

Sydney Mail schools' number, 12 Dec 1934. *Private schools in the provinces always stressed their 'healthy environment'.*

BOOROWA PRODUCTIONS

CHAPTER 41

EDUCATION

ALAN BARCAN

OVER THE LAST 200 years the literature of Australian education has developed through several major phases, and within each historical period we may distinguish particular categories of literature. Some books discuss mainly the political or religious aspects of education; others are concerned with specific educational problems. In a state-dominated society official government reports are numerous; less frequent are comparative or theoretical analyses.

THE NINETEENTH CENTURY

In the raw, pioneering environment of early nineteenth-century Australia, education contributed little to social, political or economic development though it had some importance in the discussion of moral and religious problems. In the early days official documents dominated the scene, dealing mainly with the education of the children of the convicts and the working class. The involvement of the state in education quickly necessitated the compilation of statistical and administrative records. Several British parliamentary investigations reported on Australian education, notably J.T. Bigge's *Report of the Commissioner of Inquiry on the state of agriculture and trade in the colony of New South Wales* (1823; facs, LBSA, 1966) which discusses education in its section on ecclesiastical establishments.

The first book on Australian education was a 28-page publication by the Presbyterian minister J.D. Lang entitled *Account of steps taken, in England, with a view to the establishment of an academical institution or college, in New South Wales* (Sydney, Stephens and Stokes, 1831). Lang sought to provide advanced education through his Australian College, which opened in November 1831. The establishment of several secondary schools prompted the publication of the first Australian textbooks: *A compendious Latin grammar for the use of the students of the Australian College* by the Reverend Henry Carmichael appeared anonymously in 1832 and in 1834 the Reverend R. Stubbs advertised his *Rules and exercises on English grammar*. Both were printed in Sydney.

Equally utilitarian were books of advice to parents with children being educated at home. These include H.N. Murray's *The schoolmaster in Van Diemen's Land: a practical treatise on education for the use of parents and others not professed teachers* (Hobart, Andrew Bent, 1834); *A mother's offering to her children* by 'A lady long resident in New South Wales' (1841; facs, Brisbane, Jacaranda, 1979)—the lady was Mrs Charlotte Barton—and H.V. Boyd's *Letters on education addressed to a friend in the bush of Australia* (Sydney, W. & F. Ford, 1848).

Between 1830 and 1880 debate raged over the place of the various churches and the state in

the provision of elementary schools. Since ultimate authority rested in London the literature was often addressed more to English readers than to Australian. James Macarthur included a chapter on 'The means of education and religious instruction' in his *New South Wales: its present state and future prospects* (London, D. Walther, 1837), while W.W. Burton, a judge of the Supreme Court of New South Wales, championed the role of the Church of England in *The state of religion and education in New South Wales* (London, J. Cross, 1840).

The establishment of national (state) elementary schools in 1848 accentuated the debate; many public lectures were given on the topic and some of these were subsequently published. W.A. Duncan, an educated Catholic layman, publicly supported state schools in his *Lecture on national education* at the School of Arts, Brisbane. This was published in 1850—and happens to be the first booklet printed in Brisbane. In Victoria G.W. Rusden, a notable advocate of national schools, wrote *National education* (Melbourne, Argus Office, 1853), which included a chapter by H.C.E. Childers on New South Wales, Tasmania, South Australia and Victoria. In New South Wales, William Wilkins, secretary of the Board of National Education, issued *National education: an exposition of the national system of New South Wales* (Sydney, A.W. Douglas, 1865). By 1880 the balance had swung in favour of state schools and the debate died down.

Because of their size and wealth New South Wales and Victoria took the lead in developing teacher training. A few pedagogical books appeared in the last quarter of the century. The influence of English education dominated, as is well illustrated by F.J. Gladman who completed his influential *School method* (London, Jarrold & Sons, 1877) only a few weeks before he left England to come to the Central Training Institution in Melbourne in July 1877. His larger *School work* (London, Jarrold & Sons, 1886) was published two years after his death. In New South Wales, William Wilkins delivered six lectures soon after his retirement; these were published under the title *The principles that underlie the art of teaching* (Sydney, Government Printer, 1886).

Towards the end of this century the university became more active. Professors Charles Badham and Thomas Anderson Stuart of Sydney University wrote articles and gave public addresses on education; Stuart's was published as *A review of university life in Australasia with its conditions and surroundings in 1891* (London, Spottiswoode, 1892). To celebrate the first fifty years of the University of Sydney, its registrar, H.E. Barff, compiled a brief history (1902).

The late nineteenth century saw some interest in education reform. W.C. Grasby, who had taught in South Australia, wrote two books after visiting America and Britain. His *Teaching in three continents* (London, Cassell, 1891), the first book on comparative education by an Australian, and his polemical pamphlet on South Australian education, *Our public schools* (Adelaide, Hussey & Gillingham, 1891) were harbingers of reform and were widely read. The depression of the 1890s reduced the immediate possibility of extensive change.

From 1831 on, the returns of the colony of NSW (*Blue books*) contain statistics on education. The first important parliamentary inquiry into education under the chairmanship of Robert Lowe produced a report printed in the *Votes and proceedings of the New South Wales Legislative Council*, 1844. From 1848 the annual reports of the Board of National Education provide valuable data. Similar reports were continued after 1867 by the board's successor, the Council of Education. The final report (1855) of the School Commissioners contained in the *Votes and proceedings of the New South Wales Legislative Council* provides a vivid analysis of education problems, based on visits by Wilkins and his two colleagues to 202 elementary schools.

In Victoria the *Report of the royal commission . . . upon the operation of the system of public education* (chaired by G. Higinbotham), 1867, and the *Report on the state of public education*, prepared by C.H. Pearson, 1877, provided important surveys of school systems. The Higinbotham Report re-examined the conflict between church and state in education. Pearson tried to encourage decentralised control of schools and the provision of secondary schools giving access to the university.

The education acts, passed in most Australian colonies between 1872 and 1885 under the banner of 'free, compulsory and secular', soon came under scrutiny. In South Australia the working of the Department of Education, established in 1878, was the subject of a commission

of inquiry under the chairmanship of J.L. Parsons (South Australia. Parliament. Paper no 122 for 1881; Paper no 27 for 1882 and Paper no 27A for 1883/84). In Victoria the operation of secular education was the subject of a royal commission on education in 1881–84 (Chaired first by J.W. Rogers, later by J.M. Templeton).

As the country emerged from the depression of the 1890s interest in educational reform revived. In Victoria the inquiry chaired by T. Fink was directed especially at technical education and made many recommendations to modernise the education system and adapt it to contemporary needs. In New South Wales the noted statistician G.H. Knibbs, with J.W. Turner, conducted an extended inquiry into all aspects of education, presenting four reports between 1903 and 1905 all critical of the situation. South Australia followed with a royal commission on education, 1911–13 (Chairman: T. Ryan).

THE TWENTIETH CENTURY

The educational reforms of the decade 1904–14 included the establishment of state high schools, scholarships to universities and teachers' colleges, and a new humanist–realist curriculum. The increased demand for teachers and the improved quality of their preparation produced new pedagogical books. The new humanism fostered a strong interest in the history of education and in the role of educational leaders.

S.H. Smith, an inspector who later became New South Wales Director of Education, wrote *A brief history of education in Australia (1788–1848)* (A & R, 1917), limited, despite its title, to New South Wales. It was expanded by G.T. Spaul, who added some uncritical material on the educational work of Henry Parkes, as well as surveys of more recent developments, to form Smith and Spaul's *History of education in New South Wales 1788–1925* (Sydney, Government Printer, 1925). K. Gollan's *The organisation and administration of education in New South Wales* (Sydney, Sydney Teachers College, 1924) provided a valuable analysis of the reforms of 1903–14.

E. Sweetman *et al* wrote a history in 1922 to mark the fiftieth anniversary of the Victorian Education Act 1872; although an official publication, it contained useful detail. In Western Australia D.H. Rankin, wrote *The history of the development of education in Western Australia, 1829–1923* (Perth, Carroll's, 1926). In South Australia T.H. Smeaton of the Public Teachers' Union wrote *Education in South Australia from 1836 to 1927* (Adelaide, Rigby, 1927).

These early histories reflected the optimism of the years of reform. Their cheerful narratives, which attributed educational advance to enlightened leadership, suggested both their function as inspirational texts for teachers in training and the close links of their authors with the Departments of Education.

P.R. Cole, vice-principal of Sydney Teachers' College, was the most prolific of the educational writers of the 1920s and 1930s. His interests spanned educational theory and philosophy, the history of education, Australian education, teaching methods and comparative education. He also contributed to the journal *Schooling* (1917–32) edited by Alexander Mackie, the principal of Sydney Teachers College. With Mackie, Cole founded an Educational Society in 1910 which published more than forty monographs in its first ten years, the most notable of which were *The groundwork of teaching* (1919), *Studies in contemporary education* (1924) and *Studies in the theory of education* (1925), all published in Sydney by the Teachers' College Press. An outstanding Victorian contribution to both comparative education and the history of education, treating all states, was that by G.S. Browne (1927).

The foundation in 1930 of the Australian Council for Educational Research (ACER) renewed the flow of books at a time when economic depression made publication no easy matter. Thanks to financial support from the Carnegie Corporation of New York, the ACER was able to produce a list of titles in which Victorian and New South Wales authors and educational interests loomed large, but which also gave some attention to American education. Between 1930 and 1940 sixty titles appeared in its *Educational research series*, many of them historical, many comparative, and not a few psychological in character. The then director of ACER, K.S. Cunningham, wrote on comparative and pedagogical themes, G.S. Browne on curriculum

revision, H.S. Wyndham on ability grouping, H.T. Parker on speech and intelligence and C.R. McRae on American schools.

Two publications worth noting in the 1930s and issued outside the ACER series were D.H. Rankin's comprehensive though pedestrian *The history of the development of education in Victoria, 1836-1936* (Melbourne, Arrow Printery, 1939), and Professor Ernest Scott's *History of the University of Melbourne* (MUP, 1936). In 1937 three lectures given in London by Professor G.V. Portus of the University of Adelaide were published by Oxford University Press for the Institute of Education (London) as *Free, compulsory and secular: a critical estimate of Australian education*.

The first half of the twentieth century, unlike the nineteenth century, produced few books on church participation in education. One important exception was S.M. Johnstone (Sydney, Council of the King's School, 1932) which was more than the centennial history of one school, for many references were made to other secondary institutions in New South Wales and beyond.

Although in 1938 Catholic schools accommodated some 18 per cent of the school population, little had been written of their history. A massive *History of the Catholic Church in Australasia* (Sydney, Oceanic Publishing Co, 1895) by Cardinal Patrick Moran, Archbishop of Sydney, included a sketchy history of Catholic education, with particular emphasis on New South Wales. Brother Urban Corrigan's *Catholic education in New South Wales* (A & R, 1930) concentrated on the period up to 1880.

The New Education Fellowship Conference of 1937 and its report, *Education for complete living* (MUP, 1937), edited by K.S. Cunningham and W.C. Radford, stimulated interest in progressive education among educational theorists, teachers and a few administrators. The lifting of the economic depression and the shock of World War II also encouraged interest in reform.

The journals *New horizons in education*, published from 1938 in Sydney by the New Education Fellowship, and *Forum of education*, published by Sydney Teachers' College from 1942, carried articles favouring progressive education. A cautiously progressive point of view was provided by an American visitor, R. Freeman Butts (1955) but the centralised character of the state school systems, the existence of external examinations and the decline of interest in progressive education in America in the 1950s retarded this movement.

The ACER issued a series of pamphlets on 'The future of education' from 1943 onwards and commenced a series of progress reports entitled *Review of education in Australia . . .*, edited by K.S. Cunningham *et al.* The first appeared in 1938 and similar volumes followed for 1939, for 1940-48, 1948-54 and 1955-62. While these books provided a useful comparative study of Australian education and were appreciated for their data and descriptions of administrative developments, they lacked critical comment and interpretation.

Despite its inclination towards progressive education, factual compilations and statistical data, the ACER also published a number of important histories of education in the 1950s. These included E.R. Wyeth (1955) and D. Mossenson (1955). D.C. Griffiths' *Documents on the establishment of education in New South Wales, 1789-1880* (Melbourne, ACER, 1957) was unfortunately marred by many printing and transcription errors. Two good accounts of the work of early directors of education were J.O. Anchen's *Frank Tate and his work for education* (Melbourne, ACER, 1956) and A.R. Crane and W.G. Walker (1957) on Peter Board.

Though after 1957 historical titles almost disappeared from the ACER lists, the unprecedented growth in the study of education and teacher training in universities and CAEs fostered a boom in educational publishing, including histories of education. Victoria, particularly the University of Melbourne, was in the van. The annual *Melbourne studies in education*, the first of which, edited by E.L. French, appeared in 1958, were a major contribution. These volumes had a bias towards the history of education because until 1983 all their editors were historians.

Harbinger of a new generation of scholarly books on education was A.G. Austin's important work (1961). Austin also produced *George William Rusden and national education in Australia* (MUP, 1958) and edited *Select documents in Australian education 1788-1900* (Melbourne, Pitman, 1963).

The demand for state aid for church schools, revived by the great expansion of secondary education in the 1950s, meant that church and state became once again an important theme in

educational literature. Austin was heavily concerned with this question, and the theme was further developed by J.S. Gregory's important commentary 'Church and state, and education in Victoria to 1872' in *Melbourne studies in education 1958-59*. Brother Ronald Fogarty's two-volume survey (1959) was a sober celebration of the triumph of Catholic education and a landmark in the history of denominational education, going beyond factual narrative to identify cause and effect and the influence of ideas. Gwyneth Dow examined the conflict between liberalism and denominationalism in Victoria in the 1960s in her *George Higinbotham: church and state* (Melbourne, Pitman, 1964).

By contrast with the University of Melbourne, the University of Sydney's Department of Education concentrated on the theory of progressive education. W.F. Connell edited the *Australian journal of education* (1957-) for the ACER and his interest in both the history of education and progressive education gave the new journal an unprecedented liveliness.

The tremendous growth of universities in the 1950s and 1960s produced only two noteworthy histories of universities: Geoffrey Blainey's history of the University of Melbourne (1957), much more readable than Scott's formal history of twenty years before, and Fred Alexander's story of the University of Western Australia (1963), which examined thoroughly its first fifty years. *The humanities in Australia* (A & R, 1959), edited by A. Grenfell Price, discussed the growing difficulties for humanist studies in Australian universities.

As the liberal humanist influence in Australian education weakened, some writers such as Alan Barcan (1965) and R.D. Goodman (1968) emphasised major facets of that tradition. They extended their horizon beyond simple institutional histories to include such aspects as state and non-state schools, curriculum development, the examination system, the education of girls and the influence of personalities. A strong spokesman for the liberal humanist tradition was P.H. Partridge (1968), whose review is concerned as much with higher education as with schools.

The expansion of secondary education in the 1950s led to numerous committees of inquiry and some interest in comprehensive high schools. The Wyndham Report (1957) of the special New South Wales Committee of Inquiry set a standard that few other reports rivalled. The *Report of the Committee on State Education in Victoria* (the Ramsay Report, 1960) was more a White Paper providing information than a plan for action.

The expansion of universities was helped by the recommendations of the *Report of the Committee on Australian Universities* (Canberra, 1957) chaired by Sir Keith Murray. The development of other forms of tertiary education was assisted by the *Report of the Committee on the Future of Tertiary Education in Australia*, published in three volumes in 1964-65 and known as the Martin Report after its chairman, Sir Leslie Martin. Although many of its detailed recommendations were soon abandoned, the report led to the extension of commonwealth funding to technical education and the establishment of colleges of advanced education.

The incessant stream of reports lent authority to the new educational currents but was also an index of confusion about educational developments. In Western Australia the Dettman Report, *Secondary education in Western Australia* (1969), recommended the abolition of external examinations, as did the report of the Queensland committee, chaired by W.C. Radford, entitled *Public examinations for Queensland secondary school students* (1970). *Secondary education for Canberra: report of the Working Committee on College Proposals for the Australian Capital Territory* (the Campbell Report, 1972) encouraged separate senior secondary schools and progressive, pupil-centred education in the Territory.

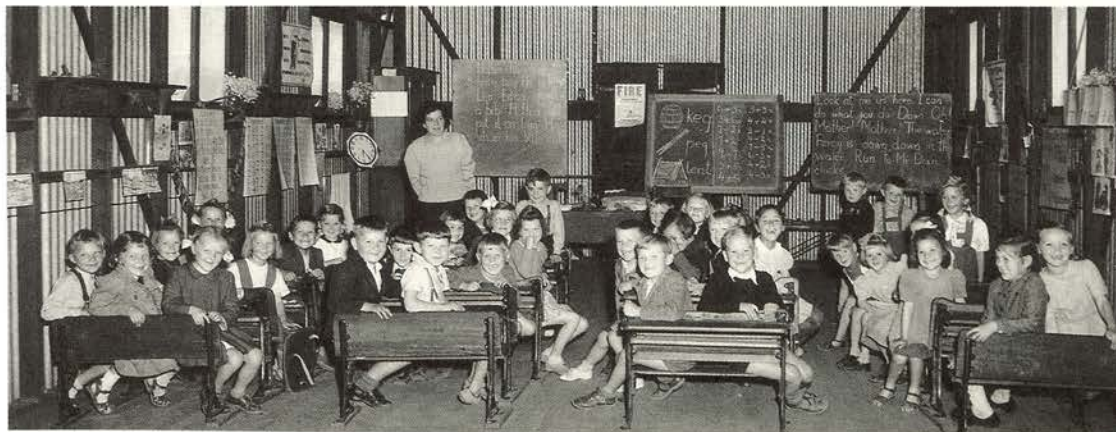
The report of the Interim Committee for the Australian Schools Commission, *Schools in Australia* (1973), known as the Karmel Report, assimilated the new egalitarianism with the new progressive education and stimulated the flow of funds to the new interest groups. *Girls, school and society* (Canberra, Schools Commission, 1975), the report by a study group of the Committee on Social Change and the Education of Women to the Schools Commission, advanced a feminist view. Disadvantaged groups were also identified in *Poverty and education in Australia*, the fifth main report of the Commission of Inquiry into Poverty (Canberra, 1976). The flood of reports, not always distinguished in content and often ineffective in purpose, continued throughout the

1970s. The report of the Committee of Inquiry into Education and Training, *Education, training and employment* (the Williams Report, 1979), analysed the situation after the 'turn of the tide', as school enrolments fell, unemployment grew and funds for education diminished.

The centenaries of the acts passed between 1872 and 1885 produced new state histories of education. Victoria came first, with a three-volume work edited by L.J. Blake (1973). For South Australia, Colin Thiele (1975) provided a readable yet scholarly history. In Queensland, Hector Holthouse's survey also appeared in 1975. In New South Wales the centenary of the Public Instruction Act led to a pictorial history by Burnswoods and Fletcher (1980). In Western Australia the 150th anniversary of white settlement was the occasion for W.D. Neal (1979) to edit a collection of documents, interspersed with a commentary. John Cleverley (1978) met the need for a general history of non-state schools when he surveyed the development of Anglican, Catholic, Seventh-day Adventist, Lutheran, Jewish and other independent schools. Less favourable views of 'elite' schools came from critics such as G. Maslen in his *School ties* (Sydney, Methuen, 1982).

Some books providing an academic approach to the history of education, often with an Australia-wide theme, appeared in the 1980s. Alan Barcan's history (1980) was the first recent comprehensive survey—but such surveys by one author were rare. Interest in biographical studies remained, and R.J.W. Selleck's magnificent study of Frank Tate appeared in 1982, while Cliff Turney edited three volumes of essays on individuals in Australian education (1983). The biographical approach continued in Selleck and Sullivan (1984). By contrast to the attention to leaders and heroes in Turney's three volumes, this Melbourne product emphasised humble non-heroes. W.F. Connell's history of the ACER (1980) was a sympathetic yet scholarly account of the role of this organisation in Australian education. A. Spaul (1982), by contrast, took a national and thematic approach rather than a state-by-state survey and used a wide range of previously unavailable official sources.

The references that follow cover books of major importance published since 1891. Only a few reports are listed and readers are referred to C.A. Brown's *Australian reports on education* (Melbourne, ACER, 1976). No journal articles are included but it should be noted that these are covered by the *Australian education index* (Melbourne, ACER, 1958–), which is a comprehensive index to current literature relevant to education. Finally, mention should be made of the *History of education review*, 1983– (formally *ANZHES journal*, 1972–1982) published by the Australian and New Zealand History of Education Society and the annual *Melbourne studies in education*, 1957/58– , both of which contain many valuable essays.



Children's class at an immigration camp in Perth, 1949. Unknown photographer, Western Australia Government Printer. Internal photographs of educational settings are relatively rare, especially those that show details of the curricula and teaching techniques. Many Australian children, apart from those in migrant camps, were taught in makeshift buildings until the mid-1960s, by which time most state education departments had caught up with the demands for schooling resulting from the postwar baby boom.

BATTYE LIBRARY

- ALEXANDER, F. *Campus at Crawley: a narrative and critical appreciation of the first fifty years of the University of Western Australia*. Melbourne, Cheshire, 1963. 875 p, illus.
A general history of the university.
- AUSTIN, A.G. *Australian education, 1788–1900: church, state and public education in colonial Australia*. Melbourne, Pitman, 1972. 308 p.
Landmark in the study of Australian education. First published in 1961.
- AUSTRALIA. Committee on Australian Universities. *Report ...* Canberra, Commonwealth Government Printer, 1957. 133 p.
Recommended a massive injection of commonwealth funds into universities and the long-term involvement of the federal government in tertiary education. Chairman: Sir Keith Murray.
- AUSTRALIA. Committee on Technical and Further Education. *TAFE in Australia: report on needs in technical and further education*. AGPS, 1974. 2 vols, illus, maps.
Recommended the disbursement of federal funds to support vocational training and the improvement of technical skills through adult and further education beyond technical schools. Chairman: M. Kangan.
- AUSTRALIA. Committee on the Future of Tertiary Education in Australia. *Tertiary education in Australia: report to the Australian Universities Commission*. Melbourne, Government Printer, 1964–65. 3 vols.
Appointed to re-examine the role of higher education, the committee recommended numerous reforms including the establishment of colleges of advanced education as an alternative to universities. Chairman: Sir L.H. Martin.
- AUSTRALIA. Interim Committee for the Australian Schools Commission. *Schools in Australia: report of the Interim Committee for the Australian Schools Commission, May 1973*. AGPS, 1973. 167 p. Chairman: P. Karmel.
Important statement of new commonwealth policies favouring 'devolution', 'equality', 'diversity', generous financial aid under variety of programs and proposals about nature of Schools Commission.
- BARCAN, A. *A history of Australian education*. OUP, 1980. 415 p, illus, maps.
Survey of the history of Australian education, including curricula, teaching methods, examinations and educational aims.
- BARCAN, A. *A short history of education in New South Wales*. Sydney, Martindale, 1965. 338 p, illus, maps.
Surveys development of state and non-state schools, and describes curriculum and teaching methods. Includes select documents.
- BARFF, H.E. *A short historical account of the University of Sydney*. A & R, 1902. 162 p, illus.
Useful for early years of university, foundation of colleges, the curriculum.
- BEAN, C.E.W. *Here, my son: an account of the independent and other corporate boys' schools of Australia*. A & R, 1950. 257 p, illus.
Readable account beginning with historical survey, followed by analysis of 'problems' such as role of religion, headmasters, curriculum, methods, games.
- BESSANT, B. AND SPAULL, A.D. *Politics of schooling*. Melbourne, Pitman, 1976. 202 p, illus.
Pioneering reassessment of schools as institutions established to reinforce conservative ideals and practices.
- BIRCH, I.K.F. AND SMART, D. eds, *The commonwealth government and education 1964–1976: political initiatives and developments*. Melbourne, Drummond, 1977. 226 p.
Critical analysis of major initiatives taken by commonwealth since Federation.
- BLAINNEY, G. *A centenary history of the University of Melbourne*. MUP, 1957. 220 p, illus.
A readable account which includes role of individual academics. Weaker on formal aspects such as enrolment figures and administration.
- BLAKE, L.B.J. ed, *Vision and realisation: a centenary history of state education in Victoria*. Melbourne, Education Department of Vic, 1973. 3 vols, illus.
Vol 1 provides a non-analytical outline of the provision of state primary and secondary schooling. Includes mini-biographies of leading administrators and educators. Vols 2 and 3 comprise historical sketches of hundreds of schools, uneven in quality and reliability.
- BROWNE, G.S. ed, *Education in Australia: a comparative study of the educational systems of the six Australian states*. London, Macmillan, 1927. 461 p, illus, maps.
Highlights reforms introduced by leading educationists in the period 1905–14.
- BURNSWOODS, J. AND FLETCHER, J. *Sydney and the bush: a pictorial history of education in New South Wales*. Sydney, NSW Dept of Education, 1980. 259 p, illus, maps.
Celebrates the centenary of the state's Education Department. Brief chronological outlines of provision of education from 1788, lavishly and aptly illustrated. Ideal for general readership and use in schools.
- BUTTS, R.F. *Assumptions underlying Australian education*. Melbourne, ACER, 1955. 80 p.
Views of an American advocate of progressive education. The book had considerable influence in Australia.
- CLEVERLEY, J.F. *The first generation: school and society in early Australia*. SUP, 1971. 168 p.
Surveys the period 1788–1809. Endeavours to redress the impression that early colonists were not interested in education.
- CLEVERLEY, J.F. ed, *Half a million children: studies of non-government education in Australia*. Melbourne, Longman Cheshire, 1978. 282 p.
Examination of major systems of independent schools (Anglican, Catholic, Protestant, Seventh-day Adventist, Lutheran, Jewish, Non-denominational and Alternative). Treats both historical and contemporary aspects.
- CLEVERLEY J.F. AND LAWRY, J. eds, *Australian education in the twentieth century: studies in the development of state education*. Melbourne, Longman, 1972. 209 p.
The subjects covered include teaching methods and curriculum in state primary schools, 1914–32, state primary teachers between the wars, state secondary schools, 1910–39, role of the commonwealth in education.
- COLE, P.R. ed, *The education of the adolescent in Australia*. MUP, 1935. 352 p. (ACER Educational research series, 32).
Structure of secondary schooling discussed by educational administrators.
- COLE, P.R. ed, *The primary school curriculum in Australia*. MUP, 1932. 310 p. (ACER Educational research series, 16).
Discussion of such matters as theories, industrial and social influences and of other institutions on the curriculum.
- COLE, P.R. ed, *The rural school in Australia*. MUP, 1937. 244 p, illus. (ACER Educational research series, 49).
Discusses special problems in these schools, including buildings, teaching methods, curriculum, timetables.
- CONNELL, W.F. *The Australian Council for Educational*

- Research, 1930–80.* Melbourne, ACER, 1980. 394 p, illus. Throws light on the history of educational theory, innovations, progressive education, journals, conferences and many Australian educators.
- CONNELL, W.F. *The foundations of secondary education.* Melbourne, ACER, 1967. 129 p. Discusses the changing character of secondary education, the increasing tendency of children to continue into secondary school and the need for new values in a changing democracy. Favours comprehensive schools. First published in 1961.
- CRANE, A.R. AND WALKER, W.G. *Peter Board: his contribution to the development of education in New South Wales.* Melbourne, ACER, 1957. 350 p, illus. (ACER Research series, 71.) Survey of the reforms undertaken when Board was Director of Education, 1905–22.
- CUNNINGHAM, K.S. AND ROSS, D.J. *An Australian school at work.* Melbourne, ACER, 1967. 160 p, illus. (ACER Monographs on secondary education, 2.) Reviews the implementation of progressive education at Melbourne Church of England Girls' Grammar School, 1939–53, when Dorothy Ross was headmistress.
- FITZGERALD, R.T. *Through a rear vision mirror; change and education: a perspective on the forties from the seventies.* Melbourne, ACER, 1975. 299 p. (ACER Research series, 97.) Survey of education in early 1940s and early 1970s. Omission of 1960s limits possibility of explaining reasons for change. Statistics.
- FITZPATRICK, K.E. *PLC Melbourne: the first century, 1875–1975.* Melbourne, Presbyterian Ladies' College, 1975. 298 p, illus. A carefully documented centenary history which sets the educational history of PLC Melbourne within the framework of the movement for the emancipation of women in England and Australia.
- FOGARTY, R. *Catholic education in Australia, 1806–1950.* MUP, 1959. 2 vols, illus. Catholic education seen in general educational context.
- GARDINER, L. *The Free Kindergarten Union of Victoria 1908–80.* Melbourne, ACER, 1982. 235 p, illus, maps. Survey of the Free Kindergarten movement, with mention of other kindergartens and of the training college.
- GARDNER, W.J. *Colonial cap and gown: studies in the mid-Victorian universities of Australasia.* Christchurch, University of Canterbury, 1979. 124 p, illus. Compares the founding of the five earliest Australasian universities; presents biographical sketches of founding professors J. Woolley, W.E. Hearn and J.M. Brown; and devotes two substantial chapters to the entry of women to these universities.
- GOODMAN, R.D. *Secondary education in Queensland, 1860–1960.* ANUP, 1968. 396 p, illus. Survey of private, church and state secondary schools. Post-1939 inadequate.
- GRUNDY, D. *Secular, compulsory and free: the Education Act of 1872.* MUP, 1972. 103 p. (The second century in Australian education, 5.) The 1860s background to the 1872 Act and a detailed examination of its passage through parliament.
- HANSEN, I.V. *Nor free nor secular: six independent schools in Victoria: a first sample.* OUP, 1971. 323 p. Examines Scotch College, Melbourne Grammar, Geelong Grammar, Geelong College, Wesley College and Xavier College.
- HIGGINS, E.M. *David Stewart and the W.E.A.* Sydney, Workers' Educational Association of NSW, 1957. 120 p, illus. Serves as a history of the Workers' Educational Association, and of adult education, in NSW, 1913–54.
- HOLTHOUSE, H. *Looking back: the first 150 years of Queensland schools.* Brisbane, Dept of Education, Qld, 1975. 211 p, illus. Offers a picture of the meagre resources supporting education over this huge geographical area.
- HYAMS, B.K. *Teacher preparation in Australia: a history of its development from 1850 to 1950.* Melbourne, ACER, 1979. 161 p. (ACER Research series, 104.) Sober view of preparation of teachers for state schools, with the overseas influences clearly identified.
- HYAMS, B.K. AND BESSANT, B. *Schools for the people? An introduction to the history of state education in Australia.* Melbourne, Longman, 1972. 195 p. Emphasis on NSW and Vic. Post-1938 neglected.
- JAMES, B. *The advancement of Spencer Button.* A & R, 1974. 282 p. Thinly disguised novel by schoolteacher J.L. Tierney under the pseudonym of 'Brian James' about teachers and schools in NSW, 1890–1945. Incorporates many traditional anecdotes. Captures atmosphere and methods at turn of century. First published in 1950.
- JONES, H. *Nothing seemed impossible: women's education and social change in South Australia 1875–1915.* UQP, 1985. xiii, 259 p. Examines the formal and non-institutional education of women in SA from the introduction of compulsory schooling to illustrate the influence of women on society and the effect of the South Australian experience on them.
- KELLY, F. *Degrees of liberation: a short history of women in the University of Melbourne.* Melbourne, Women Graduates Centenary Committee of the University of Melbourne, 1985. x, 172 p, illus. Concentrates on those aspects of women's experience which differentiate them from men: their consciousness of being a minority group and the outcome of their studies in terms of professional or domestic destinations.
- LAWSON, M.D. AND PETERSON, R.C. *Progressive education: an introduction.* A & R, 1972. 126 p. Historical survey covering nineteenth-century Europe, twentieth-century United States, Montessori and Neill. Frequent references to comparable Australian developments.
- MACKINNON, A. *One foot on the ladder: origins and outcomes of girls' secondary schooling in South Australia.* UQP, 1984. 209 p. Examines the links between girls' education and women's work through a study of the Adelaide Advanced School for Girls and suggests that though the school sought to redefine femininity to include professional competence the notion of separate women's work was perpetuated.
- MACLAINE, A.G. *Australian education: progress, problems and prospects.* Sydney, Novak, 1974. 358 p. Survey organised according to themes with references and short bibliography at end of each chapter.
- MITCHELL, B.A. *Teachers, education, and politics: a history of organizations of public school teachers in New South Wales.* UQP, 1975. 260 p, illus. Comprehensive survey of NSW Public School Teachers' Association (1889–1918) and NSW Teachers' Federation (1918–73).

- MOSSONSON, D. *State education in Western Australia, 1829–1960*. UWAP, 1972. 187 p, illus.
Mainly political and administrative history which includes some references to non-state schools. Post-1939 neglected.
- NEAL, W.D. ed, *Education in Western Australia*. UWAP, 1979. 306 p, illus.
Presents 'the atmosphere of former times' through extensive use of documentary extracts rather than interpretative accounts. Introduction provides a historical outline; representative chapters cover the major facets of the provision of government and non-government primary and secondary schooling; concludes with chronological survey of post-secondary education, 1920–78.
- NEW SOUTH WALES. Committee Appointed to Survey Secondary Education in New South Wales, *Report*. Sydney, Government Printer, 1958. 170 p.
Contains a readable interpretation of state secondary education, 1880–1951. Recommends comprehensive high schools. Chairman: H.S. Wyndham.
- OATS, W.N. *The rose and the waratah: the Friends' School Hobart: formation and development, 1832–1945*. Hobart, Friends' School, 1979. 304 p, illus.
Illuminates general educational developments in Tas and the role of this rather special school. Curriculum and methods also considered.
- O'DONOGHUE, M.X. *Mother Vincent Whitty: woman and educator in a masculine society*. MUP, 1972. 189 p, illus.
A biography of Mother Whitty who arrived in Qld in 1861 and founded the Order of Mercy in Australia. Discusses her struggles with the state authorities and with Bishop Quinn.
- PARTRIDGE, P.H. *Society, schools and progress in Australia*. Oxford, Pergamon, 1968. 246 p.
Interpretation and criticism of education, including historical influences, organisation and higher education.
- PORTUS, G. *Happy highways*. MUP, 1953. 294 p, illus.
Pleasantly written autobiography by a dedicated teacher in adult education and universities.
- ROWE, A.P. *If the gown fits*. MUP, 1960. 227 p.
The vice-chancellor of the University of Adelaide critically examines university government.
- SELLECK, R.J.W. *Frank Tate: a biography*. MUP, 1982. 362 p, illus, maps.
A meticulously researched, sympathetic yet analytical study of Tate's career as schoolmaster, inspector, administrator and architect of Victoria's education system, set against the broader social context.
- SELLECK, R.J.W. AND SULLIVAN, M.G. eds, *Not so eminent Victorians*. MUP, 1982. xxiii, 224 p, illus.
Presents ten vignettes of unknown teachers faced with everyday experiences of nineteenth-century state school teachers; as teaching was a family enterprise also illuminates aspects of family life and the ways in which women combined professional and family commitments.
- SHERINGTON, G. *Shore: a history of Sydney Church of England Grammar School*. Sydney, Sydney Church of England Grammar School in association with Allen & Unwin, 1983. 370 p, illus.
Combines a thorough chronological account of the school with details of curricula continuity and valuable analyses of the geographical and occupational backgrounds of the boys, vividly illustrating the school's continuing ties with the ruling classes and its preoccupation with the construction of masculinity.
- SMART, D. *Federal aid to Australian schools*. UQP, 1978. 152 p.
History of federal funding for state education, 1901–75.
- SMITH, S.M. AND SPAULL, G.T. *History of education in New South Wales, 1788–1923*. Sydney, G.B. Philip & Son, 1925. 224 p, illus.
Surveys educational institutions and political framework.
- SPAULL, A.D. *Australian education in the Second World War*. UQP, 1982. 312 p.
Australian schools experienced comparatively little dislocation yet staffing, accommodation and curriculum were affected as schools became a vehicle for the war effort. Effects of war also influenced popular demands for education reform and increased federal involvement.
- SPAULL, A.D. ed, *Australian teachers from colonial schoolmasters to militant professionals*. Melbourne, Macmillan, 1977. 308 p.
Papers on the history of the teaching profession.
- SWEETMAN, E. et al, *A history of state education in Victoria*. Melbourne, Education Dept of Vic, 1922. 312 p, illus.
A pioneering work providing a reliable outline of state involvement in the provision of education.
- THEOBALD, M.R. *Ruyton remembers 1878–1978*. Melbourne, Hawthorn, 1978. 222 p, illus.
Re-evaluates the older tradition of the education of girls by women and its survival despite the challenge of government regulation of private schools and government provision of secondary schooling.
- THIELE, C.M. *Grains of mustard seed*. Adelaide, Education Dept of SA, 1975. 249 p, illus.
Centenary history of state education in SA. Concentrates on human aspects, not institutional development.
- TURNER, C. ed, *Pioneers of Australian education*. SUP, 1969–83. 3 vols, illus.
With one exception the first two volumes focus on state protagonists in the nineteenth-century battle to establish state control over education. The 'pioneers' in vol 3 largely represent twentieth-century professionalisation and bureaucratisation of education.
- WHEELWRIGHT, E.L. ed, *Higher education in Australia*. Melbourne, Cheshire, 1965. 408 p.
Papers from University Staff Association conference, including some on technical education. Extensive 'Bibliography for Australian universities' by J. Caiden.
- WHITELOCK, D. *The great tradition: a history of adult education in Australia*. UQP, 1974. 327 p.
General study of adult education in Australia. It includes surveys of mechanics' institutes, university extension, universities and the WEA, army education and the education of Aborigines. Emphasis on NSW.
- WYETH, E.R. *Education in Queensland: a history of education in Queensland and in the Moreton Bay district of New South Wales*. Melbourne, ACER, 1955. 214 p, (ACER Research series, 67.)
Surveys the colonial period and subsequent developments. After 1920 very sketchy.
- ZAINU'DDIN, A. *They dreamt of a school: a centenary history of Methodist Ladies' College, Kew, 1882–1982*. Melbourne, Hyland House, 1982. 469 p, illus.
Interweaves the traditional intimacy of a centennial history with such themes as male control over female education, service versus professionalism and changing attitudes to girls' education to create a model for future school histories.