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International Commission for the History of Universities Colloquium

University of Oslo

August 2000

Group 8

University Teachers in the Twentieth Century

**Friday 11 August
9 am- 12 noon**

Draft Only

Not to be Quoted

Becoming A Teacher Educator During the Golden Age of Higher Education

Introduction

Many of us may be aware of that cliched quote "those who can do, those who can't teach and those who can't teach, teach teachers". Fewer are probably familiar with Caplow and McGee's (1968: 82) observation that some academics regard Education Faculties as occupying a special Siberia of their own. This paper has as its focus academic staff who worked in a Faculty of Education. Altbach and Kelly (1985: 42 and 34) in a review of the literature on the academic profession claim:

"The research on the academic profession is remarkably limited given the importance of the professoriate...for many nations, there has been virtually no analysis of the academic profession...studies seem to be limited to largely three countries (the United States, Britain and the German Federal Republic)...Key aspects of the profession, such as patterns of academic work, have not been studied in most countries".

Powell, Barrett and Shanker (1983: 298) similarly comment on the Australian situation:

"In Australia there exists only a very small number of published studies...which have been concerned with academics as a professional group. [Many of these] rely on questionnaire data which, however, valuable cannot provide the richness of detail yielded by interviews".

If the above cited comments are accurate descriptions of the academic profession in general, it can be argued that they apply even more so to the case of teacher educators. We have only limited studies on teacher educators as a professional group. This is not to suggest that there have been no studies conducted in this area. Over the last thirty years there have been some important works completed on teacher educators. These include, for example, the work of Taylor (1965), Patrick, Bernbaum and Reid (1982) and Gordon (1990) on staff in British university education departments and the research of Gifford (1984), Swebel (1985), Troyer (1986), Nussel, Wiersma and Rusche (1988) on aspects of American teacher educators. Anderson, Batt, Beswick, Harman and Selby Smith (1975) investigated aspects of teacher educators in a sample of Australian institutions. Hyams (1979) examined the history of teacher preparation in Australia from 1850-1950. Beswick, Harman, Ellsworth, Fallon and Woock (1980) researched Australian teacher educators and education policy, whilst Newman (1985) analysed staffing patterns in faculties and departments of education in Australian universities. In more recent times, Turney and Wright (1990) examined some of the characteristics, roles and effects of teacher educators with special reference to those who work in Australian tertiary institutions.

Turney and Wright (1990) commenced their work with a discussion regarding some negative characterisation associated with teacher educators. They concluded that the latter still have "an image problem in academe". They are not valued as researchers and scholars hence their work has been criticised for perceived lack of rigour due to inadequate theoretical and research underpinnings.

An important issue still remains even after Turney and Wright's recent study, namely why did individuals select careers as teacher educators? The present paper uses the techniques and methods of the life history method in order to identify the factors which resulted in entry into the career of teacher educator for approximately twenty individuals who were teaching at one of Australia's oldest teacher education institutions in the early 1980s. What led these individuals to select a career as a

teacher educator, what were the factors and issues involved? Can we learn anything from their decision to become teacher educators?

Clark (in Halsey, 1992: 2-3) encapsulates the reasons why we should study our own profession when he writes:

"For many reasons the academic profession ought to arouse our curiosity and elicit serious study. It trains the members of an increasing number of leading fields outside the academy; its leaders speak to economy and politics, to social order and culture...In so many ways, and more than before, it touches the lives of the general public. Yet, in the face of such importance, how much do we know about the development of this profession in other than simple numerical terms?...academicians study everything but themselves, a remarkable failing in an estate composed of scholars and researchers devoted to the task of assisting others to understand the natural and social phenomena that make a difference in shaping the modern world. Of this we can be sure...We can hardly know too much about [the academic profession]...we still know little".

Teacher Education at Bendigo

Bendigo Teachers' College/ State College of Victoria, Bendigo

In 1926 the Victorian Education Department established the Bendigo Teachers' College in order to supplement the supply of trained teachers from Melbourne Teachers' College. These teachers were generally destined for rural schools. It was the first State Teachers' College in Australia established in a provincial centre. The first day of term was 5 May 1926, when twenty four-men and twenty-two women enrolled for a one year course. This was taught by three members of staff in temporary accommodation at Long Gully Primary School. After two years the College transferred to the refurbished Bendigo Court House. It continued to operate there until its closure in 1931 due to the Great Depression. It was again re-opened in 1945, in temporary accommodation, at Camp Hill State Primary School. In 1952 the length of the course was increased to two years. In 1959 the College moved to another site with new buildings at Pleasant Vale, Flora Hill.

In 1960, a three year course for women wanting to specialise in infant teaching was introduced. In 1968 a three year, Diploma of Teaching (primary) commenced.

The nature of the Bendigo College is evident from a reading of the rules and regulations in the ***State College of Victoria, Bendigo Handbook-1976*** (pages 78-84).

For example, students were informed that weekend leave cards were to be filled in by Friday, showing destination and time of return; student residences were locked at prearranged times each night; subject departments expected students to attend all time-tabled sessions including lectures, tutorials, assemblies and group meetings. Sport was compulsory in Terms I and II. With respect to the organisational climate of the College existing in the mid 1960s to mid 1970s Silverback(1981: 13) noted:

"A corporate spirit prevailed, conformity to existing norms was encouraged while students were expected to exhibit a sense of identity with the College through weekly assemblies, organised sport and staff directed student functions".

On 31 July 1973, the College ceased to be under the direct control of the Victorian Education Department. It became a constituent College of the State College of Victoria and was renamed the State College of Victoria, Bendigo.

Bendigo School of Mines and Industries/ Bendigo Institute of Technology

In July 1976 the State College of Victoria, Bendigo under Government directive, merged with Bendigo Institute of Technology to form the Bendigo College of Advanced Education. The Martin Report of 1965 had especially recommended that Colleges of Advanced Education be established in regional provincial areas, including Bendigo. The Bendigo Institute of Technology had a long history going back to its precursor institution, the Bendigo School of Mines and Industries that opened on the goldfields of Bendigo in 1873. Originally, it offered subjects relating to mining, including chemistry, geology and metallurgy with the aim of providing instruction in areas useful to those engaged in mining. Within fifty years the emphasis in the School had changed from "education for miners", to a more complete range of educational offerings at certificate and diploma level covering metallurgy, chemistry, mining, engineering, natural science, art and pharmacy. The Commonwealth Government's Martin Report of 1965 recommended that Australia's Technical College system be upgraded and its offerings expanded to provide tertiary education in the humanities, the biological, physical and social sciences. Consequently, in 1965 the character of the Bendigo School of Mines changed when it became affiliated to the Victorian Institute of Colleges. Henceforth, it was known as the Bendigo Institute of Technology. From this time, the range of courses offered was extended and diversified. The majority of the tertiary departments progressively moved from the original campus to a new complex at Edwards Road.

Silverback (1981:12) noted that the Bendigo Institute Of Technology "in spite of its tertiary nature, to many people it still remain[ed] 'the Tech'" because many people continued to associate its previous technical function with the more recently introduced tertiary level studies even though they were discrete areas.

Bendigo College of Advanced Education

The creation of the Bendigo College of Advanced Education by merging the two existing tertiary institutions in Bendigo, was not welcomed by all academic staff of the former institutions. In fact many of the staff at the Teachers' College were strongly opposed to such a move. Clemson (1980: 49) captures something of the atmosphere existing at the time when he recalls the first meeting of a joint Steering Committee convened in May 1974 to co-ordinate the planned merger:

"...a bottle of whisky was placed on the conference table to celebrate the historic event. The feelings expressed from both sides were so bitterly exchanged that the meeting was abandoned within minutes, and the bottle of whisky remained unopened. It was obvious that the intense and sustained political activity of the previous three to four years could not be readily put aside, since people had strongly polarised to support one or the other viewpoints of each college".

The creation of Bendigo College of Advanced Education meant that teacher education was now one organisational and academic unit amongst many in a larger and more diverse institution. No longer was teacher education in complete charge of its own affairs in a single purpose college.

Influence of Economic and Social Climate

Becher (1989: 131) notes that there are important ways in which the wider social environment influences academic life. In particular the influence of the general economic climate determines whether higher education is in a period of growth, stasis or contraction. Becher (1989: 131) points out that in the economic boom years of the 1960s, higher education in a number of countries expanded, jobs in academe were plentiful and there were excellent prospects of early advancement and promotion. With the world wide economic recession of the 1970s and the lack of growth in the 1980s, the situation with respect to the academic labour market was reversed.

Those who are the subject of this paper had been appointed at various times in the period 1965 to 1975. All of them owed their positions to the boom years. It was in 1975 that the full effects of the contractions in Australian higher education started. It was the strong growth in the teacher education sector, which struggled to educate enough teachers for Victorian State Schools, which created the necessary economic and social conditions which enabled these individuals to become teacher educators. Some who became teacher educators at Bendigo, were recruited by the Victorian Department of Education from overseas countries such as America to staff secondary schools which faced severe teacher shortages in the mid 1970s.

Changing social and educational conditions were also important in another way. Not only had teacher education started to contract by mid-1975, but in addition, courses for prospective teachers were changing. Courses increased in duration and altered in terms of content and approach. Thus institutions actively sought to recruit staff who had, or were willing to acquire, higher academic qualifications and

simultaneously pursue research and publications. Some staff believed that from an institutional point of view, the College was "buying" their academic qualifications in an effort to upgrade the total academic profile of the institution. This could even be at the expense of downgrading the emphasis on practical classroom teaching experience.

Methodology

In order to examine lecturers' perspectives on their career choice, interviewing was the primary research method used (see Lindesmith and Strauss, in Stryker, 1972: 439). Two types of interviews were used, the non-scheduled standardised interview and the non-standardised interview (see Denzin, 1978). Twenty teacher educators who had worked at the Faculty of Education at Bendigo College of Advanced Education were selected by stratified random sample, with proportional representation based upon departmental size. This was half the number of full time tenured staff in the Faculty at the time. Documentary material at the College, such as Council Minutes, Staffing Committee Minutes and Academic Board Minutes, was also consulted. Other key personnel at the College such as the Deputy Director were also interviewed.

Interviewing and oral history approaches as research tools have often been looked upon with disfavour, especially in historical research. They have, however, been key techniques in anthropology and qualitative sociology. This has especially been the case with respect to research into occupations.

The research reported here used interviewing as the main technique to explore individual perspectives on occupational choice because it was the most appropriate means (if not the major and only one) to discover individual perspectives on career choice. It was supplemented by reference to written sources whenever and wherever appropriate. Also the researcher has known many of the individuals, both as professional colleagues and in many cases as friends for twenty years. This has allowed for many of the issues raised by them to be addressed on more than just the formal research basis.

Whilst acknowledging the disadvantages of using life histories, Du Boulay and Williams (1984: 257), believe that the distinctive usefulness of the life history approach is in the depth of its historical perspective, the internal analytical connections that it reveals and the access it provides to the individuals own words. Woods' (1992:367) comment on the usefulness of life histories is particularly apt:

"These have the advantage of monitoring and developing self within the context of local factors such as home life, parents, school and teachers, and significant others as well as wider concerns, which the passage of time has brought into focus, such as social class, religion, and social, political, and economic climate. Sensitively handled and portrayed, the

influences of these can be seen in the acted-out life and on the formulating self".

Occupational History

The following table briefly summarises these academics occupational history. For some, of these their first position as a teacher educator was at Bendigo.

<i>Former Primary Teachers Other Career Experiences</i>	
Clark	Four years post High School working for Shell, primary school teaching. Prior to Bendigo Teachers' College had worked at Melbourne Teachers' College.
Bassett	An Army Officer, primary school teacher, secondary school teacher, lecturer at Melbourne Teachers' College. Came to Bendigo Teachers' College on promotion from Melbourne.
Bate	Primary school teaching.
Danfield	Primary school teaching.
Ackfield	Primary school teaching, secondary school teaching prior to being appointed to Bendigo Teachers' College.
Abey	Primary school teaching, lecturing in metropolitan Teachers' Colleges prior to being appointed to Bendigo on promotion.
Castles	Primary school teaching.
Finigan	Primary school teaching.
Eden	Primary school teaching.
Dwyer	Tertiary qualifications in agriculture, worked in the Soil Conservation Service. Taught in primary schools.
Dwyer	Taught in secondary schools in United Kingdom and the United States of America and primary

	schools in Canada.
Cappy	Taught in primary schools and worked in the Victorian Education Department's Teacher Education Branch.
Former Secondary Teachers	
Dalton	Taught in secondary schools in Australia and the United States of America.
Daly	Originally left school in Form Three. Worked in retailing, studied architecture at night. Completed matriculation at night. Commenced university study to become a teacher. Taught secondary school.
Ely	Taught secondary school.
Gittins	Taught secondary school.
Hearn	Taught secondary school.
Former Army Personnel	
Jenkins	Primary teacher.
Ex-Postgraduate University Personnel	
Salvin	Primary school teacher.
Turcan	Completed first degree on a Victorian Department of Education Bonded Studentship. Post doctoral study in Europe. Worked at a metropolitan university.

The above table shows that fourteen were former primary teachers, three of these had also been secondary teachers: five had been secondary teachers: six had worked in other occupations prior to school teaching (this included work in public relations for a large multinational company, the armed services; government departments, and the building and construction industry). For two, their first permanent position in the higher education sector at Bendigo was preceded by positions at other universities. In one case, this was from postgraduate study overseas and in the other it was from a non-tenured (chiefly research) position at a large Australian University.

One of these individuals had previously been a primary school teacher and the other had been a bonded teacher education scholar.

For eighteen a position at Bendigo was their first tenured lecturing position in teacher education. The other two had held prior appointments in Teacher Education at Melbourne based colleges. All academics were appointed to Bendigo during the period 1965 to 1975.

Individual Career Choice Perspectives

Personal and Professional Dissatisfaction with Present Career

For former primary teachers (including those who had also worked in other occupations), a key perspective that led to a career in teacher education was personal and professional dissatisfaction with their present career and the associated lifestyle. In addition, there was the anticipated attraction of the lifestyle of a teachers' college lecturer. Part of the attraction was the opportunity of working with older students. One academic put it as follows:

"I think my first contact with teaching as a career was in teachers' college as a student, but I had worked for four years post high school at that stage and I figured I liked the life style that appeared to be the life style of the lecturing staff. I had some experience of working in a job that I didn't really enjoy and so I figured that the things that I really would enjoy doing were associated more with older students at tertiary level than with any other age group, so I channelled all my qualifications and subsequent experience in a career towards the job that I am now in"

This individual related that his previous employment with the multinational Shell Chemical Company had influenced his work as a lecturer. He believed that right from the start of his career as a teacher he knew where he wanted to go. His experience with Shell provided him with good insight into management, advertising, and dealing with people at a personal level. It had provided him with a background in salespersonship and in human relations that could not be obtained from textbooks. These things were important in the way he related to students and in the way he viewed the job as a teachers' college lecturer. He believed that his prime function had to be to sell his curriculum area as extremely important for children. Everytime he went in front of the class he saw himself as salesperson.

Bassett related how after training as a primary school teacher and gaining the Trained Primary Teachers Certificate he discovered only limited career options with such a qualification. Consequently, he began further qualifications in Art. During this time he transferred to secondary school teaching. He had to make a decision whether to return to primary teaching or to transfer to secondary teaching permanently. An altercation with a Department of Education Inspector meant he opted to stay in the Secondary Division. Subsequently, he came into contact with

Melbourne Teachers' College when asked to have student teachers complete practice teaching in Art Method.

"I achieved status at Essendon High because I came in contact with Melbourne Teachers' College through their training of students schemes and I used to have teaching students who were qualifying in Art come on teaching rounds to the school. [This led to becoming a lecturer at Melbourne Teachers' College]. Well really it did-ah that was largely through Harold White. Harold used to do the rounds of the Melbourne schools and pick out ones that he thought were doing an excellent job. That was at the stage when they selected to go on their panels-so I was selected to go on and I had students come to me virtually every week of the year"

He also recalled being dissatisfied with aspects of teaching at the secondary level at that time. This stemmed from the enormous pressures that the secondary school system found itself facing. These included rapidly growing school rolls, difficulty in attracting qualified, skilled and committed teachers and a seemingly ever increasing role for secondary teachers that the general public failed to appreciate.

Danfield' choice of teacher education as a career also bears some similarities noted with respect to other individuals but with particular notes of individuality. He originally took up a position on secondment at the Bendigo College for two main reasons. Firstly, he desired to find out about the training program at the College and secondly, wanted to obtain a respite from primary teaching. In interactionist terms he wanted to protect his personal and professional self. One of the attractions was that his family had become established and he had built a new home. In addition his wife's family was anxious that he not leave Bendigo.

Ackfield's selection of a career in teacher education bears some resemblance to Danfield's. Initially asked to work at Bendigo Teachers' College for one year on a trial basis, he discovered that he related better to older students. He had been teaching in a local High School and was asked to accept a position in the College by the Head of Department. Ackfield was motivated by curiosity. He had been a primary teacher and then a secondary teacher and was interested in educational practice at the post-primary level. Like Danfield his perspective was that his stay at the teacher's college would be only a temporary phase of his career. This was because, at that time, the College was still part of the Education Department and staff were able to move freely between schools and training colleges.

Castles' choice of teacher education as a career displays some of the same hallmarks of chance, plus the restlessness already outlined in relation to some of the other individuals. Again in interactionist terms, the search for a more satisfying sense of personal and professional self can be seen. Castles still thought of himself as a primary teacher, that is his situational self was that of primary teacher. He had undertaken a university degree part-time while still teaching primary school.

Following completion of that degree he thought it would be appropriate if he could make more use of what he had learnt in his studies. He initially started off with the intention of getting additional qualifications that were more testing and stimulating than Departmental qualifications and which would provide him with a range of alternatives. One such alternative he had considered was the possibility of becoming a secondary teacher in, for example, economics where he had completed a sub-major in his degree. As some of the others already discussed he thought his acceptance of a lecturing position at Bendigo College would be of a temporary nature, something of three to four years duration, and then he would return to primary teaching a better teacher. He summarised his choice of teacher educator as a profession thus:

"Oh a change of occupation, a new challenge, a new stimulation. I think that was the main attraction"

Finigan's choice of lecturing as a career was also a chance event but not one where he was completely passive. He too had undertaken further specialist qualifications. These were completed at the Bendigo College in a new and growing area of study. He had first started to pursue this area as a recreational hobby through canoeing and bushwalking. Enrolling in what was to become one of Australia's first Outdoor Education courses fulfilled a professional need that till then he had not been able to satisfy. When one of the course lecturers resigned, Finigan applied for and was successful in obtaining the advertised vacancy. The main attraction to the position was that he was fortunate enough to be employed to pursue his hobby for a living. He also believed that the associated benefits of being able to work with one of the lecturers who had taught him as a student was an attraction as this figure had "a large input into his growth as an outdoor educationalist".

Ely's entry into a career in teacher education was, on his own admission completely by accident. He had been teaching in Robinvale in the north of the State and had an altercation with the Principal. At the end of the second term the Department of Education transferred him to Geelong. Suspecting that the Principals of both schools had been in touch with each other, combined with having to undertake unfulfilling associated duties and feeling his professional and personal selves under attack, he noticed an advertised vacancy at the College in Bendigo. He applied and was successful in obtaining the position even though his application was a late. He recalled "It was a spur of the moment thing where I decided I was getting out of the Education Department".

Eden's career choice also has the element of chance as well as the purposeful element. He was first appointed to a lecturing position in 1966 and Bendigo Teachers' College was his first appointment. It was not necessarily his first choice as he had previously applied for lecturing positions in Melbourne institutions. Like others already discussed, he had embarked upon further study (in his case at Melbourne University) and had completed two degrees one in Arts and one in Education. During this time he found his personal and professional sense of self unfulfilled. He wanted to broaden his personal and professional range of interests.

A lecturing career offered the possibility of a new challenge after having completed sixteen years of primary school teaching. Eden received a phone call from the then Principal at Bendigo Teachers' College inquiring as to whether or not he was interested in a position at Bendigo. He surmised that they had an unexpected vacancy that needed to be filled in a hurry. While he had previously applied for positions in Melbourne based Teachers' Colleges and had not relished the prospects of going to a provincial location, this offer was received differently. He related it thus:

"I went home and discussed [the offer of a position at Bendigo Teachers' College] with the Mrs and she was quite in favour because her mother was living here and my mother was here too and so it had sort of an advantage that way. And about that stage she was getting rather tired of living in suburbia in a street full of Joneses, not literally but people you had to keep up with, the competition was getting stronger in terms of well they were all upward mobiles"

Carbines' entry into a teacher education career also owed something to chance. Initially, he was somewhat hesitant as to whether or not he had the qualifications necessary to embark upon such a career. He was in the process of moving to northern Victoria to take up a position at a state high school. He was discussing his career with a friend from Melbourne Teachers' College who suggested that he should consider a position in a teachers' college. Carbines doubted whether he had the required academic qualifications. His friend reassured him that the qualifications needed were not all that demanding. In many cases teacher training and a degree or two degrees (namely a first degree and a further degree in education) sufficed. He discovered that Bendigo Teacher's College was in need of someone with his expertise in Social Science. He had to contact the then Principal of the Bendigo College who had been the Principal of the Ballarat Teachers' College when he had been a student there in the 1950's. He recounted his approach in the following terms:

"It was with some reticence that I phoned Mac Hill because my college record both academically and in other ways was not the best. Mac said that I had better come up for an interview. So I arranged to travel to Bendigo for an interview on the last day of the school year in 1967. He interviewed me for approximately an hour and at the end of it I felt so insecure and uneasy about the situation that I said 'Well, apparently according to your perceived view of my record, Mr Hill I have nothing to offer the college' and he said, 'Well don't take that attitude. I suppose you have probably changed in the last 10 years or so' and with that he introduced me to the Head of Social Science Bert Rollins, who said, 'I believe you are coming next year'".

Carbines noted some other issues connected with his embarking upon a career as a teacher educator. He felt he was an articulate individual who could gain more overall personal satisfaction by teaching an older group of students. Even though he

enjoyed teaching, he found "the humdrum of the classroom sometimes got to me". Here again there are the elements of dissatisfaction noted above in the other individuals, plus the conscious search for a career that would give the greatest amount of individual benefit and a more satisfying personal and professional sense of self.

Jenkins's decision to become a lecturer in teacher education was due to chance and to dissatisfaction with working for the Victorian Department of Education. He had just finished a period in the army and had completed further study at the University of Western Australia. Upon his return to Victoria, he was offered a position with the Education Department that was not professionally or personally fulfilling. The Department did however inform him of a vacant position at Bendigo Teacher's College. He was familiar with the City of Bendigo because his parents had lived there and he had taught in nearby Echuca. He decided to accept a position initially on secondment.

Hearn's choice of teacher education as a career displays elements of dissatisfaction with classroom teaching and issues associated with teaching conditions generally. He had taught in secondary schools for approximately 6 years and then discovered his situational self was becoming bored. He started to find teaching repetitive and there was a certain sameness to the position. Consequently, teaching started to lack challenge. He found much of his time was devoted to what he considered were trivial issues such as the marking of class rolls. He also disapproved of the increasing unionisation of school teaching at the time [1974]. When the position was advertised at Bendigo he thought it would be ideal. He recalled having wondered about the possibility of a lecturing position himself when at University:

"I must admit it was at the back of my mind that I would like to move into tertiary education. I soon found out when I was teaching that the age group that I enjoyed most was the senior kids, so lecturing sort of moved on from that."

Daly's entry into the career of teacher educator was somewhat more circuitous and involved than many. He originally left school at form three (now our year 9) because of dissatisfaction with the academic program. At the time all he wanted to do was to leave school. He did not stop studying, but continued with night study of architecture. Deciding he would like to be a school teacher, he completed his matriculation through night school, following this with a Bachelor of Arts Degree and a Diploma in Education from Monash University. Teaching in secondary schools followed. While teaching he enrolled in a Bachelor of Education at Monash, travelling to Melbourne after school one and two nights per week. He too was unhappy with some aspects of the secondary school system and its curriculum. A position was advertised at the Bendigo College which he obtained. He also came to believe that he could have most influence working with primary trainee teachers and his Bachelor of Education subjects equipped him to move into this area. He remembered the situation thus:

"There was a job advertised at the College that I put in for because I realised that the majority of the learning to use the term basics I don't like it, (sic) occurs preschool and primary school and this is where the skills have been developed and I wanted to move into that area."

Planned Career Choice Perspectives

Turcan believed his selection of a career in teacher education was a logical progression from his tertiary study and his personal and professional interests. He had completed a degree at Monash University and had intended to go school teaching. He was bonded to the Victorian Education Department to teach for a certain number of years as he had completed some of his university study on a Department Scholarship. He certainly had interests and intentions to teach. After completing an honours degree and a PhD it seemed to be a logical progression to go into an academic area, "because I was very interested in that and I guess I was reasonably successful in it" However, there were also similarities with other individuals discussed. These centre around dissatisfaction with aspects of the Victorian Education Department. Returning from pursuing post-doctoral research in Europe, he found the attitude of the department to be unhelpful. Finally, he was unable to obtain employment in government schools at that time. He subsequently obtained a position at one of Melbourne's metropolitan universities before accepting a tenured position at the College in Bendigo.

Salvin's entry into a career in teacher education was planned from his last days as a teacher education student himself. He recounted his decision in the following way:

"It stems back to my last year at Teachers' College when my lecturer in Physical Education had just come back from Canada. He had done a degree over there and he suggested that I go and do the degree and the Masters and end up doing a job similar to what he had".

Salvin first of all taught in New South Wales schools for 5 years with the sole objective of going overseas at the completion of this period to pursue bachelor and masters degrees. His intention was to secure a position as an academic on his return. His first position in Australian teacher education was at Bendigo. He was of the opinion that he was offered a position because of his possession of higher degrees in his respective fields.

Dalton's decision owed most to his own University education as a teacher education student. When he underwent his own training, he had the opportunity to form very positive relationships with several of his teachers at the university. He was actively involved in the life of the University Faculty as a postgraduate student. Upon obtaining a graduate assistantship and the limited amount of teaching associated with this position, he discovered that he enjoyed working with older and motivated students. Even though he taught in secondary schools for a number of years, he always believed, if given the opportunity, he would prefer to work in a university or

some similar tertiary institution "because I prefer working with people more, this is funny, at a level where they want to learn".

Cappy's selection of a career in teacher education, while a planned career move, nonetheless had the element of chance as well. He had been a primary school teacher, completed a science degree at Melbourne University and been seconded to the Victorian Department of Education's Teacher Education Branch teaching science education to teachers at night. Gradually, he became increasingly interested in teaching science to older age students. He completed further qualifications at Melbourne University. When he finally accepted a position at Bendigo Teachers' College he was somewhat apprehensive. He recalled the situation as follows:

"I was really quite apprehensive about going into lecturing because I did not really know what was expected. I thought I probably did because Teachers' Colleges in those days were fairly inbred situations and things hadn't changed much, but I'd never lectured specifically in the area of science before and never had taught science before as a discipline and I didn't know to what extent I would be expected to teach science ...there were certain things about the role that I was apprehensive about and I wasn't sure I was well prepared for..."

Dwyer had initially completed a Diploma in Agriculture and had worked in the New South Wales Conservation Service. He then completed primary teacher training and taught primary school. In the 1960s he went to New Guinea hoping to perhaps teach agriculture in the local schools there. This would use both facets of his prior occupational socialisation. However, on his arrival he discovered a lack of opportunities to teach agriculture in the education system. Consequently, he opted to teach in the normal primary school system. Here he became very involved in the problems of language development and the issues associated with second language acquisition. He then set about undertaking further study in this area. He went overseas, using some study leave he had accumulated, and completed a Masters degree in education. His focus was applied linguistics, specifically second language acquisition. On his return, he was appointed Head Teacher of a demonstration school attached to the government Teacher's College. On a number of occasions he was asked by the principal of this College to accept a position on staff. Initially he declined because he felt he did not have enough experience. He continued to teach for another three and a half years as head teacher of another larger school and when asked again to come into the College on the next occasion he consented.

"...all I was concerned about initially was agricultural teaching and then I became interested in language teaching and programs for teaching English as a second language and well then I was approached first to come into lecturing I thought more about it and when the second offer came I thought it was time enough then after six or seven years teaching experience that it was time to come in (sic)".

Gittins' embarking upon the career of teacher educator was fortuitous in the first instance but planned in the second. While Principal of a primary school in the United Kingdom, he believed he developed not only a reputation for forthrightness but also for some of his efforts to develop new approaches to the teaching of History that later developed into the Schools Council Project. He found that "lo and behold I was invited to apply for a job in the Education Department in this College of Education which was part of the University of Wales and I was amazed when I got it". He taught here for eight years. While so doing he saw an advertisement for an International Teaching Fellow for two years in Victoria. He applied stating that he was willing to go secondary teaching as he had also had secondary experience. He reasoned on taking his family out to Australia with him as he had lived in Australia previously and had thoroughly enjoyed it. He was interviewed by Dr Laurie Shears, the Director of Education in Victoria who suggested that he might like a period at Melbourne University. Jones wrote back to Shears asking if he could go to Bendigo as he had a sister living in the nearby town of Maldon. Eventually he went to teach in a school in Bendigo. This was by complete accident due to the death of a local teacher.

Upon completion of this term, he and his family returned to the United Kingdom, among other reasons due to the fact that they had pre-paid their airfares. He and his family decided that they had enjoyed their time so much in Australia that they would like to live permanently there, so he applied for a post at the Teachers' College in Bendigo. Despite the absence of a personal interview, he received "a telegram to say that I had been appointed to the old Teachers' College as it then was and this is how I got in which is really amazing you see".

Enforced Career Choice

If chance and dissatisfaction led to some embarking upon a career as a teacher educator, it was chance of a different and more direct kind that led to Bate's "choice". Her career was chosen for her. It is a good illustration of the power that Australian State Education Departments exerted over individuals, especially women, at that time. Indeed, Bate is the only woman in this whole sample. Her career is probably indicative of the position of women in education generally at the time. Bate first came into contact with teacher education as a possible career when she was invited into Bendigo Teachers' College as a guest lecturer. At the time she was teaching in a local state primary school. Two years later she was directed to assume a full-time position in the same College by the Department of Education's District Inspector. Bate had very little influence over her career choice:

"it was a matter of being directed not by my own choice...It was a matter of being directed in ...well on both occasions when I was first told to, I used to leave my class to take lectures because they were short of staff evidently at the College at that time and so I would leave my class to take lectures and leave a sixth grade girl in charge (sic)... I said at that

particular time I would prefer to stay in the grade I'd got started for the year and I was told I didn't have any choice, that I was required in here".

It was because of her training as both a primary teacher and an infant teacher that Bate was directed by the Department of Education to assume a position at the local Bendigo Teachers' College. The institution required expertise in infant teaching method which Bate was able to provide. She was informed that the College's need was greater than that of the school she was teaching in. The latter could easily replace her so she was informed. Consequently she lost her position in the school.

Her career was further influenced by the changing social and educational conditions of the time when in 1975 she was further disadvantaged by her lack of appropriate academic qualifications. As a consequence she experienced pressure to relinquish her College position and consider returning to primary school teaching.

Attractions of a Career as a Teacher Educator

Freedom

An important perspective in the selection of a career as a teacher educator was the perceived personal and professional freedom that went with such a career. Such a perspective held that academics and hence teacher educators had a very large measure of control over their own destiny. This aspect of the career was highly desirable. One remembered it in the following way:

"I could see that the lecturers with whom I was associated, the staff members in general I was associated with at Monash [University] as having a tremendous amount of freedom and influence over their own destiny and I thought this was good"

For Cappy, personal and professional freedom and autonomy were also important attractions to a career as a teacher educator. He contrasted this with the relative lack of such in primary teaching:

"Oh the autonomy, I think the freedom of time. The time constraints aren't as severe as they are in primary schools. In Primary schools one of the things that get you down after a while is that you never really have any time to yourself. You can't shut the door and get away from them. Even during lunch time they are coming in with bloodied knees and..."

Clark's attraction to the lifestyle of the College of Education lecturer was also an expression of this freedom perspective. This coupled with a career that he did not enjoy made such a position more attractive.

A different sort of freedom was the ability to stay in Bendigo and not be forced to relocate if one stayed primary school teaching in the Education Department. For Danfield this was the attraction of a career in teacher education at the Bendigo

College. He had established himself and his family and had not long completed building a new home in the City. Due to issues associated with his spouse's family, he did not desire to move from Bendigo. The subject department he was appointed to at Bendigo, meant he was able to maintain his close links with primary schools. This was a further attraction.

Educational Perspectives

A perspective, mentioned by a small number of individuals, was the attraction offered by a career in teacher education of being able to conduct research. Turcan rated this as very influential in his career choice. Daly also recalled the possibility of being able to conduct research, transmit and expose students to this and hopefully influence practice in the schools as being of importance in his choice of teacher education as a career.

Dwyer thought that one of the important perspectives in his selection of teacher education as a career was his ability to use his previous practical teaching experience to assist potential future teachers:

"I think that I felt that here you were working with potential teachers. I felt that as a practical teacher I felt that I had certain background knowledge and expertise that probably I could assist potential teachers with. Yes, I suppose that was the reason, I had something to give"

Danfield also reasoned that he would be able to contribute to the educational program of the College by bringing his practical perspective from working in schools into the institution. The staffing situation was such that a permanent position became available at the Bendigo College and he chose to stay. The position offered enabled him to remain in contact with the classroom situation and so use his prior occupational socialisation.

"The area that I was doing which meant that if I was to stay as lecturer in what was then called the PPT [Procedures and Practices of Teaching] Department I was able to not just be a purist in lecturing, but also to have a great deal to do with schools and that allowed me to remain where I used to be in touch with the classroom situation at the same time: have the security then have the opportunity to be a lecturer in the theory (sic)".

Bassett's perspective was that the nature of a Teachers' College position with the attendant opportunity to visit a range of schools and see theory being put into practice was an appealing aspect of the job. He likened it to a "roving commission"[his words]: going from one school to another and viewing what the excellent teachers were doing. He could then employ their ideas and approaches to try and become a more skilful practitioner.

Dalton believed that one of the attractions of a career as a teacher educator was the opportunity to work with older students. Clark anticipated that a position as

a College lecturer would be appealing as it would enable him to work with older students and he thought he would enjoy doing that very much. Eden thought the ability to broaden his range of interests and to seek out a new professional challenge after a period of primary teaching extending for sixteen years was a factor in seeking a career in teacher education. Castles, like Eden, believed that a change of occupation, a new challenge, a new stimulation were important attractions to a position as a college lecturer. Finigan noted that in one sense he was able to pursue his hobby for a living. This was an attraction of a career in teacher education.

Status Perspectives

Bassett perspective was that the issue of status was a consideration in his decision to pursue a career in teacher education. He put it as follows:

"I came to realise that as far as teachers were concerned, (and even though you were an outstanding teacher), there seemed to be an additional something accorded to Teachers' College positions...that they were something yet again...When you got to Teachers' College, you did not see other avenues as equally attractive."

While Hearn thought that the personal and professional freedom and the more attractive lifestyle were important attractions in his decision to become a teacher educator, he also thought that the perceived higher status of academics in the community, plus the increase in salary that went with the position at the stage of his appointment, were important in his acceptance of a post as a lecturer but he added "I think if there was no salary difference I would have come because of that group I like to work with really". Dalton also thought that the slight increase in salary was an attraction "but that this was not paramount".

The status of teacher education lecturers was also important in Finigan' career choice. He noted:

"I think that in the back of my mind...from a point of ignorance outside of the college system there was question of status, I think like a lot of other people in the school system I looked up to college staff, college lecturers as being above on the status ladder...It would be very hypocritical of me to say that I wasn't looking for some extra status I suppose".

Ackfield reflected that the status that College lecturers had was comparable to that held by a senior teacher "administratively lower than a DI [District Inspector] but above the normal classroom teacher".

Institutional Influences On Career Choice

Abey's entry into lecturing illustrates another important aspect of becoming a Teacher's College lecturer. This had its greatest impact on those appointed to colleges when direct links existed with the Victorian State Department of Education. At this time, at least, applicants for academic positions had to be able to show evidence of prior successful school teaching. Possession of an outstanding record as a classroom teacher, (verified by the possession of an appropriate mark from a Departmental District Inspector) constituted such proof. Before a classroom teacher could have students in training undertake teaching practice in their classroom, an individual had to possess this outstanding mark. Having this and experience in the training of student teachers at the school level were important prerequisites in securing a position for some as college lecturers:

"Well I had an outstanding record as a teacher and before you could take students in schools, (this was in the late 1950's early 1960's) you had to have a DI's [District Inspectors] mark of at least very good. And my marks went unsatisfactory, good, very good, outstanding. And outstanding gave you an opportunity for rapid promotion; very good was promotion in turn so long as you were qualified. And I had outstanding marks fairly early in my career and was involved with training of teachers. I also had a mentor (Alan Hird), he'd gone into colleges and he suggested and I think it was the general feeling of the Department of the time, that teachers who had outstanding marks were to be involved in training students both in the schools and in the colleges and it was more of an invitation from the DI [District Inspector] Bill Sealand that I go into colleges. At that time I was at Coburg East School which was a training school and he spoke to me there and that was the first real interest I suppose in colleges and Allan Hird who had gone before me at Coburg College."

Abbey related how at the time of his appointment in 1964 the first twelve months were probationary before appointment was confirmed. At this time, College lecturers were inspected by State Department of Education Inspectors. Thus the employing authority made sure that individuals met required standards.

Importance of Significance Others in Career Choice

The importance of significant others, in the career choice of the present sample of teacher educators, comes through in the lives of many of them in the discussion above. Additional significant other influences not specifically dealt with in the foregoing analysis are also deserving of attention. For example, Cappy recalled that there were probably not any specific individuals who strongly influenced him to pursue a career in teacher education. He did recall one particular individual, Athel Carney, a mathematics lecturer who strongly encouraged him to enrol at University because of his opinion that if you "do a science degree and then you'll write your own ticket in the department".

Castles' influence from significant others was not particularly strong. He recalled that he had friends who were lecturers and before he applied for the position as a lecturer he contacted them and ascertained what such a position entailed. In this way he obtained what he believed would be accurate expectations of the position.

Abey's significant others were a very strong influence in his career choice. In addition, he "was advised to start a degree because a degree is far more worthwhile and would open up more opportunities within the department".

Danfield felt that Brian Geary (Head of Procedures and Practices of Teaching at Bendigo College) and his personal and professional approach to teacher education had been very important in securing his position at Bendigo Teachers' College. Without his support and active lobbying he would probably have remained school teaching.

Bassett related how having students come into his school class on teaching rounds led to his embarking on a career as a lecturer initially at Melbourne Teachers' College. Coming into contact with Harold White from this institution, who was in charge of the student teaching practicum, Bassett listened very attentively to what he had to say about teachers college positions.

For Dalton, two individuals were particularly influential in his decision to become a teacher educator. Both of these were university personnel. He recalled them as being very different persons, who had distinct approaches to teaching and unique kinds of personal aspirations. Both excelled in their teaching and professional lives.

For Ely a leading figure in the Victorian Education Department had informally encouraged him to consider applying for positions as a method lecturer at one of the universities. This significant other had added that the Victorian Education Department would give him leave to enable him to accept such a position.

Daly's perspective was that significant others had been of importance in his career choice of teacher educator. He had been associated with a Melbourne teachers' college since 1963, was taught by a college lecturer, coached by one and finally his wife had held a similar position. He had begun to associate socially with some college lecturers and just from this, he knew what the role of a college of education lecturer entailed.

Gittins recounted how he had completed a university degree immediately after the Second World War. He had then been invited to continue to study at Masters level. However, he decided the family could not afford the expense involved. He did think at the time that he would like to "get into some kind of lecturing situation, now that was just a thought at the back of my mind". One of the lecturers, Thomas, (who became a close friend) gave encouragement to this. It was not until some years hence that his hope was fulfilled.

Conclusion

The teacher educators who have talked about their career choice here were not like those referred to in George Bernard Shaw's witty dictum. Some of them had successfully worked in other occupations prior to becoming academics. They were not failed teachers either as, (in the majority of cases), successful school teaching experience was a prerequisite for employment in a College of Education.

Their career choice, of lecturers in education, was prompted by a number of motives. These included a search for a more conducive professional and personal sense of self, which could be found in a career in an Education Faculty. Some of them were dissatisfied with their prior careers or aspects of these careers. Often this disillusionment was caused by the schools and school systems they worked in. There were also attractions of the academic career itself including the possibility of being able to conduct research, and foster innovation in education. Attractions associated with wider personal and professional freedom and increase in status were added inducements to an academic career in Education. For many, significant others had influenced the choice of a career in teacher education.

The career choice of these Education Faculty members was also influenced by the prevailing economic and social climate of the time. In the early 1960s, the emphasis was on successful school teaching experience as a prerequisite to a Teachers' College position. By 1975 this was still important, but the possession of higher academic qualifications was starting to become just as, if not more, important.

With the benefit of hindsight (perhaps not all that acceptable in historical research), it might be asked whether dissatisfaction with a career in school teaching is a good prerequisite for a career in teacher education? How can large schooling systems encourage and foster different attractions for prospective teacher educators? At the same time, were these teacher educators more attuned to the needs of schools and schools' systems than those that Education Faculties are now recruiting where the emphasis is placed very heavily on the possession of higher degrees, publication and research achievements and where concomitantly a record of successful school teaching experience is seen to be of lesser importance?

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