
*Aboriginal and Torres Strait Islander people are advised that this document may contain references to people who have died.*

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THEMES FROM WESTERN AUSTRALIAN HISTORY
A Selection of Documents and Readings

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% of State Budget spent on education

DEVELOPMENTS IN EDUCATION

State Population
Government School Population
Private School Population
% Spent on Education

Source: Statistics from W.A. Year Books and Annual Reports of W.A. Education Department.
Compiled by R. Haynes and produced by E.F. Allan.
PREFACE

This volume is the second in the series, Themes from Western Australian History - A Selection of Documents and Readings. It is the first volume published by Claremont Teachers College.

The research and general editing of the material in this book was divided in the following manner: G.E.B. Barrett was responsible for the period up to 1878, A.E. and L. Brennan for the period 1879-1929 and B.T. Haynes for the period 1930-1974.

The arrangement of the documents is broadly chronological but where a succession of documents occurred on the one topic some rearrangement was made to ensure continuity. The text of the documents is rendered as in the original.

The editors wish to thank Miss Medcalf and the staff of the Battye Library, Mr. C. Fraser of The Teachers Union and Mr. C. Cook and Mr. M. Lake of Claremont Teachers College for their advice and assistance which enabled this book to be published.

The editors gratefully acknowledge the Battye Library for permission to reprint material in this book.

B.T. Haynes
G.E.B. Barrett
A.E. Brennan
L. Brennan
INTRODUCTION

Reflecting the general lack of concern for education in the 1820's, the plans for the Swan River Settlement contained no scheme for the establishment of schools. Both nature and man mitigated against the early creation of a viable education system. The concentration upon the problem of survival meant that there were few resources for schools, while child labour played an important role in the economy. The land grant system together with poor soil resulted in a dispersed settlement which made the provision of schools expensive. Without resources, the District Boards were incapable of providing education and this, together with the Government administrative structure ensured the early establishment of a centralized education system. The centralized educational administration and the cost of education in remote areas, have remained features of the educational history of the colony and state. The Government which today exerts a controlling influence on education, played a minor role in the early lean years of the colony when many families had to appeal to the Governor for sustenance. At that time a number of individuals set up schools, some as a source of livelihood and others for idealistic motives. The first great impetus to educational development, however, was the missionary activity of the Roman Catholic Church which spurred the Government to create National Schools for the defence of the Protestant faith.

In 1871 the Government granted assistance to church schools and through payment by results were able to control the pattern of academic education in non-government schools. This system broke up over the teaching of religion in assisted schools and after 1895 the Roman Catholics financed their system from their own financial resources. It was not until after 1955 that substantial state aid was again accorded to church schools. A form of control was exercised over non-Government schools in the intervening period because of the dominance over secondary education by the Public Examinations Board.

After Cyril Jackson became the professional head of the Education Department in 1897, Government school policy was dominated by a series of strong personalities who followed him in this position.

The most important means of formulating changes in Government school policy since World War II has been by reports from Departmental committees, sometimes with outside representation, which were established to investigate a particular aspect of educational policy. A further important development during the twentieth century has been the growth of the influence of the State School Teachers' Union on both the industrial and professional aspects of government education policy and practice.

The provision of education over the period became more egalitarian, like Western Australian Society as a whole. The first major stage in this process was the establishment of a system of elementary education catering for most children by the end of the 19th century. This was followed by the development of secondary education, which from the 1870's had been the privilege of the children of wealthy parents. This took place in the early years of the century, a period which saw great economic growth, the employment of Cyril Jackson and Cecil Andrews as Directors of Education, and the increasing influence of the Western Australian Labour Party. But secondary education was available only to academically gifted children and those who could afford to go to private schools.
Tertiary education also first developed in the early years of the century, but this was available to only a small number of students.

Between the wars, educational developments were very limited and were, in the main, aimed at maintaining the system in a period of increasing Commonwealth control of Government finance and economic difficulty.

The third stage has occurred since 1945 with the development of comprehensive high schools, availability of Commonwealth Scholarships for tertiary and, later, secondary students and the promise of a wider range of tertiary education. This has extended the educational opportunities of the bulk of the population.

Education for minority groups, ethnic, disadvantaged and disabled, has until recent years been left as the responsibility of ecclesiastical, socially-concerned or philanthropic groups. Since the Second World War and complementary to a rapidly expanding population which took costs beyond the means of most charitable groups, the Commonwealth has accepted an increasing responsibility in this area.

From the entry of the Commonwealth into the Income Tax field in 1915, educational policy has been increasingly dependent upon the provision of Commonwealth finance to the State. For a long time the Commonwealth extended a negative and indirect influence through depriving the state of funds, and it has only been since World War II that the Commonwealth role in W.A. education has been direct and positive.

**********
1. GOVERNMENT EDUCATION: THE INITIAL ATTEMPT

Note: Little is known about this first attempt at formal schooling except that it was conducted by one John Cleland, a carpenter, who soon after returned to his trade.

June 28th, 1830.

GOVERNMENT NOTICE:

Note is hereby given that a Colonial School will be opened in the Church on Monday morning at nine o'clock the 5th July by Mr. J. Cleland. Parents desirous of sending their children to it, are requested to make application for permission to the Colonial Secretary.

Source: Colonial Secretary's Office (hereafter C.S.O.) Outward Letter Book, 14th January 1830 to 10th September 1830, in Battye Library.

2. A TEACHER'S SALARY

Note: The problem exemplified below continued throughout the next 100 years of this state's educational history.

4th June 1832

Sir,

Nothing but extreme necessity and distress has compelled me to write and request your Excellency's particular attention to the following; The Government is indebted to me for two Months Schooling during the time I had the Colonial School at Fremantle besides One Pound for Books advanced to the Children by me by Capt. Bannister's order. I have several times applied for payment of the $(\ell) 5 = 3 = 4$ and the only answer I ever procured was that I could not be paid for any Services rendered after the End of last; Now your Excellency will I hope desire I am Paid as I never received any Notice to throw up the School until Some days after the 2 Months were due, the Sum though small is a considerable loss to me especially as I have been in a very Precarious state of health the returns from my School not being sufficient to stop the cravings for hunger. Trusting your Excellency will be pleased to give my just memorial the earliest consideration which will oblige.

Sir,
Your Excellency's Most Obedient Humble Servant,
Lancelot T. Cook.

3. BOOK VALUE AND SCARCITY

ONE GUINEA REWARD

Stolen from the church at Perth, various School books, whoever will give
such information as may lead to the conviction of the offender or offenders,
shall receive the above reward upon application to,

L.T. Cook,
Schoolmaster, Etc. Etc.

Perth School, February 8th, 1833.

Source: Perth Gazette & Western Australian Journal, 9th February 1833,
Page 21.

4. PATRONAGE

August 16th, 1834

Sir,

Understanding that the situation of school master for the town of
Guildford, is to be given away on the arrival of His Excellency the
Governor Sir James Stirling, I beg leave to apply for same, if not
otherwise disposed of.

I am,
Sir
Your Obedient Servant,

Geoff Williams.

To The Honourable P. Broun Esq.
Colonial Secretary.


5. PLEA FOR GOVERNMENT ASSISTANCE

Note: The attendance list included at the end of this letter is the earliest
register of children found so far.

Perth, August 23rd, 1834

Sir,

I feel myself called on to take the earliest opportunity to lay before
you for the information of Governor Sir James Stirling a Summary Report of
the present state of the Perth School, urged by a sense of Duty to bring
this subject to His Excellency's Notice, and to render an Account of the
progress of this Institution during the period it has been under my personal
Direction. On Reference to the Accounts which I have by me of the proceedings
of the School, it will be found that the Establishment commenced on the first
of November 1832, from which period until the 12th of July 1834 the Subscriptions
advanced by the Local Government and private Individuals, have been sufficient
to meet the current Expenses, as well also a considerable Sum required for
the Erection of a School Room, and other incidental and unexpected Outlays.

The Funds at my Disposal were exhausted on the latter day above
mentioned, with little chance of being renewed; feeling however assured
that His Excellency would regret the suspension of so useful an Institution
as this, and knowing also from the List forwarded from King George's Sound
that a provision had been made for it, I felt it my Duty to defray the
Schoolmaster's Salary from my own means, which has now (inclusive of this
weeks pays) amounted to the Sum of Six Guineas. - I have now respectfully
to solicit the Attention of His Excellency to the Necessity of making some
Arrangement for the permanent Establishment of the School. I beg to enclose
for the Information of his Excellency a List of the Scholars at present under
Mr. Spencer's Charge, and I believe that a correct criterion may be thereby
formed of the number of Scholars usually in Attendance.

In Reference to the Appointment of a Schoolmaster on the new Regulations,
I believe I need not solicit your Interest in behalf of Mr. Spencer to ensure
his Continuance in the Office, as his regular and attentive Application to the
duties of that Situation are well Known to yourself and others who have taken
an Interest in the welfare of the School: for my part, I have had favourable
Opportunities of judging his fitness, and it is with pleasure that I can
recommend him as a young man every way worthy of Encouragement.

I have the Honor to be
Sir,
Your Obedient and Humble Servant,
William Knight
Secr. and Treasurer.

To The Honourable Peter Broun,
Colonial Secretary

List of Children in attendance at the Perth School, August 1834.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Trigg</td>
<td>Marian Barron</td>
</tr>
<tr>
<td>Henry Trigg</td>
<td>Jane Barron</td>
</tr>
<tr>
<td>William Shepherd</td>
<td>Mary Jones</td>
</tr>
<tr>
<td>John Shepherd</td>
<td>Maria Jones</td>
</tr>
<tr>
<td>William Barnard</td>
<td>Hannah Wicks</td>
</tr>
<tr>
<td>John Mews</td>
<td>Henrietta Flaherty</td>
</tr>
<tr>
<td>John Hodges</td>
<td>Francis Crane</td>
</tr>
</tbody>
</table>
FOR YOUNG LADIES

27 August, 1836

Mrs Waldeck.

Most respectfully announces to the Inhabitants of Guildford and its vicinity, that she intends OPENING a SCHOOL for Girls, for the purpose of instructing them in various descriptions of fancy Needle Work, etc. etc.

Mrs. Waldeck begs leave further to remark, as she intends to make no charge, she earnestly trusts, that the Parents of those Children will embrace the opportunity of the instructions offered in such a requisite and valuable branch.

Source: Perth Gazette & Western Australian Journal, Front Page, August, 1836.
7. WITTENOOM'S CLASSICAL AND ENGLISH SCHOOL, 1838

Note: This school had a flourishing beginning while Stirling was Governor. With the arrival of John Hutt in 1839, the school was doomed when its subsidy was first reduced, then stopped.

Perth, Feb. 22, 1838.

Sir,

The present state of the juvenile portion of the community and the great want of schools for the education of the same, has lately induced several Gentlemen to form themselves into a Committee to take into consideration the best means of supplying the deficiency so much complained of. Having had considerable experience in the education of youth, I have been requested to furnish them with a place which might in any way produce to the attainment of so desirable an object: I have done so; but as the accomplishment of it depends upon the continuance of support it may receive from Your Excellency, I am directed to submit it to your notice and consideration. It is proposed to establish two Schools - a Classical or Grammar School for the Higher orders and an English School for the inferior classes, the whole to be placed under my immediate direction and to be carried on in two separate apartments under the same roof and under such arrangements that the same Master may superintend both after the manner of the National & Foreign British System. Now as the Court House is the only Building in the Colony calculated for such a purpose the Committee would solicit Your Excellency's permission for the use of it until such times as the plan is more matured and accommodation can be procured also, when subject however to such regulations and shall have it at all times open for the business of the Court.

They would further suggest with a view of extending the benefits of a well regulated school to all classes of the community that Your Excellency would be pleased to permit the Colonial Free School to be united to the proposed English School and by continuing the present Master. The Local Government reserving to itself the right of sending any children it may think proper.

I need not point out the importance of the measures now in contemplation, but trusting they will receive from Your Excellency every favourable consideration.

I have the honor to remain,

Your Excellency's
Faithful and Obedient Servant

J.B. Wittenoom
Colonial Chaplain.

8. PRIVATE EDUCATION IN 1838

Note: The form mentioned below, requested information about public or free schools.

There are no schools in the colony of the character contemplated in the prescribed form, but there are two Private Schools at Perth, one at Fremantle, and one at Guildford to which poor children are sent by the Government, for which an annual Outlay, amounting to about £30 is incurred.

Source: W.A. Blue Books, 1837-1848, p.126.

9. CHILD LABOUR AND EDUCATION

Note: A major difficulty of early schools was attendance during the day, a time when a child's help was valued at home.

7th July 1840.

The Honble.
The Colonial Secretary

Sir,

In reply to a circular letter relative to the Establishment of Schools in the several Districts of this Colony I have the Honor to state for the information of His Excellency that I think a school is very much required and might be advantageously established in the Districts of the Upper Swan river, and that the best position appears to be either at the small Hamlet of Albion Tower or at Spice's farm on the grant of Mr. Leake.

There are about twenty children that would be likely to attend, but perhaps all could not attend at the same time as their services are too valuable at home to be easily dispensed with, but some could attend in the morning and some in the evening if the school here opened at those two periods of the day.

I do not consider that any of these children could be viewed in the light of Paupers although one Person the Father of a numerous family is at present under the pressure of Temporary Difficulties.

If the position of the school were at Spice's, the Distance from which the children would be likely to come would be something more than Two miles, but if the School were at Albion Town some children would have to go three miles.

I do not know any house which might be rented for the purpose of a school at present, unless Spice would consent to let one of His outhouses or detached rooms, in which case the rent might be perhaps from Five to Ten pounds a year.
I do not know any person who would act in the capacity of schoolmaster in that District at present.

I have the honor to be, Sir
Your Obt. servt.
G.F. Moore.


10. PERTH NATIVE SCHOOL

Note: This was supported by the Local Government and the Wesleyan Society and commenced in September, 1840.

Patron: His Excellency the Governor.
Board of Management: The Committee of the Wesleyan Society, Perth, viz:
  Rev. J. Smithies, Wesleyan Minister,
  John Wall Hardey, Joseph Hardey,
  Henry Trigg,
  George Lazenby,
  Michael Clarkson,
  James Smith Clarkson,
  James Inkpen, M. Hutton,
  Frederick Waldeck,
  John Smith,
  Richard Rowland,
  George Shenton, Secretary.
Teachers: Francis F. Armstrong, Mrs. Armstrong.

Rules and Regulations:
For the Management of the children attending the school, and who may be in service among the inhabitants at Perth.

1. The boys and girls out at their various situations are expected to wash every morning, and, also, at noon, preparatory to their going to school. School time - two hours per day for the present: in summer, from 2 to 4, and in winter, from 1 to 3 - Saturdays excepted.

2. The children are required to sleep at Mr. Armstrong's, the Native Teacher's House, as they have been specially placed under his care by their parents; and the girls to return at sunset in summer and winter, and the boys at seven o'clock in summer, and at sunset in winter, as the best means of associating and keeping them together, and effectually separating them from the bush. The importance of this regulation, on account of evening instruction, is such, that a departure from it will subject the parties to the loss of the services of the boy or girl; a circumstance that the Committee sincerely hope will not occur. The boys and girls have separate sleeping apartments.

3. On the Lord's Day the children are to remain at Mr. Armstrong's, where they are supported at the joint expense of the Colonial Government and the Wesleyan Missionary Society, and to attend School and the Divine Service morning and evening at the Wesleyan Chapel.
4. It is also respectfully requested that the parties employing the children will provide them with week-day garments, washing, &c., those worn during the Sundays being provided by the Government and the Wesleyan Society.

5. Should any of the boys or girls in service not suite their employers, or misconduct themselves, or be found loitering in the streets, it is suggested by the Committee, that complaint be made to Mr. Armstrong, and the matter will be immediately looked into, and the best means employed for their correction and improvement.

6. It will be expected that, in case any of the children are taken sick, they be sent to Mr. Armstrong's, where medical aid is provided by the Government; and, that one shilling be allowed by their owners for their support during their sickness (if not exceeding a fortnight), beyond that time the Committee will provide for them.

7. The children are to be allowed to have one day for a holiday every two months, for recreation and encouragement.

8. Mr. Armstrong will visit their employers once a month, or oftener, to make enquiries as to their general behaviour, &c.

G. Shenton, Secretary.

Source: W.A. Almanack, 1842, Appendix pp. 28-30.

11. TWO JOBS AND STILL POOR

To His Excellency
Governor Hutt

Guildford, December the 8th, 1840.

May please your Excellency, I have the liberty of writing these few lines, begging your Excellency will take into consideration, the small Salary, which I receive as postmaster and the allowance which I receive for the School Room, is not a Sufficient Remuneration for my trouble, the above mentioned duties viz postmaster and School Master, Occupies the whole of my time, and what I receive at present for Both is not Sufficient to afford me a comfortable lively-hood. I beg to return my most sincere thanks to your Excellency for the favour's Bestowed and Beg to Remain your Excellency

Most obedient and Humble
Servant

Abraham Jones.

Note by Governor: The Salary of Post Master being payed by the Legislative Council the Gov. cannot take it upon himself to make any addition.
As regards the School the £20 allowed per Ann. is not meant as remuneration to the Master, but as assistance to him only to provide a house in which the School may be held. J.H. 10 Dec 1840

Source: C.S.O. Papers, Vol. 80, December 1840, in Battye Library.

12. LAND CONCESSION FOR EDUCATING

Bounty for Instructing Natives

Colonial Secretary's Office, Perth, June 23, 1841

It appears to His Excellency the Governor to be highly desirable to promote in every way the civilization and improvement of the Aborigines of this Territory, and to extend the measures already in operation for this purpose, His Excellency has directed it to be notified for public information -

1st. That a remission in the purchase of Land to the extent of (£18) eighteen pounds will be allowed to any person who shall produce satisfactory evidence to the Government that a Native has been in his constant employment for the space of two full years, and that he has acquired a competent knowledge and skill in the usual operations of farming, threshing, reaping, mowing, &c.,&c.

2nd. That a remission in the purchase of Land to the extent of (£36) pounds will be allowed to any person who shall produce satisfactory evidence to the Government that he has instructed a Native in a trade, calling or handicraft of such a nature as is usually brought under the system of apprenticeship; and that such Native has acquired such proficiency therein as would in the case of an European apprentice, entitle him to receive his indentures and be treated on the terms of a journeyman. The person applying for such remission will also be required to give the Native such a certificate as will entitle him to be treated as a journeyman.

His Excellency conceives that the object contemplated in this notice will be materially facilitated by the present gradually improving condition of the Aborigines, and by the kind disposition hitherto generally evinced towards them by the colonists.

By His Excellency's command,
Peter Brown, Colonial Secretary.

Source: W.A. Almanack, 1842, pp. 66-7.

13. A BOARDING SCHOOL DEATH

Note: The early 1840's saw a number of attempts to provide educational facilities for aboriginal children. This document and Nos. 14 and 15, give some insight into objectives, successes and disasters which occurred with these endeavours.
Sir,

Perth, June 11, 1843

In pursuance of directions received from His Excellency the Governor, I proceeded on the 7th instant to Fremantle, for the purpose of enquiring into the circumstances connected with the death of an aboriginal male pupil at the native school in that town, which occurred on the 29th of May last.

The following are the particulars I elicited from Mrs. Robinson, the matron of the establishment, in the presence of the Government Resident of Fremantle:

The deceased child (Millet), aged about six years, was an invalid on his first admittance to the school, nearly two years since; and, although affected with no decided illness, had continued more or less ailing up to the time of his death.

It having been reported that the deceased's death had probably been accelerated by exposure to wet, and insufficiency of clothing, I questioned Mrs. Robinson very closely on these points. She stated that, however the other pupils might have been inconvenienced during the late stormy weather, by the roof of their sleeping apartment not being watertight, and by the scantiness of their night clothing, yet she believed little or nothing of that could have been experienced by the child in question inasmuch as he was invariably placed in a dry and warm corner of the room, and took especial care of his own bodily comfort by appropriating to himself, on extra cold nights, the covering of other children. Save on one occasion (nearly a twelve month since), the boy was never so ill as to require the attendance of the Medical gentlemen at Fremantle: he was actively engaged in birdnesting on the 28th, was taken ill on the morning of the 29th, and in the evening was a corpse.

After the above statement of Mrs. Robinson, on whom the sole management of the children devolved I am of the opinion the said native boy Millet's death cannot fairly be attributed to the causes above aluded to; and I am the more decided in this opinion from the fact, that, while all possible care was taken of the little invalid, the whole of the other pupils, who confessedly were exposed to occasional damp and cold (not being previously invalids), have been, and still are, in the enjoyment of most excellent health.

I am, however, free to confess, that the roof of the building at present occupied by the native children needs immediate and substantial repair.

I have the honor etc.

Charles Symmons,
Protector of Natives.

Source: Perth Gazette & Western Australian Journal, June, 1843.
14. BOARDING CONDITIONS

To the Editor of the Perth Gazette

Sir,

In your last publication I observe a letter from Charles Symmons, Esq., relative to the death of the aboriginal child "Millet",

Dry and warm he was kept during the summer, and he became stout looking and robust, but during the late tempestuous weather, particularly the Friday, Saturday and Sunday nights immediately preceding the day of his death, it was impossible, notwithstanding all the ingenuity to which their kind-hearted mistress resorted, to keep the deceased dry and warm. Mrs. Robinson assured those gentlemen, on the occasion of their late visit, to use her own words - that "you could lift up the water in ladlefulls off the floor during the heavy rains." Now when it is remembered that the children sleep on this floor, with only a rice-bag to protect them from the boards and that their sole bed covering consisted of the shattered fragments of two blankets, I ask, will the conclusion appear unwarrantable which attributed the cause of the child's death "in some measure to this doubly deplorable evil."

I remain etc.

G. King

Fremantle, July 25, 1843.

Source: Perth Gazette & Western Australian Journal, July 29th, 1843.

15. PERTH NATIVE SCHOOL

The annual public examination of the boys and girls under the charge of the Rev. J. Smithies, took place at the Wesleyan Chapel Perth, on Wednesday. His Excellency the Governor, the two Protectors of Natives, C. Symmons and T.N. Yule, Esqrs., with a number of the heads of families residing in Perth, were present on this interesting occasion. The proceedings of the day were opened with an appropriate prayer seeking the aid of a higher power, to bestow his blessing upon the efforts which had been made to redeem the savage, and to promote the good work, those employed in forwarding it had in hand. A hymn was then sung by the children with great precision, and they articulated the words far better than could have been expected. The clear voices of the girls and younger boys, were much admired, giving a contradiction to the prevailing opinion, that with all possible efforts to instruct them in the art of singing, their native nasal or guttural sounds could not be subdued.

A chapter of the Bible was then read, each boy and girl taking up alternate verses; and they were subsequently called upon to explain what they had read, for, as the instructor observed, "it is well to read, but better to understand what you have been reading." The chapter selected was Luke 10. The replies
gave evidence of a retentive memory, but in some instances were so peculiar -
that it was impossible to repress the smile they occasioned. The task
imposed upon the child was difficult, and, although we cannot approve of
the selection, they acquitted themselves well.

Many other hymns were sung. The Commandments were repeated with choral
responses, which was a severe test, as reading aloud, and directly afterwards
singing, is not within the capacity of many white persons, but the accuracy
with which they gave the responses was astonishing. In spelling, the
children were well advanced, but some comical mistakes occurred – these
were attributable to the awkward words propounded to them; we give one
instance, "Sepulchre". Samples of the work the native children had done
were handed round, and these specimens were highly approved of by the
ladies; the boys also came in for their share of approval at all hands,
for their style of writing and forming figures. Many of the copies were
extremely well executed, showing a proficiency in this department of
instruction we were not prepared to expect. Several other instances
of the progress the boys and girls had made were advanced, and the whole
examination occupied about two hours, consequently it may be inferred that
we have only given a short notice of the proceedings, we believe, however,
we have touched upon the principal subjects of importance.

His Excellency the Governor distributed various articles of wearing apparel
to the exhibitors, stating at the same time, that these were given in
consideration of their advancement, but more particularly for their good
conduct.

Source: Perth Gazette & Western Australian Journal, Nov. 18th, 1843.

16. AN EARLY ADVERTISEMENT

Education

A Perfect Mercantile Education. Book-Keeping in "Double Entry", with
mathematical applications, in 25 lessons.

Also

The French and Dutch languages in 75 lessons.

Terms – One Shilling per lesson.

Mr. J. Van Hoeter begs leave to inform the inhabitants of Perth, that he
would be happy to call on a few persons of respectable families.

N.B. The three first pupils will receive ten lessons gratis.

Apply at the residence of the Rev. J. Jostens, Pastor, Adelaide Terrace.
Perth, March 27th, 1844.

Source: Perth Gazette & Western Australian Journal, April 13th, 1844.
17. BEGINNING OF AN EDUCATION SYSTEM

Note: This was the 1st Meeting of the Education Committee.

At Mr. Wittenoom's. Evening of August 31st, 1847.

Resolved that Mr. Wittenoom be Chairman
Resolved that Mr. Nash be Secretary
Mr. Stone communicated statistics of the state of Education in Perth
so far as he had been able to ascertain; viz

- Number of Children in Perth between the ages of 4 and 12 exceeds 400
- Number of the above employed at home and not ostensibly educated anywhere else is 100
- Number attending Schools is 230

Viz.

- Government school - Boys are 10
- " " Girls, sometimes are 3
- No. 2 Mr. Williams both sexes are 30
- No. 3 Mrs. Lambley " " are 20
- No. 4 Romanist, Boys are 30
- No. 5 " Girls are 60
  (2/3 Protestants)
- No. 6 Mrs. Torrens both sexes are 20
- No. 7 Mrs. Shenton " " are 7
- No. 9 Miss Sutherland " " are 6
- No. 10 Methodist School, Mrs. Highfield, both No. 10 Mr. Wittenoom - Boys are 4

N.B. This estimate is merely an approximation.

Number idle and uneducated is 70

Mr. Stone considered the above Totals and proportions as accurate within 20 at least. The respective terms were not easily ascertained; but were as far as he could learn as follows:

- No. 1 from 2d per week to £10 per annum
- No. 2 from 1d per week to 2d per week
- No. 3 from 1d per week to 2d per week
- No. 4 & 5 varied and depended on what the parents in each case could afford to give.
  - No. 6 " £1/1/0 per quarter
  - No. 7 " "
  - No. 8 from £7 to £12 per annum
  - No. 9 " "
  - No. 10 £10 per annum.

N.B. Some of these items were left blank and filled up afterwards on enquiry.
The Committee then proceeded to consider some points which appeared necessary to be understood before entering upon the general subject; and agreed unanimously upon the following; subject of course to be reconsidered at any future meeting.

1st That the Perth Public School must be formed as to admit of other being established on the same model in other parts of the Colony, as a general Colonial system.

2nd That instruction be free to all, to a certain degree of teaching (except books etc.) Further instruction, to a certain extent, to be at fixed rates. Accomplishments to be at discretion and terms of teacher. Boarders etc. do.

3rd Salary, a competency to be fixed and an addition to be made in proportion to the number of pupils.

4th Premises, to include if possible, residence, to be provided by Government.

5th Visitors to be appointed both to male and female schools, to supervise and occasionally assist in the teaching, and in inducing attendance.

6th Religion - That the Public Free Schools are not to be viewed as an aid to any sect or persuasion; and that any Established Church School that may be formed should not be viewed as more entitled to public aid than the Romanist, etc. That the principle of the "Colonial Schools" should be professedly to provide a Secular and Scriptural education for all; and also to instruct those otherwise unprovided and attached to no persuasion in the principles of the Church of England, at particular times, in a class which all scholars are at liberty, and compelled to attend.

Resolved that Mr. Gibson be requested to meet the Committee at Mr. Lochee's at 5 p.m. tomorrow.

Source: Education Committee Minute Book, 31/8/1847 - 11/10/1856, in Battye Library.

18. "THERE IS NO OTHER COMMANDMENT GREATER THAN THESE"

Note: Bishop Brady came first to Perth in December 1843 but soon returned to Europe to seek financial assistance for the Roman Catholic Church. He arrived back in the colony with a large religious group in 1846 and devoted himself to education, founding both a boys' and a girls' school in that year. He continually sought assistance from the authorities and created considerable dislike and suspicion in the largely Protestant colony.
Sir ... Suffice it to state that the Right Rev. Dr. Brady has a perfect right, and, what is more, has ample means, to found a school in every town in the colony, and where such a school is desired, it will immediately be formed. The principles inculcated at these schools may be found in the 23rd, 30th, and 31st verses of the 12th Chapter of St. Mark's Gospel, comprising, 1st a love of God, and, 2nd, that of our neighbour - and it is there added in solemn words, ("There is no other commandment greater than these.")

The opposition to the Roman Catholic Mission by the bigots in this colony has been exceedingly fierce and unmanly. Anathemas from the pulpit have been thundered against it; and at the prayer meetings and tea parties in the town the same system is kept up against that unoffending class of the Queen's subjects; and no engine is left untried, no foul accusation forgotten, to seduce scholars from their tuition. In this colony, at least, Catholicism and liberality go hand in hand, and this is the true secret of the opposition of the Government and their retainers to the farther progress of education. I boldly tell them that religion, although ostensible the watchword, is least thought of amid this insane outcry, and that had the Bishop never put his foot on these shores, and shown a noble example regarding the education of the rising male and female generation, our flaming religious patriots would have talked and talked, and done nothing; leaving education in the same barbarous state as it was, quietly pocketing their monthly pay, and laughing in their own sleeves at the credulity of the people.

These zealots ostensible belong to the Church of England, and yet, strange inconsistency, they allow our children to be educated in sectarian principles, inimical to her establishment. The Catholics have a right to retort on all persons in authority like "A Protestant". "Your cry is for the Church of England. In what a dilemma have you placed yourselves by your wrathful and injudicious proceedings. The teacher of your Government Free School belongs to the Methodist body - a body whose sole aim is to overthrow the superstructure of your church, and erect a building according to their own fancy on its ruins. ...

I shall not conclude by telling this "jackdaw voice" that his chattering clamour will not prevent the children of Fremantle from receiving in due time the gentle and salutary lessons inculcated, both by word and example, by the ladies of Mercy ... I subjoin a statement made by the Sisters of Mercy respecting the proposed school at Fremantle, without comment or remark, leaving the public to judge whether a school such as that of the Sisters of Mercy be required or not at the seaport; and how guilty that man must be who would endeavour to deprive the children of it.

... "Seventeen girls presented themselves to us at Fremantle, their
ages varying from 5 to about 16. One of these, the child of Catholic parents had been taught by her mother, the first principles of Christianity, and was able to tell that there was only one God, the Creator of heaven and earth and of all things. The others, without exception, were in total ignorance as to who created them; they knew not that there was but one God - some of them said there were six Gods - others limited the number to three, and all except little Johnson, acknowledged that they had never heard of heaven or hell, or that they had a Redeemer who died for them on the cross. They seemed delighted at the prospect of a school being established, where they would be taught all these great truths."

A Friend to Education.


19. NO POPERY

Sir, - I trust that I shall be allowed to reply to some remarks made in last week's paper by the pseudo "Friend to Education".

It is the duty of every Protestant to expose the insidious schemes of popery, but as I and the body with which I am connected, have been personally attacked, I publicly confront this snake in the grass in his vile assertions. The writer of the letter alluded to is evidently grieved at the union of operation which has taken place between the Establishment and the Wesleyan body, in carrying out the objects of the Colonial Free School on the general principles of religion. If the scanty representatives of the Romanist body in this colony were not grieved or affrighted, they could not have imagined "inconsistency", from a well-known circumstance that Protestants of every denomination are able and willing to unite as a common cause against the errors of Popery and infidelity, and make a joint effort against their progress, however, they may disagree on other matters. The school, unitedly formed, does not indeed support one set of religious opinions in preference to another; but though taught to respect all Christian sects, the children will not fail to discover that those who cannot join on common grounds of Christianity, cannot possibly be within her pale, and are justly objects of aversion and pity.

Whether the Establishment or Romanism is in the greatest "dilemma" by this union, I leave your readers to form their own opinion, since the Colonial School is gradually increasing, and it is hoped the Bishop's College (if I may so term it) will soon offer the increased desideratum of having a master a piece for a select number of pupils.

I am quite willing to acknowledge that I belong to the Wesleyan body, and if I did not consider I had the full confidence of all to whom I
am responsible, that I do not cause the "children to be educated on sectarian principles, inimical to the Establishments I would at once resign my difficult but important charge to other hands. But on the part of the body to which I belong, I maintain with truth, they neither aim nor desire "to overthrow the superstructure" of the Establishment, which is calculated to afford them real protection, with which they are so closely allied, and which, though differently constructed in some respects, lays a claim to the (same protection) - a foundation on which not only the Church of England, but our own body, may, and does, enjoy a distinct superstructure, either of which would be weakened, rather than benefitted, by the overthrow of the other.

I am, Sir, Your Obedient Sevt.

W. Dacres Williams,
Master Colonial Free School.

Source: The Inquirer, 1st December 1847.

20. I AM SIR YOUR OBEIDENT SERVANT

Note: The right of an education employee to comment in the media was first questioned in the letter below. This right is still being questioned in the 1970's.

To Mr. N.D. Williams,
Master Perth Colonial School,

Perth December 2nd, 1847.

Sir,

I am directed by the General Committee of Education to inform you that they have seen with surprise and regret a letter published in the last "Inquirer" newspaper bearing your signature as Master of the Perth Colonial School purporting to be defence or explanation of the principles and management of that school and of the system and concerning which the Committee think it advisable at once to convey to you their opinion and wishes.

The Committee feel especially called on to notice the matter because the mode of signature adopted, as well as several passages in the letter itself would appear to authorise the inference that it had emanated from or been sanctioned by the Committee; while so far from this being the case, the Committee consider the letter referred to as calculated to mislead the public as to the objects and principles of the Colonial Schools; and to injure their efficiency; and to deter persons of particular religious denominations from sending their children to the Public Schools. The general style and spirit of the letter is also such
as cannot be approved by the Committee, and is calculated in their opinion seriously to prejudice the cause it is intended to advocate.

The Committee have therefore to request that you will abstain from publishing anything on the subject of the schools, a matter which must be always left entirely to the discretion of the General Committee, whose province it is, to take upon themselves the defence of their Officers of system whenever they deem such defence to be necessary. This applies equally to all publications, or correspondence with, or without, signature of any sort.

The Committee have also to request that you will not without their authority affix to any publication upon any subject whatever your signature as Master of the School: since they cannot allow of any correspondence by other persons in which they might, even by possibility, be implicated; a restriction of which the Committee feel assured you will yourself, on reflection, see the necessity.

The Committee would however, by no means wish to be understood as in the least degree desiring to interfere with your publishing any views at any time upon any subject, except the Schools, either with or without any signature real or assumed, except your official one as Master; their objections being confined to their Officers writing on the subject of the Colonial Schools, or in their official capacity. The Committee feel the more surprised at the publication of the letter referred to when they observe that you state that you have the full confidence of all to whom you are responsible; the perfect truth of which statement should have shewn you that such appeal to those to whom you were not responsible was wholly unnecessary.

The Committee are convinced that your undertaking the defence of their system, or any of their schools resulted from the same anxious zeal for the character and success of the Institution which you have from the outset evinced; but they hope that you will restrict your future efforts to the line of duty, in which you have hitherto proved so able and efficient.

I am Sir
Your Obt. Sevt.

Rich Nash
Secretary Education Committee.

21. SECTARIAN TROUBLES

Note: The Education Committee which had begun to operate in August of 1848 (Doc.17), immediately faced a sectarian dispute over control, financing and representation in colonial government schooling. A strong attack by Bishop Brady and Mr. Farrelly prompted the Committee to prepare a report for the Governor in answer to their allegations.

The following document, is an extract from this report which contains the first charge and the Committee's reply. Subsequent charges are also listed to indicate the nature of the grievances, but space does not permit the Committee's long reply; however, their conclusion is included.

... To the charges of "illiberal", "exclusive" and "intolerable" principles with which the letters abound the Committee do not deem it necessary to reply; since such charges not only are unsupported by the slightest allegation of fact, but are sufficiently refuted by the Report published by the Committee to set forth their views and by all their conduct since the office was imposed on them. In fact a sufficient confutation of such aspersions would appear in the circumstance that among the Teachers in the different Government Schools have been individuals of every denomination in the Colony; as for instance:-

- Perth Boys School - Mr. Williams, Independent
- " Girls School - Mrs. Lambley, Church of England
- " Infants School - Miss Inkpen, Wesleyan
- York School - Mr. D'Arcy, Romanist
- Murray School - Mr. Fairburn, Presbyterian

All the above are still in the employment of the Committee, except Mr. D'Arcy, who resigned from inability to procure scholars; owing, it was understood, to the scattered position of the population.

The Committee proceed first to notice the letter of Mr. Farrelly, which may be shortly dismissed; its chief statements being repeated in that of Bishop Brady in a more explicit manner. In both cases the Committee will adopt for clearness the plan of quoting the several assertions in order, and attaching a short reply to each.

The contents of Mr. Farrelly's letter may thus be stated:

1st No Roman Catholic is a member of the General Committee

For the reasons of this fact the Committee must, of course, refer His Excellency to the Government by whom they were appointed. It is possible however, that it may have resulted from the circumstance that at that period there was no lay Gentleman in this Colony of that persuasion and that the Bishop refused through the Revd. I.I. Ioosters,
both by Letter to the Colonial Secretary, and by one published in
the press, to hold any communication with the Committee; of whom
both Letters spoke in most offensive terms, as a body as well as
individually.

A consideration of the letters now referred to the Committee, as
well as of several other documents at that period emanating from
the same parties in the public press, and in correspondence with
the Government, may perhaps suggest another reason for omission
on the appointment of a Committee for Education. This objection of
Mr. Farrelly might, moreover, be equally urged by the members of the
Wesleyan, Independent and Presbyterian denominations, who have however
never considered it of any validity, but have always cordially
supported the efforts of the General Committee for the public good
of all denominations.

The Committee, however, cannot perceive any reasons against the
appointment of persons of the Roman Catholic or any other persuasion
on their Board, should any gentleman qualified by education,
disposition, and public spirit, be found willing to undertake
the duties of the office; provided the total number be not so
increased as to impede the action of the body.

Other allegations were:-

2. That no Roman Catholic is a member of any Local Committee.
3. That no Roman Catholic public attends the Colonial Schools.
4. That the public were given to understand that the system
   is perfectly in accordance with that of the "National
   School" system of Ireland; and
5. That the only similarity is the name.
6. That there are no guardians to see the faithful execution
   of the "Irish National System".
7. That the Committee is formed on intolerable and exclusive
   principles.
8. A violation of the rule that states that no teacher should
   exercise the functions of a Minister of Religion.

The report ended with:-

Should the Roman Catholic community therefore, be really desirous of
enjoying the advantages of the public schools, the Committee can
perceive no difficulty in making arrangements for this purpose;
these being other means to enable them so to do much less
objectionable than the adoption of the Irish System.

On the following main principles the Committee are however decided:
that under no circumstances can they recommend -

.. That any separate endowment be given to any one denomination;
.. That any persons should be allowed to teach in the Public Schools,
as ministers of religion; or That in the schools any religious
distinction or classification, should be recognised.

In conclusion the Committee would beg leave to observe that, even
in adopting the present system, many and great sacrifices have been
made by the respective denouements, for the sake of a common good;
and that none of those who most zealously support the schools, even
affect to consider them efficient as seminaries of religious
instruction; Yet, so cordial, intelligent and united, has been that
support that the Committee sincerely trust that a similar spirit of
accommodation, forbearance and good will, will mark the conduct of
the Roman Catholic brethren ....

J.B. Wittenoom, Rich W. Nash, Geo Fred Home,
F. Lochee, F.C. Irwin.

Source: C.S.O. Papers, Vol. 175, Letter 191, Nov. 1848, in
Battye Library.

22. AID TO CATHOLIC SCHOOLS

The Right Revd. March 14th, 1849
Bishop Brady

My Lord,

I am directed by the Governor to inform you that he has placed the
following sums upon the Estimates for next year, in aid of the
Roman Catholic inhabitants in this Colony. The sum in aid of
Building Roman Catholic Schools is calculated from the amount
expended and required to complete the new Government schools in
Perth and is one twelfth of that amount.

In aid of Roman Catholic Schools £20"0"0...

I have etc.

Signed R.R. Madden
Col. Secretary.

Source: Colonial Secretary Forwarded Correspondence (Hereafter C.S.F.C.)

23. PROTESTANT RESPONSE

April 3rd 1849
29th Meeting at Mr. Lochee's

The Board assembled this day preparatory to their contemplated
interview with the Governor ...

The Board then adjourned to Govt. House where they had an interview with the Governor ... when it appeared that the Governors intention was merely to express a desire (now that the Roman Catholics had obtained a separate grant for their schools) that the Colonial Schools established under the Board should enjoy the unrestricted use of the Holy Scriptures and be in fact considered as Protestant establishments, altho' no preference was to be shown to any particular religious denomination ...

Source: Education Committee Minute Book 31/8/1847 - 11/10/1856, in Battye Library.

24. THE TEXT BOOK BUSINESS

Sir, Perth, 24th August, 1852

As we have now exhausted, or nearly so, the supply of books, which the Board of Education obtained from England, on my first taking charge of the Govt. School in Perth; I have taken the liberty of furnishing another list of books which are now much wanted in the school, and will be much more so before they arrive in the Colony.

I trust that the board will accede to my proposal of sending for these books which are in constant use in the school and which are not supplied with any certainty by the storekeepers. For instance, Carpenters & Mason's spelling books are not now to be purchased at any price and have recently been sold at double the rate that they could be supplied for, if imported by your Committee or the Local Government. I am without geography and arithmetic books also, and cannot get any in their place.

The reading books which were provided for the uses of the school, are nearly worn out from constant use and require to be replaced; with the exception of this class of books, all the others have been sold as they hitherto have been, at a Sufficient profit to pay for those which are not sold.

3 doz. Reading Lesson books No. 2
3 doz. -do- No. 3
3 doz. -do- No. 4
Published by the British & Foreign School Society.

5 doz. Carpenters spelling books
5 doz. Masons -do-
3 doz. Intellectual Calculator or Manual of Pract. Arithmetic by Crossley & Martin
3 doz. useful geography for school
1 doz. Physical geography for school
4 large maps of 4 quarters of the globe to hang up on roller.
1 Complete set of "Secular Irish School books"
suggested by Colonial Secretary.
3 gross penny table books
3 gross copy books ruled.
1 gross of Slates (not large size)
36 gross of slate pencils
3 doz. English Grammars

I may observe, that the school has much increased since my return, and I now number 92 scholars with an average attendance of 76 – the highest about 80. My new assistant Mr. Manning is a very great acquisition to the school, and I hope that I may long have the benefit of his useful services.

Should the board approve of the list of books above stated I hope the opportunity of the "William Gardiner" may be used to convey the order home as I am in some perplexity even now about keeping the children supplied with necessary books.

I have the honor to be, Sir
Your Obedt. Servant
N. Dairn Williams

To F. Lockee Esquire
Secr. to the Bd. of Education


25. DOUBLE PUNISHMENT

Sir, Perth, 18th April 1853.

I am advised by the General Board of Education to bring to your notice for the information of his Excellency the Governor that at the late Quarter Session, Mr. Tunnicliffe assistant Schoolmaster at Fremantle appeared as on Evidence (on the important Case "Krakoe") before the Bench, in a State of Drunkenness and was fined by the Bench One Pound, and also Severely reprimanded ...

Such conduct being highly improper, the General Board of Education beg to recommend to His Excellency the Governor that Mr. Tunnicliffe be dismissed from the appointment of Assistant Schoolmaster at Fremantle School. (1)

(1) Mr. Tunnicliffe was dismissed as a result of this recommendation.
I have the Honor to be, Sir
Your Most Obt. Servt.
C. Elderton
Secretary.


26. TEACHERS' PRIVILEGE

Secretary, General Board of Education

Sir,

In reply to your letter of the 2nd inst. with reference to Medical attendance upon the Government Schoolmasters in the Colony, I am instructed to inform you that these Gentlemen are still entitled to that privilege subject of course to the Govt. Gazette Notice of the 11th April last which exonerates the Colonial Surgeon in Perth from attending, as Acouchere upon the Wives of Government Officers after the 11th of the present month.

Signed W.A. Sanford
Col. Secretary


27. PRIVATE TUITION

Education...

The Rev. Alfred Gray, Ph. D. etc., intends giving instruction to a limited number of young gentlemen at his residence, Hay Street.

Terms - under 7 years of age, 6 guineas per annum
upwards of 7 years of age, 8 guineas per annum.

Extra - Drawing, 2 guineas per annum.

Evening Tuition...

On Monday, Wednesday and Friday evenings at 6½ p.m.

Terms - 1 guineas per quarter
Quarter commences July 5, 1854.

Source: The Inquirer, July 5, 1854, Front Page.
28. WE OUGHT TO HAVE NO CLASS EDUCATION

Fremantle, Thursday March 29, 1855

The perusal of the report of the Board of Education has caused us much pleasure, and we consider it as one of the most satisfactory official documents hitherto published in the colony.

The great evil of a new colony, is the absence of proper educational establishments, and that evil has been but partially met by the Government institutions, ....

... perhaps the smallness of our population is the great bar to our obtaining good educational institutions, the returns not being sufficient to encourage private enterprise in this direction. Under these circumstances, the people must either remain uneducated, or else the Government must interfere, and find teachers capable of offering such instruction as will fit the recipients to become intelligent and useful members of society; and this interference is the more justifiable, as it clashes with no private interest, while its aim is the benefit of all. As regards private girls' schools, we are in a better position; but they are confined to Perth and Fremantle, the rest of the colony being entirely destitute of seminaries for the instruction of female youth: besides, the charge for instruction, though moderate, is beyond what many parents could afford.

We cannot educate too highly. The day has gone for exclaiming against indiscriminate and excessive education. Knowledge can never be in excess; and we have no right to discriminate as to the parties to whom it is to be imparted. We ought to have no class education, but all should receive the benefit of a liberal course of instruction. As the report justly observes, the children of the middle, and some of the working-classes, of this Province, will, in all probability, become a part of its governing body, and they cannot be too highly accomplished, for the performance of their duties as citizens of this colony ....

Source: Commercial News and Shipping Gazette, Fremantle, Western Australia, Thursday, March 29, 1855.

29. PUPIL TEACHERS

General Board of Education, Perth.

April 16th, 1856.

Sir,

I am directed by the General Board of Education to acquaint you that they
have recently received an application from Fanny Cole, Pupil Teacher of the Girls Infants School, Perth for an increase in salary.

Fanny Cole has filled the office of teacher in the above school for up to three years and during that period given entire satisfaction. The Board therefore beg to recommend that her salary be increased to twenty five pounds, for the present year, there being a sufficient sum in the estimates to cover this increased Expenditure.

I have the honor to be, Sir,
Your Obedt. Servant

E.L. Courthope
Secretary


30. EARNING A PASSAGE

Downing St.
20th Feb. 1857

Sir,

In answer to the several enquiries contained in your letter of the 10th Instant, I am directed by Mr. Secretary Labouchere to state:-

1. He is not distinctly informed in what part of W. Australia a school to which you and your Wife would receive an appointment is situated, but he apprehends that it would be at the Seat of Government.

2. The school is not in connection with Convict Establishment but will be under the Colonial Government.

3. You will not be entitled to any School Fees in addition to your Salary.

4. Fitting accommodation will be provided on board the vessel for yourself and family.

5. A sum of twenty pounds will be paid to you and a like sum to your wife as an advance of Salary, and a gratuity of thirty pounds will be allowed to you hereafter by the Home Office for performing the duties of Religious Instruction to the convicts during the voyages.

6. No compensation can be granted to you for the forfeiture of the months Salary to which you elude.

I am to add that the Convict ship "Clara" is now fitting up at Deptford and will call for Convicts at Portsmouth, Auckland and Plymouth. It will be sufficient that you should join her at the last mentioned place and you will have noticed the time when you must be there for the purpose. In the
meanwhile I am to request that you will acquaint me forthwith whether or not you will be prepared to be there if necessary as soon as the 10th March.

I am, Sir,
Your Obedt. Servant

Hermon Merrivale


31. WELL DONE

"Clara"
Convict Ship,
20th July, 1857

My dear Sirs,

On the eve of my departure from this colony I do myself the pleasure of stating to you that from your conciliating kind manner to the convicts in the execution of your duty as Religious Instructor an improvement in conduct, morals, and order was produced, which I have not hitherto seen equalled under similar circumstances and hope that the same results may attend your future labors as school master in the colony with a different class of people.

I am my dear Sir,
etc.

(Sgd.) I. Caldwell.
Surgeon Superintendent.


32. SACKED FOR INEFFICIENCY

The General Board of Education,
Perth.
27th May, 1857.

Sir,

I am desired by the General Board of Education to recommend to His Excellency the dismissal of Mr. Charlesworth from the office of the first teacher of the Colonial Boys School at Perth.
Mr. Charlesworth having on a recent occasion evinced a culpable want of judgement in not reporting the gross misconduct of a boy in the school, and his general management being by no means satisfactory, the Board consider that a continuance in his office prejudicial to the Public Service and beg to recommend his dismissal from the 13th proximo.

I have the honour to be
Your most obedient servant,
E.L. Courthope,
Secretary


33. SACKED ON SUSPICION

Note: The importance placed upon the private life of teachers is well illustrated in this letter. Both the teacher and friend referred to below, were dismissed as a result of these allegations.

The Parsonage,
Fremantle.
2, Nov. 1858

Sir,

I have great regret in stating to the General Board of Education, that the local committee have been obliged to suspend Miss Long until the pleasure of the Board is known.

Some time ago Herbert whom she knew in Perth came here and was looked for in consequence of a charge of attaining money under false pretences. Miss Long at that time associated much and impudently with him and used to go to theatrical amusement and afterwards sup in Mr. Coleman's house in his company and on one occasion slept in that house. Under these circumstances, specially as there had been much scandal about the precise relation in which Mr. Coleman held his housekeeper, a married woman, the committee suspended Miss Long - but on her penitence and promise that she would altogether break off her intimacy with the set she was reinstated and we did not trouble the board.

Now however she has just gone in the old course, and Mr. Coleman and she are actually engaged to be married - Miss Long accepting the addresses of a married man whom she knows to have lived in adultery here up to this time; the only excuse being that he has some documents which he thinks will procure a divorce - they however walk and keep company publicly - and there is great scandal.
We leave the matter in the hands of the Board as to the restoration or continuance of Miss Long in her office - we feel it a hard lot for her to be dismissed and would gladly see our duty to be a less painful one than to recommend this - we also feel that perhaps the more guilty party in the affair triumphs however it is decided, he meanwhile securely holding an office in the public service.

I hope you will let me know as soon as possible the decision of the Gen' Board.

I have the honor to be,
Your obedient servant
Zachary Barry
Hon. Sec. to local committee.

Note by Governor: Inform Mr. Barry that Coleman who I have directed should be suspended, remonstrated against dismissal without "investigation". Request Mr. Barry will have the kindness to satisfy me of the grounds on which He makes the Statements in reference to Coleman. Enclose the accompanying letter from Miss Long for the information of remarks of the Bd. of Education.

Nov. 11/58 J.P.D. (1)


34. 51% BEYOND THE PUBLISHER'S PRICE

General Board of Education,
Perth.
August 14, 1860

Sir,

I am desired by the General Board of Education, to call your attention to the excessive charge for the last supply of books obtained through the Agency General, in some instances amounting to 51% beyond the Publishers price, and causing in the aggregate an expense of upwards of twenty eight pounds beyond the amount estimated by the Board according to Messrs. Thom & Sons, rates of charge. The exchange appears to have been occasioned by the Agent General obtaining the Books from the Stationery Office instead of from the Publisher, and I am directed, therefore, to request that in all future cases the Agent General may be instructed to apply direct to Messrs. Thom. & Sons for whatever further supply of School Books or requisites that may be required.

I have the honor to be, Sir,
Your most Obedt. Servant
E.L. Courthope, Secretary.

(1) Sir John Patrick Dwyer - Lieutenant Governor & Administrator from 24th July 1858 to 3rd Jan. 1959.
35. SCHOOL SAFETY

Western Australia,
General Board of Education,
Perth.
May 29th 1861.

Sir,

I am desired by the General Board of Education to call His Excellency's attention to the necessity of filling up the Pond at the back of the Perth Boys School House.

It will probably be remembered by His Excellency that not long since a boy whilst bathing in the Pond, was drowned and to prevent the recurrence of such accidents the Board would suggest that the work be carried out at once.

I have the honor to be
Your most obdt. Servant,

E.L. Courthope
Secretary


36. AN EDUCATIONAL ESTIMATE

Note: This estimate provides interesting proof of the intended scope of Government educational services in metropolitan and rural areas.

<table>
<thead>
<tr>
<th>Location</th>
<th>Position</th>
<th>Annual Salary</th>
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<tbody>
<tr>
<td>Perth</td>
<td>Secretary Education Board</td>
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<tr>
<td></td>
<td>First Teacher Boys School</td>
<td>150. 0. 0</td>
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<td></td>
<td>Second &quot; &quot; &quot;</td>
<td>100. 0. 0</td>
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<tr>
<td></td>
<td>First Teacher Girls School</td>
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<td>Two Assistant Teachers each £30 p.a.</td>
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<td>Teacher Infant School</td>
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<td>First Monitor Boys School p.w. or</td>
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<td>Second &quot; &quot; &quot; 5s p.w. or</td>
<td>13. 0. 0</td>
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<tr>
<td>Fremantle</td>
<td>Teacher Girls School</td>
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<tr>
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<td>3 Assistant Teachers each 20 p.a.</td>
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### Salaries

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<td>Fremantle</td>
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<td>60.0.0.0</td>
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<td>Guildford</td>
<td>Teacher Mixed School</td>
<td>150.0.0.0</td>
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<td>York</td>
<td>Teacher Boys School</td>
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**Total Salaries**  
£2,326.4.0

### Contingencies

- Probable amount required for New Schools in rural districts: 200.0.0
- Rent Amount required for Rent of School Homes: 160.10.0

**Total**  
£2,686.14.0

**Source:** C.S.O. Papers, Vol. 474, Ecclesiastical, Education, 1861.

### Special Religious Instruction

In order to avoid any misapprehension with respect to the usage sanctioned by the General Board of Education touching the communication of Special Religious instruction to the children in the Government Schools, it is resolved that the following be entered as a Minute of the Board.
Any Minister of Religion authorised by the General Board of Education to impart Special Religious Instruction to the children in the Government Schools is allowed to give Special Religious Instruction in the School Room on certain days of the week according to the arrangement between the Minister and the Local Committees during the half hour usually set apart for reading the Scripture Lessons. In imparting the Special Religious Instruction the Minister of Religion has full liberty to use the whole of the Holy Scriptures but Denominational, Caticisms, are not to be used. No children whose parents may object to their attendance at such Special Religious Instruction are required to be present while that Special Religious Instruction is being given.

Note by the Governor: This Minute is in accordance with the Minutes of Executive Council therefore approved by G. Kennedy, 11/2/62.


38. A PRECEDENT FOR PUPIL TEACHERS

Note: The pupil-teacher system had operated informally for some years (see Doc. 29) before the procedure, described below, was instituted.

General Board of Education, Perth.
April 5th, 1862

Sir,

The General Board have received through the Fremantle Local Committee an offer from the Junior Monitor in the Boys School, Stephen Gardiner, to enter into an apprenticeship with the Board for a period of four years with a view to becoming a Salaried Teacher at the end of that period.

The Board think it highly desirable that the apprenticeship of lads willing to become Teachers, should be encouraged, as great difficulty is experienced in obtaining persons properly qualified for the office, and it is often attended with considerable expense.

The present offer is therefore particularly deserving of His Excellency's favourable consideration. Stephen Gardiner having for some time past been employed in a Fremantle Boys School and given every satisfaction to the Master and Local Committee.

As it is intended that Gardiner's apprenticeship should form a precedent for similar cases, the Board have drawn up a list of subjects in which Pupil Teachers will be required to pass an examination. I am desired to forward the same for His Excellency's consideration, and should it meet with His Excellency's approval, to request that instructions may be given to the Law Offices to prepare an Indenture of Accreditship binding Stephen Gardiner to
the service of the Board for a period of four years, to take effect from the 17th January, 1861. It is requested that the advantage of one year's service may be accorded to the present instance, Gardiner's conduct and capacity being deserving of His Excellency's notice.

I have the honour to be Sir,
Your most obedient servant,
E.L. Courthope
Secretary

List of items necessary for student teachers.

1. Applications for the Apprenticeship of Pupil Teachers will be received by the General Board of Education through the median of the Local Committee of any School in which the average daily attendance of scholars for the half year preceding the date of application is not less than 50 provided that the School be reported by the Inspector well organised and disciplined.

2. Candidates for the office of Pupil Teacher must be at least thirteen years of age, and free from any bodily infirmity likely to impair their usefulness. The Local Committee must also be satisfied that the Moral character of their Parents is good.

3. If found properly qualified, candidates will be engaged for four years as Pupil Teachers. Their remuneration will consist partly of instruction given by the Teachers, and partly a fixed yearly Salary which will be paid by the Government provided that the Teachers certify as to their good Moral character and that they pass the Annual Examination before the Inspector in a satisfactory manner.

4. The Teacher of the School will be required to give Instruction for one hour and a half to the Pupil Teacher in every school day, and the Government will award to Teachers a bonus not exceeding twenty pounds for every Pupil Teacher who has successfully passed the four yearly Examinations.

5. The salary for the Pupil Teachers of the first year will be fifteen pounds, for the second year - twenty pounds, for the third - twenty five pounds, for the fourth - thirty five pounds.

6. On application Candidates must be prepared to pass an Examination in the following subjects: reading, writing, arithmetic, grammar, geography, scripture.

39. CONVICT EDUCATORS

Note: The extreme shortage of teachers forced the colonial educators to rationalize the stringent role expectations illustrated in Documents 25, 32 and 33.

Western Australia
General Board of Education
Perth.
September 2nd, 1864.

Sir,

We the undersigned Members of the General Board of Education beg very respectfully to call attention of His Excellency the Governor to the following considerations connected with the present want of Teachers for Schools in this Colony.

We are of opinion that the cause of education is very seriously impeded by this want and it would be a great relief to our minds if some effectual measures could be adopted with a view to its removal.

We have of late, upon two or three occasions inserted Advertisements in the Newspapers inviting persons to apply for vacant situations. In each case the applicants have been either persons previously known to us as inefficient and unfit for our purpose, or they have been persons of the Penal class.

We think there may be persons in the Colony perfectly eligible as regards character but wanting the attainments of efficient teachers, and that such persons might be fitted for the Charge of Country Schools, by attendance for a definite period at the Schools of either Perth or Fremantle. We are not sanguine about the result of an experiment of this kind, but we think that it is certainly worth trying.

We have caused inquiry to be made in the Colony of Victoria for teachers for Country Schools; but we entertain but faint hopes that efficient Teachers will be induced to come here from that Colony.

Our past applications to the Mother Country for Trained Teachers have not in all cases been so successful as we could have desired, but, upon the whole we think that we shall most effectually advance the cause of education by securing the Services of more home-taught teachers, and therefore we respectfully but earnestly petition that His Excellency the Governor will be good enough to communicate with the Home Government in order that some additional teachers of both sexes may be engaged in England for employment in the Colony.

We have not before us applications for Schools from persons of the Penal class, who except that they are persons of that class, seem highly qualified for the Situations they desire to fill.

We find the question of the employment of persons of this class to be a very difficult and a very embarrassing question, and we are very anxious
that it should be definitely and finally settled. Or that, at any rate, it should be properly and thoroughly understood. Any decision or understanding which may not be arrived at should in no way affect the position of those who already hold appointments under the Board.

When we, the present Members of the Board, took office, as Members thereof, we found, already in use, the practice of entrusting in particular cases, the management of Schools to persons of the Penal Class. Our intention therefore in making the following remarks is not, either to defend or condemn the practice. We desire only to obtain for both sides of the Question full and serious consideration.

We admit that it would seem quite natural to condemn absolutely the practice of employing men who have been Convicts, as the Instructors of the children of the Colony, if the question could be viewed altogether alone, and if it could be separated from all other considerations. But we feel that in this Colony the question cannot be isolated from other considerations or determined solely upon its own merits.

We feel also, that we individually, cannot separate our obligation, as Members of the Board of Education from the many other great and important obligations which are laid upon us....

It is quite possible that in our anxiety to avoid doing injury to Society in one way, we may unwittingly do a still greater injury to Society in another way.

If such a state of things should hereafter unhappily arise in this Colony, as that men should set themselves Class against Class, the free against the bond and the bond against the free ... this would be a state of things injurious in the highest degree to the interests and happiness of the Colony.

No legal action or Orders by authority, will hereafter be able to prescribe to the two classes in what attitude they are to stand respectively the one to the other ...

The Members of each Class are shaping their conduct towards the Members of the other Class as they are led and guided (it may be almost imperceptibly) by those who possess influence amongst them, and who are in fact their recognized Teachers ....

As regards the case of individual man who after two or three years of liberty in the Colony produce Testimonials certifying to us that they have from the time they reached this Country manifested invariably a sincere desire to conduct themselves properly, and to recover to some extent their lost position, we, desiring to be actuated by the Spirit of Christianity, and remembering how greatly we ourselves stand, day by day, in need of forgiveness feel it to be a very harmful thing to withhold encouragement from such men and to reject their earnest petitions for employment on the one ground of their having been in a penal condition.
We must not omit to mention that nothing has, as yet, happened in any School taught by a person of the penal class which enables us to say that our own experience is against the practice of employing such men in Special cases. Two such Masters only have been dismissed. One, James Hislop, was dismissed after upwards of 10 years Service he became careless and negligent and allowed his School to become inefficient. The other Stephen Stent was dismissed by His Excellency the late Governor on account of some circumstances, which were not connected in any way with the School or the Pupils.

Even if the practice of employing as Schoolmasters in Special cases men of the Penal Class, be continued it is not our opinion that the Colony will be thereby relieved to any considerable extent from the existing want of Teachers. We are of opinion, that in any case the measures already recommended must be resorted to, if an adequate supply of fit and competent Teachers is to be kept up.

We have the honor to be
Sir,
Your most obedient Servants
Fred P. Barlee
Mathew Perth
Henry Trigg
Thomas Bond

Note by the Governor: The two questions raised in this letter are surrounded with difficulties on every side which there is reason to fear that even the most careful consideration will fail to discover adequate means wholly to remove.

With regard to sending to England for trained teachers I have to observe that there is not only great expense involved in doing so but likewise much risk of not being able thereby to secure fit persons, and difficulty in retaining them after their arrival, therefore I beg the Board of Education will favour me with an opinion as to whether the services of moderately well qualified Schoolmasters could be provided here by increasing some of the authorised salaries instead of expending a far greater amount of money in paying the passages from England of teachers who after all might not practically be superior to persons now in the Colony. It has occurred to me that part of the expense of passages from England might be avoided by endeavouring to induce the proper authorities at home to send out Immigrants fit to act as Schoolmasters the Colonial Government paying the difference between the cost of an ordinary steerage passage and second cabin accommodation.

In this way perhaps a few individuals could from time to time be engaged, not highly trained but yet qualified to take charge of the smaller schools at first and ultimately of the more important.
Moreover I think it is possible that the Imperial Government could be induced to send trained Schoolmasters to do duty on board Convict Ships during the voyage if it was known that employment could be provided for these Masters on their arrival here.

Employing a man who - either is or has been a Convict as a teacher of youth is an anomaly that can only be set aside by the peculiarly exceptional circumstances in which the inhabitants of this Colony are placed, but the results of my experience in Tasmania has rendered me very averse to Schoolmasters being drawn from such a source: - At the same time I am bound to state that educated men of the penal class in Western Australia are generally not so thoroughly demoralized as they were in Tasmania and here they have been put in many respects on an entirely different footing in relation to the free population.

Under these circumstances and looking at the information contained in the Return of Schoolmasters of the Convict Class now employed as well as the report herein made by the Board with reference to the conduct of all such men who have served in that capacity, I think that the rule on this point which has been in force might be continued in operation by employing carefully selected persons of the Penal class as Schoolmasters always provided that eligible candidates who never have been Convicts cannot be found.

For obvious reasons it is generally objectionable and unfair to refer to official records for the prison histories of men who have been Convicts merely because they are seeking employment but in all cases before such men are nominated to be Masters in Government Schools I am of opinion that, in consequence of the vital importance of the interests concerned, reports of their antecedents as Convicts should be obtained by the Board of Education, from the Comptroller General, to prevent the selection of persons the nature of whose crimes may have altogether unfitted them for having any charge of Children ....

J. S. Hampton
5.9.64.


40. A PERMANENT INSPECTOR OF GOVERNMENT SCHOOLS

General Board of Education, Perth.
January 23, 1866

Sir,

The General Board of Education had under its consideration the expediency of obtaining His Excellency's sanction to the appointment of an Inspector
of Government Schools.

There are at present under control of the Board thirty six Schools (with every prospect of an increase to their number) which should be visited at least once a year, and the Board feel that however efficient the Supervision of the Local Committees may prove, the true state of each School can not be so completely ascertained as by an Inspectional visit from Head Teachers at irregular periods.

Mr. Adkinson the Head Master of Perth Boys School has, during the Years 1863/64, been employed by the Board in the Inspection of the Schools in the Eastern and Southern Districts.

This skilful method of examining classes and thorough acquaintance with his work has been frequently remarked, and has been of great Service and the Board think it highly desirable that Mr. Adkinson should receive a permanent employment as Inspector of Government Schools.

It is not proposed to remove Mr. Adkinson from his present position, but that he should be appointed as Inspector of Schools with an addition of twenty five pounds per annum to the Salary he now receives. Looking at Mr. Adkinson as a very valuable Public Servant the Board has great satisfaction in bringing this question under His Excellency's notice and I am desired to add that its approval will not entail an Overdraft on the Educational Estimate.

I have the honour to be Sir,
Your most obedient Servant,

E.L. Courthope
Secretary.

Note by the Governor: The Council advise a compliance with the recommendation of the Board of Education.

Signed J.S. Hampton
14th February, 1866.


41. APPOINTMENT TO YORK

Note: Segregated education was also a feature of country schools where facilities and personnel were more difficult to obtain.

General Board of Education, Perth
April 2nd, 1867.

Sir,
I am desired to state that it is the wish of the York and Local Committee that
Mr. Blakiston the present Schoolmaster at Beverley be appointed to the charge of the Boys School in that town.

It is believed that the attendance at the School would materially increase by the appointment of Mr. Blakiston, as there are many Settlers who now withhold their children from want of the instruction of a superior Master.

It will probably be within His Excellency's recollection that the appointment of Mr. Milne as Schoolmaster at York was only temporary, and it is proposed to transfer his services to Beverley upon the same Salary as Mr. Blakiston.

Mr. Blakiston's intemperate habits at a former period were a matter of notoriety but since his appointment to Beverley in January, 1863 the Board have never heard of a recurrence to his former habits, and as the York Local Committee have expressed so strong a desire to secure his Services again, the Board beg to recommend a further trial on the understanding that it be notified to Mr. Blakiston that any act of intemperance on his part will ensure his removal from the Public Service.

I have the honor to be, Sir,
Your most obedient Servant,
E.L. Courthope,
Secretary.


42. PETITIONING FOR A CLOSER SCHOOL

To His Excellency John Stephen Hampton Esquire, Governor and Commander-in-Chief in and over the Colony of Western Australia and its Dependancies.

The humble petition of the undersigned, being fathers of families, resident at South Greenough showeth:-

(1) that the Southern extremity of the Greenough Flats is about twelve miles distant from the central Greenough School.

That within this distance there are children, as shown hereunder, who reside at distances too remote to attend the said School.

That while ample provision has been made by the Government for the education of children residing at central and north Greenough, no provision whatever has been made for the education of those residing within the limits herein before mentioned.

(1) Beneath this Petition were twenty parental signatures representing fifty one children whose distance from the existing school ranged from four to twelve miles.
That on account of the remoteness of location from a School house - and the inability of parents to provide for the mental culture of their children, many have, and still are growing up in total ignorance of the most rudimentary educational Knowledge.

We therefore humbly pray that Your Excellency will be pleased to take the matter into your most favourable consideration, and grant us such assistance as the exigency of the case may appear to demand.

Source: C.S.O. Papers, Vol. 613, Ecclesiastical, Education. 1868.

43. AN IRISH INQUIRY

Note: The answer to this inquiry (Doc. 44) provides an interesting summary of the state of public education by 1868.

Offices of Primary Education Commission
46, Sackville Street, Upper Dublin.
6th March, 1868.

That application be made to obtain, for the use of this Commission, copies of the Official Regulations under which assistance is afforded by the State, or by Municipal or Communal Authorities, to Schools for Primary Education, under the control or management of Religious Authorities, Orders, or Congregations, Male or Female, of the several Religious Denominations in Canada and the other North American Colonies, and in Australia, and such Regulations to refer to and include especially the following heads:-

1. Financial Aid in Salaries of Masters, Mistresses, or Assistants, Supply of School requisites, Grants for Building or Repair of School Houses;
2. Appointments, Dismissal of Masters and Mistresses, or Assistants, Qualifications required from Masters, Mistresses or Assistants;
3. Power of Inspection, Appointment and Removal of Inspectors, Qualification of Inspectors;
4. Training of Masters and Mistresses, and Assistants, Constitution and Government of Normal Schools for Primary Education;
5. The latest Reports officially published of the Statistics of Primary Education, as to Numbers, Classification and Expenditure.

Source: Colonial Office Circular, 31st March 1868, in Battye Library.
In returning the Circular Despatch from His Grace the Duke of Buckingham to His Excellency The Governor of the 21st March last, I am desired to furnish the following information.

With reference to Query No. 1 of the Royal Commission appointed to enquire into the State of Primary Education in Ireland, I am to report that there are 46 Schools in Western Australia, 21 of which are entirely supported by the Government, and the Fees received from the Scholars are expended in the purchase of Books and School Furniture. School Requisites are all supplied by the General Board of Education. The total amount voted by the Legislative Council in aid of the erection of School Houses is £250.0.0. p. Annum and the repairs for the most part are executed by the Government upon the recommendation of the Board. In the 21 Schools above referred to, there are 10 Masters employed, who receive Salaries varying from £65 to £200 Per annum, 2 Assistants respectively receiving £90 to £100 Per Annum, 6 Pupil Teachers receiving from £15 to £20 Per Annum, 10 Mistresses with Salaries from £20 to £40 Per annum; and 5 Monitors who receive from £12 to £15 p. Annum. The remaining 25 Schools, are those receiving Grants in Aid, and the Salaries range from £25 to £50 Per annum in accordance with the attendance. The teachers therein employed do not exceed the No. of Schools.

In regard to Query No. 2, I am to state that all Teachers are appointed and dismissed by the Board of Education subject to the approval of His Excellency the Governor. With reference to qualification, there is no standard of qualification of Masters, Mistresses, or Assistants, but the Board employ three trained and Certificated English Masters, and two trained and Certificated Mistresses. Whenever practicable a competitive Examination of Candidates for the Office of Male and Female Teachers is required.

Respecting Query No. 3, I am to remark that the Schools are for the most part annually inspected under the authority of the Board of Education. The Inspector is the Head Master of the Metropolitan School, who was trained at St. Marks Chelsea, and conducts the works of Inspection to the satisfaction of the Board.

With reference to Query No. 4, there are no training schools in Western Australia: Pupil Teachers are appointed at the age of 13, and are supposed to serve an apprenticeship of 5 Years. There is no other source, at present, from which a supply of Masters for Country Schools with any training at all, can be derived.

In regard to Query No. 5, no Report has been published by the Board of Education since the year 1857, but I am desired to forward a Table of the Schools at present in operation together with a Copy of the Rules and Regulations now in force.

With reference to Mr. D.B. Dunne's letter of His Grace the Duke of Buckingham
of the 25th of March 1868, I am directed to state that there are no Schools for Agricultural Education established in Western Australia.

In conclusion I am to remark that the system adopted in the Government Schools of Western Australia corresponds in its main features with the National system of Ireland, and the Books published by the Irish Education Board are almost exclusively used.

I have the honor to be
Sir,
Your most Obedient Servant
Henry Wakeford.

Source: Education Committee, Outward Letter Book, 1st April 1868
5th September 1971, in Battye Library.

45. ON THE MAT

March 16, 1869.

J.W. Humphrey (Mr.)
Schoolmaster,
Quindalup

The Board have received a Memorial signed by certain Settlers at Quindalup complaining of your inattention to your duties as Schoolmaster, that the proper School Hours were not adhered to, that, the School is opened and often dismissed before the proper time and that every Wednesday the School is closed at Mid-day and that it is not worth the while of these children who live at a distance to attend for the forenoon only. They thus receive instruction during 4 days instead of five (5) days in every week.

The Board having made enquiry have ascertained that there is good reason for these complaints. I am desired to call your attention to the matter and to state that the Board will expect a strict compliance with the regulations as to the time of opening and closing the School; Secondly, that you must teach during the full time specified in the rules, and be more attentive to your work while in School and as regards the Wednesday afternoon which appears to be required in the Work of the Post Office you will close the School on that day giving instruction on the Saturday instead.

The Busselton Committee will be requested to report from time to time whether the instructions of the General Board have been carried out.

In conclusion I am to add that the reports of the recent Inspections at Quindalup have by no means impressed the Board favourably with the state of the School, and they contrast unfavourably with the Inspections of 1866 and 1867. Your salary was increased at the commencement of the present year to £10. Such being the case the Board would have expected that the Schoo
would have been conducted more efficiently, instead of taking a slip backward.

I have etc. etc.

E.L. Courthope
Secr. Board of Education

Source: Education Committee, Outward Letter Book, 1st April 1868
5th September 1871, in Battye Library.

46. TWO JOBS?

Note: In the early years of the colony a teacher was often expected to carry out Post Master duties as well as his teaching function. This letter reflects a different attitude to private employment even of an indirect type.

George Eliot Esqr. Chairman, Local Committee
Bunbury.

With reference to your note of the 28th of March last suggesting the expediency of obtaining a Room attached to the Building used for School purposes at Bunbury as a Class Room I am desired to state that the Board have been informed that the Room in question is required by the Convict Department.

In regard to the other portion of your note enquiring whether the Board would have any objection to the Schoolmaster at Bunbury entering into business as a Storekeeper, the store being kept by his Wife, his name not publicly appearing as a party concerned, I am to state that the Board are of opinion that Mr. Teede's entering into business would be incompatible with his duties as Schoolmaster and consequently they are unable to sanction such a course.

I have the honor to be, Sir,
Your Obedt. Servant

E.L. Courthope

Source: Education Committee, Outward Letter Book, April 1868 - 5th September 1871, in Battye Library.

47. THE PRICE OF PRIZES

The Secrt. Bd. Education
Melbourne.

August 6th, 1869
I shall feel obliged by your acquainting me for the information of this Board, what arrangement is made by your Board for the supply of Prizes to the Common Schools of Victoria - Every year, it costs this Board comparatively a large sum for the purchase of Prizes to be distributed by the various Local Committees at the Xmas Examinations. It has occurred to me that with the sanction of this Board, the plan in operation in Victoria might be adopted here.

I have the honor to be
Sir
Your most Obedt. Servant
E.L. Courthope

Source: Education Committee, Outward Letter Book, 1st April 1868 - 5th September 1871, in Battye Library.

48. PERTH BOYS SCHOOL IN 1870

This school, founded in 1847 is claimed to be the oldest State (or Government) School in the Commonwealth of Australia (1)

Source:

ROMAN CATHOLIC EDUCATION

Government House, Perth
March 18th, 1870.

Shortly before the arrival of the present Governor, a petition praying for a share in the annual Colonial grant for Educational purposes was addressed to Her Majesty's Secretary of State for the Colonies, and the Governor has, in reference hereto, been directed to report for the information of the Home Government.

The Governor therefore requests that you will furnish him with information upon the following heads:-

1. What number of children, of either sex, are now being educated in Roman Catholic Schools in Western Australia?
2. How many schools exist, and at what places?
3. How many of a superior class, and how many are simply elementary?
4. How many of these schools are taught by members of religious bodies, and how many by laymen?
5. Have you any difficulty in obtaining qualified teachers?
6. Are any of the convict class employed as teachers?
7. Is the Monitor system established, or are teachers trained in these Schools?
8. What books are read, and what branches of Education are taught in these schools?
9. Are Protestant children admitted to all or any of these schools; if so, on what conditions?
10. Do the upper class Convent Schools receive much support from families who are not themselves Roman Catholics?
11. Do Roman Catholic parents send their children in any numbers to Government Schools; especially in cases where they can have access to Roman Catholic Schools?
12. At what age do children generally leave school in this Colony?

The Governor is ready to receive any remarks that you may desire to make, either as to the grounds upon which you object to the present system of Government Education, or as to the system which you would desire to introduce.

(Signed) Fred A. Weld,
Governor.

To The Very Rev. Martin Griver, Roman Catholic Administrator.

ANSWERS TO THE FOREGOING QUERIES

1. According to our latest reports, the numbers of children respectively attending our schools are as under:

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<td>Boys</td>
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<td>Perth Boys' School</td>
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<td>Fremantle Convent Schools</td>
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<td>Infant Mixed School</td>
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<td>Fremantle Boys' School</td>
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<td>York Mixed School</td>
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<td>Guildford</td>
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<td>Newcastle</td>
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The above is the general attendance. The Dardanup mixed school, attended by 30 children, is closed for the present.

2. There are three Convent Schools in Perth, and three in Fremantle; the others are as above named.

3. Besides the course of English Education, some girls attending the upper Convent Schools at Perth and Fremantle are taught Music and French. All our other schools are elementary.

4. Six of our schools are taught by Sisters of Mercy and of St. Joseph, and eight by lay teachers.

5. Our only appreciable difficulty to obtain trained and qualified teachers is want of means.

6. Three conditionally-pardoned men are employed teaching.

7. In our principal schools at Perth and Fremantle we have monitors chosen from the pupils; and some trained at the Convent Schools have afterwards had and now have charge of Government Schools in the Colony. Three have charge of our own schools.

8. The books published for the use of the children attending the Christian Brothers' Schools in Ireland; also the books approved by the Catholic Poor-school Committee in England. The course of Education embraces Reading, Writing, Arithmetic, Grammar, Geography, History, Book-keeping &c.; and in addition at the Convent Schools, every branch of useful and ornamental needlework.

9. Children of every denomination are admitted, and are never required to take part in any professedly religious exercises. Protestants attend in large numbers.

10. Yes! Out of sixty-seven children attending Perth upper class Convent
School thirty-five are Protestants. Fee up to last year, 13s per quarter; from that time all new admissions £1 per quarter. Of fifty-five children attending Fremantle upper class Convent Schools, forty are Protestants. Fee varies from 10s to £1.10s per quarter.

We have not a solitary instance of any Catholic little girls going to Government Schools in Perth; in Fremantle there are six girls only. A few pensioners' boys (about ten in Perth and six in Fremantle) are going to Government Schools, usually because the correction, or mode of correction, is found fault with. Where we have schools we have not much cause to complain, the cases are so exceptional.

Children generally leave school about the age of 14 years.

We need hardly remark how urgently necessary it is to pay special attention to the moral and religious training of the lower class of children in this Colony. The vast majority of the male population are liberated Convicts, and the class of female emigrants sent out here from time to time is not a superior one. If the offspring of such parents be deprived of religious training in the schoolroom, they will certainly not receive it elsewhere. They will not obtain it at home, for their parents have not the inclination to instruct them, nor are they capable of doing so. Neither will it be imparted to them at Sunday School; for they will not, as experience teaches, attend it regularly. In any circumstances we should disapprove the system of education that would exclude religion, but still more emphatically must we condemn it under the unfortunate ones in which we are placed.

We have had other positive reasons for objecting to the present Government system of Education in this Colony. The General Board was not satisfied with having all Protestant teachers, it moreover required that the few Catholic children attending the Government Schools, even in those districts where we had none, should, despite our remonstrances, read the Scripture lessons. "No child is permitted to be absent" says a member of the General Board, Bishop Hale, "nor has the teacher power to sanction such absence".

Contributing, as we do, our share to the public revenue, we believe we claim in justice the renewal of the privilege we enjoyed from 1849 to 1857, viz., that the Government should assign us a proportionate sum of the Government Grant, or should otherwise pension our schools wherever we have the requisite number of children in attendance; such schools to be strictly Roman Catholic schools, but if Protestants choose to attend, they shall not be required to join in any of the catechetical or religious instructions. If needful, we should not object to proper Government inspection. Where we have not the requisite number of children to form a school, we should be satisfied with the strict observance of what is known as the conscience clause.

We would beg, furthermore, to remark, that if the children attending the Catholic Schools were to be sent to the Government institutions, it is
evident that large sums of money would have to be expended in providing additional teachers and accommodation for them. In case, however, our claim be allowed, the necessity of this expenditure will be in a great measure obviated, as we have already erected schoolhouses, and provided them with teachers, at considerable expense.

Perth, March 28th, 1870

Martin Griver,
Administrator.

Source: W.A.V.P. 1870-71, pp 109-111.

51. THE GOVERNOR QUESTIONS THE GENERAL BOARD OF EDUCATION

Memorandum from His Excellency Governor Weld, with reference to the Government Colonial Schools of Western Australia.

1. The Governor is directed to report to the Secretary of State upon the subject of Education in this Colony, in reference to the petition of the Roman Catholics for a share of the Education Grant.

2. He will therefore be obliged if the General Board of Education will favor him with replies to the following Queries, and with any further remarks they may deem it desirable to make.

3. The little book of Rules and Regulations for the Government Schools of Western Australia opens with the remark that "The primary object of the Government "has been to secure, on the basis of religion, a sound and serviceable education for the "children of the middle and lower classes".

a) How far, in the opinion of the Board, has this object been fulfilled?

b) How far are the children frequenting Government Schools instructed in religion, beyond such instruction as they may glean from the Scripture Lesson Book?

c) What proportion of the children do not attend the Scripture Lessons: (d) and do these, as a rule, receive religious instruction at all?

4. Are these Scripture Lesson and other books, prescribed as alone to be used in Government Schools, compiled by and agreed upon by the joint action of Members of different denominations, so as to fulfill the conditions of the closing sentence of Paragraph No. 1 of the General Remarks?
5. From Paragraph No. 2 it would appear that a reference to the General Board is required, should parents entertain conscientious objections to instruction from the Scripture Lesson Books in which Ministers of all Religious Denominations are invited, under certain restrictions, to take part. The General Board is to consider each particular case, thus, it would appear, throwing the onus of a protest upon the parents, necessitating reference to the Central Board in this Colony, necessarily often a work of time, and apparently leaving, after all, a latitude to the Board in the ultimate decision.

6. The celebrated conscience clause voted by the Irish National Board on the 22nd May, 1866, and which has since been so frequently referred to, runs as follows: "No pupil who is registered by its parents as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic: and further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which its parents or guardians object"....

Fred A. Weld
24th March, 1870


52. THE BOARD'S REPLY

General Board of Education,
Perth, 24th April, 1870.

His Excellency The Governor having been pleased to prepare, for the consideration of the General Board of Education, a Memorandum with reference to the Government Colonial Schools, we the undersigned, Members of the said Board, respectfully beg leave to submit the following remarks upon the said Memorandum.

Paragraph 1. It appears that His Excellency has been moved to take action in the matter of the Colonial Schools by Her Majesty's Secretary of State for the Colonies; and that the Secretary of State has been moved to action by certain petitioners in this Colony, who, as we understand, have alleged that the Roman Catholics in this Colony have not a share in the Education Grant.

We feel compelled, therefore, at the outset of our remarks, to state that we by no means admit the correctness of this allegation.

We say, in the first place, that the members of all religious denominations in the Colony stand upon the same footing with respect to Public Education.
We say, in the second place, that as a rule the Roman Catholic parents, in various parts of the Colony, have shown great readiness to accept their share of the Education Grant by sending their children to the Government Schools. Our returns of the latest date show that many of their children were in the Government Schools when those Returns were made out, and we believe that they would very generally use those Schools if they were permitted to do so. And there are Roman Catholics, at the present time, holding office as Teachers in the Government Schools.

3. a) In the words quoted from the Rules and Regulations in the Government Schools, in His Excellency's third paragraph, a very high mark is set up to be aimed at in our Educational measures. We do not say that that mark has been by any means reached, but we think that we may fairly say that the Educational measures have been steadily directed towards that mark, so far as the circumstances have permitted, and that they have not been without their measure of success.

Indeed, we have no reason to believe that the children of the Middle and Lower Classes in this Colony are more destitute of Religious Instruction than children of the same classes in other newly settled countries, where the population is widely scattered.

b) Such information as we have at present leads us to believe that a very large proportion of the Children attending the Government Schools, attend also at the Sunday Schools of their different denominations, in which they receive special religious instruction at least one day during the week, besides that which is imparted to them by means of the books of Scripture Lessons read in the day Schools. (See also note at the end).

c) & (d) We are not aware that any children designedly or habitually absent themselves from the Scripture Lesson Class.

4. The Scripture Lesson Books are the only Religious Books in use in the Government Schools. The other Class Books have been carefully selected, and it has been the wish of ourselves and of our predecessors in office that none of them should be open to even a suspicion of being intended to convey what is called Sectarian teaching.

The Scripture Lesson Books were prepared in accordance with the instructions of the first Commissioners appointed to carry out the Irish National system of Education. Those Commissioners, seven in number, were: The Duke of Leinster, Archbishop Whately, and Dr. Saddler, of the Established Church, Archbishop Murray and Mr. Blake, Roman Catholics, the Rev. W. Carlile, a Presbyterian, and Mr. Holmes, a Unitarian.

5. We are quite willing that this rule should be so altered that any parent or guardian, in such a case as that supposed, might make his complaint to the Local Committee having the superintendence of the
School attended by the child. We may however remark, in passing, that no such case has ever come before the General Board; nor have we ever heard of any desire on the part of any parent or guardian to complain of any tendency towards Sectarian teaching in any Government School.

6. & 7. His Excellency, as it appears to us, seems to think that it is advisable to introduce into the Rules and Regulations a Clause such as the one he quotes and a system of registration of the religious creed of each child, on the ground that, at present, children in the Schools do not enjoy sufficient protection against interference with their Religion.

We beg leave to say, with all respect, that if His Excellency will be good enough to enquire further into the matter, he will, we venture to think, be satisfied, as we are, that the children do enjoy sufficient protection; and we think that the fact mentioned above, viz., that we have never heard of any desire on the part of any parent or guardian to complain of any tendency towards Sectarian teaching in the Government Schools, gives us a right to assume that parents generally, Roman Catholics as well as other, are satisfied upon this point.

The contemplated alteration would, we have no doubt, be productive of certain disadvantages to the Schools, as regards their good order, working efficiency, and the punctual attendance of the children. The fact is, that for the accommodation and business of each School, especially in the Country Districts, there is the one room and the one teacher, and therefore the "not being permitted to remain in attendance at any given period" means, in such cases, being turned out into the bush or into the street, or being required to come to School at a later hour. But if it can be shown to us that, as a result of the alteration, the Roman Catholic Clergy would be likely to give their co-operation to the Government in the cause of Education, or if they would materially alter their attitude towards the Government Schools, or if we could see reason for believing that any other important practical advantage would be secured by the change suggested, we would then gladly give the matter further consideration, and His Excellency might depend upon our doing this in the fairest and most impartial manner ....

Fred P. Barlee, Chairman

Mathew Perth
D. Meadowcroft, Congregational Minister,
E.L. Courthope for Wm. Lowe, Wesleyan Minister. Members.

Note: The Bishop of Perth, with the consent of the other members of the Board, added a large note concerning paragraph 3. Two paragraphs from this statement are included below:-

.... Speaking for myself, I have further to say that, although I have not used the liberty accorded to me by the aforesaid Rule, I attach the greatest
importance to its existence. My feeling is, that I could not give my co-operation to any Educational system which would persist in saying to me "You are absolutely prohibited from using the Bible to instruct the children within these walls." The question which has weighed with me, and which, so to speak, puts itself to my mind, is not the question "Can these children, or can they not, do without Bible teaching from my lips during the time they are within the four walls of any given School room." The question is, "Dare I consent to have the Bible actually taken out of my hands? Dare I give any co-operation to a system which says to me "You can never, under any circumstances, go within those walls and teach from the pages of God's Book.""

Such a prohibition I should look upon as a positive affront to God's Word, and a positive affront to my Office, and I could not submit to it; and it is for this reason that I attach the greatest importance to the fact that this Rule has a place amongst the Regulations of the Government School ....


53. EDUCATION ACT 1871

Note: The fundamental issue precipitating this act was state aid for sectarian schools. The schism which resulted between Protestants and Catholics was further complicated by the newly arrived Governor Weld (the first and only Roman Catholic Governor), a new Government constitution in May 1970, and the first ever State elections.

A controversial innovation, of a now sectarian type, which arose from the clauses relating to attendance and salaries, was the system of 'Payment by Results'.

This Act with numerous amendments remained on the statute book until 1928.

2. In this Act: ...

The term "elementary school" means a school or department of a school at which elementary education is the principal part of the education there given, and does not include any school or department of a school at which the ordinary payments in respect of the instruction, from each scholar, exceed twelve pence a week ....

3. For the purposes of this Act there shall be a Board, to be called "The Central Board of Education," and such board shall consist of five members, all of whom shall be laymen, of whom the Colonial Secretary for the time being, or such other person as the Governor in Council shall appoint, shall be one, and shall be the chairman thereof; and the Governor in Council shall also appoint the other four members, who shall hold office for a period of three years only, unless the Governor in Council shall see fit to re-appoint them; provided, always, that no two of such four members shall belong to one and the same religious denomination.
4. It shall be lawful for the Central Board of Education:

a. To exercise a general supervision over all schools receiving Government aid in secular instruction only, and a more special direction over purely Government schools, and to appoint and instruct an Inspector of Schools, and other necessary officers.

b. To make general by-laws and regulations, subject to the provisions and restrictions herein contained; and such general by-laws and regulations shall be approved by the Governor and be laid upon the table of the Legislative Council at its next sitting, and shall be binding if no objection thereto is made within thirty days from the commencement of such session.

c. To apportion and distribute such funds as may from time to time be provided and set apart for educational purposes by the Legislature, subject to the conditions of such grants and the provisions herein contained.

d. To communicate with local boards upon the educational requirements of their districts; to confirm the appointments and dismissal of teachers for purely Government Schools, to assign them such salaries or remuneration as may be expedient, to consider complaints against such teachers and to decide on the same in accordance with the general rules of the public service and to any special engagement entered into with such teachers; to decide on all matters connected with the erection of school houses; the establishment of new schools; of new educational districts; of district boards; and of the endowment of schools under the provisions herein contained or such as may hereafter be enacted.

e. To fix a scale of fees to be paid and received for the attendance of children in purely Government schools; Provided, always, that such fees be not exacted in cases where the child or its parent, through absolute poverty, is unable to pay.

5. The Inspector of Schools shall from time to time at convenient periods, under the instruction of the Central Board, examine and inspect all schools, both Government and assisted, in secular education only; and shall report upon the condition and the character of the secular instruction given in such schools. Provided that if the managers or teachers of any school refuse or neglect to fill up any such forms or returns as directed by the general by-laws or regulations of the Central or Local Boards of Education, or allow the Inspector to inspect or examine the scholars or school books or registers, or to take copies or extracts, such school shall not be taken into consideration among the schools to be supported or aided by public funds.

6. The Central Board shall receive reports and collect statistical information, and shall in each year make a full report to the Governor, who shall lay the same before the Legislative Council at its then next ensuing Session.
9. Each district board shall consist of five members, who shall be elected in the manner hereinafter prescribed. Provided that no person shall be allowed to vote at any district election who does not habitually reside in such district.

13. Every person who shall have attained the age of twenty-one years, being a natural born subject or a naturalized subject of Her Majesty.

20. Government Schools shall be supported out of a portion of the Government grant, not exceeding on the whole the sum of Two Pounds, fifteen shillings per head on children above the age of four years and under the age of sixteen, who have attended such schools not less than one hundred and eighty days in any one year; an attendance of less than four hours a day not to be reckoned.

27. All Elementary Schools shall be held in Buildings to be approved of by the Central Board.

28. Every district board may from time to time, with the approval of the Central Board, make by-laws for all or any of the following purposes:

a. Requiring the parents of children of such age, not less than six years nor more than fourteen years, as may be fixed by the by-laws, to cause such children (unless there is some reasonable excuse) to attend school, which children do not reside beyond three miles from a Government School:

b. Determining the time during which children are so to attend school; provided that no such by-law shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which his parent belongs, or shall be contrary to anything contained in any Act for regulating the education of children employed in labor:

Provided that any by-law under this section requiring a child between ten and fourteen years of age to attend school shall provide for the total or partial exemption of such child from the obligation to attend school if one of the Government Inspectors certifies that such child has reached a standard of education specified in such by-law.

Any of the following reasons shall be a reasonable excuse, namely,

1a. That the child is under efficient instruction in some other manner:

2a. That the child has been prevented from attending school by sickness or any unavoidable cause:

3a. That there is no public elementary school open which the child can attend within such distance, not exceeding three miles, measured according to the nearest road from the residence of
such child, as the by-laws may prescribe ....

In the name and on behalf of the Queen I hereby assent to this Act.

Fred. A. Weld, Governor

Source: The Statutes of Western Australia 1871, 35 Victoria No. 14 pp 2, 3, 4 & 5.

54. INSPECTION

Inspectors Report on Elementary Schools for Year 1872.

Perth, 13th June 1873

III - Age.

About 35 per cent, of the scholars examined were under seven years of age. Only thirteen were returned as being over sixteen years old, - the age limit of the Act.

IV - Instruction.

Of the total number present at the examinations (omitting infants) the following proportion passed in each subject of the different Standards:

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<tr>
<th>Standards</th>
<th>Reading per cent</th>
<th>Writing per cent</th>
<th>Arithmetic per cent</th>
<th>Geography per cent</th>
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The average percentage of "passes" in the different branches of inspection, irrespective of Standards, was as follows:

Reading, 80 per cent; Writing, 75 per cent; Arithmetic, 63 per cent; Geography, 64 per cent; Grammar, 57 per cent.

With reference to the examination of children under seven years of age, the Board's Regulations require that they shall exhibit a fair proficiency in disciplinary exercises, and be instructed in Reading, Writing, and Arithmetic, suitably to their age.

In reporting on the attainments of these children, it is necessary to regard them as divided into two distinct classes: (1) Those taught in Infants' Departments; and (2) Such as are instructed with the elder scholars in Mixed Schools.

Respecting the Infants' Schools, I am able to report that they are well
conducted, and that the instruction given in them meets the requirements of the Board. It is difficult to particularize any as deserving of special commendation, when all are so satisfactory, but as specimens of efficient large Infants' Departments, those attached to the Assisted Schools at Perth and Fremantle are excellent.

As might be reasonably expected, in Mixed Schools, where no special provision is made for Infant teaching, the result was not so satisfactory.

Of the examination under the Standards, I beg to make a few general remarks under the head of each branch.

1. Reading - The highest percentage of "passes" has been obtained under this head. The passage selected for examination has invariably been taken from the series of Reading Books in use in the respective Schools, certain graduations of which are recognized as equivalent or appertaining to certain Standards.

It does not appear to have been understood by teachers generally, that the words "or equivalent" occurring in the directions under Standards (Appendix C) leaves it optional to the Inspector to substitute, at the examination, any book of the same degree of difficulty as the illustrative example mentioned in the Appendix.

As before stated, this severer test has not yet been applied; it is, however, my intention to do so, as affording the best criterion of thorough proficiency up to a given Standard.

VI - Pupil Teachers.

Pupil Teachers were employed during the year in the following Schools: - Perth Boys', one; Perth Girls', two; Perth Infants', one; Fremantle Boys', two; Guildford Boys', one.

The Annual Examination of the above was held during the Christmas vacation. The Pupil Teacher in the Guildford School failed to obtain the necessary number of marks to entitle him to pass. He has since been dismissed; and as one of the reasons alleged for his dismissal was inefficiency shewn at the Inspector's examination, I feel bound to record my opinion that he had not received from his master that attention and assistance in his studies which were due to him.

The grant of prizes kindly voted by the Central Board for distribution at the next annual examination will, I trust, stimulate the Pupil Teachers to greater diligence.

With the consent of the Board, I propose to award them to such Pupil Teachers who, having passed in their own year's course, shall answer best in the papers of the succeeding year.

Source: W.A.V.P. 1873, pp. 209-11.
55. POLICING THE EDUCATION ACT

Swan Board of Education,
June, 11, 1875

Sir,

I am instructed to inform you that it is considered by the Swan District Board of Education, to be advisable to get the assistance of the Guildford Police in carrying out the Compulsory Clauses of the Elementary Education Act. And I have, therefore, the honor to beg that you will cause them to be directed to co-operate with the Board and the Officer, already appointed, for that purpose.

I have the honor to be, Sir,
Your humble servant,

W.E. Knight
Hon. Sec. S.D.B.E.


56. THE HIGH SCHOOL ACT 1875

An Act to make provision for the higher education of Boys. (Assented to, 31st December, 1875).

1. This Act may be cited as "The High School Act, 1875".

2. It shall be lawful for the Governor to hire some premises within the City of Perth, such as may be deemed suitable for a boys' school; and from time to time to appoint a head master and assistant master or masters for the school to be carried on in such premises; and may from time to time remove such master or masters and supply any vacancy thereby or otherwise occurring.

3. The said School shall be called "The High School, Perth," and the education to be given at such school shall be exclusively secular.

4. The Governor shall from time to time appoint such persons as he may select, not less than three nor more than nine in number, to form a board for the superintendence and regulation of the said school ...

5. Any boy not under ten years of age who can read and write, shall be eligible for admission to the said school; provided, always, that the majority of the said board may, at the instance of the head master, refuse to admit any boy, and may expel any boy who has been admitted.

6. The terms of payment for each boy for tuition in the said school shall be three pounds per term, payable in advance. Such sum shall not include school books. The said school fees shall be paid into the
Treasury for the general purposes of the Colony,
In the name and on behalf of the Queen I hereby assent to this Act.

William C.F. Robinson,
Governor.

Source: The Statutes of Western Australia 1876-78 39 Victoria No. 14
"The High School Act, 1875 pp 1-3.

57. AMENDMENT TO THE EDUCATION ACT 1871

Elementary Education - Amendment

3. In lieu of the provisions of the said twentieth section, it is hereby
provided that from and after the first day of January after the passing
of this Act there shall be appropriated, out of the Educational Grant for
each year, for the support of Government Schools throughout the Colony, a
sum not exceeding the sum of Three pounds ten shillings per head per annum,
calculated upon the total aggregate average daily attendance of all children,
above the age of four years and under the age of sixteen years, who shall have
attended the said schools for not less than four hours per diem. Provided
always, that a continuous attendance for two hours for secular instruction
by any such child in any one day shall count as half a day's attendance, for
the purpose of the said calculation. And the said sum, or any part thereof,
shall be payable to the teachers of the said schools, according to such rules
and scales as may from time to time be made in that behalf by the Central
Board of Education.

4. And in lieu of the provisions of section twenty-six, sub-section three,
aforesaid, it is hereby provided that from and after the first day of
January after the passing of this Act there shall be appropriated, out
of the Educational Grant for each year, for a grant-in-aid to Assisted
Schools throughout the Colony, a sum not exceeding the sum of One pound
fifteen shillings per head per annum, calculated upon the total aggregate
average daily attendance of all children, above the age of four years and
under the age of sixteen years, who shall have attended the said schools for
not less than four hours per diem. Provided always, that a continuous
attendance for two hours for secular instruction by any such child in any
one day shall count as half a day's attendance, for the purpose of the said
calculation. And the said sum, or any part thereof, shall be payable accord­
ing to such rules and scales as may from time to time be made in that behalf
by the Central Board of Education. Provided also, that no such grant-in-aid
shall be given to any such school when the number of scholars in average daily
attendance is less than twenty.

In the name and on behalf of the Queen I hereby assent to this Act.

William C.F. Robinson, Governor.
58. A CRITICISM OF PAYMENT BY RESULTS

Note: The system 'Payment by Results' quickly became the focus for considerable criticism and concern. One of its worst abuses are outlined in this circular.

Extract from a prepared circular letter to Secretaries of District Boards.

November, 1875

... The effect of the present system also on the discipline of the Schools, is, as we stated before, most disastrous, it being a common occurrence for pupils threatened with punishment for bad conduct, to threaten in their turn injury to the teachers, either by irregularity of attendance or by removing to another School, and when the daily bread of a teacher depends upon the number and regularity of attendance of his scholars, this cannot fail to act most injuriously ...,

I have the honor to be, Sir,
Your obedient Servant

Lawrence S. Eliot
Secretary


59. PAYMENT BY RESULTS AND THE GOVERNOR

12th November, 1875

In forwarding the accompanying papers for the consideration of the Central Board of Education, the Governor would be glad to have from the Board an expression of their opinion as to the success or otherwise of the system of payment by results. It has been urged on the Governor that teachers in some of the smaller centres of population cannot make a living under the present system - and that we stand face to face with this difficulty - that some of the best country teachers have not only talked of resigning but have made movements in that direction.

From the numerous complaints which have reached him, the Governor cannot but think that some modification of the present system as applied to remote and thinly peopled districts might be desirable. Certainly it cannot be proper that the teacher's livelihood should be dependent on the caprice of scholars or their parents, as in the case quoted by Sir Thomas Campbell; and the Governor is inclined to think that the Central
Board should reserve to itself the power to say that in certain Schools the teachers shall receive certain fixed minimum salaries, to be supplemented by a bonus for results; thus relieving the teacher from anxiety as to his means of subsistence and at the same time furnishing him with a wholesome interest in the regularity of attendance and success of his pupils. These remarks, however, are tentative only, the Governor's object being to invite the opinion and remarks of the Central Board in the first instance.

William C.F. Robinson.
12th Nov. 1875.


60. PAYMENT BY RESULTS AND THE CENTRAL BOARD

Office of the Central Board of Education,
Perth, 30th November, 1875.

Sir,

We have the honor to acknowledge the receipt of your Excellency's Minutes of the 12th instant transmitting for our perusal and consideration, certain correspondence from the Albany District Board of Education, and requesting an expression of our opinion upon the system now obtaining in this Colony for the remuneration of Teachers of Government Schools; and, in reply, we have the honor to inform your Excellency that this question has received our most careful consideration and attention, and since the matter has been under our consideration we called upon the Inspector of Schools to make a Report on the working of the Elementary Education Act for the half year ended 30th June last in reference to the emoluments of Teachers as compared with their former fixed incomes which Report we enclose for your Excellency's information ....

out of the sixteen schools which the Inspector shows in Table 1 as having earned less than the fixed stipends previously paid to the Teachers, four of them marked with an asterisk do not maintain the minimum attendance required by the Bylaws, and consequently are not entitled to aid from Public Funds; and, from returns Received for Quarter ended 30th September, we believe that the Teachers of only three of the remaining eleven schools will, during the current half year, lose by the change from the fiscal salaried system to payment by Results. In reference to these three Schools we would observe that, in consequence of the diminution in the number of Scholars, the fiscal salaries formerly paid to the Teachers were far in excess of, and quite out of proportion to the rate generally paid.
Your Excellency will agree with us that in any system which can be devised, circumstances must and will arise which sometimes may appear to cause hardships on those who are working under its provisions, but we respectfully submit that the case quoted by Sir T.C. Campbell is an exceptional and isolated one, and one which might recur in connection with any other method of remunerating the services of Teachers of Public Elementary Schools.

We would further remark for Your Excellency's information that the Grant provided by the Elementary Education Act for each child attending one hundred and eighty days in the year has been fixed at the high rate of £3.10.0 to meet all reasonable casualties, such as sickness, etc. which might affect the attendance of Scholars ....

If it had been anticipated that every child on the Rolls of Government Schools, or even in average attendance would comply with the conditions imposed by the Act, the Annual Grant per head required to ensure a fair and reasonable remuneration to the Teachers would have been considerably less than that fixed by the 20th Clause.

Convinced as we are that the Teachers who, in accordance with the Amendment of the Education Act passed by the Legislature in 1874, were obliged at the commencement of the year to place their Schools under the system of payment by Results, will as a body, derive considerable benefit from the change, and that the Scholars will receive a greater amount of attention in regard to the instruction imparted as well as the regularity of their attendance, we strongly recommend that no further alteration be made as to their remuneration until the present Education Act has had a fair and impartial trial.

We have the honor to be,
Your Excellency's Most Obedient Servants,

A. O'Grady Lefroy, Chairman
W.E. Marmion ) Central Board
G. Randall ) of
Sept. Burt ) Members ) Education

Lawrence S. Eliot,
Secretary


61. POSTAL PROCEDURES

Central Board of Education,
Perth, 11th October 1877.
Sir,

Hitherto District Boards of Education have been required to provide themselves with the Stationary they have used in connection with their correspondence with the Central Board, and to defray the postage thereon, the amount thereof being ultimately refunded from the funds at the disposal of the Central Board. It, however, appears to be advisable to supply, on requisition, the stationary from the Depot in Perth and in that case it would be possible to have the signature of the officer of the Education Department affixed to the envelopes issued. I am therefore instructed to request you will be good enough to sanction the system of franking letters be extended to all correspondence in reference to Educational matters.

I have the honor to be, Sir,

Your obedient Servant,

Lawrence S. Eliot
Secretary

Note by the Governor: Better affix postage stamps.

E.D.H. (1)


62. HIGH SCHOOL PREMISES

Perth, January 31st, 1878.

Sir,

We the undersigned governors of the High School, Perth, have the honor to report to Your Excellency that we have received possession of a suitable Building and premises for the purpose of the High School, viz. Mr. Randell's house in the St. George's Terrace.

That we shall be ready on and from the first day of March next, to open the said school, and to give at the said school an exclusively secular education, at a cost of Nine Pounds a year for boys under twelve and Twelve Pounds a year for boys over that age; and that we are prepared to take upon ourselves the management of the said school.

Under these circumstances, we now have the honor to request that Your Excellency, with the advice of the Executive Council, will be good enough to direct, by warrant under Your Excellency's hand, the sum of Seven hundred pounds to be issued and paid to us, out of the general resources of the colony, for the purposes of the said school.

(1) Lieut. Colonel Edward Douglas Harvest (Officer Adm. Govt.), from 7th Sept. 1877 to 12th November, 1877.
This application is made under the third section of "The High School Act, 1876".

We have the honor to be
Your Excellency's most obed. humble Servants,

Messrs. H. Hocking    ) Governors of
Alfred R. Waylen      ) The High School
Archd. Paull Burt     ) Perth


63. PRISON LABOUR

Western Australia,
Central Board of Education,
Perth, 19 July 1878.

Sir,

I have the honor, by direction of the Central Board, to request that a party of prisoners may be placed at the disposal of the Board for the purpose of improving the grant on which the new Girls School is now being built.

It is proposed to plant trees and cutch grass, and as the winter is advancing, it is considered desirable to commence the work at once.

I have the honor to be, Sir,
Your obedient Servant

Chas L. Howard,
Secretary.


64. THE CLASSICIST

Note: The Governors of the High School were anxious that the curriculum should be more in accordance with the requirements of boys who would have to earn their future living in the colony. The Headmaster made a gesture in this direction, but was subsequently forced to resign over the issue.

High School, Perth.
Sept. 19th, 1879

Dear Sir,

As I have found it necessary to re-arrange the time-table, I enclose a copy for the information of the Governors. By this paper it will be seen
that I have reduced the hours for Latin really to a minimum and have given more prominence to English and Geography. I might mention that there are fifty-one boys on the Roll, forty-nine in attendance and one more expected at the end of this week.

Believe me
Yrs faithfully,
R. Davies
(Headmaster)


65. "MR. B. IS A GENTLEMAN & HIS WIFE IS A LADY"

King Edward's School
Bromsgrove
Nov. 18, 1880.

J.G. Lee Steere Esq.

My Dear Sir,

I have appointed Mr. Thomas Breame Beuttler (pronounced Boitler) B.A. & late Scholar of Queen's College, Cambridge, the headmaster of your School. Mr. Beuttler was educated at Rugby School, & when he left school with an Exhibition to Cambridge was 4th in the School. He is a vigorous young man of about 27 or 28 years of age, married & having one child: his Testimonials speak very highly of him, & it is evident that he is a man of great bodily & mental activity & much beloved by all his boys. He has had considerable experience as an assistant Master at Bedford Grammar School, which has between 300 & 400 boys, all of a high social class & is at present Headmaster of a small Grammar School at Chudleigh in Devon, ...

Mr. Beuttler is not a man of very remarkable intellectual powers: but he is sensible, well-informed, & has been well educated, & is an accomplished German Scholar, being - though a thorough Englishman - of German extraction. He is a first rate cricketer & football player, & loves to join his boys in all their sports, & as he knows how things ought to be done in a really good School I feel sure that his example will be of great service to your boys....

I have felt painfully the responsibility of this decision: & I have done my very best to get you the man who seemed best fitted for your needs: I only hope my choice will be justified by your experience, & that it will tend to the prosperity of your School. I did not know Mr. Beuttler personally until he was suggested to me as a likely man for the post. I then made his acquaintance. Mr. B. is a gentleman & his wife is a lady.
Trusting that what I have done may give satisfaction to the Governors,

I am, dear Sir,
Your obedient Servant
Herbert Millington


66. "INJURIOUS EFFECT" OF POOR ATTENDANCE

During the year 1880 the whole Colony, and the Country Districts especially were visited with severe epidemics (ophthalmia and the influenza), which prevented many scholars from attending school for weeks at a time; this, together with want of labour during harvest time, when parents had to take their boys away from school to assist on their farms, fully accounts for the decrease in the average attendance, and consequently the expenses per annum, which must show an increase, inasmuch as the "salaries" are fixed in accordance with the annual average attendance of the previous year.

It will be seen that the great expense to the Colony for Education is mainly attributable to the heavy cost of maintaining schools where the average attendance is below 20. We feel that it is our bounden duty to economise the funds placed at the disposal of the Central Board of Education as much as possible, and at the same time to encourage Education so as to bring it within reach of the poorest and most scattered settlers; but with such facts before us, as shown in this return, it is very evident that the only way of economising the vote will be to increase the minimum average attendance for Government Schools from 12 to 20 in all schools established in future.

This course we would be prepared to recommend, provided it is considered desirable, and although it would no doubt meet with some opposition in the first instance, the saving in expense to the Colony, that would accrue would be considerable, and in the end we feel that the cause of Education generally would not suffer, if the settlers themselves, too, would also show a greater zeal and determination to support the Public Schools, by keeping up the attendance to a greater extent than has been the case during the past year. The tendency which exists in many Country Districts, and the consequences which follow from the parents sending their children to school only when convenient to themselves, or when allowed as "Free Scholars", has had a very injurious effect, and has been the cause of closing several schools altogether, and keeping up the expenditure to a far higher degree than would otherwise have been the case....

Gifford, Chairman
W.E. Marmion
Geo. Shenton
L.S. Leake
G. Randell

Central Board
Members

of Education
A MODERN FORM

... The Head Master, carrying out in this respect the views and best wishes of the Governors, has established a modern form, where no Latin is taught. Mr. Beuttler also established a surveying class, which was attended by many of the boys, and which would no doubt have proved very useful to them in after-life. This class has suffered a great loss by Mr. Carey having been employed by the Government at the Gascoyne, as under his teaching rapid progress was being made...

Jas. G. Lee Steere, Chairman
Malcolm Fraser
Sep. Burt,
Alfred R. Waylen,
Geo. Shenton.

Perth, July 11th, 1882.


A GRAMMAR SCHOOL FOR FREMANTLE

Fremantle, Oct. 3rd, 1882

Sir,

When I applied the other day to Mr. Frazer, Commissioner of Crown Lands for a site on which to build a Grammar School in this Town - he informed me that my application must come before the Governor: I therefore now address Your Excellency on this subject.

I beg to enclose, for your information, two Prospectuses, (A) and (B); which I think will sufficiently explain the object the promoters had in view in establishing a Grammar School in Fremantle....

The attendances during the first quarter of the School's existence was 29 boys; during the second 35 - While the third quarter opened yesterday with 39 in attendance.

There is, I believe, good reason to expect that the School will yet further develop very considerably.
It will be observed that the Fees charged are exactly those of the High School at Perth - the School is in fact intended to meet the wants of the same class of persons. And yet I may be allowed perhaps to say that the Grammar School at Fremantle was not started in a spirit of hostility to the High School at Perth; and that there need be now no feeling of jealousy between the two Institutions. And for these reasons - a considerable number of the better-to-do people of this Town on the one hand dislikes the idea of sending their boys to the Government Elementary School for reasons which are sufficiently obvious; and on the other hand they have quite as decided an objection to sending their sons to the High School either (a) as Boarders in the Head Master's house - on account of the expense - or (b) as Day-scholars, on account of the inconvenience of such a plan and also the risk the boys would run of acquiring bad habits or of falling into bad companionship when placed in circumstances beyond all proper control for several hours every day.

In the hope and with the fair & reasonable prospect of the Grammar School becoming a useful & Permanent Institution of the Town - I beg now to apply to your Excellency for a site on which we may erect suitable buildings.

I base my application on these grounds: viz.

I. The School is a Public School inasmuch as -
   a) It is open to all who pay the fees,
   b) All profit is and will be devoted to the development of the School.
   c) The "Conscience Clause" is sufficiently stringent to enable all parents whatsoever their views of religion may be - to make use of the School.

II. The School provides, without any charge on the Public Funds, a training for a number of boys - similar and equally satisfactory with that which is afforded to the same class of Pupils at the Perth High School with the aid of a considerable annual subsidy from Government,

If Your Excellency should be disposed to view this application favourably I would suggest that a portion of the Quarry Reserve lying to the S.W. of the Lunatic Asylum which I understand is soon to be cut up & sold - would form a most excellent and suitable site. In the event of Your Excellency desiring further explanation in regard to any point I shall be most happy to afford it.

I have the honour to be, Sir,
Yours very faithfully,

W. Glyn Watkins
Hon. Sect. to Governors of Gram. Sch.
69. **A DEPARTMENT'S WORK IS NEVER DONE**

Memorandum showing the work done in one year in the Education Department, furnished by the request of the Central Board of Education.

Received 36 large cases of books, &c. Unpacked and stowed away.

Received and issued 350 requisitions, made out 700 invoices, sorted, packed, and sent to various schools 436 packages and 14 boxes of selling and free stock, 131 packages and 31 boxes of prizes, 94 packages of registers and blank forms, and 19 packages of school furniture, making in all 680 packages and 45 boxes, containing 7,912 reading and spelling books, 4,535 copy books, 940 slates, 34,250 slate pencils, 12,200 pens, and 6,328 other articles in school use and 2,729 prizes, making in all 68,898 articles besides the stationery for 72 schools and 17 District Boards.

Received back 350 invoices, 280 book returns, 360 summaries of attendance, 280 fee returns, 140 free stock returns, making 1,570 filled up returns, most of which have to be proved by the previous quarter's return, initialed correct and carried forward to next quarter, endorsed and put by. Making out, quarterly and annually, statistics from these returns, and keeping in a stock book a ledger account of every sort of book and every description of article in school use, two cash books, which fill 40 sheets each of a larger sized book, ledger account against each school, so as to arrive at the correct amount paid to each from the vote, a cleaning allowance account, fee account, miscellaneous expenses account, and building account, book sales account, school requisite account, entering and copying the minutes of 20 meetings of the Central Board, writing and copying 600 official letters, besides numbers of memos. to teachers and District Boards not recorded, receiving, reading, sorting, &c., from 15 to 1600 letters, making out the pay sheets and bank lists monthly for 110 teachers and officers, and paying the same, and results sheets half-yearly.

Chas. H. Clifton  
Secretary, C.B.E.,  
10th June, 1882.

W. Joyce,  
Issuer, C.B.E.,  
10th June, 1882.

**Source:** Report of the Central Board of Education for the Year ending 31st December, 1881, *W.A.V.P.*, 1881, Paper 17, p. 5.
70. SITES AND ENDOWMENT

Note: Following a suggestion in the Legislative Council that land be reserved for the endowment of education, the Governor referred the question to the Central Board of Education. W.E. Marmion, a representative of the Roman Catholic community, favoured the financing of education by this method, but was over-ruled.

The Hon. the Colonial Secretary

In the opinion of the Central Board, sites for public schools and other educational establishments of a public character should be set apart in all towns and country districts where land has not been reserved or where reserves may not be deemed sufficient; and in other cases selections should be made where it is probable population may centre itself.

2. The Central Board, by a majority, is of opinion that the reservation of land for future endowment of public schools and other educational establishments of a public character, excepting a University, is not desirable. The Chairman and Mr. Marmion did not agree in this.

3. In regard to the future establishment of a Colonial University, the Central Board are of opinion that reserves of rural land should be set apart for the endowment of such an institution.

12th June, 1884

Chas. H. Clifton
Secretary C.B.Ed.

Source: Reservation of Crown Lands for Endowment of Schools, W.A.V.P., 1884, Paper 24, p. 3.

71. SCHOLARSHIPS

To the Honorable the Colonial Secretary

... 2. During my recent journey, I visited a great number of schools in different parts of the Colony, and examined the scholars. Though our methods are less advanced, and our teaching staff less trained than in wealthier communities, we have a good Education Act, and I found painstaking masters and mistresses, intelligent pupils, and educational work in progress wherever there was a centre, or anything approaching to a centre of population....

3. A proposal, which I intend to offer for the consideration of the Legislative Council, for the establishment of annual scholarships from the primary schools to the High School, and an exhibition from the latter to a Colonial University (1), will, if carried into effect, tend to stimulate both the teachers and the pupils of our primary schools, though our means will

(1) Scholarships and exhibitions were subsequently awarded. The first exhibition winner was not interested in attending a colonial university and successfully petitioned the Governor to have the exhibition made available at an English University.
only permit it to be upon a small scale at first.

F. Napier Broome,
Governor.


72. COST OF REMOTE EDUCATION

Note: Extra grants were made to enable schools in remote areas to be established. These schools were known as "special" schools for many years.

... The Capitation Grant, as laid down in 3rd Section of 41st Vict., No. 11, of £3.10s. per head per annum, is sufficient to maintain schools in the more populous parts of the Colony but it is not sufficient to do so in the North, North-western, and other remote districts, where expenses of every kind are much heavier than here. There is no provision in the Act for these cases.

We have been most anxious to open a school at Carnarvon, to meet the earnest desire of the settlers, but we have been unable to do so, in consequence of our inability to obtain a teacher, except at such a salary as to be quite beyond the means at our disposal, or that we should be justified in giving....

Malcolm Fraser, Chairman
W.E. Marmion )
Geo Shenton ) Members
L.S. Leake, )
Geo. Randell )

Central Board
of
Education.

Perth, 15th June, 1885.


73. UNDER-PAYMENT BY RESULTS.

Note: By 1888 the system of payment by results had become so complex that misunderstandings between the Central and District Boards of Education were inevitable.

The Secretary, C.B.E. Perth.

In Perth Girls School 89 per cent passed in Reading, 88 in Writing, and 93 in Arithmetic. There were 197 present in each.

In Geography 107 were present, and in Grammar 84, and these passed 50 & 53 p.c.
The actual sum received by the School was £84 -

How is this explained?

G. Barclay Kidson,
Secy. D.B.E.
6.3.88.

Source: Education Department File 195/1888, in Battye Library.

74. REPLY

The Secretary,
Central Board of Education.

Under By-Law 64 of the Regulations of the Central Board the schools closed for the Xmas vacation in 1887 on the 23rd December. I received instructions that all educational accounts, including the Result Grant must be made up by the 24th for payment at the close of the year. The individual attendance at Perth Girls' School was not obtainable at the date mentioned; I was compelled therefore to make an approximate calculation of the number eligible for the Result Grant on the basis of that existing in other large schools of similar size, leaving the balance to be adjusted on a future occasion. Subsequent to the return of Nisbett at the re-opening of school, I waited upon that lady to ascertain the actual numbers of ineligible scholars at the examination, and learned that every child present had made the requisite attendance. I, at the same time called up the two assistants and informed them, that owing to the fact stated by the head teacher they had each paid £2:8:0 less than was due on the Result Grant, and that it would be adjusted on a future occasion.

With respect to the discrepancy between my own calculation and that of the Perth District Board (£99 against £96) this has probably arisen owing to the Board having based its calculation on 197 being present whereas only 192 were examined for Results, five (5) being simply for classification for next half years' Grant. The actual number of passes in the several subjects was as given in the Table submitted in my Annual Report as follows:
shillings
Reading  170 x 3 = 510
Writing  168 x 3 = 504
Arithmetic  178 x 3 = 534
Grammar  42 x 4 = 168
Geography  51 x 4 = 204

20/1920

£96:0:0

Bonus due to Assistant = 96 = £19:4:0

Amount paid = £16:16:0
" due = £ 2: 8:0

W. Adkinson,
Inspector

26.III.88

Source: Education Department File 195/1888.

RELIGION AND LOCAL EDUCATIONAL POLITICS

Note: The decision discussed in this document sparked sectarian rivalry in Perth. This led to a contest, in 1889, for control of the Perth District Board of Education, and eventually to the continuation of the "dual system" becoming a major issue in the 1894 parliamentary elections.

Church of England Day School, Perth: Why Grant-in-Aid Refused

Mr. Scott, in accordance with notice, asked the Colonial Secretary the following questions: Inasmuch as "The Elementary Education Act, 1871" recognises the principle of assisting Elementary Schools, and that principle has been acted on in the City of Perth, on what grounds is a grant-in-aid refused to the Church of England day School, situate at the corner of Charles and Duke Streets, distant 120 chains, or a mile and a-half, from the Boys', and 75 chains, or nearly a mile, from the Girls' School?

The Colonial Secretary (Hon. Sir M. Fraser) replied:- The objections and opinions of the Central Board of Education were:

1. Proximity to Government Schools. The Education Act requires children to travel where necessary 3 miles.

2. Breach of faith with present Teachers of Government Schools, whose salaries suffer as numbers at Schools decrease.

3. Additional cost, as, despite establishment of Assisted Schools, expensive buildings and efficient staff must be maintained in connection with Government Schools.
4. A few large Schools are better than many small; the larger the number of children attending, the greater the efficiency of the School.

5. The Government Schools in Perth can accommodate many more children than at present attend them.

6. If assistance be granted to one School many more schools may apply for same privilege; two other applications, including one from Roman Catholics, were refused recently.

Before arriving at a decision in this matter the Central Board of Education consulted the District Board, the members of which were unanimous in the opinion that the attendance at Government Schools would be impaired by the establishment of additional Assisted Schools in Perth.


76. ELECTION PRELIMINARIES

The election of five candidates to fill the sets of the (Perth) District Board of Education produced considerable excitement in the City on Wednesday. Until the day previous the election few people knew that there was to be a contest. For several years a representative from each denomination has been elected without opposition, but this year, however, Dean Goldsmith, believing that the Church of England was not represented in proportion to its numerical strength, urged that additional Anglican candidates be brought forward. Knowing this, the Roman Catholics also made an additional nomination, and the other churches suggested their sending representatives....

Source: The Inquirer and Commercial News, 6 December 1889, p.5.

77. DISTRICT BOARD OF EDUCATION - PERTH ELECTION

The candidates were as follows:- The Dean of Perth, Messrs. J.G. Pitcher, W.H. James and W.E. Victor (Anglican); Very Rev. Father Bourke, V.C., and Mr. J.F. O'Callaghan (Roman Catholic); Rev. D. Shearer (Presbyterian); Mr. W. Traylen (Wesleyan); and the Rev. E.T. Dunstan (Congregationalist)....

Of the platforms of the various candidates little, if anything, was known, except through the representations of some of the canvassers. It was stated that the three successful Anglican candidates were in favour of denominational or assisted schools, that the inclinations of the Catholic candidates lay in the same direction, while the four other gentlemen were said to prefer the purely Government school. These were, however, treated by many as rumours, and they voted as their religious or other personal feelings led them.

The proceedings were opened with the usual formalities by the Returning Officer (Mr. J.B. Roe), in the Town Hall, at noon. Mr. Roe read a protest
he had received from the Revs. D. Shearer and E.T. Dunstan and Mr. W. Traylen against the proxy votes as being contrary to the Act, but he decided against the protesting candidates and the polling then commenced and continued up to four o'clock, when it closed ....

The result was made known at a quarter to eight o'clock. There was a large number of persons in attendance to hear the results, which were read out by the Returning Officer, as follows.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Rev. Father Bourke</td>
<td>232</td>
</tr>
<tr>
<td>Mr. W.H. James</td>
<td>217</td>
</tr>
<tr>
<td>Very Rev. Dean Goldsmith</td>
<td>211</td>
</tr>
<tr>
<td>Mr. J.F. O'Callaghan</td>
<td>202</td>
</tr>
<tr>
<td>Mr. J.G. Pitcher</td>
<td>192</td>
</tr>
<tr>
<td>Rev. E.T. Dunstan</td>
<td>187</td>
</tr>
<tr>
<td>Rev. D. Shearer</td>
<td>183</td>
</tr>
<tr>
<td>Mr. W. Traylen</td>
<td>142</td>
</tr>
<tr>
<td>Mr. W.F. Victor</td>
<td>53</td>
</tr>
</tbody>
</table>

The Returning Officer, therefore, declared the five gentlemen first named duly elected, which announcement was received with loud cheers....

Source: The West Australian, 5 December 1889, p.3.

78. GOVERNMENT SCHOOLS - URGENT REFORMS

Note: The Rev. D. Shearer, having lost his place on the Perth District Board of Education, launched a public attack on aspects of government education.

Sir, ... Several years ago, I called attention through the Press to the wretched and antiquated text books in use in our public schools. In the year 1887 the Legislative Council appointed a Commission "to inquire into the system of instruction pursued in the Government Primary Schools ... and to make suggestions for the improvement of the same." This Commission, after holding about twenty meetings, reported the result of their deliberations in the usual way at the beginning of the year 1888 .... That Commission recommended, "That the Reading Book at present in use be replaced by the Royal Star Reader." This resolution was adopted after the most careful consideration .... But the Inspector of schools, and the assistant Inspector opposed the change .... Our teachers have not the tools with which to do efficient work. They are doomed, year after year, to labour on with text-books which never will draw out the intelligence of the children. How can they compete with private adventure, or denominational schools where modern books are used?... The Perth District School Boards have, for many years, had "bequeathed" to it by its predecessors this agitation; but though now five months in office with all the enthusiasm of young life, it does not seem to have ... upon this most pressing want. Agitation for much needed reforms in
the public schools may not suit those who have conflicting interest to consider ... I am quite sure the present members of the Central Board have the matter of education at heart; but, whether it be owing to bad advice, or to some other cause, the fact remains that had they been appointed for the express purpose of obstructing the progress of education in this colony, they could hardly have done their work more effectually than they have for several years past.

Complaints have been and are made about the inefficiency of many of our teachers. It must take time to remedy this defect. Two difficulties meet us here; first, the want of sufficient inducements held out to teachers in the way of salary - a difficulty which should be recognized, but cannot be at once removed; second, the want of a suitable system of training. The colony must look forward to the early establishment of a Normal Training College in close proximity to the best elementary schools in the colony which would serve as a practising department ... The present system of payment by results also requires to be changed. At present nearly one half of a teacher's salary in a good school is paid from results. This system punishes the teacher in a very sensitive part for the dullness of his pupils, and places him far too much in the power of a capricious inspector. I would suggest a fixed salary with a small bonus for good teaching, and a classification of schools according to results ...

Notwithstanding the poverty of the colony, so much talked of, I believe the time has come for considering the question of abolishing school fees. There are no fees taken in Victoria or New Zealand. Fees have been partially abolished in Scotland with excellent results. The average attendance has risen by twenty per cent. The same question is at present being agitated in England with every prospect of success. Let us follow the same good example.

I am, etc.

May 7, 1890

David Shearer

Source: The West Australian, 9 May 1890, p.3.
undertaken by the Assistant Inspector, Mr. S. Gardiner, who, we need scarcely add, performed these duties with his usual zeal and activity. On the retirement of Mr. Adkinson, the Central Board decided to advertise, both here and in the other Colonies, for a suitable successor, and are much indebted to Mr. Hartley, the Inspector General of South Australia, for the trouble he took to assist them in this matter. The result was the appointment of Mr. James P. Walton, late Head Master of King Street Higher Grade School, Derby. This gentleman holds very high testimonials, and the Board consider that his experience and knowledge will be of the greatest advantage to them in furthering the cause of education in this Colony....

( George Shenton, Chairman
Members of ( W.E. Marmion
The Central( G. Randell
Board of ( W.T. Loton
Education ( J.G.H. Amherst

27th August, 1891


80. FIRST IMPRESSIONS

Apparatus

... It was not to be expected that the "Bush" Schools would be as liberally provided as the Schools in England or in any large town in the Colonies or elsewhere; but when such elementary aids to instruction as Blackboards, Easels, Maps of Australia and Western Australia, were reported as absent in 12, 15, 11 and 25 schools respectively, some idea can be obtained as to the poverty of the general equipment....

February 19, 1892. James P. Walton


81. ANGLICAN SUPPORT FOR THE DUAL SYSTEM

Note: Under the promptings of Dean Goldsmith, the Anglican Synod reaffirmed its support of the Dual System, but at the same time it sought to gain entry to Government Schools.

Thursday Afternoon, September 8th, 1892

... The Dean of Perth moved the following resolutions:--
1. That in the opinion of this Synod every system of education is incomplete
which omits to provide for regular religious instruction of a definite character.
2. That a Diocesan Board of Education be appointed for the organisation, establishment and maintenance of Church Day schools wherever practicable in the colony.
3. That it is also desirable that as under the New South Wales Education Act ministers of religion should be permitted to give religious instruction to the children of their own communion during school hours.

Source: W.A. Anglican Church - Synod Reports, 1891-7, 1892, p.19.

82. THE NEW BROOM

Revised Programme

The Revised Programme introduced in 1892 came into operation in January, 1893. It may be useful to mention, briefly, some of the alterations and additions contained in this Programme:-

1. The work has been divided more equally between the various Standards, and great attention has been paid to a proper graduation of the entire course.

2. Intelligence and thoughtful answering, as opposed to mere "Memory" work, have been made requisite to success.

3. A modern Reader has been substituted for the old Reading Books, and not only have the children to read fluently, but they are to have some knowledge of the Meanings of Words and of the Subject Matter read.

4. The intelligent recitation of Poetry is introduced, with its necessary accompaniment of the Meanings of Words and allusions, and Mental Arithmetic has now to be taught in all Standards.

5. Geography, Grammar, Composition, and Spelling have been arranged to be taught in all classes. Previously, Geography commenced at the 3rd Standard; Grammar at the 4th; Composition at the 7th; Spelling at the 3rd. (Teachers receive additional Grants for the Teaching of Geography and Grammar in the lower Standards).

6. History, as a Reading Book, has been introduced into the 5th, 6th, and 7th Standards as a preliminary to its further introduction.

7. "Singing-by-ear" has been made compulsory in all schools.

8. The Needlework Schedule now fixes definitely the work of each Standard, and wherever the subject is efficiently taught a Grant of 2s.6d. per pass will be made.

9. Provision is now made for children who have passed the 7th Standard, and are within the Optional School Age, to continue their studies in various
subjects. For this, additional Grants are provided.

10. Girls are in future to take the same Arithmetic as the Boys, but, separate and easier questions will be given to them...

March 10th, 1893. 

James P. Walton, 
Chief Inspector of Schools.


83. THE GOVERNMENT TEACHERS ASSOCIATION

Note: This Association seems to have had only a brief existence.

Perth, Western Australia. 
February, 1893.

Sir

The Second General Meeting of the Government Teachers Association of Western Australia was held in Perth on 5th January, 1893.

Mr. J.H. Adam was elected President, Mr. T.W. Bell Secretary and Treasurer for 1893.

At the above meeting inter alia it was resolved:- ...

2. "That the Association recommend that our present System of 'Payment by Results' be forthwith abolished and that Teachers be paid by fixed salaries with a Bonus, based on the percentage of passes, added for successful teaching as in South Australia."....

4. "That it is impossible to carry out the provisions of the Revised Programme of Instruction with the teaching staff at present allowed, that this matter should be strongly represented to the Central Board, and that the Central Board should be requested to revise the existing arrangements for staffing Government Schools."

5. "That for many reasons but specially on the grounds of efficiency and economy Mixed Schools are preferable to the separate Boys' and Girls' Schools which exist only in our large centres of population."....

Owen P. Stables Esq. 
Secretary 
Central Board of Education, Western Australia

Geo. M. Bell 
Honorary Secretary

Source: Education Department File 171/1893.
A CONSIDERED REPLY

Central Board of Education
Perth, 14th April 1893.

G.W. Bell Esqr.
Hon. Sec. Govt. Teachers Association.

Sir,

I have the honour to inform you that the Central Board have had under their consideration the resolutions passed at a General Meeting of the Govt. Teachers' Association of W.A., and they desire to make the following reply, viz:- ...

2. The Central Board are somewhat inclined to agree with the Teachers on the general principle that "Payment by Results" is not as a rule, advisable. At the same time, they cannot see their way to abolish it, seeing that so many of the Teachers are still uncertificated and have thus given no evidence of competency. Without 'Payment By Results' the C.B. would have no guarantee that good work would be done....

4. They cannot accept the proposition that the schools in W.A. are understaffed; especially when compared with the Teaching staffs of the other Colonies as defined in their respective Bye-Laws. They fully recognise that many of the subordinate teachers employed in their schools are not as efficient as they might be, and they are doing their utmost to remedy this - e.g. a "Travelling Teacher of Method" will soon be appointed.(1)

5. The question of Mixed Schools and their superiority as regards efficiency & economy over Separate Departments for Boys & Girls has been under the consideration of the Board for sometime past; and they hope at no distant date to establish such schools in various parts of the Colony....

Chairman Cen. Bd. of Edn.
(S.H. Parker)

Source: Education Department File 171/1893.

THE MINISTER OF EDUCATION

Note: With the granting of responsible government, there was a spate of legislation on social issues. One important development was the setting up of an Education Department under a Minister.

The Elementary Education Act, 1871, Amendment Act, 1893
(Assested to, 13th October, 1893)

3. The Central Board of Education, as constituted under the provisions of the

third section of the Principal Act, is hereby abolished, and such member of the Executive Council for the time being as the Governor from time to time appoints to administer the provisions of the Principal Act, and of this and any other Act amending the Principal Act, shall be substituted in lieu thereof; and such member and his successors shall be for the purpose of the Principal Act, and of this and any other Act amending the Principal Act, a body politic and corporate, under the name or title of "The Minister of Education", hereinafter called the Minister, and shall or may be by that name or title sue and be sued in all courts; and shall have perpetual succession and a common seal, and may accept, take, purchase, lease, hire, and hold real and personal property....

18. In every Government or Assisted School a portion of each day, not exceeding half-an-hour, may be set apart when the children of any one religious persuasion may be instructed by clergymen or other religious teachers of such persuasion, subject to the conditions following:-

(1) The Children receiving such religious instruction shall be separated from the other children of the school.

(2) The time during which such religious instruction is given shall be fixed by the District Board of Education in consultation with the head teacher of such school, subject however to the approval of the Minister....

20. In all Government Schools the teaching shall be strictly non-sectarian, but the words "secular instruction" shall be held to include general religious teaching as distinguished from dogmatic or polemical theology....

W.C.F. Robinson, Governor.

Source: Statutes of Western Australia, 1893, 57° Victoriae, No. 16.

86. HACKETT'S ATTACK ON ASSISTED SCHOOLS

... In regard to the assisted schools a positively alarming statement as to the number of children attending, respectively the Government and the Assisted Schools, was made by Mr. Baker at the meeting lately held by the Central Council of the Political Progressive League, and as that gentleman mostly takes pains to verify his assertions, it may be assumed that what he said was correct. It was then stated that the number of Perth children attending the Assisted Schools was 58.37 per cent. of the whole, leaving only 41.63 for the Government establishment. The fact was cited, as evidence of the good work which the Assisted Schools are doing, and of the claim for consideration thereby supplied. It is perfectly credible that the educational attractions of many of the Assisted Schools are superior to those of the Government Schools, and that as a consequence the attendance is greater in the former than in the latter. Indeed, the standard of education in the Government Schools is for the most part the lowest in Australia. In many places it is a positive disgrace to the
colony. But what is the cause of all this? Simply the paltry salaries and emoluments which are all that the competition of the Assisted Schools permits the Government to pay, and so long as there is this house divided against itself justice cannot be done to the schools of which alone the community as a body approves, and which should be, but we fear owing to political interests are not, the first consideration of the Government. If it were otherwise, how comes it that the State actually subsidises the schools which reduce the Government establishments to the deplorable condition which many of them present. To our mind it would not be surprising if the proportion of Government scholars dwindled away still further. An organisation which is fighting with the resolution the Catholic Church is exhibiting for the great advantages which this subsidy gives - advantages which are working with a twofold effect in that first the subsidy holds to support their own schools; and secondly in that it reduces the attendance of non-Catholic children at the Government Schools - and which can bring the force of religious fervour to support its efforts, should in the ordinary course of things be well able to prove more than a match for the schools of the State....

Source: The West Australian, 12 February 1894, p.4.

87. GIBNEY'S CAMPAIGN

Our readers do not require to be told that for some time past the present system of education has had to meet a very determined and sustained assault. It is instructive to consider the character of its assailants. Almost to a man they are unmarried, and childless or occupy such positions that they would hardly send their children to free elementary schools, almost to a man they are devoid of the smallest particle of knowledge of the matter in hand. Indeed, it becomes clear from a very brief study of their words and acts that their chief qualification to meddle with the education question is an ignorance so profound that it fears nothing. Of one, perhaps, considering his connection with the administration of the Act, this can hardly be said, but the fact that the duties of his position required greater knowledge on his part, makes it difficult to acquit him of deliberately misleading when he asserted at a meeting that the State at present is paying for religious teaching in the schools.... For want of argument they made up by loudness of assertion, advancing unfounded charges, and extravagant demands with a vigour which, perhaps, served at least to strengthen their own convictions. Meanwhile the cool-headed public could smile at their impotent vehemence, their audacious ignorance, their childish confidence that at their weak bidding a Christian people would give up a Christian system of education for their children, and substitute for it one that is anti-Christian rather than simply un-Christian. The only element of strength in the agitation for "free, secular and compulsory education" is the support of the morning paper. We say it with regret; for the West Australian has honorably won a foremost place among the journals of the colony by a reasonableness and impartiality which, unfortunately, do not distinguish its
treatment of the education question....


88. OBJECTIONS TO PAYMENT BY RESULTS

Note: F.A. Canning, Chairman of the Civil Service Commission, put the following questions to J.P. Walton, Inspector-General of Schools.

Thursday, 6th September, 1894.

3344. Some little time ago, I know, there was a feeling of dissatisfaction among the teachers as to their remuneration, but I believe the pay has been increased? - The increase has not come into operation yet, but I think it will very shortly, and very justly so.
3345. Were they dissatisfied? - They were very quiet under it, more so than I think they should have been. The dissatisfaction was not only as to the amounts they received but as to the system, which is payment by results; and that system has been condemned. Personally, I have condemned it in every report. (1)
3346. It is being altered? - Yes, the Minister has approved of the alteration.
3347. And you think that under the alteration the positions of the teachers will be improved? - Yes.
3348. By increased remuneration? - Education, I think, will, perhaps, benefit more than the teachers. The present system only leads to cram.
3349. And selecting the boys most forward for examination? - No, the opposite in a sense. You must understand that every boy has to pass through the same series. When once a boy gets through he is practically neglected, and all attention is devoted to other boys, so as to get them through.
3350. Still they are all brought up to the standard in this way? - Yes, such as it was; but I take it education is intended not only to bring a boy up to the standard, but to so teach him that he will retain it. There are numerous objections to payment by results. It really offers an inducement to teachers, in many instances, to act not quite honourably. (2) It throws too much on mere chance. For example, if the examination is held on a rainy day, only about half the children attend, and then the teacher loses and through no fault of his own....


89. OFFICIOUS OPPOSITION?

Note: The question of the teaching of religion in the schools, either directly or indirectly, came to a head in 1894. The following three documents illustrate

(1) See the Reports on Education for the years 1890-1893 in W.A.V.P.
(2) See the Report of the Central Board of Education for the year ending 31st December 1891, W.A.V.P. 1892-93, Paper 2, p.5.
the points of view of the Roman Catholic Archbishop Gibney, the Anglican Dean Goldsmith and the Education Department through Walton.

Perth 13 October 1894

Sir,

Kindly permit me to call your attention to the fact that Catholics object to the introduction of the Scripture Lessons, taken from the Irish National School books, into the Curriculum about to be adopted in the Government Schools of this Colony.

We cannot sanction them for our children and as presumably Catholic teachers may be employed we cannot approve their using them. Pray do not regard this as officious opposition; it is nothing of the kind. Your Law Courts come nearest to the line the Catholic Church follows in this regard.

She allows the officially appointed teachers only to inculcate religion and this too from her approved authors....

The Hon. the Minister of Education
Perth.

† N. Gibney.

Source: Education Department File 2004/1894.

90. THE ANGLICAN DEAN SHIFTS HIS GROUND

Tuesday, 16th October 1894.

... The President (the Dean of Perth) then delivered his address as follows:-

... The subject of religious instruction and the maintenance of the assisted schools, has been very prominently before Parliament and the public.... With regard to the assisted schools I have never concealed my own conviction that the principle which established them is a thoroughly sound one. I have always wished that the Church had shown herself more in earnest about the erection of Church day schools, and I was glad to have the privilege of seconding the efforts of the Rev. James Allen in the establishment of St. John's day school in this city. It seems to me, from observations during nearly twenty years, that there is a tone about Church schools rarely to be seen in the State schools; and it must surely exercise a healthy influence on the children to see their teachers during the week worshipping with them on the Sunday before the same altar. But I confess that my sympathy with those who, in another communion, are now labouring so persistently for the maintenance of the dual system, has been very rudely shaken. The eagerness to secure and continue the use of certain so-called secular reading books, containing much sectarian matter, practically inculcating certain religious dogmas, and certain views of history, not only unreceived by, but altogether contrary to the
principles of those who differ from the Roman Church - this eagerness, I say, especially when we know that these same books have been objected to and discontinued in the past, cannot but suggest a doubt whether some use is not made of the time supposed to be appropriated to purely secular instruction, to create a prejudice in favour of distinctively Roman dogmas, Roman modes of thought, and Roman interpretations of history. Let me say again, as to the principle of assisted schools, I hold the same opinion that I always held; in practice, however, there seems to me to be a disposition to make an altogether illegitimate use of the opportunities afforded, and I venture to add such a course will do a great deal to alienate the sympathy of those who have in the past exerted themselves to maintain the present system. If there be but a suspicion that unjustifiable efforts are made to warp the minds of the children of non-Roman parents, there will soon be a very considerable diminution in the at present large number of children attending the assisted schools, and it will be left to Romanists alone to fight for them. As Churchmen we can only pray that any legislation in this matter will be determined on with deliberation and caution, and eventuate to the glory of God and the advancement of true religion, and, therefore, of true secular progress ...

Source: W.A. Anglican Church - Synod Reports, 1891-7, 1894, pp. 8,9.

91. DEPARTMENTAL DEFENCE

... These books were "earnestly and unanimously" recommended by the Irish Board of Commissioners of Education, "to be used in all schools receiving aid from them". On this Board were representatives from the Protestant and Roman Catholic Churches, and as previously pointed out, the books are at present in use in the State Schools of N.S.W....

Then, with respect to the objection that "as Catholic Teachers may be employed we cannot approve their using them." I would remark:-

1. That teachers are appointed to Government Schools, without any question being asked as to their religious opinions, or as to the Church to which they belong.

2. I cannot see how any religious instruction by the teacher would be possible in Government Schools if consideration were given to such an objection. Section 20 of the Elem. Ed. Amendment Act 1893 (1) would thus become a dead letter. Perhaps the Bishop could suggest a text book, which, in his opinion, would satisfy the objections of all parties....

There are perhaps three alternative Courses open to us, to fulfil Section 20, besides the adoption of a Text book, e.g.

1. Bible Reading as heretofore in W.A., without note or comment.
2. Reading of specified portions of the Bible, with appropriate explanation

(1) See Document 85.
by the teachers.

3. An authorised Programme of Bible Lessons to be given by the teacher.

No. 1 has not been a success in Western Australia; and Nos. 2 and 3 would, I believe, be no less objectionable to the Bishop than the use of Text-books, as the teachers would be left to use their discretion as to the manner and method of the lessons and explanations.

James P. Walton,
Ch. Insp. Schls.

20.12.94

Source: Education Department File 2004/1894.

92. REGULATIONS

Note: The newly-organized Education Department made a comprehensive review of the regulations on educational matters. The set of regulations published in the 1894 Annual Report virtually ended payment by results, salaries being related to qualifications, and for headmasters, to school size.

... 4. The Fees payable for each pupil under 7 years of age shall be twopence per week; for each pupil over 7 years of age and under 14 years, threepence per week; and for each pupil 14 years old or over, sixpence per week; but the Fees payable for one family shall not exceed 1s. weekly. All Fees shall be payable weekly, in advance ...

62. Married women will not, as a rule, be accepted as Teachers. Female Teachers intending to marry must notify the Minister of such intention, and will only be allowed to retain their position by his special consent ...

Head Teachers' Salaries.

93. The annual Salaries of Classified Head Teachers shall be according to the following scale:

<table>
<thead>
<tr>
<th>For a Teacher in charge of a School of Class</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>I</td>
<td>280</td>
<td>224</td>
</tr>
<tr>
<td>II</td>
<td>260</td>
<td>208</td>
</tr>
<tr>
<td>III</td>
<td>240</td>
<td>192</td>
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<td>IV</td>
<td>220</td>
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<td>V</td>
<td>200</td>
<td>160</td>
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<td>VI</td>
<td>175</td>
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<td>VII</td>
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<td>VIII</td>
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<td>100</td>
</tr>
<tr>
<td>IX</td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
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Assistant Teachers

96. The Annual Salaries of Assistant Teachers shall be:-

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>160</td>
<td>130</td>
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<tr>
<td>125</td>
<td>100</td>
</tr>
<tr>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>

(a) Assistants holding Class A Certificate ) in Schools of Classes I to IV inclusive )
(b) Assistants holding Class B Certificate ) in Schools in Classes I to IV inclusive )
(c) Assistants holding Class C Certificate ) in any School, and Assistants holding ) Class A or B in Schools below Class IV.)

118. District Boards are empowered to investigate any complaints that may be made to them as to the relation of Teachers and parents. They are, however, expected to protect the Teachers from frivolous and vexatious complaints.

119. Should any Teacher be found by the Board to have infringed the Regulations, the circumstances are to be immediately reported to the Minister.

120. A District Board may suspend a Teacher for the following reasons:- Intemperance, immoral conduct, gross neglect of duty, or continued absence from duty without leave. Such suspension of a Teacher shall be at once reported to the Minister, who shall then direct an inquiry to be held.

121. District Boards are expected to use every endeavour to induce parents to send their children regularly to school....

130. District Boards shall also perform the following duties:-

(a) See that the School Buildings and Premises are protected from damage and trespass.
(b) Take precautions for excluding from the School, during the ordinary business, all books not sanctioned by the Minister.
(c) Inspect without notice at least once a quarter the School Registers and Records.
(d) See that the School is open on all the usual School-days and that the Teacher is present at his work....

148. The discipline enforced in schools must be mild and firm. All degrading and injurious punishments must be avoided. The "boxing" of children's ears is strictly forbidden, as is also the corporal punishment of girls of twelve years old and over.

149. Corporal punishment may, as a last resort, be inflicted, subject to the exceptions in Regulation 148, by the Head Teacher only, or - under his direction and responsibility - by an Assistant. The Teacher must at once make the necessary entries in the Punishment Book....

93. FORREST SEEKS QUIET AND PEACE

Assisted Schools Abolition Bill.
Second Reading

Assembly

The Premier (Hon. Sir J. Forrest); Sir, I think I may say that, in moving the second reading of this Bill, I am doing that which will meet with a considerable amount of satisfaction, not only in this House, but also throughout the colony. I hope that anything I may say will not give offence in any way, and will not offend any member of this House. I believe that the action of the Government, in bringing this Bill before the House, will be commended not only at the present time, but commended also in the future, as time goes on; because there can be no doubt whatever, in the mind of any one who is acquainted with what has been going on in this colony during the last two or three years, that differences, and dissensions, and disputations have arisen, perhaps more in regard to this question than to any other, and especially during our Parliamentary elections. I believe the action we are taking here to-night will tend to a large extent to do away with those disputations, and differences, and dissensions, and that this action will have the effect of giving a good deal of quiet and peace, at any rate for some time to come, in our Parliamentary elections....

Source: W.A.P.D. 1895, Vol. VIII, p.1038, 18 September 1895.

94. THE END OF THE DUAL SYSTEM

Assisted Schools Abolition Act, 1895
(Assemted to, 12th October, 1895)

Whereas it is expedient that the granting of public funds in aid of public Elementary Schools founded by voluntary effort, and not belonging to the Government, should be discontinued after the coming into operation of this Act, and that a pecuniary compensation should be made to the managers of such Schools in lieu thereof....

3. In lieu of the Grants-in-aid now paid to Assisted Schools under the provisions of "The Elementary Education Act, 1871," or any amendment thereof, there shall be set apart and appropriated out of the Consolidated Revenue Fund the sum of Fifteen thousand pounds, and such sum shall be distributed as hereinafter mentioned....

Alex C. Onslow,
Administrator.

Source: Statutes of Western Australia 1895, 59° Victoriae, No. 27.
95. A REQUEST FOR ACCOMMODATION

Rudds Gully
31st July 1896.

To the Sec. for Edn

Sir,

The School is commodious, substantially built, and well suited to the wants of the district. But a great drawback is the absence of a teacher's residence. So far the teacher has been put to no great inconvenience through such want, but, if permitted I should like to bring the matter under the notice of the Education Department in the hope the Department might see its way to the erection of a suitable building in the near future. It has been suggested to utilise the Lavatory as a sleeping apartment. If the Department has no objection I should readily take advantage of it. Owing to the circumstances of the people it is difficult to find suitable sleeping accommodation anywhere. The families are large, and the house accommodation necessarily limited. Apart from these considerations the desirableness of a teachers' residence is obvious. These remarks, sir, I hope to be taken in the light of a mere suggestion, and not in the sense of in any way presuming to dictate to the Department of Education. Of course when accepting the appointment I was aware that there were no quarters for the teacher....

Richard Delany
Headmaster.

Source: Education Department File 4134/1896.

96. PERMISSION GRANTED

The Teacher,
Public School,
Rudd's Gully.

Sir,

I have the honor to acknowledge receipt of your letter of the 31st July, in reference to the necessity for quarters in connection with your school.

With regard to your proposition to sleep in the Lavatory, I can only say that provided you can arrange so that during school hours no trace of your occupancy are visible, I am agreeable to your adopting this course for the present, though were it possible it would be preferable that you should find accommodation among the surrounding settlers.

Richard Delany
August 7th 1896.
Headmaster.
89

I am, Sir,
Your obedient servant,

(Owen P. Stables)
Secretary for Education.

Source: Education Department File 4134/1896.

97. THE PLACE IS FULL OF BUGS AND FLEAS

Rudd's Gully Public School,
23rd September, 1896.

The Secretary
Education Department,
Perth, W.A.

Sir,

I beg to acknowledge receipt of your favour of the 15th instant. In reply I beg to say that I visited the cottage in company with the owner, Mr. T. Cream, and after a thorough inspection, I am able to report favourably. The Cottage, built of stone, with iron roof, is almost new, and consists of one room, with chimney, fire-place, and oven, with a small, but somewhat delapidated lean-to in front, which might serve as a lavatory, or some such purpose. The Cottage is otherwise substantially put up, though the floor (clay) is not such as one would altogether approve of. There are no pipes for collecting water in the tank, if such should be supplied; and the supply must necessarily be got from the heavens, as the water in the neighbourhood is brackish. There might, however, possibly be fresh water got occasionally from one or two private wells in the vicinity; but that would require packing, and, perhaps payment too. If the Department is willing to assist as far as you appear to intimate, sir, I should be inclined to occupy the cottage; and the owner has no objection to the removal of the tank when required. I am told that the place is full of bugs and fleas, though I cannot speak from personal knowledge. But, I think, even if it were so, I could put up with that, in consideration of the convenience otherwise afforded.

I am, Sir,
Your obdt. servant,

R. Delany.

Source: Education Department File 4134/96.

98. A GRUDGING SOLUTION

Messrs. Wilkinson & Smith,
Architects, Perth.

October 6, 1896
Sirs,

Will you please arrange to get a tender for the erection of a two-roomed cottage at Rudd's Gully for teacher's quarters. I have already given you instructions verbally as to the design.

I am, Sirs,
Your obedient servant,

(Owen P. Stables)
Secretary for Education.

Source: Education Department File 4134/1896.

99. "ROOM FOR ANOTHER GOOD SCHOOL"

The ceremony of declaring open Alexander Scotch College took place on Friday afternoon (8 February 1897) in Shearer Memorial Hall, Beaufort Street, where, for the present, the College will be conducted. The College owes its existence to the energy of the Rev. D. Ross, Moderator of the Presbyterian Church, and to a liberal endowment given by Mr. W. Alexander, M.L.C. ...

The Chairman (Rev. A. McCarlie) extended a welcome to all those present.... The name of Scotch College, he hoped, would not be taken in a narrow provincial sense. Scotland had long held a proud position in matters educational. They had a first rate system of primary education, good, hearty, earnest, plodding work was done, and he hoped that their Scotch College would do good honest plodding work in the school, and in the preparation of home lessons, because he believed that a feature of the school would be that there would be home lessons given – and there would be a very deep interest taken in the pupils. He did not suppose they knew, unless they had been educated in Scotland, the deep interest taken in the pupils. He did not suppose they knew, unless they had been educated in Scotland, the deep interest the old dominies took in their pupils.... Although, as would be seen, the school would be under Presbyterian auspices, they did not want the word Presbyterian to be interpreted in a narrow way. It was not to be a denominational school. It was felt by the minister and many interested in the Presbyterian Church, that there was at least room for another good school in Perth....


100. THE TEACHERS' UNION

Note: This second attempt at forming a Teachers' Union, in which J.H. Adam was again prominent, was more successful than the first, largely through the
support of teachers from the Eastern States. (1)

The Secretary for Education.

Sir,

I have been requested to inform you that a Teachers' Association has been formed with Mr A.E.J. MacGregor as President. I enclose you a copy of its Bye-Laws.

The object of the Association is primarily the advancement of Education generally by means of lectures, papers, specimen lessons, etc. From time to time, no doubt the Association will send on suggestions for the consideration of the Department and we feel assured that they will be received in the spirit in which they are sent. It is our earnest wish that the relationship between the Department and the Association will always be of the most cordial nature. Our common aim can best be obtained by thus working harmoniously together.

I trust, therefore, that you will advise the Hon. the Minister of Education to recognise the Association officially and grant for its meetings the use of a room in James Street Boys' School. Mr. Rooney, one of the promoters of the Assn. is agreeable to this arrangement.

Mr. MacGregor and myself purpose calling on you on Saturday morning 16th to hear anything you may have to say on the matter.

I am, Sir, your obedient servant,

J.H. Adam,  
Hon. Secy.  
Public Schools Teachers Association of W.A.

Source: Education Department File 842/1897

101. DEPARTMENTAL RECOGNITION

March 8th, 1897.

Mr. J.H. Adam,  
Hon. Secretary,  
Public Schools Teachers Association of W.A.  
Fremantle

Sir,

With further reference to your letter of the 17th ulto., I have the honor to inform you that, the Minister having carefully perused your communication, has been pleased to reply that, as the objects of the Association are for the

improvement of education generally and in the interests of the Department, he will have pleasure in recognizing it.

I have the honor to be, Sir, Your obedient servant,

Owen P. Stables
Secretary for Education

Source: Education Department File 842/1897

102. JACKSON REPORTS...

Note: Cyril Jackson, who had had valuable experience in education as a member of the London Board of Education, arrived in W.A. late in 1896. He was given a position above that held by James P. Walton, hitherto the head of the professional educators, and became Inspector-General of Schools.

School Buildings in the South-West. Need for an Improvement.

Mr. Cyril Jackson, the Inspector-General of Schools, who has been paying visits to the schools in the South-western part of the colony during the last three weeks, returned to the city a couple of days ago. Mr. Jackson, on Thursday evening, was seen by a representative of this journal, to whom he readily cooperated to give a short account of his trip. "My chief object", remarked Mr. Jackson, "in visiting the south-west, was to see for myself the present state of the schools before making any fresh move in the department and I want to see a good deal more before I make my report to the Minister....

One thing that struck me very much was the unsuitability of the buildings - not that they are not well built, but that they are not built on scientific principles from a teaching point of view, and I am afraid they will tend to affect the teachers and children injuriously. The lighting arrangements are very bad...."

Source: The West Australian, 20 February 1897, p.2.

103. ...TOO SOON

Inspector General of Schools

On reading the "West Australian" of this morning, I was, to say the least of it, surprised to find that you had been criticising the Department and communicating your views in regard to country schools to a reporter. I should be obliged for an explanation of this unusual course.

Perhaps you may not be aware that no officer is permitted to give information
concerning the Department to the press, except thro' the head of the Department, and then with the express permission of the Minister.

In your case time has been given you to examine the schools with the view of making a report to me, and suggesting reforms and remedies, where necessary. Anticipating your report you give the newspapers and the public your impressions before the Minister of the Department has even heard them.

This is most irregular and I must request that it shall not occur again, under any circumstances.

E.H. Wittenoom
Minister for Education.

20.2.'97.

Source: Education Department File 843/1897.

104. CROSS GRADING

Interim Report of Inspector General of Schools after First Series of Inspection Visits.

Presented to the Hon. the Minister of Education on April 15, 1897.

... I should like to see in all the Schools much greater freedom of classification. It is deplorable to see big boys of 11 and 12 kept down in the First or Second Standard with tiny children, because, as one told me, though he had learnt to read and write at home, no one had ever taught him sums. The Teachers ought to move the children freely up and down in different subjects, and they should be the judges of which children can be promoted, rather than the Inspectors by Annual Examination....

Cyril Jackson
Inspector-General of Schools.


105. THE ESTABLISHMENT OF THE TEACHERS' COLLEGE

The Hon.
The Minister of Education.

Sir,

At your desire I submit the suggestions re. the establishment of a Training College for Teachers.

I have in my Report already given you comparative information as to other Countries, and also my reasons for desiring to change the existing System
here, by which the sole Training given is the service as Pupil Teachers, under men and women generally themselves untrained. I should suggest that a site be selected between Perth and Fremantle near the Sea or River if possible, on which Class Rooms, Dining Rooms etc. should be built. Attached to this I would suggest either in separate Buildings or in separate Wings, Boarding Houses etc. should be erected for Boys and Girls. I should like to see plenty of space for recreation, and provision made for teaching the Boys Carpentry and Agriculture, and the Girls Cookery and Horticulture.

The cost of Boarders should be defrayed by the Government and a moiety of the cost given to Day Pupils, as a Scholarship to induce their Parents to keep them at the College. Tuition would of course be gratuitous. A system might perhaps be adopted by which the expense might be modified. I am informed for example that in New South Wales — the top examinees receive £72 per annum — a second Class £36 (1st Class 30, second Class 20, New South Wales Regulations page 19) and others again who pass the examination but lower on the List are allowed Free Tuition only. They guarantee three years service as Teachers after leaving the College. The Staff would depend upon the numbers, but a good Master or Mistress of Method is the first necessity, and I should suggest writing to England where there are some 45 Training Colleges as well as many Pupil Teacher Centres, and where the choice would be much larger than elsewhere.

If you wished it, it might save the Government some expense if you made the Inspector General titular Principal. If I were provided with rooms I should be much interested in taking part in the management and teaching, though the burden of it would of course fall on the Master of Method, or whatever principal Teacher is chosen, who might also be entitled Vice Principal.

A Master and Mistress would certainly be necessary as permanent Teachers, and occasional Lessons should be given from outside e.g. on Saturdays in Kindergarten by the new Infants Mistress of the Central School — in Carpentry by some Teacher from the new Technical School — in Sewing if possible by Miss Nesbit, and perhaps by other of our Teachers, who are qualified in Special Subjects. Practising Schools must be attached and it would be well therefore to place the College fairly close to some existing school e.g. Claremont or Cottesloe and within easy reach of the line, so that Students might teach in Perth or Fremantle Schools. If the Government are prepared to meet the expense, the best course would be 3 years training from the age of 15½ years but if two years only are given the age of admission should I think be 16. On leaving, the Teachers should have a year on a somewhat low salary, and be raised after that time to a higher scale than untrained Teachers. The previous experience of this Colony and the other Countries shows that inducements must be held out to tempt the parents to postpone the placing of their children in remunerative employment.

If pupils are between the ages of 15½ and 18½ the cost of their Board would not be so heavy, and the Scholarships need certainly not be so large as for older Students. Probably the Sydney figures might be reduced to £50 and £25 though of course the cost of living is much higher in this Colony and this should be
taken into account. It is somewhat difficult to estimate numbers. I should like to see the College built for 25 Girls and 15 Boys at least, and the existing Pupil Teachers of the 3rd and 4th years or over 16 years should be offered an entry on their previous examination record. A preliminary enquiry among these might help considerably in the calculation of the probable Candidates. If our Schools continue to increase there will be a large demand for Teachers.

I have the honour to be, Sir,
Your obedient servant,
C. Jackson,
Inspector General of Schools.

Source: Education Department File 2790/1897.

106. GOLDRUSH PRESSURE

.... The surprising increase in population which has taken place in general throughout the Colony, through the development of the goldfields, has naturally had a corresponding effect on our Schools. In some places where the attendance in the Schools at the beginning of the year was only reckoned by tens, it could, at the close of the year, be mentioned in hundreds. In January, the numbers of Schools with an average attendance of 100 and 200 were respectively nine and four, while at the close of the year, the numbers of these Schools had respectively risen to 13 and seven. In the first quarter of 1897 there were 14 between 100 and 200, seven between 200 and 300, and two over 300.

The great difficulty, with which the Department has, in consequence, had to contend, has been the provision of accommodation by the erection of new Schools, or additions to existing buildings, which, it is correct to state, could not be built fast enough; resulting in the fact that many temporary structures or hired buildings had to be utilised until the permanent School buildings could be completed ....

Owen P. Stables,
Secretary for Education

Education Department, Perth
30th June, 1897.


107. "A STEPPING STONE TO THE UNIVERSITY"

Note: The speech reported here, was made by the Rev. D. Ross, M.D. President of Scotch College at its first Speech Day, 14 December 1897.
Their desire was to make the College something like the Grammar School from which some of them had come, and to make it a stepping stone to the University. There was no University to step into yet, but by the time some of the boys were big enough and old enough he hoped there would be such an institution for them to enter (Applause). There were few things better worthy of a Government care than a University (Hear, hear). They did not want all the country's revenue to be put up with brick, stone and iron. In establishing the College, the good of the country was sought, and they were not ashamed of their seedling that day. (Applause)....

Source: Records of Scotch College, Claremont, W.A., 1897-1910, p.15.

108. A PROFESSIONAL HEAD FOR THE DEPARTMENT

Note: The present structure of the leadership of the Education Department is based on the principle first put into practice here, that the Head of Department should be a professional educator with direct access to the Minister.

Mr. O.P. Stables. - The Minister for Education (Mr. George Randell, M.L.C.) states that the changes which have taken place in the Department of Education, by which Mr. Cyril Jackson becomes the permanent head of the Department, are not intended in the slightest degree to reflect on the manner in which the Secretary for Education (Mr. O.P. Stables) has carried out his duties. On the contrary, Mr. Randell states the late Minister fully recognized the zeal, ability and integrity of Mr. Stables, especially in the management of the finances of the Department. Complications, however, were liable to arise from the headship since the appointment of the Inspector-General, and the Cabinet became convinced that sooner or later conflict would result from this source, and that the best interests of the Department would be conserved by appointing Mr. Jackson as the permanent head....

Source: The West Australian, 7 May 1898, p.5.

109. JACKSON'S THEORY

... As was foreshadowed in the last Report, a new curriculum of instruction has been gradually introduced throughout the year.... The new scheme rather revises methods than alters the subjects of instruction. Its guiding principle is that the elementary school is to be a basis for future self-education: it is to leave in the child an intelligent and alert mind - the power to observe and to learn - rather than to furnish him with a string of memorised facts which he may remember but will more probably forget. The methods of teaching are laid down as from the known to the unknown, from the concrete to the abstract, from the observation of individual things to their comparison and correlation and thence to the higher process of thought.... The new curriculum also aims at
giving a more practical course of instruction. The arithmetic of real life is attacked from the beginning rather than through abstract figures. The geography course aims at first giving a child a knowledge of his own locality, the power to measure, to estimate, and to draw plans of what he sees around him, and from the knowledge of the immediate neighbourhood, his knowledge is to be extended to the whole Colony, to Australasia, and to the World. It is hoped that the course will make the children in the country good bushmen and those in the towns better able to understand the influence of physical features on trade and national development.

Cyril Jackson,
Inspector General of Schools,
27th April, 1899.

G. Randell
Minister of Education


110. EDUCATION - FREE AND COMPULSORY

An Act to amend the Law relating to Public Elementary Education.
(Assented to, 5th October, 1899)

4. No fees shall be paid by or for children between six or fourteen years of age attending any Government elementary school.

5. The Minister may authorise and determine a scale of fees to be paid by -
(a) The parent of any child who has attained the age of fourteen years, and whose parent desires that such child should be instructed in a Government school beyond the compulsory age for such instruction; and
(b) Any person for his or her own instruction in any Government school other than Government elementary school....

10. The parent of any child of not less than six nor more than fourteen years of age who, without reasonable excuse, neglects to cause such child to attend a Government or other efficient school may be summoned, in the name of the Minister, before a Court of summary jurisdiction, and shall be guilty of an offence against this Act, punishable upon conviction before such Court, and shall be liable to pay a penalty not exceeding Five shillings for the first offence, and not exceeding Twenty shillings for every subsequent offence....

16. The proprietor, headmaster, or principal teacher of any school not being a Government school, may apply to the Minister, in writing, to have such his school found "efficient"; and upon such application being made, the Minister shall forthwith cause such school to be inspected by an inspector of schools; and if, upon inspection, such school is found to be efficient as to the
instruction given in reading, writing, arithmetic, spelling, and geography as required by this Act or the Regulations, the Minister shall cause such school to be included in a list of schools which have been inspected and found efficient, or certified to be efficient....

Gerard Smith,
Governor.

Source: Statutes of Western Australia, 1899, 63° Victoriae, No. 3

111. A SUMMARY OF THE SYSTEM

Note: Jackson was asked to write an article for a booklet on Western Australia, to be distributed at the Paris Exhibition.

February 24th, 1900

The State System of Education in Western Australia is confined at present to Elementary Schools, the Secondary Schools being entirely in the hands of private establishments....

Western Australia has no University but examinations are held periodically in Perth under the auspices of a committee appointed from the Adelaide University. The Christian Brothers have a branch College in Perth, and there is also a Scotch College, from both of which, as well as from the High School, boys are sent in for the Adelaide public examinations. There is also a private Girl's High School and there are numbers of private establishments which do not undergo any Government examination. Under the latest Act dealing with compulsion private schools will have to shew that they are efficient, and for this purpose the Minister may insist upon inspection.

The administration of State Education is in the hands of the Minister of Education, who is assisted by various District Boards, acting generally as Boards of Advice. For the year ending 31st December 1899, the total expenditure was £62,028:7:2.

Under the Education Acts the Minister is empowered to spend a sum not exceeding £4:10s. per head of children attending the Government Schools.

Elementary Day Schools are divided into State Schools, Provisional Schools, Half-time Schools, House-to-House Schools, and Special Schools. A State School may be established in any locality where an average attendance of 20 children between the ages of 6 and 14 can be guaranteed, and Provisional Schools where an average of 10 can be maintained. Further, schools may be established where there are less than 10 children, and the Grant then, if given, is £4:10s. per annum for each pupil in average daily attendance, the settlers or promoters being expected to supplement the Grant so that the teacher receives not less than £60 per annum salary. In scattered settlements where one central school is not feasible, on account of the distance the
children would have to travel, two Half-time Schools may be established under the charge of the teacher, who will give lessons in one school on portion of the week, and in the other during the remainder. Special Schools are only so called for purposes of salary. They are established in places at a great distance from Perth, where regular visits from the Inspector cannot be held, as, for instance, in the North-West. Teachers in Special Schools may be paid at a higher rate than the ordinary scale fixed.

The Government has now appointed a Director of Technical Education, a chemical laboratory and furnaces for assaying are being fitted up, and classes both day and evening are being opened in these subjects.

In addition to carpentry classes in the Evening School at Perth, a scheme of manual training and the use of tools in wood has been in operation for the last two years for the day scholars, and some hundreds of boys have been instructed.

(C. Jackson)

The Secretary,
Paris Exhibition Commission, Perth

Source: Education Department File 2819/1899.

112. NO INSPECTION WITHOUT INVITATION

Note: Archbishop Gibney had made allegations in public that the Inspectors had been biassed against two Roman Catholic boys in awarding Scholarships.

The Very Rev. A. Bourke, V.G.,
May 14th, 1901.
The Palace,
Perth.

Dear Father Bourke,

I am in receipt of your letter of the 10th instant. Of course the Inspectors are not prepared to re-enter the schools without some public intimation that they have been specially requested to do so, as the charges which are made against them were made in public and have not been publicly withdrawn. I think, however, that they will be quite ready to do their best if a notice is placed in the press, and I am thinking of sending the enclosed. You will see that I have tried to meet your wishes as much as possible.

I am,
Yours faithfully,

C.J.
Inspector General of Schools.

Source: Education Department File 635/1900
113. PRESS RELEASE

May 14th, 1901.

The Vicar General, who is now acting for Bishop Gibney, during his absence from the diocese, has written to the Department asking that the Government Inspectors may again hold examinations in the Roman Catholic Schools, as far as they are able, as both he and the teachers are anxious to again receive the assistance of the Department in testing the full efficiency of their school work....

C.J.

Source: Education Department File 635/1900

114. NO INVITATION

St. Brigid's, West Perth
8th August 1901

Dear Mr. Walton,

I regret I have to inform you that I believe the project of having our schools examined by the Government Inspectors must fall through.

On yesterday, at an interview with the Bishop, he told me he was surprised at, and objected to, the arrangement come to in his absence. He also required me when writing to you to state the reasons for his objection. Not to make another inconvenient mistake I subjoin his exact words as written and dictated by himself. They are:- "The Bishop objects to the Inspectors visiting his schools as he believes the Education Department did not act fairly towards the Catholic schools on the occasion of the recent Royal Celebrations. The pupils of the Catholic Schools were invited to take part in a public function in the Perth Park but were passed over when the State school children were received at Government House. The Bishop expected the Catholic children would be treated with respect and that the Education Department would redeem themselves from the want of confidence he had experienced of them and their Inspectors, and now he is obliged to re-iterate the same want of confidence in them." The Bishop was good enough to add that he believed I had acted for the best in the matter; it only remains for me to apologise to the Department and to express my regret for having given so much trouble to you and Mr. Jackson by my mistake.

I remain dear Mr. Walton
Yours faithfully,
A. Bourke V.G.

Source: Education Department File 635/1900.
115. **TEACHER SHORTAGE**

... It has been difficult to obtain sufficient staff. The new Training College was not finished at the close of the year, and the Department has still had to draw its supply of teachers from the Eastern States, where the demand is now equaling the supply. There have been added to the staff 74 teachers of all grades; of whom, however, only half are adults. Parents are often ready to blame the Department if, by the resignation or removal of a teacher, a school is closed or understaffed, but there is no means of ensuring a constant fresh supply of teachers for such emergencies; and, where they have to be obtained from outside the State, delay must necessarily take place....

Cyril Jackson,
Inspector General of Schools.
5th March, 1902.


116. **THE END OF SCHOOL EXAMINATIONS BY INSPECTORS**

Note: A preliminary step in this direction had been taken in 1900-1901 when teachers who had received good reports were allowed to conduct examinations.\(^{(1)}\)

... The system of entrusting the promotion of the scholars, and the necessary individual examinations, to the teachers has been found to work so successfully that the division of schools into "exempt" and "non-exempt" has been abolished, and in future, in all schools, the head teacher will have the responsibility and privilege of the individual examination and promotion of his own scholars, subject only to the advice and criticism of his inspector....

The abolition of the examination of individual children by the Inspectors is effecting a complete change in the tone and work of our schools. School-time is certainly happier, alike to the scholars and the teachers. There is not now that worship of high percentages, that striving after results, as shown by those percentages; not that forcing of the duller children until they are able to pass the same test as the brighter ones, which before was so prevalent. The teacher has ceased to be a driver and become a leader and a friend of the children, and the teaching is freer and more conversational. Teachers are at liberty to devote themselves to more intelligent methods of instruction, and are not bound down rigidly to the same monotonous curriculum....

6th February, 1903.

Jas. P. Walton


Note: Cecil Andrews, from Battersea Training College, London, was appointed foundation principal of the Training College prior to its opening early in 1902, on the understanding that when Jackson returned to England, which he did in 1903, Andrews would take his place as Inspector-General of Schools.


I have the honour to submit the following Report upon the first year's work of the Training College.

It was originally intended that the College should be opened at Easter, 1901. Unexpected delays in the completion of the buildings led to the postponement of the opening until January, 1902.

BUILDINGS AND GROUNDS:-

The College is a fine building of Cottesloe stone, standing in grounds of eleven acres. It overlooks Freshwater Bay, being distant about a quarter of a mile from the shore. It stands 100 feet above the water, and gets the full benefit of the cool sea breeze in the summer. It contains a large Lecture-hall and three Class Rooms, a Dining-hall, a Recreation Room for the students, a Library, and an Office for the Principal. On the upper floor are the Matron's Rooms and the Dormitories, which are divided into cubicles. There are also rooms for two resident members of the staff. The Principal's Quarters form the East wing of the building; the Kitchens and Servants' Quarters are in the West wing. Behind the main building is a massive tower, supporting a 20,000 gallon tank. At the foot of this tower is the laundry, and also a room containing a carpenter's bench....

It had been decided that the full College course should cover three years. In order to provide sufficient vacancies at the end of each year, it was arranged that a certain number of students should be admitted for a single year, and others for a two years' course. Several of those who entered for one year were already qualified teachers, who were anxious to take advantage of the opportunity of a short course of training. They showed great interest in their work, and it was very unfortunate that their stay in the College had to be confined to two terms. The students who entered for two or three years were all Pupil Teachers.

The numbers at the opening of the College, are shown by the following table:-

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Year Students (leaving in August, 1902)</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>2nd Year Students (leaving in August, 1903)</td>
<td>-</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>1st Year Students (leaving in August, 1904)</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>30</td>
<td>41</td>
</tr>
</tbody>
</table>
THE TIME TABLE:-

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.25 a.m.</td>
<td>Prayers</td>
</tr>
<tr>
<td>7.35 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8.55 a.m. - 10.35 a.m.</td>
<td>Lectures</td>
</tr>
<tr>
<td>10.50 a.m. - 12.25 p.m.</td>
<td>Lectures</td>
</tr>
<tr>
<td>12.30 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>1.40 p.m. - 3.15 p.m. (in summer)</td>
<td>Lectures (except on Wednesday &amp; Saturday)</td>
</tr>
<tr>
<td>4.45 p.m. - 6.20 p.m. (in winter)</td>
<td>(Wednesday &amp; Saturday)</td>
</tr>
<tr>
<td>6.30 p.m.</td>
<td>Tea</td>
</tr>
<tr>
<td>7.15 p.m. - 9.15 p.m.</td>
<td>Private study</td>
</tr>
<tr>
<td>9.30 p.m.</td>
<td>Prayers</td>
</tr>
</tbody>
</table>

The students make their own beds before morning lectures. With this exception, they are quite free, except during working hours. The afternoon lectures are arranged so that the best time of day shall be free for outdoor exercise. Afternoon tea is served after lectures in summer; before lectures in winter.

THE CURRICULUM:-

The College course includes the following subjects for all students:- Scripture, English Language, Literature and History, Latin, Geography, Physiography, Arithmetic, Geometry, Drawing, Singing, Reading and Recitation, Theory and Practice of Teaching.

Male students also take Chemistry and Physics, Algebra, and Manual Training (Woodwork).

Female students also take Kindergarten, Needlework, and Domestic Economy.

The second and third years attend a course of lectures on Agriculture, and the third year also has a course of Elementary Botany, with special reference to the native flora....

A class is brought from the school to the College Lecture-hall, and a lesson is given by a student in the presence of the staff and all the students. On the next day a discussion is held upon the method of the lesson, the principles involved, and practical points of class management in connection with it. The discussion is opened by the student who gave the lesson; he estimates his success or failure, and criticises his own work. Other students are called upon for criticisms from each member of the staff, the discussion being finally summed up by the Normal Master.

The succession of criticism lessons is occasionally broken by a model lesson, attention being first directed to the particular points which it is intended to illustrate. A further variation is afforded by blackboard exercises, when all students are required to set copies, work arithmetical problems, draw maps, and produce suitable illustrations for specified lessons upon the blackboard.

Every student spends a certain number of weeks in the year in the Practising School, teaching and observing other teachers, under the supervision of the Normal Master....
It is with great regret that I am leaving this most interesting and attractive sphere of work.

16th March, 1903.

Cecil R.P. Andrews,
Principal.


118. THE CASE FOR STATE SECONDARY EDUCATION

Note: Jackson had suggested that a State Secondary School be set up, and as soon as Andrews took over he collected reports from his Inspectors on the feasibility of such an idea.

The Inspector General.

In the first place that I am strongly in favour of a State Secondary School for the following reasons:-

(a) The present inadequate provision for secondary education in this State. In support of this it is only necessary to quote the results of the recent conference with regard to the Rhodes Scholarships. When it was shown that there was practically only one eligible candidate in this State even after the standard had been reduced to the minimum and much below that required in every other State....

(b) The movement is essentially democratic and as such should command the support of a democratic community, including representatives of labour, that is if they are consistent with their professed principles.

(c) State intervention in this matter has proved beneficial to other countries and States. Notably, the United States of America, Canada, Germany, etc....

With regard to the curriculum, the funds available must to a large extent regulate this phase of the question. It will be necessary to fit classrooms with the most modern apparatus for teaching such subjects as Chemistry etc. (The scientific side would depend largely on the expert talent available or procurable and this would again depend principally on the funds at command). Then the question of recognized examinations certificates etc. comes in. At present the principal tests are the London, Melbourne, and Adelaide University Examinations. These to a certain extent meet present requirements....

11.11.03

J.H.M. Collard
Insp. of Schools.

Source: Education Department File 753/1911.
THE NEW TECHNICAL SCHOOL

Note: Technical Education began in W.A. with experimental classes held in 1897. Perth Technical School opened in 1900. In 1901 the subjects taught were Maths, Assaying, Chemistry, Physics, Geology, Agriculture, Art, Wood carving, Metal Working, Carpentry, Mechanical Drawing and Mineralogy. The lack of buildings and facilities has been a continuing problem in the Technical Education field in W.A.

Perth Technical School,
St. George's Terrace, Perth, W.A.
11th November, 1904.

The Inspector General,
Education Department,
Perth.

Sir,

I have the honour to forward to you the following argument in favour of the speedy erection of a new Technical School for Perth, and shall be obliged if you will impress upon the Minister for Education, the urgent need for instant action in the matter of its erection.

In support of this will you kindly lay before him the following representations:-

That an examination of the Census returns of 1901, shows that in Perth and its neighbourhood, (Subiaco & Leederville) there are at least between 2000 & 3000 youths between the ages of 15 & 20, and of these at least one quarter are about the age of 15, the usual age of entry into a Technical School.

That our attendance of students then, instead of being abnormal, is very much under what may yet be expected, yet in almost every section of the School we are already overcrowded....

We have now come to the stage when the erection of temporary or provisional buildings justifiable in the early days will no longer meet the case, and any check at this stage will jeopardise the good work already accomplished.

These matters have already been discussed, and the need for immediate action recognised by the last Ministry. The report of the then Minister, pledges the Government to prompt action.

He states "that permanent buildings are to be provided shortly in Perth" (See Report of Education for 1903, page 8).

The late Cabinet admitted the insufficient provision and authorised the preparation of plans on a scale more in accordance with the State's needs, and but for political changes, the erection of the new School would already have been proceeded with....

The present Ministry has put itself forward as the ardent friend of technical
education. I hope therefore for a very favourable consideration of the urgent needs of the Technical School at the present time.

I have the honour to be, sir,
Your obedient servant,
Alex Purdie
Director of Technical Education.

Source: Education Department File 331/1904.

120. EMPIRE DAY, CUE, 1905.

Wednesday, 24 May, 1905.

Empire Day. The "Time Table" was suspended for the Day. Religious Instruction was given by the two visiting clergymen, Revds. Hanning C.E. and Carvoso Wes. during the first half-hour. The Head Teacher then gave an hour's lesson on the expansion of the British Empire during the last 400 years. An interval of 20 minutes was then allowed. Singing and Drill completed the morning's programme. In the Afternoon, Australian History was dealt with and a photograph of the school and children was taken. At 3.45 the school was dismissed for the day....

Henry F. Larkin,
Teacher.

Source: Journal of Cue School, 14 November 1902 - 17 March 1915, in Battye Library.

121. LONG SERVICE LEAVE

Note: In the context of working conditions in the early 20th Century, this was a very advanced step.

Education Department,

His Excellency the Governor in Executive Council, in pursuance of the powers vested in him by Section 22 of "The Elementary Education Act, 1871, Amendment Act, 1893" has been pleased to approve the following amendments to Regulations.

Cecil Andrews,
Inspector General of Schools.

....

New regulation:-
56A. The Governor, on the recommendation of the Minister, -

(a) May grant to any teacher who has continued in the service of the Education Department for at least fifteen years, long service leave for six months on full pay, or twelve months on half pay;

(b) May grant to any teacher who has continued in the service of the Education Department for ten years, long service pay for three months on full pay, or six months on half pay.

In computing service under this regulation, service prior to the making of this regulation shall be included.


122. HACKETT'S UNIVERSITY

Note: Winthrop Hackett, owner-editor of The West Australian, was the foremost advocate of a university for the state.

... A score of times, extending over the last dozen years, we have been reminded that we are in the middle of a depression and as soon as the depression passes away we have been promised that the claims of a university shall be considered....

The fact is the word university conjures up different considerations, most of them little likely to smooth the path for the establishment of that institution. People believe that a splendid block of buildings is an invariable necessity. But in the present case the university can be started in a house of moderate dimensions. Certainly no ornament is required either in the fabric or its furnishing. As things grow, so it will grow also. Then there is an idea that a university teaches unpractical subjects, and no delusion is more common than that a university man is necessarily a creature of ideas and culture rather than of developed practical capacity. But while the claims of culture cannot and should not be ignored, the main ground of the creation of a university in Western Australia is that it will lead our boys and girls further forward on their own paths of life, supply the instruction which is necessary to complete their education, and develop any faculty they have for those technical businesses whose main value to the State is their reproductive character.... The rich, those to whom the name of a university is of more importance than the thing itself, will continue to send their children, in a few instances to the East, in a much larger number of cases to the universities of the mother land. But the workman, or the man who lives by trade, those who admire and pine for an education for their children which was denied to themselves - these are the men for whose offspring the modern university is intended. It will be emphatically a poor man's institution, a place where his boys and girls may cultivate their aptitudes and prepare themselves for rising to any positions their talents or resolution may entitle them to aspire to, ultimately receiving
the most honourable of diplomas - the public and lasting honour of a degree.... It is needless to say that this outline implies that our university shall be a teaching and not merely an examining board. It is the instruction given that is the most valuable part of a university training, not the examination prizes....

There is further the question of finance. A few thousands a year would provide the necessary professors and lecturers, administrative staff, and general expenses.... It is true that the endowment lands, owing to the practical impossibility of disposing of them on lease, and the absence of suitable roads, yield nothing at the present moment, and may continue to do so for some years to come. But this, too, in time will right itself, and it may fairly be claimed that among the instruments to which we may look for lifting up Western Australia intellectually, making residence within her borders a more valuable and desirable thing, securing to parents one of the most desired of boons, supplying these educational wants which stand in the forefront of the demands of the present day, and augmenting the credit of the State on all sides, is for formation of a university on simple economical, practical, and efficient lines.

Source: The West Australian, 23 July 1908, p.4.

123. ANDREWS' JUSTIFICATION FOR GOVERNMENT SECONDARY SCHOOLS

Note: The following document is part of a reply which Andrews made to criticism of his proposal for the establishment of a State secondary school in Perth.

1. I am apparently considered to have attacked the existing secondary schools. What I really did was to assert that we need another type of school in addition to them. The other type of school is found necessary in countries which have the most admirable schools of the classical type, and to say that it is needed here does not imply any adverse criticism of our present schools.... I believe that it is practically impossible for schools that are now endowed and not State aided to make proper provision for science teaching.... It surely is not an attack upon them or their schools for me to call attention to this, and to suggest that, in the interests of the country, the Government should step in and provide what private enterprise cannot....

4. It is apparently considered that in some way my advocacy of a particular type of intermediate school is in opposition to the proposal to establish a university. I am strongly in favour of the establishment of a University, and I believe that nothing will do so much to strengthen the demand for it now, and to make it successful and of good repute when it comes into existence, as the provision of further facilities for intermediate education. Until a larger proportion of our children pass through some school above the primary schools, our University must have either students far less numerous than is desirable, or students who have not reached a satisfactory standard of general education.... The success of a
University must depend largely upon the previous training of its students. It cannot become the university of the many, unless it adopts a low standard and is content with a low reputation, until the many receive some further school education beyond the primary schools.

Source: The West Australian, 5 August 1908, p.2.

124. KINDERGARTENS AND THE GOVERNOR'S LADY

Note: Although Andrews was pessimistic about the possibility of setting up State Kindergarten Schools, he did encourage kindergarten classes in the primary schools until 1916, when as an economy measure, the younger children were excluded from all but the very small schools. (1)

Aug. 26 1908
Government House, Perth.

Dear Mr. Andrews,

I am so very much obliged to you for taking so much trouble to procure information regarding the working of Kindergarten Schools in the other States and it is most kind of you to send me the letters & reports. I have read them with great interest & I do think they are splendid Institutions in big Cities where there is a large "Slum" population, but I quite agree with you that at present they are not really needed in this State. The starting of a Creche in Perth, which is to be opened next week, is I think the beginning of work which will in course of time lead to the establishment of Kindergarten Schools, but not yet.

Thanking you very much for your kindness....

Ethel Bedford

I think the Reports might be very useful some day when Kindergartens may be started here.

Source: Education Department File 3063/1908.

125. THE IMPATIENT PHILANTHROPIST

Note: Hackett was Chairman of the Royal Commission on the Establishment of a University. He presented the following letter to his colleagues on the Commission. Hackett's legacy, ably managed by Sir Arthur Langler, has been of lasting benefit to the University of W.A., in a variety of fields.

(1) Report of the Education Department for the year 1916, W.A.V.P. 1917, Paper 3, p.5; and Mossenson, D. State Education in Western Australia 1829-1960, p. 128.
Gentlemen,—

You will remember that at our meeting on the 11th February, 1909, I announced that I was prepared to find the funds, as soon as the University is in working order, sufficient to provide for the foundation of a Chair of Agriculture. My offer, you will have noticed, is conditional on the University being established, when my gift would follow as a natural sequence. For this purpose, I may say, I have made provision in my will. At the same time, I desire it to be understood that this offer pre-supposes only a reasonable time should elapse before the University is constituted. I hope you will not consider it an unreasonable condition that two years only should pass before the University attains "working order", in accordance with the terms of my promise. In other words, the offer will only hold good for two years from the first day of June, 1910. As this offer was made a year ago, this will give it a currency of three years. I earnestly hope it will not take the two years to see the University established.

I have the honour to be,

Faithfully yours,

(Sgd.) J.W. Hackett.


126. THE OPENING OF MODERN SCHOOL

An epoch of considerable importance in the history of State education in Western Australia was marked yesterday by the official opening by his Excellency the Governor, Sir Gerald Strickland, of the Perth Modern School....

The Minister for Education (Mr. Nanson) said that the idea of forming in Western Australia a State secondary school had originated with one who had laid the foundation of the present primary system of education,... namely, the first Inspector-General of Schools, Mr. Cyril Jackson. (Loud applause). In the year 1902 Mr. Jackson had suggested that the Governor should establish a school of that kind.... Between 1908 and that time an exhaustive and very keen controversy had been going on in the columns of the daily newspapers as to the desirability of the State embarking upon the work of State secondary education. The controversy had done a great deal of good. It had been educative of public opinion, and he thought that a great many of the fears which at first were felt in regard to the establishment of the school had since died away. He believed, too, that it would be found possible for our admirable existing private secondary schools to continue their useful career side by side with the State institution, and was more inclined to this view by reason of the fact that at no time, in spite of the opening of that school, had the private
secondary institutions been so full of pupils as they were now....

The Inspector-General of Schools (Mr. Cecil Andrews)... said it was hoped that the school would do something towards filling one of the gaps that existed in our educational system here. The Department was trying to do something for those who could not remain at school by forming continuation classes connected with the lower work of the Technical School. The Modern School would, however, fill a different gap. It would provide for those who were ready to stay at school for a longer period after leaving the primary school, and would form a connecting link between the primary school and the higher and more specialised technical school, and between the primary school and the University. We had schools here which, of course, did form a connecting link between the primary schools and the University, but the Modern School was not intended to be a repetition of those other schools but to work on lines different from them. The term "modern school" had been freely criticised, chiefly he thought because it had not been understood. The term was one which had a distinct significance. It denoted a school in which the old classical curriculum was not adhered to, but in which individual attention was given to science, modern languages, and mathematics....

Source: The West Australian, 1 March 1911, p.7.

127. A SOUTH AFRICAN PRECEDENT

28th May, 1912.

Dr. Muir,
Superintendent-General of Education,
Department of Public Education,
CAPE TOWN, SOUTH AFRICA.

Dear Sir,

Mr. Hugh Gunn, who is at present in Western Australia, has informed me that an important decision was given by the Chief Justice of the Supreme Court with regard to the Colour question in South Africa. We are having some little trouble with regard to the admission of black aboriginal children to our schools, (1) and I should deem it a favour if you would kindly send me a copy of the decision.

Believe me,
Faithfully yours,

R.H. (R. Hope Robertson)
Chief Inspector of Schools.

Source: Education Department File 2317/1912.

(1) In W.A., after protests from the parents of white children about aboriginal children attending local government schools, the Education Department encouraged charitable institutions to set up separate schools for aboriginals. For documents on this subject in the early part of the 20th century, see our previous publication, W.A. Aborigines, 1622-1972, pp. 50-55.
128. KEIMOES CASE

Note: When the Moller children, whose mother was coloured, were sent to the Keimoes School, 17 of the 37 other children at the school were withdrawn by their parents. The School Committee, in the interests of the school, as the Cape Times says, refunded school fees paid and forbade the children to attend the school.

Judgement of Appellate Division of Supreme Court of South Africa
(Extract from "Cape Times" of 14th December, 1911.)

The highest judicial tribunal in the land - the Appellate Division of the Supreme Court - pronounced judgement yesterday in the now celebrated Keimoes School case. The decision was one of far-reaching importance, as affecting the right to send children of mixed descent to public undenominational schools in the Cape Province, under the School Board Act of 1905, and is noteworthy in the sense that the whole of the nine judges who at various stages have been called upon to consider the case have all arrived at the same conclusion, viz., that the applicant Moller, had no right to demand that the Keimoes School Committee should admit his children to the school, on the ground that their mother is a coloured woman....

Source: Education Department File 2317/1912.

129. THE CHILDREN OF THE BACK BLOCKS

The Honble John Scaddan (2)

October 19th 1912

Sir,

I should like to bring under your notice the crying need for greater educational facilities for the children of the back blocks. For liberal as are the provisions of the Education Dep. they by no means meet all requirements....

My eldest, a boy, is eight years old this day he has had no schooling save that which he got during two short visits to Perth. And it is a matter for bitter reflection to me, that while the town child is invited to a surfeit of free education, I have to endure the sight of my children denied the very rudiments of education because the State has made no provision for the children of the pioneer, whether prospector or settler. If we have the money we can of course send them to such bording schools as the New Norcia Mission, although I am opposed on principle to any schools not State controlled. But if through the absence of any fixed income we have'nt the money as is now the case, what then? I must see my children wasting the golden hours of youth in play....

(1) See cutting from the Cape Times, 15 August 1911, in Education Department File 2317/1912.

(2) Scaddan was Premier of W.A. from 1911-1916, the head of a Labour Ministry.
Is it any wonder that so many women with families veto their husbands desire to go on the land, when so many educational inducements offer in town in contrast to the great disabilities of the country....

Has any politician, I wonder ever given a thought to the number of children of isolated families in the aggregate who are sacrificed to the pioneering work of the State advancement....

Again, I say if the Government give us credit and trust us in the matter of seed, fertilizer and rent, will you not trust us in the matter of bills for State boarding school education for our children? Much of the education in the City is acquired only for "side" and "frill", - Most is certain to give but a small percentage of tangible results. But a Boarding State School... would make of every unit a host and with wise guidance and development would ultimately prove to be the most powerful factor in opening up the resources of this vast State. And the memory of it would stand forever as an eternal monument to the Scaddan Government.

Faithfully Yours

H. Reu Da Vey

Jibberding
Via Nugadong

Source: Education Department File 1379/1918.

130. UNIVERSITY LECTURES STARTED

Note: The University opened in temporary buildings in Irwin Street.

A successful start was made yesterday with the classes in all the Faculties of the University. In the forenoon lectures were given by Professors Dakin, Murdoch, Ross, Shann and Whitfield, and the classes in most cases were attended by from 40 to 70 students. Evening lectures were also delivered by Professors Murdoch, Ross and Woolnough, and the attendance was again highly satisfactory. All these lectures were introductory to the regular courses. As a rule the professors devoted the hour to a consideration of the objects and methods of their respective subjects, and explained how the subject would be dealt with in the subsequent course. During the day a number of further enrolments were made in the Arts and Science classes. Since Wednesday morning when enrolments commenced the work of completing the furnishings of the University buildings has proceeded apace, and almost all the rooms are now available for teaching purposes. The electric light installation has been completed and the rooms are now well lit for evening classes. Provision has also been made in the larger rooms for projection electric lanterns, and for bench lights for microscope and other practical work.

Source: The West Australian, 1 April 1913, p.6.
131. EDUCATION 1912-15

Note: The Labour Government was anxious to demonstrate the effectiveness of its achievements by publishing a series of pamphlets. The document below was the draft of one on education sent by Andrews to Hon. T.H. Bath, Minister for Lands and Agriculture, on 25 August 1914.

The organisation of the various kinds of schools has been revised during the past four/three years in order that gaps may be avoided, and that definite and systematic connections may be established throughout.

In the Primary School, which is the starting point, the curriculum has been carefully revised, after conferences between the Inspectors and representative teachers. The object of the revision has been to exclude those portions of the traditional school work that cannot be shown to play a useful part in the child's development, and to provide fuller play for exercise of the child's natural activities....

After a child has passed through the Sixth Class in the Primary School he has now three main roads open to him.

I. Through the Modern School or other High School to the Training College or the University.

II. Through the Central School or Continuation School to the Technical School or School of Mines, or thro' the Central School to the Training College.

III. Through the Farm School to the University....

II. The Central Schools in the large towns provide two-year courses for children who remain after passing through the Sixth Class. A boy may choose between the Commercial and Industrial Courses, a girl between the Commercial and Domestic. In each course the general education of the children is continued, but some amount of special work bearing on their probable future careers is also given. In each case the pupil who has completed a course can gain admission to a higher course in the same branch of work at the Technical School; or he may become a Monitor and subsequently enter the Training College.

Those who leave the day-school earlier have Continuation Schools provided for them which give work of a similar nature in the evening. The student who completes a course in the Continuation Schools is at once eligible for further instruction in the Technical School.

The special courses in the Central Schools were started at the beginning of 1913. Since that time the numbers taking them have doubled. At the same time the Continuation Classes were re-organised and brought into close connection with subsequent courses at the Technical School. That they have met a real want is shown by the rapidly increasing numbers that have applied for admission, and by the regular attendance of those admitted. In 1913 there were 989 students; in 1915 there were 2290. It is hoped that arrangements will be made before long for attendance at such classes in the day-time for all young people in employment.
The classes referred to are all free. Fees at the Technical Schools were abolished at the beginning of 1914.

III. A third road has now been opened by the establishment of a Farm School at Narrogin. After passing through a course of two years at this School, and after spending a year in practical work upon a farm, a pupil is eligible to enter upon a two years' course under the Professor of Agriculture which will qualify him for the Diploma of Agriculture. Holders of this Diploma can proceed to the Degree of Bachelor of Science (Agriculture) after two years' further study.

There are no fees at the Narrogin Farm School for tuition but the cost of boarding is £20 a year. The Education Endowment Trustees have arranged for some Scholarships that will defray the cost of boarding.

The Farm School was opened at the beginning of 1914....

The salaries of all grades of teachers have been raised. The minimum salary for a beginner is now £110: a few years ago it was £60 for a woman and £80 for a man.

Short courses of training at the Training College for teachers of small country schools were introduced in 1912. About fifty teachers go through a course of this kind each year.

Source: Education Department File 4648/1914.

132. PUBLIC EXAMINATION AND SECONDARY EDUCATION

Note: The Public Examinations Board, consisting of representatives of the University of W.A. Professorial Board, the Education Department and the independent secondary schools, was set up in 1913. The first Junior and Leaving Examinations were held the following year. From the first year of its operation, the Public Examinations Board exerted a powerful influence on Secondary Education.

REPORT OF THE HEADMASTER OF THE PERTH MODERN SCHOOL:

The Secondary School Age.

It will be necessary to consider, at no distant date, the advisability of lowering the age of admission to the State Secondary Schools. Few modern Secondary Schools are content with a four years' secondary course superimposed upon a purely primary course up to the age of thirteen years.... The London County Council children come to the Secondary Schools at the age of 11 years, while our scholars come to us at the age of 12-13½ years, in actual practice most of them being over 13 years. Thus the Modern School labours under the disadvantage that all of its language teaching has to be given within a period of four years for the first language and three to three-and-a-half years for the second language, while in the English Schools French has
eight years, while Latin or German has six or seven years. The change proposed is not a drastic one, but is one that would gradually enable us to keep our students for five years and thus enable them to derive benefit from a five to four years' course in the different languages. (1)

The School Certificate Examinations of the University of Western Australia.

This was the first year in which these examinations were held, and in consequence, despite the issue of standard examination papers, there was a certain amount of misconception as to what students could take the examination. This was especially so in reference to the Junior Examination, which proved beyond the rank and file of our Lower School. The fact that Mathematics were grouped as one subject militated against the chances of a student to pass in five subjects, when few sat for more than five subjects. As our students had only had two year's French, it was scarcely to be expected that very many could pass the paper set, which would have taxed a three years' student. It will only be possible for us to send students for this Junior Examination from our Lower School when we have a three years' course in the Lower School and a two years' course in the Upper School. In addition to those who passed in four or more subjects (at Leaving - 14), there were six students who passed in three subjects. Nineteen students of the Lower School gained Junior Certificates, passing in five subjects and twenty-one passed in four subjects, fifteen of these passing in Mathematics.

On the two examinations eight of our students matriculated and several have to sit for one subject only at the March examination to complete matriculation. To sum up, the Leaving Certificate Examination is evidently a suitable one for our leaving students of the Fourth Year, but until the Junior Examination is altered in some way either by lowering the standard, or by reducing the number of subjects, it will be hardly possible for us to regard it as a mere qualifying examination that certifies to a student's ability to continue his studies in the Upper School.

9th March, 1915.

J. Parsons, M.A.,
Head Master


133. 7.89% REDUCTION IN SALARY

Note: On the outbreak of war a number of vital sectors of West Australian industry suffered from the general lack of confidence. This brought on widespread unemployment and a financial emergency for the W.A. Government. Acting on a suggestion from the Legislative Council that Income Tax be raised, the Premier introduced the Income and Public Entertainments Tax Bill,

(1) In 1916 it was decided to grant scholarships to Modern School, tenable for 5 years, and to limit the age of competition to candidates of 12 to 13 years of age. The new five year course began in 1917. See Report of the Education Department for the year 1915, W.A.V.P. 1916-17, Vol. 1, Paper 5, p.85.
providing for a super tax, over and above the Income Tax of fourpence in the pound of taxable income already paid. The Legislative Council rejected the Bill, whereupon the Premier announced a general salary cut for civil servants. The time they worked was reduced proportionately.

M.F. Darcey Esq.
Secretary Teachers Union,
72, Chelmsford Road,
North Perth.

Dear Sir,

... Wherever it is possible to do so the Govt. are anxious to reduce the hours worked by about three hours as a set off for the 7.89 (%) reduction made in a week's salary. I shall be glad if you will arrange for the Executive of your Union to meet in conference Senior Inspector Clubb, who is acting on behalf of the Director of Education who is absent on leave on Wednesday next with a view to discussing ways and means of proceeding to put the matter in operation as from the 1st April.

The views of the Teachers' Union in this relation will be valued by the Govt. as of assistance in determining their course of action in a direction which they regret having to take.

Yours faithfully

(Stamped 30 Mar 1915)

(Sd.) P. Collier
(For Premier)

Source: Education Department File 442/1936.

134. UNION MEMBERS PROTEST

31.3.15

The Acting Director of Education
Perth.

Sir,

Last night's meeting of teachers carried a resolution protesting against any further encroachments upon teachers' salaries. Consequent on this, my Executive cannot meet you this morning as invited. For your information I desire to let you know that a meeting of the Executive will be held tomorrow evening to consider further action.

I have, this morning, advised the Honorable the Acting Premier, of the foregoing.
I have the honor to be
Sir,
Your Obedient Servant,
Martin F. Darcey.
Hon. Sec. W.A.T.U.

Source: Education Department File 442/1936.

135. COUNTRY TEACHERS PROTEST

Note: This document is part of an account of a meeting of the Country Teachers Association.

The President Mr. A.D. Hill said:-

... How the Government of the day and the newspapers could expect a teacher to live on the salaries which would be left to them if the reductions were persisted in was more than he could understand. (Hear, Hear.) Business men in such times as the present certainly had their bank balances reduced, but in very few instances had the people who were asking that the teachers' salaries should be reduced had their standard of living reduced. (Applause) .... When the teachers were aimed at, however, and more particularly the lower paid men, it was not a matter of banking, but of food. (Hear, hear). They knew what the cost of living was in the country, with one grocer and one butcher, and so on in the place, and one civil servant - the teacher - who was always regarded as a good mark. (Applause)....

Source: The West Australian, 8 April 1915, p.8.

136. TEACHERS ARE A GOOD MARK

Note: When he made these comments, W.D. Johnson, Minister for Lands, was addressing an open-air meeting at Northam.

... The Teachers were making an outcry against the proposition. They cried loudly that the Government was attacking men who were raising families on a minimum wage of £110 per annum.... But after all, the 24 (on £110) received more than the minimum. One received the minimum plus £90 special allowance and a house; four a special allowance extra and a house; one £30 extra; so that only ten were actually on the minimum. In addition to this the wives of many of these teachers received £15 for instruction in sewing, and 3s. per week was allowed for cleaning the schools. As often as not the pupils cleaned the school and the teacher pocketed the allowance. (Laughter).... The general civil servant only received two weeks' holiday, as compared with the eight weeks received by the teachers. The general civil servant worked longer hours
and more days per week. The general civil servant did not get his vegetables grown for him by school children, if he was at all disinclined towards the labour himself... He disliked the reduction in hours, and deeply regretted the necessity that had arisen. That necessity was not because there was no alternative, but because that alternative was objectionable to the all-powerful Legislative Council, which, led by Mr. Colebatch, had vetoed a Bill which had provided for everyone to pay in proportion to his ability to pay. It was Mr. Colebatch and the moneyed and privileged class he represented that the civil servant had to thank for having to pay unjustly a tax which the whole community should be helping to bear...


137. "FULL TIME TO BE REVERTED TO: BICKERING OVER THE QUESTION"

Note: The adverse publicity given to the salary cuts and to the uncooperative attitude of the Legislative Council may have been a factor in inducing the Legislative Council to agree to the setting up of a Select Committee to confer with another Committee from the Legislative Assembly on the matter of handling financial bills. This was done at the end of August, 1915. The whole controversy strengthened the Teachers Union, which had several other battles to fight in the next few years.

Commencing from the first pay period on or after October 1 full time will be reverted to throughout the Government service, and will again be operative in the case both of salaried and wages men....

The Premier was asked the reason for the reversion to full time. "We have taken this step" said Mr. Scaddan, "owing to continual requests from associations and different sectional unions. There has been so much bickering over the reduction which we brought into operation that we think it preferable to notify those concerned that as from the period to which I have already referred we will go back to full time."

The Premier was asked whether or not such a step would mean increased expenditure.

"It may do so," he said, "and it may not. That depends upon the question as to whether it will be necessary to maintain numerically the same staffs to do the work as was the case during the operation of the shorter hours."

November 1, 1916.

The Hon. Minister.

You are receiving a deputation from the Teachers' Union on Saturday morning at ten o'clock. They have submitted seven resolutions which they wish to bring before you.

(1) That the Appeal Board proposals are unsatisfactory. The facts are briefly as follows. The Union has for some time asked for an independent Appeal Board. The late Minister offered to have the appeals heard by the Public Service Commissioner. This is according to the precedent in the other States wherever there is provision for an appeal to anyone except the Minister....

In this State the Minister offered to allow an appeal to the Public Service Commissioner, with the addition of what is not provided in any of the other States, namely a representative of the Department and a representative of the teachers to sit with the Commissioner. The Union, however, objected to this proposal on the ground that the Public Service Commissioner was a Government servant, and that thus two of the three members of the Board would be Government servants appointed by the Government for the purpose. They asked that a Board should be provided similar to that given to the railway men and the Police; that is, a Police Magistrate, with a representative of each side to sit with him. The Minister at first insisted upon the proposal for the Public Service Commissioner.... Three years after, however, he agreed to the appointment of a Police Magistrate with a representative of each side.... In doing so the Minister pointed out that he considered it unwise for a teaching body to have their procedure assimilated to that adopted in the case of the wages men in the Railway Department and the troopers in the Police Department, instead of keeping to the procedure provided for all other professional officers and to that provided for teachers elsewhere....

I think that there is a great objection to having the Secretary of the Union made into a sort of professional advocate in appeals against the Department. It would mean that it would be in his interest to stir up as many appeals as possible in order to warrant his appointment as paid Secretary and to bring himself into the limelight as much as possible. The argument of the Union is that a nervous girl would have no opportunity of doing herself justice. Officers who are fined or dismissed are not as a rule nervous girls but generally the most hardened sinners amongst the men. I proposed, however, that if the Minister was satisfied that owing to some infirmity the appellant was incapable of conducting his case in person, some other teacher might be authorized by the Minister to represent the appellant....

(C. Andrews)
Director of Education.
121

**Source:** Education Department File 6130/1914.

139. TO START A CORRESPONDENCE BRANCH

Marne
Via Goomalling

May 21/17

H.P. Colebatch Esq.

Dear Sir,

... There is a demand for facilities for education in the back country, a crying need for a system that will reach the Children of the struggling settler. These Children are growing up almost without education, except what we can give them in our spare time. If you were to start a correspondence branch, in the Educational Dpt. You would help us, by putting system and method in our efforts, in fact all we would have to do is to guide the child through the work of the Correspondence system we could have some of the best Brains procurable. As it is a success in other countries why not here. This New Branch or school would not eat up a great deal of money in proportion to the good it would do,...

I, Am Yours Faithfully,

R.A. Sandon.

**Source:** Education Department File 849/1924.

140. IT WON'T WORK

18th December, 1917

Mr. R.A. Sandon,
Marne,
via Goomalling.

Sir,

Your letter of the 2nd November, regarding the system of education by correspondence has been sent to me. I do not think, however, that there is any chance of this being successful except with children who have reached a fair standard already. If a child of 11 or 12 who had had a good education up to that point were taken out of reach of a school he might possibly get advantage out of a system of correspondence, but if you get children in the initial stages who have to be taught to read and write or even slightly beyond these stages I do not see how they are to benefit from written instructions and explanations. I would point out that it is much easier to manage higher education by means of correspondence than elementary. The more highly educated a man is the better can he study from books without the
intervention of oral teaching.

I have the honor to be,
Sir,
Your obedient servant,
(Sgd.) H.P.C. (Colebatch)
Minister of Education.

Source: Education Department File 849/1924.

141. IT DOES WORK

The Hon. Minister,

I have the honor to be,
Sir,
Your obedient servant,
(Sgd.) H.P.C. (Colebatch)
Minister of Education.

Source: Education Department File 849/1924.

141. IT DOES WORK

Education Department,
Perth.
June 25, 1918.

The Hon. Minister,

I propose to try a correspondence scheme for children who are out of reach of school in districts of scattered population. Both in New South Wales and Victoria such schemes have recently been started, and are considered to be successful. Where the children are young, it is essential that a parent or an elder brother or sister should help and see that the instructions are carried out.

It is considered that one teacher can deal with between 30 and 40 children by this method. I propose to select a suitable teacher and to pay a salary as though she were in charge of a school of this size. The total cost of dealing with 35 children should not exceed £200 a year. I shall be glad of your approval.

Cecil Andrews
Director of Education

Source: Education Department File 849/1924.

142. COUNTRY HIGH SCHOOLS

... Dealing with the work of the State high schools - the Perth Modern School, the Eastern Goldfields High School and the Northam and Geralton district institutions - the annual report of the Education Department states: "The experience gained by the establishment of these schools makes it evident that there is a great demand for higher education in the country towns. There is little doubt that successful schools on the same lines could be established in at least four other country centres. The expense involved at the outset is not great, the most costly item being the provision of
laboratories. Special teachers of science and French have to be added to the staff. In the absence of most of our young men at the war the former are difficult to find....

Source: The West Australian, 26 August 1918, p.4.

143. KINDERGARTEN COLLEGE

Note: The decision to form a Kindergarten Union was made at a public meeting on 18 September 1911. (1)

Kindergarten College
160 Pier St.
Perth.

Director of Education.

Dear Sir,

Herewith please find information required in connection with the training given by the Kindergarten Union.

Students must be at least 17 years of age at entrance into College and the training takes two years which at times has to be extended to three if the Student is not up to the required standard at the end of the two.

Following are the subjects studied -

1. Montessori work the method and ideas of Madame Montessori concerning the education of children up to the age of 6 years.

2. Primary work - education up to years of 11, 12.

3. Gifts - Froebel - methods and ideas of Froebel's concerning education up to 7 years of age.

4. Child Study - Psychological study of the child's mind - methods of dealing with faults etc.

5. History of Education


7. Story Work Stories to tell and how to tell them. Benefits derived.

8. Biology A review of animal and plant life besides knowledge acquired aim to give students a scientific turn of mind so able to observe child and learn his needs.


Drawing ) (Development of students' own powers)

Singing )

(1) "The Story of Kindergarten in Western Australia 1911-1962", p.5.
Handwork
Games & Rhythm (Development of students' own powers)
Music
Literature
Practical work with children is continued through all the Course during the mornings.

The examination papers are sent to the Kindergarten Training College South Australia for correction - the papers being set there....

Believe me to be
Faithfully yours

Mildred L. Harper
Principal of Training College.

(Stamped 28 April 1919)

Source: Education Department File 365/1936.

144. SOCIAL INEFFICIENTS

Note: Miss Stoneman, a lecturer at the Training College, publicized developments in psychological testing, in lectures to students, teachers and the general public.

At a well attended meeting of the Women's Service Guild, held last Friday afternoon, Miss Stoneman, M.A., delivered an address on "Some Methods of Dealing with Social Inefficients."

The lecturer said that in Great Britain a Royal Commission, appointed in 1904, conducted systematic investigations in regard to the existing methods of dealing with idiots and epileptics, and with imbeciles, and feeble-minded, or defective persons.... The greatest advance had been in regard to the recognition and classification of defectives. A French psychologist, Binet, determined that the level of intelligence normal at each age should be ascertained, and the degree of defect in a given case should be stated as so many years retardation in mental age. Binet died in 1911, but his pupils completed his work. The American Government satisfied itself as to the adequacy of the method and, on the declaration of war, summoned experienced examiners to Washington. A set of tests was given to all men who had passed the physical and medical examinations. Only those whose mental level was above the ten-year level were allowed to proceed to France. In this way the United States prevented the sacrifice of lives from needless blunders in transmitting messages. Columbia University, New York, had accepted a psychological test as a more satisfactory indication of a student's ability to profit from university instruction than an entrance examination, and Princeton University was considering a similar step.

Source: The West Australian, 22 May 1919, p.5.
145. "A MOONLIGHT NIGHT"

Note: Because the District Boards failed to function effectively, largely due to the fact that many of them had to cover large areas, the Department encouraged the formation of Parents' and Citizens' groups, connected specifically with individual schools, although at this time there was no legal provision for them.

White Gum Valley,
26-5-19.

The Director of Education, Perth.

Sir,

Some time ago my District Inspector (Mr. Klein) discussed with me the desirability of forming a Parents' Committee in connection with this school. This place has very little communal life of its own, being rather too close to Fremantle to be a self-contained community; but I am prepared to attempt the formation of a Parents' Committee if you and Mr. Klein would come down some evening to address the parents, with a view to interesting them in the subject.

If this proposal meets with your approval, I should deem it a favour if you would name an evening that would be convenient to you - a moonlight night would be preferable. On receipt of such information I shall call a meeting of parents, and do my best to ensure a satisfactory attendance.

I have the honour to be,
Sir,
Your obedient servant
R.F.O. Trotton.

Source: Education Department File 263/1926.

146. ALL OUT

Note: This telegram was received at Yalgoo Post Office on 12 July 1920.

School Teacher
Paynes Find

No satisfactory agreement reached. Government work ceases today Saturday
Disputes Committee.

Source: Education Department File 1473/20
147. THE CIVIL SERVICE STRIKE

The strike of the civil servants and school teachers will not come as a surprise to those who have been closely watching the events of the past week. The joint disputes committee appointed to conduct negotiations in behalf of the combined services made demands upon the Government which, as the Premier points out in another column, no Administration could grant consistently with retaining that authority which is the function of Government. The disputes committee demanded a board to determine wages and conditions in the services. They have been granted the board, with assurances that it would be constituted at once, and that its findings which the Government is prepared to accept as binding shall operate from July 1 last. The committee accepts the board as in every way satisfactory. This being the case, it would appear to reasonable persons that all grounds of justifiable complaint on the part of the services were removed. But the committee, though it secured the tribunal for which it was asking, continued in a demand for a one-third increase upon all salaries to £180, and £60 per year upon all salaries in excess of £180. The Government, weighing all the circumstances very carefully, as is apparent from the statement made by the Premier, refused this request, and the committee thereupon recommended a strike to the general meeting on Saturday....

Source: The West Australian, 12 July 1920, p.6.

148. BACK TO WORK

Note: Work was resumed on the understanding that a Public Service Appeal Board would be set up as soon as possible. Legislation to do this was assented to on 3 December 1920. The Board was constituted as suggested in Document 147, and embarked immediately on a re-classification of salaries, the new salary range for Head Teachers and Assistants in Primary Schools being published in The Government Gazette on 2 December 1921.

Teacher
Paynes Find
Yalgoo

Settlement arrived at resume work immediately advise everybody concerned. Disputes Committee.

(Received Yalgoo 30 July 1920)

Source: Education Department File 1473/1920.
"I DID NOT APPROVE OF STRIKING"

Thomas St. Infts. Schl.
Nov. 8th 1920

The Director of Education, Perth

Sir,

I beg to acknowledge the receipt of your memo of the 4th inst., and to state in reply that I attended school at about 8.40 a.m. on the 12th of July last. I found several of my teachers at the gate. We entered the building, as I have duplicate keys of the gates and doors, and waited part of the morning, but no children came. I did a little in the office, but as my record work etc. is always kept up to date there was very little to do. After this, I went to the city and was told that the Education Dept. was closed, so I was unable to ask for instructions. Long afterwards, one of the H.T.'s told me she had posted a letter to your private home, but I had not thought that was permissible until she mentioned it.

Subsequently when I went to the school on different occasions, I had to climb the fence, the gates being securely wired. I am a little puzzled to know what further steps I could have taken. I do not think that it would have been proper for me to have stayed in a lonely building all day by myself. The three teachers who came, elected to go home, and I reported our attendance at the time.

I have always been a member of the H.T.A., but I did not approve of striking and fearlessly said so. I was prevented from doing my work and suffered intense anxiety and distress during the time.

I have the honor to be,

Sir,

Your obedient servant,

N. Smith.

Source: Education Department File 1497/1920.

A ROYAL COMMISSION INTO ANDREWS' ADMINISTRATION

Note: The Royal Commission was set up to investigate Andrews' administration of the Education Department. It came to the conclusion that the Department was functioning as efficiently as possible on the resources available.

... The Commission has given consideration throughout its inquiries to the possibility of reducing the expenditure on public education. It finds that such a large proportion of the total expenditure, amount to 92 per cent. of the whole, is absorbed in paying salaries to the teachers and other officers who are employed to carry out the work of education in the State, that any
important reduction could only be made by reducing either the salaries of teachers or the number of them employed. Reduction in either of these directions would, in the opinion of the Commission, have a disastrous effect upon the education of the State. At the present time teachers are not more than adequately paid; the securing of efficient teachers is dependent upon reasonable rates of salary being maintained, and the number of teachers employed is at present less than the highest efficiency of public education demands....

Dated at Perth this 22nd day of July, 1921....

P. Board, Chairman
Athel J.H. Saw,
G.F. Pitchford, Commissioners.

Source: Royal Commission to inquire into and report upon the system of Public Elementary Education followed in the State of Western Australia, and the administration of the Acts relating thereto, W.A.V.P., 1921-22, Vol. 1, Paper 4, p.3.

151. THE PROBLEMS OF PROVIDING EDUCATION IN GROUP SETTLEMENTS

Note: The Group Settlement Scheme was a migration and settlement plan designed to develop agricultural land in the south-west of W.A.

The Hon. The Minister.

I asked Mr. Richardson, the Controller of Group Settlements, and Mr. Brockman to come and see me in order to devise some quicker method of meeting the needs of the new settlers. If an additional group is to be started each week, we shall have a large number of schools to provide, and, as things are at present, it seems that we cannot be certain of getting a building up until nearly a year has elapsed from the first application. I shall be glad of your approval to the following scheme:-

The first step in connection with the group settlement is that six men are sent down to do a little clearing and to put up huts. When this has been done the remainder of the group go down with their wives and families. I propose that in future the first work to be undertaken after the erection of the huts shall be the erection of a temporary school. Mr. Richardson and Mr. Brockman assure me that there will be no difficulty about this. We shall then have a temporary school ready practically as soon as the families reach the settlement....

When the permanent school is put up, the materials from the temporary building
can be utilised elsewhere....

Cecil Andrews
Director of Education.

Source: Education Department File 1145/1922.

152. P. & C. ASSOCIATIONS

Note: The Department had encouraged the formation of Parents' and Citizens' groups for some years (see Document 145) before they received the official recognition cited below.

9th January, 1923.

Rev. T.E. Brewis
Hon. Secy., School Committee,
Wagin.

Dear Sir,

I have to inform you that the Public Education Acts Amendment Act, 1922, was assented to on the 7th December last. This repeals all the clauses of the existing Acts relating to District Boards, and consequently these have all ceased to have any statutory authority. They will be replaced throughout the State by Parents and Citizens Associations, Clause V of the new Act reading:—

"Where an Association has been established the members shall at their first meeting, and at each annual meeting to be convened thereafter for the purpose, elect from among their number in the prescribed manner a President, two Vice Presidents, a Treasurer, and a Secretary; and shall also nominate five members who may be appointed by the Minister as a School Board for the locality for the next following twelve months."

The School Boards have been of the greatest assistance to the Department and have rendered good service especially in some of the more scattered centres. The Department greatly appreciates the help so generously given, and wishes to convey to you and your members its best thanks for all you have done to assist the Department in improving the conditions of the various schools.

Yours faithfully,

(C. Andrews)
Director of Education.

Source: Education Department File 6670/1913.
153. STUDENT AND PARENT PROTEST

Buona Vista,
Darlington.

1st May 1924.

Dear Mr. McCallum, (1)

My boy, who is a student at the Modern School, told me yesterday that the students in the third year had prepared a petition protesting against their being further experimented upon with the Dalton system. So far as I can understand the system, it consists of the Teacher setting a certain amount of work for the children to do, and then leaving them to muddle through as best they can. This year, (the third) is most important to the students, being the one in which they have to pass their Junior University Examination. This examination must be passed by all applicants for junior positions in the Public and Railway services and the children should be taught so as to be prepared for it. Surely to goodness we pay the teachers enough money and they should do the work they are paid for. The effect of the Dalton System has been disastrous to my boy. Whilst at Thomas Street and James Street Schools he was top of his class though he was nearly the youngest boy in both classes. During the first year at Modern School he did fairly well. But last year with the Dalton system he failed badly. As he has reached the stage when I am unable to assist him with his studies he has had to muddle along himself with the result that he gets confused. In going through his arithmetic paper last I found that he was not at all well grounded in the principles involved and as one parent I quite agree with the students that their future, which to a certain extent depends on their passing their Junior University Exam this year, is too great a matter to be made the subject of experiment. I am writing to you as your boy will be subjected to the same experiment if the matter is not taken in hand and perhaps the matter will come before the Minister for Education whom you could advise to investigate it before giving a decision....

Yours fraternally,

J.H. Morgan.

Source: Education Department File 446/1924.

154. THE EXPERIMENT DEFENDED

Perth Modern School.

23.5.24.

Memo for the Director of Education.

In reply to your memo of the 20th inst., and the letter quoted from the parent of a boy in the third year voicing a complaint about the Dalton Plan I beg to

(1) McCallum was Minister for Public Works, Water Supply, Labour and State Trading Concerns in the Collier Ministry.
report as follows. I have not yet received any petition from the students in reference to the plan. We use the Dalton system for eleven out of thirty-five periods for English, History and Geography and Mathematics. These subjects also receive one teaching period per week instead of five in English, two in History, two in Geography and five in Mathematics as hitherto. We have used the plan with this year to the extent since April 1923, and the results are gratifying. The student is doing a great deal more work for himself, is developing powers of concentration and initiative and is becoming more independent, while the work of the teacher is if anything more onerous than under the old system of giving lessons and supervising work in mass. The individual to whom the Dalton system has been "disastrous", if it has, is probably the very one who would benefit most by being thrown on his own resources. So far as one can humanly tell it is to be expected that a similar percentage of passes will be gained in the Junior Examination by these students as by other students in past year. Four out of eight subjects are affected by the plan. Of course it is hardly possible to guarantee that the particular student in question will pass the Junior in five subjects but I am giving my special attention to this class so that there may be no chance of a general failure to meet the needs of the examination. It is recognised that the Dalton Plan is in the nature of an experiment and consequently its working is being carefully watched by myself and the members of the staff who are working it. If as the year proceeds we find that the students' chances of passing the Junior Examination are being minimised by the continuance of the method, I shall take steps immediately to vary it.

J. Parsons.
Headmaster.

Source: Education Department File 442/1924.

155. MY P. & C.

Beverley, Sunday.

Dear Mr. Miles,

You may be pleased to hear that my P. & Citizens' Association has granted me some more garden tools and also more sports equipment.

With my wireless plant I have been very successful with regard to the Broadcasting Programmes.

Every evening the instrument is "Tuned in" to the Farmers' 6WF and the bed-time stories are heard very clearly, next follows Market & Stock reports, weather forecast & Time signals & the rest of the evening (i.e. 8.15 to 10 P.M.) is given to a musical programme.

On your next visit I will be only too pleased to entertain you one
evening to a Wireless Concert.

I am,

Yours Sincerely,

(Stamped 20 May 1924)

Kenneth C.E. Tiller.

Source: Education Department File 1025/1924.

156. WAR EFFORT

The total amount contributed by the state schools to the various War Funds, in money and goods, was over £41,000. More than 55,000 articles of clothing for soldiers were made in the schools during the regular hours devoted to needlework. The Manual Training and Household Management Classes made great quantities of articles for sale in aid of the War Funds, as well as constructing a number of deck chairs etc. for hospitals.

4.7.24.

Source: Education Department File 228/1924.

157. MAILING BUT NOT NAILING

Field Supervisor
Group Settlement,
Busselton, Manjimup, Denmark, Peel Estate.

New groups are anxious for the early provision of schools. Owing to distances, state of roads, and other causes, they cannot be provided in all cases for some months.

The Controller has discussed the matter with several groups, and suggested, as a temporary expedient, that settlers erect in their spare time a rough shed, where the children can be collected and taught by the correspondence system under the supervision of a group member's wife or daughter. Iron for shed can be loaned on the understanding that it is not damaged by nailing or otherwise....

Asst. Under Secretary for Lands.

Source: Education Department File 1145/1922.
158. AGRICULTURAL EDUCATION

Note: The demand for agricultural education was immediate and the new college quickly operated at full capacity. This need was also met by short inservice courses (see Document 159).

In 1925 the Government, in pursuance of its expressed determination to establish an agricultural college in Western Australia purchased "Muresk", a holding 2,222 acres in extent situated in the Avon River Valley.

In December, 1925, the Muresk College Advisory Board was appointed by the Minister for Agriculture. The board within its small compass is thoroughly representative. It consists of Professor Paterson, who has held the Chair of Agriculture in the University since its establishment, Mr. G.L. Sutton, Director of Agriculture, Mr. C.W. Harper, who for long has been closely associated with the co-operative movement, the President of the Royal Agricultural Society, and the Principal, Mr. H.J. Hughes. The Board on its appointment immediately addressed itself to the consideration of the organisation of the College. In the early stages much of the Board's time was devoted to a consideration of the building requirements. The Board meets monthly and advises on all points appertaining to the welfare of the College.

In September, 1926, the College actually commenced operations with an enrolment of sixteen students.

The second term with an enrolment of forty-five students found the College accommodation fully taxed. For next year's draft of students further accommodation is to be provided. It is obvious that the College has not been established before its time.

Source: The Muresk College Magazine, September 1927, pp. 3-5.

159. THE FARMERS' WINTER COURSE

... From diverse parts of Western Australia came twenty farmers to Muresk to attend a course of lectures and demonstrations arranged by the Principal (Mr. H.J. Hughes). A popular feature of the course was a lecture on "Farm Engines" by Mr. F.E. Shaw (Manager State Implement Works). By means of singularly clear diagrams coupled with lucid explanations, he unravelled the mysteries which surround the work of two and four-cycle interval combustion engines. Mr. Shaw's lecture was followed by the examination of three types of engines under the guidance of Messrs. Butterworth and Downs, who assisted Mr. Shaw. It was well that each of these gentlemen knew his work thoroughly, for both Mr. Shaw and his assistants had to bear a fusillade of questions.

Source: The Muresk College Magazine, September 1927, p.29.
160. STAFFING AND CLASS SIZES - THE IDEAL

Note: Regulation 112 dealt with School Staffing. The relevant section stated that in larger schools, beyond the first 25, every fifty children in average attendance required one assistant.

19/10/27.

Teachers Conference 1927.
The following resolutions were passed:-

...  
7. That Regulation 112 be amended in order that grouped classes in larger schools shall have an assistant for every 40 children in lieu of 50.

8. That no teacher be required to control a class of more than 45 on roll....

Source: Education Department File 628/1928.

161. CLASS SIZE - REALITY

Education Department,
Box 412,
PERTH.

22nd May 1928.

The Hon. the Minister:

I have had a return made from the staff sheets which have just come in, showing how many classes we have with numbers between 50 and 60 and how many with numbers over 60. It appears that there are 266 of the former and 35 of the latter. Classes in which the assistant has the help of a monitor are not counted. It seems therefore that out of about 800 assistants we have 300 with classes over 50.

Classes of this kind are being abolished in England rapidly. In many other countries they are not allowed to exist at all.

I am sending you these figures because you will have seen on another paper that the salaries vote for the primary school needs a considerable excess. These figures make it clear that we have not been over-staffing. As a matter of fact, the schools should have a considerable number of additional teachers.

Cecil Andrews
Director of Education.

Source: Education Department File 628/1928.
162. INTERNATIONAL APPRECIATION

January 23rd, 1929.

Cecil Andrews Esq.,
Director of Education,
Box G 412.
Perth, Western Australia.

Dear Sir:

Your letter of the 13th ultimo together with copies of various printed papers relating to correspondence education as carried on in your state have just reached me. To say that I appreciate your kindness in forwarding these is not adequate to express just how I feel in the matter. I consider you are offering a wonderfully competent service to the people of Western Australia and I congratulate you upon your remarkable achievement to date. I should feel very happy if I could promise within the same length of time to furnish such splendid evidence of educational achievement in British Columbia.

The Rural Magazine is to me, an eye-opener. I think it is wonderful how you have managed to do so many fine things all at once. I shall hope to keep in touch with you and to tell you something of our correspondence work in this Province as it progresses.

Again thanking you most cordially for your kind and generous treatment of my request, I am,

Yours very truly,

J.W. Gibson.
Officer in Charge High School Correspondence Courses for British Columbia.

Source: Education Department File 122/1929.

163. ADULT EDUCATION: MORE MONEY WANTED

Reporting to the Senate of the University of Western Australia last night, the chairman of the joint committee for adult education (Mr. W. Somerville) said that the adult education movement recently inaugurated had been so successful that it was very difficult to carry on with the money at the disposal of the committee - about £900. (1) Mr. Somerville said that to June 30, 559 applications had been received, as follows:- Astronomy, 55; Economics, 120; English literature, 145; History, 60; Psychology, 179. While these figures were for Perth only, the work was intended to cover the whole State. Even with the present over-crowded classes, without admitting applicants who had already applied, the funds would be exhausted

(1) The Carnegie Foundation had given a substantial grant in 1928.
by the end of 1930 at the latest... It had been decided to recommend that, apart from the ordinary estimates, a request be made to the Government for a minimum additional grant of £1,100, and that the Senate authorise the adult education committee to make representations to the Government for this money. The recommendation was adopted.


164. THE DEPRESSION TELLS

17th July, 1929.

Dear Sir,

In reply to your letter of the 8th July, having reference to the question of Adult Education, I have to advise you that the Premier has given consideration to the matter, but has decided that a deputation is unnecessary as he regrets that there is no chance of a grant for this purpose being approved during the current year. It would, therefore, be advisable to conserve the resources upon which you are now depending to the greater extent possible.

Yours faithfully,
(Sgd) L.E.S.
Secretary, Premiers Dept.

Vice-Chancellor,
University of Western Australia,
Perth.

Source: Education Department File 1440/1929.

165. TRAINING OF ROMAN CATHOLIC TEACHERS

Sir, - In your leading article today, it was stated: "In this State only the Education Department insists on some measure of preliminary training for its teachers." That assertion is not true. The teachers in the schools which I direct in this State enjoy "some measure of preliminary training." Every Christian Brother in Western Australia is a registered teacher of Victoria, having qualified for the certificate at the Christian Brothers' Training College, Strathfield, Sydney, where the inspectors of schools of Victoria observe and examine the trainees each year. Every member of the Loreto Sisters in Western Australia holds the same qualifications, having merited it at their Training College, South Melbourne. The same is true of every teacher in the Sisters of St. Joseph (New Norcia, South Perth, Boulder, etc.), whose training college is in North Sydney, where Victorian inspectors visit annually.
The other teaching orders who staff our schools in this State have organised courses of training for teachers at their head houses. Our young teachers have gained, or are preparing for the "C" certificate of the Education Department.... To that "measure of preliminary training" add this important distinction which is the happy fortune of this State alone - the Inspectors of State schools visit our schools each year and examine every subject taught there....

The final paragraph in your leader says: "The next step in our State educational progress is the compulsory registration of all teachers with a qualifying training necessary for registration." I suggest, Sir, that such is not "the next step"; it is only the second next step. In the discussion on the proposed advisory Council of Education that animated Convocation during two meetings in 1925, I opposed the proposal on the grounds that teachers in non-departmental schools should be offered facilities to train before a law of registration was passed. I then urged that the establishment of a chair of education was the first essential of reform. We now enjoy that(1), and a diploma of education is open to graduate students. There is, however, no opportunity of training open to under-graduate teachers in non-departmental schools.... For conscience's sake, we have assumed the burden of building, equipping, staffing and maintaining our own schools out of the pockets of the Roman Catholic community, without one penny from the State. Surely, if for no other reason, at least for the economic consideration - that we save the citizens of Western Australia over £100,000. annually, we can reasonably look to the State to meet us half-way in providing better facilities for the training of our teachers.

Yours, etc.

John T. McMahon, M.A. Ph.D.,
Higher Diploma in Education.
Director of Roman Catholic Schools.

Perth, July 31.

Source: The West Australian, 1 August 1929, p.16.

166. THE CINEMATOGRAPH IN SCHOOLS

A very interesting demonstration of the use of the cinematograph as an aid to teaching in all the classes of the Primary School was given by Mr. R. Murdock, Head Teacher of Belmont School, on Wednesday, 18th September, to a party of students from the Claremont Teachers' College.

A long reel entitled "Lost in the Arctic" was then shown. It depicted a journey through the Arctic Ocean especially featuring the scenery, animal and human life of the Alaskan shores. Prior to this screening each pupil of the upper classes had been provided with a series of questions dealing with each section of the picture. They were required to read those dealing

(1) The Faculty of Education was set up in 1927.
with Part 1 before the picture was shown, and after each part they had an opportunity to make notes and to read the questions bearing on the subsequent section to be screened....

During the screening of the picture the Head Teacher kept up a running commentary on the various scenes, animals, incidents etc., and directed pupils' observation, in order that the full value of detail would be secured. In this way pupils were conducted on a very instructive and interesting journey through the Polar Seas....

At the completion of the demonstration Professor Cameron, Principal of the Teachers' College, (1) spoke eulogistically of the work of Mr. Murdock and his staff. He also paid a well-merited compliment to the pupils who had shared in the work of the demonstration. He further stated that in the use of the cinematograph as an aid in instruction in schools Australia lagged behind the nations of the world, but he was most favourably impressed with the valuable work that was being carried on in Belmont School.

Source: The Education Circular, Western Australia, October 1929, p.65.

167. PRESSURE TO PROVIDE CLASSES

Note: Awards made by the Arbitration Court after 1 January 1926, included provision for compulsory classes for apprentices where classes were provided.


The Director of Education.

There are 19 apprentices registered in the boilermaking trade. The Arbitration Court examiners have pointed out that these apprentices are not receiving day time instruction in accordance with the Arbitration Act and have asked that provision be made to give the apprentices theoretical instruction for 4 hours a week.

The 19 apprentices can be accommodated in one class at a cost of £48 per annum, and funds are available without exceeding the estimates.

I recommend that authority be given to form an advisory Committee representing the trade concerned, and that, subject to this committee's recommendation, the class is formed.

J.F. Lynch, Superintendent of Technical Education.

Source: Education Department File 2355/1937.

(1) The Professor of Education was also Principal of the Training College until 1945.
168. TROUBLE IN PARADISE

From J.T. Blair,
Inspector of Schools,
Bunbury.

Re: memo & 1186/26 & phone message I beg to state that I visited Paradise School & made inquiries.

The enrolment is 7 - There is one other child over 6, three miles away -
His mother will not send him -

The pupils there at present may without much inconvenience go to Waterloo, or Dardanup.

The six pupils who left in the last teacher's time still remain at Dardanup Convent.

I saw the present teacher teaching & his methods did not appeal to me.

I recommend the immediate closing of the school.

J.T. Blair.

(Stamped Feb. 14, 1935)

Source: Education Department File 1186/1926.

169. DEPLOYMENT OF TEACHERS COLLEGE STAFF

Bill - Education Act Amendment
The Minister for Education
(Hon. N. Keenan - Nedlands) ....

The necessity for the amending legislation arises from the fact that, under the influence of the financial depression, there will be nothing like the same number of vacancies for the teaching staff this year as there have been for some years past .... This year the number of vacancies will be reduced to the extent of 35 fewer female teachers leaving the service to marry .... Again, in consequence of the financial depression and the necessity to economise, long service leave has been suspended.... The position is that the department employs those who come from Teachers' College after the final examination, and though not legally bound to employ them, it is morally bound to do so, because the persons trained for teachers are not fitted to earn a living in any other way.... The scheme is to retire the surplus members of the college staff1 to the positions whence they came, and grade down step by step until we reach the bottom of the ladder.

Source: W.A.P.D., 1930, Vol. 84, p.836, 2 October 1930

(1) Claremont Teachers College was closed from 1931 until 1934 and when it reopened it did not provide residence for students and the "rural course" was restricted to six months and the "Long course" was of one year duration.
170. "ECONOMY IN PAPER"

Note: This directive was still in force twenty years later.

Teachers are desired to use half-sheets of paper when brief communications are sent to the Department or to parents. Frequently full sheets are used where half (or even one-third) sheets would be sufficient, and a considerable saving may be effected if correspondence and other pads are used as economically as possible.


171. SIR EDWARD WITTENOOM ON DEPRESSION ECONOMIES

Note: This is an example of the type of pressure which the Education Department resisted by cutting teachers' salaries.

Among the economies I suggest is the suspension of secondary education expenditure, which means the upkeep of five high schools including the Modern School and the discontinuance of payments for post-primary "tops", thus confining education to elementary pupils up to the age of 14. I think we have the finest elementary schools in the world, and that the education they impart is quite as good as was obtainable at any high school when I was a young man. I suggest the retention of elementary schools for black-block teaching, technical schools and provision for the training of necessary teachers, as well as the schools of agriculture. According to the figures supplied by the Minister, the saving on high schools would be £37,204 and on post-primary "tops" £37,907, a total of £75,111.

My reason for making this suggestion is that there are five excellent denominational high schools(1) where boys may receive education to fit them for the professions or anything higher at a cost of 15s a week. Therefore I do not consider that in the present time of financial stress the State should provide free high school training.

My second suggestion is that no further payments be made to a free University. This institution is highly endowed and should not require money from the taxpayers.

It will be seen that by this saving, together with the savings on secondary education, economies exceeding £100,000 a year could be made, a very useful sum to assist the despairing farmers and the people who are unemployed.

Hon. Sir Edward Wittenoom: At our elementary schools any child can get quite as good an education as either the hon. member or I received, and what we got was sufficient to place us in the position we occupy today.


(1) These schools were forced to economise in much the same manner as the State schools. Catholic schools were able to expand during the 1930's due to a doubling of the number of teaching brothers and sisters.
172. THE BENEFACtor, THE CHURCH OR THE STATE

St. George's College
(by P.U. Henn, Acting Warden)....

What was in the mind of its generous Founder (Sir Winthrop Hackett) when he dedicated a portion of his estate to founding such a college, and in the mind of... the late Archbishop Riley, who took so large a part in shaping the character of its buildings? At the back of the mind of both was a realization of the advantage of the community life of a college to students engaged in the pursuit of their University studies.... The building of denomination Colleges in these days may, to some, seem an anachronism and a pity, though they stand for that religious element which should underlie all education; but until some motive as strong as the piety of religious benefactors can be found to promote educational enterprises which require a large capital, we must be content to do what most of the other Australian Universities have done, and the collective benefactions of a religious body must take the place of that of individual munificence, which, in our day, is being made almost impossible by death duties and other forms of taxation.


173. THE TEACHERS' PROTEST

Note: Teachers were concerned that they were required to accept greater salary cuts than other groups such as the police. Concern was also expressed that the government might not reinstate long service leave.(1)

The May Meeting

On May 14th the largest and most representative gathering of teachers in the history of this State decided by well over 500 votes to 9:-

"That, as a protest against the grave disabilities imposed upon education in Western Australia, the teachers of this Union resolve that, until the Executive decides otherwise,(2) they will not undertake or carry out activities in connection with the schools which do not come within the immediate terms of their employment."

By overwhelming majorities the meeting then-....

(1) Decided that teachers should discontinue their attendance at meetings of Parents and Citizens' Associations.

(2) Resolved that this meeting ban all school concerts, dances, musical festivals, Royal and district agricultural shows, calf club displays, socials, interschool sport and such other matters as the Executive

(1) Long service leave was reintroduced in 1937.

(2) The regulation strike ended in December 1934.
Ordinary Work

The Union policy is that, so far as the ordinary school work is concerned, the teachers should continue to perform this with unremitting zeal. Because during a period of over three years every other method of protest employed by this Union has proved ineffective, no fairminded member of the community can deny that, if the teachers know that education is still being unjustly treated, it is now their right and duty to make the present lawful protest. Consequently, in accordance with the May decision, all activities which do not strictly come within the scope of a teacher's duty will cease.

Noel E. Sampson,
President.


174. SALARIES RESTORED

Financial Emergency Legislation

Financial emergency legislation, introduced under the Financial Emergency Act, 1931, and operative from the 10th July of that year, had the effect of reducing the 1930 rates of teachers' salaries by percentages ranging from 18 per cent. to 22½ per cent. This percentage included the 6 per cent, by which such salaries were reduced when the Service was reclassified on the 1st July 1931....

Full remission from salary deduction under emergency legislation was effected on the 1st January, 1936, teachers being paid salaries in accordance with the 1931 reclassification from that date.

Teachers appreciate the action of the Government in the restoration of their salaries, and I would like to say a word about their attitude during those dark depression days. We must remember that they quietly and unselfishly submitted to the "cuts", severe as they were. They gave of their best to the children of the State. They knew that they would obtain little recognition, even in the limits of their own community. Through their unselfish efforts in those dark days from which we are emerging, they kept the faith, they fought the fight, they preserved the educational system, while carrying uncomplainingly more than their share of the world's woes. And I do believe that a generation from now many a man and woman will recall with gratitude the kindness, the patience, and the heroism of the teachers during those dreary years.

175. **THE GREEN CURRICULUM FOR PRIMARY SCHOOLS**

I am pleased to be able to state that the recent reconstruction of the curriculum has not resulted in the addition of new subjects .... But the spirit, the approach, and the orientations are different....

Today, the three R's are still being taught, but far more effective methods are being used, for this is an age of stream-lining education for reducing the pupil's resistance to learning. The gain in speed and power enables each child not only to learn reading, writing, and arithmetic, but to develop into a good Australian citizen of a fine upright character with enough culture to make his life interesting, happy and useful.

Today, however, beyond the three R's the aim of the school is to develop the three C's - citizenship, character, and culture. These aims are of great importance. They are not taught as special subjects, not brought about by any special method, but are part of every lesson every moment of the day. They really form part of every phase of learning and characterize every step in thinking.


176. **WAR AND SCHOOL BOOKS**

Sir,

May I be allowed space to comment briefly on the reply of the Education Department to the request from this federation in accordance with a resolution of the last Parents and Citizens' Association conference "that the glorification of war be eliminated from school books." The department claimed that war was not glorified in school books, and that as war had released the noblest emotions of mankind in self-sacrifice, etc., it was "history" which had to be taught in order to arrive at correct attitudes of mind. With the latter part of this statement we agree, but claim that much of the matter in our school books is definite propaganda for war and is fostering the military spirit at a time when it is most dangerous to all concerned.

Perusing school literature, one arrives at the conclusion that a very one-sided history is being put before the children. Except for a lukewarm outline of the League of Nations, there is no reference at all to the great peace movements of the world and their activities in respect of the desire to preserve human life from wanton destruction.

Yours, etc.,

E. Hooton,
Secretary W.A. Federation of Parents and Citizens' Associations.

*Source: The West Australian, 6 November 1935, p. 9.*
177. DO THEY GLORIFY WAR?

Sir,

It is hard to believe that Miss Hooten has a mandate from the Parents and Citizens' Association to apply militant sanctions against certain text-books used in State schools, which, according to her views, contain many lessons glorifying war. Up to the present the aim of the Parents and Citizens' Association has been to co-operate with the Education Department in all matters pertaining to the welfare of the school, (1) and there is abundant evidence of its splendid success in this role that it has chosen to play. But this happy relationship now seems destined to give place to ill-informed criticism of the teaching of literature and history in our State schools; for, dissatisfied with the Minister's reply on the teaching of these subjects, Miss Hooten, in the name of the association, demands the excision from the literary reading books and the history text books of all lessons which, in the opinion of her association, tend to glorify war, and the inclusion of matter which it is contended will further the cause of peace. Let there be no tinkering with our curriculum by intolerant advocates of any cause.

Yours, etc.,

Perth.


178. YES THEY DO

Note: The Education Department was able to resist local pressure but international pressure, through the Commonwealth Government, led the Department to seek to commission the writing of suitable history readers.

10th September, 1936

Dear Sir,

I desire to refer you to your circular letter of the 1st May, forwarding a draft declaration received from the League of Nations regarding the revision of school text books. (2)

The Department of Education of this State gathered specimens of history readers procurable in Australia and these were referred to a committee of inspectors for review.

The members of the committee have viewed the specimens and do not consider that any one will suit the purposes mentioned.

The matter will be brought before the Conference of Directors of Education

(1) The Education Act 1928, Section 27 states that a P. and C. "association shall not exercise any authority over the teaching staff, or interfere in any way with the control or management of any Government school."

(2) Australia signed the declaration on 24 June 1939.
in Brisbane next month.

The Right Honourable
The Prime Minister
of the Commonwealth,
Canberra, F.C.T.

Yours faithfully,

M.F. Troy
Deputy Premier

Source: Education Department File 1003/1935 in Battye Library.

179. CONSOLIDATION OF SCHOOLS

In districts where it appears that the education of country children can be more satisfactorily undertaken by consolidation, i.e., by conveying children from neighbouring settlements into a country town, driving contracts are arranged....

The Department feels that where consolidation has been accomplished, it has been more than justified from educational and economic points of view. The larger experience and wider outlook and knowledge gained by the child through separation from small local groups of low age, low attainments, and limited vision are advantages of vast importance. Large grouping allows the individual child, who may be more or less isolated in the small school, an opportunity of meeting on an equality those children who have come under the influence of other interests. It also affords an opportunity of working towards a definite end as a member of a group of pupils of equal age and equal mental development. This has a definite social consequence. It stimulates to greater activity, and leads to co-operative work of a higher value. The pupils thus centralized learn to think and act as a group under new circumstances, and they gain an opportunity of expressing their tendencies towards organisation and leadership, which is all important in education.


180. MONITORS

It is interesting to note that at the recent Directors' Conference held in Brisbane in October last it was decided that experience has shown that students who enter a Teachers' College after a preliminary training as "apprentice teachers" or monitors have decided advantages over those who go into College immediately after the completion of their secondary academic studies. These advantages, it was found might be summarized thus:

1. These young pupils get an insight into the problems and difficulties

(1) The economic point of view seems to have been paramount in the thinking of the Education Department on this matter despite complaints that excessive travel impaired the health of children.

(2) The isolation of W.A. education was reduced by these Conferences.
of class control, into the arousal and maintenance of interest, and into all such matters of organization and the marking of rolls, compilation of returns and the like.

2. They gain a fair background of ideas of organization and methods of instruction that enables them to grasp with greater readiness and understanding the principles and technique submitted for discussion by College lecturers, and they develop confidence in their ability to teach and control. They therefore obtain a very wise practical guidance, and direct experience under actual teaching conditions.... Those who are manifestly unsuited for such work can be so advised at an early stage and diverted into more suitable careers.... This form of training, therefore, will be continued in this State.


181. HOMEWORK

Mr. Cross (Canning)....

I am of opinion that the present system of education, if administered and carried out properly, should prove efficient, but there is a bugbear that has entered nearly every home in the State and it is the practice that is adopted of giving a considerable amount of homework to children to carry out at night. Steps should be taken to see whether that work could not be done, perhaps more efficiently, during the school-hour period. I know that there is considerable discontent amongst the parents of school children and that discontent is not confined to the metropolitan area, because of the habit of forcing children to take school work to their homes. The parents are dissatisfied and the practice should be stopped. I have reported the discontent to the Minister and have been informed that the children need not do homework unless they so desire.


182. CENTRALISED SYSTEM

One of the criticisms that are aimed at a centralised system of education is that it is unenterprising and slow moving. This is undoubtedly a defect, when applied to the provision of a uniform curriculum. Education progress is undoubtedly dependent on the interest and understanding of the public. As all funds for education purposes are provided by the Government, then the central administration has to step warily in regard to the costs of all new methods and has to consider what the effect will be on the whole State. As a result the Department is forced to watch carefully experiments that are being conducted in other parts of the world and be prepared to assimilate
into its system such modifications as may be adaptable. For this reason the present curriculum must not be regarded as static, but must be modified from time to time so that the Department may reap the advantages of modern educational progress.

Perhaps the fact that the centralized administration is unenterprising may be a blessing for in these years of uncertainty and floundering, when authority is being questioned, and right to authority denied, in the welter of transplanted ideas, amid the bold claims of reformers, teachers need anchorage as well as leverage and must not be misled. The Department always welcomes experimental work and initiative on the part of teachers, especially where such experiments are tending to produce closer relationship of the syllabus to activities of environment, and to fulfill the aspirations of the residents in certain localities. Teachers are, however, not wholly to blame for not embracing these opportunities enthusiastically, for the system of promotion in the service depends upon efficiency as assessed by inspectors. As a result they regard their period of service at any school rather as a time to be spent between steps of promotion rather than one of long duration. The service is therefore mobile, which is advantageous to the teachers, but not always so to the pupil, for the continuity of work suffers. If a teacher has enthusiastically developed activities adapted to the locality, there is no certainty that his successor may be able to carry on. This is a problem that has yet to be solved...

The curriculum as it now stands provides a sure educational philosophy which is based on institutional development found most applicable to our conditions, and which has done the greatest good for the greatest number. It serves as a sure compass to those who may be desperately lost in the fog of pedagogical confusion; to others it is inspirational.


183. "GOULD LEAGUE OF BIRD LOVERS"

Note: During the 1930's several educational innovations were made such as the Hadley Travelling Library for small country schools and Museum classes for metropolitan schools but, in common with the development mentioned in the document below, these innovations were not costly.

For a number of years schools have formed Bird Clubs, with the primary object of interesting pupils in the bird-life of their locality. By this means it was hoped to protect birds and preserve the balance of nature. These clubs functioned very satisfactorily for a while, but as they were individual units, too often dependent on the enthusiasm of the teachers for their existence, they were prone to decline in membership and finally disappear.

This year the department decided that as this movement was too valuable to
be allowed to pass out, an attempt should be made to secure cohesion by establishing a State branch of the Gould League of Bird Lovers. Mr. T. Edmondson, Inspector of Schools, and his committee who undertook the task of organizing the league secured valuable support from the West Australian Newspaper and the Western Australian Naturalists' Club. The result has been that the Gould League now comprises both adults and pupils as members to the number of nearly 3,000.


184. CHANGE OF ATTITUDE TO ABORIGINAL EDUCATION

During the year steps have been taken to secure greater co-operation between the Department of Native Affairs and the Education Department in the education of native and half-caste children.

These children may be admitted to State schools if they conform to white standards in the matter of personal hygiene, and there are at present approximately 478 children distributed among 87 schools.

Inspectors report that the coloured child is educable up to a standard, usually about IVth or Vth grade, that they show ability in manual work, drawing, and sport, but generally have limited capacity in number work and English. The parents are very keen to secure schooling for their children and do their utmost to send the children clean to school.

Native schools, either conducted by the Department of Native Affairs or Native Missions are controlled by the Commissioner of Native Affairs.

At the request of the Commissioner, Inspectors of the Education Department visited these schools for the first time this year to advise the teachers in methods and school problems.

West Australia is the only State in which the Education Department does not control the native schools.


185. EFFECT OF WORLD WAR II

After the fall of Singapore the dire threat of invasion and raid had a disturbing effect on our schools. Early in the year the North-West schools, owing to the evacuation of women and children from this area, were closed, while precautionary measures for the dispersal of metropolitan schools, dangerously near military targets, to suburban schools - were initiated early in the year, and this state of affairs continued
throughout the year 1942. This overburdening of the suburban schools necessitated the institution of double shifts, and though this acted to the disadvantage of both teacher and child, the fullest co-operation was given by both parents and teachers and the Department wishes to express its appreciation of such action.


186. "THE A.R.P. SCHOOLS COMEDY"

When Japan suddenly entered the war, the realisation that we were almost helpless against invasion, should it be attempted, through lack of planes, guns, equipment and all the necessary appurtenances of war had the powers—that-be by the ears. What could they do to show that they were alive and alert to the situation? They found an outlet for their energy in air raid protection. A Civil Defence Council was appointed which got busy digging, constructing and timbering air raid shelters both above and below ground....

At the same time as the Council was lavishing money for the protection of adults against air raids it was meeting all pleas that it should devote a portion of the funds it was administering to supply timber for trenches for the children by the assertion that the care of the children lay with the Education Department. The Department had the care and the Council the cash, and between the two, had the dreaded raids occurred, the safety of the children would have slipped.

But the Council should be given credit where credit is due. It did find time during its career of excavation and erection to enunciate the policy that in the event of an air raid the children should disperse to their homes. The contrast between the children running homeward for dear life and the adult population taking cover in near-by shelters, ludicrous though it was, was far too serious to be satisfactory to the teachers. The Teachers' Union never relaxed its efforts—interviewing Department, Council, Chief Warden, Minister—to get the protection of the children put on something like a comparable footing with that of their elders. The children and the teachers were then urged to dig holes in the school grounds, but as the soil was almost invariably sand which flopped nearly as soon as it was lifted, and as the Council would not provide the money to convert these holes into trenches, the labour of these willing helpers was mostly in vain....

When a head teacher on asking for a suggestion from officers of the Council, after the trenches in his school grounds had repeatedly collapsed, was told to "set to work and dig'em out again."

187. ONE TEACHER SCHOOL

Note: 64.6% of the male teaching staff enlisted and married women returned to teaching in a temporary capacity and the unsettled situation caused problems for the Department and teacher alike.

Oct. 15th 1943 School rather strenuous as behaviour was very bad. Work going along slowly. Average attendance for the week was 10.

Oct. 18th 1943 School very strenuous. Hectic morning owing to 2 of the bigger boys trying to cause insurrection. Hope for the best. Hard to keep going sometimes.

Source: Harrismith School Journal held in Battye Library.

188. "NOW THAT THE COMMONWEALTH IS THE SOLE TAX-GATHERER...."

During the last quarter of a century we have slipped badly. The Education Bill for the whole of Australia is roughly £14 million. With about half our population and one-hundredth part of our area, Scotland spends more than that and is now legislating to almost double her outlay.

But it will be said, now that the Commonwealth is the sole tax-gatherer, how is our State Government going to get the money from the people for these urgent reforms which cry aloud for implementation?

The Teachers' Union of Western Australia has long ago answered this question. The Commonwealth Government must shoulder its share of responsibility for the education of Australian citizens. At the Federal Conference of Teachers held last January in Sydney our policy of Federal aid to the State Education Departments which had been submitted to a previous conference when its implications were not entirely grasped was fully discussed and adopted as the policy of the Australian Teachers' Federation.


189. COMMONWEALTH GRANT

Note: This document marks an early step by the Commonwealth into education in the States and shows the manner in which the grants were tied to specific projects.

In 1943 a grant of £2,833 was made from the Commonwealth Council direct to the Education Department for the following purposes.

1. £1,000 for the training of teachers in physical education and health.
2. £833 for the training of flying squads of specialist teachers.
3. £1,000 further grant to the State Education Departments for incidentals involved in 1 and 2......
   (1, 2, and 3 to be spent by the Education Departments in accordance with principles laid down by the Commonwealth Minister for Health).

In Western Australia it was considered at the outset that the most effective use of the grant would be the appointment of additional experts to the physical education division which had been created on 1st January, 1939.


190. TEACHER EDUCATION AND RESEARCH

The year under review was important because of the change in policy which took place. The dual position, Professor of Education and Principal of the Teachers' College, was abolished, the Chair of Education at the University being associated with research while a new position - Principal of the Teachers' College, a Departmental Officer - made the Teachers' College more self-contained. The two years' course was reintroduced and for the year students had the choice of one or two years' training. In subsequent years the course will be for two years.


191. COMMONWEALTH RECONSTRUCTION TRAINING SCHEME

In 1947 the University of W.A. had a student enrolment of 1704; of these 621 were ex-service students under the Reconstruction Training Scheme (1)....

Without the generous scheme of training allowances, the majority of ex-service students would not be able to attend the University.... without the very considerable subsidies the University would not be able to provide adequate staff, equipment and accommodation for their training. The Commonwealth Government finances the Scheme, its principal agency (as far as Universities are concerned) is the Universities Commission.

For the student all compulsory fees are paid (in this University they are not considerable), as well as allowances for books and equipment, a living allowance of £3/10/- per week with additional allowances for dependants, weekly fares and other incidental expenses. (Part-time students receive an allowance for books and have compulsory fees paid). The University, in place of tuition fees payable at other Universities, receives a subsidy on a per capita basis for all C.R.T.S. students in attendance; its accommodation has been increased by the provision of temporary Commonwealth buildings and

of permanent buildings on a sort of lend-lease basis;\(^{(1)}\) and its equipment has been considerably augmented at the expense of the Commonwealth.


192. **HIGH SCHOOLS**

Up to the year 1946 there were six full High Schools in operation. These were five-year High Schools carrying their students up to Leaving Certificate (Matriculation) standard. In that year 10 Central Schools became three-year High Schools, taking their pupils to Junior Certificate standard.

In both five-year and three-year High Schools students are offered a choice of subjects from several courses. Generally the deciding factors in such choice are the mental ability of the student and the type of work he proposes to pursue after leaving school. Course "A" provides for those who wish to follow a practical rather than an academic education and gives much attention to workshop, domestic science and laboratory training. Such students usually find employment in factories, warehouses and Government departments. Course "B" students are those who desire to take the Junior Certificate examination as a preparation for entry into the commercial world, the Public Service or banking institutions. Girls often specialise in typing, bookkeeping and shorthand. Students who propose to proceed to the Leaving Certificate with a view to entry to one of the professions are enrolled in Course "C".


193. **NEW AUSTRALIANS**

There are three special schools for new Australians, two at Northam and one at Cunderdin. At Northam Military Camp School, total enrolments exceeded 1,000 pupils and an ever-changing camp population with weekly school averages ranging from 200 to 450, created special problems. Accommodation has generally been adequate but special equipment such as the radio and the projector is needed.

Easily the best work with new Australian children is being done in our normal schools where the pupils work and play with large numbers of Australian born children.\(^{(2)}\)

\(^{(1)}\) Some of these buildings were still in use in 1973.

\(^{(2)}\) This proved to be a satisfactory approach in primary schools but in 1969 English Language Classes were begun in secondary schools (see *The Education Circular*, April, 1970, p.57). The Commonwealth Office of Education developed a method of teaching English as a foreign language which emphasised the use of sentence structures in everyday situations. This method was employed in adult migrant education in the post-war period.
New Australians are to be found in the majority of schools and it is pleasing to note the manner in which they are being absorbed into the school communities. In some places, their rather large numbers created special problems for the teachers. At one stage, in an intermediate classroom, there were 10 children unable to speak a word of English.

During the last quarter of the year, a special class was formed to assist nine new Australians to become teachers in our service. They worked enthusiastically and should fit into our schools successfully.


194. "SCHOOL POPULATION"

Increases in school population have been somewhat spectacular in recent years. In 1939 there was an actual drop of 77 in school attendance. In 1946 there was an increase of 535 on the previous year. But the past three years have seen an increase of 12,000 in school attendance. In 1952, for example, 5,100 more children will attend school than in 1951. These figures are heartening for the welfare of the State, but they present problems in obtaining adequate staffing and accommodation in schools....

As a short term measure ex-teachers were asked to register for such service as they could give. The response was gratifying. Over 100 were listed and most of these have been employed. Long term measures have also been adopted. Two hundred and fifty teaching bursaries of £80 per year have been introduced to encourage children who might otherwise have left at Junior Certificate level. The monitoryl system has been abolished and the 1951 monitors have been accepted at Teachers' College as an extra course, thus providing 120 additional teachers in 1952. The monitoryl system, a serious deterrent to teaching, (1) survives in only one Australian State and has been dropped in the United Kingdom, in New Zealand and in U.S.A.

Mature students who have reached Junior level are being recruited for a three years' course - one year to reach normal Leaving Certificate level, and two years of teacher training. Allowances for married men while in College were introduced in order to attract mature applicants. These higher rates compare favourably with those existing in other States and are having a significant effect on teacher recruitment....

To replace monitors, clerical assistance is now provided in the largest schools, and assistants are appointed to schools with an attendance of 30 instead of 40 as previously.


(1) See Document (180)
195. BLUEPRINT FOR A NEW SECONDARY SYSTEM

Note: This was the first of the post World War II committees of inquiry set up by the Education Department. The reports presented by the committees of inquiry were major items in making significant policy decisions for education in W.A.

Scholarships:

Democracy implies equal opportunities for all to develop to the greatest extent, innate abilities. In this sense Government scholarships are not democratic as winners enjoy privileges not given to the unsuccessful; they receive an annual book allowance and have their entrance fees for the Junior and Leaving Certificate Examinations paid by the Government. In addition they have the privilege of attending Perth Modern School for the whole of their Secondary School life. On economic grounds there may be some justification for these privileges but certainly not on democratic principles....

A better system could be devised and it is claimed that the proposals set forth in this report could provide the grounds for abolishing Government Scholarships.

Our Present System in the Metropolitan Area:

Unfortunately, the "Junior" which was established as a half-way step to matriculation (for which purpose it is most valuable) has been adopted by employers and parents as a most valuable economic tool in giving and acquiring employment.... For the three per cent of the students who enter our high schools and proceed to the University, the course is admirable.... But because of the false values placed upon the Junior by the community, the University continues to exert a most powerful influence on the work done in our schools....

But this influence of an external body spreads over to non-academic courses. Teachers are prone to transfer the syllabus prescribed for the Junior to the non-academic groups, especially in schools which include both academic and non-academic streams.

One Sex Schools or Co-educational Schools:

The committee favours Co-educational Schools. It is more natural for the two sexes to meet on an equal footing in their school. Each exerts a beneficial influence on the other and each receives a wide training in co-operation with and tolerance and understanding of the other....

Advocates of girls' schools may point with pride and justification to the excellent tone which is evident in such schools as Perth Girls', Girdlestone and Princess May. But I am convinced that this is due not to the segregation of the girls but to the Headmistresses and their staffs. The Headmistresses are the outstanding women of the Department, and had they been men would,
without doubt, have long occupied positions on the administrative staff with honour to themselves and credit to the Department. They would have been equally as successful in co-educational schools.

Single Stream Schools or Multi-purpose Schools:

Segregation of students into one stream schools tends to accentuate a caste system in which complexes of superiority and inferiority are easily established. In our own State this is seen when one thinks of Modern School and Perth Junior Technical School.

Multi-lateral or Comprehensive Schools:

...The comprehensive school professes to provide adequately for the requirements of all individual students and consequently must in addition to the main streams organised, provide classes intermediate to two main streams and overlapping each, but not covering all the work of either. It does this in part by providing a greater number and variety of elective subjects and partly by instituting intermediate streams.

Optimum size of a High School:

...The Committee feels that it is only by increasing the size of our high schools that the needs of all will be served and estimates that High schools of 1500+ are desirable.

Two Year Junior College:

This institution will cater for all students who wish to proceed beyond the fourth year and will provide highly specialised courses with definite vocational bias.... This college, will act as an intermediate stage between High Schools and the University and methods of control, teaching and study should be such as will prepare the student for the self discipline and responsibility and independence facing him in his tertiary education. It is suggested that Perth Modern School should be converted to such a college. (1)

Benefits to be Derived from the Implementation of these Proposals:

1. The extension of the secondary course to six years and the provision of High Schools and Junior Colleges would provide a better preparation for entry to the University and the professions. It would permit greater specialisation in tertiary education.

2. The disassociation of the Four Year High Schools from the University would weaken the restrictive influence of the latter on our schools.

3. It would abolish the Junior and separate the Leaving and Matriculation examinations.

4. It would give the opportunity to abolish government scholarships as the conversion of Modern School to a Junior College would remove the chief incentive at present prevailing to gain such an award. All students leaving primary schools would follow a normal secondary education for four years and

(1) On 15th April 1957 the Superintendent of Secondary Education considered that, as the University was contemplating a four year Science degree, no further consideration could be given to adding a year to secondary schooling. Thus the idea of a Junior College was abandoned. See Education Dept.File 1342-52.
those who complete the course could, if they so desire, proceed through the Junior College to the University.

Victor F. Box
13/5/52.

Source: Education Department File 1342/52 in Battye Library.

196. ENGLISH AS THE SOLE LANGUAGE OF INSTRUCTION

Note: Part of the response to migration by "New Australians" was the Education Act Amendment Act, No. 30 of 1952, Section 7A of which prevented aliens from being appointed to the permanent teaching staff.

The Minister for Education (Hon. A.F. Watts -Stirling)....

Another provision in the measure is to ensure that, except when they are being instructed in foreign languages as part of the school curriculum, children at schools in this State are taught in the English language. There is always a possibility, in these days of considerable migration and the hearing of foreign tongues throughout the city and State, that there may be those who are not anxious to be assimilated in our population and who may be inclined to segregate and, in consequence, set up a school of their own in which the children are taught in the language of the place of their birth. Of course, no-one has the slightest objection to their knowing the language of their place of birth, or indeed any other language, but their assimilation will never be brought about satisfactorily if they are being taught in a foreign language.


197. OPENING A NEW SCHOOL

Feb. 2nd 1953. The new school of Donnelly River opened today with myself, L. Phillips, as H.T. and my wife as A/S. The enrolment on this first day was 34.

Unfortunately no desks, tables or chairs had arrived in time though there were seats for the children.... Heaters for the rooms have not yet arrived either.

Feb. 6. After a full week of school there are still no desks, tables or teachers chairs. Have written two letters and sent one telegram (over the past fortnight) to the Education Dept. and one letter to Furniture Officer P.W.D. So far no reply has been received.
Feb. 12. Four chairs arrived today. Still no desks or tables however.

Feb. 26. The desks for the school arrived today – At last.

March 3. Sent £5.12.0 donation to Lord Mayor's Flood Relief Appeal. This money was raised by the children over a period of 4 days, by selling bottles, newspapers; doing odd jobs etc.

March 6. Formed a P. & C. Association on the night of

March 7. A good attendance of parents and interested adults decided to commence raising money for a piano: It was also decided to erect 2 swings and a see-saw in the yard as soon as the jarrah was available.

March 25. Visit to school by Mr. Supt. Wallace and also Mr. Berthold, H.T. Manjimup Junior High School & Mr. Williams. Informed Mr. Wallace of lack of stoves in school & also that Mrs. Phillips has not yet received any pay this year & also asked him to inquire as to the rental to be charged for the quarters as no deduction has yet been made.

March 26. Planted school lawn with grass donated by Mrs. Lancins....

May 22. Temperature in the classrooms at 9 a.m. was 31°F. As heaters are still not installed(1) .... I sent all class home until 11 a.m.

Source: Donnelly River School Journal in Battye Library.

198. FIRST CAMP SCHOOL IN THE NORTH-WEST

(by Vincent Serventy)

Recently the Education Department conducted a camp school at Port Hedland. In some ways this was an educational experiment, because though camp schools are common enough in the South-West,(2) nothing on quite so ambitious a scale had been attempted before....

The first schoolday saw the children divided into four classes for schoolwork. Age was the deciding factor rather than educational attainment. The youngest boys and girls in the camp were nine, the oldest 15. Besides the 86 campers, local children from the State school and the Roman Catholic convent also took part in all the education and sporting activities....

At the end of the camp came the big airlift home, the clearing up of the material and the departure of the visiting specialists for their southern journey. The final opinion by all concerned was the experiment had been well worth while and should become a permanent feature of the north-west educational scheme.

Source: *West Australian*, 16 November 1953, p.2.

(1) Heaters were installed on 3 June 1953.

(2) Camp schools were begun at Point Peron in 1945 but the North-West school was also a social experiment as both white and aboriginal children attended.
199. CONDITIONS 1953.

Staffing:
At the beginning of 1953 the Education Department was probably in a worse position in regard to staff than at any other period during this century. The position was relieved in July by the graduation from the Teachers College of a batch of some 80 teachers.... It is expected that from now on some 300 students should graduate each year from the Teachers' College and this number is sufficient to replace teachers lost by resignation and retirement, and also to cater for the annual increase in enrolments of approximately 5,000 children....

But it is now evident that for several years at least, the Department will find it necessary to depend heavily on married women employed "on supply" to staff the schools.... The majority reside in the Metropolitan Area, and domestic responsibilities usually prevent them from accepting positions far from their homes. This frequently means that in the making of appointments they must be given preference over teachers on the permanent staff....

Buildings....
At the end of World War II there was a shortage of classrooms due to the curtailed building programme of the depression years and the almost complete stoppage of school building in this State during the war (a restriction not observed in all States). In the immediate post-war years classrooms were erected at an average rate of from 40 to 60 per year which was insufficient to overcome the backlog. The first large increase in pupils was experienced about 1950-51 and at that time it was realized that extraordinary measures would be necessary to cope with the increases. Accordingly 360 Bristol prefabricated rooms were ordered. Only a small balance of these remains to be erected....

So great was the need of classrooms that virtually no other school buildings have been provided for years. Shelter sheds, ground improvements, assembly halls (none since 1936), manual training and home science centres (none since 1949), etc., have not been provided and even additional lavatory accommodation in the past year has been kept to a dangerous minimum.

The year 1954 will open with some 150 classes housed in "emergency" accommodation such as hired halls, hat rooms, wash rooms, staff rooms, shelter sheds, corridors and verandahs....

The position in the secondary schools is rapidly becoming untenable and unless some buildings for High Schools can be provided during 1954, working the schools in shifts will become a common practice.

200. THE REINTRODUCTION OF STATE AID.

Note: The Education Act was altered in 1955 without opposition in Parliament to enable the items referred to below to be issued to private schools.

In 1956, certain texts prepared and published by the Department were issued free for the first time to children in both Government and private schools throughout the State.... In 1957, it is intended to issue free stationery (including note books, art paper, etc.) to children in both Government and private schools throughout the State, as a total additional cost of more than £60,000.

In the financial year ending June 30th, a total of £36,794 was paid out in various subsidies to schools, including the following:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libraries, etc.</td>
<td>£6,450</td>
</tr>
<tr>
<td>Radios</td>
<td>£1,664</td>
</tr>
<tr>
<td>Hostels</td>
<td>£2,790</td>
</tr>
<tr>
<td>Sporting Equipment</td>
<td>£2,502</td>
</tr>
<tr>
<td>Youth Education</td>
<td>£2,900</td>
</tr>
<tr>
<td>Projectors, etc.</td>
<td>£4,357</td>
</tr>
<tr>
<td>Pianos, etc.</td>
<td>£3,591</td>
</tr>
<tr>
<td>Teacher Training</td>
<td></td>
</tr>
<tr>
<td>Amenities</td>
<td>£10,544</td>
</tr>
</tbody>
</table>

In January, 1956, the subsidy scheme was extended to private schools, consequent upon amending legislation passed in 1955; and, in the six months prior to the end of the financial year £1,259 was paid out in various subsidies.


201. CHRONOLOGICAL PROMOTION

During the past 10 years the Department has gradually changed over to the policy that, as far as possible, children should be promoted through the primary school in accordance with their age. The longer children are faced with the frustrating experience of having to repeat a class because of failure in arithmetic or some other subject. Generally speaking, the whole class is promoted at the end of each year, and children remain with their own age group throughout their primary school lives. Those with weaknesses in individual subjects are permitted to work at a level commensurate with their ability. The emphasis in present day education is on each child's strengths rather than his weaknesses, and schools have become much happier places in consequence. There will, of course, always be children who are incapable of keeping pace with their fellows at any point of the work, and special provision is made for these in the Department's slow learner classes, where the demands of the curriculum are greatly reduced, and smaller numbers permit of a much greater degree of individual attention. Retardation has not been entirely eliminated from the schools, but its incidence is becoming less
each year. During the past 10 years the proportion of children retarded one year or more has been reduced from an average of 34 per cent. to less than 13 per cent.


202. FARMERS CRITICISE JUNIOR HIGH SCHOOLS

Note: Consolidation enabled the creation of Junior High Schools in 1952. These were primary schools to which were added the first three years of secondary.

The Director of Education, 17th February

Dear Sir,

The following motion from one of our Zone Councils was submitted to a recent meeting of my Executive:-

"That we ascertain why the education available at Junior High Schools is not the same as the first three years at High Schools, and use every endeavour to have the position rectified.

The sub-standard education given at Junior High Schools handicaps children who take their Junior at these schools and then go to a High School to take their Leaving. They find they are behind their classmates and have to do extra studying to compensate for what they have missed and, consequently, are at a disadvantage.

I am instructed to ask you for your comments on the above.

Yours faithfully,

(A.G. Traine.)
General Secretary (Farmers' Union)

Source: Education Department File 490/52 in Battye Library.

203. DEPARTMENTAL REPLY

Mr. A.G. Traine, 25th February, 1958

Dear Sir,

I acknowledge your letter of the 17th February..., concerning a resolution
from one of your Zone Councils regarding the quality of education offered in the Junior High Schools.

This education is the same as that provided in three and five year High Schools with two minor exceptions — general science is taken instead of separate sciences and this Department is firmly of the opinion that this is a much better course. Separate sciences can be built on a general science foundation after the Junior Certificate, and the candidates are not at any disadvantage.

No foreign language is offered in a Junior High School but our experience of foreign language teaching is that 95% of it is sheer waste of time. Those students from Junior High Schools who really need a foreign language are able to take German in the fourth and fifth years of their course along with other students from the larger High Schools.

Yours faithfully,

(T.L. Robertson)
Director of Education.

Source: Education Department File 490/52 in Battye Library.

204. THE TEACHERS' UNION AND SECONDARY POLICY

7th November, 1958

The Hon. Minister for Education,....

Dear Sir,....

Conference passed the following resolutions:

1. That the special function of Modern School, the education of prospective University students, be retained.

2. This Conference deplores the Government's intention to turn Modern School into another large High School.

I would remind you that it is this Union's policy that no school should exceed 600 children ....

Yours faithfully,

John M. Currie
General Secretary.

Source: Education Department File 1342/52 in Battye Library.
205. THE NEW SECONDARY PATTERN

The Hon. Minister for Education,

The Teachers' Union's attitude in regard to Perth Modern School is rather extraordinary as it represents, so far as I am aware, a complete reversal of their opinion as expressed a few years ago, when I believe their policy was that all secondary education should take place in non-selective high schools of the comprehensive or multilateral type.

The Union is arguing from a false premise in stating that "the special function of the Modern School was the education of prospective University students." Originally it was established to provide secondary education for any child who could gain selection to it. At first, it was a multilateral school but as only the ablest children gained admission, and these sought an academic type of education, courses other than academic ones gradually disappeared.

The Department does not agree that no school should exceed 600 children (nor was it aware that this was the view of the Union). The Department's policy has been worked out after careful consideration of the whole problem and a study of practices elsewhere. This policy is that no school of the co-educational, multilateral, non-selective type should exceed approximately 1500.

(T.L. Robertson)
Director of Education

Source: Education Department File 1342/52 in Battye Library.

206. COMMONWEALTH AID FOR UNIVERSITY EDUCATION

Mr. Court asked the Treasurer:
(1) How much is the Commonwealth Government contributing to University education in Western Australia arising out of the Murray commission?
(2) How is the money to be paid?....

The Treasurer replied:

(1) Under the terms of the Commonwealth legislation, States Grants (Universities) Act, 1958, arising from the recommendations of the Murray commission, subject to certain contributions by the State, the following maximum amounts are available for university education -
Year | Commonwealth Contribution £
--- | ---
1958 | 314,190
1959 | 380,300
1960 | 448,500

For specified building projects during the three years | 630,000

The Commonwealth will also make available 16% of its contribution for the purpose of equipping these buildings.

In addition, subject to certain expenditure on buildings by affiliated residential colleges, a sum of £40,000 is available to these colleges for building purposes from the Commonwealth.

(2) The money is paid by quarterly advances to the State and is immediately paid by the State to the University as provided under the Commonwealth legislation.

The amounts paid are subject to the State making certain contributions as specified under the Act. In addition, the legislation restricts the expenditure of these moneys to certain purposes.

Source: W.A.P.D., 1958, Vol. 149, p.685, 10 September 1958

207. "SIGNIFICANT EXPANSION IN NATIVE EDUCATION"

The decade just closing has seen significant expansion in native education. In 1950 there were only two trained teachers in this field (with five or six missioners lacking teaching training and experience and offering, in general, inadequate courses at sub-standard levels of attainment). There are now 37 trained government teachers in the field and 12 experienced teachers in private mission schools.

Since 1952 all teachers in native schools or classes, government and private, have come under the direct supervision of a Superintendent of Native Education, with the result that standards of achievement have lifted very appreciatively and are now at satisfactory levels.

In 1959, there were 23 native schools (government and private) with 1,156 children in 39 class groups. In addition over 230 native children were grouped in nine "special" technical or staging classes attached to normal schools.

In addition to the above schools, special native classes have been organized at a number of normal schools in the North for specific reasons,...

The majority of native schools are in close or fairly close contact with settled areas. With junior and middle grades in these schools where the
teaching effort is primarily concentrated on the comparatively clear-cut short range aim of building firm foundations in literacy skills, the normal primary curriculum is proving a satisfactory basis for the planning of instruction. Modifications of requirements in basic skills and of age-grade attainment levels are still necessary in some schools but, in general, these younger children are achieving minimum standards at least, and increasing proportions of these classes are making normal yearly progress.

It is in the senior grades, with the older children, that our main problem lies - to frame courses of study suited to their special vocational needs. Theoretically the aims in native education could be identical with the aims underlying our normal school curricula; but unfortunately a number of factors, sociological, psychological and economic, intervene to confuse the issue. That these native children show the normal wide range of intelligence is beyond question, hence the ultimate goal is clear-cut - to provide full educational opportunities in professional, technical and commercial streams. At the moment, because of non-acceptance by our community, the full range of employment possibilities is not open to them. To be realistic, it is necessary to compromise by adopting interim planning to fit the school-leavers into limited vocational fields.

Course are being given a strong practical bias aimed at training children in as wide a range as possible of utilitarian handyman skills: up to half the week is spent on outdoor projects (or home science projects for girls). Classroom instruction is concentrated on basic educational subjects and on the development of good citizenship qualities. (1)


208. "AUSTRALIA'S MOST UNUSUAL SCHOOL - THE FIRST EXPERIMENTAL STATION SCHOOL AT GOGO".


(1) Classes for adult aborigines, which were established by the Education Department's Technical Education Division in 1964 had similar aims.
Inevitably there was the old-old problem of filling a quart of scholars into a pint-pot school.

"Here comes ANOTHER new kid! AND HE'S FAT!!"
"ARCHBISHOPS JOIN IN SCHOOL AID PLEA"

A four-point proposal for State aid to Church schools has been made to the State Government in a joint letter from the Anglican Archbishop of Perth, Dr. R.W.H. Moline, and the Roman Catholic Archbishop of Perth, Dr. R. Prendiville....

The proposals called for:

* A payment to schools for each secondary school child, of a sum equal to half the current cost to the Government of educating a child in State high schools.
* The application of the living away from home allowance to the parents of all secondary children, so that it is available to those who send their children to boarding school, irrespective of whether or not there is a local high school in the district.
* Assistance in capital development, either as grants to cover interest payments on capital borrowed from commercial institutions, or as capital loans free of interest. Repayment to be made over 25 years.
* Certificated teachers to serve their bond at any efficient secondary school....

In their letter, the archbishops said that rising costs over the past few years had limited school expansion and caused a rise in fees. It had also excluded some children from the kind of education their parents would prefer.

"We are anxious that the service offered by our schools to children, parents, and the whole community should not be restricted to the well-to-do." said the letter....

The president of the W.A. Methodist Church Council, the Rev. C.G.A. Jenkins, said last night that his council was opposed to aid to Church schools at both Federal and State levels.

"We are opposed to dividing the community at a time when we want cohesion in moving towards a Church unity," he said. "It would cause chaos in education and cause prejudice." (1)


"LONG LOOK BACK AT THE WEIRD MOB"

by Professor Walter Murdoch.

As the oldest surviving member of that weird mob, the original professors and lecturers who made up the teaching staff of the University, I have taken it into my head to dodder a little, as old men will, about those pre-historic days...

(1) The Parents and Citizens' Association also opposed State Aid at their annual conference in 1963.
We, the aforesaid mob, were told one evening that the weatherboard building which was to be our abode was at last completed and in the morning a small party of us marched round to take possession. Alas, the workmen had indeed finished the job, but they had gone away and taken the keys with them.

There was a momentary feeling of frustration but (Professor of Chemistry) Wilsmore's inquiring mind had soon discovered an unfastened window and he had skipped through it with an agility of which no-one had hitherto suspected him. I vividly remember the smile with which he welcomed us at the open doorway. He had literally opened the University of Western Australia.

My next recollection is of the enrolling of students for the various classes. We enrolled, if I remember rightly, 183. The number, a mere trickle as it seems today, seemed to please the Chancellor, Sir Winthrop Hackett, the man who must for many reasons be regarded as the father of the University.

"Very gratifying," he said. I remember his look of relief as he said it. He had half expected that there would be no students at all for the first year or two and he had warned us that, with no students to lecture to, our main duty would be to "get in touch with the public"....

Fifty years ago, he (Hackett) was one of the two most powerful men in W.A. the other being Sir John Forrest. Hackett's was the subtle brain - Forrest's the commanding will.... He (Hackett) and Forrest worked for the most part in double harness, but one point on which they never saw eye to eye was the desirability of a university in this State.... He (Forrest) was in fact as lukewarm about this as he had been, earlier, about the federation of Australia.

We carried on for close on 20 years, in that squalid huddle of weatherboard sheds and corrugated iron shanties always called, for our comfort, our "temporary" abode. (A citizen who boasted once that Perth had no slums was asked sardonically whether he had never seen the University)....

What I am trying to say is that, though the public prestige of a university may depend on its buildings its greatness does not. The students of today must not look down on the students of 1913, who, with none of the outward trappings of a university education, found the realities.

Source: The West Australian, 23 March 1963, p.16.

212. EDUCATIONAL POLICY: THE MEMBER

Note: This document is one of the few attempts by parliamentarians to examine and criticise the developments taking place in education. The member indicated that he was not able to make detailed informed criticism.

Mr. Guthrie (Subiaco)....
I think it would be fair to say that our State education system falls on three major bodies or groups in the community. The first, of course, is the University; the second is the Government schools of all types; and the third group comprises the independent schools.

Up to this stage the University has really held the key, for two reasons. Firstly, it lays down the standard of matriculation; and, secondly, it established and controls the destinies of the Public Examinations Board.

Our education system has been directed up to now to reach a standard which is largely decided by the University of Western Australia.

But is it right that the University should hold the key to our entire system? I pose that question and I do not pretend that I can answer it. But whilst this situation continues it becomes extremely difficult for the Education Department or the independent schools to change what they are doing to what they would like to do as the complete controllers of their destinies, and the determining of what is the right way to educate the children is not for them to decide.

The last report available to me is the report on secondary education published by our own Education Department as a result of an inquiry conducted in 1962 and 1963. I think it is a great pity that the members of this committee of inquiry were so narrowly selected. Also, it is unfortunate that the Director-General of Education was the chairman of the committee. I cannot see how one could expect a searching inquiry into the workings and policies of a department if the permanent head of the department presides over the committee of inquiry.

As a result I view this report with some reserve, particularly when I find that its views are contrary to the views of other people.

The people to whose views I propose to make some reference now are those who are actively engaged in the education of the children of this State. I do bring the views forth because I feel there is a great feeling of disquiet in the community today, amongst people who are connected with education, as to whether we are going in the right direction, or the wrong direction.

As a member of this House I can only say I would not know which way we are going, because it is very difficult to find out and follow what is said and issued. These are some of the things that have been said to me from time to time: That our teachers' training colleges should be completely revised; that they are not satisfactory in the present set-up; and that they are not proper tertiary education instructional places.

They have also been criticised on the ground that they produce a dangerous in-breeding in our educational system inasmuch as a large number of the students who enter them have been educated at the Government schools... and that all the instructors are people who have been trained in the Government schools.

I must also say that I have noticed a great inclination amongst some of our
educationists to say to anybody from outside who happens to be a layman, "You keep out of this; this is our paddock, and we are the only people who can possibly understand this problem. You must not have any views at all." They talk in platitudes, and still do not explain what they are trying to do or say.

It has been said by a very prominent educationist in this State that the Education Department preaches variety but practices uniformity.


213. EDUCATIONAL POLICY: THE MINISTER

Mr. Lewis (Moore - Minister for Education)....

In 1961 the Hon. A.F. Watts,... the Minister for Education, set up a departmental committee to review the progress made as a result of the first Committee's report\(^{(1)}\) (in 1952). At this time he added representatives of the Parents and Citizens' Federation to the committee....

It is unfair to say that the members of the committee would be biased in favour of the system. They were not lacking in criticism; and the Director-General of Education reviewed the work of all divisions objectively and without bias. But despite the honourable member's statement, there was very little criticism of it.

The member for Subiaco also mentioned that there was a great feeling of disquiet in regard to our education. We have no knowledge of it. In any case, who is to say which is the right direction in which to go?


214. EDUCATIONAL POLICY: THE DEPARTMENT

During the past few months the Department has been the target for much criticism largely on account of reports dealing with Australian education as a whole. Many of the critics, without checking the evidence, have erroneously concluded that a general statement regarding the overall situation in Australia is necessarily true of all parts and, in particular, of Western Australia....

The Press publicity given to criticisms must give rise to a sense of uneasiness in the public that all is not well with the schools that serve their children, and Departmental statements (necessarily brief and often curtailed) following criticism, convey the impression that the Department is continually on the defensive....

It was disturbing to find in 1965 that some members of Parliament were

\(^{(1)}\) See Document 195.
concerned that they were not aware of the educational objectives of the Department....

Briefly, the objective of the primary school is to accustom the young child to working, playing and living in a community; to accept the discipline of an ordered society; and to acquire the skills of reading, writing, spelling, expression, both oral and written, and calculation; as well as to gain some background of knowledge of his environment and of the world at large; and to acquire some understanding and appreciation of cultural pursuits such as music, literature, painting. After seven years of primary education he should have acquired the tools of education by which he can gain further knowledge and experience.

The lower forms of secondary schools aim to produce good citizens, for after three years there, more than 70 per cent of the students in a year group leave school. Hence, the high school aims to continue the development of proficiency in the skill subjects, to widen the pupil's knowledge by the study of social studies, science, health education, social problems, literature, etc. Physical education and organized sport develop the body and inculcate team spirit and sportsmanship. The organization and government of the school give training in citizenship, and some pre-vocational experience may also be included.

The fourth and fifth year classes in the main follow an academic type syllabus leading to the Leaving Examination and Matriculation. These students are not only catered for intellectually but also their physical and emotional development are encouraged. As they are the group from which most of the future leaders emerge, opportunities are also afforded them for developing leadership.

Technical schools are concerned almost entirely with direct vocational education as the student's ambitions have gradually intensified from a general field to a specific one. However, time is also given to the development of a balanced all-round citizen.


215. PRIVATE PRESSURE AND ACTION

The Deaf Children's Welfare Group of W.A.

The Hon.,
The Minister for Education,
Parliament House,
Perth.

Dear Sir,

This Group has recently been formed by the parents of children attending the
various classes for deaf children attached to the Claremont, Cottesloe and Swanbourne schools....

It is significant that Western Australia has availed itself less than any other State of the excellent teacher training facilities in the Victorian centre, in this highly specialised field of education. It is also significant that Western Australia is the only State that has not adopted the broad principles of deaf education which have proved more successful in Victoria.

You will be aware that for many years deaf education was under the direction of Mr. Love, at what was then known as the Deaf and Dumb School at Mosman Park. Though Mr. Love was a wonder teacher, the method employed by him was largely 'finger spelling' and it is unequivocally certain that this method can only produce dumb children. We know there will always be a small proportion of afflicted children unfortunate enough to have to depend through life on manual communication, but we also know through the well tried experience in centres in other states that the influence of finger spelling children will cause a rapid deterioration in the effective efforts of children striving to achieve a degree of acceptable proficiency in oral communication. This aspect gives us grave concern in the apparent tendency towards further integration of oral classes with the Deaf School at Mosman Park.... As Parents and Citizens we are starkly aware of the potential tragedy facing children with oral possibilities under these conditions....

To present this matter in specific detail we would be grateful if you could receive a small deputation from our Association at your earliest convenience. (1)

I remain,

Yours faithfully,

G. Klaasen
Hon. Secretary

216. THE MARTIN COMMITTEE ON THE BOND

....

4. (xii) The Committee recognises that the justification for Departments of Education spending large sums on the preparation of teachers, under conditions which oblige the students to serve for a period, is to be found in the need of those departments to obtain and retain a consistent supply of teachers for their schools. Nevertheless, the Committee believes that the special conditions of teachers' college scholarships, especially the obligation of service, constitute an unfortunate differentiation between young people preparing to be teachers in government schools and those preparing to enter other professions. The Committee therefore recommends the institution of a

(1) In reply to this deputation the Minister promised to improve the facilities and training for deaf education in W.A. but the Group proceeded to establish a private school which is the Speech and Hearing Centre now situated in West Perth.
scheme of teaching scholarships... comparable with other scholarships at the
tertiary level, and without any "bonding" condition, as a means of avoiding
discrimination between one profession and another.


217. "STATE A.L.P. REVERSES POLICY ON SCHOOL AID"

Note: In March 1966 the W.A. delegation to the A.L.P. federal conference was
instructed to oppose State Aid till a referendum was held.

The W.A. branch of the Australian Labor Party yesterday reversed its policy
on State aid and decided that Federal and State Labor governments could give
financial help to independent schools... (1)

Yesterday's decision was a victory for State opposition deputy leader J.T.
Tonkin.... one of the party's prime movers for more financial help to all
schools....

Senator Wheeldon described and new policy as a complete departure from the
principles on which the A.L.P. was founded(2)....


218. W.A.I.T.

The Western Australian Institute of Technology is being developed to cater for
the rapidly growing professional and higher technical courses of the Technical
Education Division. Perth Technical College,... has changed its nature
significantly over recent years with the transfer of many areas of work (e.g.
most trades, Junior and Leaving), to other technical schools or centres. From
being an institution which sought to provide for every aspect of technical
education, it has become increasingly devoted to professional education in
such fields as Architecture, Engineering, Surveying, Mathematics, Applied Science,
Accountancy, Management and Administration, Librarianship and various branches
of teaching. The movements of students from Perth Technical College to other
technical schools have been substantial for the individual enrolment of
13,500 in 1958 has been reduced to approximately 9,000. Despite this, the
accommodation available has been stretched to capacity. The very rapid growth
in students enrolled for organized courses has been mainly responsible for this
pressure on accommodation. In 1957 the College had 160 Associateship students
and an estimate in that year anticipated a total not exceeding 500 in 1965. In
actual fact the College has some 1,900 Associateship students this year and a
further 500 in courses entered at Leaving level or higher. In view of addi-
tional course offering each year and a much greater community recognition of the

(1) The Assisted Schools Abolition Act 1895 was repealed by the Statute Law
Revision Act 1964 which also repealed 383 other redundant Acts. No parlia-
mentary comment was made on this repeal. The W.A. Liberal Party adopted the
principle of State Aid in 1964.

(2) In July 1966 the special federal conference decided, after contradictory
decisions, to accept State Aid to the extent that it was then in operation.
advantages of tertiary education, a doubling of these figures is expected by 1971. Moreover, much more modern facilities and equipment were required if pace was to be kept with the educational demands of the various professional groups involved. It was recognition of the importance of these factors that led the Government to decide to establish the Western Australian Institute of Technology on a magnificent campus of 270 acres at Bentley, 6 miles from the city.

Source: The W.A. Teachers' Journal, October 1966, p. 316 Vol. 56 No. 9

219. INCREASED DEMAND FOR TERTIARY EDUCATION

The issue of student placement has two sides: the problem of numbers and the question of appropriate institutions....

Factors affecting demand:

Natural Increase. It is now commonplace that a student population bulge has been successively affecting primary and secondary school systems. The years 1962-69 represent the period in which tertiary institutions have been and are experiencing special pressures....

Immigration. Western Australia gained 8,730 immigrants between 1951-55 and 1,087 between 1955-60,(1) whereas overall the Commonwealth accepted about equal numbers in each period....

Overseas and interstate students. In 1965 there were about 960 overseas tertiary students in this State, with almost equal as between University and Perth Technical College. Hence overseas students represent a significant segment of the tertiary field in this State,(2) proportionately far more than in any other State. Of these, over seventy per cent came from Singapore and Malaysia.... Although Australian students have not hitherto moved between States to any significant degree, Asian students have shown greater readiness to do so, especially when they have encountered university matriculation barriers or quotas in the larger States. The same obstacles have lately prompted a small but growing number of Eastern States students to seek entry to the University of Western Australia....

Educational retention. The third Report of the Australian Universities Commission, presented in 1966, also remarks on the increasing 'propensity of young people to seek entrance to universities' and it seems probable from local analyses that this propensity in Western Australia is increasing faster than the estimates have allowed, which it well might since the number of students attending university proportionate to the population is 0.69%, as compared with the Australian average of 0.80%.

The raising of professional standards. Another factor which has emerged in the written and oral testimony we have received relates to the tendency of professional institutes and associations to lift their entry

(1) Total net immigration to W.A. between 1951-55 was 43,652, between 1956-60 was 5,423, between 1961-65 was 41,806 and between 1966-70 was 111,927 (from W.A. Year Book 1972).

(2) Almost 10% of enrolments.
standards in response to the greater publicity which tertiary education is receiving....

Summary. Our discussion has shown that the State, if it accepts the principle of providing places for all deserving students, must plan to augment existing facilities by at least half as much again within ten years.


220. SUPPLYING TERTIARY EDUCATION TO THE COUNTRY

Only meagre provision exists in Western Australia for external studies as in the past insufficient finance has been available.... Apart from 280 students taking University subjects in arts, economics, or education, 170 students (mainly teachers) taking technical diplomas, and 150 teachers taking the Teachers' Higher Certificate by correspondence, no provision exists.

The Committee is very strongly of the opinion that for country students unable to attend a tertiary institution, external study facilities should be provided in as many subject fields as possible....

On statistics alone, country colleges are not warranted in the immediate future. However the Committee recognises that decisions made now will commit the future for a long time to come, and we believe that a pilot project is needed to test the capacity of a country area to set in train faster regional development in tertiary education than mere statistics would indicate....

On the evidence available, Bunbury has the most population and industry, and is the centre of the most densely populated region. With two high schools and a technical school in the town, and Collie and Busselton within reasonable distance, the education output at lower levels is promising....

We therefore recommend that the pilot scheme for a composite college of advanced education in the country be launched in Bunbury, in co-operation with the local authorities in that town.


221. SELECTIVE COMPREHENSIVE HIGH SCHOOLS

An interesting innovation in 1968 was the creation of special classes for
highly talented pupils in music and art. The schools chosen were Perth Modern School for music and Applecross for art. In both cases, application were called for and selective procedures applied to determine the intake. The students form part of the school they attend for all purposes other than instruction in the special subject. Here they receive out-of-school tuition from leaders in the field in the general community.


222. CRISIS IN EDUCATION

Note: This publicity campaign led to a clash between the Union and the Minister for Education. (1)

"That the Union mount an intensive publicity campaign through press, radio, television or any other media, to inform the public of the three major needs of education - very many more fully trained teachers, many more properly equipped classrooms, improved conditions of pay and service for teachers."


223. "...IF THERE IS, WE'VE ALWAYS HAD ONE"

A petition - signed by 5,431 people - calling for a national inquiry into all aspects of Australian education was presented to Education Minister Lewis yesterday....

"I cannot agree that there is a crisis in education," he (Mr. Lewis) said. "Or, if there is, we have always had one. There is not as much of a crisis as there was 20 years ago."

Asked about overcrowding in schools, Mr. Lewis said that there always had been overcrowding to some degree but the situation was gradually improving, not getting worse, as the petition might suggest....

The petition says that adequate finance for education could only be provided by the Commonwealth Government.

Mr. Lewis said that the government would be glad to accept more money from the Commonwealth, but there could be a good case for more money being spent in any area of society.

There was only a certain amount of money available. If more money was spent on education, proportionately less could be spent on other fields like health and prisons.

Dr. Maddox (a member of the deputation) said that the community would have to

provide more money. By signing the petition people had shown a willingness to pay greater taxation for the benefit of education....

Mr. Lewis said education was not constitutionally a responsibility of the Commonwealth, though it had been contributing big sums of money in certain fields.

The State Government was giving increasing finance and support to education. The proportion of expenditure which was spent on education had increased in 20 years from a twelfth to a fifth....


224. BOARD OF SECONDARY EDUCATION

Mr. Lewis (Moore - Minister for Education)....

The Committee (1) has therefore recommended that a board be established whose duty it will be, and I quote from the committee's report, "To exercise a general overview of the secondary curriculum and to be responsible for the award of certificates of secondary education based on internal school assessments. Measures taken by the board to ensure satisfactory comparability of standards amongst schools include the provision of standardised tests and the appointment of moderators."

It is the purpose of this Bill to provide for the establishment of such a board as a statutory body divorced from the Education Department and completely autonomous, as is the Public Examinations Board which, in time, it is expected to supplant....

It is believed that autonomy is essential if the board is to be accepted by the independent schools and receive full recognition by the public.... The schools will submit their assessments of student achievement on approved courses to the board, which will then award its certificates.... All schools will be visited from time to time by officers who will advise on the standards to be maintained. These officers, who will be known as "moderators", will be mainly departmental superintendents, together with senior teachers from the independent schools.

Schools will be free to develop their own assessment procedures conforming with the aims of their courses and which would endeavour to assess important but not examinable aspects of such a course....

Initially the board will concentrate on secondary education up to and including third year. As soon as a suitable system has been devised for the first three years, consideration will be given to the fourth and fifth years. At this stage the board will explore with the authorities responsible for tertiary institutions ways of enabling them to select suitable students without imposing on them the unsatisfactory external examination system.


(1) The Committee on Secondary Education, 1967-68 under the chairmanship of Mr. H.W. Dettman.
225. PARA AND NON-PROFESSIONAL PERSONNEL

A para-professional may be defined as a person who does not necessarily possess a teaching certificate but who does possess a professional education or some special skill which would qualify him to perform tasks which would normally be regarded as solely within the competence of the professional teacher...

Non-professional personnel may be defined as those persons who do not necessarily possess a teaching certificate but who possess either a specialized training or skills suitable for the performance of tasks which facilitate the teaching process but which are not directly concerned with teaching in the classroom...

Opinion is divided regarding the use of para-professionals in a school. There are those who argue that a reduction of class sizes would render them superfluous; others argue that their use would increase teacher professionalism and effectiveness by relieving the teacher of non-professional duties. The realistic situation, however, appears to be that their use will be to supplement the work of the professional teacher as the difficulty of obtaining professionals becomes more evident.


226. CHANGES IN PRIMARY EDUCATION

Unit progress schemes will be in use in fifty primary schools this year....

The traditional school layout has generally consisted of several class­rooms arranged in a formal row, fronted by a verandah and opening into a play area. These provide adequate accommodation for the maximum number of pupils at the lowest possible cost. Education in them is inevitably still a fairly formal process. The days of inflexible rows of desks are, fortunately, gone; but techniques which were appropriate to that era remain, partly because of the inflexible structure of most of our existing schools.

In the late 1960's the trend in primary school design was away from the conventional....

Among the innovations which they introduce are provision for outside teaching - grassed areas much larger than the classrooms they complement, and sheltered external courts - and learning areas which may be extended, contracted and shaped more or less at will. The old concept of the class­room as a separate entity within the school is disappearing. The most efficient teaching demands the use of skills of each teacher to the best advantage, and a school in which groups can be made large or small as needed provides the best environment for teaching of this kind.


(1) An example of the proposals in this survey was the provision of teaching aids to senior high schools (6 to each school by 1975) and to 1A primary schools (2 by 1975). It was also proposed to add further clerical, laboratory and library assistants and registrars.
227. UNIT PROGRESS

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AVG. AGE</th>
<th>BELOW AVERAGE GROUP</th>
<th>AVERAGE GROUP</th>
<th>ABOVE AVERAGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>Stage 1</td>
<td>Stage 1</td>
<td>Stage 1</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>Stage 2</td>
<td>Stage 2</td>
<td>Stage 3</td>
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<tr>
<td>3</td>
<td>8</td>
<td>Stage 3</td>
<td>Stage 3</td>
<td>Stage 4</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>Stage 4</td>
<td>Stage 4</td>
<td>Stage 5</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>Stage 5</td>
<td>Stage 5</td>
<td>Stage 6</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>Stage 5</td>
<td>Stage 6</td>
<td>Stage 7 (2 units)</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>Stage 6 (17 units)</td>
<td>Stage 7 (21 units)</td>
<td>Stage 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>13</th>
<th>Stage 7</th>
<th>Stage 8</th>
<th>Stage 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>14</td>
<td>Stage 8</td>
<td>Stage 9</td>
<td>Stage 10</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>Stage 9</td>
<td>Stage 10</td>
<td>Stage 11</td>
</tr>
</tbody>
</table>

Primary Curriculum

Secondary Curriculum

*Variations in rates of progress in a subject.*

228. THE GOVERNMENT SCHOOL TEACHERS' TRIBUNAL

The main purpose in establishing the Tribunal in 1960, was to replace with one authority, the various Boards which had jurisdiction to hear appeals by teachers. Salary and interpretative appeals and appeals against anomalies were heard by the Public Service Appeal Board, promotion appeals by the Government Employees' boards under the chairmanship of a magistrate....

Since it was set up the Government School Teachers' Tribunal has heard three major salary appeals, a number of interpretative and disciplinary appeals, and hundreds of promotion appeals. There has rarely, if ever, been any undue delay in hearing appeals and decisions have been made known with commendable despatch. The reasons behind the Tribunal's decisions are published, whereas previously decisions only were given.


229. ABOLITION OF TEACHER ASSESSMENT

1970 was the beginning of a new era. The abolition of teacher assessment, as practised in past years, will enable a new approach to educational evaluation. A report on a teacher's efficiency is still required for confirmation of certification and for appointment to the permanent staff. However, the regular inspection of teachers has been discontinued. This will enable evaluation to be undertaken on broader lines and to be concerned with the function and progress of the school as a whole. Superintendents will be more concerned with the progress of the school as an educational institution and less concerned with the work of particular classes and the efficiency of particular teachers.


230. CHANGED ATTITUDES

Teachers throughout Western Australia and particularly those in the Primary Division (where the irritation has persisted longest) will be glad to hear that the Union has at last been successful in have the Time Book abolished.

The requirement to sign on and off each day was irksome, unnecessary and often impracticable. In its worst manifestation the Time Book became an instrument for needling teachers in the hands of over-zealous officious officials. Its disappearance from the educational scene severs an unwanted link with the days of bondage.

This leads me to comment upon the way in which teachers in this State are growing up. The year began with the abolition of assessment. Is it too
much to hope that the Government will see fit to abolish that other grim reminder of our servitude - Regulation 139 (a) - before the year is out?

This pernicious regulation debars teachers from exercising the ordinary right of every citizen in a democracy to speak his mind fully and freely on any matter of public interest provided he observes the normal canons of good taste and regard for the public welfare.

The regulation states:
"A teacher shall not publicly comment upon the administration of any department of the State." (1)

Ron Evans
(President of the Teachers' Union)


231. SUCCESS STORY: W.A. STYLE

The Hon. J. Dolan (South-East Metropolitan)....

I feel a certain amount of diffidence about referring to the article I just mentioned because the particular fellow it involves was a former pupil of mine....

The article is headed, "Ex-W.A., man gets big U.K. job." It goes on to state -

A former West Australian, Professor J.S.G. Wilson (54) now the professor of economics at Hull University, in England, has been commissioned by the British Government to undertake a study into farm finance in Britain....

Stuart Wilson was a particularly bright lad and he obtained his Junior Certificate during the depression years. Then he was forced to work on a farm, without wages; the farmer could not afford to pay wages but he gave Stuart his keep. He had to do his matriculation and his Leaving examination as a part-time student through the technical college - he was a correspondence student. Having obtained his Leaving and his matriculation he was able to obtain a job in the Commonwealth Bank and, while on the staff of the bank, he studied part-time at the University and eventually obtained his Master of Arts degree....

He was more inclined to concentrate on book studies and would not engage in sport or any other outside interests. One day I said to him, "Stuart, if you do not get out and mix with the other boys and knock a few of them over playing football you will lose confidence in yourself".... I was able to find somebody who bought him a pair of soccer boots, and he played soccer. He became a good player, and I am sure it played no small part in his development.


(1) Revoked on 10 June 1971.
"A LITTLE REVOLUTIONARY"

The Hon. J. Dolan (South-East Metropolitan)...

I would say that the amendment which proposes to put two students on the council (of W.A.I.T.) is, to a certain extent, a little revolutionary. Five years ago to have mentioned that students and staff should play a part in the government of tertiary education would have been considered heresy almost.... In those days people would not go along with the idea that students and staff could teach the people who are on the councils of these colleges anything at all about the way their work should be done. Now, of course, people are of the other opinion. Today it would be unthinkable not to have such a provision. As a consequence this measure provides for two student representatives to be on the council.(1)


TERTIARY EDUCATION COMMISSION

Sir David Brand (Greenough - Premier)....

The purpose of this Bill is to establish the Tertiary Education Commission as a statutory body charged with the responsibility of promoting, developing, and co-ordinating tertiary education in Western Australia....

The commission was set up in its present form in 1968 on the recommendation of the Committee on Tertiary Education. That committee, under the chairmanship of Sir Lawrence Jackson, examined the future needs of tertiary education in this State....

Only a few years ago, there was only one major autonomous tertiary institution in the State;(2) namely, the University of Western Australia....

The Western Australian Institute of Technology was officially opened in 1966 as a college of advanced education. Subsequently the Kalgoorlie School of Mines, the Muresk Agricultural College, and the schools of Physiotherapy and Occupational Therapy have been incorporated with that body. The Institute is now located in five separate campuses and in terms of student enrolment is the second largest college of advanced education in Australia....

I should explain that the term "tertiary education" embraces all courses that required for their base the completion of a full five years of secondary education or its equivalent.

It is proposed that the commission shall be responsible to the Minister for Education; and in this way, all tertiary education matters will be brought within the province of one Minister....

(1) The Government Secondary Schools Discipline Committee recommended in 1972 that school councils, including students, should make decisions on school rules and student behaviour.

(2) It is expected that the five Teachers Colleges which are run by the Education Department will become autonomous in 1974 and that Murdoch University will open in 1975. These bodies will also be under the Tertiary Education Commission.
The increase in the number and nature of tertiary education institutions in Western Australia requires that attention be given to such items as -

the rationalisation of courses to be given at the several institutions to avoid unnecessary duplication;

the need for entrance criteria to be based on a common examination or other basis of assessment;

the desirability of some freedom of movement of students from one institution to another which also raises the question of recognition by one institution of degrees or diplomas awarded by another;

the need for co-ordination of salaries and other conditions of employment of the staff at the several institutions and for an informed body to consider and advise the Government on claims in this area; and

the most appropriate means of evaluating triennial financial programmes submitted by tertiary education institutions to determine the level of Government support required.

The legislation now before members brings these matters within the province of the tertiary education commission.


234. THE ACHIEVEMENT CERTIFICATE

The change-over to the new scheme has produced several notable effects in Government secondary schools. Indeed, it is no exaggeration to say that the projected removal of the Junior Examination is by no means the main feature of the new system. Through the introduction of the multi-level approach to the teaching of English, mathematics, science and social studies, a notable advance has been made in the direction of modifying instructional programmes to suit the needs of individual pupils. This process is continued much further at Second Year level, where pupils are given a choice in selecting the remaining subjects they will study in addition to the compulsory core subjects named above. The older methods of constituting classes have been radically changed and, instead of streaming by general ability, heterogeneous grouping into classes plus cross-setting in the core subjects has been introduced.

The new scheme created several challenges, which were all successfully overcome. Timetabling has changed significantly, but through the efforts of an advisory expert in this field and a series of workshop meetings for deputy principals, mastery of the new requirements was achieved. Teaching different groups in the one class, although reduced in incidence through cross-setting in larger schools, becomes a feature of the new system. Class teachers reacted favourably to the new demands made on them; in this regard they were assisted by their participation in in-service conferences and
especially by the valuable workbooks and other materials prepared for this purpose by the Curriculum Branch.


235. FEDERAL PAYMENTS TO W.A. EDUCATION 1972-73

The Federal Budget, presented by the Federal Treasurer, Mr. Sneddon, on August 15, pays scant regard to the needs of Australian education in Government schools. Total payments to and for the States have risen from $205,005,000 in 1971-72 to an estimated $248,303,000 in 1972-73 an increase of 21.2%....

Western Australia's share of the education allocation was divided as follows....

<table>
<thead>
<tr>
<th>Head of Expenditure</th>
<th>Tertiary</th>
<th>Government Technical</th>
<th>Government Primary &amp; Secondary</th>
<th>Non-Government Primary &amp; Secondary</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>6,552,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleges of Advanced Education</td>
<td>5,090,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers' College</td>
<td>1,865,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Training (Buildings &amp; Equipment)</td>
<td>1,166,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Laboratories</td>
<td></td>
<td>467,500</td>
<td>433,300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
<td>538,900</td>
<td>143,300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Grants</td>
<td></td>
<td></td>
<td>1,242,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recurrent Assistance</td>
<td></td>
<td></td>
<td></td>
<td>3,000,000</td>
<td></td>
</tr>
<tr>
<td>Research Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>427,000</td>
</tr>
<tr>
<td>Total $</td>
<td>13,507,000</td>
<td>1,166,000</td>
<td>2,248,400</td>
<td>3,577,000</td>
<td></td>
</tr>
</tbody>
</table>

It is interesting to note that Government primary and secondary schools received less than the independent primary and secondary schools, and yet they have approximately 80% of student enrolments.
Technical education expenditure has risen by 56.1%, which, while welcome, does little to overcome the shortcomings in this area.

Two years have now passed since the Australia-wide Survey of Needs was produced by the Australian Education Council. That Survey showed a gap of $1,443 million between what the States could afford to spend and what needed to be spent over a five-year period.

Little has been achieved by the Federal Government in bridging the gap. It is now certain that it will not be bridged by this Government within the five-year period. To bridge the gap some $280,000,000 per annum in addition to present spending is required. Therefore Federal spending in education must be doubled.

Source: The Western Teacher, 7 September 1972, p. 2.

236. W.A. EDUCATION ESTIMATES FOR 1972-73

<table>
<thead>
<tr>
<th>Salaries $73,973,000</th>
<th>Expenditure 1971-72 $</th>
<th>Estimate 1972-73 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Director General of Education</td>
<td>19,747</td>
<td>21,250</td>
</tr>
<tr>
<td>1 Deputy Director-General of Education</td>
<td>17,675</td>
<td>16,888</td>
</tr>
<tr>
<td>5 Directors of Education (Divisional)</td>
<td>80,630</td>
<td>72,375</td>
</tr>
<tr>
<td>3 Deputy Directors</td>
<td>43,420</td>
<td>39,426</td>
</tr>
<tr>
<td>1 Chief Administrative Officer</td>
<td>12,951</td>
<td>13,563</td>
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<tr>
<td>47 Superintendents</td>
<td>568,481</td>
<td>549,343</td>
</tr>
<tr>
<td>1 Administrative Officer</td>
<td>9,765</td>
<td>10,446</td>
</tr>
<tr>
<td>1 Accountant</td>
<td>9,769</td>
<td>10,446</td>
</tr>
<tr>
<td>238 Clerks, Typists, Assistants, etc.</td>
<td>891,012</td>
<td>998,329</td>
</tr>
<tr>
<td>9 School Welfare Officers</td>
<td>55,125</td>
<td>54,363</td>
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<tr>
<td>3762 Teachers' College Staff &amp; Students</td>
<td>5,809,253</td>
<td>7,381,000</td>
</tr>
<tr>
<td>4523 Secondary Staff</td>
<td>21,789,300</td>
<td>24,226,000</td>
</tr>
<tr>
<td>6055 Primary Staff</td>
<td>29,214,240</td>
<td>28,653,000</td>
</tr>
<tr>
<td>3340 Technical Staff</td>
<td>7,384,788</td>
<td>8,091,000</td>
</tr>
<tr>
<td>446 Special Services Staff</td>
<td>-</td>
<td>2,637,000</td>
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<tr>
<td>54 Supplies - Wages Staff</td>
<td>116,374</td>
<td>176,571</td>
</tr>
<tr>
<td>- Allowances - Retiring, Overtime, etc.</td>
<td>880,212</td>
<td>1,032,000</td>
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</table>

66,902,742 73,983,000
<table>
<thead>
<tr>
<th>Contingencies $17,990,000</th>
<th>Expenditure 1971-72 $</th>
<th>Estimate 1972-73 $</th>
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</thead>
<tbody>
<tr>
<td>Postages, Telephones, Travelling &amp; Transport</td>
<td>345,290</td>
<td>354,000</td>
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<tr>
<td>Printing &amp; Stationery - Government Printer</td>
<td>108,411</td>
<td>110,000</td>
</tr>
<tr>
<td>Automatic Data Processing</td>
<td>90,145</td>
<td>100,000</td>
</tr>
<tr>
<td>Education Supplies Branch</td>
<td>66,442</td>
<td>63,000</td>
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<tr>
<td>Teachers' Tribunal</td>
<td>3,264</td>
<td>5,000</td>
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<tr>
<td>Primary Education</td>
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<td>1,651,000</td>
</tr>
<tr>
<td>Art and Crafts</td>
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<td>Music</td>
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<td>Drama</td>
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<td>Agricultural Education</td>
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</tr>
<tr>
<td>Youth Education</td>
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<tr>
<td>Technical Education</td>
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</tr>
<tr>
<td>Teacher Education</td>
<td>1,466,503</td>
<td>1,753,000</td>
</tr>
<tr>
<td>Inservice Training</td>
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</tr>
<tr>
<td>Child Guidance</td>
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<td>52,000</td>
</tr>
<tr>
<td>Library Services</td>
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<td>480,000</td>
</tr>
<tr>
<td>Research</td>
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<td>21,000</td>
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<tr>
<td>Visual Education</td>
<td>145,700</td>
<td>180,000</td>
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<tr>
<td>Assistance to Private Schools</td>
<td>264,506</td>
<td>254,000</td>
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<tr>
<td>Scholarships and Allowances</td>
<td>2,571,851</td>
<td>3,007,000</td>
</tr>
<tr>
<td>School Stocks ... &amp; requisites ... free issues to students</td>
<td>1,529,099</td>
<td>2,059,000</td>
</tr>
<tr>
<td>Subsidies and grants as may be authorised</td>
<td>24,412</td>
<td>28,000</td>
</tr>
<tr>
<td>Transport of Children</td>
<td>3,683,493</td>
<td>4,007,000</td>
</tr>
<tr>
<td>Government Employees' Housing Rentals</td>
<td>394,435</td>
<td>559,000</td>
</tr>
<tr>
<td><strong>Total Contingencies</strong></td>
<td><strong>15,578,398</strong></td>
<td><strong>17,990,000</strong></td>
</tr>
<tr>
<td><strong>Grand Totals</strong></td>
<td><strong>82,471,686</strong></td>
<td><strong>91,963,000</strong></td>
</tr>
<tr>
<td><strong>School Buildings, inc. furniture &amp; equip.</strong></td>
<td><strong>10,790,054</strong></td>
<td><strong>14,650,000</strong></td>
</tr>
</tbody>
</table>


237. THE EXPANSION OF PRE-SCHOOL EDUCATION

Three impressions above all others have emerged as the most important matters arising out of this Inquiry. One is the benefits derived from pre-school education, a second is that the demand for it is relentlessly expanding and
continues unabated(1) and the third is that the present system of pre-school education in Western Australia is totally inadequate to cope with the needs of children in the age groups from three to five years, particularly in respect of the many underprivileged, mentally and physically retarded children and children whose need for pre-school education is so pressing but who are for a variety of reasons not in a position to avail themselves of it....

It was pointed out that, of the children aged five at school, Western Australia had 43% compared with a national average of 81%, that it had the lowest percentage of five year olds at school of any State in Australia.... With the induction of five year olds into the State Education System, pre-school education for 3 and 4 year olds could be tackled on a priority basis so that under-privileged groups, aboriginal children and those with mental defects would be in a position to benefit equally with other groups in the pre-school education....

Submissions indicated that, despite favourable assessment of the work and life of the College, its status is less than that of other Teachers' Colleges. The College's smallness, isolation and limited resources make it impossible to give the complete education necessary for pre-school student teachers....

Recommendation

That the Kindergarten Teachers' College be incorporated into the Western Australian Institute of Technology with a view to becoming a member of a multi-purpose, multi-campus institution....

Male Teachers

A further suggestion made in more than one submission was that the Education Act(2) should be amended to permit males to enrol at the College with a view to becoming kindergarten teachers.... Psychologically it appears extremely desirable that males should be associated in educational institutions with children of all ages, particularly during the period 3 to 7 years.

Source: Nott, W.E., Pre School Education in Western Australia, Education Department, 1972, pp. 2, 16, 26, 42, 32.

238. SECONDARY SCHOOL TEACHERS: DISCIPLINE, AGE, PROMOTION

Note: In response to concern expressed by the Teachers' Union over standards of discipline in secondary schools, the Director-General of Education set up the Government Secondary Schools Discipline Committee in January 1972.

A small proportion of teachers than parents was seen (by students) as sympathetic towards the behaviours,(3) though a larger number of students expressed uncertainty with regard to their expectations of just what their teachers are prepared to approve....

(1) In 1962, kindergartens in W.A. enrolled 5.3% of the children aged 3 to 5 and in 1972 they enrolled 15.06%.

(2) The Education Act 1928 in Section 34A (4) forbids "any male person to take part in the conducting or carrying on of a kindergarten".

(3) These were "Drinking Alcohol", "Boys Having Long Hair", "Hitch-hiking", "Staying out Late at Night", "Smoking Cigarettes" and "Kissing".
The ideal of democratic discipline is not always attained in Western Australian classrooms. Relative to the conduct of classroom affairs in Britain, the United States and New Zealand, there is evidence to suggest that Australian teachers are more authoritarian in their relations with their students and more reliant on regulating classroom behaviour through the stipulation of rules.

Almost three-quarters of the Western Australian teaching force are below 35 years and only 6 per cent are over 50 years. 45 per cent of the teachers in secondary schools have had less than four years' teaching experience and only 25 per cent have had ten or more years. of the secondary teachers, 35 per cent possess degrees and 10 per cent associate- ships and diplomas.

The adoption of a promotion list for the appointment of principals in the Secondary Division is a recent change to the promotional structure and resembles in many respects the system of promotion from lists that has operated for many years in the Primary Division. One very important distinction must be observed between procedures in the two divisions, however, and that is in the use of "special", or accelerated, promotion.

Under Regulation 99 of the Education Regulations, the Education Department is required to fill every third (promotional) vacancy that occurs in a primary school by the appointment of a teacher selected by the Primary Promotions' Board, irrespective of the position of his name on the promotion list. In selecting persons for this "special" promotion the Board has regard to special qualifications, aptitude and experience for the discharge of the duties of the position to be filled and of the teachers willingness to accept an appointment in any part of the State.

No provision is made for accelerated promotion for those teachers on the Principals' Promotion List who demonstrate outstanding administrative leadership potential.

No formal administrative training (beyond a very short conference of several days) is provided for teachers who may reasonably expect to be promoted to a promotional position in the Secondary Division, nor are any formal qualifications in administration required. Appointment to the position of senior master, for instance, is made on the basis of the possession of academic qualifications. Promotion to the position of deputy principal and principal is virtually made on the basis of promotional seniority, following appointment to the position of senior master.

With the increased size and complexity of the comprehensive secondary school and in view of a Departmental policy which is aimed at the development of a greater degree of autonomy and instructional leadership within the school, the Committee considers that teachers who demonstrate excellence in

(1) The eligibility of Principal Mistresses to become Principals of secondary schools was accepted in 1972 subject to agreement between the Department and the Union on certain conditions. See The Western Teacher, 8 March 1973, p.2

(2) 54% of principals in 1972 had no formal training in educational administration.
administrative and instructional leadership and a degree of efficiency that exceeds that displayed by other teachers should be given accelerated promotion.

Source: Discipline in Secondary Schools in Western Australia, Education Department of Western Australia, 1972.

239. REGISTRATION OF TEACHERS

The Minister for Education has indicated that the State Government would not oppose the concept of the Registration of Teachers providing its main purpose was to enhance the professional standing of all teachers in Western Australia.... the Union's four essentials for registration... were:

"That the Union have a majority of representatives on the Board."
"That only registered teachers are to teach in Government schools."
"That there must be provision for deregistration."
"That there be only two categories of appointments to the Registration Board, namely, Union nominees and Ministerial nominees".


240. TEACHER HOUSING IN 1973

Note: The Teachers Union complained\(^{(1)}\) that, although the Education Department required that teachers serve in any part of the State, no accommodation was provided for 83% of staff. Accommodation was provided for 1 in every 1.3 headmasters and 1 in every 19.5 assistants.

At the end of February 1973 the Union received very few complaints concerning unsatisfactory accommodation in country areas. The most pressing complaint received was given immediate attention and it is pleasing to report that the G.E.H.A., (Government Employees Housing Authority) within 24 hours of being informed of the situation, made a decision to provide a transportable house.... Unfortunately, it has been found necessary for some teachers to use hotel accommodation until alternative satisfactory accommodation can be found. However, it is known that the Education Department is assisting by way of subsidy to teachers who are forced to use such accommodation.... The Education Department has advised the Union that it intends to pursue progressively a policy of air-conditioning in State schools in the North West.

Source: The Western Teacher, 8 March 1973, p. 3.

\(^{(1)}\) The W.A. Teachers' Journal, Vol. 57 No. 3, April 1967, p. 72.
241. "RETAIN THE CANE"

W.A. High school principals have asked the Director-General of Education to retain the cane — at least until alternatives for dealing with misbehaviour are put into practice.

The headmasters, through their association, agreed in principle with recommendation of the recent discipline committee that corporal punishment be phased out.

But they do not want it abolished unless adequate alternatives, such as special welfare facilities, have been proved successful.

Mr. J.P. Stokes, the principal of Perth Modern School, said this week that few headmasters wanted corporal punishment completely abolished.


242. "GOVERNMENT AID FOR W.A. SCHOOLS"

F.J. Usher, principal, Hamilton Senior High School:

I protest against yet another sell-out of Government school students in the light of the latest generous hand-out by the State Government to private schools....

The complacent attitude of parents, 75 per cent of whom send their children to Government schools, is astounding, especially as the reasons for the politicians so doing are so indefensible....

The fact that politicians generally patronise private schools for their children, the strong lobby and skilful politics of one of the major church groups and the obvious view of our students as second-class citizens and peasants all add up to continuous and damaging discrimination....

This school has been sending deputations to the State Government for four years to try to get a hall-gymnasium on the campus and has achieved precisely nothing....

The situation is in sharp contrast to a news item on February 12 which reported that a Perth private school had just opened the "best gymnasium in Australia". The only thing wrong with education in W.A. is politicians. But do parents really care anyway?


243. THE MINISTER FOR EDUCATION REPLIES

Your correspondent F.J. Usher (May 1) has criticised as a hasty, vote-seeking measure my Government's decision to extend the assistance being given to
non-Government schools in this State.

This decision, rather than a "pathetic attempt to buy votes", in an action that has been accepted in principle by the Commonwealth and State Governments and is one to which all political parties lend support and agreement,...

The Government does not deny the benefits that will accrue from the provision of a hall-gymnasium but I am confident that all thinking people would put the first priority, and would recognise the greatest need, to be the provision of new schools in developing areas of the State where no facilities exist.


244. "RELIGIOUS EDUCATION ROLE URGED"

The State should assume full responsibility for Christian education in primary and secondary schools, according to a submission made to the committee of inquiry into religious education in State schools.

The committee was set up last year by the Education Department to look at ways of making religious education in State schools more effective.

The fellowship submission said that Christian education should become an integral part of the school curriculum.

The present system of clergymen and their representatives providing denominational instruction should end, but clergymen should be allowed access to schools to provide counselling for children of their denomination.

Religious education should aim to show that much of our culture was based on Christian ideals and ideas. It would also be desirable for students to learn about other major religions.

Church authorities had found considerable difficulty in coping with the demands of religious instruction in schools, it said.

There seemed to be ample evidence that their present programmes were achieving negative results.

The status of "scripture" in State schools was at a low ebb and the subject had become virtually irrelevant by default.
