
Chairman's Report



Welcome to the 105th Commercial Education Society of Australia's Annual General Meeting. The Society has never been in receipt of public funds and continues to work because we really believe in the empowerment of vocational education and training. You do, too, as you support the Society by continuing your membership.

What CESA has achieved this year

- **Sustainability of membership.** Three new members, two who are teachers of vocational education and one who is well qualified both in business and vocational education; the upgrading of a CESA member to CESA Fellow; the loss of three members—two who died; one who retired.
- **Sustained marketing of the CESA brand** by being available to give advice on vocational training needs. This includes the Diploma of Accounting verification from the archives for employment purposes and for application of exemption of subjects in a Business or Accounting degree. It also includes the checking and re-issuing of certificates to past students
- **Increased networking with indigenous groups.** This involves a long-time commitment of advising on RTO compliance and Training Package levels, and teacher management.

The OECD (1999) on the eve of the 21st century highlighted the challenges of vocational education and training:

“Education is the single most powerful means to improve the quality of life, the single most powerful weapon against poverty and intolerance. Education builds a culture of peace. Governments need to be more aware of the social and economic relevance of skills and provide technical and vocational education with a commensurate share of social investment.”

This quotation made me think about the whole of vocational education. What makes up vocational education today? My answer is teachers and technology. Then the long-running argument: Are teachers obsolete? Will technology replace teachers?

There are two sides to every argument. Can we find a middle ground to achieve learner success?

As a teacher, what is the question we ask ourselves at the end of the class—have I met the learners' needs? Learners only get one chance to a practical employment-focused outcome.

What is our goal? Is it to teach concepts and skills? New technology can do that. Is it to inspire life-long learning, create a culture of independent inquiry, enthusiasm and passion and curiosity?

Is it possible that there can be a middle ground between conveying knowledge and developing learning and using technology? Can that middle ground create a similar web of connection between teachers and their subjects and their learners?

Aristotle said “man is a political animal”. That is fundamental to the idea that it is man's need to socialise with others, to learn from others, to interact. Supporters of technology say that social media does this.

Is teaching about the connection and the confidence that a teacher builds with a learner, the environment that the teacher creates so that learners can develop? Can virtual learning compete with that?

Has a past learner ever said how you changed their lives, how they would not be in the position they are in without your advice, or the time you spent just listening to them, or the encouragement you gave them along the way? Have you had this same experience with a learner warmly recalling an inspirational piece of software?

Teachers impart knowledge and develop learning—something that cannot be replicated in the virtual world. Technology, however, allows us to focus on the transformative

process of knowledge. Technology is there to augment learning.

There is a growth in online alternatives to traditional education that is meant to be cheaper, more accessible and a more meaningful way of learning outside the classroom. For example, the growth of MOOCs (Massive Open Online Courses), free courses which allow learners to question the value of traditional education and its value from an economic perspective. Technology has improved immensely with open access and free-flowing information.

Yes, there is a place for both—teachers and technology. Used wisely, it can be a cost-effective tool. In fact, neither will threaten or comprise the essence of that special word “teacher”.

Most importantly, feedback to CESA shows the real achievements that underpin teachers’ success stories from colleges whose learners have sat CESA examinations. These examples will show you how valued vocational education is and how important CESA exam certificates are. It will also show you how inspiring and caring teachers are:

- A mother and daughter graduated in the same year
- A husband and his spouse graduated so their employment standards would give their children better educational opportunities
- A mother and daughter struggled on after the father had left them for another woman
- A few students lost their parents but carried on studying despite their grief
- A mother who begged the school to take her daughter despite poor English skills died—the daughter returned to classes immediately after her mother’s funeral
- Both parents were unemployed but relatives contributed to the college fees
- A mother remarked at her daughter’s graduation—“Ella is now the first educated one in the family.”

From the principals of the schools, these comments:

- All of us thank you and the CESA Board of Examiners and staff for the golden

opportunity and affordable prices that have made it possible for our students to sit and gain qualifications to enable them to find employment.

- My personal thanks for the hard work, encouragement and going out of your way to get our exam papers and certificates to us promptly.
- Thanks to you and the CESA team for the opportunities for our weak and struggling students to be able to find open doors to a better and brighter future.

Why do we continue setting exams, advising schools and businesses and past CESA students of the Society? There is so much advice, news and information on the internet, why do people keep coming back to CESA?

When I ask that question, many CESA certificate recipients tell me that it is because CESA exams were practical and gave them a start in the world of vocational employment. Many of them left these jobs only to be promoted to better jobs, more interesting jobs, more responsible jobs. CESA was a stepping stone to starting their career.

Learners are the focal point of teaching and they are the focal point of CESA exams. It is these stories and comments that make CESA worthwhile.

I would like to take the opportunity to thank Council members for their support, input and time. Thank you also, to the members who have taken the time to phone me to share their experiences about vocational education and learners.

The following sets out the objectives of the Commercial Education Society of Australia, and its principal activities:

- To promote vocational education through the Society
- To set and mark examinations objectively
- To moderate examinations
- To grant CESA certificates for vocational examinations from Certificate I to Diploma level
- To use the CESA Seal to authenticate certificates

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- To verify past students' results and certificates
 - To promote the interests of teachers and practitioners of vocational education
 - To advise and mentor vocational education parties, either groups or individuals
 - To promote affiliation with other like bodies
 - To be customer-centred in all dealings
 - To advise businesses concerned with vocational education and training

The Commercial Education Society of Australia's strategy for achieving those objectives

- Setting up a CESA Council
- To interview, discuss and promote ideas beneficial to vocational education through the CESA Council as well as through interaction with expert members of the Society
- CESA Council agreement that councillors will not be in receipt of remuneration for their work
- Sending out certificates for all successful candidates within a 4-week period
- Writing reports for schools
- Collecting data from examination centres for future planning and review
- Annual review of examination procedures, and types of examinations offered
- Sending out annually revised information to schools and colleges about the examinations offered by CESA
- Sending example exams and directions on how the exams should be planned
- 24-hour turnaround in replying to emails
- Sending out a questionnaire to schools to help in reviewing examination procedures, types of exams, and feedback from teachers
- Distributing CESA Newsletters
- Using the CESA Newsletter as an advertising and recruitment tool
- Using the CESA Newsletter as an opportunity for members to contribute articles

Details of Councillors and their meetings

- Kathleen McKenzie MAA FCES FRSA FIPS—President
- Paula Casey Dip HR, Dip Management, Dip TAE, Dip Quality Auditing, Dip Government, Dip Vet Registration & Management and Dip FLM—Hon. Treasurer
- Jacqueline Jeremy BEd, Dip Ed, Grad. Cert. Editing and Publishing—Hon. General Secretary
- Julie Richardson BA TAE
- Joan Fielding OAM, BA, Dip Ed

CESA Council meetings

- 15 February 2014
- 10 November 2014
- 8 December 2014

Members' liability to contribute in the event of the company winding up

Clause 7 Memorandum and Articles

“Every member of the Society undertakes to contribute to the Assets of the Society in the event of the same being wound up during the time that he is a member, or within one year afterwards, for payment of the debts and liabilities of the Society contracted before the time at which he ceases to be a member, and of the costs, charges and expenses of winding-up the same and for the adjustment of the rights of the contributors amongst themselves, such as amount as may be required, not exceeding ten dollars, or in the case of his liability becoming unlimited such other amount as may be required in pursuance of the last preceding paragraph of this Memorandum.

“If upon the winding-up or dissolution of the Society there remain, after the satisfaction of all its debts and liabilities, any property whatsoever, the same shall not be paid to or distributed among the members of the Society, but it and so far as effect can be given to the next provision, shall be given or

transferred to some other institution or institutions having objects similar to the objects of the Society, to be determined by the members of the Society at or before the time of dissolution, or in default thereof by such Judge of the Supreme Court of

New South Wales as may have acquired jurisdiction in the matter, and if and so far as effect cannot be given to such provision, then to some charitable object.”

Kathleen

Kathleen McKenzie MAA FCES FRSA FIP

Effective Writing: plain English at work – second edition

by Elizabeth Manning Murphy with Hilary Cadman, published by Lacuna Publishing, Sydney, 2014, 188 pages including index.

The main author, Elizabeth Manning Murphy BAHons FCES FSBT AFAIM DE, is a former President of the Commercial Education Society of Australia.

Reviewed by Kathleen McKenzie MAA FCES FRSA FIPS, President Commercial Education Society of Australia



Elizabeth Manning Murphy
(Photo by Edwin Briggs)

The second edition of this book, by Elizabeth Manning Murphy, FCES, with Hilary Cadman is welcome as we adjust our written English to accommodate the needs of ever-changing technologies. This reviewer encourages you to organise the material and space available to get your message across so

that there is only one clear meaning. Otherwise, the receiver may interpret it based on their mood and expectations or think that it does not fit their world view and may dismiss the information as deceptive, misguided or simply wrong.

In the Preface, the author, Elizabeth Manning Murphy, notes that the aim of the book is to provide tools for:

- improving writing skills
- understanding how to make writing easily understood

- getting rid of gobbledegook in all official writing

In short, the book aims at putting together messages/documents using plain, effective English words. This applies to all documents or messages whether they are composed on a computer or on a smart phone.

I was looking forward to reading through this book because I have used a number of Business English and English for Journalists texts which usually fall into two categories—too basic or not very readable, or comprehensive. *Effective Writing* keeps things simple enough with many examples and activities with an answer key.

This book would suit a range of people—from the English language learner who needs to improve language skills, especially writing skills, to the journalist/creative writing student, whose target audience is the wider public. It is also useful for teachers, trainers or business people who might want to check or reinforce their knowledge of grammar and writing in general and to make sure that they are using the right language to get their message across in order to elicit an accurate response.

It is designed to be used as a self-study book, as a classroom text, or as an addition to the set text. As a self-study book it is extremely user-friendly. The pages are set out with explanations, examples and practice exercises.

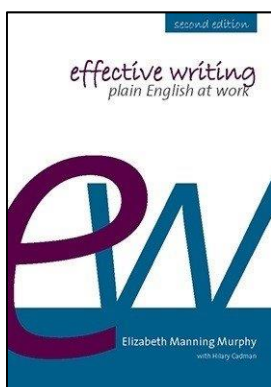
The text is written in a no-nonsense manner and can feel a bit like being helped by a friend who is more familiar with English language skills. The use of activities and answers gives the learner a feeling of being led through the

lessons while, at the same time, being supported via a very conversational approach.

Throughout this book, the author emphasises that the writer should consider the target audience at all times.

As the world of work is multi-skilled, with a diversified work force, global trade and global interaction, all of us still need the underpinning basics of acceptable, simple English grammar and good sentence structure. Most importantly, we need to be able to convey our message in simple, but accurate, English language terms without fear of misinterpretation, ambiguity or offence.

In short, the book aims at improving your ability to successfully transfer information clearly and simply so that it can be decoded correctly at the other end and eliminate sources of confusion.



Cover design: Carina Manning

The book is split into three sections:

- Part A The Basics
- Part B Writing effectively
- Part C Creating effective documents

Part A sets out basic grammar and sentence structure so that the user can simply select the area of basic grammar she or he wants to review. At the end of Part A there is a Grammar reassessment so that the user can do an overall grammar check.

Part B is designed to put you in place of the reader. This section encourages and helps the writer to convey the message with clarity, precision and purpose using straight-forward

language—in short, to communicate succinctly without losing vital information and meaning.

Part C discusses the principles of effective writing and document design. The author notes that English needs to be flexible and efficient and should be written in a style that the reader can understand in one reading. It combines clear, concise expression, and effective structure and document design.

The book can be used as a revision for students wanting to check certain points of grammar and style or for business people for reference purposes. In short, the message is that the language we use should be clear, simple and accessible out of courtesy to the reader.

I can recommend this book to anyone who wants to communicate effectively by getting their message across with correct spelling, punctuation, grammar and sentence structure and style.

Kathleen

Kathleen McKenzie MAA FCES FRSA FIPS

- Lecturer for the Master of Creative Enterprise
- Lecturer Bachelor of Communication
- Education, English Language and Marketing consultant

Effective writing: plain English at work - second edition

Recommended retail price if purchased from the author, Elizabeth Manning Murphy, is \$35.00 (GST not applicable). Contact emmurphy.words@gmail.com

Purchased from the publisher, Lacuna, an imprint of Golden Orb Creative, the cost is \$38.50 (which includes GST). Contact general@goldenorbcreative.com

Postage and packing is extra.

If you are interested in learning more, please visit the author's website at www.emwords.info

English Language Teacher Tips

The wonderful thing about teaching is that you learn so much from every class that you teach. Different learning styles, different ideas on how to learn, different ways of thinking and seeing students walk through their discovery. I can't think of a better profession.

I have been an English language teacher (English as a second language, ESL) for 17 years. I have been lucky enough to teach a range of international students from Asia (and students from each Asian country have different learning patterns), Europe and India.

Sometimes new teachers seem overwhelmed with the range of students in the class, so that means accommodating the cultural and linguistic diversity and experiences of ESL students. I know, because I was a new teacher once, so I generally try to give them tips on teacher techniques that I have learnt over the years, because I think it makes their life and their students' lives so much more hassle-free.

Teachers often make the mistake of thinking that teaching is more important than learning. Getting through the whole chapter can present some difficulties because you have a set program to fit in with the timeframe of the course timetable. The focus should be on the student, not the book. You should remember to involve the students in the learning process. The more they practise, the better they get. You are already adept at the English language so, as a teacher, you should encourage the students to try out vocabulary, tenses, and conversations that are part of everyday life.

Showing your reactions to students' responses is important because they need the practice. Don't be shy in showing if you are surprised, shocked, curious, doubtful, because your reactions are important. They develop language skill.

"The wonderful thing about teaching is that you learn so much from every class that you teach."

Don't over emphasise the difficulties of learning English. Learning a language for anyone is difficult. If you make casual remarks

about the difficulty of learning English, it undermines the students' confidence. One way of getting over this problem is to vary what you do, and how you do it. For example, you might teach the unit in a different way, you might vary *who* performs the activity or introduce alternative ways of learning. These can be games, pair work, group work, role play, etc.

Many students learning English have different ideas on what will help them to improve. These can also be practised outside of the classroom, such as conversations with neighbours, with students from other countries, at work or with customers. Most of the conversation practice can cover all kinds of topics from sport, favourite TV show or singer, best You Tube, food, winning Lotto to the workplace.

I hope that these tips are useful to not only English language teachers, but can be adapted to vocational education studies.

Susan Robinson
ESL Teacher

Ros Hemley



Ros Hemley, is a member of CESA and an accredited interior designer with more than 10 years' experience in executive management. Her talent for design has seen her work closely with specialist consultants and construction companies both nationally and internationally. Her company, The Interior Space, is a boutique interior design and procurement management firm that specialises in resort design, luxury residential homes and high-rise developments.

Ros' executive management experience within the tourism industry, working in both the public and private sectors, allows The Interior Space team a unique edge by their first-hand understanding of what it takes to make a resort successful from a guest and management operational perspective.

Ros says, "at The Interior Space our passion is to take our clients' vision and make it a reality.

We believe that a design should be more than just an attractive space. Our interiors reflect the essence and passion of those we create them for, where function meets form and our solutions consciously enhance the life of those who experience them”.

“Helping others unleash their creativity is a passion for Ros. She is a choreographer of space and a committed explorer.”

Ros is also a proud founder of DARE retreats and workshops. DARE offers professional and personal development public talks, workshops and retreats that are designed to bring like-minded people together to learn skills for designing the life you want. Ros, originally a business and personal development teacher, says “DARE was born out of an extension to the staff development programs I created during my resort management work”. DARE allows Ros the opportunity to share her passion for travel, art and design together with her knowledge. Ros believes through incorporating design-based management skills and mindfulness into leadership it can give people the confidence to build and become more successful in all areas of their lives.

Helping others unleash their creativity is a passion for Ros. She is a choreographer of space and a committed explorer.

Ros Hemley, MCES

Reasons why you should be a member of CESA

1. Now in its 105th year, the Society is an organisation of trainers, assessors and members whose aim is to help improve standards of vocational education and training for the vocational sector.
2. The Commercial Education Society of Australia (CESA) is independent and self-supporting. It is a non-profit organisation formed in 1910 to promote and maintain

within Australia and neighbouring countries the teaching and practice of commercial subjects and to improve the status of teachers and practitioners of those subjects. The Society has never been in receipt of public monies or subsidies.

3. The Society was awarded a Grant-in-Arms by the College of Heraldry in the United Kingdom. There are only three companies in Australia with a crest approved by the College of Heraldry.
4. The Society is an avenue for networking with like groups. Members are entitled to submit to our website information on their current publication or articles or books.
5. Networking opportunities between the Society’s members may provide increased career prospects.
6. Being a member of the Society is a great opportunity to network with other experts in a professional environment in which people are supportive and encouraging to one another.
7. Access to people with expertise and experience in the VET training area.
8. The opportunity to sit for individual on-demand assessments in business skills.
9. The opportunity to obtain Recognition of Prior Learning (RPL) for existing business skills to further career opportunities.
10. A benefit is improved interpersonal relationships through the Society’s e-newsletters.
11. Another benefit is that members can feed their personal interests and skills to translate into their professional life—you can become an active participant in a vibrant community of professionals.
 - The Institute of Chartered Accountants 1905
 - Coat of Arms of Queensland
 - Australian Institute of Building 1960
 - For the last 150 years new grants of Royal Charters are reserved for eminent pro-

essional bodies that have a solid record of achievement and are financially sound.

Boosting competition in the digital economy

The digital economy is an umbrella term used to describe markets that focus on digital technologies. The Organisation for Economic Co-operation and Development (OECD) in 2012 defined the digital economy as being "... comprised of markets based on digital technologies that facilitate the trade of goods and services through e-commerce."¹ The OECD noted that in recent years the growth of the digital sector had been a crucial force in global economic growth, and the shift towards a digital world had influenced society beyond the digital technology context.

The digital economy as a rule involves the trade of information goods or services through electronic commerce. It operates on a layered basis, with separate segments for data transportation and applications.

Very substantial growth is driven by the digital economy and the impact of the digital economy extends beyond information, goods and services into other areas of the economy. It also extends into lifestyles. This can be seen clearly in the increase in mobile devices, particularly in expanding the reach of the internet in society.

Boosting competition in the digital economy applies to the growth, innovation and the interests of the individual consumers. There is huge growth in the digital economy through online services. These services are often marketed as "free" but "payment" comes in the requirements of personal information from customers.

When there are public offerings of the stock or company mergers, this type of information can become the company's most valuable asset. A balance sheet does not reflect the value of personal information under a company's control, unlike other intangible assets.

Almost every internet user utilises digital services such as email or search engines. Digital technology companies cultivate the perception that they are provided for "free". The fact is that it requires individuals to surrender valuable personal information in order to enjoy them. Consumers provide thorough and detailed information about their choices through their online activities. This permits not just groups, but individuals to be targeted with far greater accuracy than ever before. In exchange for online services, the consumer's personal information operates as the currency for this. (How many of us have signed up for a supermarket rewards card? Ordered products online?)

A "personal data value chain" can be used as a business model designed to encapsulate the value of big, personal data. A "personal data value chain" means compiling and logging into information that is gathered and intermixing it with products that are available; gathering and merging that information through examination and allotting it to specific areas of promotion, all the time, using the consumer's individual assets to benefit the promotion of new marketing products.

Across this value chain of viewing and processing these data sets are a variety of individuals, businesses, public institutions and non-profit organisations. This varied group employs data brokers. Data brokers act as go-betweens for data controllers and storage (cloud) computing providers in the trade of personal information.

This kind of information can be exploited by companies in two ways—through "free" services or through other businesses promoting advertising. The supply of "free" services gives companies an entrée into competing for the interest and allegiance of individuals. The outcome is designed to generate personal data with a high commercial value. Data brokers can mediate between the companies and advertisers for information collected for sale so that space can be purchased for placing their advertisements next to the search results.

Big data in areas ranging from entertainment and transport to health and energy con-

ervation promises big benefits. However, because it involves personal data it also entails big risks for the individual who supplies the information.

In order to be a better informed consumer, you need to be able to control your own information. One of the first ways of becoming a better informed consumer is to be able to understand how to make a choice between online services that compete for your business. You, as the consumer, have the ability and the right to remove and to transfer data which records your actions. These circumstances may include social networks, online banking, information retrieval, energy use, or medical or fitness monitoring applications which are stored in the cloud.

In order to be a better informed consumer, you need to be able to control your own information. One of the first ways of becoming a better informed consumer is to be able to understand how to make a choice between online services that compete for your business.

Coates (2011) noted that “the harder it is for an individual to move his/her data, the stronger will be the position of the provider that controls that data.”² This, then, makes it more difficult for new competitors to enter the market and to succeed.

Does the digital economy boost competition? Yes. Does it drive productivity, innovation and growth in all sectors of the community? Yes. Does it take away individual privacy? Yes. Do we have the capacity to protect our own privacy? Yes. That means that it is up to every individual to take the first step by starting today.

1. Source: OECD, 2012, The Digital Economy <http://www.oecd.org/daf/competition/The-Digital-Economy-2012.pdf>
2. Source: Coates, K., 2011, Competition Law and Regulation of Technology Markets, Oxford University Press, Oxford

Simon Yu

Creative Industries, a Strategy for 21st Century Australia

Most people have heard the term “Creative Industries”, and have a vague idea of what it means.

The term “creative industries” describes the generation of creative intellectual property with the potential to be commercialised. This is why almost all governments are promoting the creative industries—it is good for the economy and has the ability to create employment. The creative industries include¹:

- music and performing arts;
- film, television and radio;
- advertising and marketing;
- software development and interactive content;
- writing, publishing and print media; and
- architecture, design and visual arts

All around the world, the creative and cultural economy is talked about as an important and growing part of the global economy.

This new term, creative and cultural economy, refers to the financial potential of pursuits that trade with creativity, knowledge and information. Most governments and creative sectors across the world are increasingly recognising its importance as a generator of jobs, wealth and cultural engagement. At the heart of the creative economy are the cultural and creative industries that lie at the crossroads of arts, culture, business and technology. What unifies these activities is the fact that they all trade with creative assets in the form of intellectual property (IP), the framework through which creativity translates into economic value.

Australia has a long history of support for arts and culture that has enabled the artistic and cultural communities to prosper. People ask why they are so important. It is because arts and culture enrich our society—they reflect our national identity.

For example, throughout metropolitan, regional and rural Australia you will find that our creative industries are comprised

primarily of many small, dynamic firms. Both government and private investors support these businesses and talent wherever they are located to enable them to develop and compete globally.

According to e-magazine, Fast Company¹, The World's Most Innovative Companies in 2014 were:

- Calico, a spin-off company, working to extend the human lifespan
- Google's autonomous vehicles, which reached the 500,000 driver-free mile benchmark—incident-free
- Google Fiber, which is bringing gigabit internet service to Austin, Texas, and Provo, Utah, inspiring Los Angeles and Louisville, Kentucky, to follow—much of Google's work changes our daily lives through sheer convenience
- Glass, which is making wearables the next computing trend
- Shopping Express, an experiment in same-day delivery with national and local retailers
- Google Now, which reminds users when their favourite band or author has a new release and when the last train is leaving—before it's too late.
- Warby Parker for building the first great made-on-the-internet brand
- Apple for creating magic with minutiae
- Alibaba for helping consumers to save, spend and be entertained
- Instagram, an industry online photo sharing, video sharing and social networking service
- Indigo for making it feel good to fly cheaply
- Spotify, which has trained more than 25 million people to pay for streaming music rather than pirate it for free
- Shazam, a pop-up video that names that tune all the time
- Netflix, on-demand internet streaming

- Fuseproject, for designing for user comfort, e.g., the keyless door lock

This new term, creative and cultural economy, refers to the financial potential of pursuits that trade with creativity, knowledge and information.

In the European Union, the creative and cultural industries are worth 500 billion euros and employ about 6 million people. In the UK, the Department of Culture, Media and Sport 2014 reported that it brings in 71.4 billion pounds and employs 6.1 million people in the London area alone.

In Australia 531,000 people were employed in the creative industries in 2008². In the Australian Policy Online Report in 2014, Australia's contribution to the economy in 2008 was \$31.1 billion

From my experience and observation, the nurturing of students' cultural capital should be given a much higher profile. Although government and private commercial companies are employing innovative approaches to the creative industries, they are still vulnerable to political changes and economic restraints.

1. Source: <http://www.fastcompany.com/>
2. Source: The Cultural Ministers Council Report, 2008, Building a Creative Innovation Economy, 2008

Simon Stevenson MCES
New CESA Member

What being a CESA Member means to Dr Hassanali Virani

Becoming a member of CESA has given me a great pride and has helped me develop in my professional area of vocational education and training. It has recognised my achievements for this work. The CESA initials after my name have given my vocational college in Uganda more recognition by government. CESA awards

can be used as professional development for experienced senior staff as well as for employee development for increased motivation and productivity.

As for myself, I am the Principal of a commercial/vocational education college in Uganda. In Canada, I also have my own business, so the competency of staff in vocational training is of high importance.

I believe that over the years, thousands of individuals have found CESA to be an ideal membership for personal and career progression. Businesses, too, have found it an ideal choice for advice. A wide range of companies in Uganda and in Canada, either large or small, are encouraged to seek advice on training and development that suits their needs.

Dr Hassanali Virani is a new member of CESA. He is a vocational education and training educator, accountant and engineer. He has experience in teaching vocational education in East Africa, South Africa, Central Africa and Ontario. He is also a member of the Institute of Public Accountants (Melbourne) and a member of the American Society of Civil Engineers; and a life Fellow of the RSA (Royal Society for the Encouragement of the Arts, Manufactures and Commerce).

Eulogy

Helena Smith was a long-time Fellow of the Commercial Education Society of Australia. Kevin, her husband, has given permission to publish her eulogy at Helena's memorial service on 29 September 2014. Her life, as you will read, included selfless service to the community.

Thank you all for coming together here this morning to remember, and pay tribute to our beloved Helena.

When she first learned of the award of an OAM, her comment in puzzled awe was "... but quiet little girls like me don't get recognition like that". A good friend put her straight: "Nobody deserves it more than you, for your quiet, reliable work for the Diabetes Association over all those years."

At Government House on Wednesday 3rd September Helena received that award, for her constant commitment for a period of over 65 years to Legacy and Torchbearers for Legacy, and for 18 years of dedicated leadership and personal influence in the organisational support of persons with Diabetes.

When she first learned of the award of an OAM, her comment in puzzled awe was "... but quiet little girls like me don't get recognition like that".

Shortly after her investiture, while chatting happily on the crowded colonnade, my darling girl collapsed with a serious haemorrhagic stroke. At St Vincent's Hospital I sat by her bedside for four days, and we talked. Well, at least I talked and hoped that she was hearing me. I held her hand (we always enjoyed quietly holding hands), I held her hand and for the first two days she could give a slight squeeze when I asked her to send me a signal. We recalled many things, often aspects of her life not known to her friends. Perhaps I should tell you some of them now.

We remembered how Helena, grandson Paul and I huddled together on Ireland's Giant's Causeway protecting each other from the shrieking blasts of icy wind and sleet. We remembered the beautiful green fields of Ulster. We talked about those lovely glens of Antrim which she so much enjoyed visiting as a youthful and very keen patrol leader Girl Guide.

Hand in hand we talked of the air raids over Belfast in the early days of World War 2, and how amid the thunderous flash and crash of bombs destroying nearby houses and neighbours, she, her mother and sister were trapped in their house, in company with a large, unexploded, delayed-action bomb, while wardens struggled desperately to gain access and get the family out safely. We spoke of the terror she suppressed at that time. Next morning there was only a vast crater where once the house had stood.

It's my belief that as the resilience of Helena's youth faded in the 1970s, the tensions of that awful experience emerged as hypertension, and possibly what we now call PTSD, post traumatic stress disorder. There were more than enough other terrible experiences and tragedies during her lifetime. Her inner stress became evident in her increasing fear of enclosed spaces and large crowds, and also in her reluctance to travel. Eventually it led to her passing out here in this church or at large social gatherings. Two years ago Helena collapsed suddenly at our family's Christmas lunch.

I recalled for my darling wife our crossing into Germany on one occasion; her bewildered fear for

me when I was taken away by armed border guards. X-rays had shown four suspected drug packages in our baggage. Helena's fears for me, and her own tension, were very real, suppressed by her quiet courage. Eventually all was well. It was simply four copies of one of my books.

Three years before our 50th Wedding Anniversary, I saw an attractive Golden Wedding tea set in Colchester, purchased it and brought it back discreetly to Australia. Gave it to Helena as a complete surprise on 6th April 2005. Ever since, it has been used for our weekly ritual morning tea as we sat together watching that Sunday morning TV programme, Songs of Praise.

Helena has been described by one good friend as a woman of integrity and deep faith. Each night my wife read quietly and devoutly from her many little books of Christian wisdom, but her faith was very wide. For example, in Thailand we participated together in Buddhist observances. In Florida Helena enjoyed her times with a Mormon ladies coffee group. Helena's independence of mind, and her strong will in things that mattered to her, were evident to those who knew her well.

In cities around the world Helena explored. During a sabbatical in Nottingham while I worked, Helena explored the mediaeval lanes and the lace factories. She met the Sheriff of Nottingham in his office.

In Paris while I attended the UNESCO Institute for Planning, Helena enjoyed the fabulous apartment they provided, and then went exploring, using her gentle charm rather than French language to make her way. She ascended the Eiffel Tower and it kept drawing her back. In New York my adventurous girl climbed the narrow staircase inside the Statue of Liberty and reached the top. She went to the top of the Empire State Building, and the Space Needle in Seattle. Yet in these latter years she did not like being in tall buildings.

At Lions Clubs conventions in cities as diverse as San Francisco and Hobart my quiet, unassuming girl gained a reputation as one who knew her way around, even if she hadn't been there before.

Sometimes during the past year as she constantly rested, Helena told me I should have married a younger woman. My response was that marrying her was the best thing I had ever done in my entire life. Anyway, none of her friends had a toy boy of their very own.

In Thailand she loved the orchids, especially those in our guest apartment at the Thewphaingarm School. After seeing the massed plantings of

daffodils on the city walls of York in Britain, Helena insisted that we plant one thousand in our own garden. I think we might now have about two hundred. There at St Vincent's, we tried to recall the time we went on an Irish coach tour of Scotland. Staunchly British in her loyalties, Helena was thrilled to be invited as the one to present a bouquet to the Queen Mother on behalf of our Northern Irish tour group.

Family has always been foremost in Helena's thoughts, her deep love unbounded for our Ian, grandchildren Matthew, Carly, Alice and Paul, and for the great-grandsons. She was so pleased when Carly brought Zachary and Finn to see her on the morning of her investiture. Helena never ceased grieving over the loss of our daughter Susan all those years ago.

Despite her traumas in the early wartime years, the final years of war brought Helena considerable responsibility and much joy. She had moved to Lincoln and then London. At seventeen she held a senior secretarial position in Britain's Ministry of Production. Just one of her responsibilities was to manage meetings at Nottingham where arrangements were made between large firms for the exchange of industrial cutting tools to assist the war effort.

In Lincoln she lived alongside a Bomber Command airfield and saw things rarely witnessed by a civilian. She danced with Australian airmen to the music of those big bands of the 1940s, and enjoyed the wartime songs of Vera Lynn and Gracie Fields.

She came to Australia as a very young war bride and had been a widow for eight years when we met at Forbes. In those days there was no Government support for her, and Lachlan Legacy came to play a large part in her life. She was a legal secretary when we met, and later became a qualified teacher of secretarial studies. She was a Fellow of the Commercial Education Society of Australia. For a few years in Armidale she taught typing and shorthand at P.L.C and N.E.G.S.

Our Armidale home became her "nest", her safe haven for 45 years, the one enclosed space that protected her from life's hazards and sorrows, where each day she could look out on the Australian wattles and the British daffydils, where life was so peaceful.

This kind, stoic, sensitive, gentle, lovely lady is now at rest, interred wearing her Torchbearers Life Membership badge at the Eastern Suburbs Memorial Park in Sydney. May she rest in peace.

If any member would like to have his or her book reviewed by one of the Council or other CESA members; or if you have written an article previously and would like to share it with all the other Society members, please feel free to contact CESA.

In this issue, you have read about our Fellow of the Commercial Education Society of Australia, Ros Hemley. Feel free to contribute a short piece about yourself, your life, why you live where you live, your teaching, your experience (even if it is trekking over the Pyrenees!) The

Society's members should get to know each other and share their enormously wide experience with others.

**Commercial Education Society of Australia
A not-for-profit organisation**

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