



ONE HUNDRED YEARS OF EDUCATION

*Being a Record of
the Development of the Education System
of South Australia*

1836-1936

*with a supplementary section covering Educational
Developments in the past decade*

FOREWORD

BY THE MINISTER OF EDUCATION
HON. R. J. RUDALL, LL.B., M.L.C.

ADELAIDE:
PRINTERS TRADE SCHOOL
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FOREWORD

*By the Honourable R. J. RUDALL, LL.B., M.L.C.
Minister of Education in South Australia*

Ten years have passed since the first edition of "One Hundred Years of Education" was produced by the Printers Trade School. The present volume is not merely a reprint of the original but contains a supplementary chapter outlining the developments of these years.

The Head Master (Mr. R. F. Brand), his staff and the students are to be congratulated on the production.

These ten years cover the period of the second world war in which so many of those who were at school towards the end of the first hundred years, played their part in retaining that freedom for the individual man and woman, which is the first principle of our democratic system of government.

Four hundred and thirty-seven of our teachers enlisted in the armed services. Through the sacrifices that were made we are still free to develop our system of education so that our children can be given the opportunity to develop the latent possibilities in them, and will not be forced into a particular mould which suits the purpose of the dominating group. Although we are at present facing difficulties that are associated with the post-war years, the interest in education is keener than ever and we can look forward to the future with high hopes. We must strive for a balanced system of education in which our children may develop not only proficiency in a technical age but the art of living a full life not only for themselves but in the interest of society as a whole.

ACKNOWLEDGEMENT

This volume has been reprinted because of requests received from various parts of the world. Published in 1936 as a school project, it is now sought as a record of the early history of our educational system. We again thank our original contributors for having made this publication possible and also thank the Minister of Education, Hon. R. J. Rudall, LL.B., M.L.C., and the Supt. of Technical Schools, Mr. G. S. McDonald, O.B.E., B.A., DIP.ED., for their contributions to this issue.

R. F. BRAND, Headmaster.

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PART ONE: TELLING OF NON-GOVERNMENTAL EDUCATION
FROM ITS COMMENCEMENT IN SOUTH AUSTRALIA, 1836-1847



South Australia was founded in the thirties of the last century the educational system originated from private enterprise, and private educational institutions still lift a considerable burden from the shoulders of the State. Many of the founders of the "New British Province" were radicals and advanced thinkers. They glimpsed the dawn that was beginning to illuminate the profound night of British national ignorance. They were in touch with the new educational movements and were bent on promoting education in the proposed Colony. In 1811 a National Education Society was founded in England. In 1814 Joseph Lancaster established a British and Foreign School Society, and these and other groups of English and Scottish educationists were moving towards modern ideas. Very early in their work the Leaders of the South Australian movement showed their interest in education. In 1834 they founded in London a South Australian Literary and Scientific Association, which conducted lectures and discussions on a variety of topics, and when in 1835-6 they established a South Australian School Society they adopted the British and Foreign School Society's plan. Obviously inspired and supported by that fine philanthropist, George Fife Angas, the South Australian organization drew up proposals to found in the future Colony four grades of Schools, which would cater for infant training, for the teaching of agriculture and other occupations, for the higher branches of education, and for indentured apprenticeship. The society appointed as head teacher and director of schools, Mr. J. B. Shepherdson, who reached the Colony in 1837—towards the close of the initial year. Mr. Shepherdson, appears to have possessed a knowledge of the methods introduced by Pestalozzi and Froebel, and he had studied the programme of schools which combined mental and manual work.

Even on the voyage to South Australia the pioneers evinced their interest in education. Governor Hindmarsh was severely criticized for his lack of interest in the welfare of the children on board the *Buffalo*. In the Colony the first school was

initiated by a Captain Bromley, an unsalaried agent of the British and Foreign Bible Society, who taught a number of children at Reeve's Point, near Kingscote, Kangaroo Island, from December, 1836, to May, 1837. Bromley's work was conducted in the face of great hardship, and in the open air at a charge of a penny per scholar per day. On the mainland the first school was probably opened by Mrs. Hillier on the north parklands at the foot of Montefiore Hill and later in Currie Street, 1837-8. The Rev. T. Q. Stow, the first minister of the Congregational Church, opened a school on North Terrace in December, 1837, and Miss Nihill, a "Ladies School" in 1838. Although the pioneer educationists found it very difficult to provide accommodation or books, and the children, whose labour was valuable, attended very irregularly, several clergy and other well-educated persons had perforce to augment their means by teaching, and for the first few years the standard of elementary education was high.

Mr. Shepherdson's work began with the founding of a branch of the South Australian School Society in Trinity Church on January 25th, 1838. This meeting formed the first South Australian School Committee, which included the Rev. C. B. Howard, first Colonial Chaplain, the Rev. T. Q. Stow, David McLaren, manager of the South Australian Company, and other leading names. Shepherdson opened his school on May 28th, 1838, in a building formerly occupied by the Bank of South Australia, fifty-seven children being accommodated. Aided by the South Australian Company, the Committee formulated extensive building plans, but Shepherdson resigned from illhealth in 1840, and his capable successor, Mr. William Oldham, was virtually starved out in 1843. The truth was that in 1841 the infant Colony encountered a devastating financial crisis. The society was unable to keep up its new buildings, and although Governor Gawler was interested, and Governor Grey meditated assistance, the Government could give no aid for the first ten years.

As regards higher education, a proprietary college was mooted early in 1839, and promises of £7,000 were obtained. The financial crisis thwarted this effort, but a proprietary school was opened in the school room of Trinity Church on July 11th, 1847, and this the Anglican Bishop Short and Captain William Allen transformed into the famous St. Peter's College, which opened at Hackney in 1850, under the headmastership of the Rev. T. P. Wilson. A little later Captain Allen prepared plans for a University College in conjunction with St. Peter's but he abandoned the project, and the foundation of a University had to await the enterprise of the Congregational, Baptist, and Presbyterian churches in 1871-2.

Amongst other early schools was Pulteney Grammar, founded in May, 1846, under the Rev. E. K. Miller, with a roll-call of 280 boys and girls in the first year. Religious denominations other than Anglican quickly founded educational establishments. Like the Rev. T. Q. Stow, the Rev. R. Drummond (Presbyterian) undertook educational work, and the Roman Catholic Bishop Murphy opened schools on West Terrace and Franklin Street in 1848. Yet in 1845 South Australia contained only twenty-six schools, of which fourteen were in Adelaide, six in the suburbs, and six in country districts. These were educating the miserable number of 719 children in a population of nearly 19,000 souls. It was little wonder that the recovery of the Colony and the mineral discoveries paved the way for the Education Acts of 1847 and 1851, the harbingers of free, compulsory, and secular education.

Yet, despite the vast growth of the above system, the private educational institutions have remained primarily to meet the needs of those who prefer a religious to a secular education. Almost all the religious denominations still maintain a number of primary and secondary schools and colleges for both boys and girls. The system is efficient if the results of the University Public Examinations are a criterion, and is a considerable financial saving to the State. There are also a number of schools and colleges in the hands of private individuals. Good work is being done, but these institutions lack continuity as compared with those managed by the government, by churches, or by boards.

Unlike certain other Australian States, South Australia has passed no laws for Government inspection of private educational institutions, nor for the compulsory training of private teachers.

Government assistance to the University and other higher institutions gives these bodies a semi-State character, but a few still remain independent of State aid. The residential colleges of the University, for example, are denominational in character, and remain unique in Australia as having been established without Government assistance of any kind.

| 1934 Statistics | | | | Private as contrasted with Governmental Schools | | | |
|--------------------|----|----|----|---|------------|----|--------|
| | | | | Private | Government | | |
| Number of Schools | .. | .. | .. | .. | 192 | .. | 1,101 |
| Number of Children | .. | .. | .. | .. | 16,171 | .. | 90,905 |

PART TWO: THE GROWTH OF GOVERNMENT ASSISTED SCHOOLS UNTIL REPLACED BY FREE EDUCATION, 1848—1891



EARLY in the history of the State it was realized that privately conducted schools could not, as a general rule, pay their way and at the same time provide instruction for all the children who needed their services. Some form of assisted education had to be adopted if the children of the poorer colonists were to learn to read and write. The South Australian School Society was established to perform this function for the poor children of the city. It was privately supported, although it appealed to public benevolence also, and did something towards bringing elementary instruction within the reach of some of the children. The Government, however, declined to adopt the Society or recognize the possibility of its general application to the Colony, and five years after the opening of its school it ceased operations (1843).

Governor Grey, although recognizing the necessity of some Government action, was afraid of taking a wrong line, and it was left to his successor (Robe) to initiate a practical measure. In 1847 he issued an Ordinance which authorized the payment of a subsidy at the rate of one shilling and eight pence per month per pupil to teachers who had at least twenty pupils between the ages of six and sixteen. Elaborate conditions were to be observed before a teacher could become entitled to receive the subsidy.

Unfortunately, the lax administration of the Ordinance, together with the dearth of capable teachers, militated against the achievement of any real progress. Very inferior schools became established alongside those with honest credentials, and parents, often unable to differentiate between them, were tempted to choose the cheaper, with unfortunate results to their children. By insisting on a minimum attendance of twenty pupils, moreover, the Ordinance actually discouraged the establishment of schools in the country districts, where fewer than twenty were available.

The number of schools in the city did increase under this legislation (if no very exacting definition of a school is contemplated), but its real value was that it disclosed how ineffectual the schools could become and that it gave some indication of the solution of the problem of a State education system.

In 1851 the public conscience was sufficiently developed to cause the appointment of a Select Committee. Not only was the precious time of youth being "wasted in a worthless imitation of education," but the cost of providing

the subsidy was becoming too considerable to be met with careless indifference. Based on the recommendations of the Committee, an Act, known as the Education Act of 1851, was passed, which, by its long operation and its comparatively enlightened administration, was destined to mould the educational system of the State. Its aim was to "promote education by aid towards the erection of schools and the payments of stipends to teachers." It provided through inspection and report the guarantee of efficiency that had been impossible under the Ordinance of 1847. It made education available to destitute children, and in general was intended to provide facilities for those whose parents could not afford to pay high fees.

The Central Board administering the act prosecuted a liberal and progressive policy, in spite of disadvantages, and as a result of the number of children attending school grew steadily. Country schools were especially singled out for encouragement, and these accordingly developed with the expansion of the Colony. On the professional side, the wisdom and vigour of Dr. Wyatt, the first inspector of assisted schools, induced a corresponding improvement in the standard and effectiveness of the instruction imparted.

The establishment of a book depot by the board did much to unify the textbooks used and, through them, the teaching methods. Before 1852 books and materials were scarce and generally unsuitable, but the depot ensured a better supply at a lower cost, and gradually the problem became less acute. The Act, moreover, had directed that education in assisted schools should proceed along lines followed by the Irish national system, because of its avoidance of religious issues; accordingly the Irish national books were introduced into general use.

As the population grew and the scope of the Act became more comprehensive, further problems arose. The annual expenditure increased very considerably. In 1852 the Government paid £3,000 to 69 teachers. By 1860 the cost was £13,000, and in 1870 it was £17,000. No provision had been made for the payment of assistants, whom head teachers had to employ as their schools grew, and who necessarily received very low wages. Consequently, the problem of an adequate supply of teachers which such a situation created served to emphasize the necessity not only of pecuniary inducement but also of some organized system of training suitable juniors. The Government, however, was tardy in realizing how important these measures were to the success of the system it was endeavouring to foster.

The grant in aid of school buildings also proved generally insufficient. Under the Act the maximum grant was £200 per school from a limited annual

vote. This imposed a heavy burden on the local residents, who had to provide the difference, a burden which increased as building costs rose. Frequently inadequate school-houses were erected. No provision was made for the purchase of sites, and as a result few schools were built in the city or bigger towns where land was dear. Undoubtedly the low standard of the city schools, especially during these years, was due largely to this condition. In the country land was cheaper and the encouragement to build was greater.

The Act provided that parents should pay not more than a shilling per week for each child attending an assisted school, but for approved destitute children the Government paid the teacher sixpence per week, the intention being to place instruction within the reach of everyone. Expenditure under this head increased steadily, and was one of the problems which led to a general revision of the legislation which, in spite of so many difficulties, had accomplished so much.

In 1875 an amending Act was passed in the hope of making the system more thorough. Attendance at school was made compulsory under certain conditions, with considerable effect. Provision was also made for the alienation of 20,000 acres of land each year to yield revenue for educational purposes. To strengthen the administration a Council of Education, with an educationist (J. A. Hartley) as chairman, replaced the Central Board. A change was also made in the payment of destitute fees, some teachers receiving a fixed salary instead of the aggregate of stipend and fees. In general the 1875 Act invested the Government with a much greater share in the control and direction of education and at the same time imposed on it greater responsibility for its efficiency. Not long afterwards the Government created a ministerial portfolio for this increasingly important work.

After the reorganization there was a decided increase in attendances, accompanied by an equally decided increase in destitute fees and a decrease in fees paid by parents. The total Government expenditure grew rapidly until the payments which the Act had insisted should be made by parents became relatively insignificant. Accordingly another Act was passed in 1891 abolishing fees in primary schools, and the system of grants and subsidies gave way to a comprehensive and uniform regime.

Throughout these years also attention was given to the service. As the educational wisdom of the administration grew it was directed towards the solution of many problems associated with the teachers themselves. The selection

and encouragement of suitable applicants, their training, service, salaries, promotion, and superannuation were gradually made the basis of an organized endeavour to raise the standard of instruction.

Thus great progress had been achieved. From humble beginnings an educational system had been developed, in spite of enormous disadvantages, to provide ever increasing benefits for an ever increasing number of children.

(For graphs illustrating development see Appendix.)

PART THREE : SHOWING RAPID DEVELOPMENT OF PRIMARY EDUCATION UPON ABOLITION OF SCHOOL FEES, 1891-1915



IN 1891 an Education Act of far-reaching importance provided amongst other things for free education up to the compulsory standard for all primary school pupils. This was a big step in the advancement of the education system here, and brought it into line with other progressive countries. At this time the benefits brought about by the wise administration of Mr. J. A. Hartley, who had charge of the department, became more and more evident. He exercised a wonderful influence over educational thought in South Australia, and lived to be recognized, not only in Australia, but in the Old Country, as an outstanding man in educational realms. His death in 1896 was universally regretted, but the spirit he had breathed into his work remained a forceful influence for years after his passing.

For a short time subsequent to his death the control of education was vested in a board of inspectors—Messrs. Stanton (Chairman), Whitham, and Burgan—but eventually one-man control was reverted to, and Mr. L. W. Stanton was made Inspector-General. It was inevitable that the administration of a strong man like Mr. Hartley should set standards difficult to maintain, and for several years a policy of inaction, so far as new developments were concerned, was maintained.

In 1905 Mr. Thomas Price became Premier of the State, and held the portfolios of Public Works and Education. Born in Wales in 1852, a stonemason by trade, he had little schooling, but an unquenchable thirst for the knowledge that had been denied him. He was a man of vision, and during his occupancy of the office he galvanized the department into vigorous life.

One of his first appointments was that of Mr. Alfred Williams, then headmaster of the Norwood School, as Director of Education, with Mr. M. M.

Maughan as his chief of staff; and Mr. Stanton became secretary to the Minister himself. Mr. Williams was an outstanding personality, imbued with the Hartley spirit, and during his short term endeavoured to carry on the traditions of his great forerunner. But his health broke under the strain, and he died in 1913.

During his term he was sent to England and the Continent to enquire into education developments. On his return he made many recommendations for improvement in the service. He was fortunate to have in close co-operation with him such men as Mr. Andrew Scott and Mr. W. A. West, who were very eager to assist in the advancement he outlined.

During this time there was a general awakening of educational thought; and interchange of visits between the States of important officers of the various Education Departments was frequent. Men of the calibre of Mr. Frank Tate, of Victoria, and Dr. John Smyth, also of that State, were regular visitors to the annual conferences of the Teachers' Union.

On the death of Mr. Williams, Mr. Maughan was appointed in his stead. His term of office was coincident with the Great War, and that event for a long time overshadowed everything, and development was hampered.

A Select Committee was appointed in 1910, and sat for nearly three years. Its object was to enquire into the system generally, and to make recommendations where desirable. The findings were embodied in the Education Act of 1915. From that time there has been a widening out in all directions.

When Mr. McCoy took charge in 1919 he introduced many reforms and improvements. At no time during its history did the department progress more rapidly. Mr. McCoy was a man of dominating personality, and during his term of office he was enabled to carry out his policy of development. He obtained the enthusiastic help of progressive teachers, and his term will be remembered as a time of advancement in all directions. He also established a correspondence school, by which outback children receive education by correspondence. This has proved wonderfully successful. Further, the establishment of classes for sub-normal children in all the larger schools brought the treatment of these children into line with the more progressive countries of the world.

On the death of Mr. McCoy in 1929, Mr. W. J. Adey (at the time Superintendent of Secondary Schools) was appointed in his stead. During his term the State has passed through the most difficult financial strain experienced

since its foundation. This has prevented some desirable developments, but Mr. Adey has gained the confidence and willing co-operation of his teachers by his whole-hearted sympathy in all their difficulties. The developments initiated by Mr. McCoy have been maintained, strengthened and improved, and the system at present is on a sound progressive basis, which augurs well for the future. The first Superintendent of Primary Education was Mr. Charles Charlton, appointed in 1917, and retired in 1930; he was succeeded by Mr. W. T. Martin, B.A., who still holds that position.

PART FOUR: ORIGIN AND HISTORY OF SOUTH AUSTRALIAN SCHOOL OF ARTS AND NATIONAL ART GALLERY, 1879-1936



IN the aesthetic side of the educational life in South Australia during the past hundred years the School of Arts and Crafts and the Art Gallery have played no small part, and, furthermore, it may justly be claimed that pictorial art, in its several phases, has perhaps been more prominent, and represented by more well-known artists, in proportion at any rate to population, than any of the States. Before the Colony was twenty years old the S.A. Society of Arts was formed, a public meeting for the purpose having been held on October 15th, 1856, the leading spirit in the cause of art being Mr. Chas. Hill, an art teacher associated with the Adelaide Institute, and this society was the first art society founded in Australia.

Its first exhibition was held at Parliament House in 1857, drawing an attendance of 1,069 persons—no mean number, as the population of the city at that time did not exceed 10,000. It was not until 1879, however, that the National Art Gallery was established as a department of the Institute, Parliament voting a sum of £1,000 for the purchase of pictures at the Melbourne International Exhibition. Later on, further sums of £1,000 were voted, and an honorary committee in London, headed by Lord Leighton, P.R.A., and Sir E. J. Poynter, was responsible for the selection of pictures, which were housed in a Gallery, opened by H.R.H. Prince Albert Victor in 1881.


In 1884 the Gallery was absorbed, under Act of Parliament, as part of the Public Library, Museum, and Art Gallery, and in 1900 the pictures were transferred to the present edifice. A special feature has been the institution of an Australian section, which was initiated through the hearty co-operation of the Society of Arts, which about 1897 inaugurated a series of Federal exhibitions, to which leading artists in Australia were invited to submit work, the governors

of the Gallery undertaking to spend about three hundred pounds a year, if the exhibits were satisfactory and representative, and by these means pictures by such leading men as Streeton, Roberts, Bunny, Coates, Long, Coutts, Fox, Hall, Heysen, McCubbin, Withers, Young, etc., have been acquired. The collection contains practically no "old masters," possibly the most valuable picture is "Love and Death," by G. F. Watts, O.M., R.A., and special interest is attached to sketches of early Adelaide and other South Australian scenery by G. F. Angas and S. T. Gill.

The educational side of art originally began as far back as 1861, when the school, first known as the School of Design, was opened under the control of the Society of Arts, under Mr. Chas. Hill, already referred to. In 1881, however, the school was controlled by the Board of Governors of the Gallery, Mr. L. Tannert being painting master and Mr. Harry P. Gill, A.R.C.A., art teacher and lecturer; the latter in 1893 became Director of the school.

Mr. Gill was a man of strong personality and marvellously versatile in all branches of art, and much of the success may be assigned to him. His resignation in 1915 through ill-health was a matter of deep regret to the whole community. Mr. J. Christie Wright was the next Principal, but was killed in action in France in 1916, and the school, which had been taken over by the Education Department in 1906, was placed under the charge of Mr. L. H. Howie, the the present Principal, on his return from war service early in 1920.

PART FIVE : THE EXPANSION OF TECHNICAL EDUCATION FROM THE ORIGINAL CLASSES FOR MECHANICS, 1876-1936

ALTHOUGH the founders of education in South Australia made timely announcement of their belief in schools where "mental work is combined with labour," and although they advocated instruction in agriculture and in trades, the fact remains that no progress was made in technical education for the first fifty years of the State's development. In a country where the geographical conditions so clearly determined that agricultural and pastoral production must be the chief activity of the people, it is not surprising that the first technical school of a special character was that devoted to agricultural work. The Roseworthy Agricultural College was opened to students in 1885, forty-nine years after the founding of the Province, and eleven years after the establishment of the University of Adelaide. This college has continued to function unbrokenly since that date, and has continually increased its influence in two

directions : (a) the study of agricultural and pastoral science and practice, (b) the development of farm practice by experimental work. The Roseworthy College is governed by a council, and is under the administrative care of the Department of Agriculture.

While the early appearance of an agricultural college was, under the circumstances, a natural development, the same could not be said for the foundation of the school now known as the School of Arts and Crafts. It is generally agreed that from the point of view of artistic and cultural development not much should be expected from young pioneering communities. The fact remains, however, that the first technical school of which we have any record in this State was the School of Design, founded under the auspices of the Society of Arts in 1861, twenty-five years after the beginning of settlement. Notable extension has taken place in the activities of this school since it became a unit of the technical branch of the Education Department. The development of this school is set out more fully in another section.

It is appropriate that the Chamber of Manufactures of South Australia should have played an important part in the introduction of technical education. The Chamber presented its first annual report in July, 1870; six years later the committee was engaged in the interesting project of devising some means to establish "evening classes for mechanics." During that year it was reported that "a large class has been formally enrolled for instruction in the principles of mechanical drawing." This class was held in the Training School, and was opened on July 20th, 1876. There was a formal inauguration, and it would appear that this humble beginning was the real initiation of technical education of an industrial type in South Australia. The class contained 160 students, and the teacher was Mr. C. Brews. So successful was the class that negotiations were entered into with the Council of Education, and three months after its initiation the Council took charge of the pupils, transferring the work to the Model School, Grote Street. Requests were received from other centres of population for the establishment of similar classes, and the Chamber of Manufactures regretted its inability to meet these requests.

The next activity of the Chamber of Manufactures in this direction was for the establishment of cookery classes, based on enquiries made by Mr. (later Sir Samuel) Davenport during his visit to England. These classes were actually established in 1877, but the management was undertaken by the ladies committee of the Servants Home. They were at first self-supporting. While the class on mechanical drawing continued to flourish, it would appear that the cookery classes

failed to continue. The committee of the chamber continued to press upon the Government and Parliament the need for systematic technical education "so requisite for the intelligent and efficient carrying out of those trade processes which form part of our mechanical industries." In addition, industrial exhibitions gave stimulus to technical education. A further considerable move forward was made in 1882 with the institution of a series of lectures and the selection of a suitable instructor in mechanical drawing at the School of Design, and in 1883 it was suggested that similar classes should be founded at Port Pirie, Gawler and Kapunda. The Chamber of Manufactures still retains a keen interest in technical education, and each year contributes generously to the prize and scholarship funds of the Apprentice Trade Schools and the School of Arts and Crafts.

Scarcely one report of the Chamber of Manufactures in those days omitted to bring forward fresh evidence of the need for technical education as well as evidence of its activities in the direction of museums, and of classes or lectures to further that object, and in 1887 a comment of the Honourable the Minister of Education, Dr. Cockburn, is quoted to the effect that "teaching should tend in the direction in which the life work of the majority of pupils will lie." It was then proposed to establish a workshop for the training of boys (this possibly was the beginning of the S.A. School of Mines and Industries). In the report of the board, dated June 21st, 1888, there is a special report from the "board of Technical Education," and here were outlined the general conditions under which the S.A. School of Mines grew. The actual establishment of the School of Mines and Industries had been part of the Playford Government's policy, and after careful examination and recommendation by a technical education board classes were organized, and the school opened in March, 1889, in the Jubilee Exhibition Building, North Terrace. The Act providing for its establishment was assented to December 17th, 1892, some time after the classes were in actual operation. The school was and is, governed by a council of twelve members appointed by the Governor in Council. Dr. J. A. Cockburn (afterwards Sir John Cockburn) was elected president, but almost immediately became Premier. His place as president was taken by Mr. J. L. Bonython (now Sir Langdon Bonython), who had played so important a part in founding the school. Sir Langdon has guided the destinies of the S.A. School of Mines and Industries over a period approaching half a century, and throughout that time has also exercised a great influence on the development of technical education generally throughout the metropolitan and country districts. In 1903 the school of Mines was transferred to the present building on the corner of North Terrace and

Frome Road, and in 1934 a considerable extension of domain was granted to the school for future extensions. There has grown up a close correlation between the School of Mines and the University on the one hand, and the School of Mines and the industrial community on the other hand.

The story of the origin of country technical schools is no less interesting. Here again we find that local public opinion proceeded ahead of the State Education Department. It was apparently not then considered a proper function of the State Education Department to provide technical education. On July 31st, 1888, the late Edward Potter, of Gawler, led the way in founding an assaying club. This club had much vitality, and later grew into the Gawler School of Mines, which was in 1917 taken over by the Education Department, and became the Gawler Technical School. A beginning was made with technical classes at Kapunda on July 8th, 1891, and classes were opened at Moonta in the same year. The interest in technical classes in these centres had been aroused by the local mineral wealth and by the fascination of the study of mineralogy and metallurgy. In 1894 Mount Gambier instituted enquiries concerning a technical school, but the first classes were not opened there until ten years later. The Port Pirie School of Mines was officially opened in 1901. The various country technical schools carried on in a more or less haphazard way under local guidance, with Government assistance, until the passing of the Education Act of 1915. At that time there were so-called Schools of Mines and Industries at Mount Gambier, Gawler, Kapunda, Moonta, and Port Pirie. These were taken over by the Education Department in 1916, and their titles were altered to Technical Schools. In the following years schools of similar character under local advisory councils were opened at Kadina (1922), Wallaroo (1922), Murray Bridge (1924), and Mannum (1924). These schools still exist, and carry out important work of increasing scope and value, providing voluntary classes for young men and women in various branches of commercial, scientific, trade, domestic, and art education. During the years they have been under the Education Department the work has greatly increased and extended.

No account of the work of the technical branch of the Education Department would be complete without mention of the extensive work done for the vocational training of returned soldiers under the Commonwealth scheme during the years from July, 1918, to April, 1922. In this case the whole of the funds were provided by the Commonwealth, and the work was carried out under the control of the Superintendent of Technical Education, Dr. C. Fenner. This involved the establishment and equipment of five separate trade vocational

schools, in which 1,346 soldiers received continuous and intensive training in the following trades: carpentry, woodworking machining, fitting and turning, blacksmithing, electrical fitting, harness making, body repairing, plumbing, sheet-metal working, cabinet making, polishing, upholstering, bricklaying, plastering, signwriting, boilermaking, leather bag making, woolclassing, and commercial work. The majority of these men had been denied the means of acquiring a trade training owing to their early enlistment, and the greater number of them were ultimately absorbed into industry in the trades named.

The Adelaide Technical College, with its four associated trade schools, was founded in 1927, and is dealt with in the section that deals with the special developments arising from the Education Act of 1915.

PART SIX: A RESUME OF STATE SECONDARY EDUCATION —CONTINUATION CLASSES AND HIGH SCHOOLS 1908-1936.



THE commencement of State secondary education in South Australia was slow in coming. Prior to 1908 there were no secondary schools established by the Education Department, but a start was made with advanced classes in certain primary schools. These "tops" gave a form of super-primary education, limited in scope; the schools were inadequate in equipment and staffing. In 1907 the then Director of Education, Mr. Alfred Williams, was sent abroad, and, on his return, the first high school, the Adelaide High School, was opened in 1908, with Mr. W. J. Adey as headmaster. Country "continuation classes" had been established under the supervision of primary school headmasters, to whom were allotted the most highly qualified assistants available, few of whom at that time held University degrees. The first of these classes, all of which developed into district high schools, were at Gawler, Gladstone, Kadina, Kapunda, Moonta, Mount Gambier, and Petersburg (now Peterborough).

When Mr. McCoy became Director he appointed Mr. Adey Superintendent of Secondary Education. The country high schools were separated from the primary schools, and were better equipped, staffed and inspected. Teachers still received only two years training at the University, but were encouraged to complete their degrees while engaged in teaching. As an indication of the growth in attendances the following increases over a period of twenty-five years are typical: Adelaide High School rose from 355 to 1,200; Kadina High School, from 26 to 162; Murray Bridge High School, from 27 to 150; Mount Gambier

High School, from 19 to 126; and Victor Harbour High School, from 29 to 69.

With the increase in numbers, up-to-date buildings were gradually erected in most of the country centres, and this building programme is still proceeding. These new schools are equipped to meet the needs of the changing curriculum, which now includes courses in agriculture, applied science, domestic arts, wood-work and arts and crafts. The training of teachers has kept pace with the changing needs. A four-year course at the Teachers College and the University provides the necessary highly qualified teachers in arts, science, agriculture, and commerce.

From the extra-curricular activities have sprung a variety of interests which in time must profoundly affect the nature of the curriculum, as they really come from a desire to express in action the ideas of the classroom. The school workshop is the centre of such activities, which include the making of apparatus, photography, the development of wireless and cinema technique dramatic performances with accompanying stage effects and lighting, musical appreciation, geological, geographical, and botanical excursions, science clubs, debating societies, school magazines, and home projects. These indicate a vast change from the time when, as Stephen Leacock said, "the students sat for four silent years like frogs full of shot." There is now an opportunity for most of the students to show their initiative, to follow a prevailing interest, and to develop a hobby which may give lifelong interest.

The high school of to-day is a centre of culture in the district to which it belongs, and from it spreads the leaven that in time will influence the whole community and unite the country in devotion to the same lofty ideals, no matter what the occupation the student takes up. The old scholars' associations are strengthening the link between parents and school, bringing cultural interest and healthy social life to the cruder manifestations of the youthful vigour of former days. The experiment of the folk school at Murray Bridge has met with encouraging success. Over two hundred people of all ages, coming from miles around, sustained their interest in a course of lectures on the "world around us" throughout the winter evenings. These lectures were given by local experts and city specialists teachers, and comprised subjects so diverse as the living cell, the growth of the mind, and John Masefield.

Last, but not least, the high schools provide an open door to all occupations including the highest professions, provided the student has the ability and the will to succeed. These privileged ranks, which were once open only to the sons

and daughters of people with means, are now accessible to the humblest, the lowliest, and the poorest. What of the future? In view of the tremendous advances made in the short period of twenty-five years, one can only vaguely imagine the vast possibilities for the good of the community that still lie dormant but potential in the State system of secondary education.

PART SEVEN: HOW EDUCATION HAS BEEN MODERNIZED BY THE DEVELOPMENTS FROM THE EDUCATION ACT, 1915.



IN 1910 a Select Committee was appointed by Parliament to report on the best means to make available facilities for higher education at the Adelaide University. This Committee later grew into a Commission to report on higher education generally. The sittings extended over four years, and included the taking of evidence in several States outside South Australia. Out of that Commission's enquiries and recommendations there developed the most important and most progressive of the Education Acts of the State, namely, the Education Act, 1915. Later, the Technical Education of Apprentices Act grew out of the same Commission's report, and most subsequent educational legislation has been influenced by its findings.

The 1915 Act reorganized the Education Department, recognizing a Director of Education as the chief administrative head, and providing for the appointment of superintendents of primary, secondary, technical, and agricultural education. At the same time the system of local advisory bodies for primary schools throughout the State was greatly altered, and the appointment of school committees and councils was made more democratic and more rational—so much so that there has since been a greatly increased interest and activity on the part of councils and committees in furthering and supplementing the activities of the Education Department. Provision was made for an advisory council of Education, representative of the various interests of the community, and a Classification Board to classify public school teachers was also provided for.

Since the passing of the Act, and made possible by it, there has been a greatly increased range of activities in the Education Department. Secondary education already in existence, was given fresh life by its provisions, and has now extended throughout the whole State a system of district high schools, as elsewhere described, with special stress upon agricultural subjects in certain districts.

There had been some recognition prior to 1915 of the necessity that an Education Department should care for the physical health of the scholars, but

this recognition itself grew out of the Commission's enquiries, although it antedated the Education Act. Gertrude Halley, M.B.,Ch.B., was appointed first Medical Inspector of South Australia in March, 1913. In 1906 Dr. Halley had inaugurated medical inspection in Tasmania, the first State in the Commonwealth to have this work carried out. The scheme of medical inspection in South Australia was mainly utilitarian. The assumption was that since the State demanded compulsory attendance at school, therefore it was the State's duty to see that the children were physically fit. No treatment was undertaken, parents being notified of defects and urged personally at mothers meetings and by the teachers to obtain medical attention.

For twelve years Dr. Halley worked alone, assisted only by a school nurse. In spite of this, children in the country were not neglected. Schools were visited from Oodnadatta in the far north to Mount Gambier in the south-east, from Renmark in the east to Fowler's Bay on the west coast. Notification and control of infectious diseases in schools were also under the medical inspector in conjunction with the Central Board of Health. The condition of the children's teeth was so bad in the country, where dental attention was impossible, that the necessity for a dentist was urged, and in 1921 Dr. Arthur Moore was appointed as school dentist. The problem of the mental and retarded child in ordinary classes was also a matter of great concern. Repeated reports were furnished, the matter was also brought before the Advisory Council of Education, and a preliminary survey of the mental age of many children was made. As a result, in 1924 Dr. Constance Davey was appointed to take charge of these children in the schools. In 1925 a staff was appointed for medical inspection. This staff consisted of a principal medical officer and five medical inspectors, four being women, four school nurses, and three dentists, two for the country districts and one in charge of a dental clinic, which was opened in the premises occupied by the medical branch. Dr. Halley resigned in 1931, and Dr. William Christie was appointed as Principal Medical Officer in her place.

The growth of technical education has been equally marked, although a proportion of this is in schools that are not under the control of the Education Department. The hitherto independent country technical schools have been taken over and reorganized. In addition, several new types of super-primary schools have been founded, including boys' central and girls' central schools, while new life and increased scope have been given to the School of Arts and Crafts, and to the girls' central art school associated therewith. The central schools were founded wholly in the metropolitan area, and were first established

in 1925 at Thebarton, Hindmarsh, LeFevre Peninsula, Croydon, Goodwood, Unley, Nailsworth, and Norwood. Since then the Hindmarsh school has been discontinued. The other schools are large and flourishing, fulfilling an important function in providing pre-vocational courses of various types for boys and girls. Similar facilities are being developed at Port Pirie. The specialty of these schools has been the high excellence achieved in drawing, design, and craft work. Under this Act also greater encouragement was given to the establishment of woodwork centres and domestic arts centres for the upper grade boys and girls in primary schools. By the year 1936 there were established twenty-four separate woodwork centres and thirty-eight separate domestic arts centres, while at 310 small country schools woodwork was taught, and domestic arts classes were conducted at sixty-six small country schools. In 1935 a total of 8,496 boys attended woodwork classes and 7,643 girls attended domestic arts classes.

The Thebarton Junior Technical School for boys was opened in 1924 with an enrolment of 105 boys. In 1935 this had grown to an enrolment of 450. The school is housed in an excellent modern building, with up-to-date workshops and laboratories, and provides a good modern course of secondary education with a strong practical bias. This school has attracted attention by the success of its courses and also by its special efforts to secure, by a variety of means, the development of individual freedom among the scholars, with a view to increasing their powers of resource, independence, and initiative.

The Technical Education of Apprentices Act arose as a separate piece of legislation, described in detail in Bulletin No. 1 of the Education Department. It led the way for this type of legislation in Australia, and has satisfactorily operated for about eighteen years. This Act requires all apprentices to attend technical classes for six hours per week, for the first three years of their apprenticeship, portion of this training to be obtained within their working hours. Close co-operation with industry is ensured by a number of special advisory trade committees, headed by an Apprentices Advisory Board. The Act has functioned harmoniously throughout, and has rendered special value to the State in the difficult days of the depression, when in many cases school workshops provided the only means for keeping alive the spirit of skill and craftsmanship in many industries.

The apprentice classes under this Act had a somewhat varied career during their opening years, so far as accommodation is concerned. By courtesy of the School of Mines council, the woodworking and ironworking classes were commenced in the workshops and classrooms of that institution in 1919. In the

same year the Printers Trade School was established in a disused draper's shop in Brown Street. The woodworking and ironworking classes later grew beyond the facilities that could be made available at the School of Mines, and were transferred to the old Benevolent buildings in Kintore Avenue. When these buildings were required for immigrant boys, the apprentices were sent to the then unused technical school buildings at Thebarton, where two or three of the classes are still conducted. The Plumbers Trade School was established in 1926 in the School of Mines premises in Frome Road, where it still continues. In 1927 the Adelaide Technical College was established in Kintore Avenue in appropriate and well-designed premises, and three trade schools—the ironworkers, the woodworkers, and the printers—accommodating the apprentices of fourteen associated trades, have since been successfully carried on there. The year 1936 witnesses an increased activity in the apprentice schools and a likelihood of the extension of training to other industries not yet included, as well as the incoming of a system of trainee-apprenticeship in the motor body-building trades.

Altogether it may be said that the Education Act of 1915, together with the subsidiary Technical Education of Apprentices Act, has given to South Australia great possibilities for the extension and modernization of education, and to a very high degree these opportunities have been availed of.

PART EIGHT: AN ACCOUNT OF THE ADELAIDE UNIVERSITY —ITS WORK, ITS BUILDINGS AND ITS BENEFACTORS, 1874-1936.



THE University of Adelaide was established by Act of Parliament in 1874, and Royal Letters Patent declare that the degrees granted by it shall be recognized as academic distinctions, and be entitled to rank, precedence and consideration throughout the British Empire, as if granted by any University in the United Kingdom. The University owes its origin very largely to the munificence and public spirit of the late Sir Walter Watson Hughes and Sir Thomas Elder, G.C.M.G., from each of whom a gift of £20,000 was received for this purpose. Parliament provided in the Act of incorporation, 1874, for an annual grant from the public revenue of five per cent. on the capital funds possessed by the University, but not to exceed in any one year the sum of £10,000; this limit has since been extended to £20,000. Under the authority of the same Act an endowment in land of 50,000 acres and a grant of five acres in the City of Adelaide as a site for the University buildings, were given. The country lands were subsequently repurchased for £40,000 by

the Government; but the original site has been extended by further grants from time to time, and now comprises an area of twenty-seven acres. In 1911 Parliament made an annual grant of £4,000. The main advance was made at the end of the war, when Parliament provided an additional annual grant of £20,000. In 1926, on the occasion of the jubilee of the University, the Government presented it with the Physics and Engineering Building, which had cost about £49,000.

At first the professorships founded in the University were four in number. There are now chairs in classics and comparative philology and literature, philosophy, political science and history, engineering, physics, anatomy and histology, bio-chemistry and general physiology, chemistry, botany, law, music, pathology, mathematics, geology and mineralogy, zoology, English language and literature, agriculture, agricultural chemistry, human physiology and pharmacology, and economics.

Sir Thomas Elder, who in 1883 gave £10,000 towards the foundation of a School of Medicine, died in 1897, bequeathing to the University the sum of £65,000, his total gifts to it amounting from first to last to nearly £100,000. By his will £20,000 of the bequest was apportioned to the School of Medicine, £20,000 to the School of Music, and £25,000 was made available for the general purposes of the University. The Elder Conservatorium of Music was accordingly established in 1898, and the present building was completed in 1900.

In and after 1892, Mr. Robert Barr Smith presented to the University £9,000 for the purposes of the Library, and the sum of £11,000 was afterwards added by his family to provide a permanent endowment. Accommodation for the Library having become inadequate, Mr. T. E. Barr Smith provided the sum of £35,000 for a new Library, which he desired should be associated with the memory of his father.

In 1914, Mr. Peter Waite, with a view to advancing the cause of education in agriculture, forestry, and allied subjects, transferred to the University his estate at Glen Osmond, comprising an area of one hundred and thirty-four acres and a mansion house. In 1915 he supplemented his gift by the addition of the adjoining estate of Claremont and part of Netherby, so that the whole area is now about three hundred acres. To provide funds to enable these gifts to be effectively used, Mr. Waite, in 1918, transferred to trustees, for the University, certain shares in Elder, Smith & Co. Ltd., which have since been realized. Extensive laboratories have been built with the gift of £10,000 by Sir John Melrose; and members of the family of the late John Darling gave a further

sum of £10,000 for a soils research laboratory. The council was assisted in equipping these buildings by a gift of £2,000 from Mr. J. T. Mortlock.

The Waite Institute, besides its general investigations into agricultural problems, is conducting various researches in co-operation with the Council for Scientific and Industrial Research.

The University bears the responsibility of educating and training graduates for all the professions, and has been assisted in doing so by many splendid gifts; the private contributions for all purposes since its foundation amount to over £650,000. The steadily increasing numbers of students in all the courses has necessitated large and costly additions to the University buildings besides those already mentioned, the chief of them being the Prince of Wales building for Science in 1901, which was extended in 1923 to provide for the extension of the Geological department, the Anatomical School in 1902, and the Darling building in 1919. The erection of new chemical laboratories in 1932 was made possible by the bequest of the late R. L. Johnson. Sir Josiah Symon in 1926 gave the sum of £9,500 to provide the Lady Symon building for the Women's Union, and in the same year the Refectory and portion of the Men's Union building were erected.

PART NINE: THE FIRST CENTURY OF OUR INSTITUTES— HOW DR. GEORGE BIRKBECK'S SYSTEM WAS INTRODUCED



HE seeds from which the South Australian Institutes really sprang were first sown in England by Dr. George Birkbeck (1776-1841) during the twenties of last century. Birkbeck, who had been trained for a medical career, had become a professor of physics at Glasgow. He joined with other reformers, such as Brougham, Bentham, and Cobbett, in giving the workers opportunities to help themselves to the knowledge contained in books. In London, Birkbeck founded the first Mechanics Institute, where workers could attend night classes and borrow books from a library. This form of instruction soon spread like wildfire over Britain, and even the misleading designation "mechanics institute" was adopted in the Old Land, and is still used in some country towns of this State and Victoria, although there may not be a subscriber on the roll of the institute who could claim to be a mechanic.

A century ago England was under a cloud of financial depression—an ill not unknown in our own times—and the hearts of all who love their fellow men were touched by the poverty of the workers. To relieve the distress in what was

then an over-populated land, Edward Gibbon Wakefield (1796-1862) drew up his scheme of colonization under which the Province of South Australia was established. The founders of this State were men guided by high ideals, and they realized how necessary it was to make provision for the cultural as well as the material needs of the colonists. In September, 1835, more than a year before Governor Hindmarsh proclaimed the Province at Glenelg, the South Australian Literary and Scientific Association was formed in London, and began collecting books for the colonists. Its president was Colonel Charles J. Napier, whom the British Government desired to be the first Governor of South Australia. He, however, declined the responsible position, went to India, and there gained a high reputation as a soldier.

The books, which were carefully selected, many dealing with travels and the problems confronting colonists, were taken to South Australia by the ship *Tam o'Shanter*, which arrived on November 26th, 1863, several weeks before Governor Hindmarsh read the proclamation at Glenelg. Last year the books were placed on a special table at the Adelaide Public Library, where they were inspected by many readers, who were interested not so much in their contents as in the fact that they were the nucleus of the hundreds of thousands of books now available in the libraries of institutes in South Australia.

A few months after the books arrived they were placed in a small wooden house erected on a part of the site where the palatial Adelaide railway station now stands on North Terrace. This wooden house was the first institute building in South Australia. Its members added their own spare books and newspapers to the embryo library. One may imagine that the newspapers would be of great interest to the exiles, although the European news would be many months old. The years, however, of this humble institute were brief. Governor Gawler's optimism in spending money on public works brought the inevitable result, and soon the colonists found themselves in the bleak shadow of a financial crisis, and for a few months it seemed that infantile paralysis would close the career of the young settlement. However, the wheat industry was established, the copper mines at Kapunda and Burra added to the prosperity, and the hopes of the colonists revived.

In 1848 the South Australian Subscription Library and Mechanics' Institute was formed. Subscribers paid £1 a year, and generous donors who had become wealthy helped; J. B. Graham, whose shares in the Burra mines had yielded big dividends, and John Ridley, the Hindmarsh miller and inventor of

the reaping machine, each gave £100 to the funds of the new institute. In a year or two, however, this library ceased to function, and readers turned to the Government for help.

In 1856 an Act was passed by which the South Australian Institute was made an incorporated body and given the power of affiliating with other institutes; a board of governors was appointed to administer the affairs of the incorporated body; and the sum of £500 was voted for the board to spend in specified ways.

The 29th January, 1861, marked the opening of an interesting chapter in the history of our institutes. On that day the well-known building on North Terrace, now occupied on the ground floor by the Adelaide Circulating Library and on the first floor by the Institutes Association, was opened by the Chief Justice, Sir Charles Cooper (1795-1887). Both he and the Governor of the day, Sir Richard Graves MacDonnell (1814-1881) were staunch supporters of the institute movement. The citizens of Adelaide felt very proud of their new building, which is an example of the stucco edifices that had a vogue in Adelaide during the sixties of last century; moreover it was the first of the stately buildings now erected on that section of North Terrace extending eastward to Frome Road.

The remaining account of the institutes must be told briefly. The Act of 1863 made provision for certain societies affiliated with the institutes to secure representation on the board of governors; the same Act took from the board the control of the Adelaide Circulating Library, and gave it to the committee elected by its subscribers. In 1909 another Act was passed, the main feature of which was to place the management of the country and suburban institutes under the control of the Institutes Association, its council taking the place of the board of governors.

PART TEN—A RECORD OF EDUCATIONAL DEVELOPMENTS IN THE DECADE FOLLOWING THE ORIGINAL PUBLICATION



TEN years have elapsed since the first publication of "One Hundred Years of Education," years which have included the second great war in which Australia has been concerned. This period, however, has not been barren of educational progress; the strain of the war years seems to have called forth a more eloquent and effective expression of the ideals of the people than is seen in the calmer days of peace. In South Australia as in many other parts of the world the progress of education has been marked by a number of Legislative Acts and individual efforts that should make possible even greater developments in the future.

The Director of Education, Mr. W. J. Adey, C.M.G., went abroad in 1936 to study educational developments in England and America. In the same year the Australian Council of Education was established, consisting of the Ministers of Education of all States. This Council was assisted by an Advisory Standing Committee of the Directors of Education and Superintendents of Technical Education. The Council had originally to explore the possibility of Commonwealth assistance for Technical Education, it has now widened its activities, however, and considers major matters of policy in all forms of education, and in 1945 the Commonwealth Government expressed its willingness to join the activities of the Council.

The Centenary celebrations were marked by various educational functions throughout South Australia, educational weeks and festivals culminated in a demonstration on the Adelaide oval of a pageant of Empire in which many thousands of school children participated, providing a picture of colour, youth and vigour that will long be remembered.

The Superintendent of Technical Education, Dr. Charles Fenner, in 1937, was able to make a world tour by means of a Carnegie Visitors Grant.

Endeavouring to provide technical training for young men who had suffered from the depression that preceded these years, Commonwealth and State Governments co-operated and set up classes for training the dispossessed youth of the depression in skilled trades. By the end of the year some 200 men were in attendance. This scheme continued throughout 1938 and 1939 and did much to restore confidence in themselves of the young men who took advantage of the classes.

The first Area school was established by the fusion of the Balhannah and Oakbank schools in the Adelaide hills in 1938. This was followed by other Area schools in country districts and by 1945 fourteen such schools were functioning. In each case they were established by the closing of a number of small schools and the gathering of the children together, by means of buses owned by the Department, into one large central or Area school. It was thus possible to provide for children in small country towns the facilities such as workshops, libraries, science laboratories, etc., previously possible only in large towns and cities.

Mr. Adey retired from the position of Director and was succeeded by Dr. Fenner in 1939. The Public Examination Board was reconstituted that year to provide for a representative body consisting of eight members representing the University, eight representing the Education Board, and eight representing private school interests.

An organizer of the National Fitness Council was appointed in 1939, and vocational guidance and placement received new vigour by the appointment of a young man with sound training in statistical methods and research.

One of the outstanding developments in 1940 was the launching of the Commonwealth Technical Training Scheme by which the Education Departments in the States, with Commonwealth aid, set up training classes to provide skilled technicians for the munitions and aircraft industries and the fighting services. Hundreds of skilled instructors were recruited from industries, special buildings were obtained on loan or rental, equipment was provided and during the course of the war this Scheme in South Australia was responsible for the training of approximately 20,000 men.

Educational development was not confined solely to defence problems. A separate Act of Parliament provided for the setting up of the Public Library, Museum and Art Gallery as three separate departments. Much attention was paid to school broadcasts in co-operation with the Australian Broadcasting Commission, and the Education Department's film library continued to expand and visual education to become more popular in all of the larger schools. The old Central schools were abolished and twelve Junior Technical Schools set up with independent headmasters and headmistresses, giving new life to a very important branch of secondary education.

The development of Area schools had progressed sufficiently to warrant the appointment of a Superintendent of Rural Schools in 1941. In that year

also the Act providing for Religious Instruction in schools was put into operation. Increases were made in the number of Exhibitions and Bursaries available, Qualifying Certificate Exhibitions were increased from 100 to 400, Intermediate Exhibitions from 24 to 48, 12 Intermediate Technical Exhibitions were added and Leaving Bursaries were increased from 12 to 24.

An Act was passed in 1942 making compulsory the licensing of private coaching schools teaching trades, making it possible for the Education Department to peruse the activities of "mushroom" schools that previously had taught trades without proper equipment or qualified staff. The Act was welcomed by the schools in good standing and in several cases resulted in improved conditions being provided.

In the same year the Government set up a committee to inquire into Education in South Australia. This consisted of the Parliamentary Draughtsman, Mr. E. L. Bean, M.A., Chairman; Mrs. Harley Hooper, President of the National Council of Women; Dr. H. H. Penny, Senior Lecturer at the Teachers College; and Mr. J. F. Ward, M.A., Headmaster of Prince Alfred College as members. The Committee began taking evidence early in 1943 and presented its first interim report on the 16th May, 1945.

Four curriculum boards within the Education Department were appointed in 1943 to examine the curricula in high schools, technical schools, area schools and primary schools.

Accommodation for teachers in country districts was relieved by the provision of a women teachers' residence at Port Pirie, and five residences for assistant teachers were built at Whyalla. The qualifying certificate was abolished in 1943 and replaced by a progress certificate. This measure did much to remove the rigid control by examination of the primary schools. It was followed by a new primary curriculum in 1945 and a spirit of freedom began to develop in the primary schools. A senior correspondence school for technical and commercial subjects was established with the aid of Commonwealth funds in 1943.

Continued expansion of the Area school movement took place in 1944, large land purchases were made by the Government for additional secondary and primary schools in city and country areas and for school residences, and an organizer of libraries was appointed to stimulate the planning and development of libraries in all types of schools.

The publication of the first report of the Education Inquiry Committee and the appointment by the Federal Government of a Federal Director of Education, and the setting up of a Federal Department of Education took place in 1945. By this a movement which had been stirring throughout the war years received concrete expression. The Committee's report dealt with the requirements and training of teachers, training in the schools, the advancement of primary teachers and matters of general administration. At the time of printing the Committee was considering secondary education.

The Federal Department of Education, with Professor R. C. Mills as Director, will be concerned with the work of the Universities Commission, with research and the provision of essential statistics, with establishing and maintaining liason on matters relating to education with other countries and the States, and with advising the Commonwealth Government concerning the grant of financial assistance to the States for education purposes.

The great world war has now ended, and in South Australia as in many other countries men and women are hoping that a new era of peace has dawned. The steady advance in education is an indication that the people are determined that this great instrument for the emancipation and development of the human mind must play an even more important part in the life of the community in the future than it has in the past.

Publisher's Note—Since the foregoing article was written the Director of Education, Dr. Fenner, has retired because of ill health and Colonel Evan Mander-Jones has been appointed to the position.

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APPENDIX

Containing Graphs relating to Government Assisted Schools

