed to join in the middle of a July 4th parade in the car. This became a great story and we enjoyed other adventures with him around Massachusetts.

When we returned to Adelaide, we loved spending some summer days at Port Willunga. We admired UJ’s daily ritual of walking to Gull Rock and doing 100 strokes and his love for the beauty and history of the area. We all share his great love for Port Willunga. As he grew older we stayed with him @ 26 The Esplanade for a few summer holidays. Our children and friends enjoyed being introduced to his interesting life and the many curiosities in the house. Emma and Carly remember the times they took him for a walk around the cliff tops to explore his special corner of the world. Transforming his shed into a bunkhouse was an extremely generous act and hopefully he enjoyed creating it as much as we enjoy using it, especially the tree shower.

He always tried to attend birthday and Christmas celebrations and I am truly thankful that he has been an active part of our lives.

## Nordin Abd Razak

*Universiti Sains Malaysia, Penang, Malaysia*



In April 2004, I was offered to further my Doctoral studies at the School of Education, Flinders University, South Australia. I first met Prof Keeves during a morning tea session organised by the Flinders University Institute of International Education (FUIIE). This meeting was held every Thursday and it was also graced by several prominent lecturers such as Dr David Curtis, Dr Hungi Njora and Dr I. Gusti Ngurah Darmawan, to name a few. During the coffee talk session, I was humbled to be introduced to Prof Keeves and the others. The atmosphere was refreshing and I am grateful that FUIIE provided such an encouraging platform for us to share our research progress with others. And I would like to take this opportunity to commemorate Prof Keeves' initiatives and his efforts in setting up the FUIIE.

Prof John P. Keeves was my great transformational mentor. As a brilliant mentor, Professor Keeves (a) showed a desire and a willingness to sacrifice his time to help others, (b) demonstrated his willingness to share his skills, knowledge, and expertise with his students, (c) always exhibited a positive attitude and set as an exemplary scholar for us to model, (d) took a personal interest in mentoring healthy relationship, (e) never failed to exhibit his passion and enthusiasm in the field of his study.

John is the epitome of an expert who held strong values in the development of his field. He has always provided guidance and constructive feedback to his students. He was well respected and acknowledged by his colleagues and staff members of Flinders.

John was highly disciplined and strove continuously to meet his personal and professional goals. He valued the opinions and initiatives of his students and others.

Prof Keeves was truly an asset to the field and has set a benchmark for himself and his students in terms of producing high quality research. He has greatly transformed my view about research and developed my skills and competencies as a scholar. He is the reason for where I am today.

Prof Keeves provided a highly creative and supportive environment for me as a student to achieve my peak performance in my journey as a researcher. He was an anchor in fostering a significant learning experience for his students. He

always displayed a high spirit and passion that marks the characteristics of a great scholar. Thank you to Professor John P. Keeves for being my mentor and for your never-ending encouragement and support throughout my pursuit of my PhD journey. I am truly indebted for all his guidance which will always be immensely treasured. His scholarly works are truly admirable and will be inspiring for generations to come.

I still remember his question to me during my first consultation with him, which was: “What do you want to learn when you come here to further your study?” My answer was: “I want to learn everything from you so that I can guide my students to be an eminent researcher like you Professor!” and he answered: “Yes, you can do that!”. This assurance gave me inspiration and motivation to pursue my doctoral studies successfully.

To express my deepest appreciation of Professor Keeves, my dedication to him from the front page of my thesis is included here.

**DEDICATED TO  
PROFESSOR JOHN P. KEEVES**



**This thesis is dedicated to Professor John P. Keeves, who patiently guided me in the realisation of this work. John you have encouraged me, you believed in me, you held me up when I was down. You gave me faith; you gave me hope; and most of all you have been my inspiration because you made this journey possible. I will miss your smile; your words of encouragement and your enthusiasm for my work. Nevertheless, I did it; and this thesis is for you John, my source of motivation and my mentor (modified from Deranger (1997)).**

## Ray Adams

*Australian Council for Education Research, Australia*



I first met John in 1983. My relationship with John was as a colleague and Masters Supervisor.

It is one of those instances where words can't quite seem to do the experience justice but John was always really good to me and I learnt a lot from him. A few points to illustrate:

- John's tenacity: You knew when John wanted you to do certain analyses, he certainly made it clear to you that there was a right way of doing things. While at the time of receiving the advice, it often meant more work or learning something new, you tended to appreciate his guidance towards certain analyses or how to write them up a while later when you realised by reading other work or thinking about a different issue which problems had been addressed by following John's guidance.
- John's pioneering spirit: After John had left ACER to focus on the analyses of the data from IEA's Second International Science Study (SISS), he came to Chicago to explore the best way to analyse the data. He had brought with him Andreas Schleicher, then a research assistant at Hamburg University, and they met with Ben Wright, then Professor at the University of Chicago, as John had determined that Rasch modelling was the way forward with these analyses. I was invited to join that meeting – and felt very privileged to be in the same room and listen to the discussion between John and Ben.



*Georg Rasch and Benjamin Wright (Source: [en.wikipedia.org/wiki/Benjamin\\_Drake\\_Wright](https://en.wikipedia.org/wiki/Benjamin_Drake_Wright))*

- Also, John particularly pushed two classes of analyses at a time when they were not widely used yet - one was multilevel analysis and the other one loglinear modelling.
- John's attention to detail: I authored the *Sex Bias in ASAT* report (ACER Research Monograph No. 24) in 1984. In those days, books were typeset which made it very difficult to remove or change what had been written one it had been typed. John was a master at making changes where the reworded bit would have exactly the same number of characters as the bit to be replaced. This meant that either "whiting out" and typing over or cutting and pasting a newly typed bit into the old space – with scissors and glue – would be a perfect fit.
- John's scholarly quest: John wanted to "*stand on the shoulders of giants*", meaning that he sought to build on previous research in order to contribute to the body of knowledge, extend it, and maybe give new impulses. He gave a sense that knowledge accumulated over time and space which feels different to some endeavours today where issues are seemingly discovered for the first time when, in fact, previous research has looked into them already – but maybe further back than the ten- to twenty-year time period of many literature searches . This life-long quest meant that John had a fairly broad, nearly encyclopaedic knowledge. And again, like a true scholar, he actively shared this knowledge not only through his own research, teaching and publications but through constant encouragement of those around him to do the same.





## Tilahun Mengesha Afrassa

*Department for Education, South Australia, Australia*

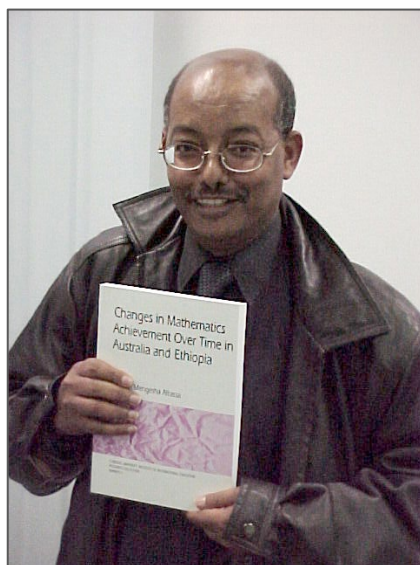


I met John in February 1993.

John was my graduate-student supervisor that I completed at Flinders University.

I appreciated John for spending his life working on educational development through some of his research activities and through student supervision.

In 1999, I told John about an immigration problem I was experiencing. He said to give him a week, and within that time he had solved my problem through discussions held directly with the immigration officials. John was an amazing person; he was always there for you when you needed his support whether educational or personal.



*Tilahun with his book, emerging from his PhD thesis on mathematic achievement in Australia and his home country of Ethiopia (Photo: K Dix, 2002)*

## John Ainley

*Australian Council for Educational Research, Australia*



I met John for the first time in 1975. I had applied for a position in the Comparative Education Unit at ACER. He let me know that my application had been unsuccessful but that I might be interested in a different position at ACER in science education that would give me the opportunity to undertake doctoral studies concurrently.

When I began at ACER, John was Associate Director, Research and Curriculum which was the section in which I worked. In his section, there was a number of policy-oriented research and evaluation studies in progress as well as components of large-scale international comparative projects that formed part of the IEA suite of studies. He was also responsible for the Australian Studies in School Performance which took place in 1975 and 1980. John guided my work on the evaluation of the Australian Science Facilities Program and, through that, introduced me, as a novice, to research and evaluation methods. He provided similar guidance to others who were also starting careers in educational research - in fields such as curriculum adoption and education for leisure. John was not only the supervisor of my work for ACER but also co-supervisor of my doctoral studies at the University of Melbourne. He gave me more than a start in a rewarding and enjoyable vocation.

*A photograph of John from the IEA tribute to him.*

[www.iea.nl/news-events/news/remembering-john-p-keeves-1924-2020](http://www.iea.nl/news-events/news/remembering-john-p-keeves-1924-2020)

©IEA

John was a diligent supervisor who looked in great detail at one's work, introduced new methods of analysis and linked particular projects to the wider research literature. His mentoring of young researchers was a great strength and is much appreciated to this day. I was in awe of the volume of work that he completed. All those whom he mentored would find drafts that they had written



returned in a very short time with detailed commentary in the margins. And those comments were followed up in discussions within a day or so. John's comments were not confined to measurement and analysis but extended into broader aspects of education debates.

It is also appropriate to acknowledge John's involvement in comparative research as a field of scholarship. From the early 1960s, and through the 1970s and 1980s, his work provided foundations for the current involvement of Australia in international large-scale assessment studies. In addition, his work using minimum competency testing in the Australian Studies in School Performance foreshadowed many of the aspects of modern measurement theory that underpin national and state assessments.

I do recall in 1977 a group of four of the people who worked for John arranged for a game of golf at La Trobe Golf Course. We entered in ACER's absence book the ambivalent message "at La Trobe on a course" and arranged to meet in the car park outside "the cottage" which was an old house used as premises by ACER in Wakefield Street at the time. We had assembled with our clubs when John appeared from behind the main ACER building. Three of us quickly went to ground and rolled under the nearest car. The fourth was left to explain why they were standing in a car park with four sets of golf clubs. I think John was nonplussed - I could not see his face from where I was positioned - partly by the explanation and partly by the very idea of people playing golf on a weekday. He was gracious enough to proceed on to "the cottage" and allow us to continue to "La Trobe".

# Sivakumar Alagumalai

*Flinders University, Australia*

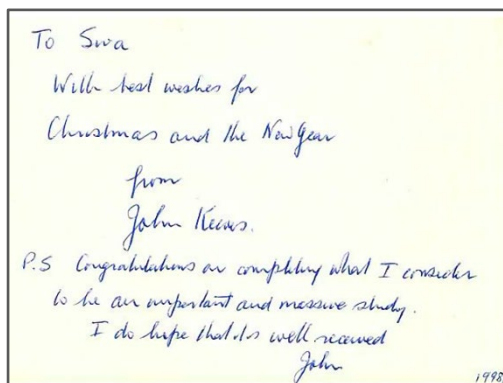


The Singapore Educational Research Association held its 8th Annual Conference *Improving Educational Practice: Meeting the Challenge of Diversity* in November 1994. Professor John P. Keeves (John) was one of the invited speakers, who highlighted the importance of science and mathematics education. My research supervisor at the National Institute of Education – Singapore, Professor Toh Kok Aun, introduced John. The lunch meeting was highly productive, with John urging me to consider a doctoral study on physics problem solving at Flinders University.

Twenty-six years have flown by very quickly, but the impact John made on my career, research and international collaborations will stand as a testimony of his mentorship. Both John and Professor Jonathan Anderson provided optimal supervision support for my doctoral thesis.

John had this unique propensity to invoke research excellence and sustain its momentum. He optimised the learning-application nexus well whereby training in measurement and advanced quantitative methods were ‘just in time’ for the next thesis chapter!

Every year, John consistently sent a beautiful Xmas/New Year card to share pride of his student’s achievements. It was a gentle reminder of his role as a caring mentor!



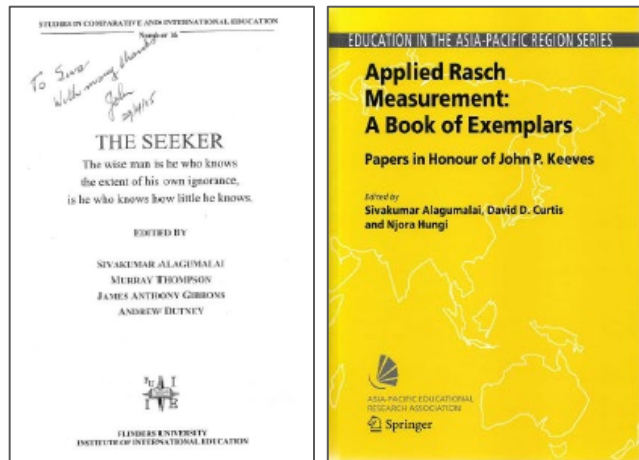
*Christmas wishes  
(Photo: S.Alagumalai, 2020)*

I recall the meetings with John at Flinders University. The discussions started around “the urgency to improve science and mathematics,” continued with current developments in measurement and quantitative methods and culminated in opportunities to optimise information technology for assessment and evaluation - with great interests in the use of adaptive testing systems.

John would contribute to these discussions with insights from his work with the International Association for the Evaluation of Educational Achievement (IEA), through sharing innovations in statistical techniques and associated software applications (e.g. BIGSTEP, PLSPATH, STREAMS, LISREL, QUEST and RUMFOLD), and through many anecdotes.

John was championed comparative education and transdisciplinarity. I recall his excitement when I shared with him the formation of the Transdisciplinary Measurement and Evaluation Research Group (TMERG) at the University of Adelaide [2007 – 2018]. TMERG comprised members from education, psychology, health science, mathematics, dentistry, medicine, business and economics. John reiterated “the urgent need and importance of working across siloed-disciplines, and transferability of advanced quantitative techniques.”

I am reminded of the challenges of overlooking a semi-colon (;) or parenthesis while coding in the QUEST/CONQUEST software ... John’s “bummer” signals the ‘start of a problem’. I value the debates around conference papers, journal articles, and book chapters. I revere John’s emphasis on precision, accuracy and the place of measurement errors in the social sciences. I will cherish the fond memories of organising his surprise 80th birthday at the Australian Science & Mathematics School (ASMS), and the publication of two monographs dedicated to him during the celebration. John talked about the ‘pleasant surprise’ for a long time.



*Inspired work (Photo: S Alagumalai, 2020)*

I am privileged to have worked with John. His research ‘fire’ continues in his students and colleagues. Mentors and mentoring processes have been operationalised differently by some. Yet, the late Professor John P. Keeves offered a mentorship par excellence which continues to guide my research, education and supervision. Many thanks!

## Carol R Aldous

*Flinders University, Australia*



I first met John in 1999. He was my PhD supervisor and mentor.



*Professor John P. Keeves on his 89<sup>th</sup> Birthday, celebrated with past students, friends and colleagues in the atrium at the Windy Point restaurant 2013. (Photos: C R Aldous Sept 2013)*

One of the things which I appreciated about John was that he led others by serving. John was an inspiring mentor and teacher, who, through years of experience, had weighed the need to become a servant leader. He had the capacity to share your educational vision, make it his own and provide you with the skills and abilities to put it into reality. By so doing, John has enabled many of his students and colleagues to more than ‘measure up’ in significant ways.

Although highly esteemed, John understood the need for leaders to lay aside the robe of authority and take up the garment of service. John would work tirelessly alongside his students and colleagues to undertake the difficult tasks of planning, reviewing, and developing research, all the while making each person feel a valued member of the team. He led by example.

It seemed that no problem was too difficult for John. One could always approach him with a challenging research issue and be assured that he would do his best to help you navigate a way through to a viable solution. He would do this regaling you with stories of similar past challenges so that in the end, you no longer felt that your issue had been of any concern at all. - But then, at the last, you would realise that John had just managed to save ‘your metaphorical bacon’.

I was reading an account of John Keeves published by ACER on the occasion, of his 85<sup>th</sup> birthday, recently. I had just learned of his passing. There, among the photographic collage in the middle of the booklet, was a picture of John the leader, serving -but this time a cup of tea to his tea lady on her retirement after 21 years of service at ACER. I think that this small gesture among his many other accolades shows the true measure of the man.

Below is a copy of a speech given in honour of Professor John Keeves' birthday in 2003. I had not long commenced my PhD. One of my peers suggested at the time that it should be documented. Perhaps now is the time for this to occur!

*“What can I say to you today Professor Keeves that would do justice to all the things that you have done for me and that would honour your significant achievements on this your birthday?”*

*I could begin by saying that without your leadership and guidance as an eminent education researcher I probably wouldn't be standing here today speaking about what you have done for me and how you have guided my research. So, thank you!*

*I believe it was popular writer Sarah Ban Breathnach who once said that the world needs dreamers, and the world needs doers. But above all, the world needs dreamers who do.*

*Not only has Professor Keeves been an example to me of someone who puts educational dreams and vision into action, but he has also provided me with the necessary knowledge, tools, skills and quiet encouragement to en-activate my own.*

*A little over three years ago I had a dream (albeit a modest dream) of undertaking a PhD. With John's help, despite obstacles I hope I am not too far from realising that dream.*

*When I first embarked on this PhD adventure, I knew I wanted to conduct research into creative problem solving. I wanted to investigate ways of making a creative problem-solving approach more accessible to students and teachers in classrooms. I wanted to know if there was anything more than cold analytical approaches to solving problems. Was there anything in the notion of feeling your way to a solution of which I had heard some people speak.*

*But I was uncertain as to which field I should undertake this research. Should I conduct the investigation with the realm of mathematics education or within the realm of science education? I approached*

*prospective supervisors in different institutions both here and interstate.*

*Professor Keeves was the only person, who said that it didn't matter, to him in which field I undertook the research. All others indicated I had to choose between Mathematics and Science.*

*I put this down at the time to the fact that Professor Keeves has wide experience in both fields of education. But really it was much more than this!*

*I have come to realise that no matter what the field, be it Mathematics, Science, or something else, Professor Keeves has a penetrating perspicacity to see it in terms of its measurement issues. He has the capacity to dissect and analyse the problem, predict where you are likely to trip up and navigate you through. He does in fact share your educational vision, make it his own and provide you with the skills needed to translate it into reality.*

*He is in fact not just a dreamer or doer but a dreamer who does.*

*I have failed to mention in all this that in taking me on as a student interested in creativity that field of creativity research within the field of mathematics education is not entirely the most fashionable thing to be doing. Especially when one broaches the topic of feeling thinking in solving mathematics problems. But this does not phase John. He has continued to provide ongoing encouragement and support.*

*I had a surprise not that long ago, when I attended a conference in Sydney. I had the good fortune of being introduced to Robert Sternberg. I discovered that he, too, has a student working in the exact same area. This has given me great heart.*

*I realised then that I too had a supervisor up there with the greats, like Robert Sternberg who have the courage to take on less fashionable ideas and conduct research until they yield fruitful information which is valuable and useful to all.*

*Where would I be without you Professor Keeves. Thank you for all you have done for me. And "Happy Birthday".*



## Kwok Cheung Cheung

*University of Macau, China*



I first met John in the early 1980s. He was a research partner and collaborator in the Second IEA Mathematics Study, Second IEA Science Study and other international studies on measurement and evaluation. John was a genuine scholar who was always so helpful and caring to his research collaborators and disciples in all aspects of their academic life.

In the late 1980s while I was pursuing my doctoral study at King's College, London in the UK, Prof Keeves contacted me and flew to London asking me to meet him at Victoria station to discuss a plan on the multilevel analysis of IEA data. I was then invited to Hamburg and Stockholm to analyse the IEA data. The outcome of this endeavour was a special issue of International Journal of Educational Research:

Cheung, K.C., Keeves, J.P., Sellin, N., & Tsoi, S.C. (1990). The analysis of multilevel data in educational research: Studies of problems and their solutions. *International Journal of Educational Research*, 14, 215-319.

Because of the valuable experiences of collaborative research with Prof Keeves, I was able to complete my doctoral study on multilevel modelling of educational data within a very short two-year time period. Under the encouragement of Prof Keeves and upon the consent of my PhD supervisor Prof Paul Black I applied and was very honoured to receive the 1990 IEA Bruce H. Choppin Memorial Award for Outstanding PhD Thesis using IEA data.

I must say, I owe Prof Keeves immensely and would like to express my deepest heart-felt gratitude to him for the unfailing mentorship initiating me into the fascinating field of international evaluation of educational achievement. I was deeply saddened by the news of his passing in early April last year. I hope that he is now relieved from his duties and can rest in peace for ever.



*A sample of greeting cards, research publications, award, associated with Prof. Keeves' mentorship and editorship during the early stage of my career (Photo: K C Cheung, 2021)*

## David D Curtis

*Flinders University, Australia*



I was introduced to John P. Keeves at Flinders University in 1992. I was struggling with a problem involving regression analyses that were yielding puzzling results. John very generously considered the problem and suggested I use path analysis. This did resolve the dilemma and introduced me to the first of many advanced topics in statistics.

During the 1990s and early 2000s, John offered many statistics courses. These were often not formal subjects, although they were at least as demanding. John advertised these courses by word-of-mouth and they were always well-subscribed, attracting many graduate students. The subjects covered topics on multivariate statistics, including multiple regression, canonical correlation, analysis of variance and multilevel regression. Of particular importance were the subjects he taught on measurement. This had been a neglected area of research and application in education and John had long recognised its importance. For many of us, mostly graduate students undertaking PhD research, these courses revealed threshold concepts that opened new vistas in our research.

John's insights were most informative. His connections with people, who, to most of us, were just names in the pantheon of educational researchers, were personal contacts of his. I recall referring to Bloom's taxonomy. John commented simply that 'Ben was most unhappy that the taxonomy – the work of Bloom and his colleagues – was being attributed to him alone'. John was not dropping a name. Instead, he was correcting the record.

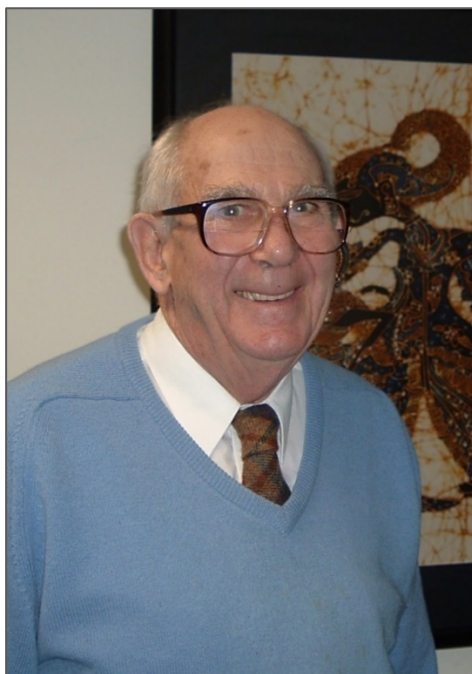
I once heard a former senior academic - not from Flinders University - refer to JPK as 'that numbers man'. How ill-informed that assessment was. While JPK was expert in a wide range of statistical methods and measurement, his interests in research were much broader. These interests are evident in the introductory section of the International Handbook (Keeves, 1997a, 1997b). John contributed to a topic on research methods for Doctor of Education students. The breadth of his perspective on educational research was a revelation to the students who took that course. During his tenure at Flinders University, JPK was the appointed supervisor of many higher degree research students and influenced many more.

Together with Professor Bob Teasdale, John formed the Flinders University Institute for International Education (FUIIE). Its purpose was to encourage international educational research and, importantly, to support the many students from numerous countries who had come to study at Flinders. John supervised many of these students and provided support to many others.

JPK left an indelible mark on education at Flinders University and on the lives of the very many students who he supported and encouraged. Over the almost 30 years I knew him, John was a teacher, supervisor, mentor and friend.

Keeves, J. P. (Ed.). (1997a). *Educational research, methodology, and measurement: an international handbook* (2nd ed.). Pergamon.

Keeves, J. P. (1997b). Towards a unified theory of educational research. In J. P. Keeves (Ed.), *Educational research, methodology, and measurement: an international handbook* (2nd ed., pp. 1-7). Pergamon.



*John P. Keeves, July 2004 (Photo: K Dix, 2004)*

## I Gusti Ngurah Darmawan

*Adelaide University, Australia*



John was an important and remarkable figure in the educational journeys of his many students during his academic career. His influence spanned several universities, including Flinders University and the University of Adelaide, where he constantly reminded us of the high standards to which we were being held - standards which sometimes felt impossible to meet.

John was no stranger to aiming high and inspired all of us to do the same. He frequently mentioned to me that, “the impossible just takes a little longer to reach.” He expected greatness, he demanded independence, and he fostered creativity, innovation and critical thinking. The space around him was a place of energy and enthusiasm and while he would always be eager to hear or see something new and exciting, patience was also one of his many virtues. He encouraged, guided, and provided us with the relevant skills and knowledge required to tackle any problems that we faced, shaping us for success.

I was fortunate enough to have been a student of John’s in the late 1990s and early 2000s, during which he was a truly outstanding teacher and mentor. His passion for teaching and his dedication to his students was obvious in everything he did. He introduced me to the world of assessment, measurement, and statistics and provided me with countless opportunities. For example, he gave me the opportunity to start a new life here in Australia – something for which I will always be thankful. Thanks to John, I was appointed as an Occupational and Research in Education Training Fellow in the School of Education at Flinders University, which paved the way for my eventual appointment as a continuing academic staff at the University of Adelaide.

He was also extremely generous and gracious to those who worked with him, treating us not only as colleagues, but even as members of an extended family. In addition to helping to shape me into an independent researcher by discussing his latest concerns in education with me, John shaped me into somewhat of a handy man. He would often call me to help with his air-conditioning system when it needed to be set to automatically switch on or off at particular times. He also got me to change the time on his clock when daylight savings started so that he could stick to his strict daily schedule, to fix his TV settings because he accidentally pressed the wrong button on his remote, or even just to have a chat and to accompany him for lunch. For all these

reasons, both professional and personal, he was a hugely inspiring figure in my life and my career.

While I will miss him greatly as a mentor and friend, I'm comforted by the knowledge that his legacy and intellect still lives on in his accomplishments and his students, and that these will continue to exemplify the very best in education research for generations to come.



*After a class, down in 'the dungeon', Flinders Sturt Campus (Photo: I G N Darmawan, 2003)*



*Picnic at Port Willunga (Photo: I G N Darmawan, 2004)*



*Port Willunga Beach (Photo: I G N Darmawan, 2005)*



*John's 80<sup>th</sup> Birthday at Rydges Hotel, South Terrace Adelaide (Photo: I G N Darmawan, 2004)*



*John's 81<sup>st</sup> Birthday with Kelvin Gregory (Photo: I G N Darmawan, 2005)*



*John's last birthday (95<sup>th</sup>) at On Statenborough (Photo: I G N Darmawan, 2019)*

## Katherine Dix

*Australian Council for Educational Research, Australia*



I first met John in 1997. He was my PhD supervisor and colleague. I became his Chief Online Editor for the *International Education Journal* (the IEJ) and the publisher (Shannon Research Press) of his FUIIE Monograph Series, starting with Robin Ryan's book in 2002 and ending with my book in 2008. In this work alone, he reviewed and edited over 4,300 pages. His productivity was unsurpassed.



*The FUIIE Monograph Research Series, edited by J P Keeves, 2002 – 2008*

One of his favourite places for contemplation was by the seaside, overlooking the ocean, surrounded by his extensive book collection. A section of his library was devoted to the local history of the Flinders Rangers as well as the Fleurieu Peninsula, reflecting his enthusiasm for hiking and being amongst the natural coastal and bushland environments.

On the walls that weren't floor-to-ceiling bookshelves (and there weren't many) hung original works of art, many of which were breathtaking landscapes



of his beloved Port Willunga from artists such as Heysen, Bock, Crompton, Symmons, Shaw, Musgrave-Evans, Campbell and O'Malley. It was particularly thoughtful how he shared that love with others by giving handmade Christmas Cards each year, depicting one of his paintings.

*John's upstairs reading room, overlooking Port Willunga beach (Photo: K. Dix, 2020)*

I loved that he was from a previous generation – a time when someone did spend their whole life dedicated on one path to become an absolute master of the trade. His trade was educational research and he simply was one of the best.

On the back cover of the book published in honour of John on his 85<sup>th</sup> Birthday in 2009, titled *The Process of Research in Education*, I wrote:

*“As the Wizard of Oz once said,  
A heart is not judged by how much  
you love; but by how much you are  
loved by others.”*



These words are as true now as they were back then, evidenced by the fact that we are still honouring him today. He was like the Wizard of Oz to me – in his seemingly all-encompassing, all-knowing depth of knowledge that he held. But unlike the Wizard of Oz, it was no masquerade.

He freely gave hope and aspiration to those who sought his help and, by doing so, profoundly changed lives through building capacity to make a difference. Sure, we learnt some stats from John, but his true impact was the way he embodied a love of learning and a hope for humanity – that through education and research, individuals, even those from the humblest of backgrounds, can make a difference in their communities and in the lives of future generations.



## Gary Dworkin

*University of Houston, United States of America*



I have known John Keeves for nearly 20 years. I first met him in 2001, when I was on sabbatical from my university. I was well aware of John's work on comparative education and his writings on cross-national science education based on the data from the Association for the Evaluation of Educational Achievement (IEA). I also learned from John that he had met with James S. Coleman then of Johns-Hopkins University during the massive 1965-66 study, *The Equality of Educational Opportunity*. My wife and I also worked on that study with a subgroup from Northwestern University, although we never met John at that time.

In the fall of 2001, Larry Saha, my friend and co-author from the Australian National University, and I flew to Adelaide to visit John at Flinders University. John had invited me to give a lecture on teacher burnout and later asked me to write an article on the topic for his journal, *The International Journal of Education*. John most generously invited us to attend a presentation on Higher Linear Models and sat us down in front of a computer attended by a graduate student and gave us a tutorial. I think it was the first time that either Larry or I used HLM.

The next day, John, Larry, and I drove to the Barossa for an afternoon of winetasting. We had a delightful Grange tasting at Penfolds where we were placed in an ornate room away from other wine tasters to sample a tiny sip of the 1995 vintage. The server poured the wine and then left the room. John immediately noted that she had left the bottle with us and announced that we could go for seconds. Alas, the server immediately ran back into the room and spirited the bottle away.

A following day, during the trip to Adelaide Larry and I went to John's house for lunch. I noticed that Larry had brought bottled water, as John relied on water from a rain barrel below the downspout from his roof. John informed us that he only had to scoop up the dead magpies that had drowned in the water barrel before drinking and that the water would be fine. We declined the offer.

## Allen Gomes

*Piégon, France*



I first met John in 1992.

John supervised my honours and PhD theses. He was also an important mentor and a dear friend, reflected in this photo of John and I and my son Tom – whose middle name is 'Keeves', in John's honour – the last time I saw him in Adelaide in late 2017.



*John, Allen and his son 'Little Keevie' (Photo: A Gomes, 2017)*

John had a brilliant mind. He was a walking encyclopaedia on anything to do with structural equation modelling and educational research generally. He also taught me how to write. His capacity for critical thinking and command of language and expression was peerless. I also appreciated his warm smile and good nature. He was a most decent man.

The late Professor John P. Keeves AM achieved international recognition, including the Order of Australia Medal, for his contributions to the field of educational research. Like many who chose education as a profession, John was also deeply committed to helping each and every student make the most of their education. In these respects, his love of the profession knew no bounds.

What makes my connection with John remarkable is that I was never a student in Education yet John managed to have the most profound positive impact on my education and subsequent career. I have no doubt that a fully specified structural equation model of my time would show that most everything good

that I have achieved can be traced back to his influence as a scholar and as the most decent human being imaginable and for that, I am forever in his debt.

John's passing is a profound loss to all who knew him. Not only for his genius which ranks among the greats in the field of multi-level statistical modelling, but as a role model as an outstanding educator, academic, mentor and friend who was a force for good in this world.

I met John less than three weeks before submitting my 4<sup>th</sup> year Psychology Honours thesis in late 1992. I had recently realised that the data I'd collected were not suited to the analysis that I'd planned - and for which my thesis could thus not be passed. However, the data could be used to model and test an important theory in sport psychology that I was studying. Knowing next to nothing about path analysis, a tutor in my department told me about Professor Keeves, an international authority on this type of analysis who happened to be in the nearby Faculty of Education at Flinders University. He cautioned me, however, that I was probably too small fry for him to speak to but perhaps one of his students might help. However, none of John's students were around when I visited the Education faculty so I approached John directly. Upon hearing what I was seeking to do, he looked over his glasses - in that famous way that all his students got to know - and pointed out that it normally took a student six months or more to work through what I was proposing. Nevertheless, John lent me some books and a manual and told me to come back if I had further questions. I did just that the next morning, seeking his seal of approval of my first attempt at a path model. Needless to say, it required some work but it was enough for John to agree to teach me ordinary least squares analysis and to help me rewrite most of my thesis over the next two weeks - which turned into the busiest weeks of my life. His life changing help continued in the years that followed when John co-supervised my doctoral dissertation in which I used HLM and LISREL.

John's help with my honours thesis was particularly significant because I wasn't a student in his faculty so neither he nor his Faculty received any credit or funding for his considerable time and work. For the next two weeks, I visited John almost every second day with drafts for review. Not only did he help me with the data analysis but he straightened up my arguments and began what has been a lifelong journey in learning the joy of writing. Indeed, I can still feel his presence now, looking over my shoulder pointing out split infinitives and hanging participles in this text. I later learned from John that he began his own working career as an English teacher and I certainly felt the full force of his mighty red pen as he would sometimes write more in feedback and corrections on my drafts than I had.

In any case, I worked like a man possessed, with hardly any sleep for the final six days straight to get my honours thesis done. I passed, thanks to John's help - and my Mum's, who helped me type up the many drafts. Years later, I asked John why he had so generously given me his time normally reserved for his own masters and doctoral students, plus running various international initiatives and administering the Education department itself. With his trademark warm smile, he replied simply that he was a teacher and I was a student who needed help and that this was all that there was to it.

No recollection of John would be complete without an anecdote about a swim at his place on the esplanade in Port Willunga. Over the years I was privileged to get to know him personally over lunch there during summer breaks. John was a great believer in healthy living and before lunch one was obliged to go for a dip to "clear the mind and body" as he put it. I recall arriving there one day in the mid 1990's without "swimming trunks" as he called them. That excuse was not going to fly with this former school master and he insisted that I borrow a pair of his - no matter that they were a good two to three sizes too large. All I can say is that I am glad that my subsequent clambering down the cliff and swim in them took place in an era before phone cameras were invented as it would not have been an attractive sight!

Such is the debt that I owe John and the respect that I have for him, that my only regret as a researcher has been that I never got to contribute to the various publications on multilevel modelling that have been written in his honour.

As a descendant of the first fleet that proclaimed the state of South Australia in 1836, it seemed a shame too that John had no children of his own to continue his name and legacy. So, when my son was born here in France in 2013 - and with my wife's blessing - I gave him *Keeves* as a middle name. John was more than a bit amused to receive a copy of my son's official French birth certificate according him this modicum of immortality. On my last visit to John in Adelaide a few years ago, I had the pleasure of introducing my son to John. John promptly nicknamed him "*Little Keevie*". John is sadly no longer among us but as long as my son is around and people continue to inquire about his parents' slightly odd choice of middle name, the story of John's enormous contribution to the field of education and what he meant to me and the many students who were fortunate to have known him, will live on.

## Njora Hungi

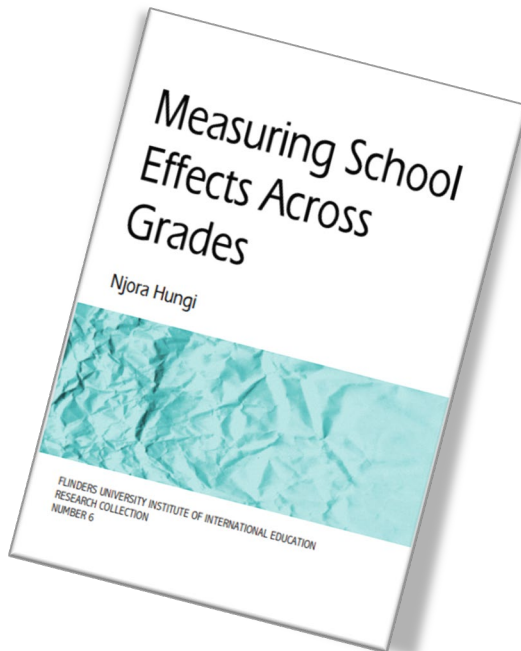
*UNESCO-IICBA, Kenya*



I first met John in 1995. John was my graduate studies supervisor.

I greatly appreciated John's understanding of challenges faced by international students, especially challenges stemming from the English language and cultural differences.

John was a great man with an honest and genuine desire to guide his students to achieving their best.



## Dieter Kotte

*Geelong, Australia & Hamburg, Germany*



I first met John in 1986. John was my mentor, supervised my PhD, but also was a colleague, a trusted advisor and, yes!, a friend. In 1993, John was kind enough to give a reference statement for me to obtain an associate professorship in Germany. Such a recommendation from a Professor was very, very unusual and I am, forever, indebted for John's words:

**Thus, it is with considerable pleasure and confidence that I recommend Dr Dieter Kotte for *habilitation* within the German University system. The emerging high standard of his scholarship, his skill in writing in English, his very effective communication through tabular and diagrammatical presentation, as well as his undoubted effectiveness as a teacher should be recognized and his work should undoubtedly be regarded as equivalent to the requirements for the award of the German *habilitation*. While it is barely 12 months since the completion of his doctoral studies he has continued to write, although not actively engaged in research and he has, I believe, a distinguished career as a teacher and scholar ahead of him.**

A handwritten signature in dark ink that reads "J.P. Keeves".

J.P. Keeves

Professional Fellow in Retirement  
The Flinders University of South Australia  
Australia

I always cherished his meticulous way of teaching and his patience when you made a mistake which he picked up and you had to correct. His way of teaching was tough at times as John continued to raise the bar, yet it was also in a way that enabled you to learn if you tried to reach the (new) bar.

As a PhD student, I had the privilege to support and learn from John LISREL – which was sophisticated statistical modelling in those days - in a six-week stint in Stockholm. I believe it was in 1987. Being used to working late nights at Hamburg University, doing statistical work as part IEA's Second Science Study for John's alter-ego in IEA days, Neville Postlethwaite, I had to adapt to a completely different "lifestyle" with John.

Always money-conscious, John had invited me to stay in his apartment in Stockholm to save expenses renting my own room somewhere else. This cost-effective solution bore just a few minor challenges for me: First, I had to get up at 06.00 hrs when it was still dark outside at that time of year in Sweden. Second, John's culinary expertise for breakfast revealed itself in a serving of

wholesome porridge – every day during the six weeks of my stay. Mind you, John prepared it himself! To add to the meticulously followed routine, John brushed and polished his leather shoes - made and bought in Germany - all by himself punctually at 06.25 am, again every day. For me, that was a tough regiment - tougher than my days in the German Navy. However, I also did learn my lessons in the application of statistical procedures, courtesy of John.



**Dr. John P. Keeves**

Institute of International Education, University of Stockholm, S-106 91 Stockholm, Sweden.

Ph.D. (Australian National University). Teacher of mathematics and science in secondary schools in South Australia (1947-1962). Federal secretary of the Australian Science Teachers Association (1963-1967). Senior Research Officer, Australian Council for Educational Research. Research in mathematics and science (1962-1967). Research Fellow at Australian National University (1967-1971). Research Fellow at University of Stockholm (1971-1972). ACER: Research in mathematics, science, etc. (1972-1976). Director (1977-1984). Visiting Professor, University of Melbourne (1985-1986). Visiting Professor, University of Stockholm (1987-1989).

*IEA Guidebook 1991, records John as visiting professor at University of Stockholm 1987-1989 (Source: <https://www4.gu.se/compeat/ieaguidebook/ieasect4D.pdf>, p.107)*



## Mike Lawson

*Flinders University, Australia*



John Keeves' decision to 'retire' to Adelaide was a very fortunate one for many staff and students at Flinders University. My memory is that Professor Jonathan Anderson initiated discussions with John to spend some of his retirement time at Flinders and the rest, as they say, is history.

Very quickly John was discussing research, organising and teaching courses, initiating a major educational institute, and stimulating production of an important educational journal. He was always very involved in providing support in meaningful ways for international students.

John's teaching started as regular postgraduate courses but very quickly these courses began to attract staff from across the university who were interested in furthering their knowledge of measurement and statistical analysis. Like other staff, I attended some of these classes and found them very valuable. When he finished discussing an issue with a student he was likely to have me knock on his door to discuss my problem.

As a psychologist interested in representation in memory I thought that John had one of the most flexible and comprehensive memory schemas for measurement and statistics. Whatever the problem presented to him he almost invariably had a useful suggestion.

One of the most impressive characteristics that I experienced personally was John's tendency, at a second meeting about my problem, to describe that as 'our' problem. He engaged deeply with the problem, joined with me in understanding the issue, worked with me and pointed me in directions that were very fruitful. If John didn't know something he seemed to know the person in the world who would know. His network in the field was very large. I remember him sending me to the University of Adelaide to meet one of his friends when I was exploring multilevel modelling. This friend turned out to be Nick Longford who had already developed a major analytical program for such modelling. He was a quiet Englishman who removed my embarrassment at asking simplistic questions. Like John, he was very encouraging, even suggesting that the rival HLM program I was using was quite appropriate.

In John's classes, we also benefited from his close contacts with researchers around the world. Several times we found that we were using a new piece of

software that one of his contacts had sent him and this opened-up new possibilities for our research.

I also partnered John in supervision of postgraduate students. He was a very careful and caring supervisor, often helping students directly with resources. His advice about conceptualising problems and designing research procedures were very important for his students. Of course, John touched a very large group of students beyond his formal supervision responsibilities. In my experience, he had the widest sphere of influence on students' research studies, writings and lives at university of any staff member with whom I worked.

Hence, it is hard to represent adequately John Keeves' contribution to Flinders, to educational research in Adelaide and across the world. We were very lucky that he came into our research and educational lives. I feel honoured to have spent time with John.

## Petra Lietz

*Australian Council for Educational Research, Australia*



I first met John in 1988. He was my Masters and PhD supervisor. John's way of speaking very clearly, slowly and in full sentences was wonderful for a student for whom English was a foreign language. It was brilliant for note-taking and meant that one had a full manuscript about a topic at the end of a seminar session with John.



*John and Petra (Photo: P Lietz, ca. 1997)*

John was extremely generous with his time and invariably very patient with his explanations. He would also think carefully about the angle from which to approach a topic or an explanation to maximise the potential for understanding. As a walking library, he would also give you the names of a few authors and titles as well as publication years which were usually accurate or within a range of a couple of years out. This was extremely helpful in pre-internet days.

John was the reason I came from Germany to Australia in 1990. I had met him first two years earlier when working as a student assistant on the publications from the Second International Science Study (SISS) at Hamburg University for Neville Postlethwaite. John invariably gave us much work to do but he was also always extremely polite and thanked us sincerely when a task was completed. The work on SISS and multivariate analyses fascinated me so much that when the time came for John to return to Australia I asked him whether he would consider taking me on as a graduate student. John agreed.

He had decided to return to his birth city of Adelaide after a very active working life interstate and abroad. Hence, to explore whether I could actually imagine studying “Down Under” I went to visit John at Flinders University in February 1990 where he had just been appointed an Honorary Fellow. As a student of Hamburg University which, at the time, had about 40,000 students and was very impersonal, I thought I had arrived in paradise at Flinders University where seminars of between 10 and 25 graduate students were run by the professors themselves. At that time, the School of Education at Flinders was “up the hill” and the common room I was shown on the guided tour had beautiful views across St Vincent’s Gulf. All this convinced me very quickly that I’d like to study something fascinating guided by a very knowledgeable professor in a very pleasant environment. I went back to Hamburg to organise everything and returned to Adelaide in July 1990 to become John’s first graduate student at Flinders University, the start of a very active “retirement” during which he received the Officer of the Order of Australia (AO) in recognition of his services to graduate students.

In 1990, international students were still few and far between in Australia so John was my welcoming committee at Adelaide airport. I had to wait for him for a while because John had assumed that I’d arrive at the international airport where he went first. However, the international airport was closed, as it was only open twice weekly in those days and this wasn’t one of them. I had actually come through Melbourne which meant arrival at Adelaide’s domestic terminal. Hence, I was extremely happy when John eventually arrived, not just because here was finally a familiar face but also because – between my departure in Hamburg and arrival in Adelaide – he had managed to get confirmation that I would actually have a place to stay at Flinders University Hall.

John took me to University Hall, showed me how to get from the Hall to his office in the School of Education and said he’d meet me there at 8:30am the next day. As was characteristic of John, there was very little small talk either on this first day or any day thereafter. Instead, we went straight to the School of Mathematics to meet the person in charge of the SPSS and SAS licenses – all in preparation for the graduate course on “multivariate analyses” that John wanted to establish, starting with canonical correlation, a module only available in SAS. From there, I hardly knew what had hit me as I was snowed under by courses, seminars and helping John to set-up, structure and do the first course on multivariate analysis in his “retirement”. If anyone is interested, I still have the folder ;-)

# The Septuagent

Special edition Vol. 70, No. 2, 494 Adelaide, Tuesday, September 20, 1994 Lietz United Press, LUP, Phone 201 3795

John P. Keeves, science teacher, senior research officer, director, lecturer, editor, publisher, internationally acclaimed educational measurement expert, and currently professorial fellow at Flinders University, turns 70 today.

Staff members, colleagues, students, family and friends are taking this opportunity to express their appreciation of John as a person as well as of his professional efforts and achievements.

Most of those who contributed to this newspaper have come to know John at a stage in his life when average people have retired from professional and public life. But John is not average

## John Philip Keeves: A legend turns 70!



John Philip Keeves

and there is no place for mediocrity in his life. Therefore, when he was looking for a place to which to "retire" in 1989, he chose Flinders University to continue his work. Since then, John has become an integral part of the university and has been of invaluable assistance in all

aspects of university life. This newspaper is an attempt to show our appreciation. Some parts are serious, others humorous, none intend to offend. If some parts appear to be rough on John, remember that you only tease those whom you love.

John is respected by his colleagues who know that John's contributions are always thoroughly contemplated.

He is also held in high esteem by all his students who have benefited and continue to benefit from his knowledge, support, patience and advice. With John as a supervisor, library work, for example, is made less time-consuming, for he invariably knows all necessary details of important references, including place and date of publication. There are few areas where John is unable to help but even then he does his utmost to provide appropriate assistance.

Furthermore, John could be regarded as a politician, although he might be the last person to think that of himself. Relatively early in his career as an educational researcher, he became quite disillusioned by political forces

• Continued Page 2

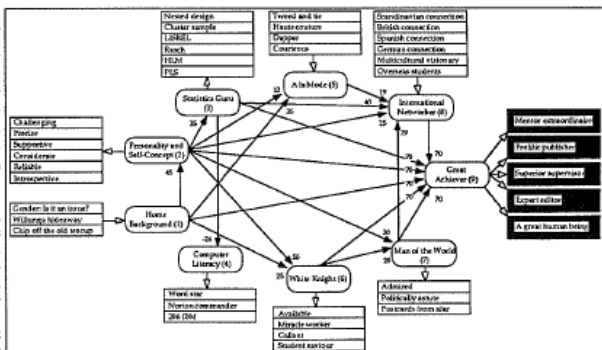
### FACTORS INFLUENCING THE PERFORMANCE OF A GREAT ACHIEVER

Ever since *Homo sapiens* came into existence, it has been of utmost interest to determine which factors cause some representatives of this species to achieve at a higher level than others. Dr. Roz Murray-Harvey and Dr. Halia Silins have just completed an interesting multivariate study to elucidate this issue.

Since the beginning of this year, Dr. Murray-Harvey and Dr. Silins from Flinders University have worked on a complex study of factors influencing the great achievements of John P. Keeves (JPK), Professorial Fellow at Flinders University.

The multitude of variables that had to be taken into consideration for the study required, among other methods, the use of a powerful multivariate statistical technique, namely Partial Least Squares Path Analysis (PLS) and the results are presented in the figure above.

First, the variables (shown in rectangular boxes) that were observed on JPK were combined to form constructs (shown in boxes with rounded corners). Thus, for example, Gender, JPK's summer residence and his ever-present, multipurpose teacup were combined to form the Home



Graphical representation of factors influencing the achievements of Professorial Fellow, John Keeves

Background construct.

As the next step, constructs were arranged in a logical order whereby earlier constructs (i.e. those further to the left) could influence

constructs later in the model (i.e. those further to the right).

As can be seen in the graphic representation of the study in the above diagram, the study yielded fascinating results.

Only two constructs did not directly influence the performance of the great achiever, JPK, namely A la Mode and Computer Literacy. Thus,

• Continued Page 2

SCIENCE & TECHNOLOGY	REAL ESTATE	SPORT	INDEX
A new method in the social sciences might be the solution to the reductionist problem. <b>3</b>	Hill- or beachside living? Which one is better? An Adelaide academic has solved the dilemma his way. <b>7</b>	It's been a great season for our 1942 footy team. Can the next season live up to expectations? <b>8</b>	Fun&Games...10 Real Estate.....7 Recruitment.....6 Science&Tech.3 Sport.....8 Travel.....5 What's oth.....7

A publication to celebrate John's 70<sup>th</sup> birthday (Source: P Lietz, 1994)

## John Philip Keeves: A legend turns 70!

• Continued from Page 1  
hiding his carefully researched evidence since it contradicted existing policies. Nevertheless, anybody who listened to John's talk about the unity of educational research a few weeks ago, would have appreciated the interdisciplinary approach that attempted to seek unification where separation has become accepted as a fact of life.

It is true that John has always been hard-working. However, through is professional involvement, he has developed strong ties of friendship with people in all parts of the world.

So why is this special occasion not declared a general holiday for the whole university? The answer is simple: Because it would not reflect John's work ethic. For how does John cele-

brate a special occasion such as his 70th birthday? By preparing and teaching his class on multivariate analysis as every Tuesday during term, of course! LUP

### THE BRASSERIE at Flinders Uni

Birthdays  
Weddings

We make any special occasion a complete success!



# NEWS

## COMMENTARY

by Dr. Alan Russell

### The Power of the Butterfly

It is wisely said in discussing chaos theory that seemingly random events can have substantial, but unintended consequences. Such is the case of the butterfly in the Brazilian rainforest that flapped its wings one day, with the consequence of a cyclone in central Asia two weeks later.

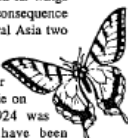
We are unable to determine whether the event in Adelaide on September 20th 1924 was random. It may have been planned, it may have been an accident. What is clear is that its consequences could not have been intended, nor foreseen.

In the case of the Asian cyclone, the effects are relatively short-lived. There is a lot of

wind, noise, and rain for a period, but it disappears, presumably to await another butterfly somewhere.

This is not the case with the effects arising from the birth of one John Keeves. He may not have produced a long list of progeny in one form, but he certainly has in other forms, so that the effects could well reverberate down the centuries.

In 500 years time, some wise soul trying to make sense of the pattern of educational research over the centuries will finally discover the clue in chaos theory and uncover that butterfly in Adelaide on September 20th 1924.



## FACTORS INFLUENCING THE PERFORMANCE OF A GREAT ACHIEVER

• Continued from Page 1  
it appears that technical and fashion expertise are no prerequisites for high achievers.

Indeed, the negative path coefficient from Statistics Guru to Computer Literacy indicates that,

taking into consideration JPK's level of performance in the statistics area, a higher level of computer literacy could be expected.

A high indirect effect can be observed from Personality to Great Achiever with the effect being mediated through White

Knight. In other words, JPK's personality has not only a considerable direct impact on his achievements but also operates through characteristics such as being available, gallant and hard working (through proof-reading among other things) to influence JPK's achievements, especially in

his role as superior supervisor.

Dr. Murray-Harvey and Dr. Silins, who are currently writing up their analyses, hope that the model they have developed will serve as a guide not only for great achievers in general but also for academics in particular. LUP

# WORLD

## News from around the world on this day in...

- 1924 EDUCATION NOTES. A new department was made this year, the Education Department having decided to close all schools in and around the city for half a day to allow pupils to attend the Royal Adelaide Show. (S.A. Register)
- 1924 BROADCASTING. Broadcasting, a movement which has made an extraordinary appeal to public imagination in other parts of the world, has now been firmly established in Australia. Thousands of people are now "listening-in" nightly to musical programmes brought direct into their homes by wireless. (S.A. Register)
- 1924 CIVIL WAR IN CHINA. There have been sensational developments in the civil war in China, resulting in the virtual collapse of General Lu's campaign. (Sydney Morning Herald)
- 1965 200 YARDS FROM WAR. China tonight gave India an extra 24 hours in which to comply with its demand that all Indian military posts on their joint frontier be dismantled. (The Australian)
- 1966 BIG TRAIN ROBBERY ARREST. Police earlier today arrested Ronald Buster Edwards in London for ques-

- tioning about Britain's \$6.5 million train robbery over two years ago. (The Australian)
- 1967 GET U.S. OUT OF WAR. About 200 people yesterday staged an anti-Vietnam demonstration outside a San Francisco hotel yesterday where the U.S. Defence Secretary, Mr McNamara, was holding a news conference. (The Australian)
- 1967 STUDENTS FINED AND SAY THEY WILL SUE. Three students from Melbourne's Monash University were reprimanded and fined last night by a disciplinary committee on charges concerning aid to the National Liberation Front of North Vietnam. (The Australian)
- 1967 THE PILL JUST AS BAD AS THE BOMB, SAYS POPE. Pope Paul said today that the contraceptive pill was as hostile to life as nuclear weapons. (The Australian)
- 1968 GRADUAL RETIREMENT TO EASE LABOR SHORTAGE. The shortage of labor is now reported to be acute and as this condition is likely to extend and continue, it will be interesting to see what steps, if any, the Government will

- take to retain in industry those workers who become eligible for retirement, or even persuade those already retired to return. (The Australian)
- 1969 MOON MEN HERE NEXT MONTH. America's moon astronauts, Neil Armstrong, Edwin Aldrin and Michael Collins, will visit Australia at the end of next month. (The Australian)
- 1972 MIXING THE SEXES: THE GREAT NON-ISSUE. Curiously, co-education is a non-issue in educational debates, although it generates a great deal of heat and prejudice. Very little research has been done on the relative merits and disadvantages of co-education in Australia but despite the lack of hard facts the current policy of State education departments is to establish mixed sex schools except in Victorian technical schools. (The Australian)
- 1980 IF THE COAT FITS, YOU SHOULD WEAR IT, MR HAWKE. The retiring president of the ACTU, Mr Hawk, on a tour of a confectionery factory slipped into the Prime Minister's dusscoat yesterday. Hawke found his disappointment that the coat was a bit long in the sleeves. (The Australian)

A publication to celebrate John's 70<sup>th</sup> birthday (Source: P Lietz, 1994)

## Jan Lokan

*Adelaide, Australia*



My path first intersected with that of John P. Keeves sometime back in 1964, when I was working as a part-time demonstrator in the Physics Department of the University of Melbourne, having been recruited for the position by Mr Bob Wilkinson at a time when demonstrators were in short supply. Through this association, I met Bob's wife, Gretta, then seconded to ACER to work on the Junior Secondary Science Project (JSSP), developing innovative science teaching materials for the early high school years. I thought that sounded like a very interesting project, and called in at ACER, at Gretta's invitation, to look at this work in progress. She must have introduced me to John, as I had in my mind that I might try to join the project in the following year - though it no doubt wasn't in John's mind! I can place it in 1964 because I know I limped embarrassingly from a sprained ankle recently obtained while trying to ski at Falls Creek with a university group. The possibility of any ACER work evaporated though when, at the end of that year, we moved back to Adelaide where my husband took up a position as Senior Lecturer in Physics.

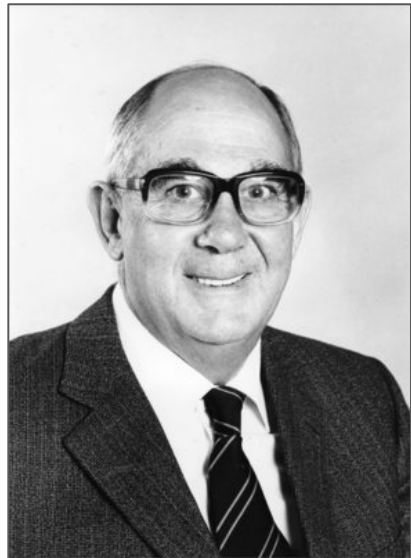
Not long after that move, I obtained a part-time position at Western Teachers College (WTC) in Adelaide, which involved lecturing in mathematics as an academic subject to first- and second-year primary teacher trainees. Their text book was *Basic Mathematics*, by John P. Keeves. The next link in the chain was that early that year, 1965, I attended a seminar presented by John, by then a member of ACER's staff, at the SA Education Department's Raywood Inservice Centre. I remember that he had hair then, very dark, though already receding a bit at his forehead.

John spoke partly about good practices in testing students' knowledge and progress, which stimulated my interest as I wanted to know how much mathematics the WTC students knew as they started their courses. After the session, I asked John if he could recommend a suitable test for this purpose and he immediately offered to send me copies of the IEA mathematics test developed for the 1964 international study, his project at ACER at the time. This was the first I'd heard of the IEA organisation. The test was rather too challenging for most of the students training to be primary teachers, as I soon found out – but it marked the beginning of what turned out later to be, for me,

many years of acquaintance and involvement with the IEA and other international assessment projects.

More serendipity followed. My husband's career took us to Canada in 1968, where we spent ten years. During that time, I completed a PhD in educational measurement while working for the newly opened Research Branch of the Ottawa Board of Education, rising to Deputy Director in early 1977. Another hiccup for me was that, at the end of that year, we returned to Melbourne, Australia, again for my husband's career. I wrote to universities and colleges, and the ACER, asking about job possibilities for myself. John, by then ACER's Director, must have remembered me and planning had begun for the IEA Second International Science Study so the timing was opportune. The only offer I received was from John, at a basic research assistant level. My boss in Canada advised me not to take up this offer as she said, speaking from her own experience, 'It will take you 20 years to get back to the level you've reached here.' It turned out that she was right. However, I didn't want to be stuck at home in what, by 1978, had become a strange city to me. Hence, I accepted the offer, gambling that something else would crop up later.

*Dr J.P. Keeves, appointed ACER Director  
in 1977 and served until 1984  
(Source: [research.acer.edu.au/acer\\_history/14/](https://research.acer.edu.au/acer_history/14/))*



However, I did not start on a good footing with John. Late on my first work day at ACER he presented me with a contract which had a clause that I would not leave before tangible products had resulted from my employment there – or something to that effect as I don't recall the exact words. I was taken aback and took the document home to ask my husband. As, by then, my husband was responsible for many scientists' and

other laboratory workers' contracts, I asked if it was normal practice to have clauses like that one. My husband said that he hadn't seen this sort of contract before. Hence, the next day I asked the senior accountant at ACER whether they usually had such clauses in contracts, only to be told that they didn't. I



plucked up courage and went to see John to tell him that I wasn't prepared to sign the contract. He became very angry, white in the face as he clutched his desk. I thought 'so that's that' and got up to leave.

By the next day, he had changed his view and offered me a standard contract with no clause on it. This was the start of my 23 years of service to ACER, first on a range of attitude scale development and survey and analysis projects. Then, the wheel turned full circle in the early 1990s when I began ten productive years of managing comparative international studies, first with the IEA and later with the OECD on the PISA project. Both of these large-scale studies continue to this day. Through my involvement with these projects and attending many international working meetings, I enjoyed the privilege of developing enriching friendships with like-minded educators around the world, which would not have been possible if John had not hired me back in 1978.

Had I known of the circumstances at ACER as 1977 moved into 1978, following Dr Radford's death and John's promotion to Director (as outlined on pp 12-13 of the 2009 ACER Press publication *John Keeves and the Australian Council for Educational Research*, particularly the struggles to obtain grants and the threat that Government funding would be withdrawn), I would have felt some sympathy for John's position. Arriving fresh from ten years in Canada, I was not aware of those financial issues that ACER faced. However, I still think I would not have signed the contract in its unamended form.

I have written elsewhere, in the 2009 *Festschrift* book, of my admiration of John as a writer and researcher, and I know from talking with others, especially his international students at Flinders University, that he was very highly regarded as a caring and helpful as well as knowledgeable supervisor and mentor.

As an aside, musing to myself recently, I wondered whether he knew that among his PAC science students he had the nickname, 'Pug'? -- as told to me by a brother-in-law who was one of those students. John probably did know, as teachers usually know such things.

I suspect John was much happier in his later working life when he could shed the worries of funding and staffing issues that beset some of his ACER years, to concentrate on his research, writing and mentoring of graduate students. In my copy of the *Festschrift* book, John wrote a touching message of thanks to me 'for help over many years'. All's well that ends well.

## Mochtar Marhum

*FKIP Tadulako University, Palu, Sulawesi Tengah Indonesia*



I met John for the first time in 1998.

John was my principal supervisor when I did my PhD. I received my Master's degree in 1998 and PhD in 2006 from the School of Education at the Flinders University of South Australia.



*John and Mochtar having a beach-side breakfast (Photo: M Marhum, 2002)*

This photo was taken when I was with Professor Keeves having breakfast while chatting at a square in Victor Harbor in 2002. Several research higher degree students from overseas were invited to have an excursion with faculty members.

I was impressed and inspired by John's fascinating story of his childhood. He told me that when he was a small boy he used to visit Victor Harbor with his family and friends. As evidence of his great memory, he was able to describe many things that he did with his friends during his childhood in quite some detail.

We used to have a morning tea and a weekly seminar every Thursday morning in the School of Education at Flinders. John used to be our moderator and keynote speaker as well. I was very interested in the way he delivered his speech. The content of his speeches, gestures and body language were very clear, fascinating and impressive.

The photo below was taken at a BBQ and lunch at Sturt Campus, School of Education, Flinders University of South Australia in 2002. I was standing next to John wearing shorts and glasses. Those who are in the picture were research higher degree students, lecturers and supervisors. We used to have social gatherings and BBQs in this beautiful venue which was part of the Sturt Campus.



*A FUJIE event (Photo: M Marhum, 2002)*

John was an inspirational professor. He was very caring, tolerant and generous. I was very saddened to hear of his passing. I used to ring him up from Indonesia and ask about how he was and we would always have a good chat about work and the family.

John, while we have lost you, your kindness and good legacies will always be with us, your former students, and I believe that those legacies will never die.

Rest in peace, John.

## Ratna Rintaningrum

*Centre for Languages and Cultures, Indonesia*



I met Prof. Keeves during the second semester of my Master degree where I attended one of his classes. Professor Keeves welcomed all students, even if they were just auditing his class. While Dr. Carol Aldous was my main supervisor, I was also assisted by Prof. Keeves and Dr. Darmawan for my Master degree. As I wanted to continue towards a PhD, Professor Keeves suggested to do a minor dissertation as part of my Master's degree. John said to me, "I will help you, but you have to work hard." Although I had some challenges at that time, with John's help I was to finish on time and return to Indonesia earlier than many of my friends who had started at the same time.

When I returned to Australia to do a PhD, Dr. Carol Aldous and Prof. Robert Conway were my official supervisors while Prof. Keeves continued to help me until I was able to complete my PhD and return to Indonesia for good in December 2013.

I learned a lot from Prof. Keeves, not only in terms of knowledge and skills but also in terms of attitude and approach to work and life in general. An anecdote which illustrates Prof. Keeves' kindness is as follows: One day when my family and I visited him, Prof. Keeves had already prepared four glasses for us, two big glasses for my husband and me and smaller glasses for our two children. I still remember how my husband and I looked at each other thinking "wow" and genuinely appreciating John's thoughtfulness.

My family and I have never forgotten John. I usually phoned him twice a month from Indonesia because when I left Australia, I felt my heart was broken and Prof Keeves and Dr Carol Aldous were always in my mind. Our phone calls were full of laughter as we exchanged news about work and life.

John liked to eat shortbread biscuits and ready-to-eat sachet soups, apple while drinking milk and black tea. As a thank you for the amount of time he spent helping me, I would always bring him a little something and would put it in his fridge. Or, I brought him some



stationary including reams of paper as John always edited printed copies of my writing. John was always very appreciative of these things and said that they meant I was thinking of him.

John taught me how to write and how to publish. He gave me a chance to contribute to some chapter books and invited me when the books were launched. Thank you John.

Prof. Keeves was a very good person, humble, and generous in sharing his knowledge. He was also a hard worker, a smart thinker and a very strong person who inspired me and those around him.

John was caring and funny at the same time. Thus, for example, one day in his class during my Masters, John brought a birthday cake for celebrating my friend whose wife had just given birth. John put number 0 for the cake to indicate that the baby was 0 years old which was brilliant.

John was not only my teacher but also my mentor, friend, and – in a way – my parent. Thus, before I presented my proposal PhD John took a lot of time to show me how to present and how to handle difficult questions. The night before the presentation, John rang me to give me some final advice. Then, in the morning of the proposal presentation, John rang me to put me in a positive frame of mind to make me strong for my presentation. To this day, I believe that the successful completion of my proposal presentation was in a large part due to John's support.



*Ratna and John at a FUJIE morning tea (Photos: R Rintaningrum, 2009)*

Professor Keeves and Dr Carol Aldous nominated me to be International Student of the Year in 2013 to the Government of South Australia prior to returning to my home country of Indonesia. Among hundreds of international students who completed their studies in South Australia at that time, the Government of South Australia awarded me the 2013 International Student of the Year for the Commendable Academic Excellence. Thank you John and Carol for your help.

Another thing that I fondly remember - pictured in this photograph of John and I - is John's big tea mug which he used in class, in his office and during many morning teas in the School of Education. Over time, John would also use this big mug for eating creamy sachet soup.

I submitted my PhD thesis in October 2013, made some revisions in 2014 and received my PhD in April 2015. I was appointed as the Director of Centre for Languages and Cultures in April 2016 with the current term ending in 2024.



*Thank you, John and Carol (Photos: R Rintaningrum, 2009)*

Rest in Peace, John. We keep you in our hearts and keep praying for you.

## Sheldon Rothman

*Australian Council for Educational Research, Australia*



I began working as Chief Statistician in the South Australian Department for Education, Training and Employment in April 1998. My manager decided that I should meet John because he was a South Australian asset. It wasn't long afterwards that I started sitting in on classes at Flinders University one afternoon a week, when I could get there. As a result, I met quite a few people with whom I ended up working at ACER!

John was always happy to give his time to promote learning. When I was working in South Australia, I had many opportunities to analyse data collected within the Department. Many data collected in education are hierarchical with students nested within classes, nested within schools within larger administrative units which frequently requires analysis through multilevel models. For a large project analysing school attendance data, John offered some ideas and guidance, helping me through my first such analysis.

After the Australian Association for Research in Education (AARE) Conference held in Melbourne in 1999, John and I both signed up to learn about some new software to undertake Rasch analysis, namely ConQuest, developed by ACER. We both caught a taxi from the CBD to the ACER office in Camberwell. John and I worked together while Ray Adams and Margaret Wu presented the course and we wandered around the corner to get some lunch. During one of the breaks, John dragged me through the working spaces to introduce me to a few ACER staff. Less than two years later, I was sitting at one of those working spaces as a new ACER staff member.

## Lawrence J. Saha

*The Australian National University, Australia*



I first met John Keeves in 1971, when I arrived to take up a position in the Department of Sociology, The Faculties, ANU. He was a PhD student in Sociology RSSS at the time, and we both were living at University House. We shared a common interest in the Sociology of Education since my thesis was also in this field. We spent many hours discussing both his PhD thesis, which he was completing, and mine, which had recently been completed. This was the beginning of a long professional affiliation, which included much sharing of knowledge and information, co-authoring of a number of publications, and many exchanges of research advice. In addition, John became a valued friend with my family and me, and over the years we often enjoyed John's hospitality at his Aldinga Beach holiday house near Adelaide.

John had a large impact on my academic career. When it was time for my first sabbatical leave, he persuaded me to include a brief period at the Institute of International Education (IIE) in Stockholm which was directed by Torsten Husén, one of the great educational researchers and reformers in Sweden. I took John's advice, and it was a decision I never regretted. I wound up staying at the Institute for 18 months to participate and learn from its many research projects. This experience had a huge impact on my subsequent career for which I feel very fortunate.



*Dr John Keeves and Professor Torsten Husén,  
key speakers at the Golden Jubilee Year  
Invitational Conference, 1980  
(Source: Leech et al., 2009)*



John himself had a strong affiliation with the IIE and was closely involved with its activities. So much was his involvement that he acquired a second PhD there. Over the years, both John, and to a lesser degree myself, were involved with the beginning of international comparative studies of education through standardised surveys, namely the IEA. John himself was a key participant in this project. John was also invited as an expert in the lead up to the first time science was assessed as a major domain in PISA. PISA is conducted under the auspices of the OECD and, today, is a major source of knowledge about education through an international standardised survey.

John and I met often over the years. I recall his numerous methods and statistics workshops when he was at Flinders University, many of which I attended. He was a tireless and committed education researcher, and attracted many PhD students, some of whom came from many parts of the world to study under his supervision. John's research legacy continues through the work of these students. He was very proud of them, and spoke of them often.

In recent years, when John became more restricted to the retirement village in which he lived, he continued to receive visits from students, friends and research colleagues, and he happily discussed research issues with the same interest and enthusiasm of his younger years. He and I spoke often on the phone about research issues, and John always was ready to explore new ideas and offer advice.

John never really retired. When I last saw him in November 2020, he described to me his latest research project, which he said, with a chuckle, would take him to his 100<sup>th</sup> year. Unfortunately that was not to happen. But John passed away as he lived, completely engaged with research, his friends, and with the world around him. John Keeves was a remarkable person, a true gentleman, a scholar, a colleague, and a friend. He will be missed by many people, including myself, but our memory of him will remain strong, and I believe we are better people for having known him.

Leech, R., Ainley, J., Mckenzie, P., Knight, P., Barnes, J.A., Otmar, R. & O'Keefe, M. (2009). *John Keeves and the Australian Council for Educational Research*. ACER Press, Melbourne.

## Ted Sandercock

*South Australian Institute for Educational Research, Australia*



After John P. Keeves' retirement from ACER and his appointment as Emeritus professor at Flinders University, he attended SAIER Seminars. He was regularly consulted by the SAIER Executive during the planning for the annual seminar programme. In 1999 the SAIER Executive of SAIER invited John Keeves to join the SAIER Executive. Fortunately for SAIER, he agreed and his influence created many opportunities for promoting SAIER.

At the SAIER Annual General meeting held in March 2005, the SAIER awarded Professor John P. Keeves, Honorary Life Membership for his outstanding contribution to educational research and to the work of SAIER. John Keeves with his networks and experience in educational research enabled the SAIER to present current and relevant seminars and workshops for the SA education community. The SAIER Executive always appreciated his assistance and guidance in its deliberations and planning.



*An SAIER seminar at ACER Adelaide (Photo: K Dix, 2019)*

In honour of Professor John P. Keeves, SAIER holds an annual lecture to celebrate his outstanding scholarship and his lifelong interest in educational measurement, analyses and the exchange of methods and content across different disciplines.

The following is a listing of the presenters and topics of the John P. Keeves Annual Seminar.

- The inaugural 2010 lecture was given by David Engelhardt - *A new methodology: The Data Linkage Demonstration Project*.
- In 2011, SAIER members and guests were addressed by Katherine Dix - Providing research-based evidence: Evaluating a whole-school mental health and wellbeing initiative.
- In 2012, Gerry White addressed SAIER members and guests on *ICT research in Education*.
- In 2013, Joy de Leo addressed the audience on *Values-based Sustainability in the Australian National Curriculum*.
- In 2014 the lecture on *Changing the Landscape of Who Wins at School: Modelling Gains in the Learning of Literacy and Numeracy in South Australian Primary Schools* was given by Dr Carol Aldous, Flinders University and Dr I G. N. Darmawan, Adelaide University. It presented findings from the SIMERR project, in which John was closely involved and resulted in the publication of three books.



*The three SIMERR volumes*

- Professor Stella Vosniadou, School of Education, The Flinders University of South Australia in 2015 presented the lecture on *Cognitive Science Research as a Foundation for Science and Mathematics Diagnostic Assessments*.

- In 2016 our lecturers were Dr Petra Lietz and Ms Mollie Tobin, who presented a seminar on *Large-scale assessments in education and their impact on policy: Are they worth it?*
- The Keeves Lecture for 2017 was given by Associate Professor Simon Leonard (University of Canberra) who addressed SAIERR members on *Designing beyond STEM: Public policy, public science and the learning.*
- In 2018, Professor Lindsay Conner, (Flinders) continued the STEM theme with a lecture on *STEM Education for the future.*
- The Keeves lecturer for 2019 was Dr Carol Aldous. Project Leader STEM Industry Engagement, College of Education, Psychology & Social Work, Flinders University. Carol addressed the gathering on the topic: *STEM Education and Industry: Crossing the Boundaries.*
- There was no lecture in 2020 due to the restrictions imposed by the COVID-19 pandemic.
- In 2021, the opening of the John Keeves' Collection of ACER's Cunningham Library marks the SAIER John Keeves Annual Seminar.

This lecture series is designed to celebrate the contribution of Professor Keeves to educational research and teaching. As can be seen, the lecture has attracted a variety of presenters and will certainly remind SAIER members of the outstanding contribution Professor John P. Keeves made to International and Australian educational research.

The Keeves' Collection will remain a physical reminder of the breadth and depth of John's scholarship.

## Larry E. Suter

*National Science Foundation and the National Center of Education Statistics, United States of America (retired)*



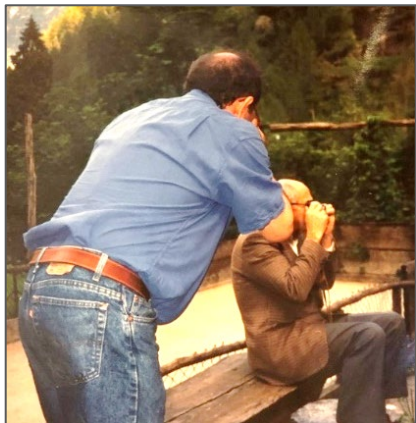
We probably first met in 1983 at a meeting of the IEA leadership in Canada. That first meeting included the few remaining IEA members who were seeking support for new comparative studies. It included Torsten Husén, Neville Postlethwaite, Alan Purves, and others from New Zealand who wished to sponsor the new IEA studies. I met him again at the General assembly in Auckland in 1985, and many times at IEA General Assembly meetings and at AERA meetings afterward.

John was an advisor to international comparative studies that I supported through the US government funding at NCES and NSF.

I was establishing a program of international comparative studies at the National Center for Education Statistics in 1982 when Steve Heyneman, who worked at the World Bank which was near my office in Washington DC, told me about the IEA. Later that year I established a contract with the University of Illinois (Dr. Kenneth Travers) to bring together data sets from all countries that participated in the Second International Mathematics Study. That funding and later support provided by NCES, maintained the infrastructure of the data management for the IEA at the time. A year later, the IEA requested funding for a Second International Science study. Although NCES did not directly provide funding for that study at the time, NSF did provide enough for the science department of Teachers College to develop survey items and to conduct a survey of U.S. schools. Through that project, I met Malcolm Rosier and John Keeves on a number of occasions at international meetings.

By the way, the SISS was not considered an overwhelming success by American educational leaders. The IEA relied on informal networks to create student and school samples and had no means of monitoring response rates. The school and student response rates in that survey were only around half of the intended sample. Interestingly, this failure, due to lack of appropriate funding was matched with a renewed interest by members of the US government in making international comparisons. The result was an expansion of funding for future studies to ensure that the comparisons would not be biased by non-response.

I have a small collection of photographs that I took at various IEA meetings from 1985 through the 1990s. John is not in many of those photos. However, I found two where he appears partially and is easily identified because of the brown wool sport jacket that he ALWAYS wore.



One photo is of Bill Schmidt taking a photo of John taking a photo of some social event in Ascona, Italy during a conference on the substance of the upcoming 1995 TIMSS survey.



A second photo at the same conference captures a part of John's coat and a piece of his face.

What I appreciated about John was his contributions to IEA. John was a stalwart in supporting international studies no matter how difficult. His stoic nature and short words came at times when leadership needed decisiveness and a movement forward. His certainty and bull-headed movement forward in the face of obstacles - in early IEA studies there were many obstacles ranging from communication difficulties across nations to personalities. John was instrumental in keeping IEA alive after the completion of the Six Subject Study by joining with members of the New Zealand department of education to initiate a Second series of studies in Mathematics and Science.

His contributions to measurement of science education. The many publications on science education that John contributed to, beginning with the first IEA

science study, have served as guidance for many future studies. John recognised that to understand student learning in science that characteristics of both students and the school curriculum would be necessary. He was engaged in developing new systems of measuring both and in developing methods to make fair comparisons across nations.

John was a lifelong bachelor and therefore was able to travel widely without home constraints. One year I visited Neville Postlethwaite at his office and home in Hamburg and found John living there with Neville. Neville told me, with a sly grin on his face, that he enjoyed being with John but that John seemed to believe that Neville had deep pockets of cash and could support John's residency while traveling. He always believed that John actually had sufficient money to support his own travel costs, but he was very frugal with his own money.

In 1985, while I was struggling to find technical assistance in bringing the 24-country data base together for SIMS, Neville, as chairman of the IEA, made a harsh lecture to all members (in front of the New Zealand minister of Education) about the length of time they were taking to complete data analysis. As soon as the data were collected for the IEA second science study, he engaged John in producing a report called, "Science Achievement in Seventeen Countries" published in 1988, about a year after data collection. John was a major contributor to that report although no individual is listed as author. The point that Neville wanted to make to funding agencies was that with his leadership the IEA could produce on-time statistical results. That little report has in it some very creative comparison techniques that haven't received the attention it deserves. Perhaps because they are not based on IRT models or multivariate regression models now preferred by researchers. But the report did provide good insights into variations within countries. The publication of that report helped the credibility in the IEA and led to further government funding for a study of Reading, Technology, and later the TIMSS.

Thus, John's contribution to unbiased statistical analyses and creative research methods saved IEA in the 1980's and 1990's.

## Murray Thompson

*Adelaide University, Australia*



I completed an EdD with John Keeves in 2003.

It was March 2017, one of those idyllic evenings of the long weekend as I was enjoying the buzz of the WOMAD Festival, when I received a call from my wife, asking me to give John Keeves a call. Never keen to keep John waiting, I found a quiet corner between the Coopers Bar and the Zoo Stage and dialed John's number. When he answered, he seemed excited and he asked me "Have you heard of Brailsford Robertson?" When I responded that I had not heard of Brailsford Robertson, he gave me a very quick summary of Professor Thorburn Brailsford Robertson, of the University of Adelaide, one of the most prolific researchers to live in Adelaide and arranged to meet me during the following week. A few days later, I drove to John's home on Statenborough Street, the former site of the Coopers Brewery and following instructions, I keyed in 061 and John let me through the front door, a process which was then repeated to gain access through the inner door, up the lift to John's unit. I was welcomed into his home. Although John was now rather stooped, and a little unsteady on his feet, his eyes remained keen, reflecting a determination to pursue his research goals. It was clear that he had a purpose in mind, and he was eager to share it with me. Like Sherlock Holmes would have said to Watson, the game was afoot.

I was ushered into John's apartment and, on his request, removed my shoes and then he proudly showed me around his apartment. He felt so lucky to have been able to live in this apartment, so close to the place where he had spent his boyhood. He was particularly struck by the tall and statuesque eucalypt tree that he could view from his lounge. Nurtured by the waters of Second Creek, it has stood there for many years, perhaps 300. Thomas Cooper, the founder of Coopers Brewery, during his latter years, when bad health prevented him from travelling to the brewery each day, maintained correspondence with the brewery from his home in the Adelaide Hills via carrier-pigeons. The lofts to which the pigeons returned are still attached to the giant eucalypt tree, some 120 years later.

Over many such meetings, generally on Wednesday afternoons, John discussed his ideas. After years of teaching the practice of research, he was having doubts about the use of statistics for research and was exploring the mathematics of



stochastics as an alternative. Brailsford Robertson had proposed a mathematical model of learning that had been explored by Singer and Willett (2003) and the University of Adelaide connection was compelling for John. Following John's prompting, I did some research into the career of Prof. Brailsford Robertson. A prodigious researcher, he is recognised as a pioneer in the field of biochemistry. He was able to produce insulin for medical use and indeed, so successful was he, that he was forced to recommend to the University that the price be dropped because he was making too much money for the University! Professor Brailsford Robertson lived alongside First Creek on the road to Waterfall Gully in the foothills of Adelaide. Despite his death at the very early age of 35 in 1930, he left a huge legacy, epitomised by "The Spirit of Research", a collection of his speeches and writings, published posthumously. Professor Robertson's ashes were scattered near his home in Waterfall Gully, on the banks of First Creek. Another of John's heroes was the irascible Professor Sir Ronald Fisher, equally famous for his contributions to both statistics and genetics. In the latter part of his career, Fisher lived in the foothills of Burnside with the Simpson Family, in a house named Undelcarra, on the banks of Second Creek and worked at the University of Adelaide. In the early 1950s, John was the boarding house master at Prince Alfred College and at weekends, he would visit his parents in Statenborough Street, Leabrook. On occasions, he would see Professor Sir Ronald Fisher walking down the street, sporting a red bowtie. It was not until some years later, when he had embarked upon his career in educational research that he realised who this man was and what an important and influential researcher he had been.

The University of Adelaide's North Terrace Campus lies on the southern bank of the River Torrens, the title of "River" being somewhat pretentious. The River Torrens is fed by a number of creeks flowing down from the hills situated to the east. First Creek has its origin near the top of Mount Lofty, the tallest of the hills in the Adelaide region and winds its way down Waterfall Gully and through the parks and streets of leafy Burnside, sometimes disappearing into underground tunnels until it reaches the River Torrens near the Zoological Gardens. Second Creek lies north of First Creek and has its source in the Summertown region of the hills and flows past Green Hill and Slape Gully, through the suburbs of Erindale, Leabrook and St Peters where it joins the River Torrens. Situated on the River Torrens, close to the junctions of both First and Second Creeks, The University of Adelaide continues to be a highly regarded educational institution, with a proud history of quality research and teaching.

Between them, Robertson and Fisher laid some important foundations for educational research, with Robertson proposing a model of the growth of

learning and Fisher providing the means by which we can measure change. Thus, nurtured by First and Second Creeks, the River Torrens and the University of Adelaide have become the source of much knowledge and learning. The tall and statuesque eucalypt, fed by Second Creek became for John a powerful symbol representing knowledge and learning. It was the confluence of the ideas of Fisher and Robertson, reflected in the confluence of both First and Second Creeks with the River Torrens and symbolised by the imposing eucalypt tree outside John Keeves' window that inspired John, now well into his 90s, to bring together some of his former students to discuss a research project. It was a massive project for which he had allowed five years. John was clearly excited by the prospect.



*The tall eucalypt became for John, a powerful symbol representing Knowledge and Learning.  
(Photo: M Thompson, 2018)*

As he approached his own century, John was fascinated by developments over the 100 years from 1920 to 2020. He recognised that many of the problems and tensions that confront the human race in the 21<sup>st</sup> century had their genesis at the end of World War One – the arbitrary borders bringing together peoples of vastly different cultures and values that were later to result in conflict are but one example. As a former physics graduate and teacher, John was fascinated by advances in physics and was struck by the idea that at around 1920, there was the first experimental verification of Einstein’s General Theory of Relativity. Then, some hundred years later, we have witnessed the discovery of gravitational waves, a prediction of The General Theory, with researchers at The University of Adelaide among those credited with this great discovery. John was also very concerned about what he saw as the three great challenges facing our world – the rapid increase in the population of the world, the dangerous consequences of large climate changes on planet Earth and the effects of world wars and the dangerous use of nuclear bombs. It was clear that John viewed education as being an important part of the solution to these problems.

It was indeed an ambitious project and it was difficult for us to put boundaries around it to make it manageable, but it was also a great privilege to see the excitement with which John worked and the energy he brought to every one of our meetings. For me, there were many opportunities to see what had driven him for so many years, to understand that passion for educational research and his fervent belief that it would lead to a better world. John shared with us some writing he had done while at University, soon after the conclusion of the Second World War, which was published by the University of Adelaide Student Union. It is remarkable to see how the ideals which drove him in the late forties compared so well to his achievements in the years that followed and indeed to the enthusiasm with which he was pursuing our new venture.

The image of the statuesque eucalypt tree, that John loved so much, remains for me a very powerful reminder of the importance of education and learning. Just like Sherlock Holmes, John’s determination for finding the truth and the excitement of the chase were there to the end.

Singer, J. D., & Willett, J. B. (2003). *Applied longitudinal data analysis: Modeling change and event occurrence*. Oxford University Press. Retrieved from <https://doi.org/10.1093/acprof:oso/9780195152968.001.0001>

Robertson, T. Brailsford (1931). *The Spirit of Research*, Preece and Sons, Adelaide.

## Penny Van Deur

*Flinders University, Adelaide*



I first met John in 1997. He was a critical friend to me. He read my PhD thesis and provided useful suggestions for its improvement. Part of John's advice was to trim off 100 pages.

I appreciated John's keen intellect and interest in research as well as his interest in a wide range of topics. He always saw the numbers in every situation, and I enjoyed noticing how he could see patterns in information. He knew a great deal about research and could ask thought-provoking questions and make very useful suggestions about carrying out any type of investigation.

I audited many of John's statistics topics at Flinders University because I wanted to understand more about statistical analysis. In addition to statistics, I found that I also learned about how to 'think in a research way'. When John was asked a research question or was thinking about a problem he would often stop and think for quite a long time before making a comment or asking a question. Sometimes his comments did not seem to be very related to the issue, but after a few minutes of circling around the point his argument would become clearer. Often, we would begin to see the point he was leading to and it would become clear that he had understood the issue at a very deep level. As he explained his ideas he would relate them to the work of current and former researchers, many of whom were his personal friends.

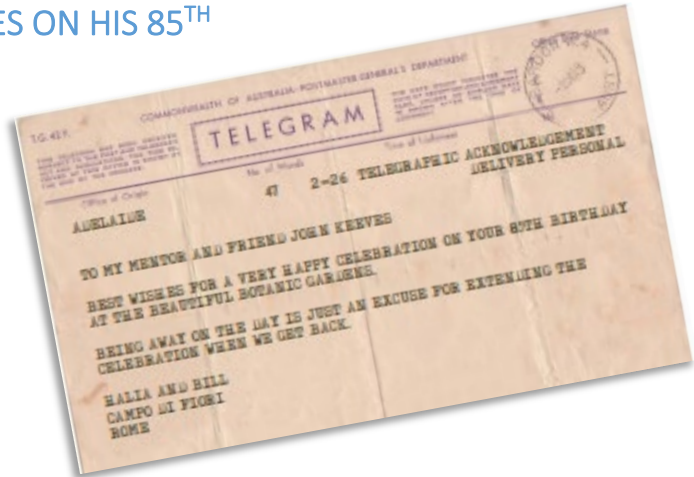
## Hans Wagemaker

*Former Executive Director of the International Association for the Evaluation of Educational Achievement (IEA)*



I first met John in the mid to late 1980s at a function related to the work of IEA. I knew of John's reputation as a researcher and analyst and he was heavily involved in work on the Second Science Study at that time. On our first meeting and within the first few minutes of our conversation he questioned me about a paper that I had written with a colleague, which used a discriminant analysis regression. At first I was somewhat intimidated thinking that his questioning was because he was critical of the approach. I soon realised, however, that his motivation was curiosity and interest rather than a challenge to the approach. His intellectual curiosity was one of his defining characteristics and one that I learned to appreciate in later contacts with him.

## MESSAGES ON HIS 85<sup>TH</sup>



In addition to the launch of the book *John Keeves and the Australian Council for Educational Research* on the occasion of his 85<sup>th</sup> birthday, colleagues and friends were invited to send a 'telegram' to celebrate the day, particularly if they were unable to attend in person.

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TO MY MENTOR AND FRIEND JOHN KEEVES

BEST WISHES FOR A VERY HAPPY CELEBRATION ON YOUR 85TH BIRTHDAY AT  
THE BEAUTIFUL BOTANIC GARDENS.

BEING AWAY ON THE DAY IS JUST AN EXCUSE FOR EXTENDING THE  
CELEBRATION WHEN WE GET BACK!

HALIA SILINS AND BILL  
CAMPO DI FIORI, ROME

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DEAR JOHN

THANK YOU FOR YOUR WHOLE-HEARTED SUPPORT AND GUIDANCE TO ME, AND  
OTHER LIFELONG LEARNERS, OVER THE YEARS.

ALL THE BEST.

HELEN ASKELL-WILLIAMS

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I AM CURRENTLY IN THAILAND FOR A WEDDIING - A FLINDERS STUDENT! AND TAKING A HOLIDAY WITH SANDY TO VISIT A FEW FRIENDS.

SO PLEASE CONVEY MY GREETINGS AND BEST WISHES TO JOHN FOR HIS BIRTHDAY AND I HOPE THE CELEBRATIONS GO WELL!

GEOFF BOYCE

---

I WOULD LIKE TO EXPRESS MY APPRECIATION TO PROFESSOR JOHN P. KEEVES FOR HIS INVALUABLE EXPERIENCE, GUIDANCE, AND ASSISTANCE.

I ALWAYS ADMIRE HIS PATIENCE WHEN HE HELPS HIS STUDENTS. HIS ASSISTANCE AND HELP WAS NOT ONLY INTELLECTUAL GUIDANCE, BUT ALSO IN PERSONAL MATTERS.

I AM DELIGHTED TO HAVE BEEN ONE OF HIS STUDENTS.

TILAHUN AFRASSA

---

ON THE OCCASION OF YOUR 85TH BIRTHDAY,

PROF, I'D LIKE TO THANK YOU FOR THE ENRICHMENT YOU HAVE OFFERED. A GENTLEMAN, SCHOLAR AND AN EMERITUS IN MORE THAN EDUCATION.

BEST WISHES FOR A HAPPY BIRTHDAY.

DR LINDA WESTPHALEN

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TO DEAR JOHN,

WISHING YOU A JOY-FILLED BIRTHDAY CELEBRATION. YOUR PRESENCE IN THE SCHOOL OF EDUCATION AT ADELAIDE IS ALWAYS A PLEASURE, BOTH FOR THE ENCOURAGEMENT YOU IMPART TO OUR STUDENTS AND STAFF IN THEIR RESEARCH, AND ALSO FOR YOUR PERSONAL WISDOM AND WARMTH.

THANK YOU.

MARGARET SCOTT

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JOHN, SORRY CAN'T BE WITH YOU TODAY. THANKS FOR ALL YOUR HELP AND CONTRIBUTIONS TO MY EDUCATION OVER MANY YEARS.

ALTHOUGH WE HAVE TALKED RECENTLY I FORGOT TO ASK YOU 2 THINGS.

1. DO YOU THINK THAT GOD LOVES P=.06, AT LEAST A LITTLE BIT?
2. WHERE DO YOU KEEP THAT TRUCK THAT STATS PROGRAMS KEEP FALLING OFF?

HAVE A GREAT DAY. MIKE LAWSON

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DEAR JOHN,

IT HAS BEEN 5 YEARS SINCE I FIRST MET YOU IN ADELAIDE IN SEPTEMBER 2004. TIME FLIES BY SO FAST. YOUR SINCERE ASSISTANCE HAD HELPED ME THROUGH MY PHD, AND THAT STILL MEANS A LOT TO ME TILL NOW. I WISH YOU HAPPINESS AND GOOD HEALTH IN THE MANY YEARS TO COME.

LOVE, ARIEF

---

DEAR JOHN

WENDY AND I ARE SORRY THAT WE CANNOT BE WITH YOU TO CELEBRATE YOUR 85TH BIRTHDAY. THANKS FOR YOUR SUPPORT OF SAIER. THE COMMITTEE VALUE YOUR CONTRIBUTIONS OVER RECENT YEARS.

ENJOY THIS DAY AND WE HOPE THAT YOU HAVE MANY MORE.

WARM REGARDS

TED & WENDY SANDERCOCK

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DEAR JOHN,

HAPPY BIRTHDAY TO YOU. YOU ARE THOUGHT OF ACROSS THE MILES ON THIS HAPPY OCCASION. I WISH YOU A VERY HAPPY BIRTHDAY, WITH MANY HAPPY RETURNS. I WANT TO SAY THANK YOU ALSO FOR ALL THE ADVICE AND GUIDANCE YOU HAVE GIVEN ME SINCE 1980'S. YOU HELPED ME WITH THE IEA SECOND MATHEMATICS STUDY IN THE EARLY 80'S, THEN YOU HELPED ME ON MY PHD THESIS, THE ANALYSIS OF CATHOLIC EDUCATION DATA, AND ON MANY OTHER PROJECTS. NONE OF THESE WOULD HAVE BEEN POSSIBLE WITHOUT YOUR GENEROUS ADVICE. I REMEMBER VIVIDLY VISITING YOU AT FLINDERS WHERE YOU AND HUNGI SHOWED ME HOW TO DO MULTILEVEL FACTOR ANALYSIS, ALTHOUGH BOTH OF YOU HAD SO MANY OTHER COMMITMENTS. I CAN STILL SEE IN MY MIND THE GREEN, GREEN GRASS BEHIND YOU ON THAT SUNNY DAY. EVERY MOMENT I SPENT WITH YOU HAS BEEN INTELLECTUALLY STIMULATING AND REWARDING. THANK YOU.

WITH LOVE AND SINCERE APPRECIATION,

MAGDALENA MOK

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EMERITUS PROFESSOR KEEVES,

CONGRATULATIONS ON YOUR MILESTONE BIRTHDAY. I'M CERTAIN THE GOOD WISHES ARE FLOWING IN FROM ALL OVER THE GLOBE, SUCH HAS BEEN THE INFLUENCE AND IMPACT YOU HAVE HAD ON THE ACADEMIC COMMUNITY, BOTH IN AUSTRALIA AND INTERNATIONALLY.

THANKS FOR YOUR INSPIRATION DURING MY PHD CANDIDATURE (2002-2006). I WAS CONTINUALLY REMINDED OF THE BREADTH AND DEPTH OF YOUR ENGAGEMENT WITH EDUCATIONAL RESEARCH THROUGH ATTENDING THE FUIIE SEMINARS, READING THE VOLUMES OF EDUCATIONAL RESEARCH HANDBOOKS WHICH YOU EDITED, OR PARTICIPATING IN THE ORGANISATION OF THE (FREE) ANNUAL EDUCATION RESEARCH CONFERENCE WHICH PROVIDED POST-GRADUATE STUDENTS AND STAFF OPPORTUNITIES TO PRESENT THEIR WORK.

I RECALL ONE OCCASION TOWARDS THE END OF MY CANDIDATURE WHEN AN EVENING WAS HELD IN YOUR HONOUR. IN HER ADDRESS AT THAT EVENT THE VICE-CHANCELLOR, PROFESSOR ANNE EDWARDS, REMINDED EVERYONE THAT RATHER THAN QUIETENING DOWN IN THE LATTER YEARS OF YOUR ACADEMIC CAREER, YOU INSTEAD SIGNIFICANTLY INCREASED YOUR ACTIVITY AND ACADEMIC OUTPUT.! THAT IS A SALIENT LESSON FOR ALL OF US AND A REMINDER OF YOUR PASSION AND DEDICATION.

WITH BEST WISHES. GAVIN SANDERSON

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BONJOUR AND BEST WISHES FROM PARIS JOHN.

SORRY I AM NOT WITH YOU TO CELEBRATE SUCH A MILESTONE. I WOULD HAVE EXPRESSED MY GRATITUDE IN PERSON ABOUT THE WISDOM YOU HAVE PASSED ON TO ME OVER OUR YEARS TOGETHER.

MY SPECIAL MEMORY IS HOW YOU ENHANCED MY VIEW OF CAUSALITY WHEN YOU EXPLAINED ABOUT THAT TABLE IN THE TEAROOM DOWN AT STURT. YOU HELPED ME TO UNDERSTAND THAT THE ONLY REASON IT DID NOT FLY OFF AND OUT THE DOOR WAS THAT THE PROBABILITY OF IT DOING SO WAS VERY, VERY SMALL. YOU MAY NOT REMEMBER THAT CONVERSATION, BUT I WILL FOREVER. MANY CONGRATULATIONS ON THE BIRTHDAY. ALAN RUSSELL

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CONGRATULATIONS, JOHN, AND ALL THE BEST FOR THIS VERY SPECIAL DAY AND THE MANY YEARS AHEAD OF YOU.

YES, WHAT WOULD MEASURING ACHIEVEMENT IN EDUCATION BE WITHOUT ONE OF ITS LEAD RESEARCHERS BY THE NAME OF JOHN PHILIP KEEVES?!

WOULD IT NOT BE FOR YOUR MENTORING AND EXCELLENT ADVICE, I WOULD CERTAINLY NOT HAVE ACCOMPLISHED WHAT I DID AND BE WHERE I AM TODAY.

BELIEVE IT OR NOT, LEARNING ABOUT PATH MODELS AND HIERARCHICAL LINEAR MODELLING WHEN COMPARING EDUCATIONAL SYSTEMS LAID THE FOUNDATION FOR THE CONSULTANCY WORK I AM INVOLVED IN TODAY. IT HAD NOT BEEN NOT A VERY COMPLICATED SHIFT FROM MEASURING ACHIEVEMENT IN SCIENCE EDUCATION ACROSS 10 COUNTRIES IN 1984, TO FINDING OUT ABOUT ECONOMIC LITERACY LEVELS OF 12TH GRADERS IN QUEENSLAND - A PROJECT CONDUCTED JOINTLY WITH PETRA WHICH I STILL VALUE HIGHLY FOR ITS INNOVATIVE TECHNIQUES APPLIED BACK IN 1998.

COINCIDENTALLY THROWN INTO CONSULTANCY WORK ON IMPROVING TEACHER EDUCATION IN SRI LANKA IN A WORLD BANK PROJECT I REALISED HOW NEGLECTED OVERALL OUTPUT OF HUMAN RESOURCES WAS IN THIS THIRD WORLD COUNTRY. CONSEQUENTLY, IT WAS ONLY A SHORT LOGICAL STEP AWAY TO TEST IF HLM COULD ALSO BE APPLIED IN HR BUSINESS SETTINGS. AND WHY NOT GO ONE STEP FURTHER AND DESIGN AN OVERALL CORPORATE MODEL MEASURING, FOR EXAMPLE, PERFORMANCE OF BRANCH OFFICES OF BANKS OR RETAILERS BY MEANS OF CAUSAL ANALYSES? INDEED, THIS IS WHAT I HAVE SET IN MOTION TOGETHER WITH PETRA IN 2002. WE DEVELOPED A PROPRIETARY BUSINESS INTELLIGENCE APPROACH CALLED THE 4M TECHNOLOGY.

OKAY, OKAY, OUR PUBLICATIONS HAVE SHIFTED FROM THE INTERNATIONAL JOURNAL OF EDUCATION TO THE "PERFORMANCE" MAGAZINE OF ERNST & YOUNG BUT... WE HAVE NEVER FORGOTTEN OUR ROOTS. BE IT HLM, PATH ANALYSES OR SIMPLE REGRESSION: THURSTONE, GUILDFORD, PEDHAZUR, POSTLETHWAITE AND KEEVES STILL HOLDS FOR ME UNTIL THIS VERY DAY.

FOR THIS AND YOUR PATIENCE AND WILLINGNESS TO TEACH AND ADVISE AT THE HIGHEST INTERNATIONAL STANDARDS I WILL ALWAYS BE GRATEFUL. JOHN, ALL THE BEST AND GOD BLESS. I OWE YOU!

BEST REGARDS,

DIETER

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## A TRIBUTE TO PROF JOHN KEEVES

I MUST FRANKLY ADMIT THAT PROF KEEVES IS AN OUTSTANDING TEACHER WHO HAS INSPIRED ME IMMENSELY TO REACH HIGH INTERNATIONAL STANDARD IN RESEARCH AND SCHOLARSHIP.

IN 1987, I PURSUED MY PHD AT KING'S COLLEGE, LONDON. PROF KEEVES FLEW TO LONDON TO MEET ME IN A CAFETERIA AT VICTORIA RAILWAY STATION. IN THIS SHORT MEETING HE INVITED ME TO WORK WITH HIM ON MULTILEVEL CAUSAL MODELING OF IEA SCHOOL SYSTEM DATA.

SINCE THEN, I GOT A CHANCE TO LEARN FROM HIM AT UNIVERSITY OF HAMBURG AND UNIVERSITY OF STOCKHOLM – BOTH PLACES WERE EQUIPPED WITH EXCELLENT COMPUTING FACILITIES WHERE IEA DATA WERE ARCHIVED AND PROCESSED. THE OUTCOME OF THIS ENDEAVOR WAS A SPECIAL ISSUE PUBLISHED IN THE INTERNATIONAL JOURNAL OF EDUCATIONAL RESEARCH (IJER). IN THE LAST CHAPTER OF THIS SPECIAL ISSUE THERE WAS THE FIRST MULTILEVEL CAUSAL MODEL -- A MODEL “HAND-MADE” BY PROF KEEVES -- EVER PUBLISHED IN THE EDUCATIONAL RESEARCH LITERATURE.

BECAUSE OF THE INSIGHTS GAINED IN THIS PIONEERING RESEARCH, I ASKED KING'S COLLEGE LONDON TO UPGRADE THEIR COMPUTER FACILITIES AND SUBSEQUENTLY REVISED THE LAST FEW CHAPTERS OF MY PHD THESIS. IN 1989, MY THESIS WAS NOT ONLY COMPLETED TO THE SATISFACTION OF MY PHD SUPERVISOR, PROF PAUL BLACK, BUT ALSO WON ME THE PRESTIGIOUS IEA BRUCE CHOPPIN MEMORIAL AWARD. IT IS NOTEWORTHY THAT IN THE LATE 1980S, MULTILEVEL ANALYSES TOOK DAYS AND EVEN WEEKS TO COMPLETE A SINGLE RUN ALREADY USING THE HIGH-SPEED MAIN FRAME COMPUTERS.

TO CELEBRATE PROF KEEVES'S 85TH BIRTHDAY, I HAVE CHOSEN TO USE HIERARCHICAL LINEAR MODELING (HLM) TO ANALYZE THE MISMATCH BETWEEN COGNITIVE AND AFFECTIVE OUTCOMES OF SCHOOLING IN MACAO. PROF KEEVES TAUGHT ME HLM SOME 25 YEARS AGO. TODAY THE SAME KIND OF COMPUTER RUNS TOOK ONLY A FEW SECONDS TO ACCOMPLISH ON A LAPTOP.

THROUGHOUT A WHOLE QUARTER OF A CENTURY, PROF KEEVES HAS BEEN OUR TEACHER GUIDING US TO REACH HIGH STANDARD OF SCHOLARSHIP. TOGETHER WITH ALL HIS STUDENTS, I WOULD LIKE TO JOIN THEM TO WISH PROF KEEVES TO CONTINUE TO ENJOY GOOD HEALTH, AND HOPE THAT HE WILL CONTINUE TO INSPIRE US TO REACH NEW HEIGHTS IN OUR ACADEMIC CAREER.

PROF KEEVES, HAPPY BIRTHDAY!

K C CHEUNG

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IN THE 'REALLY OLD' DAYS (1970S) AT ACER, OUR COMPUTING WAS DONE USING OSIRIS ON AN IBM OWNED BY ICI (IMPERIAL CHEMICAL INDUSTRIES) LOCATED IN MELBOURNE CITY. TO EXPLAIN FOR ANY YOUNG ONES PRESENT, THIS INVOLVED HAVING CARDS PUNCHED AND TRANSPORTED BY A MEMBER OF STAFF TO ICI EACH EVENING, WITH THE PRINT-OUTS AND CARDS BEING COLLECTED BY STAFF EACH MORNING. SO ANY PROBLEMS RESULTED IN A 24-HOUR DELAY.

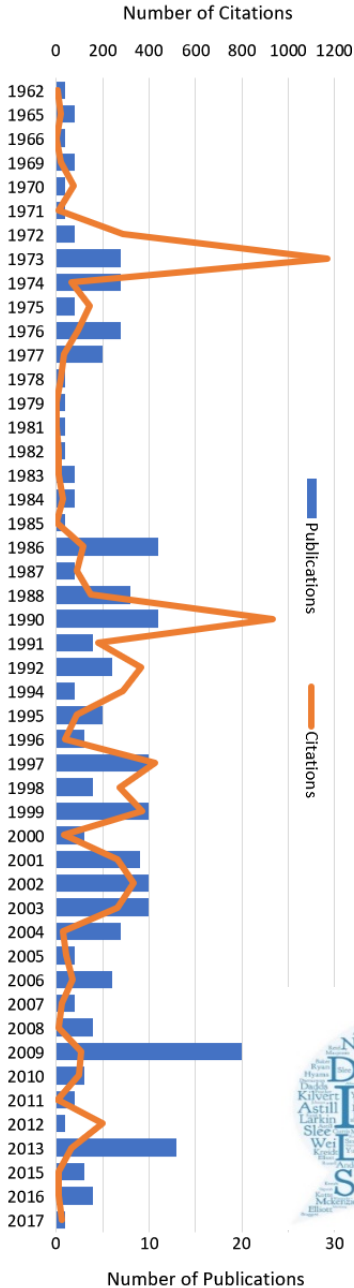
ONE EVENING, VERY EARLY IN MY TIME AT ACER, IT WAS MY TURN TO TAKE THE CARDS INTO ICI. WHEN CROSSING ACER'S CAR PARK I DROPPED ONE BUNDLE OF CARDS, WHICH, OF COURSE, SCATTERED OVER THE GROUND. THE JOB HAPPENED TO BE ONE OF JOHN'S. NOW JOHN WAS KNOWN FOR HAVING A BIT OF A TEMPER, SO I WAS NOT LOOKING FORWARD TO TELLING HIM. IT WAS LATE BUT HE WAS STILL THERE, OF COURSE. SO I WENT UP TO CONFESS – AND JOHN CALMLY SAID, 'OH, I GUESS WE WILL HAVE TO PUT THEM IN ORDER AGAIN', AND IN ABOUT HALF AN HOUR THAT IS WHAT HE DID. I DECIDED AT THAT POINT WE WERE GOING TO GET ON FINE.

AS SOME HERE WOULD KNOW, JOHN REALLY GOT ME ON THE MULTIVARIATE ANALYSIS 'PATH'. I ATTENDED HIS MASTERS DEGREE LECTURES AT MELBOURNE UNIVERSITY, SUBSEQUENTLY TAUGHT THEM WHEN HE WAS AWAY, AND TODAY TEACH NEWER DEVELOPMENTS OF THE SAME TO OUR PHD STUDENTS AT NEWCASTLE. JOHN AND I ALSO WORKED ON PLS TOGETHER AND THEN, MUCH LATER, I ATTENDED ONE OF HIS MULTI-LEVEL ANALYSIS COURSES HERE IN ADELAIDE.

A SINCERE 'THANK YOU, JOHN. I COULD NOT HAVE DONE IT WITHOUT YOUR PUSH AT THE START AND SUBSEQUENTLY.

SID BOURKE (AT ACER FROM 1975 TO 1986)

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## THE MEASURE OF A SCHOLAR

By any measure, John was a prolific writer. One of his first publications emerged in 1962, *A review of programmed instruction*, published by the Australian Council for Educational Research. His final publication, some 55 years later, was published in 2017.

With more than 220 formal publications shown in the timeline, and more than 125 co-authors reflected in the word-cloud, John was a tireless scholar and collaborator. Yet, John once lamented that he had not been as productive as his PhD supervisor, Torsten Husén, who managed to publish a book a year.

Possibly the best measure of John, however, was how widely he was cited. According to Google Scholar, John has been cited well over 6,800 times. John's most cited works are his 1973 co-authored book with Comber, *Science education in nineteen countries*, and his 1990 *Educational research, methodology, and measurement: An international handbook*.

Accordingly, it seems apt to paraphrase the words of Frank Morgan,

*A scholar is not judged by how much you cite, but by how much you are cited by others.*



John Keeves was a remarkable person, a true gentleman, a scholar, a colleague, a friend and, for many of his students, a fatherly figure. He will be missed by many but leaves an enduring legacy – a passion and desire to make a difference at the individual and global levels.

This book honours John by bringing together memories of the man from those who knew him well. It presents a unique portrait of a man of measure and much, much more.



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