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STAKING OUT THE TERRITORY: THE UNIVERSITY OF WESTERN AUSTRALIA, THE DIPLOMA IN EDUCATION AND TEACHER TRAINING 1914 - 1956

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ABSTRACT

The Diploma in Education has been a licence to teach in Western Australia since 1929. As an award made outside the State's education system, the history of the decision-making behind its institution has been overlooked. This article surveys some of the more important decisions made by The University of Western Australia as it staked out its territory in teacher education and training in the first half of the 20th Century. It suggests that the main motivation for such involvement by the University was to protect the quality of its matriculants, many of whom came from independent schools.

INTRODUCTION

In the course of the first half of the 20th Century, The University of Western Australia staked out its territory in teacher education and training, during which time it offered three diplomas in education. The rise and demise of each diploma can be tied to conditions in the state's schools. The first was introduced when the organization of schooling was rudimentary, the second when state primary schools dominated provision and the third when secondary schooling in government schools eclipsed the number of independent schools. The education provided in the diploma courses reflected these stages.

What literature that is available makes little mention of the diplomas. In 1955, David

Mossenson (Mossenson, 1955) described the role of the second diploma as a qualification for primary and secondary school teachers. Almost half a century later Di Gardiner (Gardiner, 2001) analysed the curriculum of each diploma, as part of her study of the construction of Education as a discipline at the University of Western Australia. Clearly, an examination of the diplomas in the context of University decision-making is well overdue.

THE FIRST DIPLOMA IN EDUCATION

The University of Western Australia Act 1911 empowered the University to offer instruction and grant awards in any branch of knowledge available in the United Kingdom. (UWA Calendar, 1914, p. 29) This wide brief opened the way for the early introduction of teacher education. In February 1914, Professor Walter Murdoch raised the matter of a Diploma of Education before the Professorial Board. He felt such a course would bring the University, which enrolled its first students in 1913, closer to Claremont Teachers' Training College. Such a relationship made sound economic sense for it would mean that the University could use the College's facilities. Murdoch withdrew the motion, however, so that the Faculty of Arts could consider the matter in more detail. In December, he proposed the

course once more and this time the Professorial Board agreed that it should go ahead. Subsequently, regulations were drawn up for a one-year graduate-entry Diploma in Education utilising University and College facilities. Students enrolling in the course would be able to qualify as kindergarten, primary or secondary teachers. (UWA, Professorial Board, 1914)

The Education Committee, chaired by Cecil Andrews, the University's Pro Chancellor and the government's Director of Education, rejected the idea. He was contemplating the development of an extensive network of State high schools following the opening of Perth Modern School in 1912. (Andrews, 1912) It was his opinion that the Faculties of Arts and Science together with the Teachers' College could provide all necessary education and training that the staff for these schools would need. In the circumstances, a university-based Diploma in Education would be an unnecessary drain on the State's education budget. (UWA Education Committee, 1914)

The Education Committee, nevertheless, recommended to the Senate that the subject Education should be included in the philosophy stream in the Bachelor of Arts. Twelve months later, after negotiations with Andrews, the Vice-Chancellor, Professor Hubert Whitfield, told the Committee that it was likely that Education would be included in the curriculum in 1916, without disturbing the delicate balance of University finances. Shortly after, the Principal of the Teachers' College, William Rooney, was appointed an Associate Lecturer and part-time head of the Department of Education in the Arts faculty 'at no cost to the University'.

The Senate, however, passed Rooney's appointment only on the condition 'that the question of the Diploma in Education ... come up for consideration later in the year'. (UWA Senate, 1916) The Professorial Board approved regulations for a Diploma in Education in September 1916. The first

Diploma was to be a graduate qualification and all students would study pedagogy for kindergarten, primary or secondary schools, psychology, education and a unit in physics, chemistry, biology or geology. (UWA Archives 0210)

This Diploma in Education finally appeared in The University Calendar for 1917, but went into abeyance in 1918 and remained so until 1921 when it disappeared without the University having enrolled a single student. (UWA Calendar, 1917, p. 112, 1918, p. 28 and 1921) Two years later the report of a Senate sub-committee chaired by Cecil Andrews confirmed its demise. The committee recommended and the Senate accepted that the person who succeeded Rooney as Principal of the Teachers' College should also be a Professor of Education at the University. Until the dual appointment became a reality, there would be no further attempt to activate the Diploma in Education. (UWA Senate, 1923)

Realistically, the Western Australian population was too small, too disrupted by the First World War and too dispersed to support a Diploma in Education. Andrews' ambitious secondary education program degenerated into a single over-crowded metropolitan high school and six under-utilised regional secondary schools staffed from graduates teaching in State primary schools during the 1920s. Only the independent secondary schools remained as a possible market for the Diploma and they were neither large enough nor sufficient in number to make it worth the University's while. Thus, Rooney was left alone to fly the Education flag in the Arts faculty.

IN THE INTERREGNUM

Despite the demise of the first diploma, the University continued to seek education territory via the control of independent secondary schools and their teachers. In May 1923, after examining The Victorian Education Act of 1915, which established a

Council of Education to approve schools for matriculation and register teachers, the Senate proposed a similar body for Western Australia. It suggested to H.A.L. Colebatch, the Minister for Education, that the Director of Education would be the ideal Chair. The council itself would consist of four representatives from the State Education Department, four from the major independent schools, one from the technical schools, one from the Australian Music Examinations Board, and six from commerce, industry and agriculture. (UWA Archives 0806, 1924)

Although the University appeared to be under-represented in the membership, the concept had the support of the independent schools and the Education Department, which were dependent on the University's Public Examinations Board for their secondary school curriculum.

The Mitchell government's defeat in 1930 delayed a response to the Senate's proposal. When the new Minister, John Drew, finally replied he informed the Senate that: unless its functions are purely of an ornamental character a Council of this magnitude would mean heavy charges on the revenue, and this is impossible under existing conditions. The matter must stand over until there is a substantial improvement in the finances.

The government's financial commitment to the post-1918 expansion of the state's wheat-belt and the development of a dairy industry in the south-west was proving to be a substantial drain on the budget. New educational organisations such as the proposed council were an avoidable cost.

Drew's answer delayed further discussion of the proposed Council until March 1925, when a deputation from the Senate, made up of the Chancellor, Dr Athelstan Saw, the Pro Chancellor, Cecil Andrews, and Professor Walter Murdoch, waited on the Minister. Saw was quick to reassure Drew that the

Senate did not wish to intrude upon the normal functioning of the Education Department. Rather, it wanted closer supervision of independent secondary schools so that the University could 'monitor their educational standards'. In support, Andrews pointed out that such councils existed in Victoria and South Australia where they worked well. Drew, however, did not want to add to the financial burden on the State at a time 'when the government was at its wits' end to find money for the establishment of rural primary schools, which were its first consideration'. Nonetheless, being a reasonable person, he agreed to submit the matter to Cabinet. (The West Australian, 1925)

Two months later the Minister informed Saw that the proposal had been considered by the Cabinet and rejected. (Education Department File 975-23, 1925) Without a council the possibility of approving independent schools for the purpose of matriculation disappeared. Furthermore, as approval would have required the registration of teachers, who might have been required to have a Diploma in Education or its equivalent, this potential market for the award was denied to the University.

The Senate, however, did not abandon the independent schools. It asked the University to invite non-departmental school and Education Department representatives to meet members of the Senate to discuss the matter of teacher training in Western Australia. (UWA Senate, 1926) Whitfield himself felt that the University had an obligation to arrange some means by which students wishing to qualify to teach in the independent schools could do so. He sent invitations to eight boys' and eight girls' schools asking for representatives to attend a conference on 30th April 1926. Invitations also went to the Education Department, the Director of Catholic Education, Father John McMahon, the Chancellor, Professors Murdoch and Ross and the Warden of Convocation, Dr Roberta Jull. (UWA

Archives 0806, 1926) Andrews, who could not attend, expressed his whole-hearted support for the project and sent Rooney as his representative.

The conference established a committee to consult with the independent schools and report back to a later meeting. This meeting decided that as the Principalship of the Teachers' College would fall vacant in 1927, the best way to secure adequate training for independent school teachers 'would be to obtain a Chair of Education at the University', who would also be Principal of the Teachers' College. Concluding that time made the matter urgent, it asked the Senate to approach the government forthwith and canvas the dual appointment.

The Senate approved the concept of a dual appointment and gave the Professorial Board and the General Purposes Committee the authority to work out the specifics of the position. (UWA Senate, 1926) In December 1926 Andrews, who was Chair of the Committee, announced that the government had agreed to the dual appointment. (UWA General Purpose, 1926) Thirteen days later, the Senate decided in favour of a Chair of Education and agreed that the University should pay £150 annually toward the new Professor's combined salary of £1 200. It also authorised Andrews and Whitfield 'to frame conditions and draw up the necessary advertisements to be forwarded by the next mail to Britain.' (UWA Senate, 1926)

At the same meeting, Whitfield reminded the Senate that Rooney had donated his services to the University for the past eleven years. He suggested that as an act of grace, it might give Rooney an honorarium, thank him for what he had done, and ask him if he would continue his lectures in Education until the new Professor was able to assume duty. During the interregnum Whitfield suggested that he be paid a pro rata allowance at the same rate as the proposed professorial salary. It was small recompense for such long and loyal service.

APPOINTING THE FIRST PROFESSOR OF EDUCATION

There were eighteen indifferent British applicants for the dual position. Colebatch, who was now the government's Agent General in London, identified two problems when accounting for his inability to attract applicants of quality. First, 'good men already had positions' that they would leave only for something better. Secondly, young acceptable candidates were disinclined to apply because they had gaps in their training because of war service. The Professor of Education and Principal of the London Day Training College, T. Percy Nunn, who evaluated the British applicants, was more forthcoming. He told Colebatch that the men who applied were as good as could be expected, given the poor salary on offer and the lack of a guaranteed pension. (UWA Archives 1415, 1927)

Thirteen Australians applied for the position, however, and four were selected for interview. Their one common characteristic was age: all were under 45 years. The youngest, J.A. Gunn, already held a Chair at the University of Melbourne. The only other candidate with a doctorate, H.L. Fowler, had been awarded a war-time Bachelor of Arts when he enlisted without completing the third year of his undergraduate degree. The Queenslander, F.C. Thompson, was the newly appointed Master of Method at Brisbane Teachers' College and thus had little teacher-education experience. Ultimately, it was the oldest candidate, R.G. Cameron, who was the preferred candidate of both the Education Department and the University.

The new Principal-Professor had been an evening lecturer in Education at the University of Sydney since 1917 and on the staff of the Sydney Teachers' College since 1912. By reputation he was a good speaker and lecturer with a sound knowledge of educational methods and psychology. His

strength lay 'in practical affairs'. Some of his colleagues even suggested that he was 'not in any high sense a scholar'. Nevertheless, in recommending him for the position G.A. Wood, the Challis Professor of History at the University of Sydney and a product of Balliol College, Oxford, concluded that Cameron had:

so many good qualities that it will, I dare say, be a question with you whether this will not suffice, together with his limited measure of scholarship to make him a good professor-principal. ... I should vote for him with fair confidence, unless there is a candidate who, in addition to good practical qualities, has a higher measure of culture and scholarship.

Had Wood seen the full list of Australian candidates, it is doubtful whether he would have seriously contemplated supporting Cameron. For the selection committee to have passed over a scholar of the calibre of H.R. Hamley, who was the Professor of Education and Principal of the Secondary Training College in Bombay, and who subsequently had a distinguished career at the London Institute of Education, seems inexcusable. The Senate confirmed Robert Gordon Cameron's appointment in June 1927. (UWA Senate, 1927)

THE SECOND DIPLOMA IN EDUCATION

Almost a year after Cameron's appointment the Senate approved regulations for a second diploma. Like its predecessor it was to be 'a general professional training in the principles, psychology, art and practice of education' for graduates who wished to become kindergarten, primary and secondary school teachers. The new diploma dispensed with the requirement for a pass in a science subject and placed its emphasis on the professional subjects Educational Psychology and Experimental Education. The first students enrolled at the start of the 1929 academic year. Thirteen completed the

course and were presented with their testamurs in April 1930.

The second Diploma in Education could not have been introduced at a worse time. In April 1927, the Commonwealth Bank had refused to continue deficit financing by the states. There was an immediate 20 percent cut in all adjustable government spending and to make matters worse agricultural commodity prices fell, cutting further into State revenues. (Schedvin, 1970, p. 6) The Western Australian government had no option but to cut its education grant by a quarter. (Education Department, 1930 and 1932)

When the National Party won the election in 1930, the new Minister for Education, Norbert Keenan, closed the Teachers' College. Only students who had signed binding contracts were then admitted and the doors finally shut in July 1931. The demise of the College cut off the University's one reliable supply of full-time Diploma students and left Cameron in a precarious position. As a Public Service officer in the Education Department, he was now surplus to requirements. The government terminated his employment as it did that of many others in his position. This put the future of the Chair of Education and the Diploma in Education in jeopardy.

Just before the College ceased operations, the Academic Board appointed a sub-committee to look into the future of teacher training at the University. (UWA Academic Board, 1931) The committee recommended to the Senate that it make every effort to maintain the University's Department of Education and the Diploma in Education. The Senate agreed (UWA Senate, 1931 and 1932) and following a meeting of the University's heads of department in July, it approached the government on behalf of Cameron. The government agreed to rescind his sacking and placed him on unpaid leave for two years. It also granted the University an additional £400 towards the retention of Cameron's services at a greatly reduced

salary in order to maintain the Diploma of Education as a part-time and correspondence course for practising teachers. (UWA Archives 3331, 1932)

When the Training College re-opened in July 1934 the government paid one third of Cameron's salary for the remainder of the year thus relieving some of the financial pressure on the University for the maintenance of its Education Department. As a quid pro quo the University agreed to provide short courses and examinations in English, history and economic geography for the monitors who were about to begin a six months' course. (UWA Senate, 1934) In the same year the Professorial Board recommended the establishment of a teachers' certificate course designed for primary school teachers in independent schools, to parallel the University's obligations to the Training College. It envisaged that this course would extend over two years but the University eventually settled for a one-year course. Entry to the new course was to be by matriculation or a pass in the Leaving Certificate examination.

The Teachers' Certificate program commenced at the beginning of the 1935 academic year with nine students, despite the fact that the Senate did not approve its regulations until its August meeting. Of the nine students who enrolled one passed, four were granted conditional passes, three were allowed to sit for supplementary examinations and one failed outright. A second intake in 1936 was only marginally more successful. The Roman Catholic Church, which provided these students, then opened its own training college. (Mossenson, 1955, p. 91) Despite the fact that there were no more enrolments in the course, it was not officially rescinded until 1949. (UWA Faculty of Education Minutes, 1948)

In 1937 the Education Department once more allowed the enrolment of full-time students from Claremont Teachers' Training College in the Diploma in Education, by

which time Cameron's position as a public servant had been restored. The number of students was small, but the return of College students ensured the Diploma's survival. In the years between 1937 and 1940, forty-seven testamurs were awarded. Thereafter, enrolments fell as Australia once again found itself at war. (Mossenson, 1955, p. 58)

As the war eroded the Western Australian economy, some politicians looked for institutional scapegoats. In 1940 the Leader of the Opposition, Charles Latham, attempted to amend the University Act so that government nominees could control the University Senate. Latham, who had a history of hostility towards urban educational institutions, believed that the University's administration was profligate with its State grant. The Premier, John Willcock, intervened in the matter and established a Royal Commission under the direction of Mr Justice Albert Asher Wolff to examine the administration of the University. (Western Australia, 1940, p. 613 – 619)

When Wolff tabled his report in 1942, Cameron found certain aspects of Education in the University under attack. To Wolff, initial teacher training was technical training and belonged in the Teachers' Training College. He had no objection to University involvement in the post-graduate study of education, however, and supported Cameron's recommendation that a post-graduate Bachelor of Education degree should be instituted. (Wolff, 1942, p. 40 – 41) Wolff's remonstrance about teacher training was ineffective and the University did not at that time question its support for the Diploma.

Cameron's Education Department within the Faculty of Arts came under attack again in 1943, this time from within the University. Following a meeting with the Finance Committee, the Vice Chancellor George Currie asked Cameron to develop an argument for the retention of Education in the University. In defence of his domain,

Cameron made two points. (UWA Archives, 3326, 1943) First, he indicated that English authorities were unanimously of the opinion that the training of teachers should be associated with universities. Secondly, he argued that the Diploma in Education course should remain because it was the only specialist training for secondary teachers available in Western Australia. As the government was planning to raise the school leaving age to 15 years and introduce universal secondary education, the University would be needed to train at least some of the teachers required to implement the new policy. Clearly, if the University closed its Education Department in the face of this potential opportunity it would appear rather foolish.

END GAME FOR THE SECOND DIPLOMA

The end game for the second diploma began two months after the Second World War started. In November 1939 Donald McDonald, Alan Morrison, Thomas Sten and Charles Crabbe, who were diplomates and headmasters of State primary schools, petitioned Cameron for the institution of a two-year post-graduate bachelor of education degree. The men had surveyed their peers and found that 17 were prepared to begin such a course in 1940 and nine in 1941. For entry criteria, the four proposed possession of the Diploma in Education, eight years' teaching experience and evidence of 'satisfactory professional ability'. (UWA Archives 3327, 1939)

Cameron then informed the Vice-Chancellor that he wanted to introduce a bachelor of education degree to allow experienced school administrators 'an opportunity of furthering their professional knowledge such as a bachelor of education course would permit'. He envisaged that the first year of the degree would be the Diploma in Education with additional work in

experimental psychology. The second year would include units in philosophy of education, advanced experimental education and one of comparative education, history of education and modern developments in educational practice. All students would also be required to complete a research project on an approved topic. Cameron proposed to undertake all the teaching for the degree himself. (UWA Archives 3327, 1939)

Mossenson argues that the separation of the roles of Principal of the Teachers' College and Professor of Education in 1945 opened the way for the establishment of the Faculty of Education. (Mossenson, 1955, p. 83) Accommodation problems in the Arts faculty, however, were also a factor. In 1943 the staff:student ratios ranged from 1:30 in classics to 1:100 in English and philosophy. With Cameron's (UWA, Professorial Board, 1943) plan for a Bachelor of Education and a post-war influx of students expected to double these numbers, it made good sense to turn the Faculty of Arts' Education Department into a faculty in its own right.

Cameron drafted regulations for a faculty of education in August 1946. He proposed that the faculty would offer both Bachelor and Master of Education degrees, but no Diploma in Education. Entry to the former would be by matriculation to the University and the latter by graduation from a recognised university and possession of a suitable teaching qualification. The ordinary degree would be of nine terms. To pass candidates would have to succeed in their examinations and achieve a standard of teaching skill that satisfied the faculty. Students would attend courses at both the University and the Teachers' College. In the third term of the third year, they would devote themselves solely to teaching practice in the schools. The Masters degree was to be a research degree, but Cameron did not develop his ideas further on this point. (UWA Archives 3327, 1945) In what was an unusual act in terms of University governance, he then sought approval and

funding for the new faculty directly from the Minister for Education in October 1946. (UWA Archives 3327, 1946)

McMahon, who was still the Director of Catholic Education, contacted Currie some three weeks later. He noted that the new faculty was designed to meet the training needs of the government's Education Department, despite the fact that Catholic schools educated 'the greatest number of students outside the State schools'. He was disappointed that the University was contemplating such a narrow use of its amenities and demanded membership of the faculty when it was formerly established. (UWA Archives 3327, 1946) No guarantees were forthcoming and three days later the Senate approved the establishment of the Faculty of Education. (UWA Senate, 1946)

The Liberal-Country Party government elected in 1947 was uneasy about the intervention of the University in teacher education on the scale implied by a three-year professional undergraduate degree in education. The Minister for Education, Arthur Watts, insisted that the Education Department should control teacher training in Western Australia through its Teachers' College. He believed that it would be unwise, therefore, for the government to allow the general application of the proposed degree. Such a degree, he stated, would have to be limited to a small number of academically-minded students. Only if the University was prepared to develop its Faculty of Education along these lines would he recommend funding. (UWA Archives, 3327, 1947)

The University accepted the government's conditions and in November 1947 the Vice Chancellor listed the membership of the new Faculty. As well as a majority of University representatives, it included positions for representatives from the State and Catholic schools systems and the independent schools. The Premier, Ross McLarty, then gave instructions for the necessary finance to be

included in the University's grant for 1948. (UWA Archives 3327, 1947)

When the Faculty of Education met for the first time in December 1947, with Cameron as Dean, it recommended the abolition of the Diploma in Education as of December 1950. At its second meeting, it accepted that a widely available three-year degree was out of the question and moved to a four-year degree structure more in keeping with Watts' stipulation that it should enrol only the elite of academically-minded student teachers. It was decided that in the first year these students would study education, educational psychology, psychology and English or general science. The second year allowed for more individual initiative with two optional subjects, education and either psychology or educational psychology. In the third year all students would take education, social institutions, special methods, the physical life of school children and physical training, speech training and two from music, art and handwork, and undertake teaching practice. In the final year, they would again study two optional subjects and education, and undertake an 'educational investigation'. (UWA Professorial Board, 1949) By structuring the degree with just four opportunities to pursue academic options, Cameron only had the needs of primary school teachers in mind. With secondary schooling about to burgeon, this was a particularly short-sighted act.

THE THIRD DIPLOMA IN EDUCATION

By the end of 1951 it was obvious that the removal of the Diploma in Education was a mistake. The surge in the birthrate that began in 1942 created a dilemma for the government. As ever-greater numbers of children entered the primary schools, there was an immediate demand for teachers. On the other hand the need for qualified high school teachers loomed over the schools as these children moved through the primary system. A one-year graduate course would

free College places clogged by four-year-degree students for primary-teaching students while allowing the Education Department to recruit graduates, as it needed them.

The demand for trained teachers was not restricted to the government school system. At a meeting of the Faculty of Education in 1951, the Headmistresses' Association representative asked that the Diploma in Education be reinstated. The matter was held over until 1953 when the Post-Graduate Teachers' Certificate was introduced as a substitute for the Diploma in Education. (UWA Faculty of Education, 195, 1953) The new course was taught mainly on the Teachers' College campus and hence was inaccessible to part-time students. The Chair of the Association of Headmasters of Independent Boys' Secondary Schools, Brother V.S. Murphy, discussed the lack of access to the course for independent school teachers with Colsell Sanders, who had succeeded Cameron as Professor of Education in 1954. Because the difficulties were insurmountable in improving the availability of the course, Murphy concluded that it might be wiser 'to design a new course, perhaps on the lines of the post-graduate Diploma in Education'. (UWA, Faculty of Education Advisory Board, 1954)

The Faculty of Education Advisory Committee then established a sub-committee to evaluate the adequacy of the existing awards offered by the Faculty. Subsequently, this sub-committee made four recommendations to the Faculty. First, it wanted a more flexible structure for the Bachelor of Education that would allow students to take one academic subject for three years and another for two years. This would allow students to prepare for teaching in the secondary schools. Secondly, it called for the introduction of an honours degree. Thirdly, it recommended the provision of doctoral studies. Finally, it called for the replacement of the Post-Graduate Teachers' Certificate with a Diploma in Education.

(UWA Faculty of Education, 1954) Writing to Cameron in 1955, the Director of Education, Thomas Robertson, said the reinstatement of the Diploma in Education would be welcomed by the Education Department. He had already discussed the allocation of lectures between the Teachers' College and the University with the Principal, Thomas Sten. He was confident that a new course could accommodate the needs of the independent schools for teacher training and form the first year of the post-graduate Bachelor of Education that Sanders was proposing to introduce. (UWA Archives 3327, 1955)

Shortly after Robertson expressed his support, the Faculty agreed to replace the Post-Graduate Teachers' Certificate with the Diploma in Education. Three reasons were given for the change. First, the Post-Graduate Teachers' Certificate and the Bachelor of Education courses took no account of the needs of graduate teachers in the independent schools and the Education Department who wished to gain post-graduate qualifications in education. Secondly, the two existing courses were conjointly organised with the Teachers' College and took no account of the method requirements of the independent schools. Finally, the Faculty acknowledged that the independent schools were opposed to the emphasis on experimental education and psychology in the courses that Cameron had established. It was decided, therefore, to draft regulations for a Diploma in Education that would accommodate the needs of all parties and coordinate with the proposed post-graduate Bachelor of Education. (UWA, Faculty of Education, 1955)

The Professorial Board then endorsed the third Diploma in Education course, which appeared in The University of Western Australia Handbook for 1956. Like the courses that had gone before, it was a one-year full-time course that could be spread over two years. It also served as the first year of the post-graduate Bachelor of

Education. Students were required to pass units in education, psychology or philosophy and the principles of teaching. Experimental psychology and experimental education were no longer compulsory subjects and the course could be completed solely on the University campus.

CONCLUSION

In retrospect, the re-introduction of the Diploma in Education in the mid-1950s marked a watershed in the study of education and the training of teachers at The University of Western Australia. By then, the University had staked out its own territory alongside that of the Western Australian Education Department. The subsequent growth of post-graduate enrolments, courses and research activity in the Faculty of Education would overshadow all that had gone before. The University would also play a major role in the expansion of State secondary schooling, especially in the 1960s, while still retaining its links with the independent schools forged in the difficult years of the 1920s and 1930s.

The University's involvement with teacher training for the independent schools should not be interpreted as altruistic. It was concerned primarily with protecting what was, until the post-war years, its main source of matriculants. The registration of secondary schools, as proposed in the 1920s was a manifestation of this instinct. So, too, was the University's desire in the 1930s to enter the teacher-training field'. The Diploma introduced in the 1950s was motivated by the need not only to provide trained staff for State high schools but also to protect the independent schools from the juggernaut of universal secondary education. The diplomas themselves are characteristic of the University's territorial expansion. The first diploma was established when teachers had no need for an initial qualification to enter classrooms in either government or independent schools. There was literally no territory to stake out. The dominance of the

State in education in the 1930s ensured that the second diploma's territory was staked on the needs of government-school teachers. The third diploma was the only award to attempt to satisfy both independent and State-school teachers. By the 1950s the Faculty of Education was operating confidently in its own territory, which straddled secondary education in State and independent.

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