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The History of the Development of Education in Western Australia 1829 - 1923

DONALD HAMILTON RANKIN
M.A., Dip. Ed.

1926
PERTH, WESTERN AUSTRALIA

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To the

MINISTER OF EDUCATION (The Hon. J. M. Drew)

The Members of the Teachers' Union (W.A.)

The Teachers of all Schools (Public, Secondary, Private, Religious)

And the

HON. SIR WALTER JAMES

whose keen appreciation of my work first prompted
me to be interested in matters appertaining
to Western Australia, this book
is

Dedicated

PREFACE.

It was by no means easy to obtain information regarding the early Educational History of the West. For many years the struggle for existence seemed to have been uppermost in men's minds and the records of Educational work were neglected. However, from a perusal of the documents of the early History of Westralia I was able to glean some matter.

The "Perth Gazette," which was started in 1833, helped me considerably and the "Enquirer" begun a year later gave me some particulars. Most of the early Histories have not alluded to Educational affairs but a few were of assistance. The later newspapers, the stories of the Public and Private Schools, various Church Magazines and booklets, etc., provided useful matter.

From 1872, the Reports of the Educational work of the State have been published and I used the information supplied there rather liberally. Hand-books published by the Department in 1877, 1879, 1890, 1895, 1898 and 1924 were used for comparative purposes.

A composition of this sort required the services of others to facilitate the use of authorities and I have to thank Mr. J. P. Walton, formerly Chief Inspector; Mr. Steere (Parliamentary Library); Dr. Battye, Public Library; Mr. Miles, Inspector, Education Department; Mr. Rooney, Principal of the Training College; and Mr. C. Andrews, Director of Education, who gave a written permit to view the working of the Schools of the State.

I am no less indebted to the various Headmasters and Headmistresses of primary schools for their kindness in allowing me to see the working of their schools and in supplying me with the answers that a production like this requires.

I am furthermore deeply obliged to Miss D. Green, Mr. C. Carne and Mr. E. P. Clarke, M.A., for their kindness in reading the proof sheets.

I have made the work as complete as possible, as no other writer has yet attempted a full History. I may be excused for giving so much detail and for enumerating the facts in such careful chronological order. A general History might be more interesting, but the first History should be full, comprehensive and suitable for reference.

I trust that the Thesis may have the effect of making Westralians realise what a live educational policy and what a modern educational system dominates this big country. When such prepartions are made to secure an Educated Democracy the future and prosperity of the State are assured.

October 15th, 1924.

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CHAPTER I.

Education in its First Phase (1829-1847).

INTRODUCTION.

WESTERN AUSTRALIA is the largest of the States of the Commonwealth. Its area is roughly 1,000,000 square miles, or one-third of the Australian Continent. Its Colonised History began in 1827, and although it has not developed as it might during its life of 97 years, yet it has made sufficient headway to show what can be achieved. Western Australia is historically famous for its gold. Its vast areas admit of the development of our great Primary Industries: Wool, Wheat and Cattle. The population is not yet half a million, but it requires no great vision to foresee that before long our population will be doubled and trebled and that the West shall rank along with progressive countries. Money, industry and population are needed. The land is most productive, the country is vast enough to show every phase of climate and its Government is wide awake to the best interests of the State.

The people of the West are characterised by a firm belief in the great possibilities of their State. They are zealous advocates of all that will further the interests of their land and they are enthusiastic in their endeavours to fill the country with suitable immigrants—men and women who will help to build up the industries and develop the potentialities in order to make Western Australia one of the leading States of the Commonwealth.

The History of Australia has been frequently written and many writers have done justice to the epoch-making events in the story of Western Australia.

I propose to deal with the History of its Educational Development. This History begins with its early colonisation, but the records of the early phase are very meagre

and the population grew so slowly that many years elapsed before any general scheme of education was outlined. With the assistance of a few enthusiasts, I have been able to join together the disconnected links of information and I hope to offer to those who may be interested something that will be of service.

The History of Education in Western Australia differs from the History of most other States in this, that it began in a small way and continued in a small way for a long period. The first immigrants came to Western Australia in 1829, but it was not until 1871 that a really progressive step was made in Educational matters. In 1897 the bold and broad policy that is mainly responsible for the position to-day was begun, and although the State may be considered as satisfactory from an Educational point of view, yet we have only the outline of what can be accomplished when our State finds its right proportion of population. The population of Western Australia is a little over 360,000 and any considerable addition to these figures must vastly extend our Educational System. We have the machinery ready, working and waiting to cope with the larger numbers and these numbers will yet come. The numbers bring business and trade, trade means prosperity and prosperity opens up new channels for further educational development.

Our present Educational System tries to provide for the needs of all. It aims at an Educated Democracy. The boy of ability, no matter how poor, has the realms of knowledge open to him. The State will guard him and usher him from the Infants' School to the Primary—from the Primary to the Secondary School, and from the Secondary School to the University. Once there he can pick his course of study and follow it out. The State trains and equips him and holds him until he is the finished product—the professional man or the accomplished scholar, the leader, the expert. Our Modern School, our Secondary Schools and University have not been long in existence. As the years go on, the students of these must eventually become the leaders, the Statesmen, the Churchmen, and the leading business men of the State. An Educated Democracy must

give us a healthier and more wholesome condition of social organisation.

Our Educational position to-day is a matter of congratulation, but the steps by which all this has been achieved were slow though sure. The story of Education in the West is a gradual one. Each succeeding year meant very little more progress than the preceding year. Frequently there were instances of retrogression, but the Educational enthusiasts held on, and to their ideals, perseverance, fortitude and love of country (for surely the Educationalist is the truest and finest sort of patriot and the greatest benefactor that the country possesses) we owe our present Educational position.

Our story covers a span of 95 years. At first it centred around a dozen children. Population came very gradually, and there was for years no great stimulus among the people to have their children educated. Books were few, communication was slow and unreliable and many of the early settlers were frequently isolated and illiterate. They were content to make their experiences of an intense life, their substitute for Education. Our pioneers lacked the means of comfort and convenience, they were often without the implements of labour. They had little time for recreation and the usual amenities of life, but they always possessed that peculiar intelligence and stamina that were necessary in men who were to build up a new country. These men did their own thinking and formulated their own schemes without the ordinary aids that surround us to-day.

Ninety-five years ago, there were difficulties to be overcome, dangers to be met with and pressing wants to be supplied. There were few men to develop the country and to face the industrialism peculiar to pioneer days. The towns in the Colony were few and scattered, and the large holdings taken up by the first settlers separated the people and prevented any amalgamation of common interest or any general collaboration of effort. Until the Gold Rush of 1894 there was no boom to bring people to our shores nor any marked wave of prosperity to attract people to our land.

To the visitor the West is not prepossessing. It is a difficult matter to populate our State. Various immigration policies have been tried with partial success, but so far no masterly project for immigration on a scale of magnitude and earnestness has been put forward and tried. Immigrants are wanted by the hundred thousand. The invariably mild climate of Western Australia has been acknowledged to be its characteristic charm. The vast mineral resources that already have been discovered and utilised are but a fraction of what the State still possesses. Its virgin soil is capable of fabulous crops of food products. We have the land and the products and the markets, but the initial difficulties (more imaginary than real) gave the trouble. In 1829 the population was 850, after 95 years the population is 360,000. The goldfields rush was responsible for a big increase, for before that year, the number of people, according to the 1890 Year Book, was 48,502, whereas in 1900 the population was 179,967.

The progress of Education from 1829-1890 was comparatively slow. An inadequate population militated against any pronounced progress. The inadequate revenue of the Colony had to be husbanded with meticulous care and the money available for Educational needs was so meagre that even the few keen enthusiasts of the time found their efforts disparaged and their sphere of labour curtailed. The methods of education in those early days clung tenaciously to the ideas consistent with the three "R's" supreme reign. The abstract and literary methods pursued did not train the child to observe, appreciate, or reason. "The wonderful possibilities of childhood, as regards the development of faculty and the accumulation of the elements of all knowledge as food for the nurture and enrichment of the immortal mind, were a sealed book to most people."

There was amongst the early colonists a noticeable mutual interdependence of interests, labour and effort and there is evidence to show that the early settlers were fully alive to what the Colony was potentially rather than what it was actually. They foresaw that a generous optimism and a patient endurance of their hardships would in the

long run accomplish wonders in their newly adopted country.

It is now necessary to review a little of the foundation history of Western Australia, to realise how slowly the Colony grew, and to understand the difficulties that were in the way of any great progressive educational movement.

THE EARLY HISTORY.

In 1827 Sir James, then Captain, Stirling, arrived off the mouth of the Swan River in one of His Majesty's ships and effected a landing. He made a general examination of Perth and Fremantle and upon his report to the Home Government after his return a settlement at Swan River was decided on. In 1828 preparations were made to settle this new Territory that had been advertised in glowing terms. Encouraging promises were held out by the authorities at the Colonial Office and they created a sort of "Earth Hunger" in England among the best families and those in high positions. On June 1st, 1828, Captain Fremantle, in H.M.S. "Challenger," landed at the Port which has since borne his name, hoisted the British Flag and took formal possession. On June 1st, 1829, the transport "Parmelia" arrived with Captain Stirling in charge. He had been appointed Governor of the Colony and from that date the history of the Colony begins.

On August 12th, 1829, the site of Perth was decided on and about September the real work of settlement and subdividing the land was entered on. Mr. Thomas Peel arrived in December with 300 people in three ships bringing valuable stores and useful equipment. The Home Government gave Mr. Peel possession of a big area between the Swan and the Murray Rivers later known as the Pinjarrah District. For thirty years he lived on his magnificent but unimproved estate in solitary grandeur and died there in poverty.

Captain Stirling landed from the "Parmelia" with a staff of eight persons, ten artisans with their wives and families (making 69 in all), 51 head of cattle, 200 sheep, 33 horses, pigs and poultry and a large supply of fruit trees, plants and seeds. A few of the Staff were Peter Brown, Colonial Secretary, and Mrs. Brown and two children,

Lieutenant J. S. Roe, Surveyor, and Mrs. Roe. The first immigrant ship "Calisto" brought about 100 passengers, among whom the names of Leake, Samson and Scott have prominence.

In January, 1830, there were 850 people in Western Australia, but during that year 1,125 passengers, and cargo valued at £114,277 arrived.

Captain Stirling acted at first as Lieutenant-Governor under instructions, but with almost unlimited authority.

The History of the Colony is at first principally confined to Land Regulations and their consequences. In the year 1832, 1,349,209 acres had been allotted. Thomas Peel and others secured 250,000 acres, Col. Latour 113,000, and Governor Stirling 100,000 acres, in consideration of his not having any salary attached to his office. His salary, afterwards fixed at £800 per annum, was ultimately paid from the date of his appointment. The consequnces of this extravagant distribution of land was that the small population was widely scattered.

Governor Stirling commenced by making settlements at Augusta, Leschenault, Kelmscott, Guildford and in the Avon Valley. The want of system and concentration of strength tended greatly to neutralise the strenuous and persevering efforts of the Colonists, who for many years had to labour under adverse circumstances. Governor Stirling had considered as a result of his explorations that the land of the Colony was more fitted for pasture than for agriculture, hence the cattle and sheep owners wanted more extended runs and this caused a still greater dispersion of the small population, which in 1840 only amounted to 2,354 people.

In December 1832 "The Fremantle Observer" made its appearance, printed by Messrs. MacFaull & Shenton. In a shed belonging to Colonel Latour, the first newspaper was printed. At the other end of the structure the operation of grinding the first bushel of wheat grown in this Colony was carried on. Thus there was food for the mind at one end of the building and food for the body at the other. As it was difficult to get anything startling or

sensational, the publishers enlisted the sympathy of a Mr. Lamb as a contributor. This gentleman's effusions caused much consternation and excitement. His literary efforts, we read, were like "the roaring of a lion." In consequence of his lack of diplomacy a dissolution of partnership followed. Mr. MacFaull continued the production of his newspaper, but in order to do so without annoyance, moved three miles into the bush and settled at Hamilton Hill. The "Observer" lasted twelve months. The "Inquisitor," also of Fremantle, then started. On the 1st January, 1833, the "Perth Gazette" made its appearance, under the proprietorship of Mr. MacFaull. This paper was printed each Saturday and a copy cost one shilling.

I mention the particulars of the Early History to show how gradually the people came, and how separately they were established. If they all had fixed on Perth as their abode, then their Educational policy would have been easier to formulate. The people, however, began to spread apart immediately and hence it became difficult for the Colony to utilise the usual channels that have assisted the educational development of other countries

THE REV. J. B. WITTENOOM.

A month after the landing of the "Parmelia" with Captain Stirling on board, another boat the "Swanstead" brought with others, the Rev. J. B. Wittenoom, M.A., who soon became the Colonial Chaplain. Mr. Wittenoom was a Graduate of Brasenose College, Oxford, from 1807-1813, and then Headmaster of Magnus College, Newark, Nottingham. Notwithstanding this prominent position in England, he elected to give his services to the Colony just beginning.

Mr. Wittenoom (the grandfather of our Sir Edward Wittenoom) was a Minister, a Scholar, and a Teacher. He began his duties immediately and his first care was to build a small Church in which he conducted Divine Service. During the week, he gathered together for scholastic purposes the few children that Perth possessed. Mr. Wittenoom's work for the first children of his newly adopted

country makes him the Father of Education in Western Australia. For many years he continued his interest in educational affairs, but in addition he exercised a wide influence on the social and civil life of the slowly growing colony.

EARLY FOUNDATIONS.

On the 12th of August the first stone of the town of Perth was publicly laid and then the first Church soon appeared, but it is possible that a visitor to the Colony, the Venerable Archdeacon Scott assisted in the erection of the Church.

Towards the end of 1829 an Agricultural Society was formed (the present Royal Agricultural Society is its continuation) and this Society played an important part in the dissemination of agricultural knowledge, and in the early years of Western Australian History it was a strong factor in the direction of Public Opinion. It was the first Society in the New Colony and the records of its Meetings give valuable and reliable data for enabling us to understand the difficulties, trials, successes and progress of the heroic pioneers of this Western Colony.

THE FIRST SCHOLASTIC WORK.

School work for the first few years was of a most intermittent type, due to many causes, but instructional matter for the people was found as early as 1831 when the "Enquirer" appeared, and in 1833, when the "Perth Gazette" was published. In 1832 we find the inauguration of a Literary Society. Our first colonists were people from the better class in England, consequently it is not surprising that even in those early years considerable attention was given to intellectual work and culture.

With the completion of 1831, Western Australia passed the experimental stage and took on its permanent existence. From that date we have constructive development, but there were periods of depression interspersed. Frequently

financial stress retarded the best efforts of the Colonists to push ahead—nor must we forget that our pioneers had at times to withstand considerable annoyance from the aborigines.

The Colony is thus shown to be growing, and the evidence of its two weekly newspapers, its agricultural society, and immigrants arriving frequently, made it of the utmost importance that a systematic school should be established. In 1833, schools assisted by the Government were established at Perth and Fremantle. In the issue of the "Perth Gazette," February 9th, 1833, a notice appeared offering a guinea reward to the one who would give information leading to the conviction of the thief who stole School Books from the Church (L. T. Cook, Schoolmaster), and in the next issue of the paper, February 16th, there was a note to say that a school similar to those at Perth and Fremantle would be established at Guildford, and George Gladman, a recent arrival by the "Cygnet," had been appointed master.

In the issue of May 4th, 1832, notice appeared regarding a general meeting of the Subscribers of the Perth School to be held on the 13th of the month for the purpose of selecting a Schoolmaster, as the situation had become vacant. William Knight, Secretary and Treasurer, mentioned that a salary of 50 guineas, would be paid and that the master chosen should have the privilege of taking private scholars.

On October 26th, a notice inserted by the Directors of the Perth School reminded the subscribers and all who were interested in the support of the Perth School that the first year from the date of its establishment would close on October 31st and that a call would be made on the subscribers for renewal of funds to meet current expenses. On the 18th January, 1834, a meeting of Subscribers was held at the School House to augment funds, and a Government notice on August 30th of the same year gave a list of Schoolmasters at Perth, Fremantle, King George's Sound, Guildford, and Augusta—shewing that schools of some sort had been established in these localities.

THE WESLEYAN COMMUNITY.

The Wesleyan Community in Perth took its commencement from the arrival of the barque "Tranby," which arrived on February 3rd, 1830. The chief families were the Hardey's and the Clarkson's. They brought servants, farm labourers, stock and implements. The Peninsula Farm was allocated to them.

On June 22nd, 1834, the Wesleyan Chapel at Perth was opened by Mr. Jos. Hardey. The small Church was packed by a crowd of enthusiastic worshippers. In the afternoon the Chapel was utilised as a Schoolroom and some of the members of the Congregation attended regularly to instruct the children.

MEANS OF EDUCATION.

On February 17th, 1834, the Rev. J. B. Wittenoom opened in Perth a better class of School, but it was not a numerical success. Classics and English formed part of the curriculum. The same year Mr. L. T. Cook, who had been given charge of the first school in Perth, was appointed to the Fremantle Colonial Government School. He had the privilege to take private pupils, too, at his residence opposite the "Stirling Arms." He introduced Evening Classwork to augment his income and adults attended at his Academy from 6 o'clock until 8.

The population to June 30th, 1837, was as follows:—
Perth 590, Fremantle 382, Swan River District 524,
Augusta 32, Vasse 21; Grand Total, 2,032;
and of these 688 were under 14 years of age.

Tuition in some instances was given in several private families by either resident or visiting Governesses.

Nathaniel Ogle (F.G.S.), 1839, in his account of Western Australia says:—

"In point of Society, the settlement of Western Australia stands pre-eminent. The High order consists of families well born and well educated, and many of them men of rank in the army and navy. The elegances of life are sedulously cultivated by them and constitute a distinct feature in their intercourse. With taste and judgment they have formed associations (corresponding with similar establishments in their native country) which tend to accumulate and dispense the best information."

All the writers agree in their accounts of the moral courage, unmurmuring perseverance under great privations of the women who encountered the difficulties of the earliest settlers.

FIRST PRIVATE SCHOOLS.

From 1831 to 1843 several small private schools made their appearance, and perhaps the best of these was one opened by Mrs. Highfield. She included Plain and Ornate Needlework in the curriculum, and as her advertisement mentioned that "she prepared girls to keep store" she must have aimed at providing some form of a business school.

In July, 1841, Dr. and Mrs. Shipton set up an establisment for Young Ladies in Fremantle. In her advertisement Mrs. Shipton mentioned "that she was accustomed to tuition in England and in India where she had charge of upwards of 150 Young Ladies. She was prepared to receive a limited number of boarders and medical attention would be given gratis by her husband, Dr. J. Shipton." Later on she removed to Pakenham St. and later still advertised for residential students at "Hollydale," Canning River. Again, she opened a Day School in Murray Street, Perth. and finally in 1848 she was the Headmistress of a Day and Boarding School for young ladies in Hay Street, Perth. It is safe to say that this last opening must have been a success.

PROPOSED ACADEMY.

About the middle of 1841, a more ambitious scheme was projected by a few gentlemen, and this was the establishment of a Classical and Mathematical Academy to be named

"Wallingford" and situated at York. The aim was to have a big boarding school for the sons of the gentry, particularly for Englishmen resident in India. India was regarded as too warm for their children and the change to the cold of England was regarded as too sudden. York, W.A., would have the advantage of a bracing climate in winter and an ideal one in summer. The Principal of this College was Rev. J. B. Wittenoom and other instructors were Rev. W. Mears, A.B. Queens Coll., P. Barrow, Esq., and H. M. Lefroy, A.B. The School hours were from 9-12 and 3-5, and the pension for board and tuition was fixed at £100 per annum. The College was ready to be opened but a notice in the "Perth Gazette" deferred its opening and for some reason or other "Wallingford" continued to be the private residence of Mr. P. Barrow.

On July 15th, 1843, Wm. Coupland opened at Perth a Public Grammar School. Here he essayed to teach the English Language, Classics, French, Spanish, Portuguese, also Arithmetic. The visitors were the Rev. J. B. Wittenoom and the Hon. G. F. Moore. The terms were six guineas a year for English, Writing and Arithmetic, while the Languages, Dancing and Fencing were extras.

On February 24th, Mr. C. Browne opened a school at Mr. Waldeck's House, Hay Street, Perth. Mr. Browne had been connected with a large and extensive establishment in Dublin and had been educated at Trinity College. His curriculum included History, Astronomy, Chronology, and the Classics, and the fee was £8/8/-. Persons residing at a distance could be accommodated with Board and Lodging. A Night School was opened from 7-9 each evening for all those who wished to utilise an opportunity for improving their education.

1841-1847.

From the years 1831-1846 a few undeveloped assisted Schools tried to serve the needs of the Colony. The fact that the population remained so small militated against any great educational success. Furthermore, the life of the

pioneer was not favourable to intellectual training. The necessity of providing for himself and his own, food, clothing and shelter made exacting demands upon his time and energies, and his interest in his own intellectual advancement was unawakened.

In July, 1841, "Philomathes," in a letter to the "Enquirer" attacked the people for their indifference in educational matters. He deplored the fact that many parents were keener on having their children tend sheep than attend school. He suggested that a school should be erected on Point Walter. He wrote several letters to the Press and in them he advocated the formation of a Board of Education. "There are four men," he says, "with degrees in the Colony. Let them unite—form a Board—secure proper Teachers and pay them adequate salaries." He wished to see Education and Religion closely allied. The Board of Education advocated by him made its appearance in 1846, but until that date Education must be considered as being at a low ebb, for Schools and teachers were of the make-shift type.

In January, 1847, W. Dacres Williams began in Perth a Day and Boarding School on the Pestalozzian system and the hours were from 10-3. He further gave private tuition after Class from 4-6.

The Government School mentioned as operating in 1834 continued on in a desultory way until 1846, and then it seems to have failed. The master when appointed had to provide the school accommodation. The salary was at the rate of £50 a year and small fees were charged for children, but a report about 1846 showed that out of a possible 420 children of school age, some 120 were idle and were not being educated in any way. Up to this date there were in existence a Government School of 15 pupils, a Wesleyan of 40 pupils, a Roman Catholic of 90 pupils, and Private schools with 95 pupils, but in 1847 a decided educational advance was made.

On June 3rd, 1847, Lt.-Col. Irwin in his address to the Legislative Council said that it was proposed to keep the schools going as in the previous years, but it was important to have good schools at the seat of the Government.

A more attractive outlook for Master and Mistress with separate schoolrooms was essential if Education in the Colony was to make progress. Accommodation for Boarders should be left to a later period. The building he proposed to erect would cost £300 and it would provide them with a School-house suitable for present and future needs.

FIRST EDUCATION COMMITTEE.

He suggested the formation of an Education Committee and this was accordingly done. This, then, is the first systematic attempt to organise a Public School and the Government issued a Commission to the Rev. J. B. Wittenoom with Messrs. R. W. Nash, G. F. Stone, and F. Lochee to form themselves into a committee to consider the subject. On their recommendation two committees were appointed, one of ladies and the other of gentlemen. By means of of these Committees ample supervision would be exercised over the Girls' and Boys' Schools at Perth. In a few weeks the old Government School at Perth was converted into two effectively conducted schools which, they hoped, were established on sound Liberal Principles.

FIRST SCHOOL FOR NATIVES.

A school for Natives was established by the Wesleyans in 1840 and this seems to have been a fair success. Governor John Hutt addressing the Legislative Council on May 1st, 1841, paid a high tribute to the school conducted by the Wesley Mission. 25 boys and girls received instruction and the Government contributed a moiety. The Teachers were Mr. and Mrs. F. Armstrong. The Rev. J. Smithies was the Chief of the Mission, but he was assisted by a Board of Management made up of the following gentlemen:—

Messrs. J. W. Hardey, Jos. Hardey, Geo. Lazenby, F. Waldeck and G. Shenton (Secretary).

The hours of School were 2-4. Rigid scholastic methods were not suited to the native mind. The Rev. Mr. Smithies

made extensive use of the charm of music to instruct the natives, and Mr. Armstrong used to translate words and hymns into the native language. Each year a Public Examination would take place, and on the 15th November, 1843, one was held at which the Governor and the two Protectors of Natives, C. Symmons and T. N. Yule, were present. The native children were remarkable for their quiet demeanour and tractable ways. Considerable progress was made in the first rudiments. The girls had attained considerable skill in needlework. For a part of the day these native children, if old enough, were engaged at work with the settlers. The parents of the native children were always suspicious and panicky, and it required extreme care and wisdom on the part of the Managers to keep the school going.

The Committee of the Wesley Mission Society on June 23rd, 1842, furnished a report of the work of the Mission, and in this it praised the work of Mr. Armstrong. The Balance Sheet is as follows and may prove of interest:—

RECEIPTS.	£	s.	d.		£	s.	d.
Subscriptions	3	0	0	Schoolmaster	50	0	0
Grant of Colonial Government	95	0	0	Schoolmistress	25	0	0
				Rent	25	0	0
				Clothing	10	11	0
Wesleyan Mission Society	150	6	7½	Furniture, Soap, Etc.	7	11	6
				Food for 30 Native Children on Sabbath days and for those too young to work	126	11	7½
Total	£248	6	7½		£248	6	7½

When a serious mortality broke out among the children the Native Mission was removed to Wanneroo. As the malady continued, the native parents refused to give up any more of their children to death, as they put it. Medical Men attributed the mortality to the European habits of life in which they were being educated. The School was afterwards removed to York, where it did beneficial work for

fourteen years. Altogether a sum of £12,000 was expended on this native school before it came to an end.

The Rev. G. King conducted a Native School at Fremantle for some time. He kept it going by means of generous subscriptions, charity sermons and gifts. The home was exceedingly poor and the roof was unable to protect the children from the winter rain and the result was that one child died. This fatality was responsible for an enquiry and the Government came to the rescue and repaired the building.

Dr. Giustiniani, who was connected with Guildford and Upper Swan, founded a Native Mission, but without success.

Native Missions at New Norcia, Fremantle, Perth, Annesfield and Albany, and the schools started in Perth and Fremantle, gave the first proofs that the natives were capable of adopting the habits of civilised life and of conversion to Christianity. New Norcia and later on Beagle Bay Mission have demonstrated forcibly what can be done, but of this more anon.

CHAPTER II.

(1847-1871)
The Gradual Development up to 1871.

THE FIRST EDUCATION COMMITTEE.

THE first meeting of the Board of Education took place on August 31st, 1847, at the room of Mr. Wittenoom, and at that meeting it was resolved that the Rev. J. B. Wittenoom should be Chairman, and Mr. R. Nash, Secretary. The Educational position was then stated. The number of children between four and twelve was computed at 400. Of these over 100 were employed at home, and 230 attended school. The numbers in the various schools were given as follows:—

Government School (Boys under charge of Mr. Gibson)	10
Government School (Girls under charge of Mrs. Gibson)	3
Private School conducted by Mr Williams (both sexes)	30
Private School conducted by Mrs Lambley	20
Private School conducted by Roman Catholics (Girls), two-thirds Protestant	60
Private School conducted by Roman Catholic (Boys)	30
Private School conducted by Mrs. Torrens (both sexes)	20
Private School conducted by Mrs. Shenton (both sexes)	7
Private School conducted by Miss Sutherland (both sexes)	6
Private School conducted for Methodists by Mrs. Highfield	40
Private School conducted by Mr. Wittenoom (Boys)	4
	230
Number idle and uneducated	70

The Committee decided:—

"(1) That the Perth Public School be formed to be a model for others. Salary to be fixed on and increases to be made in proportion to pupils.

(2) Instruction to be free to a certain degree.

(3) Visitors to be provided.

(4) The Principle of the Colonial Schools to be to provide a secular and scriptural education for all."

Meetings of the Education Committee were held each week for a while, and as a result, a scheme was formulated. Mr. Gibson, who was the Teacher in the Government School, was pessimistic about the future of such schools. The inadequacy of the salary, £60, the difficulty of getting an admixture of ranks in the school, the lack of interest on the part of the parents, and the poor premises gave him small hope that the school would be a success. The gentry were unwilling to have their children associate with those of shopkeepers. If no charge were made then the school was admittedly a charity one. The Girls' School had declined from 20 children to 3 children. At the fourth meeting of the Committee, the Rev. J. Smithies attended and as a result of his assistance, many difficulties were solved and the Government School made a start under a new regime. As Mr. Gibson was above his work—he was unfitted for the Colonial Schools and one who took no pains to teach the rudiments—Mr. Dacres Williams was appointed to the charge of the Government School. For school premises the Court House was used. Mrs. Lambley was appointed Teacher of the Girls' School and the ladies who formed a School Committee were Mesdames Irwin, Moore, Roe, Nash, Sutherland, Wittenoom, Drake and Smithies.

THE PERTH BOYS' SCHOOL.

Mr. Dacres Williams accepted the position on the condition that the Committee would buy his school stock at invoice price and that he should have medical attendance free. Thus his school and the old Government School were joined and under the new regime the Perth Boys' School and the Girls' School opened on September 19th, 1847. There were 44 boys and 36 girls present. On October 2nd the numbers were—Boys 58 and Girls 54. Children were to pay 2d. or 6d., but in no case was a family to pay more than 1/- a week. The Government was to pay the Master £50 a year and the Mistress £30, the fees of the children would supplement the Government salary. The Boys' School and the Girls' School had each a committee

of men to supervise its arrangements. These Committees were then under the General Committee of Education and thus efficiency and consistency were preserved.

The Colonial Schools had now started on their way, but there were many difficulties to contend with. The chief difficulty was with school requisites. Western Australia was so far away from its book case. There were no maps for teaching Geography, save an odd one that was lent from the Survey Department, and slates and books were hard to get. The salary was insufficient for the Master and he had to teach Bookkeeping outside of school hours to eke out a living. On the 27th March, 1848, the Committee recommended that £20 should be added to his salary and £10 to the Mistress of the Girls' School. The Court House was an unsuitable place for the school and when it was used for legal purposes the pupils were deprived of their school time.

Western Australia, with its schools in their infancy, was not without its quarrels over the religious question, and these began in 1847. The angry feeling fomenting in the community was reflected in the Press, for on November 27th, 1847, the leading article of the "Perth Gazette" dealt with educational matters. It appears that the Roman Catholic body was anxious to open a school at Fremantle and this gave rise to a controversy. The article deplored the fact that any bitterness should arise, for little or no provision would have been made for the rising generation but for the efforts of the Roman Catholics. "Too much acrimonious rivalry exists. We should rejoice that someone has started to facilitate the education of the masses. As long as the education is good, no more is needed and rivalry is good provided that it is not bitter."

On December 2nd, 1847, a charge was levelled against the Colonial Schools that they were sectarian. Then the Headmaster, Mr. W. D. Williams, was severely brought to book by the Secretary of the Education Committee for his zeal in rushing into print. Further religious trouble did not, however, manifest itself until late in the succeeding year.

The year 1847 closed with an examination on the 21st December and 130 children in all were assembled before the parents and interested people, among whom were His Excellency, Lt.-Governor Irwin, Judge Mackie, Hon. J. S. Roe, Col. Chaplain Mr. Wittenoom, and the other members of the Committee. Mrs. Lambley examined the girls and Mr. Williams the boys. After that the Master gave them an interesting Object Lesson on "Water." At the conclusion, Prizes were awarded consisting of articles of dress, Testaments, etc., and a piece of plum cake was given to each child.

About the middle of 1848, it was expected that a new Government School would be built and prisoners were kept busy quarrying for material to build a school 42 feet by 23. It was intended that the school should, in appearance, resemble the Court House. The construction, however, from many causes was delayed for a few years.

Soon after the commencement of the Colonial School at Perth, another on similar lines was begun at Fremantle. In 1848 one was started at Pinjarrah under the control of Mr. J. Fairbairn. Within a year two more schools were established at Guildford and York. Mr. E. H. Burgh was the Master at Guildford, and York secured the services of Mr. G. R. Teede.

A letter addressed by the Secretary, R. Nash, to Mr. Owen, Headmaster of the Fremantle School, may be interesting to read:—

"To Mr. Owen,
Master Col. School,
Fremantle. September 14th, 1848.

Sir,—

I forward to you through R. McBrown, Esq., the following school requisites being the only supply we can at present furnish. You are requested to take care of them as it is impossible to replace them here.

Should you be acquainted with the system of Object Lesson and Infant School Teaching, I shall forward a set of Apparatus when they can be spared from the Perth Schools. I shall also

forward an Arithmeticon, but if you are not accustomed to use these, it would be requisite for you to attend at the Model School at Perth some day to see them used. Any day except Saturday will do if you can give me a day's notice.

Your obedient servant,
R. W. NASH,
Sec. Education Committee."

LIST OF REQUISITES SENT.

Spelling Book	6	Reading Books No. 1	24
Table	26	Reading Books No. 2	12
Calculators	2	Reading Books No. 3	6
Slates	24	Reading Books No. 4	6
Pencils	1 packet	Grammars	6

The scale of Salaries was regulated according to a plan and this method served as a guide for any school in an outlying district that might wish to come under Government control:—

For 12 Scholars £10 per annum.
„ 15 „ 12 „
„ 20 „ 16 „
„ 25 „ 20 „

The Roman Catholics had two schools in Perth up to 1847 and they felt that the Government had not treated them impartially. The Vicar-General in an advertisement, October 16th, 1847, complained that the acts of the Government made one continuous system of hostility to the Catholic Community. The Catholic Mission had offered a liberal education to male and female without any aid from the Government, while the Government spent big sums on a "soi-disant" Government School, merely for the sake of opposition. This inability of the Roman Catholics to see eye to eye with the Government side caused bitter feeling. The history of the Catholic Church in Western Australia begins from 1843.

THE CATHOLIC SCHOOLS.

Father Brady, an Irishman, who had learned of the Missions in Australia, volunteered for service in New South Wales and for five years (1838-1843) he attended to the needs of the convicts. In 1843, accompanied by two other Missionaries, he was sent to Western Australia to look

after the Swan River Settlement. He sailed for Albany and on the way called at Adelaide. Father Brady stayed a short time at Albany, attended to the wants of a few scattered Catholics there, baptised 6 children, and then, having made a cursory examination of the native tribes in that vicinity, and being quite gratified by the excellent disposition shown by them, he sailed with his band for Fremantle and arrived there on 8th December and at Perth on the 13th. Governor Hutt gave them a cordial welcome. He granted three allotments of land for a school, a church and a Presbytery. A temporary school was opened and Father Brady acted as teacher himself. Later, the Rev. Mr. Joostens, who accompanied Father Brady, wrote to the Archbishop of Sydney and mentioned that he had a school large enough to hold 20 or 30 pupils. Dr. Brady, three months after his arrival in Western Australia, set out for Europe to secure helpers and money for his mission. In his visit to Rome in 1844 he mentioned that the population of Perth and district was about 5,000 white and 2,000 black. He said that the aboriginals of Western Australia were superior to the natives of New South Wales and that the Government was extremely anxious to civilise and educate them. In 1845 Father Brady, when in Rome, was made Bishop of Perth. On his return to the colony he brought out a devoted band of helpers numbering in all 29 and they landed at Fremantle on January 7th, 1846.

The band of 29 contained six Sisters of Mercy. They set up a school in Perth and for years this School was an educational boon to the community, as it was attended by Catholics and Non-Catholics alike.

Two Missionaries of the Bishop's band were entrusted with the Northern or Port Essington Mission of the Aboriginals, six were given the Albany Mission, while two others, Spaniards, were entrusted with the Central Mission. Don Serra and Don Salvado were the names of these two zealous Spaniards. In the month of February they set out to secure a site for their settlement. They selected a place in the Victoria Plains and began to build a habitation there. It was soon discovered that this place had been selected by

an earlier settler, so they moved on to a plot of 40 acres, granted to them by the Government on the Moore River and about 82 miles from the capital. On the 1st March, 1847, was laid there the Foundation of the great Benedictine Monastery, to which was given the name of New Norcia. Later 2,500 acres were secured, and for this land £1,280 was paid.

MR. T FARRALLY.

During the year 1847 and succeeding years, a school presided over by Mr. T. Farrally attracted some attention. This school was carried on in the interests of the Roman Catholic community. Mr. Farrally had been a Teacher under the National Board of Education, Cavan, Ireland. He received £60 a year from "Propaganda" as a salary and children were to pay £2/4/- per annum, but in reality only three paid. As the master was a competent teacher, the school was well patronised, but most of the children were Protestants—while of the 50 girls who attended the Convent School less than half were Catholics. Mr. Farrally was strongly opposed to the newly formed Education Board and he viewed it with hostile eyes. He piously believed that the Education Board was quietly catering for a system of Education that was Anglican. He pointed out that the members of the Board were Anglicans and that for many years the Chairman was an Anglican Ecclesiastic.

However, he seemed to forget that the majority of the people were Anglican. In 1848, 3,700 out of the 4,600 Colonists were members of the Church of England. The Board in its meetings had always dealt with educational matters in a broad and magnanimous way, yet Mr. Farrally chose to view its motives with suspicion and its work with disapproval.

On October 14th, 1848, Documents were received from the Colonial Secretary by the Education Board dealing with

(1) A letter from T. Farrally, Esq.,
(2) A letter from Rt. Rev. Dr. Brady,
(3) An extract from the "Inquirer,"

and at the succeeding Meeting the Committee dealt in detail with the correspondence. The letters alluded to above made charges against the Board of Education in that it was illiberal, exclusive and intolerable in its policy.

They said:—

(a) "that no Roman Catholic was a member of any Local Committee.

(b) that no Roman Catholic pupils attended the Colonial Schools.

(c) that the Public were given to understand that the system was perfectly in accord with that of the National School system of Ireland."

The Committte replied in detail. The style of the reply was dignified, elaborate and convincing. It concluded by reminding the writers of the letters that in adopting the system they had adopted in Western Australia many great sacrifices had been made by the various denominations for the sake of the common good (the Catholics had been given a separate grant). "None of those who most zealously support the schools affected to consider them efficient as seminaries of religious instruction. Yet so cordial, intelligent and united had been that support that the Education Committee sincerely trusted that a similar spirit of accommodation, forbearance and good-will would mark the conduct of their Roman Catholic Brethren."

On Wednesday, 25th October, the Secretary of the Education Committee was called to attend the Executive Council by the Colonial Secretary. There he met Dr. Brady, Mr. Farrally and the Governor. A desultory discussion took place. Many charges were brought against the Committee by the Colonial Secretary. The Secretary was treated so insolently that it took him all his time to remain in the room. The dismissal of the present Committee was insisted on as well as that of the Schoolmaster, Mr. Williams; Dr. Brady wanted the establishment of the Irish system exclusively. Dr. Brady asserted that Mrs. Wittenoom, or her agent, had tried to proselytise a girl named Haggart. The Secretary denounced this as a fabrication and on the following day, when the girl was produced, the case was easily shown to be unsupported by facts. A few days

later, His Excellency gave the Secretary to understand that he had decided to regulate in future the schools without any reference to the Roman Catholic denomination.

At a later meeting the Committee again emphasised the point that its duty in Education was to maintain a system suited to all those whose education was entrusted to it, and that any exclusive grant or system for separating the Denominations was contrary to the principle of urging those of different denominations to travel as far as possible together on common ground, i.e., training them to live in harmony as fellow-citizens.

The trouble with the Catholic body was silenced for a time by the grant of a separate allowance and this policy was continued until 1855.

THE PERTH COLONIAL SCHOOLS.

Perth Boys' Colonial School adhered to its policy of providing a liberal education to all who attended it without neglecting the religious teaching, which was dealt with on the broadest possible lines. All catechetical and dogmatic matter was omitted. When Mr. Williams, the master, offered to instruct the children in Scripture on Saturday morning instead of the ordinary school hours, the Board of Education thought it wise to accept so generous a proposal.

The Girls' School and Infants' School gave the Ladies' Committee some trouble to finance, and in August, 1849, Mrs. Wittenoom proposed to hold a bazaar. She bitterly complained that the ladies of the local committee were failing in their duty of superintendence. However, the schools kept going and progress was made, and after eighteen months' experience the General Board of Education issued its first report, for the year ending 31st March, 1849. This report is of interest, as it gave figures and statistics of the educational progress up to that date.

Population of W.A. up to October, 1848, was given at 4,622.
The number of Colonial Schools was eight, while the number of children being educated was 232.

Revenue:—Government, £236; Private Subsidy, £50. Total, £286.
Other Public and Private Schools:—

Perth	5
Swan	1
Fremantle	1
Bunbury	1
Sound	1
Total Number of Schools	9
Children educated in these nine Schools	250
Total Children in State	917

but of these, 541 in the five districts of Western Australia (viz:—Perth, Fremantle, Guildford, York and Murray) received no instruction at all.

The report also said that the work of the Schools had shown a considerable improvement and the Board was optimistic about the future success of such schools.

NON-GOVERNMENTAL SCHOOLS.

The year 1849 saw the opening of a Day College in Perth by the Sisters of Mercy. Their School was situated in the vicinity of their present big School at Victoria Square. At first they took only a limited number of young ladies.

On the 6th August F. F. Armstrong opened a Day School in Perth. He taught the usual subjects, Writing, English, Arithmetic, etc.

BAZAARS FOR THE COLONIAL SCHOOLS.

Mrs. Fitzgerald, the wife of the Governor, was keenly interested in the welfare of the Colonial Schools and she, in 1849 and again in 1850, sought the co-operation and assistance of all friends and well-wishers of the Government Schools to hold a Bazaar. The bazaars were great successes and the money obtained was utilised in furnishing the schools and in buying requisites for the 150 children of both sexes who attended them.

THE FREMANTLE GOVERNMENT SCHOOL.

On December 14th 1849, the following notice appeared in the "Perth Gazette":—

> "The situation of Master of the Government Colonial School, Fremantle, being about to become vacant, notice is hereby given that the General Board of Education will under the sanction of His Excellency the Governor, receive applications from all such persons as may be desirous of offering themselves as candidates for that office. The applications which must be in writing and sent to the undersigned should set forth the particular claims of the applicant and also state whether or not he has been accustomed to tuition. Testimonials as to character and literary proficiency should also accompany each application. Further particulars may be known on reference to
>
> FRANCIS LOCHEE,
>
> Sec. General Board of Education."

The then Master, Mr. Owen, was going to resign; his resignation would take effect from March 1st, 1850. Many applications were received for the position as advertised above, and the following gentlemen were among those who applied:—

Mr. W. J. Clifton, Australind. (Australind, near Bunbury, had just been colonised.)
Mr. John Davis, Fremantle.
Mr. T. Sweetman, Perth.
Mr. John Fairbairn, Murray.
Mr. Robt. D'Arcy, Perth.
Mr. Wm. Rogers, Perth.
Mr. P. Glaskin, York.

All of these save Mr. Fairbairn and Mr. Glaskin sent in testimonials as to character and qualifications. The Board reduced the candidates to two—Mr. Clifton and Mr. Davis.

Mr. Clifton's literary qualifications far outclassed those of Mr. Davis, but the Board selected Mr. Davis for the following reasons:—

(1) Mr. Davis was formerly occupied for six years in a similar position and the people of Fremantle were keen that he should be their teacher.
(2) Mr. Davis is a married man, consequently his wife would be of use in looking after the very young children. Moreover an arrangement could be made by which his wife could assist in instructing girls in needlework.
(3) Mr. Davis was on the spot and could begin work immediately.
(4) Mr. Clifton would, in all probability, be disenchanted when he realised the conditions under which he would be compelled to carry on work

Mr. Davis accordingly entered upon his duties as Headmaster of Fremantle. A few years later, the lease of the premises expired and Mr. Davis found the people of Fremantle quite indifferent when he sought their aid to secure other and more serviceable premises. In fact, for a time the school lapsed. Fremantle appears to have presented unusual difficulty when masters were required.

THE SECOND REPORT OF THE EDUCATION COMMITTEE.

In the second report of the Education Committee issued in the year 1850, evidence was forthcoming to show that the work initiated by Lt.-Governor Irwin had come to stay. The Board deplored the fact, however, that the parents of many children were indifferent as regards the Education of their children. The report deals with this and the matter of religious instruction and it outlines its policy thus:—

"Many are still wasting their years in not taking advantage of the Colonial Schools. In all there are 1,211 children between 3 and 14 scattered over seven extensive districts. 500 are receiving instruction but 711 are either idle or are employed at home and are without the blessing of education. Some are too far from the centre of Education, still the fact remains that there is abundant field for exertion, as well as on the part of the Government as on the part of private individuals. The Board rejoices at the progress made.

"The one great difficulty in the way of popular education at the public expense is the question of religious instruction. As the Government is precluded from all partial assignment of its funds for the benefit of one religious community, it would seem that in framing a plan of popular education one of two courses must

be taken—either to exclude religion altogether or to find some neutral ground, some conciliatory plan on which the Government teachers may inculcate certain parts of religion without giving rational offence to any. Without intending to impugn the propriety and utility of the former mode, it is upon the latter principle that the Board has hitherto proceeded. Fifteen of the public to one against, is the Board's estimate of the public opinion on their work.

"The object of the Board has been to establish a general system of Education for all, as being in their opinion a preferable plan to that of dividing our young public into sects and parties and practically teaching them disunion. The teachers in the Government schools will be cautioned to abstain from entering on controversial subjects.

"The Roman Catholics being the only body who reject the present plan for popular education, affords opportunity to the Board to renew the remarks to His Excellency upon the benefit to be derived from a system of General Public Education as compared with what may be called the separate grant or the denominational system. The Board do not wish to refer to the arrangement with the Roman Catholics but they are decidedly not in favour of any further extension of a system which they believe to be opposed to the real progress of education, as it is incompatible with the interests and unsuited to the circumstances of the Colony. Our general system will promote social union. It brings the people nearer together It makes us forget differences. With one system for all, we accumulate the small means that are at our disposal and by turning the general sources of the Colony into one channel, we are enabled to do much that with divided means and separate interests would be impracticable"

The Board in its report, also mentioned that Local Committees had been established and Ladies and Gentlemen were appointed as visitors to the Schools. The Board was ready to welcome any private subscriptions that would ease the cost of requisites and school furnishing. The salaries of teachers for the year had cost the Government £236. It was the intention of the Board to appoint itinerant schoolmasters. The admission of aboriginal children into the schools had been suggested but the Board thought it right to inform His Excellency that such admission did not at all enter into the plan on which the Colonial Schools were originally designed. To open the schools now to such natives would be inexpedient and detrimental to their success.

THE SCHOOL HOUSE.

The Court House was all along utilised as the School and when the business of the Court was being carried out, the School had to be dismissed.

In March, 1849, objection was taken to this constant interruption of School work and it was decided to ask the Rev. Mr. Smithies for the use of the Wesleyan Hall. (Mr. Smithies had offered this hall before, but the offer was declined.) Repairs to the value of £15 were effected and the School was transferred there on the 1st April, 1850. Later on, the Secretary of the Mechanics Institute asked for permission to use the schoolroom by night for literary reunions and the necessary permission was given by the Board. On May 3rd, 1853, the Boys' School was removed to the Mechanics Institute, while the Government School was being built, and then entered its permanent home. The old building at the present Technical School is regarded as the building alluded to.

FURTHER WORK OF THE BOARD, 1850-1855.

The Board in a letter to Mr. P. L. Carter, York, June 6th, 1850, outlined the method of procedure regarding the religious instruction in the schools. It was not to be exclusive. The School must not be made a Church of England School, nor a Wesleyan, but the instruction to be imparted must be of that general kind in which all Protestant Christians concur (the Roman Catholics had applied for and obtained a separate grant of the public money for their own exclusive teaching) "Roman Catholics are admissible if they choose to come, but no concession is to be made on their account. The Holy Scriptures are to be fully and freely used in the School. Explanations are to be given by the masters alone—no Minister of any religious

persuasion is to teach religion in the school—no catechism or other work purely doctrinal is to be made a class book. The Board is aware of the difficulty of this but still it thinks that a little careful management will achieve success."

In October, 1849, the inhabitants of Toodyay begged that the Government would erect a school for the education of children in that part. Mr. M. Clarkson was the teacher selected by them and the people of Toodyay were ready to build a school at their own expense provided that the Government would find the salary for the teacher

On January 17th, 1850, negotiations for a school at Vasse were begun owing to the work of J. G. Bushell, Esq. Mr. Cook was anxious to be an itinerant master between Wonnerup and Busselton but the Board was unwilling to agree to this suggestion affirming that although the work of the master would be greater, the tuition received by the pupils would be less by reason of divided attention. Eventually Busselton was fixed on as the place for the school, but the school was occasionally closed through the want of numbers and the frequent absence of the master from duty.

A School at Bunbury, under Mr. C. J. Ommanney, was begun in 1851 and on May 7th 1852 the scale of salaries to country teachers was raised as it was felt that the emolument hitherto paid was not sufficient to keep a good teacher at his post.

For Schools of not less than 12 Scholars £15
For Schools of not less than 15 Scholars £20
For Schools of not less than 20 Scholars £25
For Schools of not less than 25 Scholars £35

In 1850 and succeeding years, the Colonial Schools at Perth for Boys and Girls made good headway under the care of Mr. Williams and he remained in control of this School until he decided to take "Orders" in 1853. After that event he ministered to the spiritual needs of the people at Guildford, but his old love for school work caused him to take keen interest in the school there—in fact, for a time he was the only teacher.

During 1851 the schools at Fremantle, York, Vasse, Murray and Guildford gave the Board trouble. The last three were discontinued. The master at York got ill and Mr. Davis at Fremantle failed to make further negotiations to retain the school when the lease ran out. The people of Fremantle would not co-operate with him in securing a building. Mr. D'Arcy became Master for a short time and then Mr. Wright was appointed at a salary of £80. Mr. Turpin was made assistant at £40. Later Mr. Davis was appointed assistant. Mr. Pope was sent to York and Mr. Hislop was made successor in Bunbury.

Albany was fortunate in having an excellent school mistress in the person of Mrs. Knight, but whose salary was only £20 a year. Archdeacon Wollaston advocated her cause so powerfully when she wished to resign, that in March 1853 her salary was raised to £40 and she continued the school.

In 1850 Western Australia became the dumping ground for convicts and this state of affairs continued until 1868. On the convict ships religious instructors were frequently sent to instruct the convicts on the journey, and amongst these was a Mr. Johnson, who on his arrival became a teacher at Guildford. Mr. Johnson was accompanied by his wife who was a trained teacher. Mr. Johnson was later appointed to succeed Mr. Dacres Williams, and Mrs. Johnson was made assistant at the same school. Then she took charge of the Perth Colonial Girls' School. Under the Johnsons, the Perth schools made great progress. It was extremely difficult to get competent teachers in those early days. Very few had any training at all and extreme care had to be used in making a selection to guard against "Ticket of Leave Men." There was a keen desire amongst many to be teachers for they were entitled to a few privileges—one in particular was free medical attention.

The York School, under the control of Mr. and Mrs. Pope, did not fare well, as they allowed the school to get into disorder. They were asked to resign and a new teacher, Mr. Blackiston, was given the charge. His children developed Whooping Cough and as no children

would attend the school he resigned and Mr. Teade, the first teacher there, was reappointed.

On December 22nd 1855 there appeared a report of the examination of the Perth Boys' School. This examination was conducted by Messrs. W. A. Sanford, J. B. Wittenoom and W. Lowe, and three classes were examined at that time. The 1st class was the highest class. The examiners reported most favourably of the work of the school. Mr. and Mrs. Johnson, the teachers, were complimented for their creditable work. Prizes were issued to the best of each class and the winners were: —

(1) W. Strickland
(2) George Inkpen
(3) Thomas Cole
(4) George Throssell
(5) Henry Vincent.

(These names are not unknown in the State to-day).

Holidays at Christmas time were confined to a period of fourteen days, viz: December 24th—January 7th, also a holiday of 14 days was given about the 21st of June.

E THIRD REPORT OF THE BOARD OF EDUCATION.

third report of the Board of Education was pub-
1 August 7th, about 4 years after the second report
stressed the difficulty of getting proper masters and
esses. Lt.-Col. Irwin had gone home to secure the
rvices of a few good teachers. The Colony at that time
ossessed 2 trained masters and 1 trained mistress. The
Board insisted that adequate salaries for teachers, and appropriate buildings for the schools were essential. Inter alia, the report mentioned schools at Perth, Fremantle, York, Bunbury, Albany, Champion Bay (now Geraldton) and Pinjarrah, while new schools were proposed at Toodyay, Northam, Murray and Vasse. Perth Boys' School had an attendance of 100, made up chiefly of the sons of yeomen, respectable tradesmen, and mechanics. Adequate

provision for female education had yet to be made. As regards Ticket-of-Leave-Men, the Board would not object to them if the inhabitants of the districts concerned were keen on having any particular man as their teacher.

The Board stated that the Colonial Schools were open to children of all denominations. Orphans and children of extremely poor parents were given free education. The fees otherwise were 2d., 4d., and 6d., per week according to the class the child was in but one shilling should be considered sufficient from each home.

Then followed a list of the schools, masters and salaries, under the control of the Board of Education:—

Perth Boys	W. Johnson (Master)	£100	per annum
Perth Girls	(Mrs.) M. Johnson (Assistant)	40	„
Fremantle Boys	J. Davis (Master)	80	„
Fremantle Girls	Miss Pingelly	40	„
Guildford Boys	H. D. Wallace	30	„
King George's Sound	P. Knight	40	„
York Boys	Mr. Blakiston	70	„
York Girls	A. Neate	36	„

THE DEPARTURE OF MR. JOHNSON.

In August 1854 Mr. Johnson wrote to the National Board of Education, Victoria, asking for a position. The Board communicated with the Board in Perth, and in reply the Melbourne Board was told that Mr. Johnson had no permit to apply. He had been sent out by the Home and Colonial Church and School Society; he had been given a free passage, an outfit, and £80 per annum and this was afterwards increased to £100. His wife was appointed assistant at £40. In fees he received £50 to £60. The Board had complained of his hasty temper, but his teaching was good and the school had gone ahead. **Mr. Johnson consented to stay on at his work in Perth but he appears to have got restless, and the same year the separation came.**

On 1st October, 1854, Mr. Strickland was appointed Master of Fremantle at £60 per annum plus £20 in lieu of residence. He had come out as religious instructor on board a convict ship. He had excellent testimonials. On his appointment Mr. Davis became the second master, for his appointment as headmaster was only provisional.

Mr. Jos. Logue filled the vacancy caused by Mr. Johnson, but almost immediately he resigned and Mr. Charlesworth was appointed Headmaster.

DEATH OF MR. WITTENOOM.

In 1854 the Rev. J. B. Wittenoom died. Since the inception of the Board of Education he had been the Chairman. This gentleman had occupied a prominent position in the new colony. He was, as we have seen, the leading educationalist in the Colony, he was the Colonial Chaplain, and was also a Justice of the Peace; finally he was included in all the Committees and Societies to further the interests of the new Colony. His salary as Colonial Chaplain was for many years £250 a year but it is easy to believe that a good part of this sum was spent in charitable purposes. Some time after his death, his widow was appointed first mistress of the Government Colonial Girls' School in Perth, and later on Miss D. Wittenoom replaced Mrs. Britnall as assistant in the same school.

THE BOARD OF EDUCATION RE-CONSTRUCTED.

Towards the end of 1855 and the beginning of 1856, the Board of Education underwent a reconstruction. It was felt that its field of work should be widened and that it should superintend the whole machinery of education. The Board wished to make provision also for the education of the middle and upper classes—children who up to this time were educated abroad. It was decided to omit the Scripture in school and it was also considered that a layman as chairman of the Board would succeed better. The

Governor was anxious, also, for a layman; Mr. G. P. Pownall was Chairman for a while, but in 1856 the Board consisted of the Colonial Secretary as Chairman and four other members, including the Lord Bishop of Perth and the Roman Catholic Bishop of the Colony, and a member of the Wesleyan and of the Congregational Churches. The Catholic Bishop refused to take his place on the Board.

The Board had a paid Secretary; it also appointed Local Boards to act in the different districts of the Colony, but under instructions from the General Board. The system of instruction adopted was introduced by Governor Kennedy, and in the main it was modelled on the Irish National School System. Many changes under the new arrangement were made in the Teachers and the salaries were raised to £150 for Head and £100 for Assistant in the case of Boys' Schools and £100 and £50 respectively in the case of Girls'—Monitors were allowed 2/6 per week. Mr. Charlesworth at Perth Boys' was replaced by Mr. Hayes, a master sent out from Ireland, and Mr. Curtis was appointed as Assistant. Next year the services of Mr. Curtis were utilised for restoring discipline to schools that had got out of order. A new fee system was also introduced by which the fees were paid to the Board, instead of to the teacher in charge.

In 1856, the first year of the reconstructed Board there were 11 schools and 429 scholars. In 1870 there were 55 schools and 2,188 scholars.

WITHDRAWAL OF THE SUBSIDY TO CATHOLIC SCHOOLS.

In Western Australia, State aid was for some years liberally granted to the Catholic Schools. In 1855 owing to some misunderstanding between Governor Kennedy and the Catholic Bishop, Dr. Serra, the subsidy was withdrawn and for many years the widely-scattered districts throughout the Colony felt the severity of this action. It can be easily understood that the Catholic Body would be opposed

to the new system of education introduced in 1856 by the same Governor. For years, protests were made and indignation meetings were held. Towards 1868 their opposition took a concrete form and a petition was drawn up and forwarded to the Secretary of State for the Colonies. The Secretary of State attended to the petition, for he instructed the Governor-elect, Mr. Weld, who was about to leave England, to secure the peace of the Western Australian community at any price. He was to devise a plan that would harmonise with the needs of the Catholics, and yet be without prejudice to any section of the community. The Governor, shortly after his arrival in 1869 made an attempt to concede to the Catholic body some Government assistance to educate their children and yet respect the conscientious views of the rest of the community. The solution of the difficulty was the Elementary Act of 1871, and the Colonial Secretary, Mr. F. P. Barlee (afterwards Sir Frederick Barlee) ably assisted with the preparation of the Draft for an Act which seemed to suit a mixed community. The Act allowed £1/7/6 for each child in regular attendance, but a rather high enrolment of pupils was required before the school could be entitled to that aid. As the matter was regarded with great interest at the time, I wish to give a more detailed account of the whole question under a separate heading at the end of this section. It may be remarked here that the Act passed in 1871 was repealed in 1895.

PREPARATION FOR THE ACT OF 1871.

The years 1859-1868 shew an even advance in educational matters in the West. The population shewed no notable increase but the schools made a steady improvement. The Board of Education continued its operations and its work was characterised by patience, perseverance and optimism. The number of schools increased from 16 in 1860 to 55 in 1869 but a great number of those schools were small ones—however, they were indispensable, they had their shortcomings but they gave useful information.

THE FIRST INSPECTOR.

Mr. Adkinson, the first inspector, had taught at Perth Boys' School and then had spent some time in getting in touch with country schools and organising their work. He proposed to introduce in 1870 payment by results as an inducement to greater exertions on the part of the teachers. Payment by results came into operation in due course and for many years the teachers of the West were spurred on by this questionable method.

The census of 1870 showed that the whole population of five years old and upwards amounted to 19,827 and of those 13,326 could read and write, 2,556 could read only, and 3,945 could neither read nor write. At that time there were 55 schools under the control of the Board of Education and 2,188 scholars were enrolled in these schools, but the vexed questions dealt with at the time and the fact that new and important Acts had been passed in the State of New South Wales made educational enthusiasts of the West think that the time was ripe for more satisfactory educational machinery than existed then. Consequently there were signs and indications that many changes were coming —the way was being prepared for the great Education Act of 1871—an Act that ended the work of the Board of Education initiated by Lt.-Governor Irwin and inaugurated what was known as the Central Board. The operations of this Board continued until 1896.

SECONDARY EDUCATION.

The Right Rev. Mathew Blagden Hale arrived in Perth in 1857 on his appointment as the first Anglican Bishop of Western Australia and one of his first acts was the establishment of a Secondary School. This was opened in 1858 in premises now known as St. John's University Hostel (St. George's Terrace).

Denominational teaching was the declared object of Bishop Hale, but he was somewhat in advance of the requirements of his time and he found extreme difficulty in making a success of his college. The Bishop with his own money, purchased the "Cloisters," the ground of which comprised about two acres. The Bishop sent home to England for a Headmaster and the Rev. Canon Sweeting received the appointment. There were at one time in the College 13 Boarders and a considerable number of Day boys. Among the Boarders were a future Premier—Lord Forrest, and a future Chief Justice—Sir Harry Parker, K.C.M.G., while the names of Wittenoom, Burt, Stone, Brockman, Lee Steere, Sholl, Burgess, Hamersley, Knight and Chidlow were enrolled on the early lists of Bishop's College. The name of H. Parker figured on the Prize List, and at 15½ he graduated to a higher school. The initials of Lord Forrest may still be seen carved with boyish care on the building. Tradition reports of him that he was an apt pupil at Mathematics After his school course he became a successful surveyor, an Australian explorer and a Federal Treasurer. After four years the building was enlarged owing to funds having been obtained, but the part known as "Clergy College" was not built until twenty years later. The scholars had a boat of their own and in one rowing expedition Bishop Hale's son was drowned.

About 1865 an Act was passed incorporating the school, creating a council of Governors and providing for the future government of the school. Bishop Hale found his College a difficult proposition to keep going. The people while they acknowledged the benefit and praised the work of such a school, failed to rally to its support as they should have done and although the Bishop again and again came to the rescue of the school to relieve it from its financial embarrassment yet in 1872 he was compelled to give it up. Colonel Haynes carried it on for a time but in 1876 the Government realised that it had a responsibility regarding secondary education and the present High School, with State aid, was founded. Now that a Government grant was given, the religious teaching could no longer be of a distinc-

tive character, so the old Bishop's College passed and Colonel Haynes and his boys were transferred and agreed to work under the ægis of the State. The building used for the first High School is now seen as No. 185 St. George's Terrace, and Mr. F. Davies, B.A. was the first Headmaster appointed to look after the work of the Secondary School receiving Government support.

In addition to Bishop Hale's College another College was opened in Perth, in 1859, by Mr. G. A. Letch and in 1869 two Ladies' Colleges were founded; one was conducted by the Misses Cowan and the other by Mrs. Jones. Boarders were charged £40 a year and Day pupils were listed at £8/8/-. French, Music and Drawing were considered as extras.

DENOMINATIONAL GRANT, 1871

I have already said that Governor Weld solved the vexed question of a grant to the Roman Catholic body, but the agitation that preceded the passing of the Act that was a solution of the difficulty, while it received much attention, caused plenty of bitterness. The agitation culminated in 1869, when the Roman Catholics of Western Australia, on July 3rd, presented to the Legislative Council a memorial. They condemned the system of education adopted by the Government in their schools. They demanded their fair proportion of the revenue set apart for educational purposes, on the ground that they could not conscientiously participate in the advantages which the Government schools extended to all classes and creeds of the community without distinction. The memoralists thought that religion should form the basis of all secular education. Up to 1855 the Roman Catholic community received from the Government a certain sum annually towards the maintenance of their schools. In 1855 they received £237, in 1856 £170; but that was the last grant. In 1868 there were 1,537 children attending Government schools at a cost of £3,174 19s. 0d. In the Catholic schools there were 841 scholars in all. The Roman

Catholic community had thus saved the Government a considerable outlay. In return they demanded that the Government should be induced to grant a claim founded on justice, truth and equity.

This Memorial was rejected by the Legislative Council. Immediately a large public meeting was held, and it was decided to correspond with the Secretary of State for the Colonies. Letters in the "Perth Gazette," by the Secretary of the movement, J. T. Reilly, and by Bishop Gibney, sought to inform the public mind. On August 13th the "Perth Gazette," in a leading article, questioned the wisdom of the Catholic body in approaching the Secretary of State. It said that it doubted whether the Prime Minister of England would dare to do what the Catholics of Western Australia expected the Secretary of State to do, viz., to direct that a proportionate amount of the educational grant on the estimates for the ensuing year be allotted for the maintenance of the schools of the petitioners; in other words, the Secretary of the State was asked to overthrow the educational system of the Colony.

The Colonial Secretary in the Legislative Council on December 8th, 1870, while deprecating the discussion as to separate grants for education to any one especial denomination, said: "Surely there ought to be no occasion for such discussions. Could not all allow their children to meet on the common ground? 'Thou shalt love the Lord thy God . . . and thy neighbour as thyself,' and leave all else to parents and pastors to teach. Any general attempt to alter the existing form of public education would be fraught with disaster to the cause of education." He understood that the general view of the people was averse to any change in the present system, but there was a minority dissatisfied, and who would, unless some arrangement was arrived at, keep up the very undesirable agitation which he did not hesitate to say was baneful to the interests of the Colony in many ways. He desired to stop that agitation: he had long endeavoured to do so, and after much consideration he had addressed a minute to the Government, which, with the permission of the House, he would read.

"Memorandum to His Excellency the Governor.

The question of aid from public funds to the Roman Catholic schools in the Colony has, as no one is more fully aware than your Excellency, long occupied public attention. It was more than any other a vexed question at the late general election, and it may be truthfully said that, generally, the expressed opinion is against any change. Personally, as a member of the community, as Chairman of the General Board of Education, I cannot allow that the Roman Catholics have more ground for complaint than any other union of Christians. No denomination considers the system of education in force to be satisfactory. Each sacrifices its own personal feeling, and cheerfully accords to the system under a belief that in the existing state of things it is that system which alone can be satisfactorily worked. The Roman Catholics alone hold aloof from it. Having said this much, I approach the question from a different point of view. I find that the Roman Catholics number 2,873 of the population, and thus should exercise a vote in the taxation imposed on them, but being in a minority they cannot carry out their wishes. I recognise that the schools under their superintendence in Perth and Fremantle are a convenience to the Government, and that they were in existence prior to the inauguration of the present educational system. Simply, therefore, on these grounds, and with a view to prevent the Legislative Council being made an arena for discussions of questions of a religious tendency, I advise, and am prepared to recommend in Council if needed, that a subsidy should be made to the Roman Catholic schools at Perth and Fremantle. In advising this course, it must be clearly understood that I do so to stop the future agitation of the question, and with no idea of increasing the subsidy recommended or of encouraging the formation of like schools elsewhere. 742 children attend the Catholic school, 75 are Protestants. The salaries now paid to the various teachers in the several Government schools in Perth and Fremantle amount to £1,213. If, therefore, 71% of the population cost £1,213 for education, the 28% at the same rate would cost £469 4s. 8d., and this latter amount, or, say, £500, I advise should be placed on the estimates for consideration in the Legislative Council at the ensuing session as an education grant to the Roman Catholics.

I would further say that if the above suggestion comes into force, the Government Inspector should, in my opinion, have liberty at any time to inspect and report on the Roman Catholic schools in Perth and Fremantle, and his reports should be annually placed before the Legislative Council.—F. Barlee."

On Wednesday, January 4th, 1871, there was a vote on Mr. Barlee's motion. The result was: Ayes 6, noes 11. An article in the following issue of the "Perth Gazette" gave

a caustic criticism of the Colonial Secretary's speech in the Legislative Council and the writer, in his letter, concluded by saying that the manner in which he brought forward the motion ensured its defeat.

The Bishop of Perth, Dr. Hale, issued a pamphlet addressed to the members of the Legislative Council and in this he expressed views wholly at variance with the demands of the Catholic community.

A leading article in the "Perth Gazette" on June 6th, 1871, put the matter very fully. It set out the Roman Catholic argument for a special grant and then analysed each claim. The article said:—

"They demand what others for the common good forego. This grievance will never make a very strong appeal to a Protestant's sense of justice as long as he is persuaded that the common good quite as much required that the Roman Catholic should take his share jointly as the rest should."

The article held out no hope that the demand would ever meet with a sympathetic view from the Government for justice was against it

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THE NEW EDUCATION ACT

However, after the arrival of Governor Weld, there were signs and indications that big changes were under contemplation and that some solution of the difficulty had been arrived at. A new Education Act was to be brought in, that was to be a purely secular one as regards education, but the Bible and approved religious books could be read without note or comment before or after, or before and after the four hours devoted to secular instruction. In this the West was falling into line with what had been done in the Eastern States. Further, it was felt that the Colony had been outgrowing the system at work. The Colony, from an educational point of view, needed a change in its legal and administrative force. The Boards of Education should be assimilated to the political and civil institutions existing then in the Colony.

The old General Board of Educaton had done its work conscientiously, but the development of public opinion and those hard to define causes, that seemed to be responsible for our political movements and that innate love for experience that exists in most breasts, seemed to require a change. A new Education Act was now wanted that would shelve religious differences and raise the status of education to be in keeping with the needs of the community and the ideals of the country.

About September, 1871, the new Education Act, assented to by F. A. Weld, Governor of Western Australia, came into force and a Central Board took over the management of educational affairs. The new Act gave the Catholic community a separate grant of £1 7s. 6d. per child conditionally on his regularity of attendance and provided that the number of students on the school roll warranted it. The Central Board had to be satisfied, further, that the schools were conducted by competent teachers.

The Grant-in-aid to assisted Schools, as it was called was :—

(1) A fixed annual sum calculated on the average daily attendance for the year ended December 31st. preceding

(2) An allowance for successful teaching to be determined by the results of the Inspector's half-yearly examination of scholars under the prescribed standards

CHAPTER III.

The Third Epoch (1871-1893).

THE Education Act passed on July 14th and known as the Elementary Education Act, of 1871, marks the third epoch in the educational history of the West. This Act contained 35 Clauses and it sought to place education on a higher plane. The schools were known now as Government Schools and they became secular schools. The old General Board of Education passed and a Board known as the Central Board, with an altered construction, took its place.

The Colonial Secretary was still to be chairman, but the other four members were to be laymen appointed by the Government for three years, no two of whom should be of the same religious denomination.

The Act of 1871 placed £6,181 on the Estimates for educational purposes, for 1923 the total expenditure of the State upon education was £644,706. In 1871 the enrolment was 2,381, while for 1923 it was 51,400 pupils.

The principal provisions of the Act were that the Central Board should exercise general supervision over all schools receiving Government aid, but in secular instruction only, that the Board should have a more special direction over purely Government Schools; that it should appoint an Inspector of Schools, make by-laws and regulations; appoint and distribute funds; regulate salaries and the fees to be paid by pupils, with power to grant exemption to such as were unable to pay fees, establish new schools, and District Boards and regulate endowments.

The Local Boards were elected by the inhabitants of the different districts and consisted of five members holding

office for three years. They were to be subject to the Central Board.

The Schools were of two classes—General and Assisted. In the former the instruction given was purely secular and occupied four hours in the day, one hour being allowed in addition for such religious instruction as might be given by the Religious body to which the children respectively belonged, but no Catechism or distinctive religious formulary was to be used by the teacher of the school nor could the Inspector inquire into the proficiency of any scholar in religious knowledge.

Schools founded by voluntary effort could receive Government aid to the amount of the income derived from fees or other contributions, but only such as had 20 scholars. The rate of State aid was made at the fixed sum of £2 15s. per head on all children from 6 to 14 in all Government Schools and half of that amount to Assisted Schools. All children between the ages of 6 and 14 were required to attend school, unless residing three miles from one.

The instruction given in the Government Schools was considered sufficient for Colonial life. The Education Act of 1871, remained in force until 1893. That date was after Western Australia had received responsible Government and the new Colony, then vigorous and developing, had to put itself in line with the vigor of the other States. For 22 years the Education Act of 1871 was of great use to the Colony and the policy of assisting non-Government Schools gave satisfaction to the majority.

The "Perth Gazette" commenting on the Educational Situation on October 13th, 1871, says that:—

"The more we examine the Education question, the more reason we have to be satisfied with the settlement of it by the Act of our Legislative Council. It is an improvement on the English Act, it is more precise, it leaves fewer open questions. The Legislative Council insists that all members of the Central Board should be laymen—under the idea that the less the Ministers are mixed up in secular matters, the better for the interests of religion. The duties of the Clergymen are in the schoolroom there to avail themselves of the facilities afforded by the Act of training up the rising generation, interfering as little as possible with secular administration of

the Act. The Local Boards are open to the Clergy as candidates The Education Bill is a compromise and to make it work smoothly it was felt the less of partisanship spirit that prevailed in its administration the better, and that, as the first duties of the Minister of Religion are to promote peace and good-will, they would be more effective for that purpose if their actions were limited to the discharge of their spiritual duties."

The Election for the members of the various Local Boards caused a fair amount of excitement, and the results of the elections in Perth were as follow:—

Mr. L. S. Leake	126	votes.
Mr. Ed. Birch	119	,,
Mr. J. Hardey	113	,,
Mr. J. T. Reilly	89	,,
Mr. E. A. Stone	81	,,
Archdeacon Brown ..	63	,,

The first five made the Board.

In York:—

Mrs. Monger	103	,,
Mrs. G. Meares	81	,,
Mr. H Moll	73	,,
Mr J. T. Monger	68	,,
Mr W. W. Hooper .	67	,,

formed the Board.

Also, in Toodyay, Geraldton, Bunbury, etc., the elections were held about the same date and the novelty of the affair was responsible for a considerable amount of interest.

The first work of the Local Boards was to insist on regular attendance of children at school. A great number of the parents were ignorant and education in their eyes had no value, hence their children were retained from school under the least pretext. The scattered nature of people outside the main centres of population made it easy for parents to find excuses for their children for not attending school.

A public function organised by the Perth Local Board took the form of a general examination and prize giving and a notice in the "Perth Gazette," inserted by the Secretary, (T. J. Reilly) gave the times when it would take place:—

1. Perth Girls' School, Monday, December 18th, 1871.
2. Perth Infants' School, Tuesday, December 19th, 1871.

3. Pensioners' Barrack School, Thursday, December 21st, 1871.
4. Perth Boys' School, Friday, December 22nd, 1871.

The parents and the public were cordially invited.

The composition of the First Central Board was as follows:—The Colonial Secretary (F. P. Barlee, Esq.), chairman, and Messrs. G. Randell, W. S. Marmion, Jos. Hardey, Sep. Burt, and L. Eliot (secretary). The first report was submitted to Governor Weld in 1872 and it mentioned that there were 60 Government Schools and 13 assisted schools recognised under the provisions of the Elementary Education Act. There were in all 2,336 scholars; 1,590 of these attended the Government Schools and 746 received instruction in the Assisted Schools. These Assisted Schools were Catholic and Convent schools, with the exception of two that were conducted by the Anglicans. The attendance at the Government School for 1872 was lower than for 1871. The members of the Board had ample evidence to believe that no retrograde movement had been made educationally and that with time and the development of personal interest the schools would reach a higher standard of efficiency.

THE INSPECTOR'S REPORT.

The first report of the Inspector of Schools (Wm. Adkinson, Esq.) under the new system appeared on June 30th, 1872. The Inspector alluded to the decline in numbers at the Government Schools. He was quite unable to suggest a satisfactory explanation for the cause. The scale of fees determined on might have been somewhat beyond what parents had cared to manage. The average fee in the Government School was 3¾d. as against 3½d. in the Assisted School and in the latter a great number received a gratuitous education. The Inspector spent most of his first year classifying schools and scholars in order to prepare them for his method of examination for results. Two visits were to be paid to each school—once as an inspection, and the second time for examination. The estimated cost for each scholar in average attendance was £2 8s. The full report of

the Inspector is instructive and it is worthy of note that since that report on July 9th, 1872, reports have been presented to the Government each year.

SOME OBJECTIONS TO THE ACT OF 1871.

Although the Act of 1871 was regarded by most as a great success, yet there were not wanting a few who made complaints that as in the assisted schools the pay depended on results and the numbers in attendance, a respectable form of kidnapping from the legitimate Government Schools resulted. Some complained that the District Board had too much power and others pointed out three particular difficulties in the Act: (1) Parents could, at a whim, remove their children from the Government School and send them elsewhere, and then send them back again; (2) the result scheme gave the teacher undue and unnecessary work; (3) as the teachers in the country schools got mere pittances, the country schools must eventually break up. At this time, too, a letter appeared in the Press in which the writer dealt with a glaring case of a schoolmaster "touting."

PROGRESS UNDER THE ACT OF 1871.

From 1872 we find according to the annual reports of Central Board that there was a small increase in the number of children attending the Government and Assisted Schools for each year. However, in 1875 and 1876 and 1877 there was a slight falling off in numbers at the Government Schools, while the numbers in the Assisted Schools appeared to rise a little. The population of Western Australia in 1872 was 25,724. In 1875 it was 26,709. With an increase of 1,000 in population every three years it can readily be understood that the schools were numerically at a standstill. yet towns like Albany, Geraldton, York, Busselton, and Perth and Fremantle had the main part of the population, Toodyay had their schools pushing ahead more vigorously

relatively speaking, than those in the metropolitan area. Some of the teachers then in a few schools may be mentioned:—

	1871	1872	
Albany, Mr. T. Palmer	45	46	Attendance.
Australind, Miss Clifton . ..	14	9	
Perth Boys', Mr. Trotter . ..	170	160	
Fremantle, Mr. Humble	135	140	

The cost per head both in Government and Assisted Schools, gradually increased each year; £3 10s. per head was the highest amount procurable under the 20th clause of the Act of 1871. Children, by this Act, had to attend 180 days in the year, for on this attendance the Grant depended.

The Inspector found fault with the Pupil Teacher System. It was inadequate, costly and valueless. The training of each pupil teacher for a four years' course was £135. It would have been more advantageous to train a few persons of fair ability at the schools in Perth and then utilise them later as teachers in smaller schools.

The payment of the Results Grant, which was a fair part of the Teachers' salary, was often unreasonably delayed and many were often put to great inconvenience, especially in country districts where teachers had a limited income and had frequently to change their lodging. A critical letter from a country teacher found its way into the Press. It gave an insight into what teachers had to endure owing to the limitations and difficulties that inadequate pay was responsible for.

In 1874 there were 15 District Boards looking after the Government Schools, and the Inspector, Mr. Wm. Adkinson, had more than he could do to visit schools so far apart when facilities for travel were lacking and the usual conveniences and comforts existing to-day for Inspectors were altogether absent. The following table shews the growth of the school system from 1871-1877.

GOVERNMENT SCHOOLS—

Year.	No. of Schools.	Scholars.	Cost per head.
1871	63	2,373	£2 15 5
1872	60	2,338	2 10 5
1873	64	2,367	2 8 0
1874	66	2,586	2 12 2
1875	58	2,453	2 19 3
1876	58	2,475	3 2 3
1877	57	2,515	3 5 3

ASSISTED SCHOOLS—

1872	13	1,137	16 4
1873	15	1,064	1 0 0
1874	18	1,244	16 6
1875	20	1,305	1 10 0
1876	22	1,389	1 10 0
1877	21	1,346	1 12 2

The result system became general gradually. In 1873, out of 61 schools, 21 were under the result system. The Inspector used to point out the altered circumstances of those teachers who had adopted the new idea as an inducement to others to abandon the "Fixed" salary method.

Compulsory education was adopted in Fremantle, Swan, York and several country districts as early as 1873. In 1874 there was a strong feeling in Perth and Fremantle that all buildings for Government Schools should be provided from public schools. The Inspector in his Third Report to the Central Board gave an idea of the fees paid by children attending the Government Schools. 20 per cent. were free, 55 per cent. paid 3d. a week, 15 per cent. paid 6d. and 10 per cent. paid 1/-

The report for 1875 referred to the serious matter of schools being closed in some cases pending the appointment of a new teacher. One teacher would sever his connection, and before the District Board would have another teacher ready to succeed, weeks and often months would elapse. The Pupil Teacher system, too, was considered a failure. Condidates who began had no intention of becoming teachers—they merely used the training as a stage in endeavouring to take up the more lucrative pursuit of

commercialism or to secure higher steps in the Government offices. In 1875 it was suggested that the Central Board would act wisely in taking over the control of appointment of teachers. Complaints had been made that the District Boards in some cases had lost interest in their work now that the novelty had worn off, and, as a result, no supervision over the schools was exercised.

FROM 1877-1884.

In 1877 examinations were held for granting certificates to teachers. Three gained certificates of efficiency and four were awarded certificates of competency. These were the first examinations held for teachers in Western Australia.

On 16th August, 1877, there was a slight amendment to the Elementary Act of 1871. The amendment sought to allow a more generous interpretation of some of the minor clauses of the Act

In 1878, provisional schools were inaugurated and these proved a boon to the settlers. At first there were 17 of these, but as they improved in numbers the attendance became sufficient to place the schools on the list of Government schools. In 1879, seven of these were gazetted as Government schools.

The number of teachers for 1879 was 99 made up of 27 masters, 45 mistresses, three assistant masters, three assistant mistresses, 12 pupil teachers, two monitors and seven monitresses. A school at Rottnest and another at Roebourne were added to the list in that year.

During 1879 Geraldton enjoyed the privilege of possessing one of the largest schools in the Colony. Its new school contained a large and a small room at one end for boys, of sufficient dimensions to hold 125 scholars, and at the other end there were two similar rooms for the girls.

The members of the Central Board in 1879 were:—

Mr. R. T. GOLDSWORTHY.
„ W. E. Marmion
„ L. S. Leake
„ E. H. Higham
„ G. Randell.

Meetings of this Board were held every second Wednesday throughout the year. Governor F. N. Broome on July 2nd, 1884, paid high tribute to the work of the Central Board. He had been visiting various parts of the Colony and as he was interested in the schools, he inspected them wherever he went and examined the scholars. On his return on one occasion he remarked:—

> "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 of anything approaching to a centre of population."

During 1880, the whole Colony was visited by two severe epidemics, Ophthalmia and Influenza, and this kept children from school for weeks at a time. In some country places schools were closed for months. Town schools, although inconvenienced by depleted staffs, succeeded in keeping open.

In the same year country teachers were invited to Perth during the holiday season to watch the methods pursued by the Chief Inspector and his assistant, at the lessons given each morning.

The progress of the schools during the early eighties can be gauged from these figures:—

GOVERNMENT SCHOOLS—

Year.	No. of Schools.	Scholars.	Cost per head.
1880	67	2,719	£3 7 11½
1881	72	2,781	3 8 4½
1882	75	2,894	3 5 2½
1883	77	2,919	3 6 10½
1884	74	3,052	3 7 9½

ASSISTED SCHOOLS—

1880	19	1,327	1 11 7
1881	16	1,253	1 13 2½
1882	18	1,157	1 10 0
1883	16	1,142	1 8 2½
1884	16	1,221	1 8 8½

PRIVATE SCHOOLS 1870-1880.

Several private schools were opened in Perth from 1871 onwards. In 1873 we note Mr. Trotter's select class for the study of Latin, French and the higher branches of Mathematics, open at Mona Cottage, Perth.

A college for ladies was opened by Mrs. Taunton in St. George's Terrace, and this school specialised in an English Education plus sewing, embroidery, knitting and woolwork.

The Misses Cowan kept their ladies' college in St. George's Terrace working actively, and at that time £35 was considered a fair fee to cover the cost of board and tuition.

On 13th March, 1872, a Catholic boarding school for boys under the patronage of His Lordship Dr. Griver was opened at "Subiaco House," three miles from Perth. Here the ordinary subjects were taught and the fee of £35 covered everything save classics and music. This school did not have a very long reign.

On April 18th Mr. G. A. Letch, who had previously conducted a grammar school, opened a commercial academy in St. George's Terrace, (opposite the then Weld Club). His aim was to give a thorough liberal education on strict commercial lines at fees of 10. 8 and 6 guineas per annum. This school was the first commercial school in the West.

PRIVATE SCHOOLS (1880-1890).

During 1880-1890 several private educational establishments were set up in Perth. H. E. Victor, C.E., set up the Perth Academy at Wesley Hall, William Street. This was a day and boarding school with evening classes, and it aimed at supplying to all who wished a middle-class education.

"Bishop's Girls'" Day College with a Preparatory School used to be held in the Cathedral Sunday School Room, and Miss Gilholy was the teacher, and subsequently Miss Best.

In Fremantle a grammar school conducted by Mr. (Afterwards Sir) Henry Briggs, assisted by Mr. E. W. H. Needham, enjoyed quite a long period of educational fame. A school roll of 50-70, and half of that number as boarders, made the whole school. To-day the school still stands, but as the Girls' College under the auspices of the Church of England.

Other colleges in the eighties were:—

Mulgrave House School, Roe Street, Perth, conducted by Mrs. Rogers

A Girls' High School, Hay Street, Perth, managed by Miss Howes.

Barclay House School, Hay Street, Perth, owned by Mrs. Hester.

Miss Cowan's Cambridge House School, Fremantle

The Albany Training Institute, directed by the Rev. A. J. Williams.

In 1888 it was calculated that in addition to high schools, there were in Perth alone at least 25 private schools in existence. The Central Board exercised no control over those children attending them Children in many cases attended them irregularly and the instruction in some cases was not efficient, yet the Board was powerless to act.

PERTH COLLEGIATE SCHOOL.

A notice in the "Perth Gazette" that the Perth Collegiate School would re-open on 8th April, 1872 (Headmaster, Mr. E. W. Haynes), was full of interest for those interested in the progress of education. The Collegiate School was no other than the College founded by Bishop Hale in 1858, but it had undergone many vicissitudes since then. As has been said, financial difficulties had decided the Governors in 1872 to abandon the College.

At a meeting of the Governors, May 7th 1873, they agreed to a minute which was to be forwarded by the ensuing mail to the Society for Promoting Christian Knowledge, London. This minute traversed the inner history of the school and told the members of the Society that since the school, through diminishing numbers, had fallen off, it was decided that the school had ceased as from March 31st, 1872. At the subsequent meeting it was resolved that as the Governors must first apply to be relieved of their trust, any further business matters relating to the closing of the school should be dealt with after a postponement of eighteen months. Mr Haynes, however, had engaged the school from 1st January, 1873, for two years. He prepaid the rent and the building was renovated.

Hale's College was indebted to the Society for Promoting Christian Knowledge for the following reasons:— In 1860 a proposal was made to the Society to make the Perth Collegiate School a "public and permanent institution of the Colony" and the Society's bounty was appealed to for the furtherance of this object. A grant of £1,100 was generously made upon the condition that a sum equal to half that amount should be raised in the Colony. For four years this grant and condition had been before the public, during the whole of which period the advantages of the school were afforded to the parents of the upper and middle classes. £294 was still required to complete the conditional £550. In August of the same year the full amount was contributed and the school was then incorporated under an ordinance of the local Legislature. In 1886 twelve gentlemen bound themselves jointly with the Bishop for three years to liquidate any expenditure that the school receipts might not be sufficient to meet, provided that the calls upon the guarantors did not exceed the sum of £25 in any one year. To this obligation all the guarantors but two proved faithful. In 1886 they paid off £150, in 1867 £99, in 1869 £269 4s. 8d., and with the last payment the period for which they had bound themselves expired. The Bishop then took the sole pecuniary responsibility, and it may be safely affirmed that His Lordship's contri-

butions towards this school from first to last fully equalled in amount the noble donation of the Society—the last payment of the Bishop in 1872 was £386.

The school during any one year had never cleared expenses. In 1886 there was a debt of £230 9s. 4d. In 1867 the debts were £27 17s. 4d., and in thirteen months more, i.e., in January, 1869, they had reached £269 4s. 8d., which under a call of £22 10s. the guarantors finally discharged.

The public failed to take full advantage of the opportunities afforded by the Collegiate School, yet nevertheless the intentions of this Society had been rightly appreciated and as far as possible furthered not only by our respected Bishop, whose large contributions have been already referred to, but by other donors. The premises were leased. After the expiration of the term it might be possible to restore the building for purposes more directly in accord with the ideas of the donors.

Mr. E. W. Haynes kept the school going then during 1873 and up to 1876, when the Government took the matter up, and, as I shall show, Hale's College became the High School.

HIGHER EDUCATION.

His Excellency the Governor in 1875, in his speech on opening the Legislative Council, expressed his intention of introducing a Bill to establish in Western Australia a system of higher education on a strictly secular basis. There was opposition to this movement on the part of a large section as being detrimental to the best interests of the community. "Parents wanted their children brought up in the religion that they adopted and this would be impossible in a high school founded on a strictly secular basis." The objectors seemed to forget that the Government in proposing to carry out such a system evidently had in mind the general good. The State must look after the State concerns. If education is a State concern, then it must be treated in a broad secular way and it must be

independent of any religious shade. The university, the State high schools and the public schools must remain secular. If religion is taught in them it must be classed as an optional subject. The Catholic community of Perth, Fremantle and Guildford held a big opposition meeting and drew up a memorial, which was forwarded to the Secretary of State for the Colonies, and the result was that the Bill was disallowed; but next year, 1876, the Governor, Sir William Robinson, re-introduced substantially the same Bill to found a High School in Perth. Again opposition was forthcoming. Some accused the State of wanting to have class education. "The High School Act with fees of £72 a year would," they said, "favour a scheme to educate the children of the few apart from the children of the people. People of means generally send their children abroad, but in this case they wanted the taxpayers to help to educate their children." Another memorial was forwarded to the Secretary of State for the Colonies, but this time the memorial was without avail. The High School Act was allowed and this led to the foundation of the present High School, Perth. The new Governors of the High School incorporated the old Collegiate School, founded by Bishop Hale, in their High School scheme.

The High School was conducted in St. George's Terrace for some years, but in 1884 it was given the buildings at the corner of George Street and St. George's Terrace, although a few years before this the school classes were held in the Barracks.

Sir John Forrest in 1902 was instrumental in persuading the Leake Government to give the High School a fine big ground in King's Park, and the Government granted £250 to be spent in making the site of use as a playground. About the same time it was proposed to construct the new school adjoining the oval in the Park, but this idea was opposed by the King's Park authorities. In 1924 a new school was built on ground facing Wilson Street, and adjoining Parliament House. Various additions have been made, but yet more are needed to make the High School the big school of Western Australia.

When the High School syllabus was first drafted the year was divided into three terms: 20th January to 20th April, 10th May to 10th August, 20th September to 20th December. The fees in advance for pupils under 12 were £3 per term, and for those over 12, £4. The first headmaster was Mr. R. Davies, B.A., of Corpus Christi College, Cambridge, and Mr. E. W. Haynes was assistant master. Boarders were received at the School House by the Masters and by the Rev. F. Coghlan. Terms, including school fees, were £50 for boys under 12 and £60 for those over 12. The school rose and fell in numbers like the barometer. The absence of a proper playground was always a serious drawback. At the present time the boarding arrangements are not satisfactory and the future High School home has yet to be built.

The Governors of the Colony have always taken a keen interest in the work and range of the school. Governor Broome was perhaps one of its most ardent advocates. He remarked in one particular address that the welfare of the High School was the welfare of one of the most valuable institutions of the Colony, concerning as it did every parent who desired to give his son the inestimable advantage of a good education.

The High School was given by the Government an annuity of £500. Later it was increased to £1,000. This annual allowance ended in June, 1915, as the grounds on which the present school stands were considered adequate compensation. In 1915 the school left small numbers behind and advanced the roll call to 180. Within three years the attendance jumped to 350, and to-day it fluctuates between 320 and 340. Its full history is full of interest and I have dealt with it in detail in another paper. It suffices to say that its Governors have always been men of culture and renown, and gentlemen of high social standing. To Mr. Randell, who in reality may be termed the founder of the High School, and to all who guided its destinies and directed its energies, the Colony owes much. The High School has had a long list of Governors and many of these have been its best benefactors. The first

Chairman of the Board was Sir A. P. Burt (the then Chief Justice, 1877), and then in order the names of Geo. Shenton, J. C. H. James, Sir Alexander Onslow, Sir Winthrop Hackett, Dr. J. S. Battye, and T. A. L. Davy, Esq., figure. These men were actuated by a high ideal and a grand purpose to make the High School a school in the true sense. Their efforts were often frustrated by lack of means and it would be too much to expect that the school was always responsive to their wishes. For many years, fifty to sixty scholars represented the maximum attendance. In 1891 the roll call was as low as 24, but in 1893 over 100 students were in attendance. From that year up to the present time, scholarship, culture and excellence in true sport have been the clarion call of the various headmasters and their assistants.

The first headmaster was Mr. Davies. He resigned in 1880. Mr. Beuttler, Mr. R. Gee, Mr. Faulkner were successive headmasters up to 1914. Mr. Faulkner enjoyed a long period of success and good work. In 1914 the present headmaster, Mr. Matthew Wilson, B.A. (Trinity College, Melbourne) was appointed and he has been instrumental in making the school what it is to-day.

THE WORK OF THE CENTRAL BOARD (Continued). 1884-1890.

In March, 1884, the Inspector, Mr. Adkinson, was sent by the Central Board to examine into the educational system in vogue in South Australia and Victoria, so as to glean whatever would be useful and beneficial for the schools of the West. Mr. Adkinson paid a high tribute to the courtesy of the heads of the Department in each State. His investigation was thorough and on his return, in a general report to the Education Board dated June 10th, 1884, he touched on many useful educational matters that would benefit the Colony. His report showed that he visited the Model Schools in Adelaide, also the Practising School and the Training College. He included in his in-

spection of provisional schools, rural and small town schools of South Australia. He next proceeded to Victoria and the Departments there gave him every facility to accomplish the object of his visit. South Australia stood out prominently from an educational viewpoint because of three favourable features as regards the teachers:—(1) Adequate training, (2) a defined and recognised system of promotion and (3) fair salaries.

Victoria had district training schools in which the head teachers were charged with the preparatory training of candidates for a Central Training Institution. The mode of training adopted in both Colonies was first to provide a body of teachers of superior literary and professional attainments for the large schools, and secondly to offer as a temporary expediency a modified form of training to "licenced" teachers already in the service.

The Inspector made many recommendations to the Central Board as a result of his visit to the Colonies mentioned and in his report he impressed on the Board that to secure an efficient service and a progressive educational policy in the West, these recommendations should receive immediate attention. He thought that good discipline and organisation in a school should be attended to as well as good results. Order and method must be considered as indispensable, and attention to them would serve to amend incomes for the teachers. The use of registers, compulsory attendance, the supplying of information relative to absentees by the teachers, to the District Board, the use of certificates, the introduction of singing, the practice of drill, the purchase of prizes and library books for schools, were some of the recommendations stressed by the Inspector.

> "The admirable system in force in South Australia for training teachers and enabling the Minister controlling education to appoint teachers to the places most suited for them marks one of the great differences between their system and ours, and to this fact may be attributed the reason why their schools have earned so high a reputation. Until the Act of 1871 is altered so as to place the Central Board in a similar position to that held by the Minister controlling

education in South Australia, we can never hope materially to improve upon the standard of efficiency at present attained by the Government Schools of this Colony."

Mr. Adkinson was impressed with the advantage of mixed schools over the style existing then fairly generally in the West. As a means of increasing teaching power they had a great advantage over Departmental schools. In the organisation of a school and the arrangement of the teaching power it should be the constant aim to have each scholar as much as possible under the direct influence of the head teacher. The larger the school, the more cheaply can this be effected, as the following illustration given by him shews:—

Mixed Schools (S.A.), 95 Scholars.

1 Master, Income	£227	0	0
2 Pupil Teachers	60	0	0
1 Sewing Mistress	20	0	0
Total	£307	0	0
Average Cost per Head	£3	4	7½

Departmental Schools—

Bunbury, 96 Scholars.			
Boys' School, 54 Scholars.			
1 Master, Income	£150	15	0
1 Pupil Teacher	30	0	0
Girls' School, 42 Pupils.			
1 Mistress, Income	£101	3	0
1 Monitress	24	0	0
Total	£305	18	0
Average Cost per Head	£3	3	8

The Central Board was never very willing to extend the numbers of assisted schools. When the Church of England School at the corner of Charles and Duke Streets asked for a grant-in-aid, the request was refused. The Central Board gave as reason for its objection that the school was situated near a Government school, and to favour this school would mean to break faith with the teachers of the Government school, for their salaries would

decrease with decreasing numbers. They contended, too, that a few large schools well staffed were better than many small ones, and the Government schools were far from being numerically over-taxed. Further, to grant aid to one would mean a suggestion for more to apply.

FIRST HINT OF A UNIVERSITY.

In June, 1884, the Central Board of Education were of opinion by a majority vote that the reservation of land for future endowment of public schools and other educational establishments of a public character, except a university, was not desirable, but they agreed that reserves of rural land should be set apart for the endowment of such an institution, so that even at that early date the idea of a future university was entertained

From 1884 we note the failure of many schools in obtaining a permanent footing due to the constant removal of families in country districts, depression in local industry and the apathy of parents. From 1884 to 1890 there is very little of note in the history of the schools, save that in 1885 High School scholarships were awarded by the Government at the suggestion of Governor Broome. These gave a stimulus to the higher classes in the school. The first boys to win them were Arthur Barker and H. J. James. During 1886 there was a decrease in the number on the school rolls, yet that year the population of the Colony increased by thousands owing to immigration.

The new Central Board for 1886 was made up of Malcolm Fraser (Chairman), W. E. Marmion, Geo. Shenton, G. Randell, and W. T. Loton (the late Sir William Loton).

FIRST EDUCATION COMMISSION.

Perhaps the chief event of those years was the report of a Commission appointed to enquire into the system of education pursued in the Government primary schools (September 14th, 1887). Mr. Hensman, in accordance with

notice, had moved in the Legislative Council, that in the opinion of that House it was desirable that the system of education pursued in the Government Schools should be enquired into. Furthermore, suggestions would be invited to point out ways and means in which the system might be improved.

The Commission consisted of the following gentlemen:—Messrs. David Shearer (chairman), C. N. Warton, D. C. Watkins, T. A. James, and T. B. Butler. After a careful analysis of the system in vogue and an inspection of a great number of schools, and an examination of many people concerned, the Commission embodied its findings in a report. For the most part it offered as suggestions what the Inspector of Schools had previously recommended to the Central Board.

The Commission ascertained that a change of reading books was essential. One Commissioner thought that it was unfair to judge a teacher's school and income by the casual visit of an inspector.

THE WORK OF THE COMMISSION.

The Commission urged that inspections twice a year should be restored. Up to 1878 bi-annual inspection was the usual practice. One visit of the Inspector was made for inspection and observation of work and methods and a second visit was made for purposes of examination, but owing to some complaints made by the teachers, the Inspector was restricted to one visit.

The Commission drew up two lists of subjects for the school curriculum. One list was considered as essential and the other as supplementary. In compiling the second list they had lost sight of the fact that the teaching staff then operating in the schools of the Colony was totally inadequate to cope with the strain of extra subjects being added to a programme already full enough when classes were so large and so varied.

The Commission laid down what subjects should be considered essential and what supplementary. It was held that history was a necessary subject for the school curriculum. It also advised a reduction in the school fees. The work of the Commission was confined to a small area. There were then 74 Government schools and 16 assisted schools, and the schools were, in the main, one grade—primary.

The Central Board adopted many of the recommendations, but found it impossible to accept reduced fees. Further, they thought that the reading books were quite satisfactory. The "Constable" Series used in the colonial schools had a large sale and were quite accurate (save for one instance pointed out in the report of the Commission). Professor Laurie, their editor, was considered in the forefront of British educationalists. Some suggestions they declined as being impracticable, but many they adopted forthwith.

Perhaps one of the earliest and best results of the recommendations of the Commission was exemplified when it was required of teachers to prove that they were competent to discharge the duties entrusted to them before they were given a position in the department. Previously there was a tendency to trust to local influence rather than to competency when positions were being sought.

At the end of 1887 Mr. Chas. H. Clifton resigned the post of secretary to the Education Board. He had held the position for more than nine years. Mr. W. A. Gale was appointed in his stead. Mr. Gale had previously held a position in the High School. Mr. Clifton was the third secretary; the first secretary appointed to the Central Board in 1871 was Mr. L. Eliot. After a few years' service he was succeeded by Mr. C. L. Howard. The secretary in those days acted between the Inspector and the Board. After 1893, when education was under a Minister, the secretary for a time had the "ear" of the Minister and naturally the power of the Chief Inspector was minimised. The Inspector was the educationalist—the secretary may have no technical knowledge whatever. For the good of

education, it was better for the head of the department to be in direct communication with the Minister. The last secretary was Mr. Owen P. Stables. He was appointed in 1890 and resigned in 1901, while Mr. C. Jackson was Inspector-General of Schools, but the appointment of the Inspector-General early in 1897 practically made a Secretary of Education unnecessary. From that time on the Inspector-General or Director of Education, as he is now termed, was in direct communication with the Minister. The clerical head has been supplanted by the man of professional qualifications, technical skill and psychological training. Mr. Stables had had hard pioneering work to do and the able way he performed his duties entitled him to the recognition of the community.

TECHNICAL EDUCATION.

On the 29th November 1889, Mr. G. Randell, in accordance with notice, moved, "That an Humble Address be presented to His Excellency the Governor, asking him to appoint a Committee for the purpose of considering and reporting on the desirableness and practicability of introducing Technical Education into the more important Government Boys' Schools and the High School, Perth; also, whether assistance in this direction could not with advantage to the general interests of the Colony be extended to other Boys' Schools." The question was put to the House and passed, but a few years were to pass before Technical Education was to make a quiet and unobtrusive beginning.

THE YEARS 1889 and 1890.

The expenditure for 1889 was £9,900.

The salaries of the teachers practically consumed the whole of this sum. The average amount paid to a teacher was less than £90. In 1922, the salaries of the teachers of

the primary schools totalled over £400,000. The yearly salary of a teacher depended on:—

(a) The average attendance.
(b) The efficiency of the School during the preceding year.

A teacher was therefore able at the beginning of the year to calculate the exact amount of salary to which he or she would be entitled. Before appointment, teachers had to have certificates of competency. Up to that time, the appointment of teachers was vested in the District Board. It was now time to put it in the hands of some central educational authority.

In 1889, the teaching staff of the Colony numbered 117 (76 women and 41 men). In addition, in the assisted Schools there were 6 masters and 43 mistresses.

In 1890, eighteen certificates were awarded to Government school teachers, six for efficiency and twelve for competency. These certificates were awarded by the Inspector of Schools.

In 1890, Mr. Gale, Secretary to the Central Board, retired and was succeeded by Mr. Owen P. Stables.

The following table will shew the progress of Education since 1874. Three subjects are tested:—

GOVERNMENT SCHOOLS—

Year.	Reading. per cent.	Writing & Spelling. per cent.	Arithmetic. per cent.	Three R's. per cent.
1874	83	77	71	77
1880	84	84	66	78
1887	84	78	69	77
1890	88	84	75	83

ASSISTED SCHOOLS—

Year.	Reading. per cent.	Writing & Spelling. per cent.	Arithmetic. per cent.	Three R's. per cent.
1871	82	79	66	76
1880	87	80	58	75
1887	88	87	75	83
1890	89	87	79	85

The grant for education was distributed to the schools according to three well defined methods:—

1. Capitation Grant: varying according to average attendance.
2. Results Grant: a payment on individual passes of the children at the annual visits of the Inspector.
3. Maintenance Grant: the Amount spent in warming, cleaning and repairing buildings.

No. 3 was paid out of the fees fund, but Nos. 1 and 2 together made up the teacher's salary and were paid out of the Grant for Education.

CAPITATION GRANT for 1890—			
Government Schools	£6,561	19	10
Assisted Schools	1,205	5	5
RESULT GRANT—			
Government Schools	1,891	17	9
Assisted Schools	487	11	0
MAINTENANCE GRANT	1,116	11	4

The Result Grant was condemned by all up-to-date educationalists of that time and it was not favoured in the West. It was really the commercial element in education. It had been established in England by Mr. Robert Lowe, but it was superseded by the more equitable plan of payment by percentage or class results. If a boy were absent on the day of examination, the teacher lost the amount of grant which might have been earned by the scholar, if present. Many causes kept children away; sickness, floods, rain, storms, etc., might detain most of a class on the day of examination.

In 1890, Mr. Adkinson presented to the Central Board his last report, for at the end of that year he retired on a well-earned pension. He had been associated with the schools of Western Australia for 28 years, first as headmaster of the Government Boys' School, and later as Inspector. He had been the mainstay of the Central Board of Education since 1871. He was a conscientious worker, a sympathetic teacher, an excellent adviser and above all,

an admirable helper. It was due to his untiring energy and idealism that Western Australia, nothwithstanding its many difficulties, financial and otherwise, had determined to build up a system that would, when population came, place her in the forefront as a progressive Colony. Mr. Adkinson was really a pioneer. For 22 years his successor, Mr. J. P. Walton remained Chief Inspector, and he, assisted by a small staff, carried on faithfully and prosperously the work begun by Mr. Adkinson. Mr. Jas. P. Walton, late headmaster of King Street Higher Grade School, Derby, began his inspectorial duties towards the end of 1890.

THE CHIEF INSPECTOR.

When Mr. Walton was made Chief Inspector there were in all, 119 teachers, 77 of whom were head teachers, but only 23 were certificated. Of these 23, 10 had only certificates of competency. Many of those who were uncertificated had worked very conscientiously for years and the new Chief Inspector recommended that the best of them who had been teaching for ten years and whose results had been good, should be granted certificates of efficiency. It cannot be denied, too, that some of the teachers gave the Chief Inspector plenty of anxiety owing to their want of skill, lack of knowledge and absence of social status. By degrees, many were dispensed with, but the whole matter called for tact, prudence and resource on the part of Mr. Walton. Mr. Walton, who is still alive, is quite vigorous and alert. In conversation, he has described some of the difficulties he had to contend with. Education in 1890 appears crude when compared with our time, but very much of what we have to-day is due to the energy, enthusiasm and difficult work of the second Inspector under the control of the Central Board.

The average salaries of masters in 1890 were as follows:—

Head Master	£102 12 0
Head Mistress	78 6 0
Assistant Master	78 14 0
Assistant Mistress	78 12 0

and twelve of the head teachers were provided with quarters.

Three thousand and seventy children paid fees each week in the Government Schools at varying rates of 2s. 4d., 6d., 8d. and 1s., and 287 were considered free students. The total amount received in fees for the year was:—

Government Schools	£1,307 1 4
Assisted Schools	401 17 8

In that year there were in all 5,014 students on the school rolls and the total salaries for teachers was £8,453.

The new Inspector, in his first report to the Central Board (1891) mentioned that the number of children of compulsory school age in Western Australia was 8,144, while 1,358 were instructed in private schools and 1,372 were taught at home. The number without instruction was 1,743, and the rest, 3,671, were on the rolls of State schools.

The education of those 1,372 "at home" was problematic, and some of the private schools were educational only in name. For those children at school there were 82 Government and 19 assisted schools.

The Chief Inspector pointed out that although there was an increase in the number of scholars, yet the amount received in fees from the scholars was less. It was to the teacher's interest to impose low fees for two reasons:— (1) The teachers did not get them; and (2) If parents, as time went on, refused or discontinued to pay, the teacher was liable and the smaller the fee, the less he had to reimburse. Accordingly the Central Board was advised to persuade the Government to abolish fees altogether and imitate Victoria and New Zealand by the policy of free and compulsory education. Up to this year, the Central Board paid the teachers by distributing the result grant from two half-yearly payments. From this time on payments were to be made monthly. If the Inspector's report was exceptionally good, a bonus was given, but a fine was imposed if the result was bad.

SCHOLARSHIPS.

The examination for sholarships at the High School was conducted under an altered method for 1891. There was a preliminary examination and the four that acquitted themselves best came to Perth for an oral examination. Eleven boys presented themselves for the preliminary, and at the final examination C. O. Ferguson and C. E. Manning headed the list. The High School scholarships, however, could not be considered popular. It was difficult to get masters to prepare students for them. It happened that no candidate on a couple of occasions was considered fit to qualify. In 1888 the Department offered a £5 bonus to teachers for the production of a successful candidate. It was considered unreasonable to ask teachers, for the mere honour, to exert themselves and to deprive their schools not only of their most promising pupils, but also of the "capitation" grant dependent on them.

In 1887 there were two candidates. However, fourteen boys presented themselves the next year. In 1889, too, the bonus was shown to have proved a success, but a reaction set in almost immediately, and the fact remained that the High School scholarships were not as attractive and as popular as was anticipated. The trouble was that they did not benefit the sons of the poor. The amount of the scholarships was insufficient to pay the whole expense of keeping a boy at the High School, and the parent was necessarily put to considerable expense. In 1894 the Government raised the scholarship from £50 to the value of £75 each, and in the 1895 examination far greater interest was displayed. The eleven candidates that presented themselves showed that their preparation was better and that the competition was keener.

PROGRESS (1885-1895).

The following list shows the number of schools, roll register, average attendance, and cost per head from 1888-1895:—

Year.	No. of Schools.	No. on Roll.	Average Attendance.	Cost per Head.
GOVERNMENT SCHOOLS—				
1888	77	3262	2533	£3 5 7½
1889	78	3310	2517	3 6 4½
1890	82	3352	3537	3 7 11
1891	84	3568	2630	3 6 9
1892	96	4032	2902	3 3 1
1893	106	4280	3088	3 8 8
1894	115	5037	3552	3 6 1
1895	133	6451	4685	3 14 6
ASSISTED SCHOOLS—				
1888	16	1417	1216	£1 7 3½
1889	16	1434	1108	1 8 4½
1890	18	1632	1283	1 7 7
1891	19	1778	1275	1 8 10
1892	21	1941	1422	1 6 7
1893	21	2058	1537	1 6 6
1894	21	2381	1815	1 4 2
1895	19	2293	1708	1 4 4

THE STATE OF EDUCATION IN 1891.

In 1891 the new Inspector found his time fully employed in inspecting schools, investigating work and organising classes. The inspection revealed that schools occasionally were badly in need of repairs; registers, in many cases, were so neglected as to demand a special circular; apparatus in schools needed supplementing. Twenty five per cent of the schools had no maps of Australia or Western Australia. The school buildings were found in anything but a commendatory condition.

Lavatory provision was most elementary and sanitary arrangements were missing in twenty schools.

The teachers had three grievances, that the Inspector tried to prevail on the Central Board to remedy (1) the smallness of their salaries, (2) the uncertainty of promotion, and (3) their responsibility for the school fees. It was the teachers' misfortune rather than their fault that they had no means of improving themselves. A teacher of method who would train pupil teachers for six months and lecture on school management at various centres would improve the position of affairs.

If the appointment of teachers were lodged in a central authority, their promotion would be rendered possible. The existing arrangement to prove success meant that the teacher must have influence with the District Board. In 1891 there were three instances of promotion. The twenty monitors employed in the schools were, educationally, considered a failure. They should have been in the ranks of pupil teachers with the responsibilities and emoluments of that office. The Inspector, in order to induce the teachers to take a greater interest in their schools, revived and put into operation the "merit grant." This grant gave a bonus of 2s. or 1s. per head to the teachers and was affected by the following:—Registration, neatness of pupils, and school premises, general tone of the school, progress of scholars and interest shown by the teachers in their duties.

In 1892, eight new schools were in the course of erection, rendered necessary by a big increase in pupils, and the same year, a scheme was suggested by the Inspector to provide provisional schools in thinly populated districts.

A syllabus for drill was drawn up. Mr. Gardiner acted as half-time Inspector and half-time Drill Instructor, while Mr. McCollum was appointed an Inspector. The same year saw the appointment of a Teacher of Method—Mr. MacLagan, from Scotland. His work was to lecture on school management for six months and to instruct pupil teachers for the other six. The Chief Inspector, this year,

made far-reaching suggestions to the Central Board and the following he particularly stressed:—

(1) The placing in the hands of the Central Board, the appointment, promotion, and dismissal of all teachers in the Government Schools. (The Local Boards were unwilling to interfere even when children were neglected.)

(2) The increasing the amount per head to £3 10s. in the case of Government Schools and to £1 15s. in the case of Assisted Schools

(3) Enforcing attendance at school and giving the Local Boards power to recover fines and costs.

(4) The classification of both schools and teachers.

(5) The extension of the authority and influence of Inspectors.

The cost per head in each State showed that Western Australia was the lowest. The cost per head included expenses on buildings and administration. The expenditure in each State was as follows:—

Victoria	£6	6	5
New South Wales	6	5	7
Queensland	5	13	9
South Australia	4	19	1
Western Australia	4	2	9½

The inspectorial work for 1892 necessitated 11,461 miles of travel—4,836 miles were made by train, 4,525 by road, and 2,100 by sea. The number of head teachers in 1890 was 23, in 1891 35, and in 1892 43.

In 1893, £20,000 was set aside for the erection of new schools. Drill and physical exercises were introduced. The Master of Method toured the State and gave his attention to the training of teachers as well as he was able. This work was the initial step towards founding a training college.

It was proposed to set aside £500 in 1894 for the purpose of instituting technical and industrial classes.

The designation of the Inspectors underwent an alteration in 1892. The terms "Chief Inspector" and "Inspector of Schools," covered the change. The establishment of railway cadetships, bursaries for girls, and the insistence on "drill" as a subject on the school curriculum, the

appointment of a third Inspector and a move to adopt mixed schools as being more economical and securing more efficient teaching were all prominent features of the work of 1892.

The revised programme introduced in 1892, and made compulsory, January 1893, paid more attention to class graduation. Thoughtful answerings as opposed to "memory" work was insisted on, while the substitution of a modern reader, the introduction of history, "singing-by-ear" and a needlework schedule showed that the programme was adjusting itself to modern needs. The work for each standard was fixed, while provision was made for those who passed the 7th standard and wished to continue their studies.

The programme effected the greatest alterations for children under seven years of age. More attention was to be given to disciplinary exercises and useful employment. The Inspectors were to discover if the little ones had been interestingly employed. Children were, if possible, to be graded into three sections, but they were to be examined in classes according to their age and length of time under instruction.

In short, the revised programme, while it increased the number of subjects to be taught, distributed the work more equally and distinctly defined what each class had to accomplish.

1892 AND 1893.

The amount of money spent upon education in 1892 was £14,683 12s. 1d., made up as follows:—

1. Capitation Grant (based on average attendance) £8,466 13 3
2. Results Grant (fixed by annual exam.) 3,003 10 0
3. Maintenance Grant (Government Schools only) 3,213 8 10

In 1893 there were indications that another great educational phase was about to be entered on. The agitation for the repeal of the Act of 1871 had begun in 1892. In 1890 Western Australia had become a self-governing

Colony. Local government made all the difference to the West. Now the Colony began to feel its power and to develop its future. The State, with a Parliament of its own, would naturally give more attention to education. The work of the Central Board must now fall to a Minister —a man responsible to Parliament.

THE ACT OF 1893.

On October 13, 1893, an Act was assented to amending the law relating to public elementary education, and the Central Board of Education came to an end. The Central Board had been the controlling factor in education since 1871. The Board had done its work effectively and well through years of economic stagnation in the Colony. District Boards of five members were still to be elected, but the existing Boards were to continue until the next elections.

The appointment of a Minister of Education, responsible to Parliament, was the fourth stage in the history and development of education. For a few years the population of Western Australia and its economic retardation necessitated the slow advance of any great educational movement, although it was felt that the West was now to go forward.

The first Minister for Education was Mr. S. H. Parker, Q.C., M.L.C. (later Chief Justice and now Sir Henry Parker). The Hon. E. H. Wittenoom succeeded him as Minister for Education the following year. He held the position for two years and then Mr. H. B. Lefroy succeeded him, and the latter gentleman was followed in turn by Mr. G. Randel.

The Amending Education Act introduced clauses dealing with special religious instruction in elementary schools receiving State aid. Religious instruction could now be taught during school hours by the minister or religious teacher of any denomination.

During 1893, with the advantage of the Elementary Education Amendment Act and the use of the revised programme, great efficiency was aimed at, but to secure even better results, the Chief Inspector suggested the following.—

(1) That payment by results should be abolished.

(2) That facilities be provided for the training of teachers.

(3) That the amount of money spent on the schools should be increased.

(4) That competent teachers should be adequately paid.

(5) That provision be made for enforcing attendance at school.

(6) That mixed schools should be generally adopted as being more economical and efficient.

In Victoria, Departmental Schools were unknown. In New South Wales and South Australia, they were found when the average attendance went to 600.

The educational position of the State, then, in 1893 was as follows.—(a) There were 152 teachers and 106 Government schools in operation, with an enrolment of 4,280 pupils; there were 21 assisted schools with an enrolment of 2,058. (b) It was computed that there were in all 9,200 children of school age in the Colony. This showed that 3,000 odd were receiving no education, showing the absolute necessity for strict compulsion laws.

The Chief Inspector, Jas. P. Walton, assisted by S. Gardiner (who also superintended drill), J. B. MacLagan (Teacher of Method), J. McCollum, and Miss J. A. Nisbet (Needlework), made up the whole inspectorial staff, and when we remember that schools as far apart as Esperance Bay, Shark Bay, Karridale, Roebourne, York, Wagin, Southern Cross, etc., had to be visited, we can form some estimate of their work.

CHAPTER IV.

UNDER A MINISTER—1893-1910.

THE Amended Act of 1893 was to a large degree a copy of the system in vogue in New South Wales, particularly the clause dealing with special religious instruction in elementary schools receiving State aid. Ministers of religion were now permitted to instruct children for half an hour during school hours.

SOME OF THE CHANGES EFFECTED BY THE AMENDED ACT.

1. Education was placed under the control of a Minister.
2. The appointment and dismissal of teachers were vested in the Minister.
3. Government Schools were regarded under the heading of.—
    - (a) Public Schools.
    - (b) Half-time Schools.
    - (c) Provisional Schools.
    - (d) House-to-house Schools.
    - (e) Special Schools.
    - (f) Evening Schools.
4. The teachers were classified in three classes, each having two or three grades.
5. The duties of teachers were set out and the salaries were arranged on scale.
6. Schools were classified.

The programme was again revised. The number of subjects was increased, but the work was more evenly divided amongst the standards and the adoption of improved methods was encouraged

Regulations were made for the assisted schools as regards certificates of recognition, school staff, grant-in-aid, and other matters that appertained to them in particular.

The programme and general arrangements relative to the Government schools applied equally to the assisted schools.

The Amended Act, then, gave definiteness to the schools. Education had now proceeded from the simple to the complex stage. It was necessary for teachers and schools to know exactly how they stood.

It may be of interest to know how the schools were classified under the Amended Act.

		Salary of Head Teacher.	
		Male.	Female.
Class.	Average attendance 200 and	£	£
I.	upwards	280	224
II.	„ 150	260	208
III.	„ 125	240	192
IV.	„ 100	220	176
V.	„ 75	200	160
VI.	„ 50	175	140
VII.	„ 40	150	120
VIII.	„ 30	125	100
IX.	„ 15	100	80

The salaries of assistants ranged from £100 to £160 for males, and from £80 to £130 in the case of females.

AN IMPORTANT YEAR—1894.

In 1894 there was a Royal Commission on the Civil Service as a preliminary to placing it on a more satisfactory basis, and as the Education Department had just come under the control of a Minister, this section of the Civil Service (the Education Department) was inquired into. Mr. F. A. Canning was the chairman, and after a thorough

investigation, changes were suggested in its administration. The first of these was that steps should be taken for the better remuneration of teachers; secondly, that a system of Technical Education should be introduced; and thirdly, that the time was now ripe for the inauguration of Industrial and Trade Schools.

The increase in salaries was given effect to immediately. The Chief Inspector, Mr. Walton, began at £300. His salary was now increased to £375, while Mr. Bell, the Headmaster of the Perth Boys' School, was increased from £240 to £300. All others had increments according to a scale. Applications from Victorian teachers poured into the Colony during 1894. Most of these teachers were well-trained, while those of this Colony had been satisfied with a lower standard of efficiency.

The Chief Inspector, Mr. J. P. Walton, in 1894 put before the new Minister for Education, Mr. S. H. Parker, desirable changes that would greatly benefit education if put into operation. He advocated the abolition of the system of payment by results. This idea, which was practically commercialising education, had disappeared from the codes in Great Britain and the Eastern States. Further, he wanted facilities provided for training teachers and the payment of still more adequate salaries for competent teachers. The amount spent on schools should be increased and provision was needed for enforcing attendance at school.

During the same year, some of these recommendations became law—others were delayed for a short time.

Thus, as early as 1894, we see the conception of the Training College, the suggestion of a Technical School, and the beginning of a generous education vote. The scheme of a free and compulsory education was the true conception of what a State should have. Most of these ideas were to become accomplished facts within the next few years under the new Inspector-General of Schools, Mr. C. Jackson.

1894 saw the adoption of mixed schools. Separate schools had been in vogue in the Colony. The experiment

was first tried in Northam, Busselton, Guildford and Bunbury. Alterations in buildings were also made at Albany and Geraldton. Mixed schools would economise teaching power and secure better efficiency. Further, co-education was considered beneficial. In the other Colonies and in the great educational centres, it had proved a distinct success.

The appointment of a Board of Examiners to attend to teachers' examinations and scholarship tests was suggested. The aim was to relieve the Inspectors of some of their work so that they could give their whole time to the schools.

By another Act, passed during 1894, the cost per head was increased from £3 10s. to £4 10s. This was due to the increase of salaries. Payment by results was still continued in the assisted schools. During the year 1894, the discovery of gold happened and the population of the West received a sudden increase. In the first rush for the gold, the men came without their families, consequently, there was no upheaval due to the inability of the Department to supply schools for the thousands on the goldfields. Within a year or two, however, an increased attendance in the schools became noticed. Coolgardie, Kalgoorlie, and other mining towns called for schools, and during the latter part of 1894 and during 1895 and 1896, a considerable number of schools were added to the list in the goldfields. This discovery of gold was the making of Western Australia; the population increased considerably. In 1890 it was less than 50,000; in 1900 it was 170,000.

In 1894 a correspondence took place between the Minister of Education and Dr. Gibney, the Roman Catholic Bishop of Perth. Dr. Gibney had just installed the Christian Brothers in St. Patrick's School, Perth. The Christian Brothers are accustomed to use their own reading books, grammars, etc., and they sought to have them recognised. The Inspectors appeared to be unwilling to give their approval. When one of the Inspectors visited the school to ascertain what fees were charged, the information was refused. Consequently the Minister wrote to

Dr. Gibney to say that the only course open to him was to consider the school not on the assisted list.

This incident may have given stimulus to the idea that was beginning to gain ground that the time had now come to consider education as a national affair. Most people felt that the State ought to control, direct and govern the whole machinery of education, and that it was a weak principle to assist any section. A system should be used that included all the people—the national system should supersede the dual.

DISCONTINUATION OF GRANTS TO ASSISTED SCHOOLS.

On the 8th October, 1894, Mr. Simpson, M.L.A., in accordance with notice, moved that in the opinion of the House, it was undesirable to extend further the system of State aid to assisted schools. On a vote the motion was rejected by 14 to 11.

The same year, Sir John Forrest moved for leave to introduce a Bill to further amend the law relating to public elementary education. In moving the second reading of the Bill, he said that the past Act had done well for 24 years. The Roman Catholic body had largely availed itself of the advantages of the Act. The Act was not a perfect one, yet it did bring peace to the community. In 1894 one-third of the children being educated were attending the assisted schools. There were 3,552 attending the State schools and 1,815 attending the assisted schools. The cost of education for the children of the State schools was £11,356, and for those attending the assisted schools it was £2,093. The managers of the assisted schools had to find their own buildings, while the Government had to erect its own. The Government hesitated to overturn an institution which had given satisfaction for 24 years. Only some great public demand would necessitate the overthrow. In the Eastern States, education had become a national affair. Western Australia was anxious to fall in with the other States.

On the 27th of August, 1895, the Legislative Assembly acquainted the Legislative Council that it had that day agreed to the following resolution.—

1. That it is expedient that the assisted schools should no longer continue to form part of the public educational system of the Colony.
2. That the contribution from the public funds towards the maintenance of assisted schools shall cease on December 31st, 1895.
3. That a joint Committee of both Houses of Parliament be appointed to consider the terms and conditions on which it will be equitable to amend the law to the above effect, having regard to the vested interests which have been legally created.

A Commission was accordingly held, consisting of fifteen members of both Houses, with Mr. S. H. Parker, M.L.C., as chairman. On September 2nd, 1895, evidence was taken by the Commission. The Roman Catholic Bishop of Perth (Dr. Gibney), the Rev. Anstruther Burke and others were examined. The object of the Commission was to find out what comparative saving the assisted schools had been to the Government.

Sir John Forrest proposed to give £20,000 as compensation. Actually £15,000 was given. This money was payable in three yearly instalments, but from 31st. Decembe, 1895, no elementary school not belonging to the Government, other than a school in connection with an orphanage or other institution certified under the Industrial Schools' Act of 1875, received any grant-in-aid from public funds.

Dr. Gibney made unavailing attempts to have the dual system continued. He had the validity of his claims examined. He prepared papers showing what his schools had accomplished and what money they had saved the Government. He claimed that a compensation of £50,000 or even £100,000 was due to the party that was to lose by the adoption of the national system. Dr. Gibney based his figures on this argument.—For 1894, the total expenditure for Government schools was £14,500, for assisted

schools £2,475. Comparative saving was therefore £4,725. The total amount saved from 1872 to 1894 was approximately £47,225. This was the cost of teaching alone. As regards buildings, for their 26 schools, a rough estimate was £37,750. Therefore, total saving was £84,975. He was prepared, however, to consider £50,000 as adequate and equitable compensation. However, on January 1st, 1896, the Act known as the Assisted Schools Abolition Act came into operation.

Besides the Assisted Schools Abolition Act, the year 1895 was remarkable for many other educational advances. New regulations came into force on 1st January. The principal features of these were the classifying of schools according to attendance, the appointment and classification of teachers and their certificates, with fixed rates of salary in lieu of payment by results, and an improved standard of instruction.

Compulsory attendance was more organised and compulsory officers were appointed in fifteen districts of the Colony. Twenty-six new schools were opened, making a total of 152 schools for the Colony. Money was set aside for technical education, public exhibitions and for the training of teachers, but owing to unavoidable delays and want of preparedness, these schemes were held over.

1895 saw the first introduction of the elementary school bursaries for boys. They had been previously introduced for girls.

A Board of Examiners alluded to before was appointed. The Board consisted of five members, viz.—Mr. F. C. Faulkner, M.A., Mr. A. R. Grant, B.A., Mr. Briggs, the Chief Inspector, and the Secretary of Education (Mr. Owen P. Stables). The services of Mr. Gardiner were utilised wholly for inspectorial work, and Mr. MacLagan, the Teacher of Method, who was to have been appointed an Inspector, January 1st, 1896, was kept busy with inspection work, too. It was during his visit to Karridale School (South Coast) that he met his untimely death. As Master of Method, he had accomplished much in the three years he laboured. He was an enthusiast, sure of his work, but

quiet in manner. He had to be known before his true worth would be realised. In one year, he delivered 70 lectures. Some teachers travelled forty miles to benefit by his assistance. He used to gather the teachers together in groups and would spend days with them. Singing, object lessons, drill, and history were subjects examined as they were taught in three-fifths of the schools, but 1895 saw the subjects of Scripture and drawing presented for the first time for examination. A number of schools had not received their "Scripture Readers" in time. The Chief Inspector and Inspectors J. H. McCollum, S. Gardiner and the Needlework Instructress paid high tribute to the work the schools had done with the new programme of instruction.

1896—"THE SILVER JUBILEE."

The year 1896 may be styled the "Silver Jubilee" of the Education Department, since twenty-five years had elapsed since the establishment of the Central Board in 1871. This year was the first year without State aid to assisted schools. There was a surprising increase in the population, and this was reflected in the schools. Attendance in some places jumped from tens to hundreds. Altogether the enrolment increased by 2,557, and 150 schools divided the number. The total enrolment for that year was 9,008 and the expenditure £32,750 19s. 3d. In April, 1896, Mr. W. J. Rooney, of the Education Department, N.S.W., succeeded to Mr. C. Bell, of the Perth Boys' School. The new building of this school, James Street, was opened early the following year by Mr. E. H. Wittenoom, M.L.C. In this school provision was made for 500 boys on the ground floor and 500 girls on the upper floor. In a very short time, the school was practically full.

In 1896 Mr. Gardiner retired from the position of Inspector, after 37 years work with the Education Department of Western Australia. In this year it was felt that the Training College must be established as the wonderful increase in population rendered it difficult to staff the schools

and although many teachers were coming from the Eastern States and England, more were needed. The same year saw the opening of three evening schools, but their duration was short.

In place of Mr. MacLagan, Mr. R. Hope Robertson was appointed as Inspector. After some years, he was made Senior Inspector, and in 1912, he became Chief Inspector and that position he still holds.

When the Hon. S. H. Parker asked the Minister of Mines in the House (August 1896) if any steps had been taken to establish a system of technical education at Perth, the answer was "No!" A proposed site near the Museum was required for defence purposes. A scheme had been formulated by the Minister and sent to Adelaide for advice but as yet it had not been returned. £1,000 was put on the Estimates and a central site was sought for.

MR. CYRIL JACKSON, THE FIRST INSPECTOR-GENERAL OF SCHOOLS.

It was decided in 1896 by the Minister of Education, Mr. E. H. Wittenoom, to appoint an expert in elementary educational matters to supervise the actual working of the newly-organised department. The Treasurer, Sir John Forrest, reluctantly agreed that the best available talent should be procured from England. The Agent-General, Sir Malcolm Fraser, selected Mr. Cyril Jackson and he was sent out under a five years' agreement and a stated salary. Mr. Jackson, M.A., of New College, Oxford, came with the highest credentials. He had had extensive experience with the London Board schools. He was a man of great personal ambition and scholastic enthusiasm. He was independent, and was perhaps the right man for educating political opinion. On his arrival he showed that he was keen on securing an educational policy for his new field of labour that would be solid but yet progressive. He immediately gained the good will of all by the sympathetic and diplomatic methods he adopted to make a success of

the work for which he had been engaged. When Mr. Jackson took up his duties early in 1897, he found Australian conditions quite new to him, and the Minister of Education advised that he should spend three months travelling about to get better in touch with the schools and methods existing in Western Australia and the Eastern States. When Mr. Jackson came as Inspector-General, there was already an officer in the Department who was called "Secretary." The question that arose was whether the Secretary of the Inspector-General was to be the permanent head of the Department. Mr. Jackson started work as Inspector-General in 1897, but it was not until May, 1898, that Cabinet decided that the Inspector-General should be the permanent head of the Department.

It is wise to mention what was under contemplation prior to the arrival of the Inspector-General. These suggestions were being insisted on by the Chief Inspector.—

1. He advised that more power should be conferred on the Minister so that the Department might be assured that the education provided in all private schools would be satisfactory.
2. That schools other than Government should be subject to inspection and certificates of efficiency given. Further, that they should supply returns when required.
3. That "Certificates of Attendance" given by a head teacher should be considered as evidence in a Court of Justice.
4. That officers should have power to accost children in streets and demand their name and address.
5. That power to obtain an educational census at periods desired was needed.
6. That the time had come for the abolition of payment of fees for children under 14.

Under clause 7 of the Regulations (1895) children could claim free education under four headings.—

		The number who claimed exemption
(a)	Inability to pay	741
(b)	Living over one mile from school	1658
(c)	Having made 400 half-day attendances in the previous year	553
(d)	Any other reason approved by Minister	57

A decided advance is noted, as I have said, about the time that Mr. C. Jackson became Inspector-General, i.e., in 1897 and succeeding years. This forward movement is due, in many respects, to the new Inspector-General and a few remarks will show the position of affairs. In 1890 Western Australia became a self-governing Colony. Three years later there was a radical change in education. In 1894 a Royal Commission made an exhaustive enquiry, lasting two years, into the working of the Civil Service, and was responsible for a general tightening up with the result that several eminent men soon filled vacant departmental positions in the Government. The Chief Inspector, Mr. J. P. Walton, had guided the work of the Education Department in a steady, progressive way that made it clear that the events of later years were quietly evolving. Many of the changes that he advocated without success were realised in the regime of the Inspector-General. Mr. Walton's advocacy was frustrated by the politician's inability to see the urgency of what he advocated. The fact that Mr. Jackson advocated the same, convinced the politicians that the changes demanded had to be granted and that more money must be forthcoming to keep up the status of education in the State.

The £3 10s. per head allowance was immediately increased to £4 10s. Again Mr. Jackson insisted that he should have the "ear" of the Minister, and that the drawback of the past, a Secretary of Education, acting as a via media, must be removed. The Secretary, Mr. Owen P. Stables, was retired, and from 1897 to the present day, the head of the Education Department goes direct to the Minister of Education.

Education of the politician is the modern desideratum of a State. An educated democracy gives us educated politicians, and when we have produced them, nothing becomes too difficult or too expensive for the construction of our educational edifice.

The syllabus used in the schools of Western Australia in 1893 was drawn up by Mr. Walton, and he based it largely on the syllabus prescribed in New South Wales.

A few features were changed to suit Western requirements and a few things were collated from the programmes of Victoria and South Australia. In 1895 the syllabus was revised and somewhat modified. The syllabus, which was outlined by Mr. Cyril Jackson in 1898 differed materially from the one used in 1895. It was more selective in matter, more comprehensive in scope and more scientific in arrangement. It showed too, that attention was paid to local conditions. Mr. Jackson's success is mainly due to the fact that he had wisdom to use for the best what was already in existence, and he set to work to build up quietly, securely and safely the educational fabric that the Colony had ready to be brought to fruition.

The appointment of Mr. C. Jackson in December, 1896, marks another era in the history of education in the West. After his arrival he gripped immediately the position of educational affairs in Western Australia, and at the end of 1897, he furnished the Minister of Education with a far-reaching report. He was the man of ideas coming from the country considered up-to-date, educationally speaking, and the new sphere of his labour was a new country, rich in promise and hopeful in outlook—now attracting the eyes of the world with its wonderful goldfields. Western Australia was under-populated, it had just been granted Responsible Government, it was comparatively poor, and the people in their eagerness to get rich with such marvellous mines, had little time to assist Mr. Jackson with his educational projects, and his scheme for building up a system that would last and compare favourably with that obtaining in the Eastern States.

MR. JACKSON'S FIRST REPORT.

His first report complained about much that was existing, and it was emphatic as to what should be done. He wanted a new curriculum of studies, needlework, elementary science and manual training needed urgent attention. These subjects must be introduced wholeheartedly. He condemned the buildings as having no verandahs. The

school structures had no aspect, and the ventilation was extremely poor. He found that schoolrooms had the lighting arranged in an unscientific manner—the rooms were too small—the pattern of desks was wrong, more blackboards were needed and school furniture was disappointing. Out of 208 head and assistant teachers, only sixteen had been through a training college or normal school.

He wished to see established evening, technical and high schools, while training must be made a sine qua non. The surprise visits of Inspectors to schools was to see how a school looked in its ordinary dress. A modus operandi was needed by which private schools would be compelled to make returns of numbers on rolls, average attendances, and other statistical information that might be needed. School buildings in some cases were bad, sanitary arrangements were often most elementary, teachers were inadequately paid, registration books were badly and even carelessly kept.

As the Government was not yet able to face the expense of a training college, arrangements might be made with Adelaide to admit students, and their training college might be subsidised. A normal school could be established in Perth for boys and girls whose ages ranged from 15½ to 16½ and a course of two or three years would prepare them for teaching.

MR. JACKSON'S VISIT TO THE EASTERN STATES.

Shortly after his arrival in Western Australia, Mr. Cyril Jackson paid a visit to the Eastern States. He visited Queensland, New South Wales, Victoria and South Australia. He gave the palm to New South Wales as regards primary schools, with their adequate and carefully apportioned staff. The kindergarten work in Fort Street, Sydney was quite out of the ordinary. The school appointments, apparatus, books, etc. of the same State gave him great pleasure. The appointments in New South Wales, and Victoria as well, were made by the Civil Ser-

vice Board and not by the Minister of Education, but the name was sent up by the Under Secretary. Fort Street school was quite unique; it conducted secondary and primary courses of instruction. Its tone and organisation were out of the ordinary, but Mr. Jackson thought that it was perhaps going beyond its legitimate sphere. Evening schools or continuation schools did not exist save those in the technical schools. Queensland had the best arrangements for grading of staff. The Training College, Sydney was magnificently fitted up and arranged. The mining schools of Ballarat and Bendigo, appeared to be excellent practical institutions. The elementary schools of Victoria were doing excellent work. Object lessons in New South Wales and the physical drill in each State were good. New South Wales retained a fee of 3d. per week, and it was the retention of this fee that certainly had some relation with the liberal provision of appliances in the schools. In Victoria and South Australia, fees were charged in upper classes. The result was that boys left school at an early age. It was to South Australia that one turned for light on schedules of instruction. Mr. Hartley's genius there, had developed an excellent system for arithmetic. The apparatus for concrete examples used there for the lower classes was admirable. South Autsralia had adopted the phonic system for the teaching of reading. The grammar was written, while in the upper classes parsing and analysis were taught. Composition in South Australia was quite good. Geography was taught on scientific principles—proceeding from the known to the unknown, etc., while most of the maps were blank.

Victoria and South Australia, however, erred in only providing for five classes. The same two States issued monthly school papers.

Mr. Jackson, during his itinerary, enquired carefully into the training of teachers. The Melbourne Training College was closed, consequently his enquiries were confined to South Australia, New South Wales and Queensland. In his opinion, no State adequately provided for its

teachers. Sydney provided the best training but deprived of the usual second year, it lost much of its usefulness.

The Departments in each State were fully alive to the need of bettering their conditions, but economic difficulties were in the way. In Adelaide, the time of training was diminished by almost six months on account of the amount of time given to teaching. He concluded by stating that Western Australia was not so much behind those of the neighbouring States, and great credit was due to Mr. Walton for the way in which he had raised so young a Colony to the position it held in educational matters.

THE EVENTS OF 1898.

In 1898 there was an increase of 2,162 scholars and 32 new buildings were erected. The enrolment was now 14,424, and the number of schools had risen to 186. During the Parliamentary session of the year, a Bill was passed consolidating the old Acts and making certain needed improvements. Free education was one of the chief provisions, and the Department was given the power to exercise some supervision over private schools. The Roman Catholic schools asked and obtained as a favour that the examination of their pupils in essential subjects should be conducted by Inspectors of the Department.

In 1898 the new curriculum was gradually introduced, but its effect on examination percentages was not too favorable. The new scheme rather revised methods than altered the subjects of instruction. Its primary principle was that the elementary school was to be the basis for future self-education. It was 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 would probably forget. The methods of teaching were 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. The new curriculum also aimed at giving a more practical

course of instruction. The geography syllabus aimed at first giving a child knowledge of his locality—the power to measure, estimate, etc. Reading was to give capacity to read and understand. Object lessons were to train observation, etc., etc.

In 1898 a monthly publication was started by the Department and this was used to elucidate the new curriculum and regulations that had been introduced. There had been a practice of offering a bonus for successful teaching. This was used as a spur by the Department to get the teachers to be more alive to better methods. In 1898 the Chief Inspector awarded 23 schools the coveted bonus out of his 39 schools inspected, but East Perth was the only school in the metropolitan area that got the award of excellence. Bulong, in Mr. Hope Robertson's inspectorate scored likewise, and it was rather curious that both these schools secured the same proud distinction for several years. Bulong has lost its importance Ten years ago when I visited there, I found the once famous gold town full of interest. To-day, the place is practically deserted and the school has gone. Visitors to Kalgoorlie will find themselves motored out there by the enthusiastic motorist. There are not many places to motor to in Kalgoorlie—but "To Bulong" ensures a good road.

There was strict economy exercised in all branches of the Public Service in 1898, and the Education Department had to reduce costs and yet had to maintain efficiency and provide for the education of 2,000 more children. On 23rd March, an interesting exhibition of kindergarten work sent from London Board schools was held in the Central Infants' School and it was viewed by a number of interested spectators.

The Adelaide University examinations were utilised for the ten exhibitions offered to scholars among the secondary schools. A High School boy in the annual Public Examination beat all his South Australian competitors. Technical Classes, or more correctly Evening Classes, begun at Fremantle and Perth, proved very successful. Mr. R. Gamble from South Australia joined the

Department as an Inspector this year and continued his work with great success up to the year 1920 when he resigned.

1899.

The increase for 1899 was 1,629 and the great increase for these years seemed to mean that while there was no longer a rush of adult colonists, the settlers were prospering, and by sending for their families, showed that they were making the Colony their permanent home. This year saw the opening of 42 new schools and 82 teachers of all ranks were added, while the cost of education per head rose from £3 12s. 7d. to £3 17s. 9d., or from £4 9s. 5d. to £4 12s. 5d. if administration be taken into account.

A new scale of increasing salaries was introduced. The Inspector-General in his report to the Minister, was insistent in his demand for the establishment of a training college. "There can be no more important work for the State than the training of its future citizens—every State school boy is a potential Premier as every French Revolution soldier was said to carry a Marshal's baton in his knapsack. A teacher to be an efficient educationalist must be himself well educated and have been through considerable training. The best intellects of the country cannot be attracted to a profession which, while it requires a long period of preparation, offers very inadequate rewards for success. It is essential that the training college be established at once."

For several years Western Australia had attracted a great number of teachers from the Eastern States. The population in the East was stationary. Promotion for teachers was slow. The developing of a great Colony like Western Australia gave these teachers a chance, and as a result many excellent teachers were obtained. The new curriculum that had been introduced proved a great suc-

cess. The percentage of passes rose in all subjects, and the new method of instruction required familiarity to make it produce still greater results. Manual training, woodwork, clay modelling, and cookery classes were started during 1899. In Perth 444 students received instruction in woodwork and some 230 girls attended classes in cookery. These classes, started that year, were soon to grow to considerable proportions.

THE PUBLIC EDUCATION AMENDMENT ACT.

In 1899 another Act to amend the law relating to public elementary education was passed. It was cited as the "Public Education Act" and it made education gratis to children under the age of 14 years. The Minister was empowered to authorise a scale of fees for children over 14. It further required compulsory attendance save in certain mentioned cases and appointed Truant Officers and laid down penalties for parents who were careless in not sending their children to school for the necessary number of days. This Act also stated that a proprietor, headmaster or principal teacher of any school might apply to the Minister in writing to have his school found "Efficient" for the purpose of this Act, and upon such application being made, the Minister should forthwith cause such schools to be inspected by an Inspector of Schools and if upon inspection such school be found efficient, it should be listed as efficient and should remain so listed while it continues to be efficient. Such school or schools should keep registers and be open to be inspected at times mutually agreed upon.

All bursaries and scholarships granted by the Governor out of the public funds shall be open for competition to children being educated at any Government or other efficient school.

By the Act, too, it was forbidden to take into employment during school hours, any child who by reason of his age was not exempt from school attendance.

While the Public Education Bill was in Committee, Mr. Vosper moved this amendment.—

"Notwithstanding anything contained in the principal Act or this or any other Act amending the principal Act, no child being instructed in a Government school shall be required to receive any instruction in religious subjects unless the parents or guardians of such child apply in writing to the head teacher in such school for such general religious instruction to be given and any such general religious instruction shall be given before or after the hours set apart for secular instruction and in the absence of such children whose parents or guardians have not so applied in writing."

Before the amendment was framed a great deal of bitter and acrimonious discussion took place, and to put an end to this by a compromise was the wish of Mr. Vosper. Mr. Vosper's speech was fervent and eloquent. He champoined the cause of secularism. The long debate which followed secured the withdrawal of the amendment.

So 1899 saw the first year of free education to all of compulsory age. The police had helped to guard against truants. "It is a wise provision that makes age and not attainment the reason for exemption from school, further this Compulsory Act guards the little ones from premature work."

THE COOLGARDIE EXHIBITION.

1899 saw the holding of a Coolgardie Exhibition where many interesting exhibits were seen.

Two days of the Exhibition were occupied by the Educational Court. The exhibits were principally from Coolgardie, Perth and suburban schools. The display of kindergarten work from the infants' schools of Perth and Fremantle was very creditable, and samples of clay modelling, map drawing and penmanship were worthy of inspection. A unique exhibit was that representing a course of carpentry work, including a hand railing and workshop practice, made by pupils attending the Perth Technical Evening Classes.

(The Coolgardie Press said that in many instances the work was of exceedingly great merit, evidencing careful and capable instruction.)

At Easter time a Teachers' Conference was held. The enthusiasm shown and the work done at this meeting gave the first evidence that the Teachers' Association was likely to become a big organisation.

The census for 1901 gave the total population at 184,124 people. Of these 146,156 were able to read and write English and 30,735 could not read or write any language, but 75 per cent. of these were under the age of 6. 3,031 could read English but not write, and 3,054 could only read a foreign language. The rest were unspecified.

In State Schools (ages 3 and under 21) there were ..	19,970
„ Private Schools	1,817
„ Denominational Schools	4,700
At Home	2,667
In Schools not stated	278
Total	29,432

2,002 children whose ages ranged 6-14 were not recorded in the census as receiving instruction.

THE YEARS 1900, 1901, 1902.

The years 1900, 1901 and 1902 saw a considerable increase in the number of students and teachers. In three years the scholars increased by 6,708. In 1900, 78 teachers were added to the Government staff, but the great event for this year was the opening of the Technical School, St. George's Terrace, Perth. Mr. Purdie, M.A., A.O.O.S.M., was chosen as the Principal. Next year the Technical School was affiliated with the Adelaide University so that students were able to proceed to a degree.

1901 saw the construction of the Training College. The College was coming just in time. Nearly 100 teachers a year were coming from the Eastern States and when this supply was exhausted the Training College would be in full

working order. A decision by the Department to exempt schools from passing examinations and allowing a Headmaster, when he had been considered satisfactory, to adjudicate in the examination of his own school was attended with good results.

The allocation of some of the examination work to the Headmasters gave the Inspectors time to assist Teachers to improve their methods. Smart children could thus be passed on rapidly and the average age of pupils would necessarily diminish.

Fifty thousand pounds were spent on School buildings in 1901, partly owing to the construction of so many on the goldfields. In the same year the present King (then Duke of York) visited the Colony. This gave the children an opportunity to practise massed drill and choir singing. A choir of 2,000 children's voices made a wonderful effect.

In 1902 bonuses for successful teaching were abolished, but singing and drill were introduced into the curriculum. The previous year had seen the introduction of specific subjects like algebra, geometry, mensuration, and French. These did not form part of the curriculum of the ordinary school.

The first Summer School was held at Bunbury in 1902 when 20 teachers attended a course in Cookery.

1903.

In 1903 there were 739 teachers with 79.2 of them classified. The average attendance of school children had reached 83 per cent., but between the ages of 14 and 16 there was a marked decrease of attendance, particularly with the girls; of the 345 schools in existence, two-thirds had less than fifty children in attendance and two-fifths of them had less than twenty.

The residences for teachers presented a difficulty. Those supplied were frequently far worse than those erected for Postmasters, stationmasters, and policemen. In country districts it was impossible to rent a house, and there were no unoccupied houses available. If a teacher

was married, the two rooms provided were not enough. The teacher had to preserve the respect of the neighbourhood; he could not do this when he was miserably housed and when his quarters suffered by comparison. "

Then again, it was not easy to get some teachers to go to remote country schools because it was difficult to get accommodation. Often farmers and settlers had not a spare room. The teacher had no privacy or facilities for study. A young girl could not be expected to live alone at the residence of two rooms added to the school. In many cases, schools had to remain closed for want of teachers. Again, isolation made it impossible for them to gain help and guidance in their school work.

In 1903 an effort was made to introduce libraries into schools and to encourage their use as an educating factor. Libraries gave opportunities for interest in literature. The old fairy tales and romances open the eyes of children to a world which will never lose its charm, and will permanently enlarge their imagination and their interest.

"To disinherit the children of their realm of dreams is to leave all life the poorer by their loss of those remote horizons of fancy which cannot be revealed in later years."

1903 saw the establishment of central classes at Perth and Fremantle for monitors. Junior monitors, whose ages ranged from fourteen to sixteen were employed in the schools for four half-days each week. The rest of the time was devoted to their own education. Senior monitors were employed for six half-days in each week. The Technical School, started in 1901, extended its operations to Fremantle and Midland Junction. The manual training and cookery classes which had made a beginning in 1899 progressed during the years 1901-1903. Mr. Hart, Miss Devitt and Miss Nesbitt were mainly responsible for having this department so keenly appreciated.

1904.

In 1904 the cost per head was £5 7s.; there were 284 schools, with an enrolment of £6,272 and an average attendance of 22,111.

There were 888 teachers in the service, 70 were sewing mistresses employed only three hours a week. This year was noticeable for the disappearance of formal grammar from the school syllabus. The substitution of pads for slates, the acceptance of married women "on supply" as teachers to fill vacancies, and the encouragement given to schools to possess well-kept and attractive gardens, denoted another milestone in the educational progress of 1904. A few schools had wonderful success with experimental agricultural plots. "Arbor Day" was kept in many schools but arrangements were made to have its observance more generally adhered to.

MR. CECIL ANDREWS, M.A.

One chief event of 1903 was the appointment of Mr. C. Andrews, M.A., who opened the training college in 1902, as Inspector-General of Schools in succession to Mr. Cyril Jackson, who had returned to England. For eight years, the schools of Western Australia had made strides under Mr. Jackson's aegis. He came when the country was beginning to develop. His work had been prudent, enthusiastic and successful. The work he had accomplished made it easy for his successor to keep up the educational status that had been acquired. Mr. Jackson had given definiteness, progressiveness and form to his work. It required no great genius, but perseverance, tact and enthusiasm to keep the educational machinery going.

Mr. Cyril Jackson (afterwards Sir Cyril Jackson) on his return to England, filled important positions in the educational world until his death, which occurred during the month of August, 1924. The newspapers of our city, when his death was made known, paid high tribute to the name and memory of so great a man.

Mr. Andrews is the present Director of Education. For twenty years he has directed the educational destines of this State. He is a strong man, of decided views, and many consider him as one of the great educationalists of

the day. At his desk he is indefatigable, and as one who knows the details of his work, he is unsurpassed. Mr. Andrews is keenly interested in the work of University extension, and his lectures on literary subjects and his frequent writings show the many-sided features of his scholarship.

The position vacated by Mr. Andrews as principal of the Training College was filled by Mr. W. J. Rooney, B.A. Mr. Rooney had been connected with the Education Department and Trainnig College in Sydney. In 1894 he accepted the position of headmaster of James Street, Perth. After some time, he was made an Inspector and then, within two years, he was appointed principal of the training college, and that position he still holds.

In 1904 an annual exhibition was held at James Street on November 24 and 25. It was opened by the Minister of Education, Mr. Walter Kingsmill. He was supported by the Premier, C. H. Rason Esq., and the Inspector-General of Schools, Mr. Andrews. The exhibition was viewed by a big crowd of sightseers. This was the biggest exhibition held so far. During this year, the Chief Inspector was on long service leave, and during his absence the services of some of the more prominent head teachers were utilised for the work of supervision and inspection. Mr. Walton, during his holiday, visited America, Switzerland and England. His main purpose was to enquire into secondary education. Mr. C. Jackson in England was of great assistance to him in facilitating his enquiries. Dr. Heath, who occupied the position of Director of Special Inquiries and Reports in connection with education at Whitehall, arranged two journeys for Mr. Walton—one in London and the Home Countries and one in Switzerland. Mr. Walton visited schools in Canada and U.S.A., and he observed carefully the work of several training colleges. On his return home he gave to the Minister of Education a voluminous report of his observations and an analysis of the work in other lands. There is no doubt that this report assisted in some measure the State of Western Australia in taking up the work of secondary education.

The following is a list of the numbers on the roll for the years 1901-1906.—

Year.	Names on the Roll.	Average.	No. of Schools.	Percentage. of Attendances.
1901	20,277	16,423	242	80.91
1902	22,605	18,448	250	81.61
1903	24,542	20,283	270	82 68
1904	26,272	22,111	290	84.16
1905	27,966	27,966	335	84.75
1906	28,927	24,973	376	

The next part will give a resume of the educational development during the years 1905, 1906, 1907 and 1908.

In 1905 there was a large increase in settlement outside the large centres. In the agricultural areas, thirty-one new schools were opened. Teachers who were sent to the country centres had often many difficulties to contend with and the conditions of life, and the complexities of the surroundings, for many of them, made it imperative that comparatively frequent transfers were desirable. After spending some years in the far interior, a teacher naturally expected to be moved to a more attractive district.

The Inspectors for 1905 comprised the Chief Inspector, and Messrs. J. H. McCollum, R. Hope Robertson, M.A., R. Gamble, W. Clubb, B.A. J. A. Klein, B.A., while Mr. H. Hunt was Inspector of Cadets. Mr. F. G. Brown, B.A. was superintendent of the monitors' classes; Joshua Hart was organiser of manual training; Miss M. Jordan was the organiser of household management and Miss J. A. Nisbett was the Inspectress of needlework.

By 1906, the agricultural and pastoral districts of Western Australia were receiving better attention, and in that year twenty-nine schools were opened in them.

The Census of 1881 showed that 81½ per cent. of the population between the ages of 6 and 14 were receiving instruction. In 1891 it had fallen to 79 per cent., but in 1901 there was a jump to 92½ per cent., and this was due to the gradual increase of schools. 973 teachers were employed in 1906, made up of 69 sewing mistresses, 173

monitors and 731 adults, of whom 358 were head teachers and 373 assistants. The school grounds had begun to look improved, and " Arbor Day " was universally observed.

This year saw the introduction of medical inspection, the adoption of nature study as a subject of study and the transfer of the cadets from the control of the Education Department to the Defence Department. Some attempt was made at the scientific treatment of defective children, and last but not least, we see the timid gaze of the State into the realms of secondary education.

TRAINING THE COUNTRY TEACHER.

The problem of training teachers who take charge of the small schools was a distinct one. The demand for these teachers was great and their care made so big a demand on the Inspectors that the two visits a year had, in the main, to be abandoned. When an Inspector visited a locality, he would set apart a week for instruction at some place where the teachers would assemble. Such schools were held at Katanning, York, Gingin and Geraldton. This instruction was of great value to the teachers. They got to know good methods, and the conferences were fruitful in many ways.

A school at Gosnells, under Mr. R. G. Murdock was set apart as a model of a small school under a single teacher. Inexperienced teachers were given permission to spend a week at this school to observe the actual working of a successive school, and many went there. There they could observe, too, how much a child could do for himself. The spoon-fed child becomes hopeless when thrown on his own resources. He must be taught how to use his books, and books in classes are essential.

THE COMMERCIAL DEPRESSION OF 1907.

In 1907, there was a temporary commercial depression and the increase for that year was the lowest for many years—327. The Government deemed it advisable to dis-

courage children under six being sent to school. It was safe to send them to school where teachers trained in kindergarten methods were available, or where parents had neither leisure nor skill to attend to them at home. A young child is better off at home, provided that the home surroundings are favourable, and that the atmosphere is healthy. In 1907, the formation of school gardens became more general. The character of the child is greatly influenced by his surroundings. The school should be both bright and attractive inside as well as outside, and parents and neighbours should be advised to take an interest in the school and its grounds. The development of nature study was responsible to some degree for the creation of interest in the school gardens.

THE WORK OF 1907 AND 1908.

In 1907 there were 886 teachers, and of these 744 were adults. The women teachers represented 57 per cent. of the scholastic labourers.

Provisional schools had been in existence for several years and they had filled a pressing need. A school of this sort was set up if ten children could be secured. In cases where it was not possible to find ten, then the Government gave £4 10s. per head (£5 on the goldfields) for a teacher. The Government found the necessary furniture, books, apparatus and £10 for forage.

In July the districts of the Inspectors were re-arranged. It was felt that the Inspectors were overworked. In 1907 Savings Banks were established in connection with the schools. Under the system, the teacher was given the minimum of trouble, as the book-keeping was done by the bank officials. If 10 per cent. of the children wanted a bank, or if 30 children asked for it, it was instituted. The banks have gone on and, have been responsible for untold good. In 1923, there were 588 agencies in the schools with 42,025 individual accounts. The total sum

at credit at the end of the year was £71,055. It pays a high tribute to the work of the schools to find 83 per cent. of the children with banking accounts.

In the year 1908, 35 new schools were opened and most of these were in the agricultural areas. The fact that a settlement showed signs of permanency would always justify the erection of a school even though the resources of a limited treasury had to be considered. In that year, too, we note the improvement in teachers' residences and the working well of the new arrangement by which the Inspectors' districts were re-adjusted. In some central schools Latin and French were added to the curriculum. Students, as in 1907, were presented for the Adelaide primary and junior examinations. A central school was prepared, to begin work in 1909. The establishment of central schools would enable the department to introduce the teaching of science more economically and more efficiently. Messrs. Hamilton and Milligan visited 27 centres and 161 schools in their work of instructing teachers in nature study. The previous year, they had visited Victoria to make themselves acquainted with nature study work there. Swimming classes were started the same year and the physical drill had been so well developed that it merited a eulogy from Sir Fred. Bedford, the departing Governor. To prevent head teachers from becoming mere class teachers, a "Head Teachers' Suggestion Book" was published by the Department, and it proved an invaluable aid to many teachers. This year witnessed the inception of the State Schools Parents' Association. The idea was to get the community to realise and believe that the school belongs to it and that members should take an interest in making it as bright and beautiful as possible. The teacher's task is lightened by the co-operation of the parents and the school life of the children is rendered happier and fuller. By this agency, libraries are obtained, schools are furnished and decorations bestowed, and playgrounds made things of beauty.

It is interesting to analyse how the schools increased in numbers.—

In 1893	the	Government	schools	numbered	100
„ 1898	„	„	„	„	200
„ 1905	„	„	„	„	300
„ 1908	„	„	„	„	400

As many of the schools founded from 1905 were in the agricultural districts, it necessarily followed that the number in attendance would be small. In 1908, there were 423 schools and 905 teachers (62 sewing mistresses, 119 monitors, 32 students in training college and 50 in normal school).

THE ADVANCE OF 1909.

1909 was marked by an increase of 1,165 students and the opening of 33 new schools, 23 of which were in the agricultural areas. Within the past five years, there had been an increase of 150 schools, and the attendance roll showed 31,341.

The permanency of a settlement had to be assured before the Department would provide the requisite school buildings. Many settlements lacked the permanent element, but the Government wanted to do all it could for the education of their children while they were in a particular place. Many settlers, by reason of their work, had frequently to move. Tent schools were provided if ten or fifteen children could be brought to a centre. The settlers for the most part had mere temporary huts—stout canvas on wooden frames. The tent schools were floored and covered with an iron fly roof. They could be easily taken to pieces and re-erected elsewhere if the settlers moved. Such a school would hold 25 and the cost was about £80. Quarters on similar lines were provided for the teachers.

A move was made to consolidate rural schools as is done in America, but the practice generally in Western Australia could not be a success. The distances were too great and the people too scattered, and the means of con-

veyance were not yet developed. Later on, some phase of consolidation was tried.

With every child, and particularly the country child, it is desirable that the teaching should be connected with its surroundings, daily life and experience. If the teaching is completely divorced from these, it cannot be effective. Practical application makes the child see his school work in a new light. "Arithmetic will have bearing on rural life, measurement of dams, fields, cost of fencing, etc.; drawing will have relation to nature study, sketching; history will touch civics, our duty to society, and the rural school should always foster interests in country life and form tastes for country pursuits."

The widening of the curriculum in its attempt to formulate a scheme for the complete development of the child, its attempt to touch on the moral, aesthetic, physiological, and sociological aspects of his nature, has necessitated the inclusion of subjects like history and literature, art and manual work, science and nature study, civics and drill. A generation ago, formal mental discipline was insisted on. Modern psychology maintains that subjects must have real practical value. The complexities of life to-day call for a variation of the stereotyped methods of the past, where classics played so large a part.

In 1909 it was seen that the Central Schools established in the previous year were doing good work and some thought that they might even form a nucleus of future High Schools. At the James Street Central School, Miss Alder had a room set apart to arrange work for children more or less mentally defective.

During 1909 the Chief Inspector was kept at work which was mostly administrative, and in 1910 practically all his time was taken up wtih such duties. His ordinary routine work was undertaken by Mr. McCollum. The Chief Inspector believed that his own true mission was to observe whether the ideals of Education were being carried out. His one aim was to be in touch with the masters, the schools and the children. There was a genuine ring of enthusiasm in his interest for teachers. The educational edifice was

growing, for this year there were more than 1,000 teachers in the Department in 445 schools.

1910.

In 1910 there was an increase of 1,323, giving 32,664 on the rolls and an average attendance of 27,442. The further development of agriculture required 30 more schools in those areas, making a grand total of 455 schools. This year saw great improvements in several of the schools. Halls were added to the larger schools, the flute iron in many schools was discarded—it was found injurious to the eyes. Teachers' residences were improved, but in the metropolitan area, when suitable residences could be rented, buildings were not erected. To assist the beautification of the school grounds, seeds and manures were distributed to 201 schools and for fourteen days the small country schools were closed so that their teachers could come to town for a short course of instruction. This year the Roman Catholic Church asked that the Department should fully inspect its schools. The request was complied with, and the additional work necessitated the appointment of an Advisory Teacher, pending the appointment of another Inspector. This year saw the termination of the Normal School. From its ashes rose the Modern School. The staff and half of its students began work in 1911. The Normal School was a building meant for 60 students. It had two class rooms, a laboratory, two small store rooms, and a common room for the staff.

The passing of the University Bill opened up the prospect of the possibility of a complete Educational System in our State, and gave an impetus to higher education.

CHAPTER V.

Before the War—During the War and After the War (1911-1923).

THE years 1911, 1912, 1913 and 1914 were years of numerical development. The enrolment figures rose from 34,969 to 44,086 and the new schools opened averaged 45 a year. Most of these schools were in the agricultural areas. The increase in the school population was mainly due to the fact that a great number of married men had rushed to the opening of the Goldfields. They had left their wives and families behind in other States. As the prosperity in the West was maintained, the wives and families joined their husbands. In 1914 the mean population was 320,120 and the cost per head of the population on education was 19/-. With the increase in the numbers on the school roll, we find a great increase in the number of teachers. In 1911 there were 1,109 teachers, while in 1914 there were 1,489, plus those teaching in Training College, High Schools, etc., making 1692 in all. It became a difficult matter to find teachers for the rapidly growing service, and as the supply from the Eastern States had ceased to be as constant, owing to better inducements there, it was decided in 1911 to bring out 20 trained teachers from Great Britain. These were to labour for the most part in large schools. Thus the gap was filled for a short time, but as the demand for small schools in the country districts continued, the only method left was to delay the school or to put an inexperienced teacher in charge of it. Short courses for teachers were inaugurated at the Training College, and a model school was started within the Practising School. Some country areas were unsuitable for women teachers, and relief was sought by bringing

out 12 teachers from England for special country schools.

In 1911 we note that special classes were held in Perth during the holidays for country teachers, that medical inspection was carried out effectively by two full-time doctors and a nurse, and the aim was to have a full examination of the children shortly after they entered school, and another before the school life was finished. It was ascertained that 90% of the children suffered from defective teeth. The year 1911 was mainly remarkable for the opening of the Modern School on February 1st, with a roll-call of 250 students—150 boys and 100 girls. Mr. F. C. Brown, B.A., B.Sc., was the first Headmaster.

In 1912 there was a general improvement in the salaries of teachers. The minimum salary was fixed at £110. Head teachers ranged from £350-£450, in addition to quarters, and £320-£370 was the range for head mistresses. The schools had begun to increase in size, due to the big stream of immigration. In 1910 there were only five schools with a roll of 400 and over; in 1912 there were 18, and this necessitated the raising to 500 to make a first-class school. The Inspectors spared no pains to spur teachers on to secure better classifications. In 1911, 46 teachers were classified as "A," 261 as "B," 327 as "C," while there were 937 regular adult teachers. In 1912 the conditions of classification were revised. The examinations were allowed to be taken in parts and scholarships and practical skill were considered. In 1912 a conference of inspectors and teachers was held in Perth, and as a result the curriculum for Primary Schools was revised. Imaginative and constructive work was required of the young, while exact and analytic methods were advocated as having more utilitarian value.

The new curriculum took a child at 13 to the 6th Standard. Those who passed that stage were given the qualifying certificate. From this age onward the courses began to diverge. "If the child will stay four years at school he goes to the High School. Continuation classes are for those who will stay but a short time, while the Technical School is available for the one who wishes to go there. In the first examination for the qualifying certificate, 1,503

sat, and 617 were successful. In 1914 the number of schools was 602, and 26 of these had an attendance of 400 or over.

In order to facilitate attendance for children in country districts, free railway passes were given where children were outside the compulsory radius (two miles for those under nine and three miles for those over nine). Sixpence a day grant was given for each child where children drove or rode. This was known as a driving allowance. In 1911 driving allowance amounted to £3,681, next year it was £5,783, i.e., 1,150 children were receiving assistance to attend school.

New class rooms of the pavilion type were erected. These had sliding canvas shutters. They are airy, healthy and cool in summer.

THE UNIVERSITY.

The great educational event of 1913 was the opening of the University. In 1884 there was the first suggestion for the establishment of a University, but twenty-nine years had to elapse before the idea was realised.

On February 21st, 1913, Convocation was formally declared to be in existence when it had reached the minimum number of 60 members prescribed in the Act. The first Senate was appointed by notice in the Government Gazette of the 13th February, 1912. Thus by 1913, its two governing authorities were operating. It must not be forgotten that the University of Western Australia Act received the Royal assent on 16th February, 1911. The first Public Examinations were held in 1914.

A PROGRESSIVE YEAR.

In 1914 a Railway Institute and Technical School at Midland Junction was opened, and a new High School was built between Boulder and Kalgoorlie, and opened with 128 pupils. Teachers labouring in the Goldfields and the

Nor'-West, by reason of the high cost of living, were allowed "goldfields" pay. In the central schools three special courses were set out, the commercial, the industrial, and the domestic. The addition of metal work in 1914 made the industrial course complete. The attendance in these classes that were held in fifteen centres increased in 1913 from 989 to 1,697 in 1914. This year saw the opening of the Narrogin State Farm. Boys from the Primary Schools were admitted. The Technical School had all along increased in usefulness and numbers, but in 1914 tuition fees were abolished. In Perth the result was the jump of numbers from 800 to 1,278. A fee, however, for some classes was retained—classes of the hobby type, e.g., wood-carving, art, needlework, elocution, hygiene, sanitation.

The Montessori System had begun to receive attention in the Eastern States and in other parts of the world, and the West had been blamed for its indecision in the matter. The Principal of the Teachers' College, Mr. Rooney, in 1914, visited the Eastern States to see what had been done for infants' schools. New South Wales had sent teachers to Rome and England to study Montessori methods and Mr. Rooney was instrumental in securing the services of one of the best of these teachers for the West. On her arrival, Miss Rachel Stevens set to work to train other teachers. Her lectures at the College and her demonstrations at the Claremont School were such as to rouse the enthusiasm of her trainees, who followed her methods with confidence and her work with interest and appreciation. After a short time the Maylands Infant School, under under Miss Norman, became a model for others. Visitors crowded to the school to see its work and observe the spirit of freedom that characterised the classrooms. "Freedom is its abiding feature; cleanliness is one of its best habits. The Montessori system originated in the Ghetto quarter of Rome. Christianity had an humbler origin."

DURING THE WAR (1915-1918).

From beginning of 1915 to end of 1918.

The War made its effect felt in the schools. Numbers of young men answered the call to the colours, and the schools had to go on. Women teachers filled the vacancies caused by the departure of the soldier teachers, but the progressive step of education was retarded. Immigration ceased and the bad harvest of 1914 took children from school in 1915. The older students became unsettled and there was a distinct tendency to leave school at an early age. The War curtailed medical inspection and the work of the Director of Education and Inspectors was intensified in their efforts to fill the breaches and keep the educational machinery going. Mr. Cecil Andrews and the Chief Inspector became ill, and for many months Mr. Wallace Clubb was Acting Director. The War brought out many useful lessons. The War clearly showed how the ideals of a democratic country differed from those of another. "The people are to be educated because they are to be the rulers and because it is recognised that every free man has a right to a fair chance in life. Independence and initiative are encouraged."

In 1915 the Schools contributed handsome sums for Red Cross purposes and such needs. Over 17,000 garments and hospital requisites were made by the girls. Boys made crutches, splints, deck chairs and bandage rollers. By 1918 £40,000 was supplied by children.

1916.

In 1916 children of five were admitted. There were 46,049 children enrolled and 623 schools, and the total expenditure on education was £363,235, at £1 2s. 9d. per head.

There was extreme difficulty in getting teachers for science and manual training. In mining and timber districts men were needed for the schools, and as they could not be had, many schools closed. Although many of the best teachers were away, there was no serious decline in efficiency, but amongst the elder boys there was a decided unsettled attitude towards work.

In 1917 there was an increase of 1,688. Thirty-five new schools were opened and the minimum for a school was reduced to eight (1916). It would not be closed it it had an average number of eight. There was an influx of the families of soldiers to the towns and this decreased the number of children in the small schools.

The teachers of 1916 were thus classified:

There were	83	teachers	with	"A"	Certificates.
"	359	"	"	"B"	"
"	503	"	"	"C"	"
"	508	Unclassified	and	261	Monitors.

MORE LESSONS FROM THE WAR.

Every conscientious and thoughtful teacher recognised that a great opportuntiy had been presented to him of drawing moral lessons from the War, which would leave a permanent impression on the minds of the pupil.

The young could be got to understand the real meaning of the struggle, the high ideals of duty and the self-sacrifice that actuated those who went to the front, the obligations of those at home to do their part and the honour that is due to those who fell.

Before the War, teachers spoke of patriotism in connection with historical matters. The War with its concrete lessons vitalised the sentiment. Before the War the Empire was an abstraction—now it was a reality. There was never such an opportunity for training the young in ideals of good citizenship, social service and self-sacrifice.

The men in the employ of the Education Department gave the best and most impressive lesson they could give by enlisting and doing their part in the Great War. Many were needed to carry on the work at home, but 207 valiant young men depleted the teaching staff for a while. Forty-seven masters were killed, and the fact that these men did not return to continue their work in the school made an indelible impression on the students of the school. The State schools contributed to the various war funds in money and goods to the value of £41,000. More than 55,000 articles of clothing for soldiers were made in the schools during the regulation 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 numbers of deck chairs, etc., for hospitals. The teachers and the schools of Western Australia were first and foremost in everything of a patriotic character.

THE YEARS 1918-1919.

In 1918 there were 2,040 teachers. Returned soldiers had begun to go through short courses, and the education of blind, deaf and dumb was mooted. This last was made compulsory in 1919, and special institutions were provided. The blind untrained child has no interest in life, and it was only fair that the State should do something to make his handicapped position somewhat easier.

In 1919 there was a decrease of teachers to the number of 63. That year we noted the increase of salaries and the contention that equal work should receive equal pay. As our present economic system is based on the family, this theory must not hold. In every trade and profession a man's pay must be such that he is enabled to support a wife and family and to provide for the bringing up of a family.

In 1919 there was an influenza outbreak, and 95 schools were closed and some were used as temporary hospitals.

The epidemic broke out in the Eastern States during the Christmas holidays. Eighty-four teachers were stranded in Melbourne, Sydney and Adelaide—in fact, it was months before they were all at work. The return of the soldier teachers strengthened the staffs—many went away as boys and returned as men—trained to understand command, discipline and organisation.

In 1919 Repatriation classes were started. A Vocational Training Committee was formed in the middle of 1918, in order to superintend the arrangements for training returned soldiers. The Chairman was the Director of Technical Education. At first it was thought that only desirable men should be trained, but finally it was agreed that all soldiers under 20 and thereabouts should be trained to become skilled workmen. Large buildings were erected in Aberdeen Street, Perth, shops were fitted up and classes started. Almost immediately there were 600 men engaged in trade classes. Two hundred and seventy men were learning book-keeping and accountancy, and 90 were attending to clerical work. In 1920 the Repatriation Classes came under the control of the Defence Department.

On November 11th, 1918 the Armistice was signed, and the War came to an end. The tension for over four and a half years was relaxed, and it was felt that order and settlement would soon prevail. The transition from War to Peace was almost as troublesome as the transition from Peace to War. For a few years patience was required while economic difficulties flourished. The returning soldier gave business an appearance of briskness, but articles were scarce, commodities were in demand, the export and import trade was blocked and prices rose. Workers became restless and strikes occurred everywhere. Higher wages were needed by workmen to meet the new condition of affairs. Values became inflated, constructive work more than doubled in price, and the fact that so many contracts had been signed for the construction of soldiers' homes gave the country the impression of prosperity. Time has im-

proved matters, but the world has not yet gone back to pre-war conditions.

In 1919 an Act to further amend the Acts relating to Public Elementary Education insisted on parents seeing that blind, deaf and mute children from the age of six to sixteen should be provided with efficient and suitable education. Such children could be sent to institutions. In 1922 a final Act allowed that in any prescribed locality the parents and guardians of children attending any Government school, together with other persons interested in the welfare of such schools could in the prescribed manner form Parents' and Citizens' Associations. "The objects of such an association shall be to promote the good of the school and to benefit generally the children of the school of the locality in question."

1920.

There were 695 schools in operation. As the total population was given at 333,360, the cost per head was £1 4s. 10¼d.

It was determined this year that only those who were trained would be appointed permanently. During the war, the department had to accept many unclassified teachers to fill gaps. In 1915, out of 1,000 teachers, 384 were unclassified, but in 1920 there were 224. On the other hand, in Class "A" there were 111, Class "B" 402, and Class "C" 621 classified teachers.

Salaries were adjusted this year by means of an Appeal Board. A Public Service strike lasted about three weeks, and the schools were included in this strike. The teachers had felt the effects of the high cost of living. When the Appeal Board was promised, all returned to work. Pay lost during the strike was deducted, but in a short time the salaries were increased and satisfaction was given to all. The salaries, which can now be considered good, compare favourably with those obtaining in the rest of the States. From comparison, they seem equal to Victoria and some-

what better than those of South Australia. New South Wales may have a slight advantage. £210 was fixed on as the minimum salary for a man, £190 for a woman, provided they were classified, while £400 was to be the maximum for assistant master, and £317 for assistant mistress. The maximum salary for headmaster was £590 and for headmistress £430. The maximum salary for an assistant in a secondary school is £490.

An increasing number of men must look forward to remaining assistants for the greater part of their teaching career. Salary and prospects must be attractive to have efficient men of high attainments in the service. A perusal of the "Teachers' Circular" (February number), will show that the teachers in reality receive more than the sum mentioned above, for merit and allowances are taken into consideration. The headmaster of a Class 1 secondary school receives, all told, £650, first assistants get £520, and other assistants £480, down to £290 for teachers in their earlier grades. Headmasters of Class I (primary) receive approximately £600 per annum, while assistants receive as high as £435. Headmistresses of Class I schools receive up to £426 per annum.

The teachers who enlisted did not find themselves in a worse position by reason of their time at the front. It was difficult to adjust the matter equitably, but the department considered it was better to err on the side of generosity, and all those who enlisted, were treated as if they had remained at home and had passed their examinations. Military service, save in a few things, could not be considered as a good preparation for departmental examinations, and those teachers who showed in a reasonable time that they had settled down and possessed the necessary teaching power, skill and control, were advanced in classification without undergoing the usual examination.

The system of medical examination was hopelessly inadequate. One medical officer was at work, although the appointment of a second one was approved of. Enlistments showed that many of our young men were suffering from defects, that might have been prevented by proper

attention in childhood. To make the system effective, six nurses and three full time doctors were needed, and the nurses should precede the doctor.

REVISION OF CURRICULUM.

1920 saw the revision of the school curriculum. Requirements were simplified, and the programme was to a certain extent lightened. More attention was given to training children as future citizens. "The school should supply him with valuable knowledge, encourage him in hygienic habits, develop his social instincts, give him appreciation of the beautiful and high ideals of morality."

THE SUB-NORMAL.

The problem of the sub-normal began to receive more careful attention. Public health and public morality, demand the segregation of those afflicted. Special schools are needed for the feeble-minded.

The Department sent two of its teachers who were keen students of psychology, to Sydney to train as specialists in the work that deals with sub-normal children, and on their return, they were given ample opportunity of utilising the knowledge they had gained.

NARROGIN STATE FARM.

The Agricultural Department had control of the Narrogin State Farm, but from the beginning of 1921, it was brought under the control of the Education Department.

Swimming classes for boys and girls were started and kept going. During the Christmas holidays, 600 children attended classes. The Royal Life Saving Society awarded in all, 1,600 certificates.

As the number of children who wished to take a general High School course began to increase, and as the secondary schools were insufficient, it was necessary to

begin a professional course in the big schools to meet their needs.

This course lasts three years, and those who complete it, obtain the junior certificate. In Perth Central, there were classes more advanced than the junior certificate class. Previously in the central schools, there existed a triplicate arrangement, but for all there was a broad general educational course, combined with work designed to have a direct bearing upon the pupil's future career.

(1) A commercial course, open to both boys and girls.
(2) An industrial class, designed for those who wished to become skilled tradesmen.
(3) A domestic course, for girls desiring a training in household management.

THE PRESENT CLASSIFICATION OF SCHOOLS.

Class.	Average Attendance	No. of schools so Accredited
I	500 and upwards	25
II	300——500	16
III	200——300	20
IV	140——200	22
V	85——140	34
VI	50——85	56
VII	20——50	127
VIII	8——19	343

Twenty-three assisted schools.

Total number of teachers—1710, made up of—

Certificate "A"	111
Certificate "B"	402
Certificate "C"	621
Unclassified	367
Monitors and Probationers	151
Sewing mistresses	58

The year 1920 was noted also for the visit of the Prince of Wales to Western Australia. He did not have time to attend to the jubilation of the school world, but the young Western Australians were exceedingly keen in their welcome to him, and one or two street functions gave them, in their cadet uniforms, an opportunity to show their appreciation of his visit.

ROYAL COMMISSION ON EDUCATION.

The great event of 1921 was a Royal Commission to make enquiries into the educational position in Western Australia. The Commission sought to answer the following questions.—

1. Is the State obtaining adequate value for its expense in education?
2. Can the system be improved upon?
3. Can the schools in the rural districts be made more useful to settlers?
4. Is there extravagance in the Education Department. What defects are noticeable and what deficiencies can be remedied?
5. Is the administration deficient, and if so in what particular?

The Commission, with P. Board, Esq., C.M.G., as chairman, and the Hon. A. J. H. Saw, M.L.C., M.A., M.D., and G. F. Pitchford, Esq., as members began its sittings, May 1921.

The Commission made a review of the whole of the school system in the State, and they embodied their replies in a review. During the session of the Commission, witnesses were examined, schools were visited and documentary evidence was carefully analysed.

The Commission showed conclusively, that the expenditure on education in this State was justified. Improvements and modifications were suggested in various directions, both to ensure that full value for the expenditure was secured, and to make the provision of education more effective.

The Commission was of the opinion that the educational system was capably administrated. It showed that 92 per cent. of the total money spent on education was spent on salaries, and to reduce the expenditure would mean to reduce salaries, or reduce the number employed. Reductions in either would have a disastrous effect on education generally.

The Commission would have made many recommendations that would have had far-reaching effects on education, but it had to keep in mind the financial position of the State. It was recognised that the financial stringency existing would checkmate the programme of education for years to come.

The Commission summarised the differences existing between the centralised control of Western Australia, and the local control existing in Great Britain, Canada, New Zealand, and U.S.A., and then it dealt with education between the years 14 and 18, the period when formative influences have the most effect. Consequently, present-day education must deal more with equipment of children for adult responsibilities. Youth must be fitted for the obligations of private and public life. If technical or commercial work is taken up, then the attainment of skill is essential. The school curriculum must be no longer limited. People now have a large share in the government of the State, so it is not enough to save them from illiteracy. Their lives are fuller and broader. They take part in public duties. The use of the franchise, and the right of every individual to make the most of his native capabilities, and the insistence that the complexities of modern social life should require a knowledge of the world around us, makes it indispensable that the school curriculum should bury its limitations of the past, and provide now fully, broadly and efficiently for all the needs of mental, spiritual, social and practical life.

The Commission noted that school buildings in Western Australia were built out of revenue, whereas in the other States, loan money was used. Comparisons were made with the other States as regards many phases of expenditure, and analysis of what each State spends on the training of teachers was given.—

Western Australia	£10,269
New South Wales	84,732
Victoria	30,097
South Australia	40,096
Tasmania	19,959

Tasmania, although its population is considerably less than Western Australia, spends almost twice as much money in the training of its teachers.

The Commission included in its enquiry, the analysis of the problems of the rural school and the continuation schools. The training of teachers, the inspection of schools ordinary and medical, the part the State must play in secondary education, were also subjects to which the Commission gave careful consideration.

1923.

This year showed that the enrolment exceeded 51,000. In this computation, the numbers attending the full High Schools, the Continuation Classes and the Technical Schools are not included. The average attendances for the year was 88.22 per cent., which was the highest figure recorded, except in 1922.

Prosecutions for absence from school happened in 157 cases. Seventeen years ago, there was one prosecution for 87 children on the roll, but the above 157 represented a prosecution for every 327 children.

There were in all, 770 schools open during the year, 45 new schools were added to the list during 1923. The Group Settlements were responsible for the opening of 16 of these schools. Of the 770 schools, 437 had an average attendance of less than 20.

The teachers numbered 1858. Of these, 147 were monitors, 46 probationers, and 95 sewing mistresses, employed for three hours a week in small schools where the teachers in charge are men. 1570 were regular adult teachers, and of these 38.6 per cent. were men, while 197 per thousand of the above teachers were unclassified.

In addition to the 1858 teachers alluded to, there were 17 other teachers and 5 monitors employed in manual training, and 16 teachers of household management. There were two teachers of physical training, and 2 advisory teachers of nature study and rural school subjects.

Small country schools were very numerous in our large and sparsely settled State, and they form one of the most difficult of the problems of the Department. To begin with, they are costly. A country child is more expensive to educate than a city child. As one teacher manages all subjects, it is difficult to secure as high a standard as in the city.

Amalgamation of schools, by reason of distance, inadequate connection, etc., is not yet possible. Driving contracts are, however, in existence for bringing children to such centres as Toodyay, Donnybrook, Harvey, Mundijong and Wanneroo. The motor van is of great assistance in traversing long distances quickly. Many parents are not keen on the "driving process" but they are becoming gradually educated to see the advantages of the larger schools. If children are over a certain distance from a school, the Department pays so much per child to have them conveyed to school.

In 1923, the total money spent by the Department on driving children to school was £13,692.

The total money spent on education for 1923 was £644,706, made up as follows.—

	£
Expenditure of Education Department	£563,182
Expenditure of Public Works Department on School Buildings	56,763
Government Grants to University	17,267
Other Educational Expenditure	7,494
	£644,706

On Primary Education, the money spent was	£441,980
„ Secondary	93,170
„ Technical	29,540
„ University	18,720

The expenditure of South Australia, whose population is 528,000 was.—

	£
On Primary Education	443,128
„ Secondary „	58,213
„ Technical „	46,655
„ University „	36,027

In South Australia also there were 969 schools in operation. Total number of scholars taught under the Department was 78,397, and the teachers numbered 2,065. (In this last case, I allude to primary education).

EXPENDITURE OF MONEY ON EDUCATION IN W.A.

Year	Amount	Cost per head.
	£	£ s. d.
1901	89,694	5 9 3
1913	258,171	7 2 5
1916	305,130	7 12 8
1921	464,136	10 2 11
1923	644,706	11 3 6
	(1923 includes everything).	
COMPARISON WITH VICTORIA—		
1901	656,907	4 7 0
1913	975,977	6 4 2
1916	1,032,708	6 3 1
1921	1,615,882	8 19 5
1923		

STATE SCHOOLS TEACHING STAFF.

Year.	Head Teachers.	Assistant Teachers.	Pupil Teachers and Monitors.	Sewing Mistresses.	Total
WESTERN AUSTRALIA—					
1917	693	760	261	58	1,772
1921	700	984	193	76	1,953
VICTORIA—					
1917	2810	1957	1835	430	7,032
1921	2661	2349	1878	495	7,283

	Number of Schools	Enrolled
WESTERN AUSTRALIA—		
1917	639	47,717
1921	716	53,277
VICTORIA—		
1917	2,286	225,370
1921	2,425	230,027

COMPARISON OF UNIVERSITIES.

	Professors	Lecturers and Demonstrators	Total Students
Western Australia	10	20	*353
Victoria	24	75	2476

*28 not matriculated.

REVENUE.

(For 1921.)

WESTERN AUSTRALIA—

Government Grants.	Fees.	Private Foundation.	Other.	Total.	Expenditure.
£	£	£	£	£	£
15,000	2,957	660	1,757	20,374	22,249
VICTORIA—					
38,912	71,578	7,690	5,834	124,014	128,819

TABLES SHOWING THE MONEY EXPENDED ON EDUCATION IN WESTERN AUSTRALIA.

Year.	Primary. £	Secondary. £	Technical. £	University. £
1917	273,300	47,100	18,000	15,000
1918	283,600	54,200	20,100	15,300
1919	293,650	56,300	20,350	15,000
1920	327,300	71,150	22,500	15,000
1922	440,300	93,170	29,060	17,400
1923	441,980	97,440	29,540	18,720

EXPENSES OF PUBLIC WORKS DEPARTMENT.

(This Department pays for the construction of schools).

1912—13	£72,000
1913—14	35,500
1914—15	51,800
1915—16	25,760
1916—17	21,700
1921—22	82,803
1922—23	56,703

CHAPTER VI.

A Review and a Statement of the Details, with their History and Some Criticism of the Present Position of Education in Western Australia.

A Review of what has been Achieved.

FROM the preceding chapters, the following stages are dealt with:—

1. The systemless period.
2. The work of education under a National Board.
3. The efforts of the Central Board to secure harmony between conflictng interests and to build up an educational structure.
4. The appointment of a Minister to control the Education Department when the Colony got self-government, and later, the appointment of an Inspector-General to be permanent head of the Education Department. In 1913, the term "Director of Education" was substituted for "Inspector-General."

There have been no leaps in the dark with education in Western Australia. The work in the Eastern States has been a kind guide. To a certain extent, before the Central Board was founded, we adopted some of the methods of the National Board of Education, Ireland.

New South Wales passed a Public School Act in 1867, due in a great measure to Sir Henry Parkes, and in 1871, the West followed suit by the creation of a Central Board.

There were weaknesses in the N.S.W. Act of 1867, and there were weaknesses in the Western Australian Act of 1871. Both gave State aid to denominational schools. The Public Instruction Act of 1880, New South Wales, was not followed in W.A. until 1893, partly due to the fact that the Colony had not responsible Government until 1890.

Primary instruction was made free in 1906 in N.S.W., and the year 1899 saw free instruction (ages 6-14) for the children of the West.

The West utilised the best that could be gleaned from the educational systems of N.S.W., Victoria and South Australia, and the result is that we have gone a little in advance of those States in some things. It is difficult to make comparisons, but the attendance of the Western children is the best in the Commonwealth. From the educational gazettes of each State, I would like to believe that our salaries are better. The provision for long service leave appears to be better. Professor F. Anderson, of Sydney, has said that Mr. C. Jackson inaugurated in Western Australia, a system which in some respects, is still ahead of those of the Eastern States. "His work was to construct a flexible coherent and comprehensive national system, which should correspond to the economic and political ideals of the people."

If New South Wales represents, as they tell us "The high water mark of Australian educational endeavour," and if the present system in N.S.W. fulfils the requirements of an efficient national system of education, in that it is flexible, coherent and comprehensive, then from an analysis of what that State shows on paper, we can hope and trust that Western Australia is not far behind.

It has been sometimes said that the curriculum of education for schools in Western Australia is modelled on that of New South Wales. That State was considered to have been the most advanced of the States at all times, and that belief may have had some influence on the curriculum of this State. The fact remains that the Chief Inspector, after his appointment in 1891, made a careful analysis of the programme in existence in the different States and in England, and he selected those parts from each that appealed to him most. In 1893, a book of regulations and a programme of studies was issued. In 1895, another programme of studies appeared, and this contained in sub-

stance, the same matter as the first programme drawn up by the Inspector. Modifications were made in the later publication that suited local conditions.

The programme of Mr. Cyril Jackson, of 1898, was not original in conception—no curriculum can ever be really original. Mr. Jackson in collaboration with his Inspectors, and some of his leading headmasters, drew up a syllabus that embodied some of the curriculum of the 1895 programme; it selected what was best in the syllabuses of the several Australian States, and it included whatever new educational movements had been introduced in the various parts of the warld. The Arithmetic, for example, was borrowed from South Australia, and South Australia in its turn, had taken this subject from a German educationalist.

Western Australia did not lead in the introduction of those subjects that are considered necessary to modernise the curriculum, but the fact that they were used elsewhere did not make it necessary that the West should follow suit.

Our Chief Inspector, Mr. Hope Robertson, maintains that our curriculum is original, and he puts the matter thus.—

> "When I entered the service in April 1896, Mr. O. P. Stables was Secretary for Education, and Mr. J. P. Walton, Chief Inspector. They were both Englishmen, and the system of education then in operation was modelled on the English system. When Mr. C. Jackson, another Englishman, was appointed Inspector-General, in December, 1896, he was given a free hand to remodel the whole system. During a trip to the Nor'-West, Mr. Cyril Jackson and I formulated a scheme, and drew up a curriculum. It was based on no particular code. We went through the codes of Great Britain, Australia, and some other European systems. We culled these systems, adopting what we thought needful, and rejecting details which were not suitable. The only part of any of the curricula of the Australian States we thought suitable, was the Arithmetic curriculum of South Australia. This curriculum was modified and became the Arithmetic system of our code. Nothing was adopted from New South Wales. Mr. Jackson was an English educationalist, with little knowledge of Australian systems. I (the Chief Inspector), had twelve years' experience as a Master in a Secondary School in Victoria, but had no experience in State systems.

The subject of a new system was thus approached by us with absolutely open minds. A new and original system was evolved, and had continued in force, with subsequent periodical revision to meet the increasing educational needs. When Mr. Jackson resigned in 1903, Mr. C. Andrews was appointed Inspector-General. He was also an Englishman, fully acquainted with English and Continental codes, but with little knowledge of Australian method . . . . . The statement that the State had modelled its system upon that of New South Wales, is absolutely without foundation. The system is an original one, and if it in any way resembles that of N.S.W., it is probably because the latter State has adopted some of the points of our curriculum. People might just as well say that we copied the Victorian system, because all the activities which are followed under our system are in the Victorian code."

It might be reiterated that the system is not largely based on that of New South Wales, and that the curriculum is original in the sense that it is selective.

THE PRESENT POSITION.

As I have called this chapter the present position, it is advisable to deal with several matters that indicate how we stand educationally. The following subjects will be treated.—

I. The West Australian System.
II. Technical Education.
III. Continuation Classes.
VI. Continuation Classes.
V. Manual Training.
VI. Medical Inspection.
VII. Parents' Associations.
VIII. Sub-Normal Children.
IX. The Rural School.
X. Consolidation of Schools.
XI. Correspondence Schools.
XII. The Dalton Plan.
XIII. The Curriculum.
XIV. Scholarships.
XV. The Inspectors.
XVI. Religious Instruction.
XVII. The Salaries.
XVIII. Interchange of Teachers.
XIX. University Extension.

I.—THE WEST AUSTRALIAN SYSTEM.

At this moment we have in Western Australia, a centralised administration system of education. The State caters for all phases of education. There are 770 primary schools, 5 secondary schools, 11 technical schools and a free university. We have in all, 1,858 primary school teachers and 51,000 children attending the schools and 783 children receiving tuition by correspondence. The total cost of education for 1923, i.e., including expenditure on school buildings, was £644,706. The cost for 1924 will be somewhat higher. The position of Western Australia with its population of 350,000 is healthy. No effort is being spared to make the country educationally progressive, and the taxpayer pays the bill without complaint, since he knows that nothing is good enough to assist the young. Much of the present success is due to the present Director of Education and his departmental staff. The schools vary in size from the single room in the country to the school of 1,200 in the city. The Training College is full and effective, and the number of eligibles and matriculated students presenting themselves each year, leaves no doubt as to the future. We have infants' schools, girls' schools, practising schools, schools for domestic science and secondary schools to fit boys and girls for the University. Scholarships are liberally awarded each year, and free passes on the trains enable students to go from the lower to the higher schools. There are special schools for the feeble-minded. In short, the boy or girl can receive the best education to be given, from kindergarten to his degree at the University without expense. This is surely democracy doing its work. We have in addition to the above, four public schools and over one hundred private schools, convent schools, and colleges, business colleges, orphanages, industrial homes, etc. There are hostels for University

students, schools for Divinity for ecclesiastical students and a few students go to other States to complete their education. A few go to France, and some go to England and Germany for music. As the University has only four schools, medical students have to finish their course elsewhere, but law students and dental students can qualify in this State.

The Government provides medical inspection for schools. A school is immediately commenced at all Group Settlements. The Western Australian Government is developing immigration on an extended scale, and the school is practically the first building erected. In country areas, where schools are not easily accessible to the children of the settler, he has the train gratis to convey them to the nearest school. A system of scholarship pays £40 a year to the talented country child to enable him to receive his higher education at the city secondary school. Our State secondary schools are excellently equipped and staffed. Students can take Honours in the following groups: (1) English and history, (2) Latin and Greek, (3) mathematics (pure and applied), (4) physics and chemistry, (5) biology and botany, agricultural science, etc.

Our schools attend to physical development. Games and sports are a part of the curriculum.

In the schools for girls, domestic science receives attention—the girls are taught cooking, dressmaking, hygiene and household management. From the secondary schools, boys and girls can go to business, the training college, or the University, and the agricultural course will prepare boys for the land.

TECHNICAL EDUCATION.

Technical education is essential, if we are to have skilled tradesmen, master workmen and leaders. Technical schools enable us to have the application of science. The Technical School is the industrious sphere where the theoretical becomes practical. It is a place for continued education. Its education is essentially skill, finish and

utility. The Technical School prepares one immediately for a profession or an avocation in life, and it deals primarily with trades, commercial classes, scientific research, art and domestic classes.

The Perth Technical School did not make an appearance until 1900, when it was opened on the 6th May. Classes that year were held in chemistry, assaying, mineralogy, carpentry, metal work, wood carving, and drawing.

The success of the first year was so marked that early in 1901 a physics laboratory, a new chemical lecture room, and a metallurgical plant were erected. In 1900, the enrolment was 66 and the staff 7.

In 1904, the enrolment had mounted to 344 and 26 teachers comprised the staff. In that year, too, technical schools were commenced at Coolgardie and Bonnievale. In 1904, the Education Department took over the classes and operations that year were extended to Fremantle and Midland Junction, while evening schools were opened at Perth, Fremantle, Kalgoorlie and Boulder.

In 1906, there were six technical schools and 902 students. The value of the technical school became so marked, that several business firms paid the fees so that young people in their employment might utilise the school. When the Civil Service examination system was established the same year, the work of the technical students was stimulated.

In 1907, classes in hygiene and sanitation for meat inspectors were introduced and supplied useful information bearing upon the future help of the community. In 1907 classes in arithmetic and mensuration, geometry, mathematics, practical electricity and engine driving were started in the Day Dawn State School, in the Murchison. The idea was to provide a phase of a technical school for the needs of that mining centre.

In 1908, an art exhibition, sent to the Franco-British Exhibition, was awarded a Grand Prix and the Diploma of Honour.

The present two-storey permanent building was ready in 1910, and that year the enrolment of the Perth Technical School was 746.

In July 1910, following an award in the Arbitration Court regarding apprentices of the Painters' Union, classes were started in house painting, sign-writing, decorating, graining, and later on, carpentry and joinery classes were added. The studio for art classes was always well equipped.

In 1914, tuition fees were abolished and the numbers jumped from 800 to 1,278. In 1917, there were 2,969 students in attendance at the technical schools.

In 1921, there were 3,849 students, but in 1923, the number had fallen to 3,409, due to an imposition of fees for students over 21.

At the end of 1923, there were 3,193 students at eleven centres, made up of 1,302 engaged in science, engineering and trade classes, 924 in commercial courses, 683 in domestic courses and 208 in art classes.

Classes in trade electricity, architecture, composing, etc., have been added recently. Classes in mathematics, medicine, botany, and pharmacy attract large numbers of students.

The School of Mines, Kalgoorlie, has been of great service to the needs and problems connected with a mining centre.

In 1902, the cost of technical education to the State was £3,231.

In 1907, it was £7,939.

In 1917, it was £12,081.

In 1923, it was £21,265.

In South Australia, there are twelve technical schools, and £46,655 was the cost of this phase of education for 1923.

The Perth Technical School is a hive of industry. The front building is presentable, and has an appearance of permanence, but many thousands of pounds have yet to be spent to make our chief technical school of the West, an architectural acquisition. The school is of value for the many activities it engages in and for the excellence of the

work done. The School of Arts and Crafts has a big enrolment, and the usefulness of the correspondence classes has been appreciated. The work of the Technical School should be better known. A visit is needed to understand its magnitude, and the sphere of its operations, but the visitors are few and the Technical School internally is unknown to the general public.

CONTINUATION CLASSES.

Education up to fourteen was made compulsory, but all are agreed that that age is altogether unsatisfactory for the conclusion of a child's education. In some countries sixteen has been made the compulsory age. In Western Australia, we have not made that step yet, but we have tried by means of Continuation Classes to urge on children who have left school at fourteen, to continue their education at classes in the evening. The modern social, economical, political and industrial life make it imperative that a further education be pursued. "The keen rivalry between nations nowadays, insists that our citizens should be well-trained, well-equipped, and skilful far beyond the stage that leaving school at fourteen can secure."

Technical skill is essential. The primary school makes the foundation, but a superstructure must be raised. It may take the form of the technical school, the business school, the secondary school or the continuation class, etc. At fourteen, a great number go to work. They may become apprentices, or they may learn business or begin some sort of unskilled labour. We want them to continue their education pari passu with their work.

Our young people at fourteen have too much time on their hands. From fourteen on, the young are at the formative age, and it is better that the State should not discard her children at the age when she can do the most with them. The technical schools absorb a number of young people and thus utilise their time valuably. Com-

mercial schools provide for a few more, but the continuation classes must be responsible for catering for the greatest number.

The voluntary system of classes in the evening will never be a great success. Young people have so many counter-attractions. Again, the conditions of employment render a number unfit for work in the evenings. It is difficult to expect serious study from boys and girls who have had consistent and difficult work all day.

As yet, we have to be satisfied with our voluntary system, and as 78 per cent. of those on the roll is the average attendance, and the great majority of those serious students, the continuation classes must be accredited with some success.

The central schools were first brought into requisition to initiate the work of the continuation classes. Gradually the work developed, and under the inspiring guidance of Inspector Wallace Clubb, interest was aroused, the work increased and the classes filled.

In 1915, there was 3,916 students enrolled and 2,225 worked steadily for the whole year. In 1917, there were classes in 17 centres. The scheme of studies was cultural and vocational, but English was a compulsory subject.

Compulsory continuation classes have yet to come. To secure better successes with these classes, it would be advisable to hold the classes in such a way as to eliminate the features of school. Boys and girls go to work at 14. It is difficult to bring back for them again the school element. If school work be given them under office and work conditions, and even during work hours, the classes will be a success. The evening classes are only suitable for the very ambitious. Further, they increase opportunities for young people to be out too frequently at night.

In 1923, evening continuation classes were held in 21 centres. The average enrolment was 2,823. An initial enrolment of 60 is about the lowest figure that can be relied on with a prospect of permanence. Students take two or three subjects. It will, of course, happen that some of those enrolled will be unable to follow the class. Of the

three main courses, the commercial attracted 42 per cent. of the students. The industrial for boys claimed 21 per cent., and the domestic course for girls reached 37 per cent.

HOUSEHOLD MANAGEMENT.

In 1900, Mrs. Wickens had 33 girls engaged in domestic economy. In 1904, the number had risen to 800. In 1905, a new departure substituted the term Household Management for Domestic Economy, and Miss M. Jordan organised a scheme for three years for girls of V., VI., and VII. standards. Household management included a wider course. Instruction was given in cooking, laundry work, millinery, etc., etc. In 1908, there were 7 centres operating. In 1909, there were 8 centres for cookery and laundry work, and 3 for housewifery. Wonderful progress and success were accomplished in this useful department, and up to 1923, the cost has risen and the field of labour steadily widened. Last year there were 29 centres. Four were at High Schools. The average weekly attendance at these classes was 2,804. This practical and useful branch of education is essential to girls, and the regret is that in some cases adequate accommodation is lacking for the older girls. When I visited the Household Management Department of the Girls' School, James Street, the complaint was that so few visitors came to see what work the girls were accomplishing, and that the great majority of people did not know that such work was part of the school curriculum.

The present "Household Management" for the schools is under the careful supervision of Miss Wylie. She has altered the syllabus and made radical changes in the arrangements for work. The course now offered to girls is primarily practical and useful. Economy, method and foresight are the main features of the lessons inculcated. The girls are taught to be resourceful and the training they go through is such as should fit them to undertake the more serious responsibilities of life.

MANUAL TRAINING.

Various kinds of manual work are taken by children of all ages throughout the schools, and in the larger towns instruction in wood-work is given. Senior boys are sent to thirteen full-time centres. There are forty schools in the country with equipment similar to the large centres. Many schools have regular work-shops. In Perth, Fremantle, Midland Junction, Kalgoorlie, Northam and Bunbury there are metal-work centres. Wood-work classes have an average weekly attendance of 4,115. In some small country towns, those taking a modified course are not included in this number. An excellent display of wood-work and metal-work was prepared and sent to London for the Empire Exhibition.

Mr. Joshua Hart was the organiser of the Manual Training about 20 years ago. In 1906, 2,847 were receiving instruction in wood-work; in 1913 there were 3,200, while in 1923 the number had grown to well over 4,000.

By familiarising the boys with tools and by training their eyes and hands they become incidentally better fitted to enter the work-shop or the Technical school than lads who merely have attended to the literary side. They get dexterity, in addition they are taught to be useful in their homes.

In 1902 the cost of Manual Training was £1,567. In 1908 it was £5,457; in 1919, £10,190; and in 1923 the cost had risen to £16,055.

MEDICAL INSPECTION.

Medical Inspection was introduced in 1906, and the metropolitan schools were inspected. The doctor sent private reports to the parents in cases where he found evils that required remedies.

Lateral curvature of the spine was noted amongst the girls on the goldfields. The percentage in Kalgoorlie was 8.2%, while in Perth it was 4.6%, and in cooler places like Bunbury and Albany it was 3.5% and 1.4% respectively. Tasmania, strange to say, was 16%. Dr. Blackburne suggested that an alteration of the school hours in the Goldfields would be beneficial. He suggested 6 a.m. to 12 noon. This would involve a great change in the habits of the people. In 1908 school was tried from 8 a.m. to 1 p.m., from December to March, but parents were against it. As the schools were the airiest, coolest, and most comfortable buildings in the district, they should, therefore, be used during the heat. The homes were small and often of iron. Consensus of opinion was that the ordinary hours were the best.

Dr. Blackburne discovered that a great number of the children of Fremantle suffered from defective eyesight—the glare from the roads was held to be responsible. In 1908 the metropolitan schools were visited systematically for the first time to prevent the spread of diphtheria.

In 1910 Drs. Wechan and White carried out medical inspection, and in the same year the Dental Society agreed to examine the teeth of the children, and over 1,000 of the scholars were examined.

When the War broke out the work of medical inspection received a set-back. In 1917 Western Australia was still the only State in the Commonwealth that had not a staff of medical officers attached to the Education Department. During 1917 a medical officer for schools was appointed under the Public Health Department, while the cost of providing a complete system of medical inspection with proper following up and treatment would no doubt be heavy, yet it was a question whether the outlay would not soon become directly remunerative—it would stop ill-health and inefficiency.

During 1918 and succeeding years efforts were made by the few medical inspectors to make medical inspection satisfactory. In the country districts the medical practitioners of the various districts assisted the department.

Two examinations of a child were made. One at the beginning of his school career and the other at the close.

In the report of the Royal Commission on National Insurance, Dr. Atkinson said that in 1922, of 8,057 children examined, 6,224 of them were found to be defective—the majority of this number having either dirty heads or bad teeth, or both. In some schools the percentage of girls suffering from pediculosis was as high as 54%. Infant school pediculosis averaged 29% among the boys and 70% among the girls in one school.

"One medical inspector is insufficient to cope with the work. To be successful, medical inspectors need the services of several nurses. Some of these should precede the doctor and some should follow in his path to see what has been done and to what degree preventive measures are being utilised. Nurses can also assist in demonstration lessons."

In 1923, 6,807 children were medically examined, in 56 metropolitan State schools, thirteen schools in the Kalgoorlie districts, 31 country State schools. No private schools were examined in 1923. In 1922 as many as 9,618 children were medically examined. In addition to this, nurses examined 20,000 children for pediculosis. Dental treatment was recommended to 30% of the children, but not three out of four utilised the advice. Country schools are not yet properly provided for. An additional medical officer is needed. Our system of medical inspection is far from being completely satisfactory. If the doctors and nurses were servants of the Education Department and reported to the Director of Education as the present inspectors of schools do, better and more serviceable results would follow our system of medical inspection.

PARENTS' ASSOCIATIONS.

Fault has been found in the past with the school for being too exclusive. It has been also too academic and out of touch with daily life. Schools should have immediate relations with home life, social life and future work. The teacher must be interested in the children; the school must have an interest in the parents and the parents must be

encouraged to feel that the school is their school, that the school is the means of preparing their child for his position in life. There must be reciprocity between the school and the parents. The parents can do much to improve the external structure. Our centralisation system of educational control, no doubt, does not tend to promote local interest in the school, or a feeling of local responsibility, but when it is realised that the children in our schools are to be men and women with individual lives to be guided and provided for, then it will help us to understand that local interest is quite compatible with centralised administration.

In the larger towns, Parents' and Citizens' Associations were first formed. To-day they have become general. At the end of 1923 there were 151 such associations. These Associations are responsible for improved play-grounds, good fences, tree planting, erection of sheds, formation of tennis courts, libraries, concerts, sports, etc. Gramaphones and pianos have been bought for the schools. This work has come to stay. The parents appreciate more the work of the teachers. They know more intimately what a school means. A spirit of good feeling and co-operation between all concerned assists the work of the schools and is responsible for a more general interest in education.

SUB-NORMAL CHILDREN.

In 1910 a class for defective children was started at the James Street School. It was opened with seven boys and two girls. A few months later there were sixteen boys and three girls.

Miss Hodgkinson, the teacher, took personal interest in each child. She visited the homes and got parents to co-operate with her. Eventually her unbounded patience and the charm of her irresistible manner began to secure some good results. The speech of all was helped, but most important of all she gained their confidence. Later on, Miss Alder, at James Street, arranged work for children more or less mentally defective. She maintained that all work for the mentally deficient must be individual, purely

sensory, and concrete in every way. Clay modelling, drawing, brush-work and plenty of physical work and games are the best subjects for them. Breathing and voice exercises must occupy some time, but reading, writing and arithmetic, especially at first, require but little attention. The main thing is to make school work attractive. The State has not yet given this phase of education wholehearted attention. New South Wales and Victoria are the only States working on a definite scheme. The work for the West is isolated and our present arrangements are but a makeshift.

A boarding school, so as to be under expert supervision, has been suggested as an ideal way for educating the mentally deficient. Where this is not possible then the collecting of them by motor to be brought to a central school could be substituted with advantage. In 1920 this method was tried, and good results followed.

THE RURAL SCHOOL.

It is difficult to understand why a lower standard of education is required of the country teacher. He should need a higher standard, since he is without all those aids that fall to the lot of the city teacher. The rural teacher requires a better education because of his isolation. He cannot follow courses at the University, attend public lectures, enjoy professional comradeship or keep in touch with the daily press. His environment, associations and restrictions in the "out-back" areas must tend to have a restricting effect on him. It is essential that the course prescribed for such teachers be equally as lengthy and as intensive as that for the bigger school. Our rural schools, too, as a whole, must be free from the charge of comparative ineffectiveness. If we correctly train these teachers, then we immediately raise the value and place the schools on a higher plane of efficiency.

Now, since so many of the schools of the West are country schools, it follows that they should occupy a lot of

the attention of the Department. The rural school was once considered a school in the country where children were instructed in the necessary rudiments of education; but now it is considered otherwise and the rural school stands out prominently in our educational programme. Senior Inspector J. A. Miles has given much time and thought to these country schools, and his aim is to bring the curriculum of such schools into touch with the daily life of the community in the industrial and social line. A beginning was made with a school in Toodyay. To-day it stands out as our model rural school. Toodyay was selected for several reasons. Lack of interest had characterised the children of that district. With the new method pursued, a wonderful response has been noted.

The scheme outlined for the rural school has an agricultural basis. In some respects, too, it savours of bringing the technical school to the country. The children are instructed in all those things that relate to country life. In the case of boys, we have instruction given in bee-keeping, milk testing, vegetable growing, flower and tree growing, poultry raising, vine culture, leather mending, harness making, agricultural science and such matters as are indispensable for people on the land. The girls are given instruction in some of the above, plus first aid, home hygiene, fruit preserving, etc. English, writing, reading and arithmetic receive the full attention, but the aim is to make the work of the school ultilitarian. Teachers with special aptitude were selected to spend 14 days at the Toodyay school, and then these were distributed over other areas. The Headmaster of Toodyay is now employed as an itinerant instructor, who visits rural schools to assist masters and teach children along the lines of the scheme outlined for the rural school.

Each year the Department sends teachers to the School for Agriculture at Narrogin to attend a course prescribed for the farmers. The Department is proposing to send twelve male teachers on finishing their Training College course, to Narrogin for a three months' intense study

course, and twelve female teachers to do a course in household management, etc., at the Perth Central School. Five years ago there was practically only one true rural school; now there are thirty. They will increase, as their value is unquestioned. The trouble and expense involved in their realisation will be repaid a hundred fold in productiveness in the country. Schools of this sort stir the interest of children, and school for them has a tangible use—it prepares them in a scientific way for their work in life. The fact that children can buy their bees, trees, seeds, poultry, etc., at the school and rear or develop them creates an interest that has a deep psychological value.

In the rural schools, the girls have a regular course in home economics. At Toodyay, where many children are driven to school by van or motor from considerable distances, the senior girls prepare a hot meal daily during the winter months, the vegetables being provided entirely from the school garden. Accounts are accurately kept and provide lessons in practical book-keeping. At Moora and Dongarra and other places, large gatherings of farmers and parents assembled at "Field Days." All the produce of the experimental plot at Dongarra was bought for seed by a leading farmer.

The Department utilises the correspondence department to furnish books and pamphlets to the rural schools. The senior boys and girls are thus kept in touch with the latest works of the Agricultural Department, and as the pamphlets are written by teachers who are keenly alive to the requirements of the agricultural areas, every phase is dealt with in a readable and practical way.

CONSOLIDATION OF SCHOOLS.

I have said that there is little consolidation of schools, but there are a few instances where it has been tried with success. In some districts it has been found practicable to close one or two small schools, and without additional cost convey the children to a large school. The opposition of parents has frequently to be overcome. They require

educating in this particular, for prejudice has to be gradually dispelled. Driving contracts have been in existence for some time in the neighbourhood of country towns like Toodyay, Donnybrook, Harvey and Beverley. At Mount Barker this year a progressive School Board preached the benefits of consolidation so successfully that the children from five small schools that have been closed are brought into Mount Barker by two motor vans. These children now have the benefits of a larger school. Better classification, due to more teachers in the larger school should facilitate their education. Agriculture is the backbone of the nation. It is essential to national prosperity and stability that the agricultural population should be happy, contented and educated properly, and the State is doing the best thing she can when she gives rural education such sympathetic attention. On the other hand, if the teachers for the small schools are properly trained for their work, there is little need for consolidation. These small one-teacher schools have produced a number of eminent men and women in the past. The small class helps the teacher to get nearer to the child and more sympathy is established between teacher and taught.

Dr. Frank V. Graves, State Commissioner of Education for New York, reveals in a statement recently published in "School Life," a deplorable situation existing in the rural schools of U.S.A. He says: "As a matter of fact, the typical American rural school is a disgrace to a civilised country. About a quarter of the total rural enrolment and 45 per cent. of the rural teaching corps are housed in one-room schools of the crudest sort. There are 200,000 of these one-room buildings in U.S.A. . . . In general, the country districts can rarely secure any except the youngest, most immature, and least experienced young women for their schools."

The American system is not the centralised system that we now enjoy. Our method enables us to show an improvement on what I have mentioned.

It is not necessary to believe that the country school should make it its business to retain country children on

the farm, or that all country schools should have purely rural environment and a purely ruralised course. If this idea dominated the school, then little is likely to be done to prepare a child for membership in society at large, and the fuller life, the richer satisfaction, and the broader social view open to those educated in the city become impossible for him.

CORRESPONDENCE CLASSES.

I paid a visit to the office of the Education Department to see the work of the Correspondence Class, and found a staff of sixteen correspondence teachers and two typistes. I was told that almost 1,000 children were in touch with the department. I saw the kind of work sent out and examined the work returned. In 1918 the present Headmaster, Mr. C. Eakins, and another teacher started in a small way. They used gelatine to reproduce papers. After a while 55 students were being attended to. The work has grown to its present magnitude. If organisation and staff would allow, the work could be trebled. There is not as yet a General Post Office Publicity Bureau to acquaint parents that tuition can be given by correspondence. Eight-five per cent. of the 1,000 children now doing work would be absolutely without education, but for the Correspondence Classes. The work is systematic and thorough. Correspondence work begins with children of five or six and can be continued until the 7th and 8th standard is reached. Two scholarships are awarded each year and students who have done their work by correspondence compare most favourably with those that have done their work otherwise.

The success of the correspondence classes is due in a great measure to the enthusiasm of the headmaster. For years he had experience in schools "out-back." He understands the difficulites of country children, and he knows their needs. He has prepared for these country children, interesting little booklets and pamphlets. These are furnished to the students as they progress, and as they are

new and up-to-date, they are of incalculable use to the rising generation. The literature deals with "Book-keeping on the Farm," "Agricultural Science for the Farmer," "How to Study," "Books to Read," "Fruit Preserves," etc., etc. The pamphlets also give the girls useful hints in household management and home culture. The work of the correspondence classes makes one realise what the State is doing to bring education within the reach of all.

THE DALTON PLAN.

The name "Dalton," came from the town of Dalton, in America, where the plan was first tried by Miss Helen Parkhurst, in a high school, 1921. She afterwards lectured in England, where over 3,000 schools had adopted her method with success. The plan wants "do" instead of "don't." It is a change in system rather than in education. The operation of the plan extended to school, homework, recreation and home life, requires good will on the part of the children, and enthusiasm and sympathy on the part of the teachers.

It further needs assistance from the home, suitable buildings at school and a proper arrangement of work. It leaves the boy to work at his own pace, and in his own way. Says Mr. Browne, M.A., Melbourne: "It has undoubtedly gone beyond the experimental stage, and has reached the realm of established fact. It can only be carried out in a good school. It consolidated the advantages of the old plan and carried them to a higher plane. It gives the natural instinct of the child full play and strengthens his weak points."

The Dalton plan constitutes a revolution in method, but not in curriculum. It does not do away absolutely with class lessons, but the idea is for the teacher to get close to the individual to see what his trouble is, or to understand better what his bent is, and by happier relations between master and pupil to get better results by use of judicious individual tuition.

Some class tuition is such that after a month, although work may be done and book gone through, yet it is absolutely true that nothing is known—in fact, damage is done, for to know a thing badly is worse than not knowing it. But a good teacher practically uses every method. He is resourceful. When he discovers from his class work that some have not grasped the subject, then while the successful students practise, he takes the weaker for a few lessons to see exactly what it is that they have felt difficult to understand.

There is no doubt that the Dalton plan has this advantage, that it extends the system of passing on a little more responsibility in the matter of class work.

A well-intentioned teacher or time table may dominate a class too much. The Dalton plan will guard against this. Mr. W. M. Buntine, M.A., during his recent trip to England, enquired extensively into the working of the Dalton plan, and he found that schools were viewing it with enthusiasm. He discovered weaknesses in the working of it, but these were easily remedied. He came across schools that had improved in their examination results since its adoption.

Personally, I am disinclined to undervalue ordinary class teaching. I love the " hum " of work that class teaching is responsible for. The Dalton plan might make you interested in your own progress, but the constant rivalry, the daily competition, the spirit of work—not to mention the frequent appeals to one's honesty, perseverance, temper, discipline, control, etc.,—that class teaching gives rise to, will make it difficult to replace it with an adequate substitute. Class teaching, too, I insist is easier and healthier for the teacher—it will keep him fit longer. I have watched the teachers at work where the Dalton plan was being tried, and I felt that too much correcting and sitting down were indulged in. I want activity for teacher and taught.

I found the Dalton method in use in two schools in Perth, and the headmasters were loud in their praise of its success.

The Dalton plan is not being tested by the great public schools. They are somewhat conservative. In several smaller schools, there is an attempt to set value on it for classes preparatory to the examination classes. The principal of the Training College is a keen enthusiast for its introduction.

Mr. Hansen, in his report to the Melbourne University, says that the consensus of opinion is against it in U.S.A., as regards the teaching of science and Latin. As a matter of fact, a good teacher unconsciously uses the Dalton plan —he makes the student early understand the meaning and dignity of work—he abandons "herd" teaching. With the Dalton plan, the inspirational and educational function of the classroom is lost. It seems to me, then, that our aim should be to secure a careful combination of the two systems which will enable us to turn out from our schools, boys and girls who are cultured, eager, alert, responsible, anxious and eager to fit themselves for the work of life.

Professor Adams has pointed out in the preface of a new book on the Howard plan that in many cases authors make wide claims for their schemes, and fail to appreciate how very much the personality of the author has helped the success of the experiment. It takes a Dr. Rouse to maintain a Perse school, a Caldwell Cook to make a success of Littleman lectures and plays, and a dynamic personality to infuse life in a Dalton or a Howard plan.

THE CURRICULUM.

"The curriculum," says Munroe, "must present to the child in idealised form, present life, present social activities, present social aspirations, present appreciation of the cultural value of the past. Only as a part of present life—that is, only as it touches the present life of the child through the life of society—can it call forth that interest which is essential to the educative process. Hence the curriculum must be adjusted constantly, though very gradually, so as to reorganise the old cultural material and to

include the new. The curriculum is the child's introduction to life as schooling is the preparation for it. The curriculum, then, must really introduce to life as it is and as it should be."

The complaint that the curriculum of every school prepares candidates for examination, and nothing more, is partly true. But the curriculum prescribed by the university is a liberal one, and a student can avail himself of the course prescribed for an examination and yet be a cultured scholar. The platoon type of school of the American excites the admiration of the visitor, but a Western Australian school, in the hands of a good headmaster, can easily accomplish far more, and with greater effect than that type of school, so lauded in the United States.

The curriculum of the State has undergone many changes. It must change with the times. The curriculum of my school days is vastly different from that existing now. People of the past, since they do not understand the curriculum of the present, are severe in their criticism of it. The conditions of life are different to-day, and while the "three R's" are indispensable, still yet many other cultural, useful, and scientific subjects must be attended to.

The home conditions of some children make it imperative that they should receive instruction in the school—if the instruction is not given in the school, then the children get none. This is true, to a great extent, in the course prescribed for household management. Again, the complexities of life require a utilitarian curriculum. One of the latest revisions of the curriculum was made in 1920, when superfluities were removed and much greater attention was devoted to the formative side of education.

When it is considered necessary to revise the curriculum, all the Inspectors take a hand. Small sub-committees are formed to consider each subject and then a full conference of all the Inspectors is held in conjunction with the Director. Suggestions are asked from the head teachers, and these receive full consideration. These revisions of the curriculum are to serve the need of the hour. The development of aviation may soon necessitate some

change in our present curriculum. Broadcasting is sure to call for some adjusting, and so on. Advancing times create needs, and the curriculum is flexible and the framers of it demand that it shall be serviceable, practical and modern.

SCHOLARSHIPS.

Scholarships began when Governor Broome placed before the Legislative Council in July 1884, a proposal for their consideration, viz: The establishment of annual scholarships from the primary schools to the high schools, and an exhibition from the latter to a colonial university. This proposal, when carried out, would tend to stimulate teachers and pupils. The first examination was held in March, 1885. Candidates from Perth, Fremantle, Geraldton, Northampton and Bunbury were represented. The scholarship was a three-year one. Arnold, from Perth, and Mews, from Fremantle, were the successful candidates. The second examination was held December 2nd, 1885, and ten candidates competed. Barker and James were the successful ones. In 1887, two candidates were presented and both failed. The first examiners for these scholarships were Messrs. Buetler, of the High School, and W. Hackett, M.A. (afterwards Sir Winthrop Hackett), and the Inspector of Schools, Mr. W. Adkinson.

In 1893, five Bursaries of the value of £10 each were established for the girls of elementary schools, whose ages were between twelve and fourteen. It was hoped that this would give an impetus to the higher education of girls. In 1893, railway cadetships were first open to boys who had passed through the 6th standard. The bursaries for girls for some reason or other, were not too popular, and, as I have said elsewhere, the High School scholarships lacked interest. It required incentives to get masters to present their pupils for examination.

There used to be awarded every now and then a valuable university exhibition, and although this was not under the control of the Central Board, yet the payment of the

moneys was made under their control. In 1892, an examination was held at the High School, Perth, and B. F. Hussey was then awarded the exhibition. This exhibition ceased to be offered after that year. Dr. A. Saw, M.L.C., was the first to win the exhibition, and our former Police Magistrate, Mr. F. Canning, was another such exhibitioner.

In 1895, bursaries for the more talented boys were inaugurated. That year also the value of the High School scholarships was raised to £75, and eleven competed, but only one candidate secured the necessary marks (two-thirds of the grand total). However, another boy, a candidate for a bursary, surpassed his total by 102 marks, and he was given the scholarship. In 1896, fifteen boys and seven girls competed for bursaries, but only one boy was able to secure the necessary marks.

In 1897 no bursaries were awarded, as no candidates were regarded as being satisfactory. The teachers said that time was not available to "coach" promising students for these bursaries.

In December, 1896, eight Government exhibitions were offered, of the value of £25 each. Candidates were to be between the ages of fourteen and eighteen, and residence in Western Australia for at least two years was required. A Board of Examiners conducted the examination. Sixteen candidates—fourteen male and two female—presented and the first place was obtained by F. A. Moseley, High School, Perth. A girl carried off the sixth exhibition. There were unfortunately, no means of securing continued education for those who won the prize.

In 1898, the regulations concerning these exhibitions were altered. Five senior exhibitions of the value of £25 each and five junior exhibitions of the value of £15 each were offered.

In 1898, the Adelaide University examinations were utilised for the ten exhibitions offered.

In 1899, there were competitions for exhibitions, twelve bursaries and two scholarships at high schools. The Christian Brothers' College this year claimed one of the winners. In 1900, a University scholarship of the value of £150 was

offered. The winner of the senior exhibition for 1898 was Gertrude M. Walton, daughter of the Chief Inspector. In 1899, F. A. Moseley scored the exhibition and he outclassed all competitors in Western and South Australia. In 1900, he won the first University exhibition, valued at £150. In 1901, John E. F. Deakin gained this honour. The analysis of the names of those who gained exhibitions for the different years brings before us names now well known in the different professional circles. High School seems to have carried off the better positions in the first years of the exhibition, and then their place was taken by students of the Christian Brothers' College and Scotch College, and in 1909, Guildford.

In 1903, there were 72 scholars competing for High School scholarships, and three were awarded. Scholarship examinations for elementary bursaries took place in March and September. At the March test twenty candidates secured bursaries.

In 1904, the Rhodes Scholarship made a beginning. These scholarships are worth £300 a year each for a three-years' course at Oxford. Australia received eighteen of the scholarships; one student was to be selected from each State of the Commonwealth every year. J. L. Walker, a pupil from the High School, Perth, had the honour of being the first—other winners were P. H. Harper (Guildford), A. Juett (C.B.C.), F. W. Horan, T. A. L. Davy, and one each year onward to Frank W. Johnson (1924).

The Selection Committee consisted of His Excellency the Governor (in his private capacity), the Chief Justice and the Inspector-General of Schools. Later on the Selection Committee was increased.

In 1904, the number of junior exhibitions was increased from five to eight, and in 1905 two University exhibitions were offered, the winners of these being C. L. Riley (High School) now the Rev. C. L. Riley, and G. G. Campbell (Scotch College).

With the introduction of our own University, exhibitions were arranged differently. Exhibitions of the value of £40 were awarded to five different groups of subjects, and

in addition to these there are five other exhibitions for those who have obtained the highest aggregate in any five subjects. There are two additional exhibitions offered for agriculture.

Fifty secondary school scholarships are offered annually for boys and girls attending Government, or other efficient schools. These are tenable for three years, but they may be renewed for a further period of two years.

There are also scholarships tenable at District High Schools, and at the Narrogin School of Agriculture.

THE INSPECTORS.

In 1923, there was a Chief Inspector, assisted by three Senior Inspectors and seven other inspectors. These men were responsible for the inspecting of 50,976 children, taught in 770 schools. The Department has every reason to be proud of its inspectorial staff. The inspectors are the eyes of the educational body, as they tend to keep matters up to a high standard. Their duties are a combination of examining, inspecting, encouraging, directing and improving. The present inspectors are considered in a very kindly light by the teachers. They are regarded as men who help, rather than those who criticise. They are all hard workers. The immense area of Western Australia, requires that one or two should have huge inspectorates. One man has charge of an area larger than Tasmania. Long distances have to be travelled. The Nor'-West trip is in itself a big undertaking.

Inspectors have to be resourceful, tactful, and diplomatic. They must be able to accommodate themselves to all sorts of emergencies. They have to keep the schools supplied with efficient teachers. They have to put up with inconveniences, and the nature of their work makes constant calls on their patience, prudence and kindness. They must get into immediate sympathy with local conditions. They must be good readers, keen students and thoroughly in touch with the manifold problems of educa-

tion. They represent to the teachers and child the highest authority, the best illustration of what is highest, noblest and most authoritative in the teaching profession.

The Chief Inspector, Mr. Hope Robertson, M.A., does mostly administrative work; Mr. W. Clubb looks after the inspection of the metropolitan area. The suburban areas are divided into three sections, and Messrs. Klein, Miles and Hadley are responsible for the inspection of those districts. Mr. Miles takes the rural schools under his care. The country is then divided into six parts: the South-Western, Southern-Eastern, South-Eastern, Eastern Goldfields, Midland, and Northern.

The present arrangement did not always hold. For many years, one inspector, Mr. W. Adkinson, shouldered the work of inspecting connected with the schools. He had 64 Government schools and thirteen assisted schools to look after in 1871. He was really an inspector prior to the Central Board in 1871. Under that Board, however, he was definitely appointed inspector. On the 13th June, 1873, he presented his first report to the Central Board. He was Chief Inspector until 1891. He was assisted for many years by Mr. S. Gardiner.

In 1891, Mr. Adkinson resigned on account of ill-health. He had been connected with the schools for 28 years, first as headmaster of the Government Boys' School, Perth, and then as Inspector for over 20 years. Mr. S. Gardiner undertook the Chief Inspector's duties. On Mr. Adkinson's retirement, the Central Board advertised in the other colonies for a suitable successor. Owing to the interest of Mr. Hartley, the Inspector-General for South Australia, Mr. James P. Walton, late headmaster of King Street Higher Grade School, Derby, was appointed. Mr. Walton held exceptionally high testimonials and he remanied as Chief Inspector until 1912. Mr. Gardiner retired in 1897 after 37 years' service in connection with education in Western Australia.

In 1894, Mr. Walton was assisted by Mr. Gardiner, Mr. MacLagan and Miss J. A. Nisbet, who reported on needlework. I have done credit to Mr. Walton's work

elsewhere, and it suffices to mention here that to accomplish all he did during the pioneering stage, required a man of stout heart, strong frame and determined mind. The analysis of Mr. Walton's work on paper speaks volumes for his thoroughness, method, and ability. For over twenty years he was the leading educational figure.

The next inspector appointed at the end of 1891, was Mr. J. H. McCollum, and he laboured until the year 1912.

In 1896, Mr. Hope Robertson, M.A., the present Chief Inspector, was appointed. During his first year, he visited 57 schools (from Geraldton to Wagin). His first inspection showed that the standard of education in many schools was low. The methods used by the teachers were poor. Teachers in bush schools had no environment to help them. Some children were dull and apathetic, others were bright and intelligent.

The next inspectors appointed were Mr. Robt. Gamble, from South Australia, and Mr. W. J. Rooney, B.A. In 1911 Mr. W. E. Wray was the Chief Compulsory Officer, Miss Edith Devitt was Domestic Economy Supervisor, and Mr. Joshua Hart was Organiser of Manual Training, while Mr. Hugh Hunt was the Inspector of Cadets.

In 1904, Mr. Rooney was made head of the Training College, and his place as inspector was filled by Mr. Wallace Clubb, from Sydney. Mr. Clubb was followed by Mr. J. Klein and Mr. Wheeler.

In 1907, it became necessary to re-arrange the inspectorial districts. The increase of work at the central office rendered it necessary for the Chief Inspector to be relieved from most of the direct responsibility of inspection. He retained the charge of a few of the largest metropolitan schools. The other six examiners divided the remaining schools of the State. Mr. J. H. McCollum supervised the metropolitan schools, Mr. Hope Robertson, the sub-metropolitan, Mr. Gamble the South-Western, Mr. Clubb the Eastern Goldfields, Mr. Klein the Great Southern, and Mr. Wheeler the Northern.

The inspectors of that time, as now, found it difficult to give the necessary time to make the visits really effec-

tive. The great distances were always a handicap. Sharks Bay, Carnarvon, and Roebourne took two months of an inspector's time. In 1905 one of the staff travelled 14,500 miles. Omitting holidays, that represented 350 miles per week. When an inspector visited the coastal towns of the Nor'-West, the stay of the boat would give him very limited time to inspect or examine a school. The next boat might not call for two months. Riding, driving, and cycling were the common ways of going from school to school. The railways were used where practicable. Nowadays motor power is very helpful. The inspectors, when travelling had always a strenuous time. A busy day would be followed by a busy evening, and the commercial room of the local inn would not be an ideal place for writing up reports. The morning would necessitate a hasty breakfast and an early start, to be at the next country school miles away. The inspector required constant reading to keep abreast of the times, and frequent contact with his home and kindred associations, so as not to lose the human touch. He had to be a dynamic force. Each year he had to supply fresh motive power to his teachers, and find new inspiration and wider and deeper views of their work for them. He had to show how to make work better, how to improve faulty discipline, how to establish better organisation. He had to co-operate. He was not a mere examiner, but a sympathetic helper.

Mr. Walton particularly liked the pleasing trait he noticed in all teachers—an extreme willingness, nay, even anxiety, to learn from any source, any method or device which would increase the effectiveness of their work, and add to the success and attractiveness of school time. Teachers, as a body, make ideal listeners and learners.

In 1911, Mr. R. G. Murdock was appointed an advisory teacher; this practically meant that he was an inspector. Mr. Hamilton was appointed to a similar position about the same time. Later, Mr. Parsons filled for a short time an inspector's role.

In 1912, Mr. Walton retired. He was given a farewell at Northam. Teachers assembled there wished him, after

his twenty-one years' service as Chief Inspector, during which time he had practically framed the educational system of the State, a pleasant trip to the Old Country, a safe return and a happy and long life. Mr. Walton is still alive as I have said. He is very active, and his many interests are responsible for his long and healthy life.

Mr. Prisk (deceased), Messrs. Hadley, McLintock, Gladman, Hughes, Coleman, Thomas, and Hatfield are among those who became inspectors after 1912.

Two questions naturally occur as regards inspectors.—(1) Should they live in their inspectorate? (2) Is the inspector's income sufficient to induce a good teacher to take the position?

As regards No. 1 question, if it is imperative that the inspector must live in his particular district, then it is essential that he must keep in constant touch with the Departmental seat, so as to guard against that isolation which gets men into a groove. The salary of an inspector, which is practically £600 to £800, is not sufficient. A headmaster of Grade I school receives a salary of £600. The extra worry, trouble, and dislocation of home life, constant travelling, etc., is worth more than an extra £50 to £100. The present inspectors make a staff that any State may reasonably be proud of. The Director is a man who is in touch with the manifold problems of the educational world. He is possessed of administrative skill and ability. He has a strong body of inspectors co-operating with the teachers.

Mr. Hope Robertson has been Senior Inspector since 1912, and he manages his affairs with administrative tact, accuracy, ability and success. Mr. Wallace Clubb is inspirational and a power of strength to the Department. Mr. Klein is the teachers' pattern for consistency, sincerity, sympathy and culture. Mr. Miles is an educational thinker, a modern man and an ideal examiner. He is not a very big man physically, but a short conversation makes one feel that he is the man with vision—the progressive inspector. The other inspectors are all able men. They have had years of experience in the work-a-day world of the school.

The quality of the present staff of inspectors is due to the fact that the seniors have come from outside the Department. Now the Department is in a position to supply inspectors from within. Inspectorships are the awards for good work, scholarship, classification and, to a certain extent, seniority in the Department. It is not essential that all the inspectors should be selected from the teachers of the Department. In-breeding must be guarded against. The occasional intrusion of an outsider as an inspector will greatly benefit the Education Department. If a first-class man is ever available for the position of director or inspector, then precedents should be thrown to the winds, seniority ignored and age not regarded provided that the man can be got.

A capable administrator's work benefits not only the Department, but his influence for good permeates and buoys up the many spheres of activity in the State indirectly connected with the Education Department.

RELIGIOUS INSTRUCTION.

The public mind seems to be indifferent as to whether children at the State schools get religious instruction or not. The settled national policy of non-sectarian instruction is here to stay. The secularists insist on the free, secular and compulsory education as a vital principle. They raise no objection to a minister giving children, whose parents are agreeable, a half-hour's instruction in the week. The schools of the State are by no means Godless; scripture and religious teaching are optional, but the inculcation of moral lessons and the adoption of a high code of morality are insisted on. The past vexed question of religious teaching is now settled.

The Roman Catholic Church demands the combination of the secular and spiritual. It will not concede one iota. This Church, then, conducts its own schools. The public schools are there for the children of the Roman Catholic, he can use them if he wishes and in many cases he does.

But the Church, with an energy that is praiseworthy, maintains schools, increases their number, trains teachers, and in a broad and business-like way builds up a structure that will secure better educational provision for the children as time goes on. Roman Catholic citizens are taxed for the educational system, and they are taxed for their own separatist idea. They stand aloof from the national system. They impose an extra burden on themselves for the privilege they enjoy.

With the creation of high schools, Roman Catholic children will be less restricted in their choice of school. The parents realise that the facilities and advantages of a high school course for their children is not to be despised, and as their child has been in a Catholic primary school for sufficient time to grasp the principles of his faith, and the teaching of his church, he becomes a student at the high school. The opposition of the Church seems not to be so marked in this case. Further, the parents now recognise that by the non-use of the State high school, they are standing in their children's road in entering some of the professions and the better positions in life. They cannot pay for the higher education of their children, why then should they neglect a means so beneficial and a way so inexpensive?

THE SALARIES.

At present, the salaries of the teachers are quite sufficient to make the teaching profession attractive. A monitor begins at the age of seventeen, and his salary is £72. If the monitor is successful in getting into the Training College for a term of two years, then he is allowed the sum of £12 a year. On the completion of his period of training, he begins in the city or in the country at £180. If he has already been classified, his salary will be £180, and £220 within one year. Increments may bring the salary up to £236 for a lady teacher. A first assistantship carries a salary up to £400 and a headmastership up to £600, according to the classification of his school.

The handbook of regulations of the Education Department (1923) gives a full and detailed account of teachers' salaries. The salaries in high schools range from £220 £350, £420, £480, in case of assistants of various grades, and to £550 and £650 for heads of same. Some teachers receive allowances for locality, additional work, etc.

The salaries in the great public and private schools are not so graded. The headmaster receives a salary according to the importance of the school. This salary may vary from £500 to £1,200 and residence, and in some cases, board is added. The first assistant's salary will be £350 to £400 to £450. Other positions in schools are worth £450, £400, £350, £250, £200. Beginners get £150 and residence. The huge disproportion between the salary of the headmaster and the next in charge would seem to be without reason. The headmaster's secretarial duties are often negligible, as each school employs a secretary. The salary of the principal of ladies' schools ranges from £350 to £500, and the assistants range from £120 to £300, according to years of experience and the financial position of the school.

The salaries of our professors at the University, our Principal of the Training College, may be enough to provide a comfortable living, but they are not such as to keep these men modern. A professor on £800 or £900 a year cannot travel every five years to renew his knowledge, and constant change is the essence of success for professors. If professors represent to us the leading men in scholarship and culture, then they must not rusticate in one place. A professor appointed twelve years ago to this University may have been conversant with the very latest development of his subject on his appointment. It is too much to expect that he has kept abreast all those years without an opportunity of getting into touch with all that is latest in each particular department. If our State teachers get a chance for an interchange with teachers abroad, then it is far more important that our professors and those holding leading positions in training colleges and secondary schools should enjoy opportunities for travel, too.

The inspectors in pairs, or in turn should visit the other States and other countries, to analyse methods and observe work. Science and inter-State educational conferences enable all concerned to freshen their memories and improve their knowledge, but something more consistently studious and vigorous is needed.

INTERCHANGE OF TEACHERS.

The best teachers get a chance to go abroad for a year or two. These teachers see other phases of work and other methods. Travel for them is a great experience. Several of our teachers have returned after a course abroad. The long service leave has been utilised by several for examining educational methods in other countries. One master was able to qualify for an educational diploma during his stay in England. Mr. F. M. Reedy, of Kalgoorlie, in a press interview, recently gave his experiences of what the interchange of teachers meant. He emphasised its value as a means of strengthening the bonds of Empire, broadening the outlook of the teachers, bringing them into close personal contact with men and women engaged in the same pursuit as their own in far distant lands, and educating them in a way they could never be educated if they remained at home. "They literally came into their heritage and were able to visit historic spots of which they had only before read about and dreamed of." Visiting teachers can also act as excellent propaganda agents, and since our cry is immigration, what better means can the State utilise than the teachers who know their own country, perhaps better than the ordinary citizen? This interchange movement is to a large extent voluntary. Travelling and sustenance expenses are paid by the teacher.

The League of the Empire, which initiated this interchange in 1907, arranges a magnificent itinerary for all teachers. Visiting teachers can see much that Europe and America has to show, but the keen student of education

quickly understands as he analyses abroad that the teaching profession is very exacting, and perfect and lasting equipment is difficult to obtain.

UNIVERSITY EXTENSION.

In Western Australia provision has been made for the giving of courses of extension lectures in Perth and suburbs, and also, by arrangement with local committees, in country districts. The Professor of Agriculture visits the chief farming districts for the purpose of giving lectures to, and holding conferences with, primary producers. Special short courses for farmers are given at the University. Short courses of popular lectures are also given in the evening by various professors at the University.

In 1913 Workers' Educational Associations were formed in all the States of Australia. The aim was to provide higher education for the workers in civic and cultural subjects. In Australia there are 4,000 students, and they take a three-year course while working. The chief subjects of study are Industrial History, Economics, Political Science, Sociology, History, Physics, Literature, Music, Electrical Engineering, and Biology. The W.E.A. has yet to be built up in Western Australia.

THE NEED FOR AGRICULTURAL COLLEGES.

To conclude, we must view the term "Education" broadly. While I want the intricate paths of learning followed and pursued by as many as possible, yet for the great mass efficiency and utilitarianism will be the slogan. Then, since such is the case, let us broadcast the idea that all subjects for the sake of mental discipline are of equal value; that education must appertain to the needs of the community; that the schools exist for the country as well as for the town; that agricultural schools are as important as high schools; that our schools should be keen on putting

the youth on the land, and that scholarships for the agricultural schools should be by the hundred, so that our primary industries may be developed and our country become a hive of industry. Our educational fabric, conceived and born in the city, confers so far its best favours on its cradle connections. We have had in power Nationalist Governments, who benefitted the Nation as a whole, and Labour Parties, who have benefitted the areas where the masses are; yet let us dream of a future Country Party that will place the youth on the land. I would venture to suggest a plan of this sort. Advocate boldly in the schools that the cultivation of the land and land ownership is the future of Australia. Life on the land is healthy and free and prosperous. One's fortune is assured. Build agricultural colleges north, south, east and west. Let scholarships be plentiful and make the educational part practical. The entrance age should be 17. When the boys have done a two years' course in the agricultural schools and have had a year of practical experience, give them broad acres at a peppercorn rental. They will be enthusiastic, trained, experienced and quite capable of making a success of the land. Their work on the land will be more valuable than idle broad acres, and the commercial results of their work will more than compensate the State for the almost free rental. The cry of "On to the land" will partly solve the problem of what we are to do with our boys. Our boys on the land will build up a healthy, vigorous, self-supporting, productive Commonwealth. Western Australia with its mighty areas has now a unique chance of fostering a love of the land in its children.

Immigration is pressingly needed. We want visitors and workers by the thousand. There is room for millions in the West. The last two decades have shown what W.A. can produce. Wheat, sheep, wool, cattle and meat are the great primary products that we can produce and find markets for sufficient to make a gold mine. We want the hardy workers of Scotland, England, Ireland, Denmark, Sweden, Norway and Germany to come to Australia. If the migrants have some capital, so much the better, for they can easily

secure excellent land for selection. A few years of strenuous toil will compensate the migrant in a way that will surpass his expectations.

Our educational system is wide enough and developed sufficiently to cope with the arrival of thousands of immigrants each year.

CHAPTER VII.

The Teachers' College and the University.

THE TEACHERS' COLLEGE.

IN 1896 Mr. (the late Sir) Cyril Jackson, M.A., became Inspector-General of Schools, and he was faced with the difficulty of finding teachers to fill the great number of new schools that took their rise during the years of prosperity that followed as a result of the gold discoveries of the nineties. As we have seen before, many of the teachers came from the Eastern States, but an educational system in any country must aim at being self-supporting. A training college for teachers was indispensable. Mr. Jackson directed his attention towards the founding of one. In 1901 the College was completed. In 1902 Mr. C. R. P. Andrews, M.A., formerly of the Battersea Training College, opened the College with thirty-seven students. The building stands on an eminence overlooking Freshwater Bay. It is palatial in structure and comfortable in its arrangements. The grounds are twelve acres in extent, and, apart from the College, there are the two adjunct practice schools, while tennis courts, cricket pitches, football fields, gardens, drives, etc., fill up the area.

Thirty-nine students and the staff was the original number meant for the College, but considerable additions were soon made, for its rapid development and complex work surpassed the expectations of those who were so keen on its foundation. At first students were admitted at a minimum age of 15½ and the course lasted for three years. Later the age was raised to 17½ and the course was made a two years' one. Later on, as the Normal School was merged into the Modern School, the preparatory training was done at school and the students came to the Training

College with better scholarship and better fitted to take advantage of the work of the Training College.

To-day the College draws most of its students from the secondary schools, State and proprietary, and by this means it secures that diversity in training that a training college needs, since it has to provide for so many varied phases of the Education Department of the State.

The school Leaving Certificate forms the literary qualifications for admission to a full course, while a good pass in the Junior Public Examination may form a sufficient literary qualification for the short course. In both cases practice in teaching and experience in school work is needed.

The first students of the College were selected from the lists of those who succeeded in examinations held at Christmas, 1900, and the College was to open at Easter, 1901, but owing to a delay in the completion of the College, another examination was held before the College was ready for the commencement of lectures. It was, therefore, decided that the College year should begin in September and that the first year should be a shortened one. 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 first entered were already qualified teachers and merely wanted to take advantage of a short course of training. At the opening there were thirty female and eleven male teachers.

The Normal School work was under the management of F. G. Brown, B.A. The first staff at the Training College consisted of the Principal (Mr. Andrews), J. Parsons, B.A., and Miss A. Sutton, B.A. The Principal lectured on scripture, Latin, botany, English literature, reading, and elocution; Mr. Parsons on physiography and mathematics. Miss Alder was a visiting teacher. No science was taught, but some of the students went to the Technical School for that subject. Mr. Alex. Purdie and Mr. J. B. Allen, from the Technical School, came to the Training College to assist in the establishment of science courses.

When Mr. Cyril Jackson returned to England, Mr. Cecil Andrews was made Inspector-General of Schools, and Mr. W. J. Rooney, one of the inspectors, was appointed to the position of Principal of the Training College. Mr. Rooney still holds the position. The botany lectures were discontinued on the departure of Mr. Andrews.

In 1904 Mr. G. Wardrop, B.A., became a resident assistant, and Miss Devitt and Mr. Hart became visiting lectures. About the same time Mr. T. Lee, B.A., attended to take classes in Latin, physiography and science, and Mr. G. W. Bailey, singing.

In 1905, literary, debating and reading clubs were established, and Mr. Lee became resident tutor in place of Mr. Parsons, who was appointed to assist in the Normal School.

The Practising School was completed in 1906 in the North-East corner of the grounds. It was unpretentious in appearance, but built to suit the climatic conditions of Western Australia, and it was opened by Mr. P. H. Gladman, M.A. Almost immediately its influence for good was felt in the practical work of the student teachers. It tended to broaden the views that were necessarily immature and limited in scope. It was conducive to a keener interest in the lectures and gave a deeper meaning to the problems of education. Miss Elsie Wright and Mr. T. J. Milligan, from New Zealand, were assistants in this school.

The first year the Training College had fourteen teachers ready for the "mission." Each year a larger number were got ready, and although for several years the teachers from the Eastern States and the Motherland helped to supply the pressing needs of Western Australia, yet it was hoped that the work of the Training College would be such as to have the supply in the West equal to the demand.

The Training College was often visited by prominent outsiders, who lectured to the students on various literary subjects.

In 1908 the College began its academic year in January instead of September, in order to fit in with the Department year.

For some years the College depended upon the one school, Claremont Central, to provide opportunity for practice. Now there are five adjunct schools, two being one-teacher schools. In addition, several other schools are visited regularly for practice. These various schools give opportunities for reflecting the wider activity of the Training College. I have asked a teacher whose school is used very frequently for practice if the school suffers by reason of these visits of practice teachers. "No," was the reply. The lesson given is such that continuity is maintained. The visiting teacher wants to give a lesson on geography; he knows beforehand the hour of the lesson for geography, and his lesson is a continuation of the last lesson given. He ascertains beforehand where exactly the class is. Then his freshness and his eagerness for a good report often makes the lesson a greater success than it would be otherwise.

In 1912 special courses—two per year—were inaugurated with the special purpose of training teachers for small country schools.

In 1919 the courses were extended to one year. The extended course, combined with the higher qualifications demanded from candidates, allows for a more direct and special training to meet the needs of rural education. The ultimate aim is to extend these courses for rural teachers to two years.

When the University of Western Australia was founded in 1913, steps were immediately taken to co-ordinate the work of the College with the specialised work of the University. Now matriculated students may take a full year's work at the University during their first year, their College work being limited to two half-days per week, and the portions of the College year not included in the University year. During the second year students devote full time to College and professional work.

Beginning with 1917, provision was made for a third year of training for some of the best students, and for a fourth year for a very limited number of those successfully passing through the third year. By this new provision some students at least will be able to complete their Uni-

versity course while at the College, and thereby be better prepared for work in secondary schools.

In time it is hoped all University students will first complete their degree course and then devote one clear year to professional work within the College. At present provision is made for a one-year course for graduates.

During 1920 the total number of students attending the College course was 168, made up of 77 full-course, and 91 short-course students. The State thus continues to train in proportion to its population a greater number for the teaching profession than any other State in the Commonwealth.

For the past few years the name "Teachers' College" has obtained general recognition.

In 1923 there were 37 students of the long-course doing their first year, and 43 the second year, while nine were taking the special course for graduates and third-year students. Sixty-six were taking the one year's course for teachers of country schools.

The nett gain from the Teachers' College is 100 teachers per year, but the losses through the year 1923, through resignation, superannuation, death, etc., amounted to 132.

In 1902 the Training College involved a total expenditure of £3,753; in 1908 the cost was £4,116; in 1907, £6,933; in 1923, £12,414.

In South Australia for 1923 the total cost of the Training College was £35,432, and there about 350 students are in attendance.

Competent criticism of the curriculum of the Training College might suggest that better results would be secured if the method adopted in Adelaide, with a modification or two, were put into operation, viz., the developing of seven distinct courses of training:—

Course (A) Small Rural Schools—2 years.
„ (B) Large Urban Primary Schools—2 years.
„ (C) Infants' Schools—2 years.
„ (D) High Schools—2 years.
„ (E) Commercial or Science—2 years.
„ (F) Domestic Arts—2 years.
„ (G) Woodwork, etc.—2 years.

This would require larger buildings, a bigger staff, and a bigger Training College grant.

Better salaries are needed, too, for the staff of the Training College. At present there is only one good position existing—that of the Principal. There should be a few subordinate positions with salaries attached sufficient to attract and retain men of the brilliant type. A vice-principal would relieve the Principal of much of his administrative duty and enable him to give all his time and attention to his right work.

In Australia the principal of the training college is frequently the professor of education or the lecturer on pedagogy at the University, and he should be always the highest and most authoritative exponent on educational matters, opportunity should be given him to do the work freely and to occupy some of his time in experimental and research work, supplemented by occasional visits to other countries for purposes of analysis and observation. If the visits of great educationists like Professor Adams give vigour and stimulus to the educational thought of the State, how much greater good will result if the master of our masters be allowed to go abroad and visit the seats of learning and get in touch with all that is best and most advanced in the educational world of the present!

It is perhaps a misfortune that the Teachers' College is situated so far away from the University. The teacher should be part and parcel of the University. It is not unreasonable to expect that before long every teacher will have a degree. Professor Adams maintains that the training of teachers is the proper function of a University. Segregation of teachers to the continual society of teachers produces pedants. "Teachers should come into contact with those who are destined for other purposes—with the future lawyers and doctors and parsons and engineers and men of science—and so gain a wider outlook for themselves and a more general recognition among others of the standing of their profession."

The Teachers' College in Melbourne competes with the other residential colleges, and the chief prizes and exhibi-

tions are as frequently scored by the students of the Training College as by the others.

No account of the Training College would be complete without a paragraph about the present Principal, Mr. W. J. Rooney, B.A. For twenty years he has guided the fortunes of the Training College, and during that time he has welded the characters, directed the activities, inspired the educational genius, and completed the training of hundreds of young enthusiastic educational beginners.

Mr. Rooney presides over a large family. In 1923 there were 155 students in attendance at the Training College, and it is principally due to the business acumen of Mr. Rooney that the College is able to make its way with such a limited "grant."

On his arrival from the Training College, Sydney, Mr. Rooney took charge of the Boys' School, James St., Perth. After a few years he was able to gain experience as an inspector. In 1904 he succeeded Mr. Cecil Andrews as Principal. Mr. Rooney's outlook on educational matters is broad and comprehensive. He is the practical man, and yet an idealist. He preaches the doctrine of work, and yet he is the man who has more to do than time will allow him to accomplish. In addition to his multifold duties at the Training College, he is the lecturer in pedagogy at the University, and there his enthusiasm, skill and interest in his work have popularised his lecture room.

He exercises considerable power in the educational administration of the State. At his suggestion some of the present inspectors were brought from New South Wales.

Mr. Rooney is held in great regard by his students—he is interested in their welfare and he appreciates their success. From time to time his social functions give the old graduates an opportunity of keeping in touch with their Alma Mater and its kind and fatherly Principal.

THE UNIVERSITY OF WESTERN AUSTRALIA.

The first hint of a University was in 1884, when the Control Board passed a resolution that land should be set aside to form an endowment for a future University; but the earliest definite step was taken in February, 1898, when the Adelaide University Extension Committee was formed. From that time, the Adelaide University, in co-operation with the Committee, held examinations regularly for Junior, Senior and Higher Public Certificates, and for a portion of the degree work in various branches of learning.

In 1901 the establishment of a University for Western Australia was mentioned in Parliament. The Hon. R. S. Haynes brought forward a motion in the Legislative Council. The motion, after discussion, was amended: "That this House is of opinion that the advisability of at once establishing a University or University Institution demands in the best interests of the State, the immediate consideration of the Government."

In 1904 Parliament passed an Act creating a University Endowment Trust. Four thousand acres of suburban and country land were granted to the Trustees under that Act. This was the nucleus of an endowment for a University.

In 1906, by means of a University Graduates' Union, an attempt was made to educate public opinion in favour of a University.

In 1907, a deputation from the University Graduates' Union waited upon the Minister for Education and urged that a charter be granted for an examining university. The Minister was favourable to the project. After consultation with the Endowment Trustees, the idea of merely an examining university was abandoned, and it was felt that a teaching university should be the goal towards which all efforts should be principally directed.

On February 5th, 1909, the Government appointed a Royal Commission charged to report to His Excellency the Governor "Upon the question whether the time is opportune for the establishment of a University in this State, and, if so, to advise upon various matters in connection therewith."

The Commission consisted of the Hon. Sir Winthrop Hackett, M.A., LL.D., Chairman, the Right Rev. the Bishop of Perth, Sir Walter James, the Hon. H. Briggs, M.L.C., Dr. A. J. Saw, Dr. J. W. Smith, the Rev. Bro. Nunan, Messrs. T. H. Bath, C. R. P. Andrews, M.A., W. E. Cook, M.A., F. B. Allen, M.A., B.Sc., with J. S. Battye, B.A., LL.B., as Honorary Secretary. After a careful and critical examination, the Committee, in September, 1910, recommended unanimously that a University should be established, and in order to facilitate matters framed a draft Bill for the approval of the Government. On February 15th 1911, the Bill framed on the lines of the draft was passed. On February 13th, 1912, the Act came into force and the first Senate was appointed. At the first meeting of the Senate, Sir Winthrop Hackett was unanimously elected Chancellor.

Mr. Hugh Gunn, M.A., whose life had been one long series of university honour and distinction, was appointed to organise the University, and work was begun in 1913. Applications were called for professors of the following chairs: English Literature, History and Economics, Mathematics and Physics, Mineralogy and Engineering, Chemistry, Geography and Geology, and Biology; a chair for Agriculture was generously endowed by the Chancellor. Lecturers were appointed in Physics, Classics, Veterinary Science, and Modern Languages. The following Professors were appointed:—

English Literature	W. Murdoch, M.A.
History and Economics	E. O. G. Shann, B.A.
Mathematics and Physics ..	A. D. Ross, M.A., D.Sc., F.R.S.E.
Mineralogy and Engineering ..	H. G. Whitfield, B.A., B.E.
Chemistry	N. J. W. Willsmore, D.Sc.
Biology	W. J. Dakin, M.A., D.Sc.
Geography and Geology	W. G. Woolnough, D.Sc.

Lecturers:—

Classics	G. Wood, M.A.
Philosophy	P. R. LeConteur, M.A.
Modern Languages	E. C. Suddard, L.E.L.
Registrar	F. E. Townsend, M.A.

Temporary buildings were erected in Irwin Street, between Hay Street and St. George's Terrace, and a permanent site for the building was frequently discussed. After a careful examination of the various sites suggested, the Senate decided upon Crawley—a large estate with a magnificent position, but at present somewhat difficult for the visitor and student to get to.

The First Senate was appointed by notice in the Government Gazette of the 13th February, 1912, and Convocation was formally declared to be in existence on February 21st, 1913, when it had reached the minimum number of 60 members prescribed by the Act.

The Senate is composed of 18 members of whom one-third are appointed by the Governor-in-Council, and the remaining two-thirds are elected by Convocation. The tenure of office is for six years, and three members retire annually. The entire control and management of the University is vested in the Senate subject to the Statutes.

The Chancellor is the head of the University, and the Vice-Chancellor is the Chief Executive Officer. He is appointed by the Senate for a period not exceeding two years.

Degrees are granted in the Faculties of Arts, Science and Engineering. Included in the Faculty of Science is the Diploma of Agriculture. Faculties of Law, Medicine, and Music have also been constituted, for the purpose of admitting to Degrees "ad eundem gradum."

Certain courses in the Faculties of Arts, Science and Engineering may be attended at the Perth Technical School or the School of Mines of W.A., Kalgoorlie, as they are affiliated with the University for this purpose.

The University has outstanding requirements. It needs more lecturers to make the work more effective; it needs facilities for research; further apparatus, books, machines,

etc., are pressingly needed and the University is always glad to learn of intending benefactors.

The Chief Officers during 1924 were:—

The Chancellor	.. The Hon. A. J. H. Saw, M.L.C., O.B.E., M.A., M.D., F.R.S.C., Edin.
Pro-Chancellor	.. C. Andrews, M.A.
Warden of Convocation ..	.. W. A. G. Walter, M.A.
Vice-Chancellor	.. Prof. N. T. W. Willsmore, D.Sc., F.I.C.

The number of students who enrolled in the three Faculties of Arts, Science and Engineering:—

	Men.	Women.	Total.
Arts	102	118	220
Science	61	14	75
Engineering	27	—	27

Plus 14 non-matriculated students doing a short course.

Total 336

The Senate departed from Australian University tradition and made tuition free. In this it followed the newer State University systems of the United States of America. The idea is democratic. On a few occasions the University, hampered in its progress, has reviewed the idea of imposing fees, but the experiment of the Free University has come to stay. This Western University is pushing along steadily and surely and there is no reason why it should not compare more than favourably with the older Institutions of the Eastern States.

Fees are imposed for examinations and incidentals, but the lectures are free. The total income for the year 1923 was £22,482. This was made up from £17,099 Government subsidy and £5,383 revenue.

The inclusion of other courses is under contemplation. A Law School will be started in the near future. A School of Pedagogy has been promised while schools of Dentistry, Medicine, Commerce are suggested. It is only a matter of time and money. The West has reason to be pleased with what it has already accomplished. The University is

the finishing touch to the complete educational scheme of the Western State.

The progress of the University can be seen from this table:—

	Total Students Enrolled.	Matriculated Students.	Percentage of Matric. Students.
1913	184	93	51
1914	182	118	65
1915	214	132	62
1916	214	157	73
1917	236	148	63
1918	270	221	82
1919	412*	335	81
1920	332	318	96
1921	353	326	92
1922	336	322	96
1923	353	350	99

* Due to A.I.F. return.

THE PERMANENT SITE AT CRAWLEY.

The Government provided £15,000 out of Loan Funds for a building to accommodate the Departments of Biology and Geology. Each year other Departments will be provided for.

The total grant to the University for 1913 was £18,720. The Senate sadly needs funds to carry out its activities, up to good teaching capacity. Certain increases in revenue from endowment lands and other property have been of service to the Senate. Some 4,146 acres of property, chiefly in Perth and suburbs, and country townsites, is its Endowment. In time this land will become more valuable, but much of it at present is valueless as regards revenue production.

CHAPTER VIII.

1st Part.—THE GOVERNMENT SECONDARY SCHOOLS.

2nd Part.—THE GREAT PUBLIC SCHOOLS AND PRIVATE SECONDARY SCHOOLS.

3rd Part.—VARIOUS SCHOOLS:—

(1) The School of Agriculture, Narrogin.
(2) The Business Schools.
(3) The Philanthropic Schools.
(4) Soldiers' Children's Scholarship Trust.
(5) Kindergarten Work.
(6) Orphanage and Industrial Schools.
(7) New Norcia.
(8) Native Missions.

Part I—Government Secondary Schools.

WHEN Mr. J. P. Walton, the Chief Inspector, went to England in 1905, he inquired minutely into the question of Secondary Education. The State had justly invaded this province in the Eastern States. Germany, U.S.A., England, etc., had long ago been working with remarkable results in this phase of school work and as students in Western Australia by 1906 were taking up physics and chemistry, it was felt that gaps must be filled to give the West a complete education. Primary Schools, Technical Schools, and Evening Classes were in existence and a University was needed at the top and Secondary Schools to act as a link to connect with that top. The boy after 14 must be retained at school. In U.S.A., one child out of 12 continued beyond the Primary stage, in England one out of 30, in Victoria, one out of 50. The

boy of ability will stay if we can cater for him. Secondary Schools, therefore, at a low figure, with provision for many free places, will do this catering.

Secondary Education includes preparation for University, higher forms of Technical, Industrial and Commercial Education and for the Teaching profession. The question is, should the State concern itself with it? Europe and Japan have said yes. The number of children in Western Australia receiving secondary education is not a satisfactory proportion. In 1907 over 37,000 children were attending school in the West. Some of these were attending Secondary Schools. A Secondary School in America requires a student to be not less than 14 years of age. In Western Australia some of the Secondary Schools give Primary education. In the four recognised Secondary Schools there were 600 students. Private enterprise therefore in Western Australia was giving secondary education to one-fifth of the total number that it should have proportionately given. The results of Adelaide Exhibitions showed that it got higher places on the Honour List in Languages, Literary Subjects, and Mathematics, but the lists in Science were blank. A State needs Secondary Education. The Technical School and the School of Mines are not enough. Educated citizens are among the greatest assets of the State. Private enterprise caters for a few; the State then must take up the cause of the many.

In 1910, Mr. Wallace Clubb, in his report, strongly urged the Government to prevent the waste that was occurring in our education up to date. "The State guides the child with care until he is 14 and then allows him to become the arbiter of his own actions. Just when he is ready to be useful we decide that we do not want him." Turning the child adrift at 14 is to swell the ranks of the unskilled labourers and the multiplication of unskilled labourers is a grave economic danger. "It is distinctly for the advantage of the State to furnish as wide opportunities as possible for higher education, whether Scientific, Commercial or Industrial, in both day schools and evening schools, and to

give every encouragement to its people to take advantage of these opportunities."

The Education Department began the work of Secondary Education somewhat timidly. South Australia had by 1908, 18 High Schools. Ontario, in Canada, had 143, and its population was only seven times as great as the West. High Schools (Government) were being established in Victoria and New South Wales and the West felt that it, too, must extend its care to Secondary Education. A Public Secondary School would act as a "feeder" to the Training College. Science Teaching could be better done in a High School. Children must be encouraged to continue their education beyond 14. The better positions in life were for those who followed University courses. The University would soon come. The State must prepare her children for the University and no system of education was complete without the University. It was indispensable, then, that the Government Secondary Schools must prepare for the University. Private Secondary Schools were preparing small numbers, but the State must cater generously, broadly and fully for the big numbers. In 1909, the first Government Secondary School was in course of construction, and in 1910 it was opened. This first Secondary School was called the Modern School and the name is still retained.

In 1914 the second Government Secondary School was opened on the goldfields—half way between Boulder and Kalgoorlie. Recently at Northam and Bunbury High were built; one is being built now at Albany and Geraldton will figure next.

Our Secondary Education costs the State £97,440, South Australia has 23 Government High Schools and the 3,795 children receiving instruction there cost the State £58,213.

The cost of Secondary Education in Western Australia is £97,440, but the actual cost of the State High Schools is £22,858.

Under the heading of Secondary Education is included as accurately as possible the cost of the upper portions of the District High Schools and Central Schools as well as the cost of Continuation Schools and High Schools, and of the Narrogin School of Agriculture.

Secondary Education is free. At first a fee was charged at the Modern School for those who had not won Scholarships. Entrance is now by examination.

The writer has visited the Modern, the Goldfields School and the one at Bunbury. An account of the Modern School could not be omitted. It is the "show" school of the State.

THE MODERN SCHOOL.

The Modern School is imposing in structure, and an ornament to the city. Its large Assembly Hall is unique The class rooms are high and airy and the work-tone is clearly present. The School is admirably managed and efficiently staffed. Ten men and eight women make the staff, and the curriculum is wide and varied, indicating that the State has here a school that provides everything that a school can be asked to provide. The Science and Biological Laboratories, the Wood-work, the Cookery Room, the Business Class-rooms, the Gymnasium and Dressing Rooms, etc., are all arranged on utilitarian lines. Co-education obtains and it works perfectly. Children are admitted at the age of 13 if they win a scholarship, and they are retained then for five years. As the cream of the State is admitted it follows that the school stands high for its scholarship.

The Modern School was established in 1911, and, its students could not have been very old at the outbreak of the war, still it has a rather impressive Roll of Honour Board.

The Modern School is in the capable hands of Mr. J. Parsons and his Deputy Master, Mr. J. Sharpe. The Headmaster welcomes the visitor and in the itinerary round the school he can mix with the classes and readily grasp what is being done and what the State provides in its first

Secondary School. The School holds 480 students. More than 100 pass through its class rooms each year, and it is not too much to say that this 100 entering life make an outstanding advertisement for the school that trained them so carefully for citizenship of the highest type. The State has every reason to feel satisfied that its entry into the work of Secondary School Education was a decided success.

Part II—The Great Public Schools—Private Schools and Girls' High Schools.

In Western Australia there are four so-called Public Schools, or, rather, major Secondary Schools; the High School (an undenominational concern founded in 1878), the Guildford Grammar School (Church of England), Scotch College (Presbyterian), and the Christian Brothers' College (Roman Catholic). In addition to these there are a few smaller schools, e.g., Christ Church, Claremont, Wesley College, Marist College, New Norcia, and the Christian Brothers have smaller Colleges in Fremantle and Kalgoorlie.

THE GIRLS' HIGH SCHOOLS.

As regards Girls' Schools, there are some conducted by the Methodist, Presbyterian and Church of England Churches, e.g., Perth College, Presbyterian Ladies' College, Methodist Ladies' College, St. Mary's, and several smaller ones. The Sisters (Roman Catholic) have High Schools in almost every suburb, but Loretto Convent, Swanbourne, would seem to be their leading educational establishment.

These Secondary Schools for the most part have imposing buildings and ample grounds. Claremont is remarkable for its number of Educational establishments and these structures are worthy of inspection.

The Public and Secondary Schools for Boys and Girls in the West have done an extraordinary amount of work. For years they were the only schools that enabled students to go to the University. They have had many difficulties to contend with in their efforts to keep the standard of Secondary Education afloat. Most of them are heavily burdened with "overdrafts," and the many financial depressions in the West have made it impossible for them to progress as their Directors would wish.

These Schools uphold the highest Educational Ideals. The Student entering is improved morally, physically, mentally and socially. The fees charged are moderate and compare favourably with those charged in the Eastern States and the great majority of the students make good. I have said elsewhere that since this State has entered so successfully as a competitor into the field of Secondary Education, that the Great Public and Private Schools are faced with difficulties. While in the main this is true yet there are many people who will always use the private or public school from sentiment or for religious motives. The fact remains that while these schools have had a steady development, yet teachers are not easy to obtain and the better men tend to drift towards the Government Secondary Schools, where salaries are better. Again, it frequently happens that these schools are subject to Councils and Governors, who while being men of culture and business acumen, yet are not educationalists and their acts very often are not conducive to the best interests of a big school.

Again, these Schools are possessed of the idea that as they are Church Schools or Denominational Schools, parents, from conscientious motives, must send their children to them, but a careful analysis of figures shows that they are not increasing numerically in proportion to the population of the State.

The Governing Bodies should understand that conservatism on their part now must be detrimental to their best interests and that these schools, if they are to hold their place in the community, must be guided by progressive and enthusiastic Head Masters—men who are educationists

to their finger-tips. Further, they must realise that it is imperative to offer the best inducements to obtain and retain the services of the best masters that can be got.

As time goes on, as the population increases and as industry thrives, wealthy citizens may come forward and help to put these schools on a better basis and strengthen their finances. These schools to-day just pay their way and no more. The Secondary Schools are thus handicapped and unless benefactors come to the rescue, the handicap each year will increase and thus make the schools lead a life of such difficulty that the commonsense parents must eventually say, that the Government Secondary School, replete with every modern device for progress and development, is the school to which their children will go.

The Great Public Schools prepare students for the University and for Business, and in addition to the ordinary subjects taught, music, drawing, singing, elocution, athletics, gymnastics, and swimming are included. Competitions in games and various sports take place during the year. Cricket, football, shooting, swimming, sports, tennis, etc., have their respective seasons, and games are used to teach character and manliness and build up vigour in health. The girls have their sports, too, and the long summer and excellent opportunities for bathing, make swimming a favourite means of pleasure. The children attending the schools in Western Australia are strong, hardy, vigorous, and healthy.

It might be interesting to give a few particulars of these Boys' and Girls' Secondary Schools. I have visited most of them and in all they aim at keeping up a good tone and respect for the traditions of the Schools. The Public and Private Secondary Schools are valuable assets to the community. A description of the work in one may give a fair idea of the work that prevails for the most part in all.

The High School, Perth, as it is the oldest Secondary School, may be taken for analysis. Its present daily attendance is 320. There are 10 class-rooms, a large science-room, and a lecture-room for Science, and a big hall, or

auditorium. The staff numbers 14 permanent masters. One of these gives all his time to physical culture and swimming in the hot weather. Six class-rooms are devoted to form work. Four rooms are utilised for preparation of Junior and Leaving Cetrificate examinations and classes are taken into the big hall for odd subjects. One teacher attends to the Science. There are eight periods in the day, each of 40 minutes duration. Classes are from 9.0 a.m. to 3.50 p.m., with an interval of 1 hour 20 minutes for lunch and 15 minutes' break in the morning. A student in the Lower School receives tuition for seven periods and swimming takes the place of Physical Drill. In the Senior Division the time-table is so arranged that each boy can have two periods a week for physical drill or boxing and Physical Culture fills up the eighth. In the hot season the eighth period for the other three days is filled in with lessons on utilitarian subjects, such as lectures on Hygiene, Physiology, Elocution, Agricultural Science, Drawing, etc.

All boys must take English, History, and Mathematics, but the time-table is so adjusted that any six of the following subjects, viz., Geography, Physics, Chemistry, French, History, Latin, Bookkeeping, Applied Mathematics can be taken. Four Science Classes for the Junior and two for the Leaving are held each day, so that all wishing to take science may find facility for arranging it. One Science Period is for a preparatory class. The Science Rooms are modelled on those of the Technical School and the seven classes instructed each day bring a large number of boys in touch with a useful and necessary subject. Change of lessons is effected by means of an electric bell.

Each morning the boys assemble and march into the Big Hall. There are 12 Prefects in the School, and these, assisted by the Masters, are responsible for discipline outside of school. Punishment is rare and the Headmaster alone is responsible for its infliction. Nearly all the teachers

are Graduates. The work done is good and visitors are always welcome to view the school at work.

The school is by no means perfect, yet it represents an excellent endeavour to meet the needs of the time and to keep in the forefront of the educational world.

What is true of this School is practically true of the others.

THE HIGH SCHOOL SINCE 1912.

The early history of this School has already been told, but a few more details may be added.

During the Parliamentary Session of 1912 an Act was passed abolishing the Subsidy as from June 30th, 1915. By that date it was expected that the School would be in a position to manage its own fortunes. By a singular coincidence the School dates its jump ahead from the date of its withdrawn subsidy. A change of Headmaster, better staff, new school buildings and other contributing causes increased the numerical strength of the school from 100 to 200 and then to 300 and this progress took place during the stagnation of trade and commerce due to the war.

The School was opened in March, 1878.

After a while, buildings erected for a Military Hospital, adjoining the Barracks in St. George's Terrace, were handed over to the school by the Government. There it has remained ever since, but in 1914 the school part was erected on the hill fronting Wilson Street, and adjacent to the Observatory. The School here has the advantage of an excellent position.

The first Headmaster was Mr. L. Davies, B.A. In 1880 he was succeeded by Mr. T. B. Beutler, B.A., of Queen's College. After seven years of work he was succeeded by Mr. Roy Gee, M.A., and in 1890 Mr. F. C. Faulkner, M.A.,

of Trinity College, Cambridge, followed. In 1914 he was replaced by Mr. M. Wilson, B.A. (Melbourne), who still holds the position.

(A few paticulars of the other Public and Secondary Schools will be appreciated).

CHURCH OF ENGLAND GRAMMAR SCHOOL.

This School was established by private enterprise in 1895, on the initiative of Mr. C. Harper, Woo 'bridge, East Guildford, who engaged Mr. F. Bennett as Master and placed at his disposal a spare room at Woodbridge. Seven pupils attended. In 1898 Mr. Bennett died. In that year there were 25 day scholars and eight boarders.

In 1899, under the headmastership of Mr. Gillespie, the School moved to new quarters on its present site, and soon obtained recognition as one of the secondary schools of Western Australia. When Mr. Gillespie died in 1903, Mr. Harper gave the control of the school to a council appointed for that purpose, who took in hand the completion of the School buildings, so that they would accommodate fifty boarders and seventy day boys. Mr. W. W. Stewart Corr, M.A., was appointed head, with a staff of three, to meet the pressing requirements of the school. Mr. Corr, during his five years of control, tried to instil public school principles into the boys and to emphasise the phase of sport in the development of character. At the beginning of 1909 the Church of England took control; up to this time, through lack of funds, the Church of England had no school of its own. In 1910, the Rev. P. U. Henn, M.A. succeeded Mr. Corr and the new headmaster was entrusted with the task of re-organising the School on Church of England lines. The School, with thirty acres of land, was bought by the Church of England from Mr. Harper. In 1911 a new wing of class-rooms and dormitories was built. In 1912, a beautiful College Chapel was erected by a generous English donor.

The School at present possesses grounds fifty acres in extent and is in a healthy and picturesque spot, far removed from the large centres of population, and affording an admirable change both to boys whose homes are on the coast and to those from the goldfields. The school provides liberally for its students and it has always enjoyed a fame for culture, good work, keen sport and service to the community. Its usual number would be about 230. A preparatory school is also working under the aegis of the Church of England, and as it is adjacent to the Guildford Grammar School, it is able to utilise its large playing fields and profit by its advantageous surroundings.

SCOTCH COLLEGE.

The college owes its existence to the generosity of Mr. and Mrs. W. Alexander, of Perth and Kalgoorlie. Mr. Alexander offered a large donation provided the church authorities were convinced that such an institution was necessary. This was agreed to, and Mr. John Sharpe, M.A., was appointed head. Temporary premises were secured in Beaufort Street, Perth. Work began in 1899. In 1903, it was decided to bring the school more closely under the General Assembly of the Presbyterian Church, but not to alter in any way its character or aims. In 1904, Mr. Sharpe resigned and Mr. P. C. Anderson, M.A., was appointed. In the same year it became necessary to secure new grounds, and with the assistance of Mr. J. M. Ferguson, Barratt's House, near Swanbourne Station was secured. The College authorities have there an area of eight acres. The removal of the College from Shearer's Hall, Beaufort Street, to Swanbourne proved to be most fortunate. In a short time there was a considerable increase in the number of boarders and the school roll trebled.

Scotch College is the youngest of the secondary schools, but its reputation for scholastic laurels in the past and its keenness in the various phases of sport enable us to consider it as equally as important and successful as the other public schools.

THE CHRISTIAN BROTHERS' COLLEGE.

The Christian Brothers' College in Perth was started in 1894 in St. George's Terrace. Wings were gradually added to the main building, with the result that in all £35,000 was spent on what is now an edifice that is imposing in structure and an ornament to the City of Perth. It can accommodate one hundred boarders, but about seventy-two boarders and one hundred and eighty day boys make up its roll. The school has had the honor of introducing the Adelaide University examinations into Western Australia and of having given an impetus to secondary education in the State, which has since caused such keen rivalry among the various colleges. The College has an ideal situation, ample facilities and extensive recreation reserves. A visit to the College shows that it has large class-rooms, a good library, a homely billiard room, fine dormitories, dressing rooms and a magnificent chapel. The College has figured prominently in the list of scholastic successes and in the domain of athletics it enjoys a record of glorious achievement.

Amongst the Christian Brothers a few that have stood out prominently in the educational world were Mr. O'Brien and Mr. P. Nunan. For years Mr. Nunan—or Brother Nunan, as he was known—guided the destinies of the Perth college. Messrs. O'Donohoe, B.A., A. Fitzgerald, M.A., B.Sc., S.P., Mulkerrin, M.A., LL.B., and the present headmaster, Mr. Power, B.A., have been known amongst the most distinguished of the Christian Brothers who have had charge of the progress and destiny of the College.

WESLEY BOYS' COLLEGE.

The Methodist Conference of 1917, decided that steps should be taken to establish a boys' college in connection with the Methodist Church of Western Australia. The

project was delayed for a time because of the war, but in 1920 it was revived with fresh vigour when the powerful advocacy of the Rev. Brian Wibberley and the generous donations of Miss Sarah Hardey brought the plan nearer to reality.

On November 11, 1922, the foundation stone was laid and Wesley College began its life at the beginning of the school year, 1923. The site in South Perth is away from the city and yet it is fairly accessible. Only a portion of the College has been erected, but its large grounds give it the opportunity to expand when the occasion arises. Under the care of Mr. J. F. Ward, M.A., the headmaster, the College is assured of a distinct place in the life of the community.

PERTH GIRLS' COLLEGE.

Perth Girls' College, conducted by the Sisters of the Church, is a good school to visit. You are shown through with pleasure and you go away feeling that the school is a big, growing concern, that the spirit of work prevails, and that the school is well systematised and runs melitodically. A charming simplicity characterises the place. Most of the teachers are "old girls" and practically all have degrees. Culture, refinement and happiness are the outstanding features. Sister Vera, the principal, and Mrs. Russel Smith M.A., the head mistress, are fully alive to the fact that what the community needs is a good girls' school, and they are keen on providing this. Each class-room is filled and each girl has a separate desk. The dormitories practically give open-air sleeping for all. Each bigger girl has a small dressing room. The school is expanding and buildings around are being gradually incorporated into their big plan.

The school has eighty boarders and about three hundred and eighty children present in class. This result shows progress, when compared with their minor start in 1900, when at St. Mary's, West Perth, they began with one boarder and twenty-two day students. The Sisters have

recently added enlarged playing and tennis grounds and a sanitorium. The construction of a preparatory school, a chapel and a larger central assembly hall is now contemplated. The plan of the school is somewhat patchy. Like most schools, it was constructed with the idea of catering for half of its present number—the school was unable to foresee its future success.

THE METHODIST LADIES' COLLEGE.

At the Methodist Church Conference of 1907, a committee was appointed to take steps to establish a Methodist Ladies' College. An area of twelve acres was secured at Claremont, and there the College was erected. The position and structure of the College and its beautiful grounds give it distinct prominence, and the plans of the building provide for every modern convenience and comfort. Bedrooms for three or four girls have been substituted for dormitories, and the arrangements of the College call for the highest form of the home touch in refinement and culture. Scholastically, the College stands high. The head-mistress is Miss Gertrude Walton, B.A., daughter of the late Chief Inspector.

LORETO COLLEGE, SWANBOURNE.

The Loreto Sisters made their foundation in Western Australia in 1897. In that year they opened a day and boarding school in Adelaide Terrace. In 1901 they acquired the magnificent property "Osborne," in Swanbourne. This hotel, the famous construction of Mr. James Grave, had been built for seven years. He surrounded it with spacious gardens and lovely trees. He enlivened the home with everything that art could supply, or that ornament could furnish. He wished to make "Osborne" the resort of many and the home of the select. It was his laudable ambition to prove that he had a picturesque spot that would be always regarded as the pride of the land of the Black Swan.

His great success, however, proved his undoing. In a few years the hotel parted with its prestige and the locality with its exclusiveness. The spacious grounds received less careful attention and the once huge panorama of lights, flowers and artistic scenery had lost its attraction and faded in glory. By degrees, the commercial importance of the place declined, and thus it became a possible proposition for the Sisters' purchase. In 1901, the change was effected and "Osborne" became a conventual college. Some necessary alterations were made and the boarders were transferred from the city school. In 1914, considerable additions were made, but additional land was purchased from the municipality so as to give it an appearance of completeness.

Although the ideal ladies' college has not yet appeared in W.A., still there are many features about Loreto College that makes its claim worthy of consideration. The grounds occupy over eleven acres. The picturesque environment makes a striking impression on the visitor. The scholarly and ladylike sisters controlling the destinies of the College are powerful factors for securing success when the education of girls is being considered. The school has ample class rooms and the hundred students in attendance have the benefit of the sympathetic touch that a small class gives. The supervision exercised, while somewhat too generous, is such as to give adequate opportunity for the training of the executive faculty. Airy dormitories, private baths, a tasty and homely dining hall, numerous lawn tennis courts, and every useful appliance, show that the school is modern and progressive.

Excellence in music has been the predominating feature of Loreto. The passes in the Public Examinations have been plentiful and distinctive, but the chief claim to prominence is the long list of distinguished girls that owe their education, their culture and their success to Loreto.

Space cannot be found to write a short account of each college and private secondary school. It is sufficient to state that there are many others and that they are doing noble work in the cause of education. Amongst these we

notice Christ's Church, Claremont, a school for boys; the Christian Brothers' College, Kalgoorlie and Fremantle; Woodbridge Preparatory, for boys; small private schools in Subiaco, Nedlands and in a few country towns. Amongst the girls' schools not mentioned, the Presbyterian Ladies' College, the Girls' High School, Claremont, and the Church of England Girls' College, Fremantle, must be cited. Others are St. Mary's Church of Engand—a school that has recently gone ahead. The Rev. C. L. Riley, M.A., LL.B., has determined to make this school a success and the present roll call of 278 seems to show that he is not labouring in vain.

In most of the large towns, e.g., Katanning, a high school for girls is sure to be found. The number of schools in Western Australia under the heading of private schools numbers over one hundred. The Catholic schools are dealt with elsewhere. The Seventh Day Adventists have also their own schools.

PRIVATE SCHOOLS IN WESTERN AUSTRALIA.

In 1917 and 1921.

Year.	Schools.	Teachers.	Enrolment.	Average. Attendance.
1917	123	497	11,484	10,097
1921	122	511	11,813	10,461
		Comparison with Victoria.		
1917	495	1970	56,193	47,000
1921	486	2063	59,922	50,900

The population of Western Australian in 1921 was 332,732
The population of Victoria in 1921 was 1,431,280

THE SIZE OF A SCHOOL.

A school of 400 to 500 would seem to be sufficiently large to admit of good classification, efficient work, fair discipline and a workable staff. In a State school this number would require a headmaster and a staff of thirteen to fourteen.

A secondary school of 300 (preparatory class to university entrance), is a number easy to work and sufficient to secure interest and success in schoolwork, sport and examinations. When a school passes the 300 limit, personal interest on the part of the headmaster begins to wane and the sympathetic touch of the masters is less noticed. Big numbers demand sterner discipline and the personal equation suffers. The child becomes one of a crowd. The educational cry to-day is "Smaller classes and more time for the individual."

I give now a time table for a senior class, i.e., a Leaving Certificate class of forty or more students. There are three possible courses, and each course will enable a student to matriculate for Arts or Science or Medicine, etc., and yet give him a liberal and educative course. The periods are of forty minutes' duration, and the time table presupposes that at least three teachers are available for this work. This time table will apply to the Junior Certificate and Sub-Junior classes. In the case of the Junior Certificate, four divisions had better be included.

LEAVING CERTIFICATE.

	a.m.	"A" Course.	"B" Course.	"C" Course.
1.	9	French	Physics	English
2.	9.40	Latin	Chemistry	History
3.	10.20	History	Applied Mathematics	Latin
	11.0	Interval		
4.	11.15	Mathematics	Mathematics	Geography
	Noon.			
5.	12.0	English	English	Mathematics
	p.m.			
	12.40	Luncheon		
6.	2.0	Geography	Biology	Mathematics
7.	2.40	Mathematics	Mathematics	French & Greek
8.	3.20	Boxing or Drill on Mondays and Thursdays; Carpentry on Tuesdays and Fridays (half of Class at each); Wednesday, General Lecture for all.		

This arrangement will enable each student to fit in all his subjects and give him no spare period. Mathematics includes geometry, algebra, trigonometry.

JUNIOR CERTIFICATE.

a.m.	"A"	"B"	"C"	"D"
9.0	Mathematics	History	Latin	Geography
9.40	Geography	French	Mathematics	English
10.20	English	Mathematics	French	Drawing
11.0	Interval			
11.15	Physics	English	History	Mathematics
Noon.				
12.0	French	Commercial	Physics	Latin
p.m.				
2.0	Boxing or Drill on Mondays and Thursdays, Carpentry on Tuesdays and Fridays.		Mathematics or Greek	Chemistry
2.40	Drawing	Mathematics	Boxing or Drill on Mondays and Thursdays; Carpentry on Tuesdays and Fridays.	
3.20	Mathematics	Chemistry	Commercial	Mathematics

(Mathematics here includes geometry, algebra, arithmetic.)

Part III—Various Forms of Schools.

THE SCHOOL OF AGRICULTURE, NARROGIN.

Narrogin, on the Great Southern Railway, is 162 miles from Perth. It is 1,114 feet above sea-level and enjoys a climate that is cool in summer and invigorating in winter, and there under the control of the Education Department, the Government has a school for the purpose of affording boys in rural districts greater facilities for education, particularly along the lines which will be of most value to them as primary producers. Whilst providing a sounder general education, it wishes to give its students an opportunity of acquiring technical skill and knowledge in the handicrafts which are so necessary to a man isolated in the country. Special attention is given to blacksmithing, wool-classing,

harness repairing, plumbing, carpentry, building construction, bacon curing and fruit-drying. The practical work has been arranged with the view of giving the students the maximum instruction in such subjects as are not taught on the home farm. Experimental work is carried on extensively and the theoretical work done deals with the principles underlying scientific agriculture.

A fee of £30 per year is charged for the maintenance of each student. Students desiring to qualify for University examinations are not admitted to the Narrogin School of Agriculture.

The principal of the School is Mr. H. Gervase Shugg. For several years, the School was under the control of the Agricultural Department, but in 1921 it passed to the control of the Education Department, and since that date its progress has been assured.

In 1923, it had sixty students. It is unable to accommodate all who wish to attend. As agriculture in Western Australia progresses, the demand for admission will be more insistent. The opening of other agricultural colleges has now been decided upon. Narrogin provides a liberal course, one that comprises English, civics, mathematics, book-keeping, physics, chemistry, agriculture and veterinary science, plus the subjects I have already enumerated. The School has had great success in the rearing of pigs and sheep, and the growing of oats, maize, and Sudan grass are useful for summer fodder. The soil is unsuited for wheat. An orchard supplies the needs of the school. Jam is made; raisins, sultanas and currants are dried.

A revenue approximating £3,000 is raised from School production each year.

BUSINESS SCHOOLS.

Three main business colleges provide for the business needs of Perth. There are a few others that do work in a small way. The Technical School equips for business

and several of the secondary schools have commercial departments, and students are trained in commercial work and business methods.

Stott's Business College and the City Commercial College are the largest schools. They advertise on a big scale, and they enjoy a good reputation for honesty and conscientious work. Correspondence work has been reduced to a fine art and by this means they get in touch with students and teachers who would be otherwise unable to make progress in their studies. Three or four smaller business schools emulate the work and zeal of the larger ones, but business schools are business concerns.

Two or three firms attend to all the work that is done in the accountancy line. The International Correspondence School does a fair business, but Hemingway and Robertson enjoy a Commonwealth renown for success in accountancy correspondence classes.

During the closing years of the last century, two inventions were perfected that have done more probably than anything else to revolutionise modern offices. The perfection of the telephone has resulted in the quicker despatch of business, and the coming of the typewriter has ousted the old-fashioned quill driver, has created a demand for the shorthand writer, and has led to the introduction into business of the lady typist.

The rapidity with which the use of the typewriter spread through business houses induced the typewriter dealers to teach typewriting to young ladies who wished appointments as typists, and with few exceptions, they (the dealers), were the first to teach typewriting and shorthand. The dealers, however, have always been quite naturally more concerned with the sale of their typewriters than with teaching. This led to the introduction of the business college—the modern institution that, located in premises in the heart of the city, concentrates its whole attention on the teaching of shorthand, typewriting, bookkeeping, office procedure, and allied sections, along with the teaching of such subjects, the colleges conduct classes for Civil Service and professional examinations.

In 1912, the teaching of business subjects in Western Australia was scarcely out of the typewriter dealer stage. Two colleges had been established—but were both owned by the typewriter dealers. In that year Mr. R. Wilkes conceived the idea of separating business teaching from typewriter agencies, as he realised from experience, the difficulties of the old system. The foundation of the City Commercial College was the result. The work at first was about equally proportioned between tutoring for Civil Service examinations and business teaching. The success of the venture was undoubted, as 505 pupils from Perth and surrounding districts were enrolled in the first year. A staff of eleven was necessary to cope with the work. Right from the inception of the College, very close touch was maintained with employers, and pains were taken to see that they were kept fully informed of the new facilities for acquiring business knowledge. Employers were quick to realise the extent to which they benefitted by the establishment of such an institution, and their demands for graduates have always exceeded the supply.

Stott's Business College was founded in 1903 by Mr. Edwin C. Stott to enable the youth of Perth to qualify for a commercial career. For years this college made rapid progress, and it became a factor for service in the business world. For the past twelve years, under the guidance of Mr. V. Mathews, a specialist in commercial education, the school became a power, and thousands of students have passed through "Stott's" school. Branches were opened at Kalgoorlie in 1912, at Fremantle in 1913, and later at Pingelly, Narrogin and Wagin. This College and other business colleges, primarily fit students for business, but they have extended their spheres of usefulness to other departments, and University examination, accountancy, pedagogy, law, languages, art, engineering, elocution, telegraphy, radio-telephony, theoretical agriculture, etc., are included in its curriculum. For years, this College has enjoyed a name for efficiency and serviceableness.

PHILANTHROPIC SCHOOLS.

In my enumeration of the various schools that have been founded to further the various phases of education, I must be careful to note the work done by the Salvation Army, the schools set up for the education of the blind, the exclusive schools managed by the Seventh Day Adventists, the Fairbridge Farm School at Pinjarrah, and, lately, the great work done by the Soldiers' Children's Scholarship Trust.

The Salvation Army has many institutions in the State, but its "Seaforth Home" for boys, near Armadale, is a village of comfortable buildings to accommodate three important branches of their work among boys, in addition to a girl's reformatory, a short distance away. Some of the plant was transferred from Collie, where the Army used to have their work done. Most of the buildings erected are of white ceilite. One hundred and seventy souls are resident at the Home. There are sixteen officers and the chief work of the place is that which aims at creating opportunities for backward boys. The Army has in full working operation, a clinic at the Margaret Richard School, under a trained psychologist, Mr. T. B. Hill, M.A., who devotes his time to coax out on scientific lines, the slumbering faculties of the children. The Home tries its best to make useful and productive citizens of the boys.

At Maylands, a Home exists for the blind, and a school is conducted in connection with it. The mental side is attended to, and it is quite common to see an exhibition of work done by the blind. Brush, broom and chair-making represent the chief work.

The Fairbridge Farm at Pinjarrah, prepares young people for the land. Concrete teaching is the chief method of imparting knowledge. The founder, Mr. Fairbridge,

has recently died. He lived long enough to materialise his dreams of a modern "Utopia." All of his children were poor children brought from England.

SOLDIERS' CHILDREN'S SCHOLARSHIP TRUST.

These scholarships at present number ninety and include University, Technical School, Government Secondary Schools, Ladies' Colleges and Business Colleges, Boarding and Day Scholarships. These scholarships have arisen since the conclusion of the Great War, and they are the gift of the various educational establishments, and the tenure of an annual allotment of the full gift, made possible by the generosity of the institution mentioned has a monetary value of close on £10,000. The tenure of the scholarships at the secondary schools is from three to five years, while the tenure of those at the University, Kalgoorlie School of Mines, and Technical Schools is for three years, to which is added a living allowance of £30 per annum. The tenure of the business college scholarships is from one to two years, and ensures the entrants a full business college course. A special continuous class in dressmaking and millinery at the Perth Technical School has given excellent results, and the entrances are eagerly competed for.

Applications from the children (whose ages range from thirteen to fourteen and a half years) of fallen and incapacitated soldiers are called each year. The working of these scholarships in Western Australia has run very smoothly and the whole matter is thoroughly systematised. A sympathetic and energetic committee has charge of the affair, and the consensus of opinion proclaims the marvellous success that the Scholarship Trust has achieved.

NEW NORCIA.

The Benedictine foundation for the christianising of the aborigines dates from 1846. The founder was Dom Rudesindo Salvado, a Spanish monk, whose courage was of

no mean order. With three companions, he set out from Perth. The travellers carried swag and were quite ignorant of what was ahead of them, but they fully determined to achieve something. They journeyed on until they came to Moore River, 82 miles north of Perth, and there they espied a native camp. The blacks showed fear and excitement, but the intrepid missionaries advanced and tried by every means to show the natives that their mission was an amicable one. The unarmed missionaries managed to establish friendly relations, and were helped next day by the blacks to build a hut. Food supplies were exchanged, and when these were finished, they joined with the blacks and roamed the forest in true aboriginal style in search of opossum, kangaroo, emu, etc.

On Dom Salvado's return to Perth for a supply of agricultural implements, he opened a subscription list. He also appeared before the public as a singer. The poverty of his general appearance elicited sympathy, and as a result, he was able to return to his companions with a load of rations hauled by two bullocks. The missionaries now began work in a systematic manner. The foundation of the first mission house was laid on March 1, 1847, and the locality was named New Norcia, in remembrance of Norcia, a town in central Italy, the birthplace of St. Benedict, the patriarch and founder of the Benedictine Order. The Mission began with twenty acres of land, but now it embraces 25,000 acres, with 6,000 under cultivation. The story of New Norcia has been frequently told; I shall omit the details of the intervening period and describe what the visitor to New Norcia sees after a stretch of seventy-seven years.

The appearance of the whole makes a pleasing picture to the traveller as his motor reaches the place. He suddenly becomes conscious of a high type of civilisation, even in the bush. High monastic buildings on one side, and large educational establishments for boys and girls on the other demonstrate the spirit of adventure, imagination and all-abiding faith that inspired its creation by Don Salvado in 1847.

The monastery is self-contained. Two days are required to examine everything in detail, and the monks are gracious enough to satisfy the curiosity of the most exacting. In my case, they were not averse to an unaccompanied examination. The hospitality of the monastery is its chief charm, and conversation with the monks discovers men of culture and erudition. The monastery possesses a well-stocked library, an ample reading room, a fine chapel, comfortable guest quarters, huge orchards, an apiary, farm, garden, flour-mill, dairy, sheep run, piggery, vineyard, etc., etc., and everything is on the side of size. 1,500 to 2,000 sheep and 30 cattle are killed each year for the use of the mission. The forty cows that are milked daily enable New Norcia to distribute milk and butter to its population of fifty monks and 600 dependants.

A boys' school of 150 boarders taught by the Marist Brothers, and a school for young ladies taught by the Sisters, are a part of the Mission. A school of about 40 for native boys and another for native girls are well worthy of inspection. The work of the girls is quite good. The reading, spelling, and writing, dressmaking, household work, etc., show you that the half-caste is quite intelligent. The different buildings are adorned with beautiful paintings, and a magnificent organ (just installed) in the mission chapel is worth seeing and hearing.

While the whole is worthy of the highest commendation and gives rise to feelings of pleasure and pride that so much has been done to benefit the native, yet a few disenchanting features rob the place of its true worth.

The retention of the old buildings, the comparatively small number of natives (half-castes) under the aegis of the Mission, and the easy-going business methods of management attract attention. The native girls receive a careful training in household management, but the application of it, when they marry, as shown by their homes, was disappointing. However, the wonderful health of all, and the

evident happiness that you are early conscious of as regards the whole settlement instantly dispels any thought of pessimism. The working of tractors and the high-grade type of sheep, cattle, orchard, vineyard, wine, etc., show that New Norcia is modern, progressive and wealthy.

KINDERGARTEN WORK.

The organisation of the Kindergarten Union of Western Australia and the establishment of a Free Kindergarten in Perth, 1912, soon proved a success, and the growth of the movement rendered it necessary to provide for the training of young women to carry on and extend the work. In February, 1923, a training centre was established in West Perth, under the principalship of Miss Enid Wilson. The College, "Meerilinga," has been fitted up in an endeavour to realise the truth of Montesorri's words: "It is beauty in all its forms that helps the inner man to grow." There is also a College Hostel, and in this College are trained the teachers who keep active the Free Kindergarten schools at Pier Street, Marquis Street, and other places, where the homes are many and the recreation grounds cramped or non-existent.

Children from two to six are given a happy time in these Free Kindergarten schools. A generous public has made so far the working of the machinery agreeable and encouraging, while the Education Department has duly approved of the College as a training centre for kindergarten work.

ORPHANAGES AND INDUSTRIAL SCHOOLS.

"The Home," Goderich Street, Perth, was the first orphanage in Perth, and to this place all poor and destitute children were drafted.

In 1864 Father Gibney got permission from Governor Hampton to take the children of the Catholic faith apart from the place. In 1868 Governor Hampton consented to

the establishment of two orphanages, one for boys at Subiaco and one for girls. The Government paid for their maintenance the same fee (1s. 6d. per child per diem) as they would have cost if they had remained at the "Home." The Girls' Orphanage was taken charge of by the Sisters of Mercy, and in 1872 they assumed control of the Boys' Orphanage. The idea of a separate orphanage, originated by Father Gibney, was responsible for the foundation of other orphanages.

The Christian Brothers took charge of the Boys' Orphanage in 1897, and in 1901 they removed from Subiaco to a commodious building, erected at the cost of £9,000, situated on the Canning River. Some seven or eight acres surrounded the building. Here the boys are given a horticultural and farming training.

The Oblate Fathers established an Industrial School in 1896 under the title of St. Kevin's, Glendalough, Subiaco. The institution had an area of 300 acres belonging to it. One shilling per day for children under ten, and 1s. 6d. for those over that age was granted by the Government. Considerable additions were made to this industrial school and to-day an imposing building by Monger's Lake is quite sufficient to arouse the curiosity of the passers-by. However, the Oblate Fathers have transferred their labours to the North-West, and the former industrial school is now the Home for the Aged, conducted by the Little Sisters of the Poor.

VARIOUS ORPHANAGES.

Other orphanages are numerous. The Anglicans have a small one for girls in Adelaide Terrace, and the Swan Orphanage Industrial School for Boys, Guildford, founded in 1871. In 1881 there was a Government Reformatory established. In 1894 the Government founded in Subiaco an industrial school for boys and girls.

The Industrial Act of 1874 provided that establishments could be founded for the purpose of providing for and educating orphans and necessitous children, or children

or descendants of the aboriginal race. In 1893 an Industrial Schools' Act facilitated the commitment of neglected children to industrial homes and orphanages.

The Swan Orphanage has a farm established, and is progressing rapidly. The boys have cows, sheep and goats to tend. They are given there a knowledge of farming, gardening, fruit growing, butchering, tailoring, etc. They receive an excellent industrial training.

At the Orphans' Home at Parkerville, the boys have taken up pig-raising. The profits made are divided amongst the boys and banked in their names. Bee-keeping and apple growing are organised on similar lines.

The Salvation Army has several excellent homes for the young. The Fairbridge Farm is another unique place. The orphanages and homes base their success on the fact that they prepare their children for life.

All these orphanages and industrial schools are under the Education Department, and the classes are visited by the inspectors in the same way as is the case with other schools.

In 1904 there were 429 children housed in these homes. In 1906, in twelve places, 32 children under 6, 532 between 6 and 14, and 47 over 14 were being looked after. When the children reach a certain age they are apprenticed in the country or situations are provided for them.

In 1914 the total number of children under the control of orphanages and industrial schools had risen to 738.

NATIVE MISSIONS.

For many years, states the manager of the Swan Native and Half-Caste Mission, the Church of England has made provision for the trainnig of native and half-caste children at the Mission, Middle Swan, near Midland Junction, while they are infants. They are housed and educated until they can earn their own living. There are 36 at present in the institution (ages 5 to 17). When the boys reach seven years of age they are usually transferred to the Swan

Orphanage, a neighbouring institution of the Church, where the dark-skinned inmates have exactly the same status as their lighter coloured companions. The control of the Mission is in the hands of the Orphanage Committee. There is a matron and a teacher resident at the Mission. The girls do the work of the place, including gardening and dairying.

A few other missioners tried for success, and Messrs. Hales, Ormerod, Lennox and Gathercola obtained some results. Mr. Ormerod even made a second attempt, but the forces acting so vigorously against him were so strong that any long continuance was impossible. Still, what he and his co-workers accomplished entitled them to a prominent place in the history of native missions.

THE NATIVE SETTLEMENT, MOORE RIVER.

Six or seven miles from Mogumber Station (Midland line) is the Moore River Native Settlement. The reserve contains about 284 natives and half-castes. Some of these are old, infirm and blind.

Reading, writing and arithmetic are the chief subjects taught. General knowledge, geography, domestic work, needlecraft, rafia, etiquette, and cleanliness are also taught. At the present time the majority of children attending the school are half or quarter castes. These children are eager to learn, but the full-blooded is lazy and difficult to teach.

The greatest progress is found in written composition. Drawing and singing seem to come naturally to them. Singing is a great help in teaching spelling and pronunciation. The children love writing, and most of them write well. All senior girls have domestic work and cookery lessons as well as sewing, crochet, knitting, rafia and fancy work. The girls work hard to get into these classes, and have done some very nice work. They like the idea of being able to cook. They take a pride in keeping the house clean and in making their own clothes.

It is a pity that children who are sent there, especially for schooling, do not commence earlier. Many come at

twelve years, but the Settlement children start at five or six and continue until fourteen years, and longer if necessary Knowledge of money value and letter writing is absolutely essential to them.

The clothing required for distribution to the natives of the State is made at this Settlement, and farm work is used to make the natives industrious, useful and more civilised.

The number of children on the school roll is 101. One teacher and a lady assistant are responsible for the tuition of the natives. Some of the elder natives give a little assistance in teaching the very young scholars.

BEAGLE BAY.

A mission for Christianising the aborigines of Kimberley (North-West) was founded in 1890 at Beagle Bay The mission at first was committed to the charge of the Monks of La Trappe, and these fathers remained in charge for ten years. Dr. Gibney, of Perth, was interested in the mission and he made repeated requests for Governmental aid. The Government finally granted 10,000 acres in fee simple. In 1900 the Pallotine Fathers replaced the first missionaries, and better success attended their labours, so that great progress was made. Branches were established at Broome and Disaster Bay.

In 1908 a large and commodious monastery was completed, and now there is erected a big convent for nuns, school children and native women. St. John of God nuns from Subiaco labour there in the interests of the natives. To-day lovely gardens surround the monasteries and an unlovely plain has been transformed—the mission is an oasis in the wilderness.

The monks have succeeded in civilising the natives. They have tried to weld Christianity into their ordinary lives as regards morality, clean living and industry. The results have been slow. Gradually the natives have been weaned from their old customs. Mild corroborees now take

the place of those of former days. Civilisation is making headway and a peaceful and happy settlement now results. The monks required patience. It was extremely difficult to teach the native the rudiments of agriculture. They would work one day and idle the next, or would keep away for days from the scene of labour. In church, when they could be induced to go, they would talk, smoke, lie on the floor, ridicule the ceremonies, etc. There was no coercion used, but gradually the patience of the monks told. Besides, the monks gradually got to understand their language and character, and this helped them in gradually weaning them from evil ways and getting them initiated into better things. Father Ambrose has so completely mastered their language that he compiled a dictionary. The land surrounding the mission has been cleared for cultivation, and bananas, cocoanut trees, pineapples, date trees and other tropical fruits have been successfully grown. As regards vegetables, Beagle Bay is a veritable paradise. Tobacco growing will soon be an asset.

The work of the nuns is with pure natives and half-castes. Religion, method, regularity, industry, education, patience and perseverance are used by these missionaries to Christianise and reclaim these children of the North. A critic in the "Sunday Times," May 18th, 1924, after a visit to the mission and a careful analysis of the work done, seriously doubts if any lasting success is obtained. He questions the desirableness of changing the habits of the native or removing him from his gods and rites. He admits that the missionaries have worked sedulously and thoroughly, but the results secured make him feel that the whole is another case of wasted energy and valueless work.

CHAPTER IX.

The Conventual and Catholic Schools

INTRODUCTION.

THE religious orders for men and women are the brightest ornament in the Catholic Church. These orders were once mainly contemplative or active, and they reflected many phases of the work of the Church. The major interest of the Church for the past century and for this one centres round the education of the young, and the services of the religious orders are wholly or partially utilised. In Australia, nearly all the orders of men and women are teaching orders. If young men and young women wish to devote themselves to the service of God, it practically means that their lives are given to the work of Catholic education.

The first year for the religious is fully given to spiritual exercises—the novice must be a religious first and foremost. The second year is passed in the training college and preparation is made for the missionary field of the school. Occasionally further training is carried on and in some cases a university degree is successfully secured. The governing arrangements in the large convents allow for the carrying out of this plan faithfully. The smaller ones are inadequately staffed and the trainees become consequently handicapped.

In Victoria, where the registration of teachers is compulsory, the training of the Sisters is restricted to a few central convents. Amalgamation of convents was enforced by the late Dr. Carr (Archbishop of Melbourne). In Western Australia, registration of teachers is not insisted on, and each foundation convent trains its own subjects.

It has been said that "Religious Orders for women are as numerous as the sands of the shore and as varied as the flowers of the field." However, people generally regard the nuns as one, and they are spoken of as "The Sisters." In Western Australia the Sisters of Mercy predominate, but eight or nine other orders are found and all are engaged in the work of Catholic education.

THE SISTERS OF MERCY.

The first foundation in Perth was made by the Sisters of Mercy in 1846—at a place near their present abode, Victoria Square. For many years they carried on their work in a small way, but a visit to the convent as it exists to-day will show that "the mustard seed has grown." A large community of Sisters, forty-six in all, conduct a fine Ladies' College, a Primary Day School, an Orphanage, and an Industrial School. Branches of the Order are found in many towns. Their work is characterised by simplicity, thoroughness, great zeal, noble sacrifice, and beautiful charity.

THE SISTERS OF ST. JOSEPH.

Having had occasion to make a voyage to Europe in 1854, Monsignor Serra, Bishop of Perth, came and demanded of Mother Emilie of Vialar, to send some Sisters to his vast diocese (Perth, W.A.) in order to found an establishment at Fremantle. The foundress of the Sisters of St. Joseph did realise that the undertaking would require a big sacrifice, but she was equal to the occasion and soon four sisters volunteered for the foreign mission under the auspices of the Venerable Monsignor Serra. These sisters met with success in Fremantle—now they have branches at Northam, Albany and Kalamunda. I have visited their main school in Fremantle, and the place is managed well, the work is good, the results are creditable, and the convent is a distinct asset to Fremantle. There are in all about

eighty sisters. Lately they opened a small boarding school for boys under twelve, in the hills, and this place serves as a recreation house for their over-worked teachers.

A great number of the convents founded in the West were made from the head house of the Sisters of Mercy, Victoria Square, but other orders hold important schools. The Sisters of "Notre Dame des Missions" began a foundation at Highgate Hill in 1899. The Loreto Sisters established a fine superior school at Osborne in 1901. Several prominent convent schools were established at Kalgoorlie, Boulder, Coolgardie, and the other mining towns during the years of the gold-mining activity.

THE PRESENT POSITION.

From 1846 until the present year, foundations for convents have been made. Wherever the Catholic Church is built, you will soon find a small community of sisters. It would appear that religion and education must go hand-in-hand. Convents are now established all over the West. Far-away towns like Mullewa, Carnarvon, Magnet, Bootenal, Three Springs, etc., have their convents and schools. In a few small towns, a community of two labours for the education needs of the children. The schools are open for Catholics and Protestants alike, and it has sometimes happened that the Catholic children were in the minority.

There are in Western Australia (according to the Catholic Directory for 1924) 415 nuns in the Perth Archdiocese, 85 in the Geraldton Diocese, and about 40 others in the Kimberley and New Norcia stations, and of this total (548) more than 85 per cent. are engaged as teachers. The Catholic population of the West, according to the census of 1921, is less than 60,000, and the Perth Archdiocese alone provides for the children of this number four colleges for boys, twenty-eight superior schools for girls, fifty-four primary schools, three orphanages; while in the other smaller dioceses, five boarding schools, fourteen schools, plus the extended operations of New Norcia, make a further

addition. In these schools some 10,000 children are being educated.

The great bulk of the directing work connected with the Catholic Church and its schools was done by Dr. Gibney (formerly Archbishop of Perth and recently deceased). He did the pioneering work and the work of development. Determination, undaunted courage and ardent zeal were his main characteristics. He championed the cause of the Australian aboriginals; he projected far-reaching schemes for the welfare of his spiritual children, and he sedulously laboured to build up a big constructive organisation for the education of Catholic children. Dr. Gibney was an able and progressive man, but he lacked the qualities of methodical business and sound finance. He could not make the people see eye-to-eye with his policy and he eventually failed to understand that the country was at variance with his ideas.

THE CHRISTIAN BROTHERS AND THE MARIST BROTHERS.

The Christian Brothers were introduced into Western Australia by Dr. Gibney in 1894, when their College in St. George's Terrace was begun. In 1897 they took charge of the Boys' Orphanage at Subiaco, and in 1901 this was transferred to Clontarf. A High School was founded at Fremantle in 1901, and in 1906 a College was opened in Kalgoorlie. In addition to this, the Brothers conduct two primary schools. They are responsible for the education of about 1,000 boys. There are about twenty Christian Brothers in this State. They have many lay-teachers assisting them in the management of their schools.

At New Norcia, a college known as St. Ildephonsus' College, is conducted by the Marist Brothers—another order of pious laymen. This College was founded in 1912 and it proved a success from the opening day. Nine Brothers form the staff of this important inland academy. The school roll

varies from 150 to 160 boarders. New Norcia is a wonderfully healthy part of the West and boys educated at this school are far away from the distractions associated with city life.

METHOD OF MANAGEMENT.

The Catholic Church in its wisdom does most of its work with the young. If the young can be trained aright, then there need be no fear for the future. These Catholic schools are intended for Catholics, but non-Catholics are also welcome; the religion of the non-Catholics is not interfered with. No doubt the religious teachers exercise an indirect influence. The teachers of the Catholic schools are enthusiastic and painstaking. Their aim is to teach secular subjects well and to keep their children in a wholesome Catholic atmosphere. A period each day is set aside for dogmatic religious teaching. The children are taught to be Catholic first and citizens after. A careful analysis shows that the teachers are sincere, conscientious and successful; they have the good of the children entrusted to their care at heart. A nice spirit of interest exists on the part of the teachers. The pupils reciprocate this interest; goodwill, harmony and fellow feeling subsist between the teacher and the taught. All convent schools are managed in this way. In primary schools small payments are made by those scholars who can make them, and the parish priest contributes a small sum a year (£50 or £100 or £150, depending on the size of the school) to the teachers who conduct the school. In most cases a high school is conducted in conjunction with the primary school. The high school is at the headquarters. The convent adjoins the high school, and is the residence. The high school is the business concern and helps for the most part to keep the teachers who conduct the primary schools. The fees from the primary school and the income from the parish is added to the general fund, and the result is that several primary schools with one girls' secondary school are able to be kept going. The revenue

derived from music is also an asset, and the primary schools act as feeders for the high school.

The arrangement of the Christian Brothers is much the same as the convents, save that it rarely happens that the parish contributes to their support. The primary schools have fewer teachers than the secondary schools, while classes in the primary schools are far larger, owing to the big numbers that attend the primary school.

The schools conducted by the Sisters found in most towns attract attention. Some of their convents and schools are palatial buildings, while others are small. As the town progresses, so does the school. The Sisters give their services gratuitously—they merely try to secure success for their convent and order. No child is refused admittance into their schools. If he is too poor to pay a small weekly fee, then he is educated just the same as if he could pay.

Some of these religious orders have their headquarters in Western Australia, and others are subject to authority from abroad. The headquarters of the Christian Brothers is in Sydney. There they have their Training College, and by the Head Superior there all the appointments are made. The Christian Brothers, though under the Bishop, are independent of him. He cannot veto an appointment or interfere with a single teacher. It is safe to say that if he did object to the appointment of one, the objection would be taken into consideration by the authorities of the Christian Brothers. The Brothers work in harmony with the Bishop. For the most part the Bishops are keen on obtaining the services of the Brothers, but once they have obtained them for a town or suburb they can merely look on them as an educational asset in their parish—they do not interfere with their internal policy. The Brothers and Sisters by their educational work keep Catholic children from the public schools. The bishops and priests are insistent that the parents must send their children to the Catholic schools. The schools are there for the children and the children must go to them.

The course in the Catholic schools is much the same as that followed in the Government schools. The hours of attendance are the same, but in the secondary schools the time table depends to some extent on the zeal of the teacher. The Catholic schools for some years have been examined by the Education Department and each year every Catholic school is tested by the Diocesan Inspector in Christian doctrine. The Christian Brothers have their own inspectors; the Diocesan Inspector, however, examines their schools in Christian doctrine.

A CRITICISM OF THE WORK OF THE RELIGIOUS ORDERS.

The work done by the Catholic teachers compares very favourably with that done by the other schools. Their secondary schools obtained a large number of passes in the public examinations and they have their share of exhibitions at the annual university examinations. Boys enter the world well equipped and girls are noted for their culture, refined bearing and academic habits. A great number of West Australian girls have excelled in music and singing. Boys and girls are also prepared for the public service, banks and other activities, and we find them occupying the better positions in life.

The chief drawback that has been noted is the exclusive training. The children are taught to be Catholics and citizens of the world. Their teachers are religious teachers, and they are men and women cut away from the world, and consequently must feel that they are preparing children for a sphere of action in which they themselves have long ceased to compete. These teachers, again, are not fully trained teachers. In Victoria their training is better secured, but in the West much more can be done. The one short year spent in the training house after the novitiate does not compare with the general training as given to the teachers of the State in the various teachers' colleges. More equipment is needed. The school of practice and experience must not

be wholly relied on to secure proficiency. Attention must be directed to the culture and skill that contact with experts is responsible for.

The majority of the religious teachers are young and enthusiastic. Many are just fresh from the classroom of the secondary school. Each one has entered the order impelled by a direct call—a vocation. A period of probation has tested the suitability of the subject, various methods have analysed the postulant's adaptability to conventual life. Those who are to be the teachers, then, are considered by the superiors to be particularly adapted for that sphere of activity. All are actuated by the highest of all motives—zeal for God's glory. The religious are altruists and missionaries in the truest sense.

With such excellent material at hand and with such favourable dispositions to secure further progress, it seems a pity that more is not done in the way of professional training.

Many of the religious teachers are decidedly adapted for their work, and they strive by every means in their power to keep abreast of educational thought and procedure, but some because of their unscientific training, resort to methods that tax unduly the physical endurance of their pupils. The hours of school must be proportioned to the age and strength of the children, and the right work of school is educational development. When the periods of instruction are too long and too many, and when lessons take the place of tuition, school becomes drudgery and school work a labour.

It is not the long hours spent in class, but what is done that counts. There are long and tortuous roads, and there are easy and advantageous ways. Professional training enables us to escape the one and utilise the other, and the work done as the result of being highly trained professionally is not to be compared with the one who is a "teacher by the Grace of God."

The more gifted Sisters occasionally pursue further studies and secure the services of tutors, and even a few make their way to the university, but for the most part,

the majority are satisfied with mediocrity as regards their own education.

No doubt the lack of adequate training is not peculiar to the religious teachers of this State—it is practically the characteristic of all non-departmental teachers, for as yet nothing has been done in Western Australia to make teaching a profession or to secure registration of schools. If the machinery that would provide a course of scientific training were set going, the teachers would readily come to avail themselves of whatever the university had for them. If men and women take up teaching as their profession, they know that Belletristic pursuits alone are not sufficient preparation for teaching and that academic qualifications are useless unless combined with practical knowledge and fortified by experience. Young teachers ask to be moulded by the practised hands, and the novice wants to be shown how to approach his life's work with the right attitude and from the scientific point of view. Masters of method, educational experts and model schools are necessary in a community so that its teachers may be properly prepared for their work.

If the State or University provides no means of training for teachers beyond mere equipment, it is easy to believe that criticism must be expected.

THE CONVENTUAL SCHOOLS.

I have visited a number of the convent schools, and while everything is clean and orderly, yet their schools are not modelled on the plan of a central authority. Each room appears to be a classroom for a particular number, with a teacher who teaches all subjects. There is little interchange of teachers, although in a few cases, one teacher was found responsible for the teaching of French, and another for Latin. In large schools, a few specialise in the teaching of music. The head teachers do not, as a rule, visit the classrooms to see that the work is done and advise as to the better methods, and head teachers do little examining of the classes.

THE CHRISTIAN BROTHERS.

The Christian Brothers spend the first two years of their training at Strathfield, Sydney, their headquarters. One year is spent in religious duties, and the second year is given to educational preparation under a master of method. This training college at Strathfield has been recognised by the Inspector of Secondary Schools, Victoria, but here again the period of training is not long enough. Some of the Christian Brothers of late years have been among the graduates at the Perth University.

The Brothers do not appeal to some people as ideal schoolmen, because, as they say, they are men without worldly ties and worldly interests. They lead a community life and they are teachers because they are religious. They are not men who take up teaching as their profession or avocation. They train young people to fit harmoniously into the world and adjust themselves to its requirements and yet they, the teachers, are not of that world. The duty of a teacher is to make each one a citizen in the broad sense, and a Christian in the true sense. The claims of home, citizenship, society, duty, culture, religion, must all be equally insisted on, and to have a productive effect the teacher must each day be speaking from daily knowledge, guiding from personal contact and illustrating from actual experience. Further, the Christian Brothers must lack, in many cases, the sympathetic touch that association with home life necessitates. Some children do wonderful work notwithstanding their unfavourable environment—others again make little progress with the best of home conditions. If teachers are gentlemen and daily associating with the best that our city life gives, it will reflect itself in their conduct, and that conduct will find an expression with the young in the class. This desired result must be, to a certain extent,

missing in a community of men taken up with their own spiritual welfare and emphatically indifferent to social demands and practice.

Educated public opinion is only a matter of time and educated parents must some day be the general rule rather than the exception. An educated parent will naturally choose the school that caters best for what is proposed for his child. The State has now taken up whole-heartedly the higher education of her future citizens. The State High Schools provide generously and liberally courses that cannot be secured in the private secondary schools. It is easy to believe that the State secondary school system will solve the religious differences and the religious question, and that all children, Protestant and Catholic alike, will meet with equal footing on the harmonious ground of the secondary school. All will be young citizens training for a common aim, all children of a progressive State, all citizens of a great Commonwealth.

ANNUAL CONFERENCE OF TEACHERS.

Each year there is an Annual Conference of the teachers of the Catholic Schools. The one that began on January, 28th, 1923, is typical of those that have been held in the past, and conferences of this nature do good by enabling teachers to keep in touch with up-to-date ideas, and to show the solidarity of the organisation concerned. The 1923 Conference lasted four days, and was attended by 163 teachers, nearly all of whom were Sisters. Lectures were given by Mr. Rooney, B.A., Principal of the Training College, Mr. Clubb, B.A., Inspector, and the Rev. F. McMahon, M.A., Diocesan Inspector. The last-named stressed the fact that in the Senior Schools, apologetics had been added to the syllabus of instruction. The desire was to equip pupils, as members of a lay Apostolate—apostles of light, fully competent to help others to see that light. He emphasised the

importance of starting guilds or associations for students recently left school, so that they could have the advantage of studying social questions.

RELIGIOUS INSTRUCTION BY POST.

The Rev. F. McMahon, Diocesan Inspector, in 1922 inaugurated a scheme for giving religious instruction by correspondence. The aim is to get in touch with children "out-back." Many families availed themselves of this opportunity and they interested their children in answering the questions sent. The method adopted was this: Two or three sisters were asked to take the matter up. They invited correspondence from children in out-of-the-way places and those who could were also asked to furnish names of parents and children situated in areas where it would be difficult to secure religious teaching. Easy questions were sent out to be answered. Short printed instructions and stories and leaflets were enclosed in each letter and as time went on interest was aroused and enthusiasm displayed.

This scheme will yet accomplish much. Judging by the hundreds of letters dealt with each week, success is assured.

CHAPTER X.

The Past Teachers and the Present.

EDUCATION A PANACEA.

ALL the teachers that were in the employ of the Central Board previous to 1893 are not yet gone. Many have died, and numbers have retired, but some still carry on their work. In visiting the schools I have come across a few of the "Old School." In a great measure the schools are manned by the young; the headmasters and headmistresses are men and women in the prime of life. Mr. Cooke, of East Perth, and Mr. Athol MacGregor, of Highgate Hill, have over 30 years of connection with the Education Department to their credit, and they are not old men yet. These two are regarded as old types more than modernised. Discipline, order, method, characterised the earlier type. The modern man is more elastic and often less academic in manner.

Some of the older teachers speak feelingly of the handicaps of the past and the difficulties they have had to contend with. Teachers must retire at 65, as they are public servants. It is possible to retire at 60.

In the past many of the teachers were untrained. There are untrained teachers yet in the Department, but the percentage is diminishing each year. During the war some vacancies were filled with untrained teachers, but as the supply about equals the demand during the past years, only trained teachers are appointed. In fact, it is not easy now to become a teacher unless the ordinary conditions of appointment be complied with.

The service of the Department has become so attractive to the students of our schools that the Teachers' College

can afford to select those best fitted for teaching by temperament, physique and scholarship.

The editorial section of the "Saturday Evening Post," September 13th, 1924, complains that the results obtained from Public Education in U.S.A. are not in proportion to the outlay. "There is no field in which it is easier to make mistakes than in that of education, and perhaps the wonder is that we have made so few errors rather than so many. There are two respects in which there can be but little doubt that we have gone wrong; one is in the matter of school houses, and the other concerns the training and selection of teachers." "Where our children are concerned, the best is not too good; but there is always the danger that when showy frills are played up too expensively, some of the less obvious essentials are being overlooked and neglected."

The editor examines the conditions under which teachers in England and France are prepared for their life work, the difficulty of the advanced course they take and the severity of tests and rigorous methods pursued, etc. He insists that the school authorities have been remiss in not profiting more largely by a careful study of French and British methods. "Every ambitious teacher would be glad to see European training methods and standards more extensively adopted on this side of the water; for though they would be found more exacting than those now commonly in vogue, they would prove their worth by bringing correspondingly greater results; and results are the one great and satisfying reward the teacher has to show for her labour."

Educationally speaking, Western Australia is a young country. So far there is no retrogression in the qualification of our teachers, and no retardation in our schools. On the contrary, everything points to the fact that we compare most favourably with British methods. Each year there is a careful selection of students, and a pass in University examinations is the first requirement. This selection naturally uplifts the service and secures the highest criterion of efficiency. We are gradually raising the entrance qualification.

We are insisting on longer training, and the diploma course I have advocated; and even a post-graduate course for those duly qualified should secure the best form of educational equipment. Further provision for graduates would fulfil a useful purpose. Melbourne has just introduced the Ph.D. degree, to encourage further study and more research. Perth can do the same, and the students will come forward. Our Universities, then, are sufficiently catholic to give the hall-mark of approval to the work of the matured scholar outside of science and letters.

As the quality of the teachers improves, so must the service benefit. The inspectors' reports are loud in their praises of the work of the teachers, and the teachers are well trained; they can do their work with skill, pleasure and success. Numbers of teachers have obtained their degrees, and when the Chair of Pedagogy is started, more and better academic work will be done.

In the formation of classes, committees, societies, etc., for the development of civic-culture, town-planning, debates, instruction in First Aid, interest in wireless, broadcasting, elocution, etc., much has yet to be achieved educationally speaking; but all processes are gradual, and already we can consider some interest in these subjects has been aroused. It is the social service of these interests that I wish to emphasise. Medicine as a profession is of the best service to the community when it shows its members how to guard against disease, injury and decay; architecture will appeal most when the members of its profession consistently instil aesthetic ideas and try to develop taste, and guide public opinion aright; musicians will gain more by demonstrating to the world what the true goal of music is, and pedagogy will show out best when teachers use their skill, and the taught are benefitted and the schools are rightly viewed by the people. Nor will the complexity of modern life allow us to omit business from the professional list. Business is so inter-twined with the social and economic problems of our lives that the time has come to recognise it as a necessary profession and to adjust schedules and syllabuses so as to train our young men and women on

a definite basis. The schools, colleges and Universities of to-day aim at providing a training that is more purposeful and definite, securing economy of time and not unduly delaying fitness for the world.

ABSENCE OF UNIVERSITY COLLEGES.

There are no University Colleges in Western Australia as yet, and lack of college education deprives our students here of systematic mental training. It deprives them of all that cultural background which can be built up during the year of college life, and which is so much needed when the student enters the commercial and professional world with all its material touches.

Colleges would enable the better imparting of ideals and "Give more intercourse of spirit with spirit and clash of personality with personality."

The University "must function as a centre where the best minds, graduates and undergraduates, are in constant touch." Its aim is to provide its students with cultural contacts. The leaders in the University—the Professors—are broad-minded, widely interested and human enough to give their students, notwithstanding the deprivation of colleges and the limitation of academic environment, a sound intellectual training.

THE HUMAN SIDE.

All teachers are by no means the same. Some are active, impulsive and demonstrative; others are easy-going, quiet and unobstrusive. The sympathetic phase is more marked in some than in others. They are all alike in their enthusiasm and zeal for the success of their work. Education is the greatest word to-day. The teachers are responsible for the education of the future citizens—they have the making of the world in their hands. The teachers know their worth, and realise the powers of their vocation. They are trustworthy guardians of the nation's greatest wealth and possession—the children.

The teachers, men and women, are full of interest. They are a subject for study. The man often obtrudes his professional touch—the woman as often tries to hide the fact. It is in the holiday season that we get to know more about the teachers. They pack the boats going East, or they make for the city, or they journey to the watering places. They are always happy men and women. They have worked in congenial surroundings all the year and their environment has been the best. They are always associated with the young and pure, and with the happiest features of life. Children are sincere, easily satisfied and always radiating the sunshine of life. This is the atmosphere in which the teacher has worked. His work may be hard and at times trying, but even when things are at their worst, a smile on his face, even forced or manufactured, finds immediate reciprocity. The hours of work, the frequency of vacations, and the congenial environment and the consciousness of meeting with success in their work are the great factors that make teachers wish to be good teachers and able exponents of their profession.

The lady teachers comprise 67 per cent. of the teachers in the Education Department. A number of these are teachers in control of small country schools. These ladies naturally attract attention in the town or district where their interests centre. Many of these lady teachers cease their connection with the Department and marry country men, farmers, squatters, pastoralists, etc. The educated teacher, then, becomes the educated mother. Her sphere of labour is more limited, but it is no less present. Educated mothers must surely give us an educated and ambitious democracy. Teachers by reason of their training in method. should make ideal parents. It is easy to understand that many men of the world would be nervous about encouraging marriage with an educated lady teacher. They forget that the essence of culture is to know when to use knowledge and when not to. Experience shows that the teachers trained by the various departments make excellent wives.

On one occasion when travelling by steamer to Perth, I was introduced to a young lady apparently just entering

her third decade of life, and who, I was told, was a young teacher in the employ of the Education Department of Western Australia. This lady was one of the most cultured that I have ever spoken to. It would be difficult to do justice to her in a few words, but I mentally praised the educational system that produced such a pleasing result. Her exact and varied knowledge, her balanced intellect, her careful enunciation, and her easy and graceful manners made me realise my own limitations. Two years later, we were again passengers on the same boat, but my cultured lady was now playing another role. My first acquaintance was with a scholar; the second time the scholar was still there, but it threw out into better relief the new phase of "mother."

When I was a boy of thirteen, during a holiday in Winchelsea, Victoria, I volunteered to take the mail out to a distant post office at Heytesbury. The school teacher had charge of the post office, as was usual in some country districts, and while I waited for the mail to close, she spent a short time in obtaining from me whatever city news I had. Twenty-five years later, while visiting a rural school in this State, I came across the same teacher. She had changed her name—she was now "On Supply." The fact that she was a trained teacher in the Victorian Department enabled her to continue her work in the West after the death of her husband. Women of this sort are an acquisition to the State.

Instances of courage, determination, honourable ambition and heroism are not difficult to find amongst our teachers. The fine type of girl found in the Teachers' College must be responsible for the fine physique, the cultured manner, the social status, which very generally obtains in the ranks of the teachers of the State.

THE HEADMASTER.

This chapter would be incomplete without a reference to the men on whom the future of education, in a particular measure, depends, viz: the headmasters of each school,

whether primary or secondary. They make a school what it is, and a school is a perfect reflex of the headmaster.

A school for success depends on the headmaster. To be sure he and his assistant masters comprise the staff; but if the headmaster be weak or inefficient or indolent, the effect is immediately noticeable. He requires to be a man of personality, of initiative and of resource. He must have scholarship and culture, and he must be a good class teacher. He has to guide others, inspire enthusiasm, and produce effective work. His work is not confined to one class, but extends to all classes. He classifies, promotes the intelligent and successful ones, and re-arranges the work of those not so successful. He must be a censor, judicial, yet sympathetic. He requires tact and skill and consistency in the management of his staff. He must be a father to the young, a friend to the struggling, and a gentleman to all. In short, he must be to each child and to each teacher the power working for good throughout the whole school, and extending his influence in a useful way deep into the community. He must be sufficiently democratic, by temper and by habit, as to avoid confining himself to any particular coterie; he must be comprehensive in his associations, so disinclined to snobbery, so thoroughly an equalitarian, so exactly a man of the people whose children make his school that the people feel that their children are safe in his trust.

If he be a sportsman in addition, his success is assured. He can be interested in sport without really being an expert in any particular line of athletics. If he is interested, he will know what to do to make those entrusted to his care keen sportsmen. The able master knows the ethical value of games. Sport means health and physique, and better health secures better scholarship.

The ideal headmaster is alive to the silent appeal of address, dress and courtesy. He quietly shows the staff and the school how mental control avoids any tension. He is the true ideal of a gentleman.

The headmaster to the child is the final court of appeal—the one who still can be looked up to when all

others fail. As the headmaster will be concerned in social functions, it is required of him that he should be a good speaker and a man of ideas. In his public addresses to his children, the advantages of an easy delivery and of a cultured tone will be apparent. A headmaster's position is no sinecure, if the man be adapted for the work.

The influence of the headmaster in the community is extraordinary. Every child who is a candidate for a position needs his certificate, and the fact that he can dismiss a child from school for misconduct shows the power he wields as regards the future of each.

CONCLUSION OF CHAPTER.

I am optimistic about the future of Education in Western Australia. Time, better economic conditions and immigration will work wonders. We have built our educational policy on a solid foundation. We demand training, scholarship and culture on the part of the teachers, and we are gradually raising our standard. Many things that I have advocated are in accordance with this high standard. We are alert to observe what the Netherlands, Britain and France are achieving. In some matter we follow, in others we hesitate. In some things we realise that we are more advanced. The "New Education" has our sympathy, provided that it does not ignore the bulwarks of discipline and practice. Spontaneity is whole-heartedly encouraged, but with it discipline for character building is ancillary. Practice gives accuracy and power, and incidentally teaches the first ethical lesson of life—action. No "New Education" can do away with these two fundamentals. Dull routine or lifeless repetition must not be confused with practice. I refer to that intelligent exercise of one's faculties that leads from an indefinite grasp to a definite hold of a subject. Practice must have life, interest, activity.

Education must be progressive. Rigidity of educational systems and aims is harmful. Adamant schedules must give

place to changing conditions, but the change must be gradual and careful. Education must be given, too, with its relation to the life that is to follow. This can be done without the practical displacing or minimising the cultural aspect of education. The story of the man who, after he had graduated, wondered whether he should take up journalism or electrical engineering is hardly mythical.

EDUCATION A PANACEA.

If we handled more intelligently the educational processes already in use, and taught people to think more clearly, and value education more highly, many of our problems would be more readily solved. If education is not the panacea for the problems of the world, then the solution is impossible. Education in the Dutch national budget of expenditure is a considerable item—their one-tenth of one per cent. illiterates (1920), according to a French writer, shows that they are the most intelligent people of the world. The Dutch are amongst the most contented of nations. Their self-government is consistently wise and uniform. Illiteracy in Western Australia, according to the Commonwealth Year Book, 1921, judged by those who signed the marriage register, was .17 per cent.

The educational position of Western Australia and the statement of what is proposed, the belief that the State has such great potentialities; the knowledge of what it has accomplished, and the faith that all have in its future, give me grounds for optimism.

In all constructive policies it requires vision and demands faith to make the foundations such that the building will last for all time. We have made the base solid and enduring. The construction above has displayed many storeys, but the additions can still be made without spoiling the plan of the original. Our educational system is considered now as a more or less homogeneous entity—one stage succeeds another by logical graduation from the infant schools to university.

Interstate Conferences of Directors of Education and the Inspectors of Schools take place frequently, and these help the States to develop the educational policy of each on collateral lines. One such conference of inspectors was held in September, 1924, at Brisbane. It would be possible to federalise education in Australia, but as the task of administration would be still more complex, there is little to be gained. Very little difference exists in the systems prevailing in each State. Western Australia has every reason to be proud of its system. The Department has no reluctant Treasury to fight, and the money spent on education is already beginning to be returned.

Wisdom, optimism, faith and justice are the dominating features of our State in handling so skilfully, courageously and successfully the education of the people of Western Australia.

CHAPTER XI.

What the Future may Bring Forth.

INTRODUCTION.

EDUCATION presents many problems that will never be solved. The very nature of education is such that as time goes on new problems have to be faced. The great educational machinery of the State has been started and it now remains for us to keep its wheels going and its parts active. With an increase in our population and the pursuit of an active immigration policy, which must, of course, enhance our industrial prosperity, we can still hope to travel paths yet untrodden. We can feel certain that while the State will give her main consideration to primary education, yet secondary education and agricultural education will enter on widening phases. It is not unreasonable to expect Government secondary schools in the near future in Fremantle, Claremont, Midland and Collie, and in other places as the population warrants it. If the agricultural policy now so vigorously pursued by our Government is to bear fruit, then agricultural schools must come. We can look forward to a further development of our University. Permanent new buildings are now in the course of erection. Other departments will soon be opened up. A chair in Pedagogy, a Law School, a Dental School, a Veterinary and even a Medical School have yet to be instituted. The first two schools may become an accomplished fact before another year passes, but the financial position of the State will not allow the creation of the others for a while.

Very soon will be realised the dominancy of the Government secondary school. Prejudice is declining. The present better educated masses with political foresight grip

the idea that the State must attend to the secondary phase as well as the primary side of its educational policy. The system of education will not be complete unless both are attended to. At present there are four Government secondary schools, and another one is in course of construction. Soon there will be another, and then others will be required. Although as yet the number of private secondary schools is not decreasing, yet the handwriting is on the wall. The private schools will disappear. The large secondary schools are fairly sure to last, for some parents will always need them, but as the State high schools begin to grow in the country districts, the feeding ground becomes restricted. The State high schools are better equipped, better staffed and more ably conducted than the others. Moreover, they are free. The private school requires fees up to ten guineas a term for a boy of twelve years. Private schools also feel the difficulty of securing good teachers and trained masters. The annual examination is perhaps the only test we have of their efficiency. The education given in them is good, the atmosphere is wholesome, and the boys benefit from the enthusiasm of the teachers. Most private secondary schools are faced with financial trouble. Their schools are business concerns, and want of funds prevents them from carrying out all their ideals. For many years they enjoyed the monopoly of providing for secondary education and they jealously resented any suggestion that the State should assist them. A careful analysis, however, showed that a very small percentage of the community was served by them. The State competition now enables a much larger percentage to avail itself of what goes to secure a liberal education. Education is not for the few, but for the many, and State secondary education increases the opportunities for more of the smartest children, even though they be the poorest, of having their ability developed to the full.

Several additions that have not yet been realised in our educational ideal will now be mentioned. When they become accomplished facts they will be decidedly advantageous to our future citizens, teachers and children. The

economic position of the State makes it impossible to provide them for us at this moment. Our Treasury is sufficiently taxed at present in providing primary education for the many and secondary education for the few. The additions, however, will come. They may not come altogether, but gradually, and surely they will make their way into our University and schools.

I propose fifteen propositions that would benefit the community educationally:—

1. The University requires additional schools.
2. The teachers of the secondary schools (private and public) need opportunity for training.
3. The teachers of the schools deserve better salaries.
4. The appointment of a Secondary School Inspector would be a distinct gain.
5. The establishment of a University Press is desirable.
6. An improvement is needed in our school buildings.
7. Our high schools want a wider scope.
8. Our examinations require attention.
9. Tutorial Classes have yet to be introduced.
10. Facilities for placing boys and girls are needed.
11. An Assistant Teachers' Association has yet to be established.
12. More frequent use of the Summer School must be insisted on.
13. An Experimental School is a desideratum.
14. The utility aspect of schools must not be lost sight of.
15. The "Democratisation of Knowledge" must be the aim of the State.

NEW CHAIRS AT THE UNIVERSITY.

At the University we have no Law School. This has been discussed occasionally and it is possible that in the near future, our students will be able to secure a degree that will enable them to practise outside their own State. Dentistry, medicine, music, pedagogy have yet to be added. Students for medicine can do their first year science and then proceed to the Eastern States to enter on their second

year of medicine. A Chair of Education is a pressing need. Even a Diploma of Education would suffice for a few years. Lectures are given on Education by the Principal of the Training College, and the subject of Education (Theoretical) is taken as a subject of the Arts Course.

A Diploma of Education is essential if Teachers are to be trained properly. The Training College fulfils its function for teachers who are to teach under the aegis of the State, but the teachers of the private and public schools have nothing to ensure that they have ever seen a lesson given or that they have ever heard the word "Pedagogy." Young men and women secure their Arts Degree and decide to take up teaching. They begin at a salary of £150-£200, and even more, and apart from the lessons at the University they have no models to guide them. They naturally blunder and do their schools harm and force children to suffer from their inexperience. Some Principals of schools assist their inexperienced teachers, but for the most part the Principals are men who gained their knowledge exclusively by experience and the method of trial—and error; consequently they are of little assistance as Masters of Method.

A Course of Pedagogy (theoretical and practical) would uplift the teaching in the West. The course should be a two-year course, and the expense of providing it should not be very great. Men with degrees are desirable, but it does not follow that such men are good teachers. A teacher is "born, not made," but much can be done to make him artistic.

Skill is the first requirement and the University must provide that facility. There are sufficient teachers in the State to make a large class for a pedagogic course. The Head of the Training College could take the part of the lecturer, and the appointment of a Master of Method would be the only additional tutor needed for the start. The whole would be quite inexpensive and the advantage derived would more than compensate the State for the extra money spent.

In some quarters, it has been suggested that the Professor of Education or the Lecturer on Education should be

independent of the control of the Education Department. The advantages accruing from such an arrangement would more than justify the additional expenditure incurred.

For the Diploma Course, three lectures a week suffice, and criticism and model lessons could be given once a week. Teachers must observe lessons given by experts. The beginner is introduced to means and methods that are quite foreign to him. The demonstration lesson shows what interest will secure and what practice will do. Model lessons always impress the mind, and the young teacher, watching and criticising, learns what the great secrets of rivalry, earnestness, silence, discipline, order, animation, courtesy, etc., in a class will do. Training makes all the difference with the teacher. His work becomes scientific and naturally it is better, surer and more successful.

If the Diploma Course will not make excellent teachers, it will make them better than they are. We want better teachers. We want men in our schools who are able to ensure that every minute is spent profitably in class rooms and on the playing field, and whose general arrangements and methods in and out of schools are those that experience and expert knowledge have proved to be most satisfactory. We want men and women interested in their work. Dull and bad teaching are responsible for much of the loafing in our schools, and not the boys and girls themselves. Our children's lives at schools are short and yet so wrought with compelling influence on the future that it is a national crime not to give them the best that the community can demand. The Diploma of Education will materially help to effect this. The trained medical man, by reason of his skill enriches the value of his work. The trained teacher will be responsible for fuller mental lives and a wider spiritual outlook in his trainees by reason of his skill and artistic training. On the careful training of the teacher depends everything. Given a well-trained teacher, and the dangers of the class system, the regimenting of the students and the standardising of the work become less acute. A trained teacher is not a coach nor a tutor—but an educator. The trained teacher knows the clever

helps of the day and he further knows how to use them judiciously. He can make learning attractive, but he will educate the child to fall back on his own resources, fight his own difficulties, and make him a student of action. Train your teacher well and the supreme problem of the examination assumes a new character. Examinations are theoretically good. It is their use and not their abuse that we must regard. Dicipline, good teaching, mental activity, education in the true sense are compatible with examinations.

The desideratum for the full training would be a course for a Master's Degree, but I shall be satisfied to begin with a shorter course, hoping and believing that the Master's Dream may not have many years to wait for its accomplishment.

If some member of the University stressed the absolute need for a Diploma Course such as I have outlined, I believe that in a very short time the Senate would present the case to the Government so effectively that the little extra money needed would easily be found.

If the University would train the teacher, our school work would be better and our pupils would benefit. The ability and want of intelligence on the part of the pupil is never at fault, it is the teacher's lack of professional skill. Many teachers have no scientific knowledge whatever of the profession they are engaged in.

THE UNIVERSITY LECTURER.

I am insisting on the training of the teacher; but the University Lecturer must not be lost sight of. Many lecturers are appointed to our University after having done a brilliant course in another University. They begin their work and use the experience of the first few years to train themselves and to secure the academic touch. The University lecturers may be scientific and scholarly, and of great ability; but something more is required. There must be some acquaintance with the principles of elocution. Every lecturer should be an accomplished speaker. Personal appearance, address and powers of discipline should

be considered. Culture should free him from oddities of manner, and in subjects like mathematics, science, languages, etc., a training in pedagogy is requisite to foster his sympathy with the taught, and to give him the professional skill to do his work with confidence and finish.

The role of teacher is not an easy one—the amateur has had his day. The world is moving on, and the demands on the teacher are each year more servere. It is insistent that no expense should be spared to give him the best possible training. If a man have the personality, patience and perseverance that adapt him for teaching, it is all the better; but in addition, careful academic training is needed, while academic scholarship is a sine qua non. Personality may have its charm, method its use, enthusiasm its effect, perseverance its reward, and interest its fruit; but scholarship is higher and better than all.

BETTER SALARIES

Education is helpless without the teacher Good education is hopeless without a good teacher, and an efficient teacher cannot remain so unless he remains a student and imparter of knowledge. His aim must always be to be the ideal teacher. He must have the virtue of being young—he needs the charm of perennial youth. He must love sport, have the gift of gladness and good health, and the love of his work and craft must be his chief asset. If he is a master-hand, he is an optimist. He needs no empty flattery from a complimentary public, nor is he disturbed because the general public will not view scholastic work in its true perspective. He is optimist enough not to be worried that his inferiors go further than he in the economic life. Yet a teacher to be a success and a power in the community must have ample opportunity for enjoying the social amenities of life, suitable to his professional standing. He must hold his own in the community, and be an active participator in all that concerns social welfare.

In all professions there are prize positions, but there are few connected with school work. Business pursuits give

big monetary advantages, and the business man pushes further ahead than the better educated teacher. To keep the teacher at his work, then, the State must provide him with an adequate salary commensurate with his station in life. The State must give him security of tenure and an equitable retiring allowance. A teacher's work can be quite good at 65, but when he retires he must be able to feel that some compensation is his for the years he has given to his work.

The position to-day is that the top salary for a master is about £600. An inspector may rise to £800. The ordinary assistants receive in the neighbourhood of £400. There are no retiring allowances. No scheme for superannuation has yet been devised. These salaries mentioned above are as much as the State can bear, i.e., according to the politicians' present view of the teacher's place and value in the community. I do not complain of the above salaries. They are not sufficient, however, they enable the teacher to live, and live in perhaps cultural environment. But when an entrance examination is passed at 18, and training takes place for two and three years, and even longer, and more years must elapse in obtaining experience, it is asking the brilliant man to be satisfied with remunerative mediocrity, when more equitable compensation awaits him in other avenues of life. £600 to be head of a school, Class I; £800 for Chief Inspector; £1,000 a year for Director of Education, are the positions that need revision and close attention. The better positions in the Education Department are worth more. Bigger money will secure and retain the better men, and the best men are cheap propositions for a State.

If the West Australian State thinks that her present scheme for salaries is placed on a just and equitable basis, then at least she should evolve a superannuation scheme for all her teachers. New Zealand has some such scheme. Victorian secondary schools are discussing a method to provide for pensions. Retired teachers who have resigned in

the past in Western Australia were able to draw pensions; but no provision is made for the men of the hour—for the teachers who are educating the youth of the State.

SECONDARY SCHOOL INSPECTORS.

In addition to the introduction of the Diploma of Education a boon would be conferred on the private and secondary schools generally, by the appointment of an Inspector for the schools. As this is the age for resisting the tyranny of examinations, an Inspector becomes all the more imperative. Examinations give definiteness to a school's work. Omit the examination and the direct incentive is gone.

For twenty years I have worked for public examinations, and I know that they do not interfere with the scope and aim of one's work; nor need they produce the examination character which works for results and professional success.

An Inspector is necessary to see that the best work is done in these secondary schools. He can give sympathetic aid and guidance. He can discover the weaknesses and point out the remedies. His visits will serve as a stimulus to all, and the Governors or Trustees or Governing Bodies of each school will make it their aim to keep their school classified as high as possible. The services of the Inspector can be utilised too, to minimise the work of the examinations by the University, and his verdict on the work of schools should assist the examiners in accrediting the school results.

UNIVERSITY PRESS.

The University, Perth, we hope, will one day follow the lead of Melbourne and form a University Press. The Universities of the world must have the means of making public their researches by printing and publishing contributions to the world of letters In England and America,

many of the Universities have issued important publications. Perth will first deal with works that are purely Australian, and we hope that West Australian creations will be the first to receive attention. Adequate endowment is necessary—a publication fund would be invaluable to enable it to start. Our University has several eminent literary and erudite Professors, and I feel that if they put a little of their energy and resource into the matter, our State would be the richer in having the knowledge of the University broadcasted to the community.

SCHOOL BUILDINGS.

Most of the Australian schools are defective in plan. They lack architectural skill and beauty. Of recent years there has been a more intelligent care exercised in their erection, but so far no school in Australia could stand comparison with those admirably constructed and well-equipped public schools of the United States. It is the pride of the local district that produces the magnificent school buildings of the United States. Our centralised administration of Government votes the money for a fine school in the metropolitan area or the country town that the Education Department has decided on, and these buildings are erected according to the money voted.

Our Australian States bear burdens that countries like the United States are exempt from. We require for further development a much larger population. Australia has chosen a difficult way to build up the nation, but once the difficulties are surmounted, then we shall have better and more lasting results.

The progress of a country is frequently gauged by its utility buildings. Schools are a good criterion. Many of our schools were originally built to supply an urgent need. The constructions were regarded as temporary. With the increase of wealth and population, better and larger buildings replaced these. Some of our schools have now their

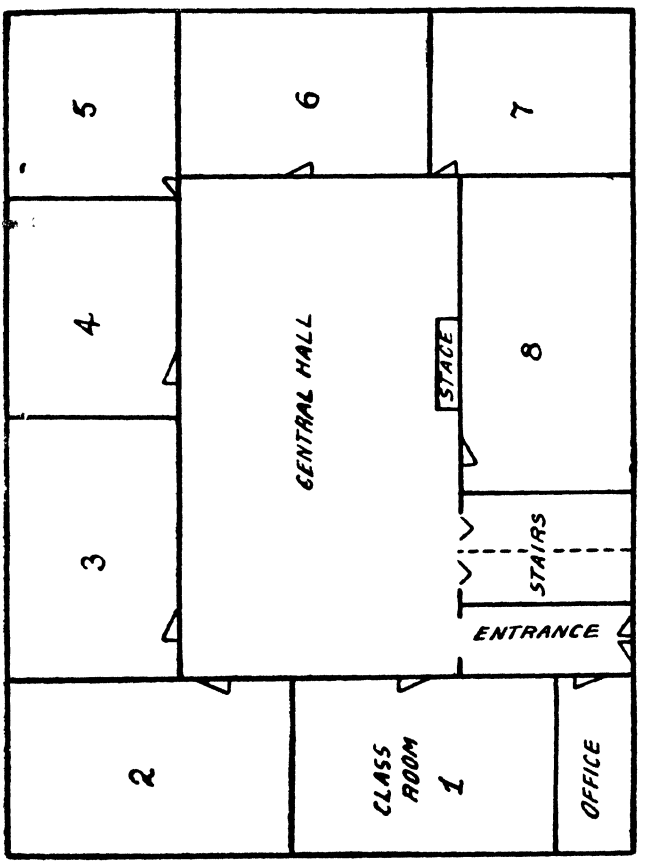
permanent dress, but a great many have yet to show constructions more in keeping with the locality, the importance, and the work of the school.

Many of the larger State schools to-day are constructed according to this plan: You have a central hall and class-rooms around. The central hall is used for assembly purposes. The hall has its walls covered with tablets, pictures and honour boards. The children can be called into the hall at a moment's notice, and on dismissal there is no time lost in returning to class-rooms. If the school be a big one, on the first floor there is a repetition of what is on the ground floor. Princess May School, Fremantle, built in 1901, illustrates the idea perfectly. (See No. 1 Plan.) But I prefer a school built on the lines of Plan 2. The building will be less expensive than the type prevailing in No. 1 plan, while the structure may not lend itself to the same architectural beauty, yet the utilitarian gains are such that it merits serious consideration.

Noise is the main trouble in schools, and the bad arrangement of class-rooms causes time to be wasted. No. 2 plan minimises these disadvantages. Two storey buildings accentuate the noise; still they become necessary when large numbers have to be dealt with.

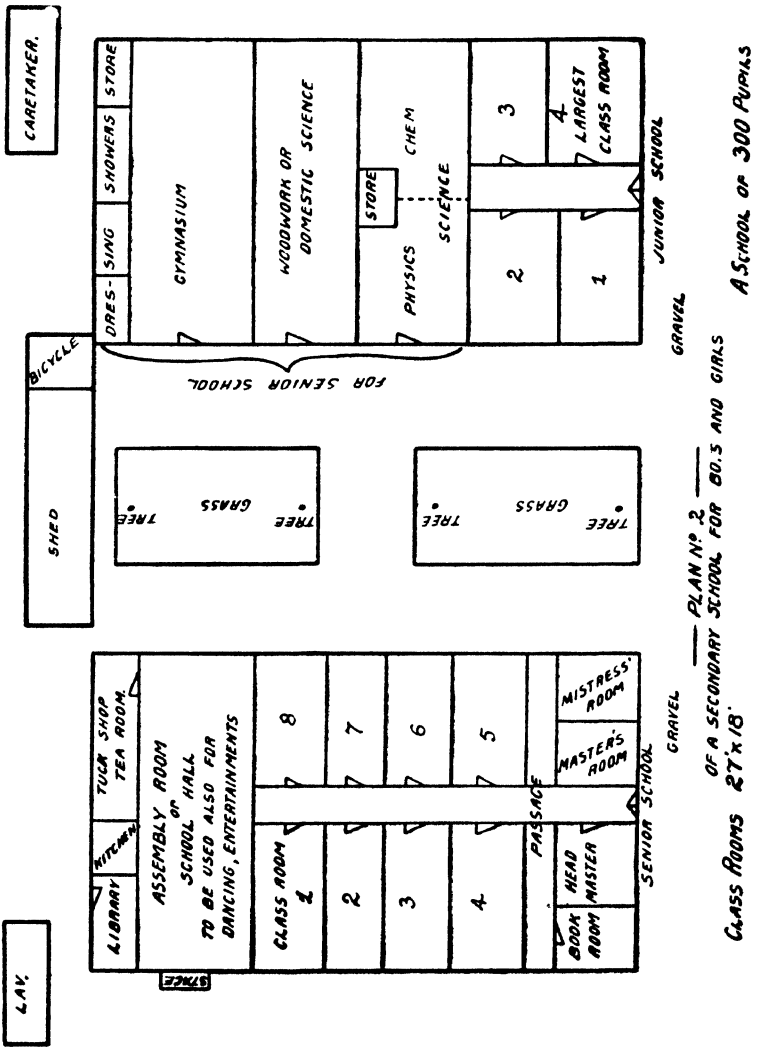
Schools must be constructed so as to make the rooms easily accessible. It would be well to have them built so that a master could see the whole school at a glance. Attention must be paid to lighting. A school hall is essential, and common rooms must be provided for the masters and mistresess.

A well-equipped gymnasium is deemed indispensable nowadays, and showers and other conveniences serve to make a school up-to-date. The science departments require careful planning, and every school should have a cloak room or rooms, and these must be placed so as to avoid the congestion that results when all require hats and coats at the one moment.



PLAN N° 1

1st FLOOR IS A COPY OF GROUND FLOOR
CLASS ROOMS ABOUT 27'X18'



PLAN Nº 2
OF A SECONDARY SCHOOL FOR 80 BOYS AND GIRLS
A SCHOOL OF 300 PUPILS

CLASS ROOMS 27 × 18'.

WESTERN AUSTRALIAN BUILDINGS.

The school buildings of Western Australia are not impressive. The Modern School, the Bunbury High School, the Training College, and perhaps a few others can be looked upon as buildings of which the State can feel proud. The majority of schools lack general plan. A part has been erected, and as requirements arose, additions were made. The great public schools comprise residence and class-rooms, and a number of the private schools were originally large private houses that have been converted into schools. The Methodist Ladies' College, Claremont, stands out as an imposing building. Guildford Grammar School is devoid of plan. Its main attraction is its Chapel. The High School has a pleasing appearance from the front, but this School and a great many others have been planned by architects who knew nothing of school architecture.

In America, and in Eastern Australia, too, school architecture is rapidly being standardised on a high plane; school landscape is attracting more attention, and school equipment is improving year by year. All these things are elevating public taste, and appreciation for the substantial, the adaptable and the beautiful, by reaching children at the plastic age when ideas are readily formed. As the schools realise more fully their social mission and work out a liberal programme adapted to modern conditions, the equipment for teaching domestic economy, manual training, business methods, social reform and cultural organisation will be improved through more effective use of buildings, playgrounds, laboratory, library, studios and shop in furnishing guidance and inspiration to the pupils as they go out to do their part in the work of the world.

THE LARGER LIFE OF THE SCHOOLS.

The work of the schools in the senior classes and in the High Schools carries the student far beyond the class room and with the advance of time more phases of activity

are indicated, but up to date, most schools deal with physical culture, organised games and inter-school sport. In the great Public Schools, sport has been brought to a high degree of excellence and in all schools sufficient time is given to games to make school interesting as well as a place of instruction. Camera Clubs, School Magazine, Dancing Classes, School Choirs and Orchestras, Libraries, Social Guilds, Sewing Circles, Debating Clubs and Dramatic Performances are all included in the extra work of successfully conducted schools, and when work of a patriotic or philanthropic nature is called for, our schools respond willingly and ungrudgingly.

The Schools consider that their boys and girls are to be the future leaders in the land and their masters are keen to utilise those methods and means that will make the school the centre of intellectual and social activity.

Again, the School aims at turning out a finished product. The scholar who has gone through the various stages of the primary and secondary school should be one sufficiently mentally equipped to fit himself for an avocation in life, of sufficient physical development to give him health and strength; and with sufficient taste for music, art, literature or science to enable him to use his leisure profitably; with an adequate knowledge of civics to enable him to appreciate his rights of citizenship; with experience with the instruments of handicraft and tools of industry to make him useful to his family, and finally with the acquisition of such culture, as will make him a man of principle, a gentleman in mind and heart and in manner, a model for others and a copy for many. Our modern democratic life makes it imperative for the youth to grasp intelligently its moral, social, civic and industrial features so that there can be utilised to the full, the intelligence and usefulness of the youth of the community. This shows that culture can be considered one of the chief aims of school—if not the sole aim. Walter Robinson Smith says that "in the minds of all should be implanted a love for finished workmanship . . . pupils in a democracy must be educated not to enjoy a life of leisure, but to make the most cultural use of the leisure

of life . . . the mass of workers need the ability both to use the play spirit in their work and the work spirit in their play, to mingle vocation and avocation into a rounded, many sided life and to feel the cultural impulse and cultural inspiration in all the aspects of every day living."

The Australian Youth has been criticised for his disregard of social ritual and convention. This criticism is probably well founded and it is possibly due to the democratic conditions prevailing. Servility is not in keeping with democracy, and spontaneity is possible without license and freedom is compatible with discipline. The Australian boy is manly and he is easily managed, but the old time method of repression must be changed in his regard. "Our girls are given too much freedom," it is said, but my visits to twelve different Girls' Schools made me feel that discipline, duty, work, and earnestness were prominently present.

There is a happy, healthy tone in our schools. The children attending private and secondary schools come from homes whose refinement is above the average—yet if the schools are not right, their home training will be lost. The morality of the Australian Youth compares favourably with what prevails in the other countries. The absence of religion of a formal and dogmatic kind in a school does not make the school a godless one. The right teacher will always be a moral and a spiritual force diffusing life and health into all he touches.

EXAMINATIONS.

A CRITICISM.

It is almost becoming an accepted idea that examinations show the dead hand of the past, and that they are an obstacle to present efficiency and success. School Certificates are suggested as a substitute, but the substitution increases the work of the Teacher and duplicates the number of examinations. I fear that I am unwilling to let the examinations go. I contend that they are essential and that

they must stay. The student who prepares for an examination and passes is a different boy from the one who has never gone through the ordeal. The perseverance, the training, the hopes, the fears, the feeling of progress and the mental drill involved is too valuable to be omitted. I sometimes feel that the wish of the age is to make everything easy for posterity. We appeal to reason so much, educationally speaking, that we are afraid to exercise the memory. Examinations have been always in use and their use stabilises our work, gives the Teachers incentive and co-ordinates their work. The University with its examinations, provides the spur and gives the school an aim and outlines a course for the students to follow. If the examinations are not a success the trouble is with the school or with the examiners, but I must insist that the system itself is not at fault. If the cause be in the school, the fault is due to bad teaching, inadequate staffing, indifferent classification, or immature preparation. I reiterate— attend to the teacher—train him carefully and ensure his scholarship and the flaw on the part of the school will soon disappear. If the examiner be to blame—and the trouble is here more often than it is expected—then the remedy is not so easy, for the weakness will not be admitted. There is no axiom that says that every scholar is a good examiner. Experience is an essential in examining as in teaching. The examiner must not fail candidates to ensure for himself a reputation for high scholarship. A paradox of education is that the Genius makes an indifferent Teacher—the Genius must also be feared as an Examiner.

For twenty years I have been reading reports furnished by examiners to candidates who have sought for the reason of their failure. The candidates pay good fees for these reports, but I can only remember one report that, in my opinion, was satisfactory.

Various investigations have shown that the marking of papers is subjective, i.e., different examiners working independently assign widely varying marks to the same paper. Much literature has been written on this phase of late and its perusal affords much interesting matter for

comment. The investigations of Drs. Elliott and Starch showed that the degree of subjectivity varies with different subjects being greatest in English and History and least in Algebra and Arithmetic. Let the infidel examiner try the experiment of examining a paper in an English subject one year, and then of examining the paper a year later, or at such period of time as he will have forgotten the results of his first examination. The variation in his marking will surprise him.

Again, I ask how can an examiner honestly and fairly examine too many papers. Instances are on record of the examiners facing 1,000 papers. Mathematical subjects are easier to examine and 400 of such papers may be allowed as a maximum, but subjects like English, History, French, Latin, etc., should be confined to 200 papers, for an examiner. The University appoints a first and second examiner of a subject and these men are independent of the schools. The assistance, however, of additional examiners from the schools should be sought to assist these two principals. This arrangement would secure more competence and sufficient time to examine thoroughly. The "ennui" from examining is decidedly present at the twentieth paper—it is surely overwhelming at the two-hundredth!

The examinations conducted by the Perth University with a little re-arrangement, would satisfy the most exacting of critics. The Junior Certificate can be considered satisfactory, but why not award distinction to deserving candidates? The Leaving Certificate should have a pass standard and an honour standard. The pass could be presented in one year after the completion of Junior and the honour should be taken one year after the pass. If exhibitions were awarded in each subject instead of in groups, better scholarships would be obtained. The fact that one student has secured an exhibition should not prevent him from being classified in other subjects. Students of the past were classified as securing first-class honours, second-class, etc.—this method has a better effect than the securing of a distinction.

Occasional Conferences between the examiners and the teachers would do much to do away with the restless

spirit that examinations are responsible for. The examiners need a check as much as the teachers need a spur. The cultured, trained and scholarly teacher requires "no front" to impress and the broad, experienced examiner gives no cause to have his verdicts questioned—or any need to cover his work with the cry of "privilege."

TUTORIAL CLASSES.

The University Extension idea exists in our State, and during the winter months, lectures are given in Perth, Fremantle, and a few country centres by Professors and Lecturers of the University. The University Tutorial Class has yet to come. Twenty-one years ago Albert Mansbridge founded a body called the "Workers' Education Association," and the Tutorial Class is allied to this movement. The aim, of course, is to bring the University to the masses. Some years ago the Tutorial Classes were introduced into the Victorian University. To-day there are 21 classes, with 600 students throughout the State, and 200 correspondence members. University Extension work for the most part is Lecture Work. Tutorial is Class Work. A class of 20-30 is formed for students in History, Philosophy, Music, Logic, Elocution, Literature, or any other subject that a member may decide on. The class lasts about two hours. The Lecturer uses half of the time and the other half is spent on discussion and guidance. A library of some sort will be needed in each centre. Classes of this sort are valuable for developing an educational atmosphere and for tending to make an educated democracy.

Money is wanted by our University for many pressing needs, but £600 a year spent on the Tutorial movement would be returned to the State indirectly in a profitable way. The West Australian politician only half-heartedly understands the value of education. He has not quite passed the stage of asking the world to observe "what he has done, notwithstanding the fact that he left school, at an early age."

Mass Education creates the political spur—the politician already feels the pricks and the Treasury is opened less reluctantly. Our educational system for the past ten years has been good. To-day we are beginning to feel a reflection of it in our generous and sympathetic education vote. What we have done is only a step. The State is whole-heartedly out to improve the child and better the youth—but the educational appetite in the adult must be fostered, too, and if it is there he must be catered for and what can more effectively do this than Tutorial Classes? These classes will come in the near future and many of the present school children will one day be attending classes on Social Problems, Literature Subjects, Music, History, Languages, etc., in the various suburbs. Sufficient students will be found to warrant the weekly visits of eminent University men to their midst. Three terms of eight weeks each should suffice to make a year of useful and valuable work.

For a beginning a part time Director and four Tutors would cope with the classes needed and £600 a year should be ample for covering all the expenses of the first few years of Tutorial Work.

THE PLACING OF OUR BOYS AND GIRLS.

The Technical Colleges and Schools have been brought into close touch with large employers in engineering works, and skilled trades, with excellent results which are increasingly popularising Technical Education throughout the State. In Schools and Colleges outside State control, there has been no attempt at combined effort as in the case of the English Public Schools' Employment Bureau. However, some Headmasters of our Public Schools are much more in touch with employers than formerly, and little difficulty is found in placing boys more or less suitably. The Business Colleges have each an Employment Bureau, and they thus try to compensate the student for the time that he has spent under the direction of their school.

The State Schools of this State should find the use of a Bureau of great service for its senior students.

The cry, "What shall we do with our boys?" is frequently heard and the fact that many leave school before they are quite equipped enhances the difficulty of placing them satisfactorily. The attitude of the unions towards the payment of young people when they reach their majority makes the matter one of vital interest. The creation of Bureaus would entail trouble and perhaps a little additional expense, but the advantage accruing would more than compensate for the trouble entailed. Our University, too, could form a Bureau to advocate the claims of its alumni for positions that are available and are open to graduates.

In the Parliament of the South African Union, it was lately proposed to appoint a Minister to the portfolios of Trades and Industries. The idea was that Trades and Industries should be fostered in the Commonwealth to keep the youth and talent at home.

AN ASSISTANT TEACHERS' ASSOCIATION.

No Assistant Teachers' Association, as yet, has been formed and it is to be hoped that this will come in the near future. Next year I propose to try my efforts at the formation of a Secondary Schools' Association, so that its Teachers may realise the value of working together and gathering solidarity from union. Such an association will enable teachers to keep in touch with modern thought and movements. Free discussion and interchange of ideas give inspiration and help to members. Teachers learn the value of standing shoulder to shoulder in adjusting themselves to the ever-changing phases of Education. Such an association, besides leading to comradeship, should form a valuable aid to the University Board of Education and the Examiners. The Secondary Schools' Association has done invaluable work in Victoria and there is every reason to believe that with the present numerical strength of the secondary teachers it will do equally well in the West.

The visitor from the East arrives here and he soon finds that he is deprived of all those means and methods of culture and interchange of thought that he was accustomed to elsewhere. He is isolated. A Secondary Schools' Association will minimise this. The association would also give rise to sectional committees for those interested in study of English, History, Geology, Languages, etc., etc.

The State Teachers have their Union. The secretary is independent of the Education Department. The Union has worked fearlessly to improve the status of its teachers. Last August the State School Teachers held their twenty-seventh conference. The union keeps the teachers together and in their conferences they discuss modern methods and criticise the educational value of what the past has achieved.

THE SUMMER SCHOOL

In addition to what has been already advocated, I would like to see a Summer School for the Teachers of our State. In the past there have been occasional Summer Schools of a sort, but a vigorous, enthusiastic school has yet to be started. I would advocate for a commencement that they be held every second year. There is no need to stress their importance and it is safe to guarantee that they would be well patronised. Teachers, to be considered trained, must keep in training. They must advance with the age. Medicine demands continuity of professional reading and with Pedagogy the need is as insistent. In teaching not to make progress is to recede. The fact that Summer Schools have ever been popular indicates that teachers, as a body, are keen on their own self-improvement.

The Summer School has the effect of a tonic. It gives the teacher an opportunity to renew his enthusiasm and freshen his energy. The routine of school work tends to make one lose sight of the ideal, but the stimulus of a summer school raises the tone and brightens the outlook. Again, many teachers during the school year, are compelled by circumstances, to lead isolated lives and the opportunity afforded of renewing friendships and reviving memories is

not to be disregarded. In the Conferences of Summer Schools the Teacher gets mental health and strength for the work of the coming year. The Summer School offers the teacher the further development of the individual and the enrichment of himself; and Dr. Irving Miller says "that the enrichment of the self vitalises all that you do. You teach with the whole self as well as with the subject matter."

AN EXPERIMENTAL SCHOOL.

We have no Experimental School in this State. Its establishment would be a boon to education. An Experimental School must be regarded as quite distinct from a Practising School. It would require a particularly skilful and educationally progressive staff. At present, whatever experimental work is carried on is isolated and unrelated to school life. The Experimental School should be such as to give the educational world of each State authoritative answers. New methods require testing and what place would be better than the Experimental School? To-day the tendency in education is Freedom in the school and the development of the individual. The Experimental School would reach important results in this direction and so give the schools in general the products of its analysis. The Experimental School could give us valuable information with regard to the Dalton System, the dominancy of the Examination, the size of Classes for different subjects, the adoption of new methods in the teaching of Reading, Arithmetic, History, etc., the direct methods of teaching French, Latin, German, etc., and the best age to begin Languages and Science.

The Experimental School would touch on the educational value of Gymnastics, Boxing, Drill, etc., and the establishment of links between educational and vocational aptitude. It might analyse ways and means to secure success, with the problem of the sub-normal.

The Experimental School could be set going before the establishment of a chair of Pedagogy. If the chair be

established first then this school would become a useful corollary. We look to our University for light and guidance in the realm of knowledge. The psychological and educational problems that would be dealt with in an Experimental School would make it as essential to the school world as the Laboratory is to the Scientific world.

UTILITY.

We must make Education hit the mark of utility. While we have our children at school we require to keep in mind what we shall gain in the future as well as the accuracy and efficiency that we hope to gain now. Character building for the future must be insisted on as well as for the present. We demand courtesy and consideration for the rights of others. We require that a child who has gone through our schools will be more subject to discipline than one who has not. A higher standard of social knowledge is required from the educated. If the student goes through a school and does not gain thereby, the school is not fulfilling its proper function. If the school does not enable its students to prepare for life; if its curriculum be such as to hinder rather than to help in subsequent studies: if the school is indifferent to the physical and moral well-being of its students, then the school not only does not fulfil its legitimate function, but its existence is detrimental to the best interests of the community. Academic successes give renown to a school but other things are almost equally essential. Strong, vigorous, healthy boys and girls properly prepared for the battle of life are the best assets that adorn a school.

If the school be not utilised for inculcating ideas of self control, social service, temperance, tolerance, etc., how will the young get these ideas? To be sure, the home is all-important. The school must do its part either by direct or indirect lessons. It is possible that the indirect method may accomplish more. The school used judiciously will secure more happiness amongst the citizens.

Professor Murdoch maintains that the advocacy of the claims of the League of Nations to the school children must in time educate the public mind to its advantages.

The public school, with its great traditions and its endeavour to adhere to a firm and high standard of morality, becomes an invaluable friend to its students during life. The utility phase of school work is important and its value must not be lost sight of. Its best attribute is that it guards against educational waste.

DEMOCRATISATION.

With the progress of time we hope to find the attitude of our University, Colleges and Agricultural Schools widening their spheres and extending their services to the masses. Useful knowledge must not be confined, but propagated far and wide. It is not for the privilege of the few and the young, but for the many.

Our educational system with its manifold ramifications is primarily designed to benefit the people that they in turn may develop, enrich and ennoble the State. The State bears the expenditure that she may have an educated Democracy and the belief is that the money spent will be amply repaid.

To ensure that the repayments will be made the State must not leave her work unfinished. The last stage is as important as the preceding ones—the democratisation of knowledge.

The State must be considered as constructive—not as constrictive. The community must be got to understand that knowledge can be acquired for the mere asking—the wish to go further ahead. The Technical School and the University, to some extent, are places where all may go in the pursuit of knowledge. The Narrogin State Farm has already done a little to bring its services within the reach of others outside its immediate students, but more has yet to be achieved. In some countries the democratisation of medicine is favoured; newspapers do a lot to make the intricacies of the law more adapted to the lay mind.

When our agricultural colleges are more numerous and our population considerably increased and the State is generally more progressive, then we can feel assured that our people in the remotest areas, through the agency of exhibits, experimental stations, special bulletins, short courses, etc., receive some benefit from our scientific methods.

Public scientific laboratories will play an important part in the dissemination of accurate information. Broadcasting will be extensively used for reaching the most isolated places and for making the distant near. Correspondence classes will bring the University nearer to all. Tutorial classes will assist those keen on further advancement. Travelling libraries should serve a useful purpose in creating an atmosphere for mental development. Public lectures and public discussions will develop keenness for further knowledge. The State has brought her primary scheme to fruition. Her connection in the secondary and University education has passed the experimental stage. She has yet to have the hall-mark of excellence awarded to her for unqualified success in the democratisation of knowledge.

DEMOCRACY.

A democracy makes as its slogan in matters educational "equal opportunity for all." A progressive country offers then a broad-based elementary education for all. For those who cannot remain at day school beyond 14, she supplies the continuation classes. For her gifted young she proposes the secondary or the Technical School. For her most gifted and those who wish still to go ahead, she opens her University. By this procedure the professions have the best that knowledge and skill can secure, scholarship is set on a high pedestal and research work is scientifically carried out. The University by means of the brilliancy of its students, will thus hold its true position in the minds of the people. I do not lose sight of the fact that many of the most gifted make quite a success of life without having gone through a University.

In Australia the doors are open wide to the poorest child. Democracy wants educated citizens. We have no privilege for birth, no right for class. Ability alone is the magic word. Our educational machinery is designed to call forth that ability. Mr. M. Hansen, in his report upon education in Great Britain and America, says that "Educationally Victoria is not a backward country. We have legitimate cause to feel pride in our achievements. The last 50 years have seen remarkable progress in every direction." We would like to believe that Western Australia compares favourably with Victoria. The slow growth of the population has helped the State to build up her educational policy carefully and thoughfully. Economic difficulties have necessitated prudence and careful thought; but to-day we can feel a justifiable pride in the fact that we have done so much—that in the matter of a free University we stand alone, that our educational plant can be considered a success, that the work in our correspondence classes has achieved a lead in the Commonwealth, and that, finally, our Educational Department is hard at work providing for one and all.

The educationalist realises the magnitude of his task. Much has been done, but we are quite aware that much has yet to be accomplished before we can raise the signal that our system of education is perfect. It is possible that some of our innovations will be relegated to the dust-heap. Occasionally a note of pessimism makes us question the value of all our subsidiary education work when we find the students unable to read intelligently or spell accurately or calculate correctly or write legibly. However, the machinery is now in motion and if we can strengthen the weak sections and buoy up the tottering parts, we can hope for the best. From the little bush school, in the South-West, to the distant structure in the North; from the corrugated iron school of the Seventh Day Adventist, to our most highly equipped secondary schools; our teachers, men of invincible optimism, filled with enthusiasm and working with vision, are striving diligently to accomplish all that education can possibly have for its aim.

CONCLUSION.

I have gone through in fair detail the history of the main educational operations of Western Australia, but there are many avenues of knowledge that I have not commented on. Many societies and institutes have been started at various times and these were instrumental in furthering education and in fostering knowledge. I have not dealt with the Forestry Schools, nor with the Modern Utilitarian Schools that are coming on the scene now from day to day. I refer to the engineering, aviation and motor schools that some regard as strictly outside the academic pale.

I have not touched on the artistic side of education, and yet it largely enters into our every-day life. Elocution, singing. music, painting and dancing, etc., come under this heading, and the careful and successful teaching of these is as essential as subjects I have dealt with. Professional qualification, diplomas and registration before being allowed to teach these accomplishments are absolutely essential, for these subjects make up the aesthetic side of one's culture, and social life demands that the acquisition of one or more shall be aimed at.

In recent years Eurythmics has made its appearance in our schools. Lately, Miss Ethel Driver has visited the Commonwealth in this particular, and her exposition of the system showed how the poetry of action, the grace of rhythm and the charm of beautiful music commingle to produce the effect she so ably demonstrated.

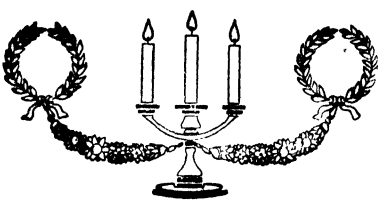
The value of the aesthetic in education is so important that a thesis alone could do it justice.

I have come to the conclusion of my work. If I had spent a few years in each State, it might be possible for me to place the educational achievement of one State ahead of the others. As education is progressive, it would

not even then be easy to make the comparison. Teachers and Inspectors who visit the Eastern States for conferences return convinced that Western Australia is well in the fore-front. Outstanding leadership might secure for us even more celebrity. Western Australia should be better known. I am competent enough to hold that this State in educational matters is sound, liberal and strives to represent and embody the many forms of knowledge that will be useful, cultural and serviceable to her people.

I have brought the History up to 1923. Already the Educational Estimates for 1924 show an increase of over £12,000, notwithstanding the insistence on economy in various Departments. The cost per head for Education (including Public Works Department, University, School of Mines, Aborigines, etc.) is £1 16s. 0d. This amount is less than that in any Australian States or any British Dominion. Twenty-six additional schools have been authorised for the Group Settlements, 37 schools already serve 62 groups. Western Australia has already begun its intensive development, and the fact that the expenditure has risen owing to the disappearance of the unclassified teacher is the healthiest and happiest sign for the future and prosperity of Western Australia.

THE END.



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