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The Study of Education at The University of Western Australia 1916 – 1985

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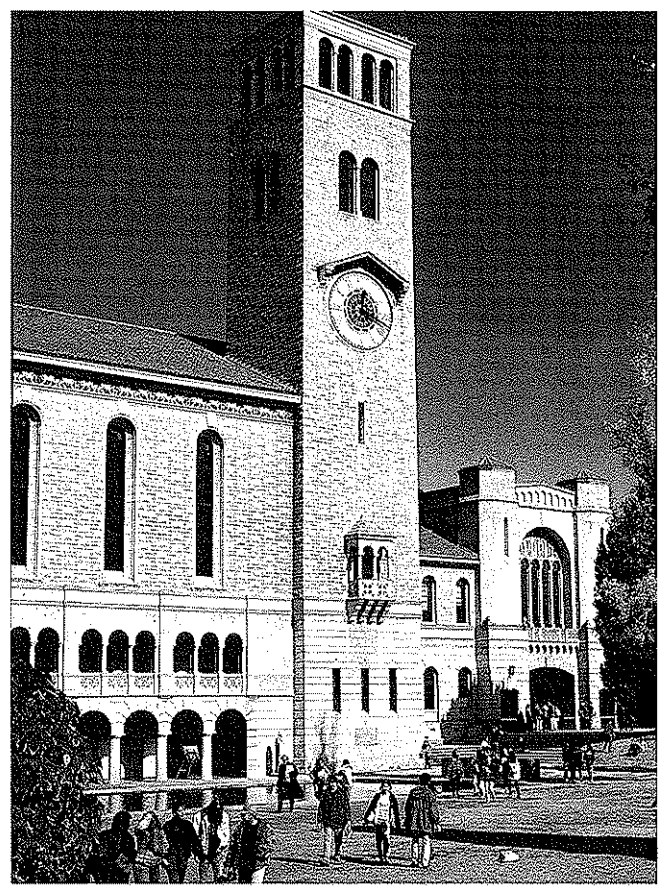
The Study of Education at The University of Western Australia 1916–1985

Di Gardiner



Education Research and Perspectives

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Editorial

As foreshadowed in the last editorial, this issue of the journal is devoted entirely to a recent master's thesis which examined the development of Education as a subject of study at The University of Western Australia. Education has long had to fight for full recognition as a subject in its own right in many universities both in Australia and elsewhere, and even now there are institutions where it is still regarded by some senior academics as akin to a 'Cinderella' subject in much the same way as education departments were viewed by British colonial administrators in the first half of the twentieth century. I am reminded of a remark made to me in private conversation by the late Dr C. B. Beeby, New Zealand's celebrated former Director of Education (1940–1960). We were discussing teacher education during his term of office and I asked him why the New Zealand Department of Education had always preferred to train its own teachers in government training colleges rather than in the four university departments of education that were established in the 1920s. In reply he mentioned the names of some of the early professors, looked skywards, and suggested that it would have been disastrous to have entrusted them with such a task. That was never the case at The University of Western Australia where the Education Department/Faculty has traditionally enjoyed a status befitting its important role as a major participant in training the State's secondary teachers and providing opportunities for extended post-graduate study for a wide range of teachers and educational administrators.

The author of this study is currently the Director of Teaching in the Graduate School of Education. Initially an economics graduate but now rapidly becoming a historian either by choice or by coercion—it depends on whether you ask her or her academic colleagues—she is also widely acknowledged to be one of the outstanding teachers in the university having won several teaching awards. Her study explores a subject of widespread interest but one which has not been accorded the scholarly attention in the past that it rightfully deserves.

CLIVE WHITEHEAD

The Study of Education at The University of Western Australia 1916–1985.

Di Gardiner
The University of Western Australia

This study analyses how 'Education' as an area of study was constructed at The University of Western Australia [UWA] during the period 1916-85. While there is little commentary available regarding the construction of 'Education' in a curriculum sense, what evidence there is suggests that there was hostility towards the inclusion of 'Education' within the university curriculum in the older universities in Australia and in the UK and the USA. This resentment led to a polarisation of views; on the one hand, there was a desire to escape completely to what was often referred to as 'the high ground of theory and respectability' while, on the other hand, there were those who argued for the pre-eminence of becoming immersed in recent and relevant experience, uninformed by theoretical perspectives. Writers in Educational Studies accentuated the tension which developed between these two positions as they tended to consider them to be mutually exclusive. The question of how Education as an area of study was constructed at UWA and whether similarly conflicting views were evident, provided the focus for this research.

The study provides an overview of the development of education from the start of European settlement in Australia, places the UWA experience within the context of developments at Teachers College Columbia[1] and The Institute of Education at The University of London, and then traces the development of the study of Education at UWA from its inception in 1916 through to 1985 which marked the retirement of the last long- term head of department.

A wide variety of sources has been used in developing the narrative. Primary sources located largely within the UWA Archives were especially valuable. These include manuscripts, personal papers, printed material such as the early UWA Calendars and the UWA Education Faculty Handbooks, minutes of meetings, Education Reports, anecdotal evidence, and oral accounts. Secondary sources also provided information necessary to build the contextual framework.

Three main factors were identified as important in the development of Education as an area of study at UWA. First, was the strong, practical emphasis present in the curriculum of the University as a whole when it was founded. The second was the influence of the staff in establishing a reputation

for academic rigour and a strong commitment to research, while at the same time maintaining an important role in teacher training. Finally, the continued response of the Faculty of Education at UWA to changes in secondary education, demonstrated its commitment to professional integrity.

The central argument advanced is that throughout the period, the emergence and development of 'Education' as an area of study at UWA was a response to the demands for both relevance and respectability. In this regard, the hostility often experienced in other universities did not emerge.

NOTES

1. Teachers College Columbia does not include an apostrophe in its title.

Chapter One

Introduction

The Central Argument

This study is about how Education was constructed as an area of study at The University of Western Australia [UWA] during the period 1916–85. The central argument advanced is that throughout the period the emergence and development of Education as an area of study was a response to the demands for both relevance and respectability. In this regard, problems commonly experienced in other universities did not emerge. While there is little commentary available regarding the construction of Education in a curriculum sense, what evidence there is suggests that there was initial hostility towards the inclusion of Education within the university curriculum in may of Australia's early universities. The fact that 'teacher training was never accepted at the Universities of Sydney or Melbourne in the same manner as the professional training courses such as Medicine, Law or Engineering',[1] was a legacy of the association of teaching with the public service and apprenticeship training.[2] This attitude lingered well into the 1970s as evidenced in the opposition to the establishment of a School of Education at La Trobe University.[3] Within other Education Departments this resentment led to a polarisation of views; on the one hand, there was a desire to escape completely to what was often referred to as 'the high ground of theory and respectability' while, on the other hand, there were those who argued for the pre-eminence of becoming immersed in recent and relevant experience, uninformed by theoretical perspectives.[4] What this study sought to determine was whether that same hostility existed to any degree at UWA or whether these positions coexisted harmoniously throughout the period under review and were reflected in the way that Education as an area of study was constructed.

The Research Issue

Since the specific focus of this study is the history of how Education as an area of study at UWA was constructed over the period 1916-85, it is a study which belongs to the larger field of curriculum history at the university level. As such, it can also be seen as part of a general trend, particularly

amongst British educational historians, to move away from predominantly political and constitutional issues to focus more on socio-economic interests. Tangential work in the US centres on studies on the history of particular institutions, like that of Lynch[5] on Indiana State Teachers College, Kliebard[6] on 'the American curriculum', and Warren[7] on the history of teachers' lives.

Two bodies of research literature within the history of education are especially relevant to this study, namely that which focuses on the history of curriculum and that which deals with the history of teacher education. The history of curriculum is a relatively new area within the study of the history of Education. Tanner and Tanner,[8] for example, have looked at the history of the American school curriculum, while Cunningham[9] and Musgrave[10] have focused on the British school curriculum. There are also a number of works on the study of individual school subjects. Especially relevant here is the work of Goodson[11] which relates to a number of subjects, but despite the obvious links with the university curriculum, the study of the history of university 'subjects' is a neglected field. In particular there are few, if any, works on the history of how Education as an area of study has been constructed.

The second major body of research literature relevant to this study is that on the history of teacher education and related institutions. This is a much more prolific body of literature, with contributions ranging from the late 1880s through to the histories of modern universities, teachers' colleges and technical schools. The works of Hyams,[12] Turney[13] and Turner[14] refer specifically to Australia. What is noticeably absent from such works on the history of teacher education, however, is the concentration on how Education as an area of study within the universities was constructed initially and then reconstructed over the past 75 years.

Some insights into the subject of this study are provided by research undertaken overseas. Studies from the USA are particularly instructive. Of interest is the work of Wayne J. Urban[15] from Georgia State University. Urban's work, while focused primarily on the historical development of teacher education in the USA, highlights the fact that Education as an area of study originated outside of the universities and was closely identified with teacher education. Urban identifies two aspects of teacher education which he believes became the 'two poles within which most educational activity for teachers [was] conceived'.[16] These poles were the technical and the liberal. The technical concerns were those related to the practice of teaching, while the liberal provide the 'intellectual context'.[17] The early schools of teacher education focused heavily on the technical aspects of teaching showing little interest in the more intellectual studies of Education.

With the establishment of university departments of Education, the study of Education took on added meaning in the USA. The first chair of pedagogy in a US university was established at the University of Michigan in 1879.[18] Initially, there was an orientation towards advanced study and research, which meant that the focus of Education as an area of study was much less technical than in the teacher training schools. As competition for students grew, however, academics, who had been most concerned to provide the 'intellectual footing'[19] for the activities of other educational institutions, found themselves trying to construct a science of Education by aligning themselves with subjects such as psychology. They also developed a political interest in education by becoming involved in the educational mission of the public schools, addressing their immediate concerns and providing support, both intellectual and material.[20] Further measures to increase enrolments saw an encouragement of female students in US universities and eventually a declaration of interest in preparing high school teachers. Over time university Education departments became more like the original schools of teacher education and in the first two decades of the twentieth century they maintained a focus on preparing high school teachers.

The Schools of Education within universities in the USA also began to develop an interest in the study of administration as the state school systems expanded. Graduate courses and degrees in school administration became standard in university departments of Education.[21] Some critics have argued that these courses reflected 'business interests' that were intent on containing expenditures on public education'[22] and that real educational concerns were abandoned. Nevertheless, the courses were popular and successful. They gathered data on schools using statistical procedures which were claimed to be scientific and thereby legitimised administrative decisions relating to schools.[23] At the same time, the immediate practical concerns of classroom teachers were often neglected.

W. J. Urban, in criticising the trend of neglecting classrooms, cites the work of a group of psychologists conducting research into the psychology of learning which seemed to be undertaken for its own sake rather than for the practical lessons which it might offer to teachers.[24] This separation between the 'academy' and the classroom served the needs of university professors of education. By drawing a distinction between themselves and the world of classroom teachers, especially female elementary school teachers, they gained academic status in the eyes of the university. Urban has concluded that this polarisation between the 'psychologically based science of education which developed in university departments of education and the concerns of school teachers'[25] was a distinct characteristic of university departments.

Despite being divorced from the concerns of classroom teachers, university education departments in the US continued to monopolise teacher training during the 1940s and 50s. Indeed, university trained teachers with degrees were preferred by the school systems, which were mainly headed by university doctoral graduates. This placed great pressure on the autonomous teacher training schools to attain higher status and offer bachelor's degrees if they were to compete with the universities.[26] This could only be achieved by employing university graduates to teach academic subjects not directly related to the training of teachers. As a consequence university academics taught in their own subject areas, with little or no concern to honour their role in the preparation of teachers. Eventually, the teachers' colleges became colleges in which students could major in a range of subjects not necessarily related to teaching. In this ongoing struggle between respectability and relevance the colleges strived to become universities, content to forget their past mission and eager to embrace wider academic objectives, particularly related to research, though in reality doing it less well than the universities.[27]

What followed was an era of dissatisfaction, questioning, criticism and debate in the US concerning the quality of courses offered in university education departments, the calibre of the students and the credentials of the staff. The 1960s was a decade when universities and the qualifications of their students came into question.[28] There was concern over the perceived educational deficiency of the nation's students, a concern which was heightened by the launch of the Russian Sputnik satellite in 1957. Among many solutions suggested was one to involve the whole university in the preparation of teachers rather than make it the responsibility of education departments. The responses from teacher educators included those arguing that Education as an area of study was valid both as an intellectual pursuit in itself, and in the training of teachers and administrators. Some other faculties, however, wanted nothing to do with the training of teachers; even in the late 1980s education departments were still feeling animosity from the Science and Arts faculties and were still uncertain as to whether teacher education programs should, in fact, be separate from other aspects of Education as an area of study.[29]

D. Warren, in his work *Learning from Experience: History and Teacher Education*, suggested that these concerns often boiled down to issues of politics, and competition for dollars, enrolments and prestige, all of which impacted on the construction of Education as an area of study.[30] He went on to argue that university Education departments should have two main concerns, namely, educational research and practitioner

professional preparation, with the concerns of each informing the other. This view was strongly supported by Johnson,[31] who made a powerful comparison between medicine and education as areas of study within the university, highlighting the role of science and research in informing medical practice and noting the absence of a similar relationship with education.

The nature and purpose of Education as an area of study has also been of concern to British academics. Pring, in a study which looked at the birth of the Department of Educational Studies at Oxford University, referred to a submission made to the Bryce Commission of 1895 which highlighted a dilemma of the time: 'It is not the office of the University to train men for teaching, or for any other profession. His special training must be left to those who are engaged in the professional work'.[32] The focus of the submission went further to express a fear of the erosion of academic respectability through the pursuit of professional relevance.

The dilemma highlighted by the Bryce Commission was long-standing. Tibble,[33] writing in the 1960s, suggested that early attempts to define the subject Education were necessarily hampered by its 'embryonic' state, having emerged only one hundred years previously. As early as 1884, at an international conference on Education, R. H. Quick stated that 'what English schoolmasters now stand in need of is theory and the universities have special advantages in meeting this need'.[34] Nearly one hundred years later Brian Simon[35] suggested that it should be the aim of Education as an area of study to be rigorous—to eliminate the lists of facts and the easy unhistorical generalisations—and to be more stimulating and interesting. He went on to argue that practitioners should study conflicts and controversies as a way of seeing what they were all about, rather than leaving them aside and presenting educational change as a simple upward and onward movement. In this way, he felt practitioners could come to understand where they were located within a tradition and thus be better equipped to shape their own professional destinies and those of the profession.

The spirit of this latter position informed to some degree, the evolution of programs of teacher training in the UK. Initially, as teacher training courses developed beyond the teacher-pupil system, courses in the history of education and educational psychology and later philosophy and sociology of education were added.[36] However, Education as an area of study struggled for acceptance in many British universities. It was considered peripheral and frequently viewed as diffuse, sometimes even merely as a growth of interests and minor skills unworthy of serious consideration within the walls of universities.[37] Eventually educationalists were forced to examine the precise nature of educational studies.

In Britain the educational philosopher, Paul Hirst,[38] made a major contribution to this debate by distinguishing between 'forms of knowledge', 'fields of knowledge' and 'practical theories'. Although Hirst later modified his views,[39] earlier he contended that over time, human beings had mutually constructed specific modes of thought or ways of knowing, including philosophy, mathematics, physical sciences, social sciences, morals, religion, literature and fine arts. These modes of thought or ways of knowing are complex ways of understanding experience which are publicly specifiable and require justification. Each deals with different concepts, possesses a different logical structure, contains distinctive expressions which are testable against experience, utilises different techniques and skills for exploring experiences, and defines its own criteria for distinguishing true from false and good from bad. 'Fields of knowledge' are akin to what are called interdisciplinary studies. 'Practical theories', on the other hand, are defined as relevant knowledge from the various 'forms' and 'fields' organised around some central practical problems in order to help define the problems clearly and suggest ways of solving them. Medicine fits into the latter category since it consists of knowledge organised around a series of medical problems. Engineering, Architecture and Education as areas of study can be conceptualised in a similar manner.[40]

Around the same time as Hirst was clarifying his thinking on this matter, Broudy[41] in the US, was following a similar line of thought in designing a model for professional preparation in education. His starting point was his justification for the autonomous existence of such professional areas of study as Architecture, Engineering and Education:

> For a field of study to justify an autonomous existence it must have a set of special problems that direct and focus its enquiries ... . For a field of study to be professionalised it must use and organise facts and principles taken from such diverse disciplines, e.g. chemistry, physics, and psychology, around the demands of its own problems ... . Finally, if a field of study is to be professional it has to utilise practice in order to illuminate theory and to use theory as a guide to practice.[42]

His argument was that a profession is engaged in a practical enterprise, if it is goal oriented:

> Law, medicine, agriculture, engineering, and education have distinctive social functions as their raison d'etre, in every case it is the rendering of a service to clients or clienteles. Hence a professional field of study generates rules or practice as well as principles or generalisations that guide practice.[43]

From this position, he developed a schema for education studies which related educational problem areas to relevant disciplines.

While both Hirst and Broudy developed comprehensive 'schema' which showed how a neat relationship could exist between theory and practice, the reality in a variety of universities and other educational institutions was not always one of such harmony. Rather, different dimensions were emphasised at different historical stages. Particularly significant for a study of how Education as an area of study was constructed at UWA, were the experiences of Teachers College Columbia in the USA and the Institute of Education at the University of London. A detailed exposition on Education as an area of study in these institutions is presented in the next chapter.

The Methodology

The theoretical framework underpinning this study was based on the work of Goodson.[44] A fundamental assertion of his is that attention needs to be given by curriculum theorists to historical studies which examine complex changes over time, rather than focusing on snapshots of unique events taking place at the present time. By focusing on the recurrence of events over time it is possible to discern explanatory frameworks. It is not simply recapturing the past, but providing historical knowledge which can be used by policy makers and planners to make decisions about the present and to inform our future goals.

Goodson's position rejects the view of the written curriculum as a neutral given embedded in an otherwise meaningful complex situation. Rather, he proposes a view of the curriculum 'as a social artifact, conceived of and made for deliberate human purposes'.[45] In similar vein, Hargreaves[46] states that areas of study 'are more than just groupings of intellectual thought. They are social systems too. They compete for power, prestige, recognition and reward'. While these positions have been explicated in relation to the history of school subjects, they apply equally to the history of how academic areas of study at the university level have been constructed.

Another of Goodson's perspectives is also relevant to this study. He asserts that the curriculum constructed should be studied at both the 'preactive' and the 'interactive' levels. To engage in a study at the 'preactive' level is to focus on the plans or syllabi which outline what was intended to happen in a course or program. It involves studying not only the structures and patterns within such documents, but also identifying the various individuals and interest groups involved in their production and the nature and extent of their influence.[47] For the present work this meant in particular an examination of the Calendars and Faculty Handbooks of the

University of Western Australia, Minutes of Faculty and Academic Board meetings, and The University of Western Australia archive collection of relevant personal papers and Annual Reports of the State Education Department.

This study does not deal with what Goodson terms the 'interactive' level. To do so would demand a focus on the interactions which took place in the classrooms, lecture theatres and other learning sites, thus examining how Education as an area of study was mediated by lecturers, as well as examining the 'lived experiences' of the students in relation to lecturers' practices. This is an important focus, but from the outset it was deemed to be a separate project.

This study was also influenced by a number of other perspectives. For example, an approach to the study of curriculum by T. O'Donoghue[48] was informative. He argues that while it is important to commence any historical study of curriculum with an examination of the major phases of development and issues within the local setting, the context should then be broadened to recognise similarities and differences in a wider context. Further, while the major emphasis should be on the curriculum, the relationship with the four other basic areas which are common to all educational work, namely, the aims of education, teaching, organisation and administration, and teacher education, cannot be neglected.[49] Important too is the wider context which incorporates the social, political and economic influences on the construction of the curriculum in various time periods.

A wide variety of sources has been used in developing the narrative based loosely on Goodson's framework. Primary sources located largely within the UWA Archives were especially valuable. These included manuscripts, personal papers, printed material such as the early UWA Calendars and the UWA Education Faculty Handbooks, minutes of meetings, Education Reports, anecdotal evidence, and oral accounts. Secondary sources also provided information necessary to build the contextual framework.

The approach to the handling of sources was also considered important. On this O'Donoghue suggests:

> The associated concepts can best be learned through consulting various curriculum documents including legislation, school programs, official letters, reports and recommendations of commissions of inquiry, biographies, political speeches, minutes, newspaper extracts and textbooks.[50]

This part of the study was not simply a matter of working through the available sources, but also comparing and relating them to one another in order to seek answers to prior questions and to reveal new ones.

Structure of the Study

The study was organized around six main chapters. In each, a chronological and thematic approach was adopted which investigated a designated sub-period. Within each chapter important developments which shaped Education as an area of study, within the Education Department and later the Faculty of Education at UWA, were identified. Due consideration was given to the initiatives taken by significant individuals in promoting these developments, and to the tensions and compromises generated. There were several major milestones, such as the introduction of Education as an area of study into the University through the Faculty of Arts, the establishment of the first Chair in Education, and the establishment of a Department of Education and its evolution into a Faculty of Education. Much of the study examined the initial units of study, the development of courses, staff research activities and the factors influencing the development of these. At the same time, these developments were considered in relation to wider developments taking place within the University and within the world of education at state, national and international levels. Cognisance was also taken of the fact that these developments often occurred in response to political, economic, social and cultural changes.

Chapter Two draws on the broad historical context within Australia, in outlining the difficulties of establishing education in the colonies. It documents the beginnings of elementary and secondary education, the development of teacher training and the establishment of universities in Australia, prior to the establishment of UWA.

Chapter Three dealt with the years 1916–27 during which Education was established as a university subject at UWA. Progress was slow largely due to the First World War, and it was 1927 before a Department of Education was established and a Chair in Education appointed. Throughout this early period much of the work in determining how Education as an area of study was constructed was the responsibility of W. J. Rooney. As both Principal of the Claremont Teachers' College and lecturer in Education at UWA, he established a strong affiliation between the two institutions which was to characterise teacher training in WA for many years.

Chapter Four (1928–54) focused on the work of R. G. Cameron, the first Professor of Education. Cameron's belief in academic foundations for teacher training and the importance of research in departments of education provided a sound basis for the construction of Education at UWA. He held fast to this commitment despite criticisms from the Teachers' Union. Notwithstanding the difficulties arising out of the prolonged economic depression of the 1930s, Cameron introduced new courses of study and succeeded in establishing the Faculty of Education.

Chapter Five (1955–70) dealt with the period when the influence of Professor C. Sanders was uppermost. Sanders had strong views on the preparation of teachers and on what constituted studies in Education. Higher degrees, research activities and professional development courses all expanded under his leadership and contributed to the growing strength of Education as an area of study within the University.

Chapter Six (1971–85) examined ways in which external factors, including federal government policies, helped shape the nature and work of the Education Department in the 1970s and thereafter. A major increase in federal funding of higher education, including research and higher degrees, provided for new initiatives in the construction of Education as an area of study. The concluding chapter draws the various threads of the study together to provide an overview and justification for the central argument advanced in the introductory chapter.

NOTES

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2. *Ibid.*
3. *Ibid.*
4. G. Pring, in P. Gordon (ed), *The Study of Education A Collection of Inaugural Lectures Early and Modern Volume 1*, London, Woburn Press, 1980, p.122.
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6. H. M. Kliebard, *The Struggle for the American Curriculum 1893–1958*, Boston, Routledge & Kegan Paul, 1986.
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16. *Ibid.*, p.59.

17. *Ibid.*
18. H. C. Johnson and E. V. Johanningmeier *Teachers for the Prairie: The University of Illinois and the schools 1868–1945,* Illinois, University of Illinois Press, 1972.
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25. *Ibid.*, p.65.
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27. D. Ravitch, *The Troubled Crusade: American Education, 1945 to 1980,* New York, Basic Books, 1983.
28. W. J. Urban, 'Historical Studies of Teacher Education' in W. Houston (ed), *Handbook of Research on Teacher Education,* p.65.
29. *Ibid.*, p.66.
30. D. Warren, 'Learning from experience: History and teacher education' in *Educational Researcher, 14* (10), 1978.
31. W. R. Johnson, 'Empowering practitioners: Holmes, Carnegie and the lessons of history' in *History of Education Quarterly, 27,* 1979, p.221.
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34. *Ibid.*, p.125.
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42. T. A. O'Donoghue, F. Haynes, *Preparing Your Dissertation/Thesis in Education,* p.10.
43. *Ibid.*, p.11
44. I. F. Goodson *The Making of Curriculum Collected Essays,* New York, Famer Press, 1987, p.259.

45. *Ibid.*, p.260.
46. A. Hargreaves, *Curriculum and Assessment Reform*, Toronto, OISE Press, 1989, p.56.
47. T. A. O'Donoghue, 'Clio and the Curriculum: History and the True Professional' in *Australian Journal of Teacher Education, 17* (2), 1992, p.25.
48. *Ibid.*
49. *Ibid.*
50. *Ibid.* p.26.

Chapter Two

The Wider International and National Scene

Introduction

The history of how Education was constructed as an area of study at UWA needs to be considered against the broad background both of how it developed internationally and in the light of Western Australia's social, economic and cultural history. As Maclaine suggests, 'the past establishes traditions and procedures which persist by becoming deeply embedded in the educational system'.[1] Education is also a reflection of the nature and aims of a society and 'educational institutions are largely instruments designed by society to perform certain functions'.[2]

This chapter initially outlines the way in which Education developed at Teachers College Colombia, and at the Institute of Education at the University of London, the two foremost centres for the study of Education in the English speaking world in the early twentieth century. This is followed by an overview of relevant developments in the early history of education in Australia prior to the establishment of the University of Western Australia in 1911. Three aspects in particular are explored: the establishment of elementary education; the development of teacher education; and the foundation of the Universities of Sydney and Melbourne.

Teachers College Colombia University and the University of London Institute of Education

The experiences of Teachers College, Columbia, and of the Institute of Education at the University of London, were significant influences on how Education evolved as an area of study at UWA. As world leaders in Education, these institutions had a significant influence on education throughout the English speaking world, including Australia, often through grants for travel and study funded by the Carnegie Corporation. These grants enabled graduates from Australia to undertake higher degree studies abroad. By 1952, eight professors in Education and Psychology in Australia held doctorates from the London Institute of Education and almost half the

staff in Australian faculties of education were graduates of the Institute or of Teachers College Columbia.[3] Furthermore, many Australian directors of education, principals of colleges and educational researchers were also graduates of these two institutions.

The Teachers College at Columbia University began as a training institution in 1894, just as the USA was fast emerging as an industrial nation. In the preceding years, increasing school enrolments, compulsory education laws, higher education for women, the transformation of many colleges into universities and innovations in technical education all created an increasing demand for trained staff. The limited training that was available in 'normal' schools was primarily for elementary teachers and varied enormously in nature, quality and duration.[4] With pressure from school boards for higher levels of professional competence, the normal schools began to offer bachelors programs and became teachers colleges, while the universities gradually introduced studies of Education, stimulating an expansion of the content of Education as an area of study, to include the history and psychology of education, pedagogy, child development and educational processes. These developments were important in 'constructing a new academic discipline which was to lie at the heart of teacher education for years to come'.[5]

Teachers College had its origins in the Industrial Education Association. Although its original aim was to promote industrial training, this organisation grew rapidly and focused its attention on the training of teachers.[6] Nicholas Butler, having studied abroad, took over the leadership at Columbia College, determined to show that the field of Education was based upon definite philosophical principles and could be subjected to scientific analysis.[7] Although he was unsuccessful in convincing Columbia University to introduce a course in pedagogy, or become involved in teacher training, Butler did succeed in transforming the Industrial Education Association into the New York College for the Training of Teachers. With its major department being the Department of Education, its focus shifted from a 'philanthropic enterprise to one of educational advancement and reform'.[8] The College granted degrees of bachelor, master and doctor of philosophy and included in its courses the history, science and philosophy of education, psychology in the art of teaching, and methods of teaching the various school subjects. Butler's influence in constructing Education within the teacher training context was a legacy of his studies abroad. While the training college was very successful under his leadership, Butler remained disappointed that Columbia University had rejected an earlier plan to incorporate the New York College for the Training of Teachers, and eventually resigned his presidency.[9]

While this rejection had its basis in administrative difficulties and implied acceptance of coeducation, the University did agree that an alliance between the two institutions would be an advantage, as indicated by this comment from the Trustees:

> Columbia would gain a valuable ally and a unique opportunity for instruction in Pedagogy, while the Teachers College would be assured a high standard of scholarship, university instruction, and the benefits of a university atmosphere and a university library.[10]

The alliance worked well, but the need to gain access to the expertise of the university became increasingly obvious. This, in turn, demanded higher entry standards to the College, improved standards in the professional work in the college, and an enriched curriculum.[11]

The relationship was reinforced through the efforts of James Russell, who also studied abroad before returning to the US to accept a position at Teachers College in 1897. He was determined that teachers should be considered as professional experts just as were graduates in Law, Medicine and Engineering. The universities provided professional training for these professions and should likewise provide a professional school for teachers. Russell, possibly through ignorance of previous tensions between the two institutions, suggested that the Teachers College become the professional training school for teachers within the university and yet remain a separate institution. Surprisingly his plan was approved and in 1898, Columbia University accepted the Teachers College as its professional school for the training of teachers, with the same standing in the university as Law and Medicine.[12]

While this was hailed as a significant achievement, it also brought the daunting challenge of determining the nature of the professional education to be provided. At that time university work in Education in universities such as Michigan, Iowa, Harvard and California was limited to one department, and the training of teachers for elementary schools was undertaken quite separately in normal schools. Under the new agreement both functions were to be undertaken at the university.[13] James Russell's ideas on the nature of Education for teachers, together with his astute choice of staff (including scholars such as Monroe, Thorndike, Dewey and Bagley), provided a basis for the construction of a program which would incorporate both the theoretical and professional preparation required.[14] As his ideas crystallised, Russell outlined four goals for the Teachers College curriculum: general culture; special scholarship; professional knowledge; and technical skills. This provided not only for specific instruction in curriculum and pedagogy, but also enabled the students to recognise relationships between fields of knowledge, to explore

educational psychology, the history of education, and educational administration, and to develop skills in educational research.

From the outset, Russell endeavoured to apply to Education the 'same serious study, the same patient research, and the same controlled observation as was applied in medicine and engineering'.[15] In this regard, Russell's work was important in constructing Education as a unique area of study. Under his direction, Education at Columbia became much more than teacher training. Russell and his staff firmly believed that good teaching required much more than an awareness of 'the tricks of the trade' and 'that a successful teacher must have a background of culture and scholarship as rich as other professionals'.[16]

So successful was the College in raising its standards, attracting high quality students and offering higher degree courses, that by 1902 the University designated Teachers College as being the Department of Education within the University.[17] Substantial changes in curriculum and administration were then implemented, the most significant of which was the separation of the School of Practical Arts (where most of the undergraduates were preparing to teach), from the School of Education. This was an important development which paved the way for the School of Education to become a Graduate School in 1914.

While Teachers College remained highly successful, attracting large numbers of undergraduate and graduate students, tensions developed over the financial success of the College. Resentment at the funding arrangements generated criticism of the courses at the Teachers College and of the presence of women in higher education. Underlying this was a fundamental difference in point of view. On the one hand, most members of the University staff believed that a high school teacher needed only 'a knowledge of his subject matter and a course in teaching methods which would occupy a student one quarter of his time for a year'.[18] On the other hand, the Teachers College Faculty believed that extensive undergraduate work in Education was a prerequisite to graduate professional studies for teachers. In a bid to deal with the conflict, it was suggested that the Teachers College merge with the University just as the College of Physicians and Surgeons had done previously. It was argued that the 'history of education shows clearly that there is no place outside of a university for a high grade professional school'.[19] This suggestion was met with resistance on both sides as issues of respectability and relevance were debated, and it was some time before it was agreed that Teachers College would be recognised as a faculty of the University, but remain financially independent.

The experience of Teachers College at Columbia University was relevant to this study because it identified some of the factors which influenced the

construction of Education as a specific area of study. Initially, it developed from teacher training outside of the university in response to the demand for better qualified teachers. In this context, the leadership of Butler and Russell, who were prepared to challenge previous educational practices and who firmly believed in a university education for teachers, influenced the way in which Education developed. James Russell's influence is particularly significant since he later spent time in Australia through the generosity of the Carnegie Corporation, visiting educational institutions and advising on programs. The affiliation of the Teachers College with the University is also relevant, as this model of teacher training later emerged in Australia.

The historical experience of the Institute of Education at the University of London was also relevant to this study. The London Day Training College, which subsequently became the Institute of Education, had its origins in 1893 when the London County Council created a Board of Technical Education.[20] This Board was quick to realise that with the rapid expansion of London's secondary schools, large numbers of well trained teachers would be needed. The Board recommended the establishment of a day training college to be conducted in conjunction with the Board of Education and the University. The Board suggested that this would enable students to read for their bachelor of arts or bachelor of science degree while completing their professional training. To assist this, the Board suggested that the University appoint a professor of the 'Theory, History and Practice of Education' who could also head the new institution.[21] The University considered the proposal and indicated that it was willing to cooperate in the establishment of a Training College which would be governed by a Local Committee of equal membership from the London County Council and the University. This was established in 1902. While the University agreed to the appointment of a professor, it rejected the proposal that this person would also be the principal of the College. Furthermore, while it agreed to cooperate it would not consider the question of the Training College becoming a part of the University. When this question was raised again, six months later, the University still did not commit itself on the matter, although it reluctantly conceded that the professor appointed could also be Principal of the College.

The function of the London Day Training College was to provide for the professional training of secondary school teachers who were concurrently completing a three-year Bachelor of Arts or Science degree at the University of London, and to offer a one-year post graduate course leading to the London University Teachers' Diploma. In addition, for a year or two the College also provided short courses of training for demobilised men and women who wanted to become elementary teachers.[22] John Adams, who

was Professor of Education in the University, became Principal of the London Day Training College. Much of the growth and status of the College was due to Adams and his foundation staff who were experienced in teacher training, having taught at institutions such as the Cambridge Training College for Women and the Teachers' Training Department of the University of Wales.[23] They established excellent relations with the Council, the University, the Schools within the University in which their students were pursuing their studies, and the teachers in the practice schools. John Adams, in particular was remembered with high regard by his students:

> John Adams was the traditional Scottish professor retaining a sufficiently aloof position to arouse the curiosity of his students. He made no attempt to simplify his material, which he delivered with wit and pace in a marked Scottish accent, leaving his students puzzling over words. Not a few of his students found his lectures beyond them and, indeed, questioned their relevance for the practising teacher. Others, recognising his marked individuality and humour, considered them to be works of art presenting an inspiring standard of values firmly based on his philosophical and psychological conceptions.[24]

The staff of the college were widely considered to be a 'richly assorted company'.[25]

Under the Board of Education regulations, the professional work was to be woven around the academic courses which the students were pursuing. Originally, this was achieved by the London Day Training College staff giving their lectures at the university college, which the students attended for their undergraduate studies. Students attended lectures in teaching method, science, English literature, art, music, physical education, speech training and needlework at venues scattered all over North London and attended a school for a criticism lesson and discussion. This became more complicated as student numbers rose and it soon became obvious that the College needed a permanent home.[26]

The student workload which resulted from the shared arrangement caused a great deal of concern and teaching practice had to be completed in the long vacation to prevent disruption of the university courses. In addressing the issue of the overloaded course, the University Board of Studies in Pedagogy suggested the introduction of a first degree in Education, incorporating professional training, however, the idea was 'deemed academically unacceptable', raising again the issue of respectability in the university.[27] Eventually, the Board of Education solved the problem by introducing a four-year qualification in which the fourth year was exclusively focused on professional training. Originally called the Diploma in Pedagogy, this was later changed to the Teacher's Diploma

in 1910. This qualification proved so popular that most of the students of the College opted for it. Teaching practice and observation of demonstration lessons were an important aspect of the college year and a great deal of time was spent in small tutorial groups discussing these and the method classes in the different subjects.

In 1911, following the move to four-year training, there was a further extension of university work in higher degrees with the inclusion of an MA in Education. This opened the door for doctoral studies in the field. By now the question of the relationship of the College to the University had been raised again and in 1908 a formal application was made for the College to be admitted as a School of the University. The University carried out a thorough investigation of the organisation, finances, staff, standard of teaching, the library and the curriculum of the College, which culminated in a highly satisfactory report.[28] As a consequence the London Day Training College was conditionally accepted as a School of the University, with Senate confirming the admission of the College effective from October 1909, but restricting admissions initially to a period of five years.

Once accepted by the University, some changes, including a reduction in school teaching practice, occurred to ensure 'the character of the training was made more suitable to university graduate status'.[29] The small tutorial groups which had been so central to the training were also lost in the increased workloads of staff and students. This was a source of frustration as indicated by this comment from staff:

> Now, instead of exerting our utmost all day to help our Diploma students, discussing their teaching, their essays, their ideas, their future, we spent part of a non-school-practice day planning school visits, discussing educational changes in England and hearing about educational systems abroad, holding MA seminars and working with research students carrying out tests and experiments. The horizon was becoming wider, and there were ever more students, more senior students, more staff, more commitments—and less time to give to any one person.[30]

By this stage the staff were under the leadership of Percy [later Sir Percy] Nunn, who succeeded John Adams as Principal in 1922. Nunn's contribution to the development of the College was outstanding as seen in this tribute from a staff member:

> T. P. Nunn's outstanding intellectual capacity and wisdom made him the leader under whom the staff made so notable a contribution to modern educational thought, both on the theoretical and philosophic side and in the production of material for use in schools. He himself, philosopher, mathematician, scientist, musician, with his great gifts of organization and ability to manage men, carried

> a tremendous burden of work ... . As Principal and Professor of Education ... he was a brilliant teacher and his discussion lessons were something to be remembered ... . Above all, he loved to teach.[31]

Nunn's influence on the construction of Education was a significant factor in the emergence of academically respected studies in the college.

By 1928, when the London County Council recommended the permanent transfer of the College to the University, it was well established as a School of the University. Nevertheless, the matter dragged on for years with various reports and conferences dealing with financial and staff concerns and the establishment of a new governing body, and it was not until 1932 that the College was finally transferred to the University to become the University of London Institute of Education. Thereafter, its status and reputation grew steadily. The curriculum developed with the inclusion of comparative education, child study, art and literature, educational administration and educational psychology, and new associateship courses attracted post graduate students. Educational administrators, training college staff and graduates from many other British Empire territories, including Australia, studied at the Institute of Education as it developed into a leading centre of education in the English speaking world.

The experience of the London Day Training College in gaining university status displayed little of the acrimony and tension which accompanied the progress of Teachers College at Columbia University, although there was some reluctance in taking the final measures to incorporate the training college. Some common features emerge however. In both instances educational studies began outside the universities in response to the demands for more qualified teachers resulting from the nineteenth century expansion in elementary and secondary schooling. Both colleges also had expert, enthusiastic and respected staff who shaped Education as a subject, ensuring that academic standards were high and valued by the University. Adams and Nunn, as Principals of the College and Professors of the University, were also strongly committed to academic foundations and established strong links between the two institutions, paving the way for the transition from a teachers' college to a university department. Further common features were the affiliation arrangements between the training college and the university, and the expansion of educational studies once Education was established as a university subject.

While developing from the practical needs of training teachers, the study of Education at both Teachers College and the London Institute expanded to include history, philosophy, psychology, sociology and pedagogy reflecting the perceived need to educate and not just train teachers. Gradually higher degree studies and research developed, earning

even greater respect from the universities, however, that acceptance resulted in each case in a shift in focus from the practical to the more theoretical aspects of Education. At Teachers College, the segregation of the undergraduates and the establishment of a Graduate School suggested that maintaining respectability within the University was a priority. Similarly at the Institute of Education, acceptance into the University of London resulted in reduced time for teaching practice, as status within the University became a prime consideration. It was from this background that this study of the development of Education at the University of Western Australia was undertaken.

An Overview of Education in Australia Prior to the Establishment of The University of Western Australia

Elementary and secondary education

Education was not a high priority when the first fleet arrived. With some 970 adults (of whom more that 570 were convicts), 36 children, and no school teacher, the responsibility for education fell to the only clergyman. The Reverend Richard Johnson was provided with a supply of books which he used as a basis for preaching the evils of swearing, lying and stealing, thereby providing the beginnings of adult and moral education in Australia.[32] As with most aspects of society, the administrators of the new colony attempted to impose the educational institutions and practices of England in their new surroundings. In England the Churches were responsible for the education of the poor, while the wealthy provided independently for the education of their children. A similar pattern emerged in the early Australian settlements.[33]

There were two primary influences on education in New South Wales. The first was the social character of the early colonists. Most were unwilling settlers, of lower class origin 'with a morality in almost complete conflict with that of the leadership in church and state'.[34] The second influence was the acute shortage of labour. This served to discourage schooling as it was easy to obtain work without an education. As a consequence, of the 246 children in the colony by 1792, few were being educated.[35]

The progress of education was hampered by several other factors. The poor attitude of the settlers to education, irregular attendance, non-payment of fees and the indifference of parents to their responsibilities did little to support educational initiatives. The problem of providing schooling in the more sparsely populated areas as settlement spread and the acute shortage of trained teachers were further obstacles to progress.

From 1815 the fortunes of education in the colony fluctuated, some would say haphazardly, with varying degrees of Church and State

involvement.[36] Sunday schools, schools for the orphans and the poor, Catholic schools and vocational training for the lower classes all expanded. Except for a small number of fee paying church sponsored schools for the children of the colonial elite, most education was provided in what Jones describes as:

> ... primitive conditions and by untrained men and women, frequently ex convicts. Sectarian rivalries and disputes about the respective roles of the church and state in the control of education prevented the early establishment of a uniform and satisfactory education system.[37]

Various schemes to develop a more formal system of administration of education were initiated, most of them failing due to lack of funding and trained teachers:

> In fact many teachers were of poor quality. Inadequate pay, low social status, close and sometimes oppressive supervision by the Archdeacon and his clergy, together with the onerous nature of the task of teaching, produced a high resignation rate.[38]

Despite the lack of trained teachers, efforts to provide education continued. A significant initiative in encouraging pupils to attend school resulted in the establishment of the Female School of Industry, set up by Lady Darling in 1826, and the Hobart Town Mechanics Institute in 1827. Both offered practical programs.[39]

What was strikingly different from the English pattern, however, was the lack of collegiate schools comparable to the English public schools. It was these schools which would have provided a more formal secondary education and created a demand from the upper class for a university education. Eventually, with the prosperity generated by the pastoral expansion of the 1830s and the increasing recognition of 'the value of education as an agent of progress'[40] in Britain, some initiatives in this regard did occur. In November 1831, the Australian College was opened in Sydney. This was the first attempt at establishing a school which mirrored the boys' colleges of Britain. Although its success was short lived due to religious and financial disputes, a similar college, King's School, opened in 1832.[41] It provided a classical education, far removed from the more practical curriculum which was favoured by most settlers.[42] Archdeacon Broughton, on founding the school, determined that the curriculum should include the classics, mathematics, religious instruction and some history and geography.[43] His intention was to provide a curriculum which would appeal to the sons of parents of the middle and upper ranks of life, 'the future legislators, magistrates and other public

functionaries'.[44] Three years later, Sydney College, a similar institution was established.

The *Act for the Government of New South Wales* was proclaimed in 1843, and this stimulated debate about the nature of education, the need for education for citizenship, an awareness of the need for literacy and concern over declining school attendance. These concerns were taken up by a select committee whose brief was 'to enquire into and report upon the state of education in this colony, and to devise the means of placing the education of youth upon a basis suited to the wants and wishes of the community'.[45] This provoked considerable discussion which highlighted the diverse views of what constituted an appropriate education and who should provide it.[46] On the one hand, the liberal view valued education for itself as a means of social improvement. This view also supported the role of religion and the churches in education. On the other hand, the more pragmatic view was based on the principles of Jeremy Bentham, and supported by the Reverend Henry Carmichael, who promoted 'educational renovation' when he arrived in the colony in 1831.[47] Carmichael supported a system of national education, the formal training of teachers and the separation of religion and education. He also valued an education based on useful knowledge. The consequence of these opposing views was twenty years of struggle between those who wished to establish a state system of education and those who held firmly to the need for church schools.

Some newspaper editors were vehement in their criticism of church involvement in education:

> ... there are many towns and district in the country where the people are disgusted with the indifferent care paid by the clergy to the schools ... . Governor Gipps says 'the clergy are less disposed to cooperate than ever they were'. Of course they are, and nothing can be more certain than that every year will strengthen their disposition, as it confirms their love of power and influence. Are the clergy likely to cooperate at any time during the next thousand years?[48]

Many also expressed the view that 'The circumstance that they are priests of a popular religion, gives them no right to dictate the system of education to be adopted'.[49] Much of the dissention arose from those who wished to focus on commercial and scientific subjects rather than emphasise the classical curriculum traditionally favoured by the upper class.

By this stage, the colony in Western Australia had been founded. The development of education in Western Australia was restricted by a small population and a poor economy. Education also lacked the support of the government, the church and the small middle class. An initial attempt

by the government to provide schooling for the settlers in the local Anglican church failed when the teacher gave up, and although a second teacher was appointed in January 1830, by August there were no students attending.[50] In the following year several subscribers' schools opened. These schools, which were controlled by parents and supported by a government subsidy, had been popular in England with the middle classes, but again attendance was poor.[51]

In the early 1830s there was an attempt in Western Australia to imitate the classical education provided by the grammar schools and private girls' schools in England.[52] Schools such as Mrs Waldeck's School for Girls and the Bishop's School, founded by Bishop Mathew Hale, offered a 'middle class' education to the children of the 'colonial gentry'.[53] The Bishop's School subsequently closed through lack of support, raising serious questions about the relevance of a classical education for the community. Governor Stirling had been a supporter of these schools, but on his retirement his conservative successor, John Hutt, believed that the State should provide education only for the poor and orphans, and consequently all state-aided schools collapsed.

It was not until John Brady, an Irish priest, arrived in the Swan River colony that education began to recover.[54] Initially, he and his team of nuns met resistance from those who feared their children to be at 'risk of imbiding heretical notions'.[55] By 1848, however, two thirds of the children attending these Catholic schools were Anglicans, and after considerable rivalry between the Catholic and Anglican communities, a General Board of Education was established to draw up regulations concerning public schools and to administer funding. The result was the founding of the Perth Colonial Boys' and the Perth Colonial Girls' Schools in 1847, with approximately 80 pupils between them.[56] Catholic schools continued to operate, but small private schools disappeared. There was only one secondary school, the Perth Free Grammar School, unlike the collegiate schools which had emerged in Sydney, Melbourne, Hobart, Launceston and Adelaide.

By this time the gold rushes of the 1850s had created serious problems for education in the eastern colonies. The growth and movement of the population placed a strain on available facilities, teachers left their schools for the goldfields, inflation caused rising costs of buildings and books, and family life was disrupted. It was only when gold mining changed from alluvial to deep mining that permanent towns were established and schools again developed.

This development was further consolidated when the *Australian Colonies Government Act* of 1850 provided the States with the motivation and structure to organise education systems. It was generally agreed that

it was the responsibility of the State to encourage education for all and to develop the notion of citizenship. This highlighted the need for an educated populus capable of exercising responsible government, which in turn generated support for a university. The idea of developing secondary schools with better academic standards, was opposed by those who believed that small private schools which focused on commercial subjects were more appropriate. The pastoralists, on the other hand, were keen to establish boarding schools based on the English model which would allow them to educate their sons without sending them back to England. In due course Sydney Grammar School was founded (1852), providing the necessary preparation for a university education.[57]

Similarly in Victoria, state grants assisted the founding of Scotch College (formerly the Melbourne Academy), St Patrick's College, Geelong Grammar School and the Melbourne Church of England Grammar School. These schools offered courses in classics as preparation for university study in either Australia or in England.[58] They also found it necessary, however, to offer practical and commercial courses in order to attract a sufficient number of students. Their courses were modified accordingly, and Latin and Greek began a slow decline as science, English, geography and history gained popularity. In time the curriculum began to resemble that in Scottish high schools which were more practical than their English counterparts. It provided a blend of classical and commercial subjects in what Barcan describes as 'a liberal-modern compromise curriculum'.[59] In addition to the liberal classical subjects of Greek, Latin, algebra, geometry, history and English, these schools also offered modern subjects such as French, German, book-keeping, shorthand, arithmetic, mechanics, drawing and music.[60] The needs of the community were thus significant in constructing the school curriculum. Despite the inclusion of more modern subjects, traditional methods of didactic teaching, based strongly on memorisation, together with silent reading, remained uppermost.[61] This restricted repertoire of teaching approaches was due mainly to the poor qualifications of most teachers, large class sizes and the lack of knowledge of the new teaching and learning theory which was beginning to emerge in Europe.

Throughout this period there was little progress in education in the colony of Western Australia and it was not until the 1890s that education began to expand. While the other colonies were affected by the prolonged depression of the 1880s, the colony of Western Australia experienced gold discoveries in the 1890s which generated prosperity. Many skilled teachers, suffering the effects of the depression in the east, arrived in the west seeking work. One of these was William Rooney, a teacher from Sydney, who became the headmaster of Perth Boys' School and who also played

a leading role in the development of secondary education in WA.[62] Also influential was the work of J. P. Walton, a trained teacher and headmaster from England. Walton was engaged to write a report on education for the State Education Department, which resulted in significant changes, including a new curriculum and improved teacher training.[63] These changes were supported by the arrival of Cyril Jackson from England. As the first Inspector General of Education, he brought with him the latest developments in education from England and the USA, and was instrumental in the establishment of a technical school and the broadening of the school curriculum which had already occurred in the eastern states.[64]

The slow development of schooling in the colony of Western Australia in the nineteenth and early twentieth centuries, reflected the practical demands of life which attached little importance to a formal education. Furthermore, the isolation of the colony from developments elsewhere and the conflicting views of what constituted an appropriate education also hampered progress. Eventually, with greater prosperity and political stability, the value of education for all and the means to provide it were realised. While the tension between those who valued education for its practical preparation and those who believed in a liberal education remained, the need for well trained teachers became a common concern.

Teacher training

It was the establishment of the grammar schools from 1830 onwards that provided the motivation for the development of teacher training courses. Originally, the principal source of teachers, other than convicts, was from those who had been educated themselves but not prepared for the specific task of teaching. By 1825 the shortcomings of this were apparent and a three month training class for prospective teachers was introduced. Under this program, teachers from the Anglican schools and some new recruits were instructed by W. T. Cape, 'probably the most celebrated elementary school teacher in Sydney at the time'.[65] Prospective teachers were instructed in the monitorial system devised by Andrew Bell and Joseph Lancaster in England, which used a 'senior pupil who was instructed by the headmaster to teach in turn the remainder of the school'.[66] While this system facilitated mass instruction in elementary schools, it also implicitly trained teachers. After the period of instruction the teacher candidates were placed in schools for observation and practice before returning to their schools or taking up new appointments. There was little progress in this regard, however, as further efforts at training teachers were thwarted by an economic depression which limited the finance available.

The issue of teacher training emerged again in the late 1830s as Governor Gipps, concerned over the teacher supply problem, proposed a training school. The principal of Sydney College made a similar plea calling for teachers to 'go through a regular apprenticeship; let their certificates prove their ability and skill in imparting knowledge'.[67] What both of these men rejected was the notion that anyone could teach without specialised training. This concern had also been raised by the select committee on education which had supported a liberal education focusing on the classics for all teachers and that they should be educated in the 'company of others destined for a variety of professions'.[68] In this respect, the committee drew on the Scottish tradition of educating school masters in the universities. How this was to be achieved in the colony generated much debate. Some suggested a 'normal school' based on the English tradition, which would provide both an education and a level of training. This proposal was opposed by those who believed in a model school where teaching techniques could be developed by focusing on practical experience. No immediate action followed, but the issue of the relative importance of practice and theory emerged and continued to dominate teacher education debates in Australia for many decades.[69]

After much deliberation a decision was finally made in 1847 to institute two educational boards, one for denominational schools and one for the national (state) schools. Each Board recognised the urgency of devoting attention to teacher training within its schools and by 1848, the National Education Board had decided that :

> The Commissioners will provide a Normal Establishment in Sydney for training teachers, and educating persons destined to undertake the charge of Schools, and they will not sanction the appointment of a teacher permanently, to any School unless he shall have received a certificate from them.[70]

As a result of this, the first teacher training institution, Fort Street Model School, was established in 1850, thereby providing the foundation for the 'dominance of state-provided teacher preparation in Australia'.[71] William Wilkins, a successful teacher and headmaster from England, was appointed principal, having arrived in Sydney some months after the school began operating. He was surprised to find that prospective teachers were given only a one-month course of observation and practice before taking up their appointments. Although this system enabled the Fort Street Model School to supply teachers to the rapidly expanding National school system and the grammar schools, the level of preparation was completely inadequate. Wilkins felt that the solution to this problem lay in the British apprenticeship system and he succeeded in introducing the pupil-teacher system. He was also committed to introducing new techniques (based

on the work of Pestalozzi), the phonic method of reading and other learning theories originating in Europe. His success was limited, however, since only half the teachers in the colony completed any training.[72] The ready availability of work, even for untrained applicants, provided little incentive to gain higher educational qualifications.

For several decades there was little improvement in the provision of teacher training, which was still limited to preparation for elementary teaching. Over time concerns grew over standards in elementary education, the quality of teachers, methods of teaching, the nature of the curriculum and the availability of resources. Rote learning was still encouraged by teachers who were ill equipped to provide any alternative. In an effort to address the problems, Victoria, New South Wales and South Australia gradually initiated training programs which required trainee teachers to complete an apprenticeship year in a school. This pupil-teacher system became the major means of teacher training and displayed many of the characteristics of the English system on which it was modeled. Candidates who were required to be at least 13 years of age, were paid an annual salary and were expected to pass examinations at the end of each year. Teachers in charge of the apprentices were paid to provide instruction for these examinations. During the course apprentices were instructed in reading, writing, arithmetic, grammar and geography. In the matter of discipline they were expected to manage progressively each class of the elementary school. Those who impressed could then proceed to training school where they took classes in a range of courses including English, mathematics, astronomy, physiology, history, zoology and school management and were duly awarded the Trained Teacher's Certificate.

In NSW the Fort Street Model School continued despite the preference for the pupil-teacher system. It employed a full time training master and increased the hours of daily instruction, although the total length of preparation, a mere two months, remained inadequate. This was eventually extended to three months and included a day per week in schools. While this enabled the training school to recruit three times a year, the intake was limited as many candidates were deemed ineligible because of inadequate educational attainment, physical deficiencies or defects of character.[73]

During the 1870s and 1880s the training of teachers lagged behind changes in schooling. The teaching of classics and advanced mathematics in some schools required longer periods of training and eventually training courses were extended. In a period of marked improvement over the previous decade, elements of educational psychology appeared and textbooks on teacher training became available. The ideas of Pestalozzi, Froebel and Herbart introduced concepts of inductive learning, cognitive

development through a degree of independence in learning and the importance of 'arrangement, illustration, association and repetition in lessons.'[74] Pestalozzi's theories, which by now had become more widely accepted, focused on the faculties of pupils which he believed to be identical in all 'normal' children and developed in a fixed order at a similar age, so that similar approaches were appropriate for all.[75] He did acknowledge, however, that slight variations in each child's development would occur and require some individual consideration.[76]

The work of the German psychologist, Herbart, provided a new pedagogy as a foundation for teacher training. Although Herbart had died in 1841, his theories were modified and revived in the late 1890s. These modifications, referred to as neo-Herbartian, were supported by those involved in teacher training. Herbart believed that learning was achieved through the process of 'apperception'; i.e. that the mass of ideas in the mind helps assimilate new ideas and that the teacher can assist this process by choosing appropriate subject matter and techniques. For the first time the child's interest became important in the process of learning. Also important was the need to plan lessons in a series of logical steps. These included: preparing the child's mind by relating to existing knowledge; presentation of new information; making connections and comparisons; generalising the concepts; and applying the concepts to examples.[77] While these teaching principles represented a significant improvement on the previous methods of silent reading, memorisation and repetition, there was still strong support for the accumulation of factual knowledge, the domination of the teacher in the classroom and the belief that certain subjects should be studied as they sharpened the mind.

C. H. Pearson, the Minister of Public Instruction in Victoria, attempted to link various functions of the mind to the subjects of the curriculum when he wrote:

> Reason, memory and attention could be trained by the study of mathematics, English, French, German and music as well as by the study of the classics. The faculty of observation could be trained by the study of geography, botany, chemistry and drawing and the faculty of imagination by the study of history. This theory could be used to justify the addition of a considerable number of modern subjects to the liberal curriculum.[78]

Opposing views supported mental training through a more classical curriculum which would teach students to think:

> I know of no other object of education, whether primary or secondary, except to teach men and women to think; I do not say that you should teach nothing else, teach girls cookery if you please, and teach lads chemistry or geology—

> we shall want cooks, chemists, geologists—but do not omit to educate them as well, that is make them conscious of every operation of their mind, and able to distinguish and express every thought and sentiment that rises within them.[79]

Still another view, originating from the work of Matthew Arnold in England, was that the purpose of education was to develop character through the study of literature and history, not just mastery of a set of skills.[80] These rival views had implications for both the construction of the school curriculum and the introduction of innovative teaching methods, but they were ignored by most teachers who continued to rely on rote learning. They were also at odds with those who continued to believe that schooling should be more closely related to practical work and life in 'the real world'.

This conservatism in embracing new educational theory limited the academic development of teacher training courses. Furthermore, poor institutional conditions, strict regimentation and rules, segregation of men and women, demeaning methods of instruction, long hours and little guidance from teachers, did little to attract better quality candidates to teaching, and high failure rates continued.[81]

The economic depression of the 1890s caused further problems by placing restrictions on teacher training, thereby exacerbating the shortage of trained teachers. Other problems arose from complaints by teacher organisations that training methods were used to generate cheap labour, and from criticism of the poor preparation of teachers in Australia:

> We countenance many silly things, but few more idiotic than the attempt to educate children by means of boys and girls themselves uneducated ... . No progressive people outside the British Empire retains the stupid, baneful pupil-teacher system.[82]

These criticisms provoked prolonged debate about the preparation of teachers, which was still limited to elementary teaching. By the end of the 1890s, the importance of a liberal education for teachers was widely acknowledged, but it was yet to be realised. Significant reforms in teacher training were needed to embrace enlightened educational theory and methods. Implicit was the need for prospective trainees to reach a designated level of secondary education prior to teacher training. A theoretical and practical preparation would then provide the intellectual foundation for the adoption of the pedagogical developments which had emerged in Europe and America.[83] To accomplish this, all states needed to establish teachers' colleges as the apprenticeship system was no longer appropriate. This was especially evident in Western Australia where, in 1897, only 16 of the 208 head and assistant teachers had received any

training whatsoever. The apprenticeship system had also resulted in unsuccessful attempts by pupil-teachers to discipline and instruct large classes.[84]

In South Australia the response was to admit trainees to university classes in 1900. There the commitment to a university-based training for all teachers was well established.[85] The state's teachers' college continued to provide an initial two years of instruction towards the Senior Certificate for pupil-teachers. They were then engaged as junior teachers for two years, after which they could proceed to university to complete their training. Few students actually completed the entire course, however, and eventually the teachers' college became the dominant partner in the preparation of teachers.[86]

In Victoria, students who were successful in their first year at the teachers' college could proceed to university studies in their second year. While there was considerable conservatism and resistance at the University of Melbourne, collaboration between the university and teachers' college was encouraged by the Fink Commission (1899-1901) and the College Principal, J. Smyth. Eventually, a proposal to site a teachers' college in the university grounds was accepted.[87] In NSW a similar initiative came both from within the university and from A. Mackie, the College Principal, but was opposed by the Chief Inspector of schools who defended training in the training schools: 'No great importance is attached to subjects which they will not be called upon to teach, but no subject is omitted which will be of use in our schools'.[88] Once again the practical–liberal debate emerged, this time in the construction of teacher education.

By the early 1900s there was no obvious distinction in the training of elementary and secondary teachers as it was considered that all teachers would benefit from training in primary methods. Graduates of a university were considered competent to teach in the secondary schools without specific training, since the focus was still on content and rote learning. Some trainees at the teachers' colleges, who were also attending university, extended their university studies, and then became secondary teachers. The majority of students in the training colleges, however, intended to become elementary teachers. Throughout the nation there was clearly diversity in the standards and methods of preparation.

In Western Australia teachers had been trained using the pupil-teacher system with no theoretical basis to their work. Instead, they developed their own teaching skills by imitating practising teachers. Candidates were initially selected on the basis of an examination, the standard of which was slightly in advance of the primary curriculum.[89] This was followed by a period, usually of one month, during which the candidate completed observational and practical work and was then assessed on the basis

of a test lesson. This was considered to be totally inadequate by Cyril Jackson, who had arrived from London to oversee the reconstruction of State education:

> I have seen much zealous work and many hard working and high principled Teachers in the Schools—but like every profession school teaching requires training. A School-master needs not only tact, temper, and cheerfulness, but also culture, knowledge and method. The establishment of a training college in Western Australia is an urgent necessity.[90]

So urgent did Jackson consider the need for trained teachers that he went on a recruitment drive to attract qualified teachers from the eastern colonies. The Government finally bowed to pressure from Jackson and founded a residential training college for teachers in Claremont in 1902. Jackson was also successful in luring Cecil Andrews, who had been educated at Oxford and completed his professional training at Battersea, to be the Principal of the new College.[91]

The Teachers' College initially selected trainees from a list of students who had succeeded in an examination and were fifteen and a half years of age. Trainees then embarked on a three-year course at the College. After the first two years of operation, some changes were made. Trainees were henceforth required to have completed their School Leaving Certificate, the course was reduced from three years to two, the minimum age of entrance was raised to seventeen and a half years, and all applicants were required to serve a year as a monitor in a school, as a preliminary to the college course.[92] The Education Department supported this move:

> These changes have been made possible by the introduction of monitor's classes, where future students now receive instruction which will render unnecessary most of the actual teaching of subjects in their elementary forms. In the ordinary course of events, these classes, by preparing the way, should prove a valuable auxiliary to the Training College.[93]

This system generated controversy. Some critics firmly believed that the classroom experience ensured that the students came to the training College 'with better scholarship and better fitted to take advantage of the work of the Training College'.[94] Others were opposed to 'any system which allows young people to act as teachers' by taking children and placing them in charge of classes of fifty prior to their college training.[95] Despite its critics, the system remained in place.

During the first year of the course the monitor spent time observing the classroom teacher and becoming familiar with teaching methods and

the problems of class organisation and discipline. After three months, the monitor was required to give a lesson once a week which was assessed by the Head Teacher. In time, the monitor was given charge of a class for a day or two. Towards the end of the first year and during the second year, if there was no place available at the college, monitors were given a group of 20 to 30 children to teach regularly, under the supervision of the Head Teacher. As the college had limited accommodation, competition was keen for entry. To assist in selecting candidates, District Inspectors ranked the monitors, identifying those most worthy of training. If no place could be found for them in the two-year course at the college, they were offered places in the one-year course for training rural teachers.[96]

At the Training College, the Principal lectured in scripture, Latin, botany, English literature, reading, and elocution. Classes were also given in physiography and mathematics. Staff from the Technical School also came to the Training College to assist in the establishment of science classes.[97] By 1904, singing had been included and in the following year literary, debating and reading clubs were established. In 1906, the Practising School was completed within the grounds of the College and 'almost immediately its influence for good was felt in the practical work of the student teachers'.[98]

Within the first ten years the College responded to the need for teachers by offering a range of courses, varying in duration. The shortest of these was the special six-month course, inaugurated in 1912, to train rural teachers. Later, this was extended to 12 months. More commonly, students trained for two years, with an increasing number opting for three years. Students enrolled for two or three year courses spent the first year completing subjects for their certificate at the college or degree at the University, and then followed this with professional training in the theory and practice of teaching.[99]

Initially, no distinction was made between primary and secondary training for teachers, since it was considered that the primary course offered thorough preparation in the methods of teaching, which were also appropriate for teaching in the secondary schools. Later, with the growth in post primary education and the establishment of UWA, student teachers were able to enrol for several university subjects as alternatives to College courses and this encouraged some to continue with their university studies. In the main, however, most students were training for primary teaching. University graduates could take a one-year course at the teachers' college, and later a Diploma in Education at the University to train as secondary teachers. This one-year course was devoted entirely to professional studies in the theory and practice of education, with

special reference to secondary school work.[100] It was not necessary then, however, for graduates to complete any professional training to gain a position as a secondary teacher.

Gradually all states responded to the need for better teacher training by extending the duration of training courses, phasing out the pupil-teacher system and offering varying degrees of university participation. The establishment of university courses in pedagogy had been stimulated by the Fink Commission in Victoria and the Knibbs-Turner Commission in NSW which had urged the inclusion of education in the university curriculum. In Melbourne it was argued 'just as the university had a professor of engineering, so it should have one in education', while in Sydney, the University Senate was urged to 'adopt the science of education as a regular subject in the Faculty of Arts'.[101] The association of the universities and the teachers' colleges was strengthened by growing support for principals of teachers' colleges to instruct within universities:

> If the Professor of Pedagogy were Director of the Principal Training College, so that his personality should affect its development, there would be considerable advantage to the cause of education.[102]

This paved the way for the universities to offer Diploma in Education courses for the training of teachers. The first was introduced at the University of Melbourne in 1902, followed by one at the University of Sydney in 1910, which also established the first chair in education in the same year. The University of Adelaide offered a Diploma in Education in 1912 and by 1916 The University of Western Australia offered studies in Education.

This participation in teacher training by the universities marked a swing away from an emphasis on the practical aspects of training to acceptance of educational theory as a sound basis for practice. While the teachers' college courses had included some educational theory and psychology, the focus was principally on professional topics such as classroom management, methods of teaching, hygiene, drawing, singing, needlework and nature study. With the adoption of educational studies at the universities, usually in the faculties of Arts, the study of Education expanded to include the history and philosophy of education, child psychology and principles of teaching. Where the lecturer in Education was also the college principal, these disciplines also appeared in college courses. The previous experience of the principals and lecturers was also influential in shaping courses. For example, in the case of Sydney University, Mackie's exposure to contemporary pedagogical developments in Scotland and England was evident in the way in which his courses evolved. In some cases, the ideal of absorbing the teachers' college into

the university, as had occurred overseas, was pursued, although the relationship between the two institutions was not without difficulties in some states.

The difficulties referred to above arose from a number of sources. Some State Education Departments feared that the 'glamour of a university degree would throw into the shade the more prosaic professional qualities of the primary school teacher' and that 'after all the Education Department must look upon itself as a great employer of labour'.[103] There were also fears that pursuing a degree would be at the expense of the more vocational knowledge required for teaching:

> As long as we insist on the almost herculean task which requires our young men and women to stand up and teach a mixed class of seventy boys and girls, then culture is of little value, if they have not learned to keep those seventy boys and girls mentally active and strictly and quietly obedient.[104]

Other difficulties arose out of the concurrent nature of the courses. The teachers' colleges frequently failed to arrange timetables to enable students to undertake university studies and attend examinations, and many students were not sufficiently capable of completing the university courses at the same time as their college work. Furthermore, many recruits to teaching were able to by-pass all systems of training as the demand for teachers, especially in rural areas, was greater than the supply. In fact, only one-fifth of the teachers required for Victorian schools had graduated through the Melbourne Teachers' College in 1906.[105]

The tension emerging from these difficulties and the questions concerning the relevance of education or training for teachers, eventually resulted in modifications to the concurrent courses and the postponement of professional studies. These tensions mirrored those regarding the relevance of a classical school curriculum in the colony. They had also emerged when interest in establishing the universities had first been aroused. The differing viewpoints, and the impact they had on the development of the universities, provides a context within which The University of Western Australia later developed. In fact the constitutions of the universities founded after Sydney embody many of the principles and compromises which emerged from controversies surrounding the University of Sydney.[106]

The foundations of university education

The tensions which surrounded the role of the universities in teacher training were also reflected in the debates which preceded the establishment of university education in Australia. Support for a university in Sydney first surfaced following the passing of the *Australian Colonies*

Government Act which introduced responsible self-government and the growth of the grammar schools which provided secondary education and hence potential university students. W. C. Wentworth emphasised the importance of this:

> The self-government for which we have sought so ardently will be but a worthless boon without the educational advantages this measure holds out. How many of the native youth of this Colony are fitted to become ministers of its government? If we obtain Responsible Government, in order to carry it out we shall be obliged to employ people who come from abroad—people who cannot feel that intense interest in the country which the sons of the soil ought to feel.[107]

A vigorous debate then ensued concerning the nature of the proposed university. Several of the issues debated before the Act of Incorporation, founding the University of Sydney, was finally passed were similar to those preceding the foundation of the University of London. Those promoting the University of London wanted an institution free of religious entrance tests which had traditionally been a requirement for admission to the colleges of Oxford and Cambridge. In Sydney there were clashes between those who supported this secular approach and those who wished to remain sectarian.[108] Eventually a compromise was reached. The new university became a secular teaching and examining institution, with a commitment to facilitating the establishment of residential colleges which might have religious foundations. After considerable debate a balance was also struck between the humanities and the emerging sciences. When teaching began at the University of Sydney in 1852, there were three chairs in Greek and Latin, Mathematics and Chemistry, and Experimental Physics, all within the Faculty of Arts.[109] The new university, like the University of Melbourne founded three years later, was modelled on the traditional English universities and reflected this heritage in its staff, curriculum, teaching methods and even the buildings.[110] Initially, enrolments were low because of the requirement to include the classics in all courses of study.

As with Sydney, the University of Melbourne owed its establishment to a distinguished group of supporters. It first offered studies in Medicine and Law, and made more rapid progress than Sydney, being generously supported by the Victorian state government, due to the wealth derived from the gold rushes. It also offered a wider choice of subjects.[111] The composition of the student body confirmed the hopes of the founders that the universities would not develop as institutions solely for the rich. Sons of merchants formed the largest group, outnumbering those of landowners and pastoralists.[112]

It was hoped by some supporters that the universities would serve to lift the standards in the schools and encourage a desire for higher education:

> The rewards of accurate or advanced scholarship have hitherto been few, and the general scheme of education has been too generally guided by mere practical and utilitarian views of life.[113]

This was a minority view at the time. Australian universities initially struggled to attract enrolments partly because upper class colonists preferred to send their sons to England to acquire a liberal education. Australian universities were also not helped by criticisms which challenged their relevance to contemporary Australian society:

> *The Bulletin* hardly knows which to despise more-the witless wooden-heads of Sydney University, too dull and unoriginal, even as a literary syndicate, to write half a dozen lines of bright verse for their Commemoration, or the daily press which toadies to their vacuity by printing the badly plagiarised vulgarisms belched forth, in chorus, by a gang of mortar-boarded numskulls [sic].[114]

While the initial emphasis in the universities was on the classics, they were quick to realise that economic and community needs had to be addressed.[115] They responded to this pressure for relevance by introducing practical and professional courses. In this way, the characteristics and attitudes of the colony were significant in constructing the curricula of university education in Australia.

During the 1880s and early 1890s, as the number of middle class families increased, the demand for university education grew. The University of Melbourne expanded its courses to include Science, Arts and Engineering. The University of Sydney similarly expanded to include Faculties of Science and Medicine in 1882 and 1883 respectively, and in 1886 it became the first university to offer adult education through evening classes. Some of these classes were taken by teachers wishing to improve their qualifications. The initiative was extended in 1890 when outstanding students at the teacher training colleges were permitted to study some of the Arts courses, thereby providing the first association of the University with education.[116]

The pioneering background of Australia continued to influence the nature of education in the universities at the turn of the century. As the University of Melbourne expanded, recommendations were made in 1904 to increase funding for courses in mining, engineering, surveying, architecture, metallurgy and commerce. By 1906 courses in dental, agricultural and veterinary science had been added.[117] What followed was

a period of educational reform in Australia. There were many incentives for this reform, including overseas developments, expansion of the professions due to economic growth, social pressure for moral education and citizenship, the push for educational opportunities for all, increasing numbers of students, a growing awareness of the 'science' of pedagogy and a recognition of the need for improved educational standards to prepare students for university study.

Conclusion

These educational developments were important antecedents to the establishment of UWA. What needs to be established, however, is the extent to which the resistance towards the inclusion of educational studies in universities, the conflicting demands on education to be both liberal and practical, and the debate surrounding appropriate preparation for teachers influenced the development of educational studies at UWA. Clearly the same social and economic conditions which had shaped attitudes and expectations of education in the eastern states were also present in the west. Given WA's strong nineteenth century emphasis on farming, forestry and mining, it was inevitable that the focus in education would be on what was practical and relevant. This same climate of opinion, not surprisingly, influenced the nature and purpose of the State's first university.

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Chapter Three

Education at UWA: The early years 1913–1927

Introduction

Several factors influenced the way in which Education was constructed as an area of study at UWA in the University's early years. First, there was the practical focus of the foundation curriculum of the University, the first university to be established in the state. A second factor was the involvement of UWA in the training of teachers through its association with the Claremont Teachers' College. Of further significance was the background of the academic staff appointed to teach Education at UWA, particularly William Rooney, the first lecturer. This chapter examines each of these influences in turn. It is argued that throughout this period Education was commonly perceived to be an area of study that was both relevant and practical, but also academically respectable and liberal in outlook.

The Establishment of The University of Western Australia

John Winthrop Hackett chaired the Royal Commission which recommended the establishment of a university in Western Australia. Hackett, a graduate in classics and English from Trinity College Dublin, was the proprietor and editor of *The West Australian* newspaper and a respected journalist. He subsequently served as the first chancellor of the University and endowed a foundation chair in Agriculture.[1]

As early as 1904 the University Endowment Act had set aside lands of the Crown as a permanent endowment to the future University. When the Commission reported in 1910, it resolved that it was in the best interests of the State to establish a university without delay and that while it should be modelled on those in the eastern states of Australia, it should have the necessary 'amendments as will bring it into full accord with modern and liberal requirements'.[2] This was a clear mandate to focus the curriculum on the needs of the State rather than to follow traditional classical models.

Discussions regarding the purposes and features of The University of Western Australia were 'remarkable for their freshness and vitality,

albeit also for some naivete'.[3] Drawing on egalitarian and utilitarian models similar to the new universities in the American west, the *West Australian* newspaper envisioned the new university:

> ... will open the inner doors of the practical walks of life, will enable us to increase our physical production, to teach cheaper and wiser methods in all forms of work, and will bring up the great body of students to the level now attained by a few especially gifted, assiduously or apt. This is the class of student to which it is intended chiefly to appeal. The rich, those to whom the name of a University is of more importance than anything else, will continue to send their children, in a few instances to the east, in a much larger number of cases to the Universities of the Mother-land. But the workman, or the man who lives by a trade, those who admire and pine for an education for their children that was denied to themselves—these are the men for whose offspring the modern University is intended. It will be emphatically a poor man's institution.[4]

This perception differed markedly from the original intentions of those who supported the establishment of universities in Sydney and Melbourne in order to provide an education for the upper classes.

As the Universities of Melbourne and Sydney developed there was much debate about the role of a university. Indeed, even the necessity for a university was questioned. This was due, in part, to the fact that the intentions of the founders of the universities were in opposition to the views of the common people. The main intention of the founders was to produce an educated class who could undertake political and intellectual leadership, a view firmly held by W.C. Wentworth, the Member for the City of Sydney in the Legislative Council.[5] Related to this was the desire to create centres of culture which would lift the social and moral level of the community to show 'better taste, loftier ideas and a more civilised notion of what was worthwhile'.[6] Service to the community was also to be a role of the universities. This was to be achieved by conducting examinations, supporting secondary education and consulting with government departments. Selleck highlighted the difficulties of establishing a university with these intentions in a society still affected by rapid population growth resulting from the gold rushes.[7] Priorities in the minds of the people did not include a new university. The *Melbourne Morning Herald's* description of an honours graduate from Oxford, a self-declared expert on Shakespeare who found himself in Melbourne at that time, provides valuable insight into prevailing attitudes:

> The young graduate would be ignorant of all business as transacted in the city. He could not dig, or hoe, or plough, or chip stones or handle a carpenter's tools. He cannot make or bake a damper, or kill and cut up a sheep, or make

> a pair of shoes or a coat, or use a glazier's diamond. He had been taught almost everything that will not sell in a new country and given no marketable knowledge. [8]

Newspaper reports were scathing, describing the new university as a 'costly toy' and stating that 'a more cumbrous, useless, and needlessly expensive folly could hardly have been perpetuated by any rational community'.[9]

A battle ensued as decisions concerning the curriculum of the new university were debated. Many felt that the classics should be included as they were deeply entrenched in the universities in England and Scotland, and that the study of these should be compulsory. In following the example of the University of Sydney, the council of the University of Melbourne decided to appoint chairs in the fields of Greek and Latin, mathematics and natural science, along with one chair to cater for modern history, modern literature, political economy and logic. It was made compulsory for every student to study the classics for matriculation and for the first two years of their university course. Popular opinion at the time was heavily critical of the inclusion of the classics. It was argued that:

> ... the main consideration for the colonists is that however excellent and valuable classical education may be in itself, it is precisely the kind of education which they do *not* want; since it is utterly unsuited to the place, the time and the character of the population.[10]

The struggle to resolve the dilemma continued for many years in Melbourne as the Council and the professors strove for equality with universities in England, while the colony demanded a more pragmatic approach. It was not until 1883 that the University Council finally agreed to allow a Bachelor of Arts to be completed without Latin or Greek, thereby shifting the focus of study at the University and lifting the barrier to enrolments. Eventually the University emerged from its initial tensions as an autonomous, secular teaching institution with a curriculum which struck a balance between the humanities as taught at Oxford and Cambridge and the new sciences.

The resistance to the establishment of the universities and the concerns relating to the curriculum in both Melbourne and Sydney, were not an issue in Western Australia where the focus of initial studies met the expectations of the people. As a result of strong support from Hackett, together with the practical orientation in the curriculum and the relative isolation from the eastern states, UWA avoided many of the tensions felt elsewhere. Hackett left no doubt about the direction he believed the University should take.

> ... its chief solicitude must be for those primary acts of production on which the life of the State depend ... Instead of putting the classics ... in the chief rank, we must aim at teaching the living languages ... the student's eye should for preference be generally directed to proficiency in such subjects as agriculture, mining, and technical work.[11]

Furthermore, by the time that UWA was established the older universities had become more vocational, offering courses in law, medicine and engineering, and later a Diploma in Education. In general, the view that the universities had an important vocational role to fulfil had become firmly entrenched by the start of the twentieth century.

In presenting the report of the Royal Commission, Hackett, the University's founder and chief benefactor, was quick to point out the characteristics of Western Australia which made the University especially important for the community.

> The natural wealth at the behest of the miner and metallurgist, the farmer, the fruit grower, the viticulturist, the technologist, and the like is quite immeasurable. But the great bulk of the youth of this State, male or female, cannot afford to leave Western Australia to reach higher grades of instruction in these subjects ... . The University of this State, while admitting all, must have particularly in view to help the sons and daughters of the working man, and of those of limited means. These students and the teaching in the useful arts form the special considerations in the new departure ... . In its education, the foremost place must be given to modern subjects and to practical work .[12]

This left no doubt about the nature of the studies that Hackett felt should be offered at UWA, studies with a strong practical emphasis.

Following the Commission's report, the Liberal Government of Frank Wilson initiated the University Act of 1911, under which The University of Western Australia was incorporated. By 1913 the Labour Government of John Scadden had provided the funds for the Act to be implemented and so UWA was born.[13] In line with the recommendations of the Royal Commission, the University was open to all classes of people and both sexes. It was also established as a free university, i.e. it did not charge tuition fees, and remained so until 1960.

Statute 8 of the University Act which provided direction for the original academic program at UWA, stated: 'The University shall give instruction and grant degrees in the following Faculties: Arts, Science, Engineering, and in such other Faculties as the Senate may from time to time determine'.[14] The original academic staff of the University included eight professors and four lecturers. The foundation chairs were in Agriculture, Mathematics and Physics, Mining and Engineering, Biology, History and Economics, English, Chemistry and Geology. The professors were clustered

into the Faculties of Arts, Engineering and Science. Degrees in Arts and Science were studied for three years, while a Bachelor of Engineering required four years to complete. It was also possible to study for a two-year Diploma in Agriculture. [15]

The curriculum strongly reflected the University belief that the disciplines available should have relevance to the state's economy. At that time Western Australia was still an infant state, very much dependent on wheat growing, pastoralism and mining. The gold boom of the 1890s had passed and the economy was in need of stability. These economic conditions were reflected in the early development of UWA.

With more than 30 subjects offered for study in 1913, UWA enrolled its first 184 students at its initial premises in Irwin Street. The buildings, mostly of iron and wood, had been brought from the Western Australian goldfields and were used to provide temporary accommodation until building could be completed on the Crawley site.[16] For the first five years the academic program remained unchanged. The subjects available in each Faculty (see Table I) indicated a strong focus on the practical needs of the economy, together with some of the traditional, liberal arts subjects.

TABLE I

Arts Faculty	Science Faculty	Engineering Faculty
Greek	Botany	Maths
Latin	Chemistry	Physics
French	Geology	Chemistry
German	Mathematics	Geology
English	Physics	Descriptive Geometry, and Graphics
British History	Zoology	Engineering Drawing and Design
Logic		Surveying
Mathematics 1		Mechanics
Geology		Heat Engines
Chemistry		Materials and Structure
Biology		
Ancient History		
Psychology		
Hist. Modern Philosophy		
Econ. and Political Science		
Physics		

Each of these subjects was offered as a unit of work extending over a year. For the successful completion of a Bachelor of Arts degree full-time students completed nine units over three years, with a major in one subject. A major consisted of three units of study in the same subject, one at each year level.

As in the older Australian universities, Education was not a foundation area of study at UWA, although there was some debate about its inclusion.[17] The idea was not pursued, possibly due to the strength of nearby Claremont Teachers' College, of which Hackett was a great supporter,[18] and possibly because Education was still in its infancy as a specific field of study early in the twentieth century. The practical orientation of the University, however, provided a favourable climate for the future inclusion of Education as an area of study.

Studies in Education and the Link with the Claremont Teachers' College

The philosophy underlying the establishment of UWA provided a practical basis for the construction of Education as an area of study but so too did developments taking place in English universities. In England and Wales, from 1893 onwards, universities were encouraged by government grants to establish departments for the training of teachers and in 1902 the London Day Training College was founded for the full professional preparation of teachers. Thus, prior to the twentieth century, the initial emphasis in the construction of Education as an area of study in the UK was on teacher training. It was not without some reluctance and resistance in the English universities that more academically-oriented studies in Education were introduced, although in Europe the academic interrelations of philosophy, psychology and pedagogy were well recognised by this time. With the establishment of the Institute of Education at the University of London in 1932, higher degree studies were introduced and Education as an area of study developed still further as post graduate students undertook research.

The initial focus in Australia on the practical aspects of Education was understandable and resulted in an emphasis on teacher training rather than educational theory. This practical emphasis emerged at UWA when the possibility of collaborating with the nearby Teachers' College was raised in 1914. Professor Murdoch moved the following motion at a meeting of the Professorial Board:

> That the Senate be recommended to consider whether the time has not come for the University to be brought into closer relations with the State Training College with the view to granting by the University of a Diploma in Education. [19]

At this stage, the University and the Claremont Teachers' College already had an established relationship, as students of the College who had matriculated were permitted to enrol for some units offered in the Faculties of Arts or Science, for credit towards their teacher training. However, the motion to develop this on a more formal basis was withdrawn

at the next meeting of the Professorial Board and did not receive further attention until later in the year when the Faculty of Arts again recommended the implementation of a Diploma in Education.[20] Considerable thought was given to the possible structure of such a course and the matter was raised again at a subsequent meeting but again deferred. A decision to introduce studies in Education followed soon after.

Unlike the situation in Sydney where there was resistance to the inclusion of Education in the university curriculum, teaching in Education at UWA began in 1916 as a second year subject in the Faculty of Arts, with support from the University and the State Education Department. This support was not surprising given that the Minister for Education, Thomas Walker, and the Director of Education, Cecil Andrews, were both members of the first University Senate.[21] The Senate's decision was made at its meeting in December 1915. At the same meeting there was again discussion regarding the establishment of a post-graduate course leading to a Diploma in Education but no decision was reached on the matter.

The Professorial Board provided some guidelines for the direction of the first unit in Education stating that:

> There should be but one course in the Theory and History of Education in the Arts Curriculum and that the Syllabus should be drafted so as not to overlap with the Philosophy courses.[22]

Initially, Education could be studied only in the second or third years of the Arts course, and had to be preceded by a pass in the first year course in either philosophy or psychology.[23] Those who enrolled for Education included Teachers' College students, teachers studying part-time towards a degree, and a number of internal students of the University who contemplated a teaching career after graduation. Typically, the latter were Arts students who subsequently would secure a teaching job in the private school system without additional teacher training.

To cater for the many teachers who enrolled in Education on the encouragement of Cecil Andrews, the unit was taught in three one-hour sessions per week, and timetabled after 5pm. This suited the students from the Claremont Teachers' College who enrolled in the unit and who were therefore studying on two campuses. Those students who had matriculated and were enrolled in a two-year training course at the College undertook studies in two subjects offered at the University in their first year. A limited number of successful students were subsequently permitted to continue with their university studies in their second year.[24] In time, extended courses of three and four years were offered to selected students to enable them to continue their university studies and in some cases to complete their degree before they commenced teaching.[25]

This combined course of study between the University and the Claremont Teachers' College was seen as a way of providing both the theoretical and practical requirements of teacher training. Thus, even before the introduction of Education as an autonomous area of study, the University played an important role in teacher training.

When a modification to the Claremont Teachers' College course required first-year students to enrol in four units at the University, Education became a compulsory unit for them. Under this arrangement students attended the University full-time in their first year of training and completed their college studies around this in two half-days per week.[26] The first year course for non-matriculated students was conducted wholly at the College and, in addition to practical work, included English, literature, history, arithmetic and two of the following: Latin or French, algebra and geometry, and physics or chemistry. The second year course, conducted by the Teachers' College, was identical for matriculated and non-matriculated students and placed greater emphasis on professional preparation. Students were then awarded a 'Trained Teachers' Certificate' from Claremont Teachers' College. Many of those who passed units at the University later studied part-time to complete their degree while teaching.[27] At this stage the students at the Claremont Teachers' College were in primary training courses. As previously stated, in those days it was possible for graduates of the University to secure secondary teaching positions with no specific preparation in Education.

Initially, Education was a broad unit of study in the Faculty of Arts at UWA which included the 'Nature and Scope of Educational Theory', 'The Process of Education', 'History of Education', 'Matter of Instruction' and 'Organization of Education and Schools'.[28] As an undergraduate unit it was constructed to provide initial instruction in educational theory and practice.

By 1918 the unit had been revised to include six sub-sections of content. The first section was 'The Nature and Scope of Educational Theory', which included the aims of Education, child development, hereditary and environmental influences on Education, functions of schools and Education as a Science. A second section, 'The Process of Education', focused on the learning process, Herbartian Theory and Stages, Apperception and its value, forms of instruction, types of lessons and Exposition and Illustration. A third section, 'The History of Education' gave a brief account of Education from the Renaissance to the present day, emphasising the comparative study of educational opinion and practice. The fourth section, 'Matters of Instruction', dealt with curriculum and educational values. The fifth section, 'Organisation of Education', included an examination of kindergartens, primary and secondary schools,

and considered the principles of schooling, including those of Froebel and Montessori. A final section, 'Development of Schools in Australia', compared the Australian scene with that of other nations. By the early 1920s three further sections; The Origin of Educational Institutions', 'Theory of Curriculum' and 'General Method' were incorporated into the unit. Students who wished to sit the final honours examination in Education within their Arts degree were required to study the following additional sections: 'The Theory of Formal Discipline', 'The Renaissance and Education', 'Social Aspects of Education' and 'Experimental Education'. [29]

An analysis of the content taught in the Education unit indicates a combination on the one hand of educational history and theory, including principles and processes, and, on the other, a number of school-related studies, including administration and curriculum. Similarly, an examination of the text-books and recommended references indicated the inclusion of both educational principles and pedagogical concerns in the construction of Education as an area of study. Titles included: *Aspects of Child Life; Principles of Class Teaching; A History of Education; Froebel's Educational Laws; Dr Montessori's Own Handbook; Education for Citizenship; The Modern School; The Higher Education of Boys in England; English High Schools for Girls; Outlines of School Administration; Principles of Education; Democracy and Education; Introduction to High School Teaching; Experimental Psychology and Pedagogy; The Measurement of Intelligence; Youth, its Education, Regimen and Hygiene;* and a number of reports by various commissions.[30]

Once Education for undergraduate trainee teachers was established, attention turned to implementing a course in Education for graduates. The need for a Postgraduate Diploma in Education had been among the early matters discussed by the Professorial Board,[31] and this was raised again by the Arts Faculty in July 1916. However, it was not until the September meeting that the Professorial Board finally recommended the approval of regulations for a Diploma in Education, having discussed and subsequently deferred the matter several times. During this time, the Professorial Board received several letters from graduates urging the University to initiate the course as they were keen to commence such studies.[32] The Diploma, proposed for implementation in 1918, was intended to attract graduates from the Faculties of Arts, Science and Engineering, thus providing opportunities for the first graduates of UWA to continue with professional studies. The proposed course included studies in:

- Education,
- At least one course in Biology, Chemistry, Geology or Physics,
- Principles of Class Teaching,

- Special Methods (three of English, geography, history, modern languages, Classical languages, mathematics, science or infant schools),
- Hygiene,
- Psychology (if not taken in degree),
- Demonstration and Criticism lessons (at least 15),
- General Teaching Practice.

Candidates were also required to satisfy the examiners of their clear enunciation and hearing, and complete under approved supervision and to the satisfaction of the Professorial Board, teaching and observation extending over a school year.[33] This course was to be taught in conjunction with the Claremont Teachers' College which was responsible for the more practical aspects. Despite the detailed planning, it was decided at the end of 1917 to discontinue the Diploma in Education when it was realised that the timing was inopportune.[34] The impact of the Great War, which was felt across the University, meant there were too few students to make the course viable.[35]

Throughout the period 1920-27 the number of students enrolled and those who passed the examinations in the unit Education were as follows:[36]

TABLE II
Students sitting examinations in Education

Year	Number who sat examination	Number who passed examination	Total enrolment in Arts
1918	unknown	17	270
1919	unknown	18	412
1920	33	24	332
1923	36	23	353
1924	52	37	336
1925	44	28	353
1926	38	28	
1927	42	37	

While these numbers were small, it is worth noting that from 1920 to 1927 only English, French, mathematics, physics, chemistry and history had higher enrolments than Education.

Throughout the 1920s there was little growth in numbers and consolidation rather than expansion or diversification was the order of the day in Education. The close association with the Teachers' College continued and the University was keen to meet the needs of the State Department of Education, as indicated when the Professorial Board

suggested that 'the Vice Chancellor discuss with the Department of Education whether it was advisable for graduates to have some teaching experience before entering the service of the Department'.[37]

At a subsequent meeting of the Board the Vice Chancellor reported that after meeting with the Department of Education he believed that the University should post a notice encouraging students to seek part-time work as monitors. In the 1920s the University was supportive of all initiatives related to teacher training. Following a Conference of Australian Universities in 1922, which considered the question of the institution of degrees in Education as distinct from Arts or Science, thus recognising Education as one of the professional schools, the Professorial Board was moved to confirm that it was:

> In favour of University training in Education, and that while it was not in favour of a separate Faculty of Education ... the attention of the Senate be called to the Regulations for the Diploma in Education which had remained in abeyance since 1918.[38]

By early 1923, the commitment had gone further with the proposal for a Chair in Education and a decision to report to Senate that:

> The Professorial Board heartily endorses the proposal for the creation of a Chair in Education and recommends:
> (i)that the University should make the appointment
> (ii)that the Professor of Education should not be required to carry out the routine administration of the training College.[39]

The acceptance of Education as an area of study within the University was now assured. Indeed, the commitment expressed at a Faculty of Arts meeting went further:

> The University also expresses the hope that provision can be made in the near future for guidance and supervision in practical teaching for those who are engaged in non-departmental schools.[40]

It was to be many years, however, before action was taken to fulfil these intentions.

It is clear that the initial construction of Education as a subject at UWA maintained an undergraduate focus on educational theory, history and administration, comparative education, and matters of classroom instruction. The integration of theory and practice developed out of the affiliation with Claremont Teachers' College, which provided the professional orientation. While there was full cooperation between the two institutions, the participation of the University in the training of teachers

inspired varying ideas about the future role of the training college in the 1920s. *The Report of the Special Committee of the Teachers' Union on Training for Teachers*, which was endorsed by the Annual Conference of the Teachers' Union in 1922, recommended that the College confine itself to methodology and the art of teaching, and abandon the courses in cultural subjects. An interesting feature of the Report was the suggestion that all trainees should attend the University, with English and Education as compulsory units. A few years later, the Union again urged that 'substance' be taught at the University and 'method' at the College.[41]

This raised a number of questions relating to teacher training and the University. Should Claremont Teachers' College concern itself exclusively with method and teaching techniques? Should all trainee teachers be given the benefit of a university education? Should the University undertake the professional training of teachers? While these questions had implications for the construction of Education as an area of study, many of them were motivated more by concern over the impending retirement of Rooney, who had simultaneously developed and taught the unit Education at the University, and guided the training of teachers at the Teachers' College for more than two decades.

The Influence of William Rooney

Rooney played a leading role in determining the nature of Education as an area of study at UWA. When he began teaching Education at UWA, Rooney was already Principal of Claremont Teachers' College. This dual appointment was common in the development of teacher education in Australia as it was in Britain. For example, Alexander Mackie was appointed Professor of Education at the University of Sydney in addition to being Principal of the Sydney Teachers' College in the early 1900s. Many believed that this position should be held by 'the highest and most authoritative exponent on educational matters'.[42] Rankin ventured further, suggesting that the Teachers' College should be part of the University since 'the training of teachers is the proper function of a university'.[43] He believed that it was better for teachers not to be segregated in their preparation but to be in contact with the other professions to broaden their outlook.

Rooney, who was Principal of the Teachers' College for 24 years, arrived in Western Australia from Sydney, where he had completed his teacher training.[44] It was not long before he was appointed principal of Perth Boys' School in James Street. After several years he became a school inspector and, subsequently, Principal of Claremont Teachers' College, following in the footsteps of Cecil Andrews. Rooney had a broad outlook on education, being both a practical person and an idealist. As Principal he was very active in the teaching life at the College while also being

a popular lecturer in pedagogy at the University. He was respected for his skill, enthusiasm and interest in his students and in his work, and he had considerable influence in educational matters in the State.[45] He brought a practical expertise and enthusiasm for teaching to studies in Education, but also firmly believed in the need for a theoretical foundation upon which to build skills. This belief, coupled with his extensive experience with schools and the Education Department, ensured that Education as a university subject would provide a balance between practical relevance for intending teachers and a sound academic basis.

By the time Rooney retired in 1927, having been the sole staff member teaching Education at UWA, several hundred graduates had passed through his hands. Many held senior teaching positions while others were leading administrators in the State Education Department.[46] Among the tributes which marked Rooney's retirement, was one by the journal, *WA Trainee*, which recognised his unique contribution to teacher training:

> Mr Rooney it was who first claimed for teaching the dignity not only of a profession, but of the profession; he it was who demanded that teachers should be men and women of merit and education, fit guardians of the youth entrusted to their care; he it was who organised a system of practice schools second to none in the Commonwealth, perhaps the Empire; he it was who obtained for College students a status in the University equal only to the best; and he it is who, in the face of frequent and at times severe criticism has, within the College, sacrificed practice in teaching to a study of the theory of education, to the development in future teachers of that attitude and those ideals which alone can lead to ultimate success.[47]

Rooney's work was criticised by some of the more senior members within the teaching service who felt that more attention during training should be paid to 'the technical arts of the classroom'.[48] However, Rooney held fast to his belief in the need for a theoretical foundation in teacher training and this was reflected in the way in which he developed the unit Education. For example, one of the most important trends in Rooney's Education course in the 1920s was the inclusion and continued expansion of the study of psychology.[49]

The Decision to Establish a Chair in Education

By the mid 1920s, with Rooney's retirement imminent, the Teachers' Union, which had grown in strength during the 1920s, called for reform in teacher training with 'more practical training for teachers than has been in force up to the present'.[50] With clarification needed regarding the functions of the University and Claremont Teachers' College in the training of teachers, the Senate of the University and the Teachers' Union

approached the Government for a solution. The Senate advocated the creation of a Chair in Education in line with the earlier recommendation by the Professorial Board, with the occupant also assuming control of the Teachers' College. This would be to the University's advantage as the cost of the additional Chair would be borne partly by the Education Department. The Teachers' Union was in favour of the Chair but demanded that the Government retain complete control over the Teachers' College. A compromise was reached eventually. Firstly, there was to be a university course leading to a Diploma in Education, and to this end a Professor was to be appointed who would also be Principal of the training College. Secondly, there was to be a Vice-Principal who would guide the practical work at the College.[51]

The decision to establish a Chair and implement the Diploma in Education was an important development in the construction of Education as an area of study at UWA as it recognised the status of Education and provided a more substantial preparation for teaching than the unit Education previously taken in an Arts degree. This had become a growing concern, particularly when students did not train through Claremont Teachers' College. Many, having completed their Arts degree, secured a teaching position with only one unit of Education. Moreover, those students entered teaching without having had any role models to prepare them for their work. They were then employed in schools with other 'untrained' staff, often under the leadership of a principal who had also learned by trial and error. As a consequence there was no opportunity for professional development. Many critics believed that 'although men with degrees are desirable, it does not follow that such men are good teachers'.[52] It was hoped that the Diploma in Education, which incorporated a course in pedagogy, would provide better teachers and thereby lift standards in the classrooms. Much concern was expressed at the 'dull and bad teaching which is responsible for much of the loafing in our schools, and not the boys and girls themselves'.[53] The sound preparation of teachers was seen as critical if they were to educate rather than just coach, to make learning attractive, to stimulate mental activity and to discipline students. There were even some suggestions that a Master's Degree should be required for full training. What underpinned much of the discussion at the time was a serious concern about the poor quality of teacher training and the lack of any systematic knowledge of the science of pedagogy by many teachers. Rankin voiced the views of those who supported the need for a sound academic preparation for teaching:

> Personality may have its charm, method its use, enthusiasm its effect, perseverance its reward, and interest its fruits; but scholarship is higher and better than all.[54]

These views had implications for the construction of Education as an area of study at UWA. The challenge was to move beyond the level of mere training which had characterised the preparation of teachers and to consider the wider ramifications of education. Emerging from this was the need to provide opportunities for professional development for those already engaged in teaching. To this end a summer school for teachers was suggested as an important means to improving the quality of teaching. Likened to doctors who maintain their professional reading, a summer school was considered important if teachers were to grow professionally. Indeed, many teachers already took advantage of part-time and external study opportunities to improve their qualifications.[55] Through the dissemination of such views and practices, Education at UWA began to move beyond its initial emphasis on teacher training during the 1920s.

Conclusion

Initial studies in Education at UWA developed as a logical consequence of the practical orientation of the curriculum of the University, the partnership between the University and Claremont Teachers' College, and the important role played by Rooney in bridging the two. While there was an initial commitment to support teacher training, there was equally a commitment to an academic foundation. In this regard, Rooney's influence in the development of the first unit in Education was significant. Despite criticism from those who believed that practical preparation was more important than theoretical foundations, Rooney remained committed to both. Indeed, under his leadership 'The University of Western Australia enriched the educational opportunities of teachers both in training and in the schools'[56], and Education as an area of study emerged from this initial period with a reputation for practical relevance and academic respectability.

NOTES

1. B. de Garis (ed), *Campus in the Community*, Perth, University of Western Australia Press, 1988, p.xx.
2. *Report of the Royal Commission on the Establishment of a University*, Perth, Govt Printer, 1910, pp.13–14. For a detailed account of the founding of the University of Western Australia see Fred Alexander, *Campus at Crawley*, Melbourne, F. W. Cheshire, Pty Ltd, 1963
3. M. A. White, 'Extending educational opportunity, 1899–1917' in W.D. Neal (ed), *Education in Western Australia*, Perth, University of Western Australia Press, 1979, p.114.
4. Editorial *The West Australian*, 23 July, 1908.
5. C. Turney (ed), *Sources In the History of Australian Education*, Sydney, Angus and Robertson, 1975, p.364.
6. *Ibid.*

7. R. J. W. Selleck, *Melbourne Studies in Education*, Melbourne, Melbourne University Press, 1998.
8. *Ibid.*, p.74.
9. *Ibid.*, p.75.
10. *Ibid.*, p.85.
11. *Report of the Royal Commission on the Establishment of a University*, Appendix III.
12. *Ibid.*, p.17
13. B. de Garis (ed), *Campus in the Community*, p.xx.
14. *University of Western Australia Calendar*, 1916, p.31.
15. B. de Garis (ed), *Campus in the Community*, p.xx.
16. *Ibid.*
17. Personal papers, Colsell Sanders, University Archives.
18. *Ibid.*
19. Minutes of meeting of Professorial Board, February 18, 1914, notice of motion for next meeting.
20. Minutes of meeting of Faculty of Arts, November 12, 1914.
21. F. Alexander, *Campus at Crawley, op.cit.*, p.45.
22. Minutes of meeting of Professorial Board, March 15, 1916.
23. R. G. Cameron, 'The Establishment of the Faculty of Education' in *The Educand, 1* (1), 1950, p.8.
24. D. Mossenson, 'A History of Teacher Training in Western Australia' in *The Educand, 1* (4), Nov. 1953, pp.24–26.
25. R. G. Cameron, 'The Education of the Teacher' in *The Educand, 1* (3), Nov.1952, pp.4–6.
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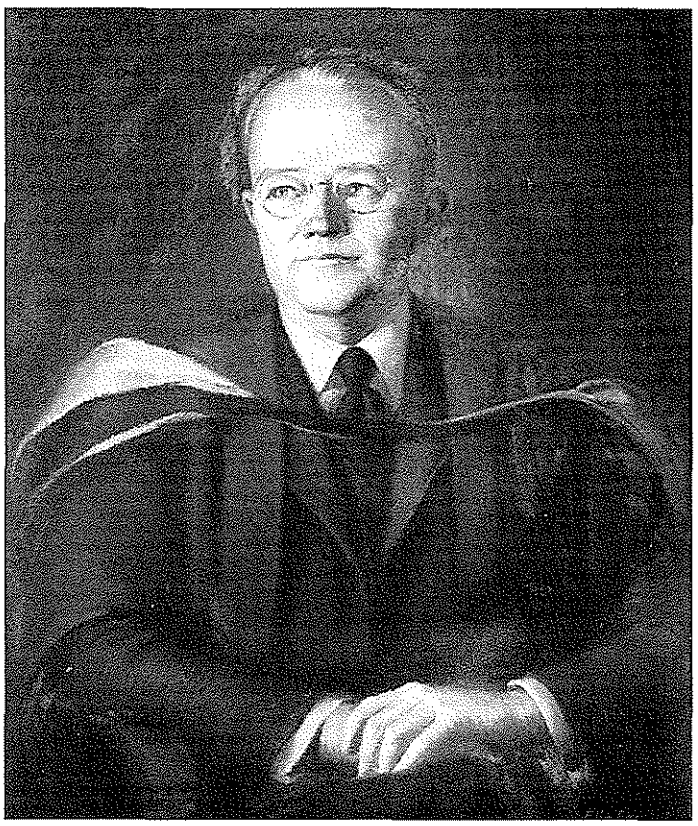

Professor Robert George Cameron
Professor of Education at The University of Western Australia 1927–1954

[Ella Fry. *Portrait of Professor Robert George Cameron 1955*. Oil on Canvas. The University of Western Australia Art Collection. Gift of the Artist 1950.]

Chapter Four

Robert George Cameron: The first Professor of Education 1927–1954

Introduction

The years 1927 to 1954 included a prolonged economic depression in the 1930s, a world war and rapid social and economic changes in the aftermath of that war, all of which left their mark on UWA. Nevertheless, enrolments continued to grow as the range of studies widened. For example, in 1927 the Faculty of Law was established. In the same year Robert Cameron was appointed to the first Chair in Education. He encouraged higher academic standards, incorporated more contemporary subject matter into existing units of study and introduced new courses. There were also new initiatives in professional development for teachers and a recognition of the importance of research in Education under his leadership. His commitment to both the practical preparation of teachers and the importance of sound theoretical foundations and research were to be enduring features of the Department of Education.

The expansion of activity within the Department eventually led to the establishment of a separate Faculty of Education which consolidated the status of Education as an area of study at UWA. Also significant in shaping how Education was constructed during this period, was a renewed debate over the nature of teacher training and appropriate emphases on theory and practice. Towards the end of the period there was also pressure on all universities in Australia to develop a greater research orientation. The Education Department at UWA responded positively to this directive thereby consolidating its academic status within the University.

The First Chair in Education

Of the 31 applicants for the position of Professor of Education (13 of whom were Australian) only four were selected for interview. Their one common characteristic was age: all were under 45 years. The youngest, J. A. Gunn, already held a Chair at the University of Melbourne. The only other

candidate with a doctorate, H. L. Fowler, had been awarded a war-time Bachelor of Arts when he enlisted without completing the third year of his undergraduate degree. The Queenslander, F. C. Thompson, was the newly appointed Master of Method at Brisbane Teachers' College and thus had little teacher-education experience. Ultimately, it was the oldest candidate, R. G. Cameron, who was the preferred candidate of both the Education Department and the University.[1]

Cameron had been an evening lecturer in Education at the University of Sydney since 1917 and on the staff of the Sydney Teachers' College since 1912. By reputation he was a good speaker and lecturer with a sound knowledge of educational methods and psychology. His strength lay 'in practical affairs'. While Cameron had not as yet established a reputation for scholarship, G. A. Wood, the Challis Professor of History at the University of Sydney in recommending him for the position, concluded that he had:

> So many good qualities that it will, I dare say, be a question with you whether this will not suffice, together with his limited measure of scholarship to make him a good professor-principal. ... I should vote for him with fair confidence, unless there is a candidate who, in addition to good practical qualities, has a higher measure of culture and scholarship.[2]

When Robert George Cameron arrived in 1927 to assume duties as Professor of Education and Principal of Claremont Teachers' College, the only other Chairs in Education in Australia were at the Universities of Sydney and Melbourne.[3] At the time, Education as an area of study was still establishing itself among the recognised disciplines of the Australian universities, although Francis Anderson, Professor of Philosophy at Sydney University, had been expounding its importance since the late 1890s. Cameron's talent as a student and later lecturer emerged at Sydney Teachers' College under the guidance of Alexander Mackie, Professor of Education at the University of Sydney and Principal of the Teachers' College.[4] Mackie, a Scot, had completed his teacher training at the Free Church Training College in Edinburgh, while concurrently completing his Master of Arts at Edinburgh University.[5]

Professor Laurie at Edinburgh University, who had a major influence on educational thought and practice and who was a significant force 'in establishing the study of education as an acceptable university enterprise and in having professorships in education established', shaped much of Mackie's thinking.[6] Mackie's philosophies, in turn, inspired much of his writing on a range of subjects including educational ideals: 'Before we can educate we must have an ideal, a thought of the finished product of our educating'; educational methodology; curriculum; and his concept of a teacher, 'a well-educated professional with professional freedom and

responsibility'.[7] Under Mackie, Sydney Teachers' College soon became distinguished for the quality of its academic staff and many eminent educators began their careers at the College. One of these was Cameron.

While working with Mackie, Cameron was impressed by the scholarship of the 'educational society' which developed under Mackie's enthusiasm. Fostering collegial interests in Education, academics published across a wide range of subjects, conducted significant research into children with learning difficulties, demonstrated a commitment to a university education for all teachers, and strived for teacher education to be given university status.[8] It was not surprising, therefore, that with the appointment of Cameron as Professor of Education at UWA and Principal of the Teachers' College, substantial changes occurred in the construction of Education as an area of study, many of which were in line with the ideas of Professor Mackie, whom Cameron held 'in the highest regard and affection'.[9]

In his dual capacity as Professor of Education and Principal of the Claremont Teachers' College, Cameron succeeded in establishing Education as a recognised area of study at UWA, separate from, though related to, philosophy, psychology, history and the classics. He conceptualised the relationship between these as follows:

> It seems to me unfortunate that quite a number of University education departments in Great Britain either assume that the training of teachers is their only function or have been driven by the force of circumstance to accept this as their only function. I feel that the inclusion of education among University studies can be justified only if it is a study that is susceptible of philosophical and scientific methods of investigation. This indeed is the primary aim. The training of teachers is a secondary aim and is made possible only by the attainment of the primary.[10]

Cameron also gave new dignity to school teaching as a profession, despite the polite cynicism of some of his colleagues regarding the place of Education in the Faculty of Arts, and its association with the Teachers' College, which they considered to be 'slightly plebeian'.[11]

When Cameron arrived at the UWA campus, then still situated in Irwin Street in central Perth, he found the University on the eve of a new era, as the new campus at Crawley, alongside Matilda Bay on the Swan River, began to take shape. Within a year of his appointment, Cameron's influence was evident in the undergraduate unit, 'Theory and History of Education'. This unit consisted of seven sections: definition, scope and method of a theory of education; the organization and administration of education; the process of education; theory of curriculum; experimental education; principles of general method and the history of education.[12] While these were not new themes within UWA courses, much of the content was revised. Evidence

of enhanced academic rigour was reflected in the inclusion of content such as the relation of the theory of education to the philosophical and social sciences; the role of the school in relation to other ethical institutions; the nature of intellectual, aesthetic and volitional training; and a study of Plato's Republic. The practical needs of the students were also addressed through detailed study of selected curricula, the measurement of scholastic ability, the experimental study of teaching methods, lesson types, and diagnosis and treatment of scholastic defects. Other content areas contained elements of both academic foundations and professional concerns in, for example, the finance of education, the theory of formal discipline, and class management and organisation in relation to the principles of social psychology. Equally, the inclusion of educational measurement, the education of 'subnormal and gifted children', the use of intelligence tests, diagnosis and treatment of scholastic defects, and the use of objective standards[13] were all new aspects of Education with direct classroom application.

In addition to initiating these changes in the undergraduate unit in 1929, with support from the Senate, Cameron implemented the Diploma in Education, a course which had been planned more than a decade earlier, as previously noted. Cameron's 1930 graduate group studying for the Diploma in Education had the distinction of being the first to attend a class in the then unfinished Hackett Memorial Buildings at the new campus at Crawley. The Diploma in Education was available to candidates who had completed a degree and who wanted to train as kindergarten, primary or secondary teachers and signified 'that the candidate has passed through a general professional training in the principles, psychology, art and practice of education'.[14] Students enrolled in the Diploma in Education were required:

> to pass in the following subjects of study:
>
> (1) Psychology I
> (2) Educational Psychology
> (3) (a) Principles of Education
> (b) History of Education
> (c) Organization and Administration of Education
> (4) Experimental Education
> (5) The Physical Life of School Children
> (6) The Principles of teaching-
> (a) General Method
> (b) Special method
> (7) Speech Training
>
> to complete a course in the Practice of Teaching, including-
>
> (1) Observation of Class Teaching

(2) Continuous Practice in the Class Room
(3) Observing and giving Special Lessons and taking part in discussion on them.[15]

Special Method classes were available in classics, modern languages, English, history and geography, mathematics, physical sciences, biological sciences, drawing, primary subjects and kindergarten subjects.[16]

Unlike the abortive attempt of 1917, the new course proved popular and graduates, who previously enrolled at the Training College for their professional year, could now complete the Diploma in Education at UWA. Enrolments of 22 in 1930 doubled to 44 a year later and rose still further in 1932 to 53. At this time the Department of Education consisted of Cameron and one other staff member.

The popularity of the course resulted in a number of part-time enrolments and a great deal of interest from teachers. Since most teachers had a 'Teachers' Certificate' from the Teachers' College, exemptions from the teaching practice component were granted to those who had at least five years teaching experience.[17] The Diploma in Education provided students in this category with an opportunity to upgrade their qualifications, and helped establish the importance of professional development in the construction of Education as an area of study.

The interest of teachers in the Diploma in Education stimulated the Teachers' Union to approach the University, first with a request to make the Diploma available wholly in the evening,[18] and to relax the degree requirement for entry so that more teachers could enrol.[19] The Professorial Board was unenthusiastic in their response to the first request, as lectures in some units were already held between 5pm and 6pm, and Cameron refused to consider the second. Cameron was firmly of the belief that the University should replace the College as the training institution for teachers and urged the Government to seek Senate approval for a site in the University grounds for a future Teachers' College,[20] however, no action was taken on this matter.

While guiding the implementation of the Diploma in Education at UWA, Cameron was at the same time responsible for the more liberal approach to the training of students which emerged at the Claremont Teachers' College. It was in this regard that the difference between Rooney and Cameron was most noticeable. 'The hitherto rigid discipline and closely supervised daily routine' was relaxed as Cameron introduced a measure of freedom and gave more responsibility to the students.[21]

Cameron's appointment as Principal coincided with that of T. Milligan, President of the WA Teachers' Union, as Vice Principal. While on the surface this appeared to be a satisfactory arrangement, it was in fact fraught with difficulties resulting from the uncertainty which surrounded the division

of authority between the Principal and the Vice-Principal. The Teachers' Union and the Minister for Education attempted to divorce the functions of the two men strictly along the lines of academic work and practical training. Cameron's response to this was that he 'proposed to keep full control of the teaching and academic sides'.[22] Cameron was true to his word but an element of disunity remained and was further aggravated by the personality differences between the two men.

Despite these tensions, the structure of the courses at the College remained unchanged. Students who had completed their Leaving Certificate embarked on a two-year period of training, having earlier completed a year as a monitor (as outlined in Chapter Two), The majority of them lived in residence at the College. In addition, there was a small number of graduates enrolled for a one-year course, together with a few extended course students who were furthering their University studies. More than half of the students were enrolled in the one-year course designed to train teachers for rural schools. In an attempt to boost the supply of teachers to rural communities, these students were divided into three groups and their courses commenced at different times during the year.[23]

Within this framework, Cameron introduced a series of reforms at Claremont Teachers' College based upon modern educational thought and designed for greater freedom and more specialisation. Greater attention was given to educational psychology and experimental education, both of which were taught by Cameron. Hygiene became a compulsory subject, more emphasis was given to aesthetic education, more time was devoted to speech training, and visiting speakers and excursions became regular features of the College courses. More time was also devoted to demonstrations and practice teaching, which was completed in the final three weeks of the year, after examinations.[24] These developments were received enthusiastically by the students as indicated in these words of a final year student:

> At last the College has wakened to itself and its possibilities—it has acquired a personality which has been reflected in all forms of College life ... . We go out filled with enthusiasm and vigour, the ideals of which we have cherished here inspiring not only our teaching but our lives.[25]

Much of the success of the course from 1928 to 1930 was attributed to the status which Cameron brought to the College:

> The greatest impact came from the establishment of the Chair in Education. Professor Cameron introduced a new level of inspiration into teacher training. Provocative, stimulating, and progressive, Professor Cameron was imbued with the ambition to enhance the professional status of teachers.[26]

Despite this success the 1930s would prove to be a difficult decade for teacher education in WA, both philosophically and economically.

During the 1930s Professor Cameron maintained his strong commitment to a university-based theoretical orientation as a necessary foundation for teacher education, while the Teachers' Union stressed the need to emphasise the practical aspects of training. This tension between theory and practice, which had long been debated in Britain, the USA and in the older universities in Australia, now surfaced at UWA. Typical of the dialogue which took place was that reported in the *WA Teachers Journal* :

> On the general question as to whether a degree should be a necessary preliminary, Professor Cameron said ... the specialisation for the Diploma should be based on a solid, general education, culminating in a degree. This was the practice in Scotland, NSW and increasingly in England. The status of teachers had been gradually improving and this was a further step in that direction. It would, when it became fully operative, definitely place teaching on a level with other professions.[27]

Cameron was quoted as saying that the training college would become a College of the University and the Diploma would be the recognised entry to the profession. The Teachers' Union responded bluntly:

> Professor Cameron expressed the opinion that the Teachers' College would, ultimately, become a College of the University. In this event, of course, the University or so to speak more accurately, the Professor of Education at the University, would, as regards aim, be given a kind of dictatorship over the education of the state. Now, even although an autocracy of this kind may have been set up elsewhere in Australia, it does not appear to be in any way desirable, nor indeed, does there seem to be any serious prospect of its happening here. Let it be clearly understood. It is not sought to belittle or to disparage the importance of theory or of research in education; but any step which would lead to the exclusion from a say as to the manner in which education is to be carried on would be calamitous. Let us clear our minds of the cant about the omnipotence of the theorist.[28]

Before this debate could be satisfactorily addressed, the progress of the College was interrupted when it was closed in 1931 as a cost cutting measure by the Government at the height of the Great Depression.[29] The Government claimed it had a surplus of trained teachers, but the initial predictions of oversupply proved to be inaccurate, and the demand for teachers remained.

While the Diploma in Education continued through this period, the closure of the College motivated the Professorial Board to recommend to Senate that the University should continue the training of College students.[30] Classes for this were organised and the University agreed

to allow non matriculated students from the College (if recommended by Cameron) to study Education, History and English.[31] These students were then permitted to continue with their Arts Course into 1932 if they subsequently complied with matriculation regulations. The flexibility of the University in accommodating these students suggests that the teacher training role was readily accepted by the University. Further evidence of this commitment to the teaching profession was the decision to allow teachers who held a certificate from Claremont Teachers' College to enrol in an Arts degree even though they had not matriculated.[32] Following these measures a sub-committee was convened to consider the details of a possible two-year teacher training course to be conducted wholly by the University or in collaboration with the College.[33] At this time the Faculty of Arts received a letter from the State School Teachers' Association of Australia requesting that consideration be given to implementing a Bachelor of Education degree. The Faculty responded that it was not in favour, and focused its attentions on the Teachers' Certificate course.[34]

By 1935, in response to the continuing demand for teachers, the Senate of the University approved new regulations for the introduction of a one-year Teachers' Certificate course in the Department of Education. This response to the needs of schools was an important factor in how Education evolved at UWA. The Teachers' Certificate course for primary trainees, was open to students who had qualified for matriculation in the Faculties of Arts, Law, Science or Engineering, or who had obtained a School Leaving Certificate.[35] Candidates who enrolled in the course attended both the University and Claremont Teacher's College which reopened in 1934. The University offered instruction in education, psychology, history, hygiene, and speech training, while the Teachers' College dealt with methods of teaching the subjects which were taught in either primary or infant schools. The Teachers' College was also responsible for nature study, art and music. This affiliation with Claremont Teachers' College facilitated the development of both the academic and professional needs of the students.

In reviewing the progress of the course late in 1935, some doubts regarding the quality of the students were expressed in a report to the Professorial Board. The students were described as 'weak', with only one out of nine passing the examinations. This raised further concerns as to whether the University had dropped its standards to accommodate the students, and those who had failed were encouraged to return for a second year.[36] At a subsequent meeting it was decided that the Teachers' Certificate should be distinct from the other degrees awarded by the University and that 'it should be a small certificate which could be readily distinguished from a graduand's certificate'.[37] Despite the concerns over the quality of the students, the combined University and Teachers' College course continued

for some years. Just how successful the partnership was between the University and Claremont Teachers' Colleges remains unclear, as the majority of teachers in WA schools were still trained in the Teachers' College. Furthermore, arguments concerning the relative importance of theory and practice, and the control of the College continued to cause tension, especially with the Teachers' Union which stated its position in unequivocal terms:

> It seems, therefore time to assert that no Minister of Education is likely to be persuaded into handing over the control of the Teachers' College to the University, as prophesied by Professor Cameron.[38]

This tension lingered on until 1944 when, in an effort to resolve the issue, the Minister for Education, John Tonkin, suggested that the extensive program of teacher training which would be needed in the post war period made it desirable to separate the roles of Professor of Education and Principal of the College in order that the Principal of the College should be freed to devote all of his attention to the College while the Professor of Education would be able to focus on the development of the Diploma course.[39] Thomas Sten was subsequently appointed Principal of the Teachers' College. [40]

From 1935 through to 1941, the Diploma in Education and the Teachers' Certificate courses remained the focus of studies in the Department of Education, although there was much discussion regarding other possible courses. In 1939, Cameron received a letter from a number of students interested in a Bachelor of Education degree. Some of these were senior staff of the State Education Department who sought ways of upgrading their qualifications. Cameron, however, remained committed to the notion of a two-year postgraduate course:

> I am opposed to an undergraduate course leading to a Bachelor of Education, as in my opinion such a degree course places insufficient emphasis upon the general culture of the prospective teacher ... and that teachers should have an opportunity of taking an advanced course in their professional work.[41]

The Board referred the matter to the Arts Faculty for further discussion. Cameron's report of that discussion stated that the degree should not be granted as a first degree or to those with less than ten years teaching experience. He also stated that he was opposed to the introduction of a separate Faculty of Education as had occurred in Melbourne: 'I prefer the Scotch system in which control is exercised by the Faculty of Arts'.[42] Included in Cameron's report was an outline of a possible two-year degree course:

First Year: Units in the Diploma in Education.
Educational Psychology.
Second Year: Philosophy of Education.
Advanced Experimental Education.
One of: Comparative Education, History of Education or Modern Development in Educational Practice.
An educational investigation.[43]

No action was taken on this proposal and within a few years Cameron's views were to change although his commitment to academic foundations remained steadfast.

By 1941, 244 students had graduated with a Diploma in Education, although this expansionary trend was subsequently disrupted by the onset of war. The unit Education within the Diploma in Education underwent minor revisions in content and structure to include:

Definition
- Scope, method, theory of education
- Relationship to philosophy and social science
- Philosophy of Education
- Social background of Education
- Aims of Education
- Functions of schools in a democracy

Organization and Administration of Education
- Centralisation and decentralisation
- State System of Education
- Rural Education
- Finance of Education

Comparative Education
- Education and Nationalism

Process of Education
- Limits of Education
- Heredity and Environment

General nature of intellectual, aesthetic and volitional training

Theory of Curriculum
- Detailed study of Curricula

Experimental Education
- Measurement of ability
- Education of the subnormal and gifted
- Vocational guidance

Measurement of Scholastic Ability
- Objective standards
- Diagnosis and treatment of defects

Principles of general method
- Lesson types, class management

History of Education[44]

The texts and references listed in the University Calendars confirmed the strong and enduring link between academic and professional studies in Education. Theoretical foundations were evident in titles such as: Adams: *Educational Theories;* Cole: *History of Educational Thought*; Morrison: *Basic Principles in Education;* Burton: *The Nature and Direction of Learning;* Mackie: *Studies in Education;* and Sneddon: *Educational Sociology for Beginners.* The practical emphasis was seen in titles such as: Rugg and Shumaker: *The Child Centred School;* Cole: *The Education of the Adolescent;* Mackie: *Groundwork of Teaching;* Borass: *Teaching to Think;* Dumville: *Varieties of Teaching Procedure;* Parker: *Methods of Teaching in High Schools;* Board of Education, England: *Handbook of Suggestions for Teachers;* and a large array of titles specific to teaching in the school curriculum areas.[45] Noticeable too was the increasing reference to academic journals and educational reports which suggested that the results of educational research and the forums for contemporary discussion of educational issues were also influential in shaping Education as an area of study.

The Department of Education had consolidated its work in initial teacher education by the time that Mr Justice Wolff was appointed to conduct an enquiry into the Administration of the University in 1940. This was motivated by complaints from the University regarding levels of funding, community concern for what was perceived to be a developing elitism and the lack of community involvement in the Senate.[46] Wolff's report, in addition to commenting on entry standards, fees, funding and sub-graduate courses, also dealt with Education and teacher training, and once again raised the theory-practice issue. Wolff expressed strong views on a variety of educational matters, including the ideal of a university education:

> A university should be a place where there are some students at least who are learning for the love of learning, who are not imbued with the idea of turning their knowledge into monetary account.[47]

Furthermore he suggested:

> There is too much of a tendency to stock up the university with students who are simply making use of it for the purpose of preparing themselves to earn a livelihood. I know this remark invites protest but nevertheless it is true. It is of course a laudable ambition in every man and woman to acquire knowledge which will serve them in their life's work, but too often the acquisition of knowledge which will serve them in their life's work is confined to one particular channel and this limitation is apt to warp the outlook and to unfit rather than to fit, the subject to be a good citizen of the state.[48]

Wolff's comments suggested that the original focus of the University, as proposed by the report of the Royal Commission and by Hackett, needed to be reconsidered in the light of social, educational and economic changes which had occurred in previous decades. Wolff was also critical of the University's role in teacher training and, in complete contrast to the views of Rankin a decade earlier, firmly stated that:

> It must be realised that the training of teachers is a technical matter. The Teachers' College partakes of some of the characteristics of a high school and some of the characteristics of a technical college, and the University is not, in my opinion, the place to undertake instruction in the technique of teaching. It may certainly give instruction to student teachers in cultural subjects, a good many of which are covered by the Arts degree. As a matter of technique the College is better fitted to impart instruction because the College is better able to keep in touch with the ever-changing needs of education in this respect, whereas the function of a University lies in its pursuing a broader cultural basis. [49]

Overall, Wolff's recommendations pointed to a clearly defined role for the University, a role which implied a shift of focus from the utilitarian aspects of education to a more theoretical and research orientation.

The University moved to implement a number of Wolff's recommendations. Sub-graduate courses were terminated, including those which had been offered to teachers, and there was a shift towards more graduate and post graduate studies which had implications for the Department of Education. Wolff's comments also encouraged a separation of the liberal and vocational aspects of teacher training. A decade earlier H. Thomson, writing in the *Australian Rhodes Review*, had addressed the question of whether the universities could be both vocational and liberal:

> The problem of working out a proper technique for the curious type of University we have in Australia is a very practical one. The University must keep the vocational training for the professions, and it is good that it should. Educational institutions must take their colour from their environment and their age. The present is called a practical age, and the best possible training must be given to meet the practical problems that arise in the professions. But it is at the same time equally essential that the true functions of a University should not be forgotten. In the absence of a leisured class the Australian University must be built round vocational training. That is the central feature. The problem is how to add to this vocational training- or perhaps putting it better to infiltrate it with—a leaven of general culture, of learning aimed to benefit the man rather than the artisan.[50]

Similar issues were the basis for concern regarding the training of teachers in the USA in the 1940s. Judge suggested that how teachers were educated, and where and by whom, reflected beliefs about what teachers were for and why society employed them.[51] If these issues were examined certain underlying assumptions concerning the nature of the State, the relationship between education and the economy and the character of the culture could be drawn.

In similar vein, Taylor discussed the serious shortcomings of teacher education in the USA in the late 1940s and early 1950s, reporting that staff responsible for teaching in the teachers' colleges were not well qualified in their parent disciplines; that practice teaching was poorly supervised and inadequately assessed, and that teacher educators were people of considerable 'academic pretension'.[52] The solution, it was suggested, could be found in the appointment of clinical professors who would keep their skills in good shape by periodic returns to the classroom and be judged not on their research and publications, but on their ability to produce first class teachers. Accreditation, certification, student quality, a more disciplined structure for the study of foundations, and better links between university schools of education and secondary schools, were all themes which administrators and scholars explored in subsequent decades reflecting concerns about the balance between academic and professional studies.

The question which emerges from a recognition of these concerns in the USA is whether the partnership between UWA and Claremont Teachers' College suppressed such concerns at UWA by combining academic and professional studies rather than arguing for one at the expense of the other? The evidence presented in this study suggests that this was almost certainly the case. By combining the practical expertise and ready access to schools of Claremont Teachers' College with the academic rigour of university studies in Education, UWA was well equipped to face the post-war challenges to teacher training programs and the recommendations of the Wolff enquiry.

The implementation of one of Wolff's recommendations brought the two institutions closer together. Wolff recommended the implementation of an Advisory Board for the Teachers' College which was duly established in 1945. Membership comprised the Director of Education, the Professor of Education, the Principal of the Teachers' College, the Superintendent of Primary Schools and a Teachers' Union representative. The Board began its deliberations in a strictly advisory capacity, but as Cameron commented, its concerns soon reached beyond the training of teachers:

> It was soon found that some decisions on this matter depended on decisions of wider educational questions. Its decisions and its discussions have then

> affected not only the training of teachers and the whole education system of the State, but also the teaching of education at the University.[53]

Cameron went on to cite an example of the Board's influence. Prior to the establishment of the Board, Education could be studied at a second or third year level in an Arts degree and had to be preceded by a pass in first year philosophy or psychology. In November 1945, the Board felt that first year Claremont Teachers' College students should have the option of studying education at a first year level and requested that the Professor of Education take the matter up with the Faculty of Arts, which agreed to the proposal. In this manner the Advisory Board exerted a strong influence over the construction of Education as an area of study at UWA. Few realised that it would become 'one of the most important educational boards ever established in this State'.[54]

As a result of the Board's request, the unit Education was broken into Education I and Education II, with the first four sections as outlined previously comprising Education I and the remaining sections Education II.[55] Soon after this, the Faculty of Arts and the Professorial Board supported Cameron's recommendation for the creation of a Faculty of Education.[56]

The regulations for the new Faculty were approved by Senate in November 1946, and came into operation on 1 January, 1947. This opened the way for studies in Education to expand and to develop new courses. Almost immediately, Cameron gained support for the introduction of a four-year undergraduate Bachelor of Education degree, the first in Australia.[57] This was considered a bold experiment which generated much debate regarding the relative importance of a general education as opposed to the need for a teaching specialism in courses for student teachers. Cameron's philosophy was that the greatest need was to educate, and at the same time to raise the status of ordinary teachers in schools. This view emerged clearly in his writings:

> Today there is a new spirit abroad. Not the training of the teacher, but the education of the teacher-and of the whole teacher-is being undertaken. It is now recognised that 'he who would educate must himself be educated'. What is aimed at is the enlightenment of reasonably cultured people about the principles underlying their profession, which incidentally includes much more than teaching.[58]

With Cameron's belief in a solid theoretical foundation, it is not surprising that the new degree course placed a strong emphasis on theoretical studies in the first three years, with the final year given over mainly to professional preparation. The course was designed with three ends

in view, as outlined by Sanders in a review of the Bachelor of Education:

> Firstly it attempts to provide a flexible subject matter content drawn form Arts or Science or from both these cooperating faculties. The major objective in this respect is to make possible a general teaching competence to the level of the third or fourth years of a post-war high school. Secondly, it attempts to provide students throughout the four years of the course with an opportunity to visit schools in city and country, to see experienced teachers at work, and to gain teaching experience in a variety of schools ... . Thirdly it attempts to share the total task between the Faculty of Education and the Teachers' College in a way that allows each to do what it is best equipped to do.[59]

The Faculty of Education was responsible for teaching units in Education, Psychology, English and Science, while the Teachers' College completed the professional aspects of training. The objective of the academic units of Education was to provide students with a sound knowledge of the philosophical, psychological, historical, social, comparative and experimental aspects of Education. Important in the construction of Education was the development in the student of an enquiring and critical mind regarding the problems of education in general, and Australian problems in particular. Implicit in this was the need to prepare students in the techniques of educational investigation, in the subject matter to be taught, in the capacity to teach and to have an understanding of the child as a person and a learner. Education was seen also to have a responsibility for the development of values.[60]

During the first three years of the degree course, school visits and observation of teaching, which were organised by Claremont Teachers' College, were undertaken concurrently with university studies. As the practical work was distributed throughout the four years and was the responsibility of the Teachers' College, the latter became an institution formally affiliated to the University, although a loose cooperative arrangement had long existed.[61] This new development mirrored the recommendations of the McNair Report (1944) on the recruitment and training of teachers in Britain which recommended that the teachers' colleges in England should form closer relationships with the universities since:

> We believe in years to come, it will be considered disastrous if the national system for the training of teachers is found to be divorced from the work of the Universities or even to be running parallel with it.[62]

In England this led to the establishment of University Institutes of Education, whereas in WA the response was to affiliate the University with

the Claremont Teachers' College. This affiliation was also in line with Wolff's recommendation, that the vocational aspects of teacher training were best undertaken by the Teachers' College.

The Bachelor of Education prepared kindergarten, primary and secondary teachers, although secondary teachers could still teach solely with an Arts degree. The course was structured as follows:

First Year:	Education I, Psychology I, English I, General Science
Second Year:	Education II, Psychology II, two optional subjects, Social Science (non examinable)
Third Year:	Education III, two optional subjects.
Fourth Year:	Education IV, Social Institutions, Special method (infant and Primary taken at the College, Secondary at University), Physical Life of School Children and Physical Training, Speech Training, two of Music, Art or Hand-work.

Optional subjects could be selected from the following combinations:
French I and II: German I and II;
Physics I and II: Chemistry I and II;
Physics I and II: Chemistry I, Zoology I;
History I and II: Constitutional Law I and II;
Physics I and Engineering Physics I: Drawing and Design I and II; or
Botany and Agricultural Botany: Chemistry I, Principles of Agriculture I.[63]

During the fourth year, in addition to undertaking practical work, students were required to carry out an educational investigation on a topic approved by the staff. Many of the resultant theses were of a very high standard, demonstrating the academic rigour of the course.[64]

The course, while generally regarded as sound with a good coverage of psychology and its educational applications, experimental education and history and philosophy of education, did have some weaknesses including a lack of flexibility and the inadequate coverage of subject content from Arts and Science.[65] In fact, there was some concern that it may not have been adequate for teaching in Senior High Schools due to the lack of depth in the subject disciplines. Furthermore, 'although it provided a good basic training for possible future educational administrators, it was less well suited to secondary teaching at a time when the State secondary service was expanding rapidly'.[66] After an initial enrolment of 170 in 1949, numbers fell away to 136 by 1952.

In light of this, one of the most surprising developments in the early 1950s was the decision to discontinue the Diploma in Education and the Teachers' Certificate courses in favour of focusing on the Bachelor of Education. At that time, due to the severe shortage of teachers, Dr T. L. Robertson, the Director of Education, had embarked on a vigorous recruitment program offering bursaries to school leavers and increasing the

student training allowances for Claremont Teachers' College students. When the UWA Diploma in Education ceased, the Teachers' College immediately organised a secondary training course for graduates in Arts and Science, and enrolments at Claremont Teachers' College rose dramatically. It soon became clear that the decision to drop the Diploma in Education after twenty-one years was a mistake. While the Bachelor of Education course may have had academic support within the University, it was not able to respond quickly enough to the needs of the government and non-government schools.[67] It was not until Colsell Sanders became Professor and Head of Department some years later, that this decision was reconsidered. In 1953, as a short term measure to recover lost ground, the Teachers' Certificate was reintroduced. [68]

Recognising the need for change in the face of falling enrolments, the Faculty revised the Bachelor of Education course to provide for more in-depth study in the subject content of the Arts and Science disciplines. The introduction of Education was delayed until the second year, and more teaching practice was included throughout the four years. This measure refined the balance between academic and professional studies. Education as an area of study expanded to include: the history of civilisation and the development of man; the evolution of education; a detailed study of the English education system; the function of a school; centralisation and decentralisation; the history, function and curriculum of the secondary school; guidance, both educational and vocational; the history, function and curricula of tertiary institutions; the problems of values education; education and its relation to political theory; modern developments in education; educational sociology; work relationships and a range of method courses.[69]

Broadly, this development represented the 'modernisation' of studies in Education, bringing together more contemporary studies with the traditional base. Evidence of this can also be found in the broader text and reading reference lists which focused attention on an awareness of the individual differences of learners in Monroe: *Children Who Cannot Read*; on a changing view of the role of schools as represented in Hemming: *Teach Them to Live*; and an acknowledgment of the difficulty of preparing students for an uncertain future in titles such as Livingstone: *Education for a World Adrift;* Lynd: *Knowledge for What?;* and Berkson: *Education Faces the Future.* [70]

Noticeable also was the concern to educate and not just train teachers, which further reflected the influence of Cameron. In the second year of the Bachelor of Education course, all students were required to complete a course in Social Studies (although no examination was conducted) as it was thought 'imperative that anyone studying education should have some

knowledge of man's development'.[71] The rationale for this course was explained by Cameron as follows :

> I have always felt strongly, very strongly, that prospective teachers should know the road the race has travelled and thus get at least a glimmering of their part in the evolutionary process. Furthermore, such knowledge should assist them to overcome those moments of pessimism which come to every teacher when they find that they cannot go beyond the innate powers of their pupils.[72]

This initiative was also partly stimulated by the introduction of the subject 'Social Studies' into the school curriculum. It also coincided with criticism by R. Freeman Butts, the noted American educationalist, that the neglect of a general education in social science and in the social and philosophical foundations of education for intending teachers, was a serious shortcoming of teacher education in Australia. Butts stated:

> I have found little effort to see that all teachers had some grounding in history, philosophy, sociology, anthropology, economics, political science or social psychology. It is not enough these days to assume that a teacher has acquired enough social understanding in high school, because I have already pointed out what a subordinate position the social sciences hold in high school courses ... . Some universities had no department of political science or anthropology. No university had a department of sociology. I wondered how political and social education could be infused into the schools if there were so little tradition of it in the universities. The other fact which struck me was the relative neglect of the study of the social and philosophical foundations of education.[73]

Without these, Butts claimed that teaching could not be a profession and would remain at the level of trade training.

Studies in Education also expanded through the introduction of a range of physical and health education subjects in this period, marking the beginning of a specialist physical education course for trainee teachers. This course underwent substantial expansion in 1953 with the development of five full units, with first year students required to undertake physical education classes each week. The purpose of this was to provide an opportunity for participation in swimming, athletics, dance and other games and, perhaps more importantly, to give some preparation for coaching school sport. The impact of these changes was reflected in enrolments of 220 in 1955 and 320 a year later.[74] While these initiatives reflected the place of initial teacher education in the construction of Education, developments in higher degree studies occurred more slowly.

Higher Degrees

Prior to the establishment of the Faculty of Education at UWA, only three Master of Arts theses undertaken within the University were on topics related to education. These theses were *The Technique of the Written Examination with Special Attention to the Junior and Leaving Certificate Examinations in Western Australia*[75], *Non-focal Learning and its Application to Teaching Practice*[76] and *The Teaching of History in Secondary Schools, being an Examination of its Purpose, Material and Method in the Light of Modern Theories.*[77] Once established, the Faculty of Education soon offered a Master of Education degree, although initial enrolments were low. Candidates with a Bachelor of Education with Honours could undertake a Master's degree one year after completing their Bachelor of Education, while those with a pass degree were required to wait two years, and pass a qualifying examination. The Master's Degree was completed by thesis on a theme approved by the Faculty.[78] Only one thesis, *The Role of the Educator in the Emergence of Civilization,* was completed by the end of 1954 and it was philosophical in nature.

In addition to the Master's degree, the Faculty of Education initiated professional development activities in line with Cameron's commitment to the continuing education of teachers at the University, as expressed in his final article for *The Educand* in 1953:

> No professor of education would be happy unless he felt his institution had become a centre of educational influence to which teachers at all levels should be able to come for information, inspiration and all kinds of educational guidance.[79]

The first of the professional development courses was a General Science course which ran from 1949 to 1951. This was available only to students who already held an Arts Degree and a Diploma in Education. The course in the history of science, general science and practical exercises required students to undertake a 'specified amount of general reading at a popular level'.[80] This coincided with an unprecedented expansion in the school population and a resulting crisis in teacher supply. The combined influence of Australia's immigration policy, the nation's rising post war birth rate, an increase in the school leaving age and a lowering of class sizes, contributed to this shortage. The flexibility of the University in responding to changing educational needs indicated that support for a strong theoretical foundation was not to be at the expense of providing relevant, professional courses.

A further initiative introduced in 1952 was the course for a Certificate in Educational Administration. Admission was available to candidates who had a degree, an approved Teachers' Certificate or Diploma in Education and

at least five years' teaching experience. The course was offered on a part-time basis and all candidates were required to pursue their studies for at least five terms. At the end of the course, candidates sat an examination and submitted a thesis.[81] The introduction of this course represented the first attempt to provide further studies as a form of professional development for practising educators. The demand for such a course reflected the post war expansion of government schooling and the subsequent administrative demands on staff.

The course details suggest that the State Education Department of Western Australia sought a way of providing training for a new level of administrators. Lectures were given in the following:

- The structure of an educational system.
- The underlying principles, the machinery, the functioning and the problems of educational administration in England, Scotland, the USA, Canada, France, Denmark, the other Australian states and New Zealand.
- The structure and function of the general system of government and public administration, and the place of educational administration within it. Examination of the constitutional principles involved in Britain and Australia.
- Educational finance.[82]

In addition to lectures in these areas, the course provided specialist input from the Director General of Education and the Superintendents of Primary and Secondary Education, and a focus on administration at the school level, the internal working of the Education Department, methods of selection for secondary schools, the organisation of Physical Education and School Health, the teaching of Music and the Arts, and Vocational and Educational Guidance.[83] Conducted in partnership with the State Education Department, the course was a blend of theoretical and professional content.

Research Activities

Initially, during this period, little attention was paid to post graduate work and research in the University generally. With each department relying on only two or three staff and some part-time help, a large proportion of the teaching was done by the professors. One consequence of this was limited opportunities to undertake research. An attempt to address this was made in 1936 with the separation of Agriculture from Science to form a new faculty which then founded the Institute of Agriculture. The intention of setting up this Institute was to provide a centre for agricultural research at UWA.

Within the Department of Education at UWA the importance of research was well recognised and supported by Professor Cameron. His commitment to this was acknowledged, when, in 1945, he was appointed as the Director

of Educational Research, a position created by Tonkin, the Director General of the State Education Department. As Director, Cameron served on a board whose brief was to advise on educational research in the State.

While it was one thing to recognise that research was an important component in the construction of Education as an area of study, implementing a strategy to support research endeavours proved to be more difficult. Given the rapid growth in population and industrial development in post-war Australia, it is not surprising that the universities directed their energies to providing graduates, especially in areas of critical shortage such as science and technology, and teaching.[84] The Murray Report on Australian Universities (1957) later commented on the general weakness of honours and post-graduate training and research, a direct outcome of the strong focus on providing new graduates.[85]

While individual members of academic staff pursued their own scholarly interests, there was no commitment within universities to the development of post-graduate schools or to the provision of funds to support staff research The financial difficulties of most universities restricted their activities prior to the Second World War, when most of the funding for universities came from fees, donations and endowments. The University of Western Australia did not charge fees until the 1960s and so finances were even more limited. Consequently, most of those wishing to pursue higher degree studies and research proceeded to the UK or the USA. This was a general pattern throughout Australia. In addressing the issue, the Murray Report recommended the establishment of the University Grants Commission, emphasising that a central aim of a university was to engage in research and that good teaching at the university level could not thrive without it.[86]

This clear articulation of the importance of research presented a challenge for the future directions of all faculties. There was much debate about the relative importance of teaching and research in the universities and the relationship which should exist between them. Even at vice-chancellor level there was disagreement, as discussed by Maclaine:

> Put bluntly by one vice-chancellor 'the central object of our enterprise is education, not investigation'.[87] As viewed by another, over emphasis on research had resulted in too little stress on teaching, which was the vital function of universities. Those who support the view of the equality of research and teaching would hold that research was essential in the search to extend knowledge and that teaching which was not underpinned by relevant research would lack freshness, appeal and originality.[88]

With respect to Education this issue was taken up by R. Freeman Butts, Professor of Education at Teachers College at Columbia University, during

his visit to Australia in 1954. In his forthright appraisal of Australian education at all levels, he criticised the provision of teacher education for a number of reasons, one of which the neglect of research in teacher preparation.

Butt asserted that any genuine professional education should combine 'theory and practice, principles and methods, intellectual understanding and skill in execution ... . Scholarship, research and teaching ability must go along together'.[89] Furthermore, he believed that if teacher education focused only on teaching methods it became little more than an apprenticeship and needed to be balanced by academic scholarship: 'Academic discipline and professional concerns must go hand in hand'.[90] Butt believed that the universities were better placed to provide this balance than the teachers' colleges, suggesting that better qualified staff and more capable students were the reason for this. According to Butts, the inclusion of educational psychology, philosophy of education, history of education, comparative education and research methods would provide academic rigour and the basis for research. It is noteworthy that these were all features of courses within the Faculty of Education at UWA by the early 1950s.

The Faculty of Education's initiative in establishing *The Educand,* a scholarly journal, in 1950, is further evidence of the commitment to scholarship and research. In the Editorial of the first issue, Professor Cameron explained the importance of the publication:

> The aim is to stimulate educational thinking and practice. But more precisely the Faculty of Education hopes by publishing annually a brochure of this kind to provide a means of recording both educational opinion and research in all fields of educational activity.[91]

Cameron went on to encourage research in two areas. The first was in the philosophy of education which he believed was important since 'the question to what ends are we educating? is a complex one'.[92] The second area of research was in school classrooms. In his plea to address these there is again evidence of both academic rigour and professional studies in Education at UWA.

The first issue of *The Educand* contained a diverse range of articles contributed mainly by the staff of the Faculty of Education and Claremont Teachers' College including *Study Conditions of Teachers' College Students; Non-state Schools of Australia; Education in English of New Australians; Objective Tests at the Tertiary Level; Attitudes; Incidence of Speech Defects in Western Australian Schools; Objective Tests at the Tertiary Level; General Science;* and the *Bachelor of Education.* The wide circulation of this journal encouraged research and publication within the Department.

Conclusion

Growth and development in the Faculty of Education at UWA throughout the period 1927 to 1954 was still largely directed to the preparation of teachers, as was the case in other Australian university faculties of education. This preparation was achieved initially through the Diploma in Education and Teachers' Certificate courses, and later through the Bachelor of Education Degree. The expansion of courses after the establishment of the Faculty resulted in an increase in staff from two to seven by the end of 1954, and a significant overall growth in student numbers as shown in Table III below. This growth was evident across UWA with an increase of staff from twenty-seven full-time permanent members (including nine professors) to ninety-one full-time permanent members by 1954 (fifteen of whom were professors).[93]

TABLE III
Enrolments in the Faculty of Education

Year	Enrolments in the Faculty of Education	Total Enrolments UWA
1948	149	1,978
1949	193	1,968
1950	183	1,840
1951	159	1,728
1952	161	1,684
1953	193	1,741
1954	217	1,857[94]
1948	149	1,978

Professor Cameron's commitment from the outset to the importance of theoretical foundations in teacher education was evident in the content of the units of study offered, while the practical skills of teaching were provided through the affiliation with the Teachers' College. The addition of new areas such as Social Science and Physical Education assured the continuing relevance of the courses offered to the changing needs of the schools. Teachers were catered for by ongoing professional development activities, while the M.Ed degree facilitated the acquisition of research skills by students.

While Western Australia was generally considered a late starter in the development of public education, the nature of teacher education and acceptance of Education as a legitimate field of study at the University owed much to the vision and leadership of Professor Cameron. Moreover, he also succeeded in establishing a Faculty of Education to ensure future progress, something not achieved at the University of Sydney where Education remained within the Arts Faculty.

Throughout his career as a university teacher, Professor Cameron maintained an exceptionally wide range of interests. He was associated with the work of the Australian Council for Educational Research and also with the progress of music, the fine arts, museums, kindergartens and broadcasting. Under his leadership theoretical and historical studies in Education prospered. Studies of educational administration, a stronger focus on Australian and rural education, and the development of experimental education and research, likewise reflected Cameron's influence. Always a theorist who constantly kept before his students the challenge of ideas, Cameron was responsible for the training of four hundred graduates who gained the Diploma in Education at UWA during his time as Professor.[95] On his retirement members of the Faculty of Education expressed their appreciation of his contribution to the Faculty over many years. In reply, Cameron said that he had enjoyed good fellowship and cooperation from his colleagues and looked back with much pleasure on his work at the University.[96]

NOTES

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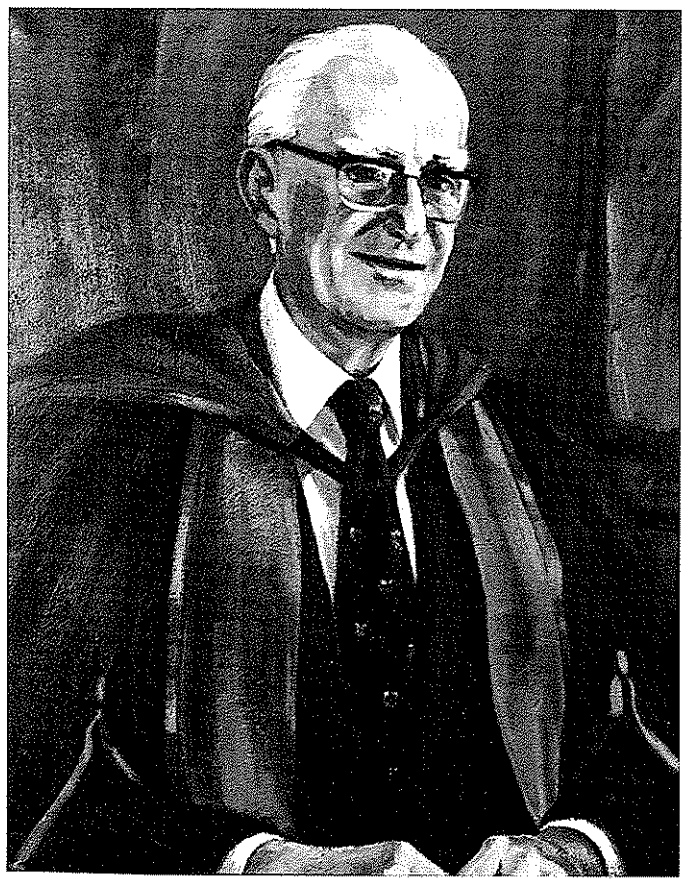

Professor Colsell Sanders
Professor of Education at The University of Western Australia 1954–1969

[Romola Morrow. *Portrait of Professor 'Col' Sanders 1980.* Oil on Linen Canvas. The University of Western Australia Art Collection. Gift of Staff and Students, Education Department, University of Western Australia, Perth, 1980.]

Chapter Five

Colsell Sanders: 1954–1969

Introduction

If the years leading up to the mid 1950s focussed on expansion in the Faculty, those immediately thereafter were, by contrast, a time for consolidation. They were also years closely identified with the leadership of Colsell Sanders who succeeded Cameron as Professor of Education. Sanders wrote extensively on issues related to the nature of university studies in Education, on the appropriate preparation of teachers (which continued to be a controversial issue) and on the importance of higher degrees and research activities in faculties of education. His support for the affiliation of the Faculty of Education with the Claremont Teachers' College and the need for both academic and professional studies in Education placed him in the same tradition as Cameron.

The period covered in this chapter also saw several inquiries into secondary education in WA and their findings had important implications for the training of teachers. The advent of comprehensive secondary schooling for all children also generated the need to rethink and reshape courses in the Faculty of Education. Post-graduate studies also expanded largely due to the recommendations of the Martin Committee which focused on the pattern of tertiary education in relation to the needs and resources of Australia.[1] Research activities were encouraged in all Australian universities and the Faculty of Education at UWA was no exception.

The Influence of Professor Colsell Sanders

Professor Sanders, who was born in Adelaide in 1904, completed his primary education in Western Australia and his secondary education in Tasmania. On returning to Western Australia he attended the Claremont Teachers' College from 1923 to 1926. During two of those years he resided at the College, while concurrently being enrolled as a student at UWA. After successfully completing his degree and Teachers' Certificate, he went on to graduate with the degree of MA in English Literature in 1930.

Early in his academic career, Sanders became interested in the study of Education, having gained a distinction in the Education unit in his

undergraduate studies. He then became an external tutor in the subject at UWA, before enrolling in the Diploma in Education, which he completed in 1932 with distinctions in almost every subject. He was a talented student, his MA thesis being described as one of 'striking excellence, breaking new ground and showing a genuine talent for research'.[2] His potential for leadership was also recognised when he became president of the UWA Guild of Undergraduates in 1932.[3]

In 1936, after serving for ten years as a teacher and head teacher in the State Education Department, including a period in charge of the Demonstration School attached to the Claremont Teachers' College, Sanders was awarded a free passage to Europe and enrolled as a post-graduate student at the University of London Institute of Education. His highly commended doctoral thesis was the result of research into the psychological needs of children and their relation to behaviour.[4]

Early in 1939, after his return to Western Australia, Sanders was seconded from the State Education Department to assist with university administration. In 1940, he was appointed Registrar of the University. In addition to his administrative duties, he lectured in Education and psychology. He had a particular interest in the problems associated with the success and failure of university students and his research in this field earned him international recognition. He was also considered an expert on the history and administration of the Australian Universities.[5]

At the end of 1943 Sanders took charge of research for the Universities Commission in Sydney, and became involved with the issue of student selection for university entry. On his return to Western Australia in 1946 to his former position as Registrar, he served on many boards and advisory committees, including the public Examinations Board and the Music Advisory Board. He also made a significant contribution to the fields of academic selection, comparative education and educational psychology through the many articles and research papers that he wrote.[6]

Prior to taking up the position of Professor of Education in 1954, Sanders spent his study leave attached, yet again, to the Institute of Education at the University of London. His work there focused on advances in British educational thought and practice and post-war developments in secondary education and technology. The high regard in which he was held was obvious from the work he undertook as described here:

> To undertake the work he was awarded an Imperial Relations Trust Fellowship as well as a travel grant by the British Council. During this period, at the invitation of the British Foreign Office, he twice visited Western Germany and reported on post-war vocational education, teacher training and university development.[7]

The experience gained overseas contributed to Sanders' outlook on many issues which helped shape Education as an area of study at UWA in the late 1950s and thereafter.

Soon after his appointment as Professor of Education, Sanders took up the debate regarding the preparation of teachers and the importance of research in faculties of education, thereby reflecting the concerns which had already emerged in the older universities. Sanders considered the factors which influenced the nature of courses in Education and maintained that as an area of study in Australian universities, it was a product of two educational traditions.[8] One emerged from ancient, medieval times and was academically based. The other had its origin in the eighteenth and nineteenth centuries and was more broadly based on the educational ideas of Locke, Rousseau, Pestalozzi, Herbart and Froebel.[9] From the Middle Ages the focus on grammar, rhetoric and logic, arithmetic, geometry, music and astronomy led to the university degree of Bachelor of Arts, which itself was a license to teach. The second was influenced more by the emerging sciences, attitudes towards democracy, individual freedom and the national necessity to educate all.[10] These origins reflected the positions of academic respectability and professional relevance which emerged in arguments concerning the role of Education in many universities.

Acknowledging the relevance of such issues for universities in the 1950s and 1960s, Sanders emphasised the importance of universities providing an adequate number of professional courses for teachers.[11] While studies in the sciences and social sciences emerged as professionally focused, producing physicists, chemists, geologists, economists, psychologists, sociologists and social workers, studies in the Arts seemed to be taken for their own sake. However, as the content of these courses provided the content of instruction in schools, many graduates of Arts naturally took up teaching. Graduates recruited by the State Education Department could teach without formal preparation in Education, although many were encouraged to enrol for the Graduate Diploma in Education courses in universities. The question which this raised for Sanders was:

> ... should the task of the universities be to produce professional historians, mathematicians, physicists and chemists, who may be required to teach? Or should the task be to produce professional teachers who may be historians, mathematicians, physicists and chemists? If the second is the more important role from the viewpoint of the schools, then the Graduate Diploma in Education program has a vital role to play.[12]

Sanders clearly believed that the preparation of teachers was the role of the Faculty of Education. The reason for this, he argued, was that the type of knowledge required could not be found in school syllabuses

or subject studies in the various faculties. He believed that teachers needed knowledge of human capacities, children's behaviour, motivation, learning styles, assessment and remedial techniques. He believed that such knowledge was not available in the teachers' colleges which tended to focus on content and methods.[13] It was, therefore, the role of Education to provide this instruction.

Sanders' commitment to this responsibility was evident in his inaugural address at UWA, during which he proposed that academic and professional studies within Education should be brought together. He was enthusiastic about the possibility of the Faculty, in conjunction with the Teachers' College, moving into a new building on the Crawley foreshore, south of Agriculture, possibly within five years. He indicated that the staff of the Faculty and the College had already been working on the arrangements and that part of the rationale for this came from the example of the Institute of Education at the University of London:

> I do not believe that the English Institute of Education in its entirety is for export, but its best features are; and I hope that our own institution will carry the English name and set a pattern for the rest of Australia.[14]

Sanders was convinced that the staff of the Education Faculty at UWA and the Claremont Teachers' College could work together, each with their own specialised functions, but with reciprocal use of staff and facilities. An institute would provide teacher training, professional development and carry out research and the publication of educational ideas:

> I look forward [he wrote] to it developing as a place to which teachers, both State and private, can come and be welcome, and from which we can disseminate by publication and other means the latest educational ideas and the latest results of educational research.[15]

The proposed institute did not eventuate, but in the late 1960s a new Secondary Teachers' College was located on a site adjacent to the University.

Despite the failure of the proposal to establish an institute, Sanders remained certain of the role his Faculty should perform. Speaking in 1963, on Education as a university study, he suggested that Education emerged as a discipline in two ways. Firstly, it contributed to the liberal education of the student, regardless of eventual vocational destination, and secondly part of its content provided an intellectual background for the practising teacher.[16] Sanders also agreed that the origin of educational studies was to be found in the practice of education itself. Without the need to prepare teachers, there would not be the same incentive to study educational theory or undertake research. Out of the need to prepare and educate teachers,

studies in Education had, Sanders claimed, grown to include a variety of topics with varying disciplinary origins. These included Philosophy of Education, History of Education, Comparative Education, Sociology of Education, Educational Psychology, Measurement and Research in Education, Educational Organisation and Administration, Economics of Education and Methods of Teaching.[17]

These interests, Sanders believed, defined Education as an area of study. His clear articulation of what he saw as the nature of Education, his own education, experience and research skills and his leadership qualities, were all important in the construction of Education as an area of study at UWA.

Developments in Secondary Education

With a strong commitment to teacher education, it was not surprising that the construction of Education at UWA was influenced by the need to support developments in secondary education. In contrast to the 1930s and 1940s, the 1950s was a period in which there was an unprecedented expansion of secondary education in Western Australia which coincided with the appointment of Dr T. L. 'Blue' Robertson as Director of Education.[18] His appointment occurred at the start of a period of economic prosperity and growing awareness of the importance of secondary education. Junior high schools were being established in country districts, new high schools were built in the major country centres such as Merredin, Manjimup, Narrogin, Busselton and Katanning, and there was a veritable boom in the number of high schools in the Perth metropolitan area. From 1950 to 1968 secondary enrolments in the state almost quadrupled.[19] This expansion was closely linked to economic growth in the 1950s in agriculture, industry and mining and to the demographic changes resulting from the post-war baby boom and an expanded immigration program. In the same period the number of secondary teachers in the State increased from 157 in 1945 to 800 in 1955, and 1896 by 1965.[20]

During this expansionary phase greater attention was given to the quality of education and several committees of inquiry into secondary education reported. In 1952-54, under the chairmanship of Superintendent V. Box, recommendations were made concerning the operation of secondary schools.[21] Early in 1957, the State Labor Government appointed another committee to investigate the secondary school curriculum. This committee, chaired by Dr Robertson, argued a case for comprehensive schools in Western Australia: 'If we believe in democracy and really do want our children to have equal opportunities, then our answer lies in the comprehensive schools'.[22] The report went on to urge that schools should be coeducational, comprehensive in the courses offered, and community based. This soon became the established model for secondary education and

was undoubtedly the major educational development of the 1950s.[23]

The Secondary Schools Curriculum Committee (1957–58), with representatives from the community and professional educators, proposed a comprehensive curriculum based on students remaining at high school for at least two, and preferably three years. The committee recommended the basic requirements for secondary pupils at the minimum level of achievement in the upper 85 per cent of the school population and recommended a special investigation into the needs of the lower 15 per cent of the ability range. The report also dealt with 'matters such as core and elective subjects, variable student progress, cumulative assessment and units of work: features which were to emerge in later years'.[24]

In 1962 the Committee of Inquiry into Secondary Education, also under the chairmanship of Robertson, met to review the progress which had been made since 1954. This committee reaffirmed the principle of secondary education for all children regardless of ability, abolished the selection of students by scholarships, and raised the school-leaving age from 14 to 15 years of age.[25] This had immediate organisational and administrative effects on schools as they endeavoured to provide courses to suit all academic levels and considered alternative approaches to the existing structure of secondary education.[26]

The latter development provided the motivation for yet another committee, this time under the chairmanship of the Director-General of Education, H. W. Dettman, to report on the future organization, structure and appropriate courses for the needs of education in Western Australia. The subsequent report, known as the Dettman Report, was described as:

> ... far reaching in its effects. Its recommendations for the replacement of external examinations by internally assessed certificates, moderated and issued by a Board of Secondary Education was implemented. The adoption of core and elective subjects, and of the levels approach in the core and elective subjects, had far reaching effects upon school organization and structure. The Report, too, saw the role of the teacher not as that of dispenser of information, but rather as that of a person who structures and guides learning activities.[27]

The Dettman Report which was a turning point for secondary education in WA also had important implications for the Faculty of Education at UWA. The Report's philosophy was challenging and progressive, and some of its basic principles involved the application of new educational theory and practices for teachers. The main recommendations were as follows:

1. Courses should be designed to achieve the broad aims of education (intellectual, development, integration into society, physical and mental health, economic competence and spiritual and emotional growth).

2. Courses should be differentiated according to student ability to enable all students to experience challenge and success.
3. Secondary courses should not be regarded as separate and distinct from primary.
4. The understanding and use of information should be emphasised rather than its memorisation.
5. Schools should give a high priority to teaching students how to learn and should emphasise student learning rather than the teacher's teaching. Students should be actively involved in the learning process and this activity should include thinking, responding, and being rewarded.
6. The material included in school courses should be significant in life situations and it should be taught in such a way to facilitate transfer.
7. Teaching should aim to establish interest in the subject being studied and learning should go forward in conditions of low anxiety.
8. Schools should foster creativity by allowing students freedom to exercise some independence and originality.[28]

These recommendations required changes in the ways in which teachers were trained, encouraged the application of contemporary learning theory and, in time, stimulated research into the effectiveness of the new approaches. There were many in the community who doubted the success of the educational innovations. The Chamber of Commerce in Perth, in particular, was moved to respond to the Minister for Education as follows:

> In our opinion the present system is certainly not providing for sufficient development of numeracy and literacy and it is curious to us that in almost every strata of society other than the teaching profession there is criticism of falling standards in the education system generally and in particular in such specialised areas as English grammar, spelling, and basic mathematics.[29]

The letter went further to criticise the lack of community involvement in devising the new system, especially in view of the 'very narrow lives teachers experience in relation to the rest of the community'.[30] It also predicted an inevitable decline in tertiary standards resulting from the demise of standards in secondary schools. The Teachers' Union was more supportive. It suggested that the ills of the new system were typical of the problems experienced in other states of Australia and overseas, and originated from the changing values in society, the conflict between economic and social needs, rapidly rising costs of mass education, a reappraisal of many of the fundamentals of conventional educational thinking and the problems of providing equality of opportunity.[31] The Union did, however, advocate the continuous evaluation and feedback of the new system.

Across Australia education was rapidly becoming the means to upward social mobility by the late 1950s.[32] The challenge for university faculties of education was to prepare teachers for the new comprehensive schools. In doing so it was necessary to recognise the changing nature of the student population resulting from the shift away from traditional values.

The Ongoing Debate on Teacher Preparation

The changing nature of both the curriculum and the student population generated doubts about the traditional ways of training teachers. The study of psychology and, in particular, its relevance to learning, together with a new focus on teaching methods, brought the educational process and the people involved in it into a new era.[33] A better understanding of the psychological and educational bases of school subjects, a burgeoning literature on methods of teaching, testing and curriculum construction, and the study of child development and cultural and environmental effects on the educational setting, all provided educators with a substantial scientific base from which to design teacher education programs. No longer was the delivery of content the sole task of the teacher.[34]

These developments in educational theory, and the adoption of secondary education for all in Australia, together with the associated changes in the objectives of secondary education and curricula, were part of a progressive movement in education which was subjected to strong criticism from the conservative minded. The latter included many who taught in universities.[35] They were vocal about the poor standard of secondary teachers in history, mathematics, physics, chemistry and languages. Their plea was for schools with selective entrance and more scholarly teachers of academic subjects. They viewed with suspicion what teaching method and educational psychology courses had to offer, claiming that the importance of the subject matter was paramount.[36] R. N. Hutchins, a distinguished lawyer and a former President of the University of Chicago, claimed that Education was a secondary, dependent subject. He said 'wherever you touch education, it fades into something else'.[37] He was also outspoken in his belief that 'the teacher has to have knowledge but not knowledge of education or what purports to be knowledge about teaching'.[38]

A decade later in the 1960s, James Bryant Conant, a distinguished scientist who was also noted for his analysis of high schools in America, said similar things. He believed that there was a need for greater rigour in the academic subjects of the secondary school curriculum.[39] This could only be achieved with higher quality and better prepared teachers in those subjects. Hutchins and Conant gave the highest priority to the importance of subject matter in their attempts to correct

the deficiencies in American secondary education after 1945[40]. Other critics held contrary views:

> Those who teach in university departments of education have to be concerned with their students' purposes in a way that some other departments need not be. To educate them, to train their minds, to bring them to the point where they can glimpse the frontiers of knowledge, are splendid answers to questions, but those who teach Education have to worry about what their students are going to do with their minds and knowledge subsequently. This is one of the crucial points that seems to differentiate academic departments from those with some direct involvement in professional training. It is a curious survival of an outmoded 'ivory tower' attitude that such involvement is still seen by some academics as not quite respectable, as inferior to the pursuit of a pure university discipline.[41]

Professor Sanders, similarly, was convinced that teaching was much more than simply delivering subject matter:

> ... discovering and nurturing the potentialities of as many children as possible is a major part of a professional teacher's task. It is also the duty of teachers in general to take into account the temperaments, personalities and handicaps of those who are put in their care. And when all this is reduced to a formula it involves the question *why* we are teaching *what* we are teaching to *whom* at the present time, and *how* we are going about it?[42]

Sanders believed that it was the responsibility of university faculties of education to address such issues in the preparation of teachers. He believed that the answers were complex and that universities must not sacrifice their academic standards in attempting to resolve them.[43] He suggested that the solution lay in offering a range of courses with different emphases, without impinging on the work of the teachers' colleges. This was facilitated at UWA by the affiliation with the Claremont Teachers' College which was responsible for Teaching Methods and Teaching Practice in the Diploma and Bachelor of Education courses, while the Faculty of Education offered courses with a professional development or research focus. When a second teachers' college, devoted to primary training, was established in the ex-army camp at Graylands, to relieve the serious overcrowding problems at Claremont[44], the affiliation arrangements were extended to include the new college.[45] Similarly, in 1967, when the Kindergarten Teachers' College was established within the School of Teacher Education at the Western Australian Institute of Technology, affiliation arrangements allowed students to gain access to courses at UWA. In this way the Faculty of Education was able to broaden the concept of Education as an area of study to provide for the specific needs of varying levels

of teacher preparation, while at the same time maintaining its academic integrity.

Courses of Study

Throughout this period the expansion and review of courses within the Faculty of Education reflected Sanders' commitment to these ideals. Acknowledging that educational ideas are 'susceptible to time and place',[46] Sanders encouraged his staff to revise and simplify courses, address student workload issues, provide greater choice in the methods courses and continually look at the needs of schools. He was also keen to articulate the aims of Education as an area of study in the annual University Calendar:

> Courses in the Faculty of Education are designed to meet the following conditions:
>
> 1. A general professional preparation for teachers in primary and secondary schools.
> 2. The preparation of certain educational specialists as in physical education and music.
> 3. The professional training of specialists in academic high school subjects through a first degree in another Faculty (usually Arts or Science) and preferably with honours, followed by a Diploma or Degree in Education.
> 4. The training of specialists in educational research, usually through an initial grounding in psychology and related subjects (eg philosophy and mathematics), by completing degrees in Arts or Science followed by a post-graduate B.Ed. course preferably with honours.
> 5. The training of specialists in clinical psychology to deal with problems of guidance and handicapped children. This is done through a two-year post-graduate course in clinical psychology. It is desirable that students taking this course should also qualify for the Diploma in Education.[47]

This statement confirmed the central importance of teacher education, but it also indicated a strong commitment to educational research. These aims were addressed through a number of courses.

The Bachelor of Education course continued with little change from the previous period except that students were given more flexibility in selecting their Arts or Science units. The course was structured as follows:

First Year:	Psychology I and three other units.
Second Year:	Education I and two other units.
Third Year:	Education II and two other units.
Fourth Year:	Education III and the following course items which shall be taken at an affiliated Teachers' College or elsewhere as approved: (i) Social Institutions.

(ii) General and Special method.
(iii) Physical and Health Education.
(iv) Speech training.
(v) Two selected from Music, Arts, Crafts, Library Practice.
An educational investigation on a topic in Education approved by the Dean.
Practical work in teaching.[48]

As indicated by this sequence, Education units were available only to undergraduates who had completed a preliminary year. Within each of the Education units there was some revision of the content to include the following:

EDUCATION I (Second-year unit)
A. Introduction to History and Theory of Education.
B. (i) Child development and the School Subjects.
(ii) Results of Experimental Investigation in the School Subjects.
C. Comparative Education.
D. Types of School and the Bases of Their Curricula.

EDUCATION II (Third-year unit)
A. Problems of School and Society.
B. Experimental Education.
(iii) The Scientific Movement in Education.
(iv) Educational evaluation and Measurement.
(v) The Guidance of Learning.
C. Comparative Education.

EDUCATION III (Fourth-year unit)
A. The Cultural Setting of Education.
B. Current Educational Thought and Practice.
C. (i) Methodology of Educational Research.
(ii) Mental Hygiene of Teacher and Child.
D. Dissertation or Thesis.[49]

Teaching Practice and Methods classes for primary students were organised by the Teachers' College, while secondary students could undertake these classes either at the College or at the University.

A selection of titles of texts supporting studies in the Bachelor of Education included: Henderson: *Introduction to Philosophy of Education;* Jarman: *Landmarks in the History of Education;* Schorling: *Elementary Student Teaching;* Cole: *Psychology of Adolescence, The Educand, The New Secondary Education;* UNESCO: *Compulsory Education in Australia;* Remmers and Gage: *Educational Measurement and Evaluation;* and Butts' book *Assumptions Underlying Australian Education.*[50] The full range of titles demonstrated a strong commitment to both academic and professional studies.

In revising the content and the texts for the Bachelor of Education, the Faculty of Education was aware of the needs of schools and the standards of the University, as confirmed by this comment from Sanders:

> The University courses in Education should take into account the changing needs of schools and in the future of the needs of secondary schools, both State and Private, while also conforming to University standards.[51]

Despite the revision of the Bachelor of Education, Sanders was still concerned about the course. He believed there were too many units, too much overlap of some units and insufficient depth of study in the subjects taught in the schools.[52]

Sanders was keen to reinstate the Diploma in Education. While this did not happen immediately, in 1955 a post-graduate Diploma in Child and Educational Psychology was introduced. This course was available to university graduates with a major in Psychology and was completed over two years.[53] The course included: Psychology of the Child and the Adolescent; Personality Development; Psychology of the Family; Psychology of School Subjects and Specific School Disabilities; Psychology of the Classroom; Motivation, Learning, Group Dynamics; Exceptional Children; Problems of Adjustment and Learning; Guidance and Counselling; Teacher Counselling; Mental and Scholastic Testing; Personality Assessment; Educational diagnostic and remedial techniques; Guidance procedures; Community resources for children; Parent Counselling and an Introduction to play therapy.[54] This course designed for School Guidance Officers provided the theoretical foundation and the practical application necessary for work in schools. Early in 1956, Sanders raised with members of the Faculty the possibility of reinstating the Diploma in Education, which had been discontinued in 1950. He then forwarded a suggested course structure to the Professorial Board for approval.[55] He included the following as possible units:

1. Experimental Psychology or Philosophy.
2. Theoretical and Historical Foundations of Education.
3. Psychological Foundations of Education.
4. Social Foundations of the School and its Community.
5. Schools and the bases of their Curricula.
6. Comparative Education.
7. Methods and Results of Educational Experiments.
8. Principles and Methods of Teaching.
9. Speech Training.
10. Principles of Teaching including:
    (a) General Method.
    (b) Special Method.
11. Practice and Observation of Teaching (at least 6 weeks).[56]

In response to this proposal, Sanders received a memo from Stanley Prescott, the Vice Chancellor, suggesting that the Diploma in Education course needed to be much simpler, including only the following:

(i) Education 1.
(ii) Psychology 1.
(iii) Principles of Teaching.
(iv) One of:
  (a) Social Foundations of School and Community.
  (b) Physical and Health Education.
  (c) Music Education.
  (d) Philosophy 1.

Prescott was adamant that Speech Training and the practical work was not the 'proper work' of the University and should be left to the Teachers' College.[57] Eventually a compromise was reached and the Faculty of Education approved the new course structure in September 1956. This was timely, given the increased demand for teachers which had arisen from a high resignation rate and an expansion in school enrolments, brought about by a higher birth rate, increased immigration and increased school retention rates.[58] The restructured Diploma in Education, which could be completed concurrently with the Teacher's Certificate awarded by the Teachers' College, consisted of the following units of study:

(i) Psychology IA.
(ii) Education I (unit of second year level).
(iii) Principles of Teaching.
  – General Method.
  – Special Method.
(iv) Social Institutions.
(v) Physical and Health Education.
(vi) Speech Training.[59]

The course also required the successful completion of Practice Teaching.[60] Students wishing to study concurrently for the Diploma in Education and the qualification of the State Education Department of Western Australia completed Principles of Teaching, Speech Training, Social Institutions, and the Practice of Teaching at the Teachers' College and all other units at the University.[61] This partnership arrangement with the Teachers' Colleges enabled the University to satisfy the demand for both academic rigour and professional relevance in its courses, without generating the tensions which arose over attempts to amalgamate institutions in similar partnerships in other places. With the reintroduction of the Diploma in Education, the Faculty of Education at UWA abandoned

the Teachers' Certificate course which had become a concern due to the poor academic quality of many students.

The Diploma in Education course was based on strong theoretical foundations, with Education consisting of studies in comparative education, philosophy of education, educational psychology and educational research and measurement. Later, contemporary education, sociology of education, current educational issues, and conducting and reporting research in education were also included. The latter unit introduced the notion of research and its relevance to classrooms. Relevance to schools was maintained through the curriculum methods in English, modern languages, history, geography, social studies, physical science, biological science, music and art and later classics and ancient history, mathematics and physical education. This expanding focus in the methods, which continued well into the 1970s, reflected the ongoing changes in secondary education.

An examination of the textbook lists in this period provides a brief overview of the new directions that were emerging. These included: Niblett: *Education and the Modern Mind;* Dent: *Secondary Education for All;* James: *Education and Leadership;* Fletcher: *Education and Crisis;* Jeffreys: *Christian or Pagan?;* Jacks: *The Education of Good Men;* Livingstone: *Education and the Spirit of the Age;* and Clarke: *Freedom in the Educative Society.*[62]

In 1957, in a collaborative arrangement with the State Education Department of WA, the Faculty introduced a Diploma in Physical Education in an effort to provide qualified Physical Education teachers for the expanding secondary school population. The Diploma was awarded to students who completed the first two years of a Bachelor of Education course in Physical Education and then, as part-time students at UWA in the third year, concurrently completed the requirements of professional training at the Teachers' College. There was some concern as to the status of Physical Education in the University and the Professorial Board queried whether its 'proper place was in a university'.[63] The Faculty responded to the Board as follows:

> The Faculty of Education is very strongly of the opinion that Physical Education has a proper place in the University. It also states that the place of physical education is within Education.[64]

The Board accepted the Faculty's stand on this matter and Physical Education at UWA subsequently became an internationally recognised field of study.

The developments in the Diploma in Education reflected similar moves elsewhere in universities in Australia into the 1960s. The majority were providing professional courses for intending teachers by awarding the

Diploma in Education to graduates who successfully completed a full-time year or its equivalent of professional study and practice. Most diplomas included the study of educational theory, history of education, comparative education, educational psychology, physical and health education and teaching methods. Macquarie University was considered to be at the forefront of new initiatives with its Centre for the Advancement of Teaching which offered a range of courses from a two-year Bachelor of Education program to sub-graduate associate or certificate courses.[65] In some universities, for example Sydney, Education remained a study within the Faculty of Arts, while in others it was possible to combine two years of study in Arts or Science with two years of study in Education and graduate with a Bachelor of Education degree. In this regard UWA had led the field, though not without some difficulties.

In the late 1950s and early 1960s, the Faculty of Education at UWA continued to offer the Bachelor of Education but its quality and relevance were increasingly questioned. Practical problems also surfaced. The first occurred when the Faculty of Arts reassessed its commitment to external studies, resulting in the exclusion of external students from final year units in the main arts disciplines and a substantial reduction in the number of arts units available.[66] This generated opposition from the Teachers' Union, teachers who were external students, and Robertson, the Director of Education, who maintained that it was in the University's interest to improve the qualifications of teachers and that many department staff could only complete their studies externally.[67] A grudging compromise was reached with a few units remaining available externally. While Robertson was unhappy with the compromise, the University claimed that rates of failure and withdrawal from external units were unacceptably high and therefore justified the decision.[68] The Faculty of Education subsequently experienced a major decline in Bachelor of Education enrolments.

The problems of the Bachelor of Education were further aggravated by complaints from the University that the State Education Department of WA forced students into subjects which had immediate relevance for teaching, ignoring those subject combinations which reflected the academic integrity of the degree.[69] This, in conjunction with the Education Department's pressure for students to abandon the possibility of honours degrees in favour of an early entry into teaching, 'ran counter to trends in university policy towards favouring honours and post graduate studies'.[70] The consequence of this was that most students enrolled in the Bachelor of Education were part-time[71] as indicated in Table IV.

Another tension in the Bachelor of Education degree was the criticism by the State Education Department of the lack of major studies in some of the school curriculum related areas, such as geography. This was particularly

problematic as the social studies curriculum was gaining strength in secondary schools. Related to this was the criticism that the Bachelor of Education appeared to be more suitable for primary trainees because it lacked depth of subject matter, although most primary trainees attended the Teachers' College.[72] In 1962, Sanders, who had alerted the Faculty to these problems much earlier, suggested that the Bachelor of Education should be discontinued. His suggestion provoked much discussion, however, and due to the high number of part-time enrolments, the Faculty decided that it was obliged to retain the degree course.[73]

TABLE IV
Enrolments in the UWA Faculty of Education 1962

	Full time	Part time	External	Total
Graduates	16	97	23	136
Undergraduates	30	86	47	163
Total Enrolments	46	183	70	299

These difficulties coincided with the release of the Report of the Robbins Committee on Higher Education in England, which recommended that the training colleges in England should be upgraded and, in conjunction with universities, should offer four-year courses leading to a bachelor's degree in education.[74] The Robbins Committee also recommended that the colleges be linked administratively to the universities within 'schools of education', financed by grants from the universities. This proposal and the colleges' aspirations to be 'fully legitimised within the university community were not realised'.[75] The clear implication of all this for Education at UWA, however, was that the four-year program should not be abandoned despite the practical difficulties.

In 1964, in the light of the Robbins' Committee report and the fact that Teachers' College enrolments outstripped numbers in the university teacher education programs, the Faculty of Education at UWA restructured the Bachelor of Education Degree into Parts I and II. Part I was completed by meeting the requirements for a degree in another faculty or by completing at least two years of another course and such additional units as the Dean required.[76] Students were encouraged to include units such as English, French, German, Italian, Greek, Latin, ancient history, history, economics, physical geography, music, physical education, mathematics, applied mathematics, physics, chemistry, geology, botany, and zoology in the first two years, reflecting the move to a more comprehensive school curriculum. Provision was made for Physical Education students to undertake studies

in Physical Education within Part I of the Bachelor in Education. The course for these students was controlled by a newly created Board of Studies in Physical Education which comprised academic members of staff in Education and Physical Education.

Part II of the Bachelor of Education degree, also completed over two years, consisted of studies in Education with students required to fulfil the following:

(a) Complete the following units-
In the First Year:
(i) Three of the following:
Education 30 (Philosophy of Education)
Education 31 (Comparative Education)
Education 32 (Sociology of Education)
Education 33 (Experimental Education)
(ii) Education 34 (Teaching Methods)
(iii) Psychology 36 (Psychology in Education)
(iv) Physical Education 31(Principles of Physical and Health Education)
or Physical Education 30 for students emphasising Physical Education (Organization of Physical and Health Education)

In the Second Year:
Two of the following:
Education 40 (Philosophy of Education)
Education 41 (Comparative Education and Educational Administration)
Education 42 (Sociology of Education and Curriculum Development)
Education 43 (Experimental Education)

(b) Satisfactorily undertake twelve weeks of practical work in teaching, of which not less than six weeks shall be completed in the First Year (Education 35) and the balance in the Second Year (Education 45).[77]

Teaching Methods and Teaching Practice continued to be available in conjunction with the Teachers' College.[78] This degree structure provided for academic rigour in the subject disciplines in Part I of the course and a strong foundation in educational theory and practice in Part II. The first year of Part II subsequently became the Diploma in Education. Students wishing to pursue Honours could apply to do so after completing the first year of Part II or at the end of the second year. This addressed some of the tensions which had arisen between the University and the State Education Department. Students could now undertake an honours year immediately following the Diploma in Education, and indeed were encouraged to do so by the Education Department in the early 1960s, when the teacher shortage passed.[79] By allowing students to select their initial program from another faculty, the way was also opened for students to be thoroughly

conversant with the subjects they were to teach in the school curriculum. Despite these changes to the Bachelor of Education, the Diploma in Education gradually became the preferred method of teacher preparation, with students fully qualified in their subject discipline prior to commencing their teacher education.

Higher Degrees

Throughout the 1950s higher degrees, and in particular doctoral degrees, were usually gained by studying at overseas universities. By the early 1960s, however, this pattern was slowly changing as the universities were encouraged to expand their graduate activities when it was realised that 'A disquieting feature of the Australia universities is the general weakness of honours and research schools.[80] This view was reinforced by the Martin Report which stated:

> In view of future staffing needs the universities cannot afford to be complacent about the size of their post-graduate schools. Expansion and development of these schools should be given high priority.[81]

The Faculty of Education at UWA encouraged promising students to undertake further studies within the Faculty and, in the years from 1960 to 1968, 41 students completed the degree of Bachelor of Education with Honours, 21 students graduated with a Master's Degree and 60 were enrolled in higher degree courses.[82] While only one student, Michael White, achieved a Doctorate in Education, several others made excellent progress. Equally worthy of note was the fact that 15 graduates of the Faculty of Education were awarded doctoral degrees abroad.[83] The theses which resulted from the research completed by students in the Master's degree demonstrated both an academic and professional focus as indicated in the titles included in Appendix I. Similarly, the first doctoral thesis completed in 1968, titled *The specific and interrelated tasks of institutions of tertiary education in Western Australia* was evidence of academic rigour in a professional field.[84]

In addition to the developments in post-graduate studies, the provision of in-service courses also began to develop in the early 1960s. In 1962, in response to a request from the State Education Department, the Faculty implemented in-service courses for mathematics teachers.[85] This role in teacher education became even more important in the light of the Martin Report on the future of tertiary education in Australia, and drew comments such as the following:

> All the indications are of a growing awareness of the importance of providing further educational opportunities to keep teachers abreast of the rapid

> developments both in their subject fields and in the professional aspects of education, and of an exceptionally wide variety of provisions for further education.[86]

Sanders' vision on these matters was clear from the outset, as indicated in this excerpt from his inaugural address:

> Before the Faculty are two clear objectives ... . In the short term we must help to staff the schools with the well-qualified young teachers they require. For the long term we must endeavour to do more than this. Twenty years from now our students should be capable of facing successfully the problems that may then confront them. They must have techniques as well as the imagination and wisdom to provide solutions, and the honesty, courage and tenacity to put their solutions into effect ... . I hope that all our courses, both post-graduate and undergraduate, can be harmonised ... so that students can with confidence decide the type of course best suited to their needs.[87]

While Sanders' was commenting on the constant need to review courses, he also recognised the importance of the Faculty's ongoing role in the continuing education of teachers. Some years later he reaffirmed this as a responsibility of the Faculty of Education:

> A university faculty or department of Education is concerned at the present time not only with teachers-in-the-making, but also with the academic in-service education of practising teachers who are likely to become future school principals, educational administrators and specialists of various kinds. Moreover, much of this work is now conducted at the post-graduate level and often for higher degrees.[88]

In this way Education brought together academic and professional studies.

Research

Support for research within Australian universities increased in the 1960s with the publication of the Martin Committee Report. Acting on a recommendation for the establishment of a national research foundation, the Commonwealth Government set up the Commonwealth Research Grants Commission to support research in a wide variety of fields.[89] The recognition of the need for post-graduate education and the inclusion of educational research represented a significant broadening in the role of faculties of education. This was consistent with the movement towards research-oriented studies within the University generally, a move which saw the introduction of the Doctor of Philosophy degree at UWA in 1959. The importance of research in the Faculty of Education at UWA was already well established, however. As Sanders commented:

> It is a function of faculties and departments of Education to study the means by which subjects are taught, and convey this information to students; and it is also a function of faculties and departments of Education to engage in research for its own sake, as well to train promising students in the methods of research.[90]

Soon after taking up his appointment as Professor of Education, Sanders had indicated his desire to increase the focus on educational research methods and possibly advanced educational psychology within Education. He recognised the need for research that would benefit both Education, the University and possibly the Independent schools:

> I see a major necessity (for the next 18 months to 2 years) in gaining a research project in which it may be possible to bring in all members of the Faculty without unduly burdening them.[91]

Sanders was also supportive of students carrying out research in the Faculty. In one instance, when the funding for a student's research into attitudes of adolescents was due to cease, he sought ways of finding additional funds to complete the study.[92]

Sanders' vision was for a University Research Centre which would encourage a comprehensive research program, not only in Education, but throughout the University. He believed that while it was true that education faculties were intended to produce teachers, especially secondary teachers, in the older faculties throughout the country, a substantial proportion of enrolments consisted of graduates who were continuing with their university education for professional reasons. He believed that a major task of the Faculty of Education at UWA was to encourage students, some of them teachers, to complete masters degrees and doctorates, thereby contributing significantly to research in the Faculty.[93]

By 1967, with a relatively small staff of fourteen, only five of whom held higher degrees, Sanders had succeeded in encouraging research activities in the Faculty. The staff published research articles[94] and books, and supervised a growing number of research students.[95] While there was obviously a steady increase in the number of students undertaking research, both in academic and professional fields, the impact of that research on the educational community was not immediate. Sanders' explanation for this was as follows:

> Acceptability of research findings, and in particular in education, mostly requires further experimentation to confirm results. The research process, if it is to produce substance rather than shadow, is like the process of education itself-often slow and unspectacular. However, notwithstanding current deficiencies, there is today more open-mindedness towards the need for educational research combined with an increasing willingness to experiment.[96]

Sanders and his staff shared the results of their work through *The Educand*, which later became *The Australian Journal of Higher Education* and, later still, by its present title *Educational Research and Perspectives*.

Much of the initial research in the Faculty fell into the areas which Sanders had used to define the nature of Education, as outlined earlier. Each of these fields included a wide range of topics with their own specific research techniques, which sometimes made supervision of research difficult. In an address to the Western Australian Institute of Educational Research (WAIER) meeting in 1964, Sanders shared these problems and outlined the way in which the Faculty had approached its research activities. Four central disciplines were identified: Philosophy of Education, Comparative Education (incorporating History), Sociology of Education and Experimental Education (including Educational Psychology).[97] Each of these disciplines required a specialist capable in the particular research techniques and were applicable to a range of issues for investigation including for example, remedial education, the organization and administration of the educational system, curriculum processes, the education of pre-school children, teaching methods and science education.[98] Within these disciplines staff and students were able to pursue their interests in professional studies, or in more academic pursuits, well beyond the confines of school classrooms.

Conclusion

Throughout this period Sanders' clear view of what constituted Education as an area of study helped to shape both old and new courses. Based on philosophy, history, psychology, sociology, methodology of evaluation and research, educational organization and the art and practice of education, Sanders suggested that:

> ... together these areas constitute a body of knowledge with an educational focus which is associated with the human environment and human values. It has its own aims reflecting the aims of the society it serves as well its own research areas.[99]

The conflict which arose in other universities over the nature of Education studies stemmed from a conflict in values as suggested by Sanders:

> ... the University's aims and values differ somewhat from the aims and values of the society in which it is now conducting its work. It focuses on tradition, looks back at great thought and work of the past which it transmits together with its own evaluation. However, schools must constantly provide for the changing pattern of society. There is a place for philosophy and history, for research and for a process which is lively in theory production—

> an encouragement to look forward as well as backward; to be progressive as well as conservative.[100]

At a time when the demands of secondary education threatened to divert attention to urgent practical concerns, Sanders and his staff were also able to keep sight of their research goals and maintain a respected place in the University.

Ernest Roe, in exploring what constituted and how respected the work of departments of education in the universities was in 1965, discovered a great disparity throughout Australia. Views ranged from, 'Education is fully accepted as a university discipline, but the university is less inclined to think of teacher training as respectable' to 'the universities are swamped with subjects that are not disciplines and most university staff would agree that Education is one of these', and 'the department in this university is at the bottom of the pecking order, its status low in the eyes of those in other departments'.[101] Others claimed that it was the association with Physical Education which affected their status. Inevitably these debates stemmed from the diverse nature of the work of the faculties or departments of education as suggested here by Roe:

> Education is concerned with the examination of fundamental theory and with techniques of putting this theory into practice. It is also concerned, like other social sciences, with the stage intermediate between theory and practice, that of policy making. That is, University departments must study, and persuade their students to study, the academic content of Education; they must arm them with the knowledge and techniques necessary to make the practical decisions teachers have to make-their professional training, the translation of theory into policy which can be acted upon; and university departments must undertake research into problems at all three levels with the object of building up a more adequate body of principles and techniques.[102]

It is the balance of these functions in departments of education which can be difficult to maintain in the face of criticisms. It would be easy to reject practical considerations and focus on respected academic studies or alternatively to skimp the academic work and concentrate on teaching methods and teaching practice. Roe, in outlining future directions in 1965, for departments that wished to improve their acceptability, suggested that in addition to initial teacher education, they should provide in-service courses for experienced teachers, encourage greater numbers of higher degree candidates and increase staff research activity. By the end of the 1960s Education as an area of study at UWA had made significant advances in each of these areas.

By 1969, when Sanders left the Faculty of Education to work with the Tertiary Education Commission, his staff had grown from seven in 1955

to seventeen, four of whom were involved in Physical Education. The steady growth in student numbers is highlighted in Table V below:

TABLE V
Growth in enrolments in the Faculty of Education 1955-69

Year	Enrolments in the Faculty of Education	Total Enrolments UWA
1955	222	1958
1956	323	2228
1957	342	2383
1958	328	2655
1959	327	3173
1960	347	3508
1961	282	3545
1962	299	3871
1963	306	4085[103]
1964	324	4564
1965	383	5029
1966	412	5494
1967	449	6001
1968	476	6573
1969	526	7168[104]

Sanders had guided the Faculty's destiny in the belief that, 'Teaching has a moral grandeur, high civic responsibility, a tradition in learning and a future in research'.[105] During his tenure as professor he encouraged a solid foundation for the continuing development of both the professional and academic roles of the Faculty.

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Chapter Six

External Influences: 1970–1985

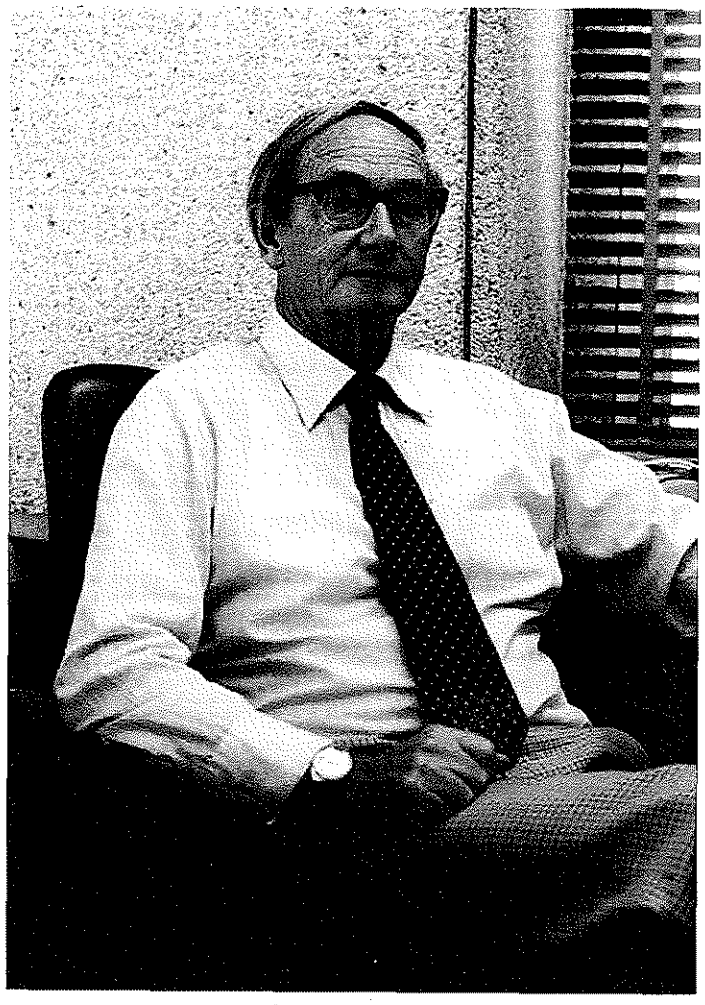
Introduction

In the period 1970–1985 Education as an area of study at UWA developed in three main directions. Teaching in the Diploma in Education, with increasing enrolments, remained the main thrust of the work of the Faculty of Education, although the shared teaching arrangements between the University and Teachers' College, which had long been a feature of the program, came to an end. As a consequence of this the units within the Diploma in Education were revised and expanded in line with secondary school curriculum offerings. Finally, the Faculty assumed the added responsibility of teaching practice and the related pedagogical theory. These developments were influenced by further changes in secondary education, and reviews of teacher education programs which occurred in the 1970s.

Further expansion also occurred in higher degrees, especially at the Masters level. Student numbers in research degrees increased, and grew faster than Diploma in Education enrolments. The breadth of studies undertaken demonstrated the diverse expertise of the staff and the perceived relevance of such studies to a growing number of students, most of whom were teachers or educational administrators. Research activities within Education also developed rapidly during this period, in line with a trend across the University as a whole. Before examining these developments in greater detail, it is necessary to comment on broader state and national educational initiatives which provided the backdrop to the period under review.

Contextual Developments

A rapid growth in the number of universities in Australia began during the 1960s as a result of the increased Commonwealth funding following the report of the Murray Committee.[1] This expansion was accompanied by a dramatic increase in the number of female students and in the number of full time students. These trends generated a concern for standards. It was argued that a decline in academic standards in secondary schools had had an impact on the quality of students entering university.



Professor Bert Priest
Professor of Education at The University of Western Australia 1970–1985

[Photo courtesy of The University of Western Australia Archives]

Many, it was suggested, seemed incapable of the intellectual challenges provided by a university education and 'too many were interested only in securing a professional qualification as quickly as possible'.[2] This was aggravated when the Labour Government came to power in 1972 and abolished tuition fees, thereby opening the floodgates. Two years later the government provided allowances for tertiary students under the Tertiary Education Assistance Scheme and, although this was means tested, it encouraged even more students to enrol at university.[3]

A further impact on universities, and particularly on faculties of education, resulted from an injection of Commonwealth funds at all levels of education as a result of the Karmel Report and the creation of the Australian Schools Commission. The report recommended spending in seven key areas, two of which were related to the work of the universities: teacher development and educational innovation. While much attention was given to the Report's financial recommendations, the Report also commented on equality of educational opportunity, class sizes, and the teaching service. It recognised the importance of able and dedicated teachers, and recommended increased support staff, better equipment, reduced teaching loads and study leave for teachers to reduce stress and to improve morale.[4]

There was some doubt as to whether the amount of money allocated to implement the Karmel recommendations could be justified in relation to possible outcomes. One of the fears expressed was that if an obvious improvement was not seen then 'the conclusion of the public, those who pay and whose children are our students, must be that teachers, those who train teachers and administrators are unimaginative and/or inefficient'.[5] Training courses were, therefore, expected to provide teachers who could use the increased funds to bring about educational improvement by devising innovative programs to address the particular needs of their schools. To achieve this, Education as an area of university study was challenged to be less traditional and to embrace emerging educational theories on which schooling was increasingly based.

The Federal Labor government continued to increase expenditure on education at an unprecedented rate, instigating the Curriculum Development Centre, supporting the educationally disadvantaged, and providing funds for teacher development, all of which had implications for faculties of education.[6] What was particularly disappointing though, was the lack of sustained impact from this spending. Within three years some critics argued that it was doubtful whether the schools were more than marginally better than they were previously.[7] Spending was progressively curtailed in the mid to late 1970s as high inflation and growing unemployment took their toll. With the subsequent defeat of the Whitlam

government, the Fraser government introduced a number of cost-cutting measures which curtailed expansion in education.

Despite the initial increase in enrolments in universities during the early 1970s, demographic factors eventually caused this to slow. The drop in school enrolments was destined to influence teacher education courses. With a drop in the birth rate, the number of primary and subsequently secondary pupils declined. This, in turn, produced a fall in the demand for teachers. When this was combined with a reduced resignation rate of teachers in the 1970s, a surplus of teachers became apparent. Consequently, enrolments in university courses in education fell for the first time since the Second World War. This trend was further exacerbated by the rising level of unemployment which led to disillusionment with tertiary education, causing enrolments across the university sector to drop still further.[8] The challenge for faculties of education was to maintain the relevance of Education as an area of study in order to attract students.

Criticisms of long standing practices in teacher education began to emerge in the 1970s. One of the most serious flaws identified was the fact that the majority of recruits to teaching had been educated in state schools, trained in a teachers' college staffed by former Education Department teachers, and then returned to a state school to teach. This perpetuated traditional practices with little or no attention given to broadening the education of the student through substantial preparation in a discipline or consideration of recent educational research. Further criticism arose from the variations in academic standards required for entry from year to year, as the teachers' colleges attempted to respond to changes in teacher demand. While this led to the questioning of the quality of the students, there was also concern that in a college, unlike a university, the students were isolated from contact and discussion with other students preparing for other professions.[9]

There were strong arguments at the time supporting the role of the universities in preparing teachers. Cliff Turney, for example, stated:

> All teachers need to pursue a thoroughgoing professional study of the philosophical, psychological and sociological foundations of education ... that the course of teacher preparation should be at least as rigorous as for other professions, extending over four years and undertaken in a university.[10]

This line of argument confirmed the importance of Bachelor and Diploma in Education courses in the universities. Some critics contended that this was essential if all teachers were to have a common basis. Maclaine also suggested that the arguments should be strongly related to the professional status of teaching:

> An important consideration is that a university degree is accepted by the community as a guarantee of the professional standing to which teachers aspire. The university is the traditional training institution for the professions. It is noteworthy that other vocations claiming professional status tend to raise their entry qualifications to matriculation level and seek to have their training courses taught by universities. Consequently, teachers trained in universities are likely to be accorded a higher status than those who are prepared elsewhere.[11]

One of the stumbling blocks to achieving this was the sheer volume of teachers required in the light of the enormous expansion in secondary education. The universities were not in a position to train all of the teachers required and neither were all of the intending teachers capable of completing a university qualification. Some writers, including Maclaine, believed that this was a situation not entirely without merit:

> ... many teachers would gain a much better education—for them, of a more truly academic quality—from subjects taught with less academic rigour in a teachers' college than from struggling to reach a bare pass in more exacting academic courses by dint chiefly of doggedness.[12]

Many academics and students favoured the Bachelor of Education which did not rely on the shared teaching arrangement of many Diploma in Education courses, whereby graduates were required to 'go down' to what some considered a lesser institution for part of their training.[13] This practice caused some to undervalue their professional studies and others to resent what they considered to be the irrelevance of a university program.

Throughout the 1960s and early 1970s it was suggested that many Australian Diploma in Education students were dissatisfied with their courses.[14] Their complaints generally included the lack of cohesiveness of the curriculum, overcrowded lecture programs, too much theoretical content at the expense of the practical and relevant, and the trial and error nature of teaching practice with limited assistance provided.[15] The consequence of these criticisms was that several universities undertook a critical examination of their programs, the results of which had implications for courses throughout the nation. One of these was Sydney University which used the experimental Teacher Development Program as a blueprint for a revamped approach to teacher training. It was concluded that the following were important assumptions upon which teacher education courses should be founded: that they should reflect changes in society and be responsive to these; that they must be closely related to the actual tasks which teachers undertake in classrooms and schools; that a job analysis of the teacher's role and responsibilities was

fundamental to preparation for teaching practice; that the principles of psychological, sociological, historical and pedagogical studies were fundamental, and should also be related to schools; that encountering the dilemmas and successes of teaching should provide a basis for problem-solving, theory-practice reflection and decision-making; that teacher education programs should recognise the knowledge, self-conceptions and attitudes that students had already developed during their undergraduate studies and assist students in building on these as they moved from the culture of the student to the culture of the teacher; that research on classroom behaviour and teaching skills which is dynamic should provide the basis for a stimulating and demanding course; that lecturers should practise what they preached; and finally, that the course should be challenging without being threatening.[16]

Sydney University then designed an integrated course of micro-teaching, action research, continuous in-school experience and curriculum studies, all supported by seminar discussions. This presented a challenge to the staff who had previously lectured large groups in foundation studies and methods courses, and supervised block practice.[17] The initiatives at Sydney University in teacher education were especially relevant in view of the changes which were occurring in secondary education. Many of these changes were to influence Education as an area of study at UWA, but not until the restructuring of the Diploma in Education program in the 1990s.

Indicative of the growing government and public concern with the quality of teacher education was the formation of the Senate Select Committee on Teacher Education (1972). The report of this committee recommended the introduction of four-year college training for all teachers and urged universities to provide concurrent courses which would facilitate the integration of the subject disciplines, educational studies and practical school experience.[18]

In WA, the Teacher Education Act of 1972 also heralded significant changes in teacher education. The Act removed control and administration of the teachers' colleges from the Education Department to a new corporate body, the Western Australian Teacher Education Authority. This body, which included representatives of the colleges, was made responsible for the provision and improvement of teacher education, encouraging diversity in teacher education courses and promoting the academic autonomy of each college. By 1975 three new colleges, Churchlands, Mt Lawley and the Secondary Teachers' College had opened, enrolments had risen and new courses were established.[19] These developments coincided with the establishment of Murdoch University. Originally it had been envisaged that Murdoch would be a college of

The University of Western Australia, located south of the river, but this failed to eventuate and Murdoch was established as a university in its own right. It soon developed a distinctive character of its own as suggested in the brief of the original Planning Board:

> The academic structure would be based on multi-disciplinary Schools of Study rather than on the traditional faculties and departments. Each School would have a Head ... . The Schools nominated tentatively in the submission to the Australian Universities Commission were: Humanities, Social Studies, Education, Physical Science, Biological Science, Veterinary Science, Environmental Studies.[20]

The structure of courses at Murdoch University was unique because of the flexibility allowed in students' choice of studies. Within the School of Education students could undertake primary or secondary teacher education courses both of which were developed around the concepts of context, process, curriculum and professional studies.

Still further changes were imminent in 1975 when the State Government undertook yet another review of education, this time through the Partridge Committee on post-secondary education. The Report which followed a year later, recommended the replacement of the Western Australian Teacher Education Authority with a single, multi-campus Western Australian College of Advanced Education and the phasing out of the Graylands Teachers' College.[21] The Colleges of Advanced Education subsequently offered Bachelor of Education degrees and diversified into programs other than teacher education. This signaled the start of greater competition between the universities and the colleges, and eventually the demise of the collaborative approach to teacher training in WA.

While these developments were occurring in the organization of teacher education, there were equally substantial changes occurring in secondary education in WA, partly as a result of the recommendations of the Dettman Report. This committee (discussed in the previous chapter), had investigated the future organisation of secondary education in WA, and recommended that the Junior and Leaving Certificate examinations be discontinued, that a Board of Secondary Education be established and a new Achievement Certificate course be introduced. Under this system, core subjects and electives were to be studied and assessed on a continuous basis.[22] The Dettman committee reported in the late 1960s, and the effects of its implementation began to be felt in teacher training in the 1970s. The main change was the move away from a school system which had focused primarily on preparing students to sit public examinations.

During 1971 serious concern was also voiced about discipline in the secondary schools. The Teachers' Union commented:

> Teachers, particularly in the secondary division, are dismayed and frustrated by the steady deterioration in students' discipline in government schools.[23]

This view was generally supported by teachers. The staff of one large metropolitan high school was moved to write:

> The ordinary classroom teacher is now being subjected to a rising wave of insubordination which is constantly eroding his professional dignity. This is a direct result of the diminishing authority of the principal as the ultimate reference within the school. Such things as smoking, drinking, gambling, standards of dress, lack of common courtesies and the general lowering of standards, are causing conscientious teachers concern.[24]

In response to these concerns another committee, also chaired by Dettman, investigated discipline in secondary schools. Among its recommendations was the abolition of corporal punishment, a move strongly opposed by the Teachers' Union and heavily criticised by teachers in schools.[25] The Committee placed responsibility for discipline with the teachers, asserting that 'everything depends on the teacher'.[26] What was disturbing was the committee's findings on the quality of the teaching service. Approximately one third of secondary teachers were below the age of 26 years; 27 per cent had taught for less than two years and 45 per cent for less than four years; 25 per cent had been primary trained; only 35 per cent had degrees and diplomas and 10 per cent had associateships and diplomas. There was also an acute shortage of mathematics and science teachers.[27] Given that most secondary schools had 800 or more students, the lack of experience and training amongst staff exacerbated discipline problems.

Curriculum changes placed another pressure on teachers and training institutions. The traditional structure and content of subjects was being challenged. The expansion of knowledge meant that the imparting of information was no longer the primary focus of teachers' work. The educational process was to be concerned mainly with discovery and problem solving. This was the basis of the new mathematics, social studies and science courses. This approach placed greater responsibility for curriculum development and assessment on teachers, but less guidance was available through syllabuses which emphasised aims and objectives, but ignored content and method. Many teachers seemed to lack the interest, ability, time or commitment which these changes demanded if they were to be implemented successfully.[28]

One of the challenges for the Faculty of Education at UWA was to respond to the changing nature of schooling by scrutinising traditional teaching practices while at the same time maintaining public support.

The solution lay in greater flexibility. While the traditional liberal kinds of studies which guaranteed respectability in the eyes of the University remained, a more contemporary approach to classroom practice was called for. The shift from an over-emphasis on formal instruction of the masses and the uncritical acceptance of what was presented to satisfy an examiner, created the need for a different style of teaching.[29] In an era of rapid social change, additional burdens were placed on teachers. There was the need to encourage individual achievements but the development of cooperative learning skills was also important. It was no longer the task of the teacher to fill empty vessels with examinable material but the skills of independent learning did need to be taught. This was much more difficult than it seemed in overcrowded classrooms full of students in courses for which they were not suited and declining school discipline.[30]

This era of change in the nature of schooling coincided with a rapid expansion in university enrolments across the nation and UWA was no exception. Between 1967 and 1975 total enrolments virtually doubled from 5,164 students to 10,125.[31] This growth was reflected in enrolments in the Faculty of Education, which in turn, generated the need for additional staff and accommodation.

Steering the Faculty at this time was Professor T. A. [Bert] Priest. He hailed from Timaru in the South Island of New Zealand. During the war he served in the Royal Navy and completed his Bachelor of Arts by correspondence[32]. In 1951 he was appointed to the Faculty of Education at UWA, having completed a Bachelor of Education with first class honours from the University of Glasgow in 1950. Priest, who was 'never cast as a mere spectator [but was] keen to have a hand in the development of Education in the University',[33] 'showed pragmatic shrewdness ... combined with a cautious idealism'[34] in his leadership. As Head of Department from 1969 until 1979, and Chairman of the Professorial Board in 1979 and 1980, Professor Priest was outspoken on matters affecting the Faculty of Education and also served the wider interests of the University.

Priest was determined to improve the facilities of the Faculty of Education and by 1972 had succeeded in acquiring the ground floor of the expanded Reid Library building, a vast improvement on the primitive conditions experienced in Shenton House prior to this. The accommodation problem was further eased to some extent by the allocation of the upper floor of the new Sanders Building. In 1972 the Faculty of Education became the fourth largest faculty in the University and the case for a new education building became stronger. When the government forecast an oversupply of teachers, however, plans for a new education building were scrapped. During this expansionary phase, there were also vigorous debates about quotas, examinations and matriculation

requirements. Nevertheless, The University of Western Australia prospered as a multi-discipline institution. It 'grew in reputation, increased considerably its research commitments and its output of publications, and still retained the quality of having one of the most attractive campuses in Australia'.[35] The progress of the Faculty of Education mirrored this achievement.

Initially the Faculty was insulated from the need to come to grips with many of the changes which occurred in secondary education, as the practical side of teacher preparation was the responsibility of the affiliated colleges. However, as the partnership arrangements came to an end, the Faculty had to revise courses in response to emerging needs.

The Bachelor of Education and the Diploma in Education

The Faculty of Education continued its teacher education program through the four-year Bachelor of Education degree (Parts I and II as outlined in the previous chapter), and through the Diploma in Education which served as the first year of Part II, however, the Diploma in Education, taught in conjunction with the teachers' college, remained the preferred preparation for secondary teaching.

The establishment of the Secondary Teachers' College in 1969 in close proximity to UWA enabled the affiliation approach to teacher training, already well-established with Claremont Teachers' College, to continue throughout the 1970s. Through a concurrent enrolment at both institutions, students could complete the Teaching Methods, Teaching Practice and Educational Psychology components at the Teachers' College, while the Faculty of Education maintained its academic focus through studies in Philosophy of Education, Comparative Education, Sociology of Education, Educational Measurement and Australian Education. Additional studies in Contemporary Educational Issues, Educational Thought in the Twentieth Century and Curriculum Theory and Process were also introduced. Under this system students were awarded a Teacher's Certificate from the college and a Diploma in Education from the University. The affiliation with the teachers' colleges enabled students enrolled in the Diploma in Education at UWA to choose to study primary teaching or secondary curriculum areas not available in the Faculty of Education at UWA, however, the majority of teachers at this time were not graduates, and did their entire training in the teachers' colleges. It was also still possible in the 1970s to be a graduate and secure a teaching position without having completed a teacher training course.

Over the years the concurrent course had stimulated discussions regarding the amalgamation of the Faculty of Education with the Claremont Teachers' College. In 1971, the Faculty of Education considered a further

proposal to amalgamate, this time with the Secondary Teachers' College, later known as the Nedlands College of Advanced Education. At the time, similar proposals to amalgamate teachers' colleges and universities were under consideration in Wollongong, Sydney, Newcastle, Townsville and Armadale. The ensuing discussion raised familiar arguments. Those in favour of the amalgamation believed that the status of teaching would be improved and that the students would benefit from contact with people from different fields. On the other hand, there was concern, expressed at a Faculty meeting, that the academic standards of advanced study and research in the Faculty of Education, would be compromised by the admission of students:

> ... whose interest was not in advanced study or research, and whose qualifications and capacity were inferior to those of the present average University student. This was particularly so since the University would be inheriting the responsibility for the professional aspects of teacher training. The question then must arise as to whether the Faculty should be prepared to accept such consequences for the good of education as a whole.[36]

Student representatives of the Faculty responded favourably to the proposal, citing the removal of irrelevant aspects of their studies, improved public image, better staff-student relationships and more unity in the student body, which was fragmented under the affiliation arrangements. The meeting resolved to inform the Professorial Board that:

> ... the Faculty of Education believes that it should play a much more vital role in the education of teachers in this State, and to this end it strongly endorses in principle the amalgamation of parts of the Secondary Teachers' College with the Faculty of Education.[37]

The amalgamation did not eventuate and Priest may well have been the major stumbling block:

> Bert also fought to retain the status of both teacher training and educational research within the University and the community, preferring to work in co-operation with the then Secondary Teachers' College on the Nedlands site rather than be amalgamated with them.[38]

As the colleges became autonomous institutions (later merged into the Western Australian College of Advanced Education) they began to offer four-year Bachelor degrees. Staff within the Faculty of Education were concerned that these courses might attract students who considered it a less academically rigorous option than completing a university degree and diploma. The commitment of the UWA staff to academic rigour was apparent from comments such as this:

> ... students should undergo the discipline of completing a major sequence in a university subject, and show ability in mastering the academic content of the units of the course.[39]

Furthermore, as the Secondary Teachers' College prepared to develop thirteen teaching content departments, all of which would replicate departments at the University, Priest became increasingly concerned regarding the possible repercussions on University enrolments.[40]

To compete with these new courses, teacher education units were made available for undergraduates in Science and Arts, thereby providing access to Education as an area of study prior to the Diploma in Education. Many students enrolled in these units received a training allowance from the State Government, designed to attract students to teaching. When this allowance ceased, the courses became less popular and were eventually phased out.[41] This move to compete with the colleges foreshadowed the imminent demise of the cooperative arrangements.

In response to the change in the status of the teachers' colleges, which potentially threatened the University's traditional role in teacher education, a paper titled 'Proposal for the Future Development of Professional Studies in Education in the University of Western Australia' was presented for discussion at a Faculty meeting in 1974. It generated heated debate between those 'who wanted to protect the traditions of specialisation in academic subject areas and those who wanted to compete directly with the practical training emphasis given by the college'.[42] Supporters of the proposal for the University to accept responsibility for the professional preparation of its students who intended to teach, saw this as:

> ... an opportunity for the University to offer its own first-rate teacher training program which would be unique in the extent to which it would involve the major Departments of the University.[43]

Those who opposed the idea claimed that the proposal would be detrimental to the agreement by the Faculty in its submission to the Australian Universities Commission that there should be a 50/50 ratio of undergraduate to higher degree studies and that the Faculty most definitely 'had a dual role, a professional and academic role'.[44] The staffing implications of such a proposal also worried some faculty members.

The staffing issue came to a head in 1973. The staff-student ratio in Education was 1:21.5, which was much higher than the University average of 1:12.9. In negotiating for improved conditions, Priest found that there were traditional values to contend with, as he explained to his staff:

> It was difficult to convince colleagues that Education could not effectively be taught to large classes. Certain disciplines enjoyed a ratio more than twice as favourable as that of Education. Most (Faculty) members felt that it was the day to day individual interviews and contact which required far more time and showed the need for a fairer number of staff to be available for each group of students. It was difficult to see the justice in allowing one department a staff member for every 4 or 5 students and another department one staff member for 21 or 22 students.[45]

Priest took the matter further in a letter to the Vice Chancellor, stating:

> I very strongly believe that with respect to allocation of staff all students are of equal worth, though they may clearly differ widely from discipline to discipline in their costs of maintenance for teaching purposes. I do not accept the argument that because work in the humanities and social sciences may traditionally have been conducted in the form of lectures and large group tutorials, the staff-student ratios in these areas should be less favourable than those in areas where laboratory or clinical experience is required ... . The traditional manner of teaching in the humanities and social sciences requires re-thinking. I look forward to the day when a good deal more individual contact and tutoring will be possible, with methods of approach a response to educational need rather than a necessary consequence of inadequate staffing levels.[46]

Priest's determination was eventually rewarded when staff-student ratios in Education gradually dropped from 1:21.5 in 1973 to 1:13.7 in 1979, much closer to the University average of 1:11.5. This was achieved by restricting the intake of students, especially in the Diploma in Education, and employing more staff.

Eventually the proposal that the University should take on full responsibility for the Diploma in Education was accepted in principle, with a recommendation that a working party provide further details. The report of the working party pointed to 'the development in the College of self-contained courses ... which replicate those of the University', the inappropriate nature of the concurrent enrolments, and the potential loss of students to the College, as arguments for the development of professional studies in Education at UWA. The proposal was forwarded to Academic Council in June 1974.[47] While no immediate action followed, partly as a result of the University's reluctance to commit to the large budget required to support the teaching practice,[48] planning for the gradual implementation of professional studies continued. While the original proposal indicated that the Faculty of Education should have responsibility for the program, it was decided to establish a committee

to coordinate the contribution of the Faculties of Arts, Economics and Commerce, Science and Education. This committee, with representatives from each of the faculties, became the Board of Studies in Teacher Education. Reporting regularly to Faculty, the Board considered all matters related to teacher education in preparation for the University developing a self-contained teacher education course.

Given the slow moves towards implementing the proposal, it soon became clear that some immediate reorganisation of the courses in Education was necessary. Responding to the needs of secondary schools in 1975, the Bachelor of Education degree was made available, with majors in Education, Educational Psychology, Special Education or Physical Education. New units in Physical Education and Special Education were also introduced to support these courses.[49]

At the same time, there was growing concern to reassess the Diploma in Education which had always presented certain difficulties, as it served both as a terminal professional qualification and as an introduction to academic studies in Education. This had led to criticism by students that the course was overloaded and fragmented.[50] Priest, in supporting the need for change, urged that the status and rigour of existing units in Education in the Diploma in Education be protected, and suggested that 'raising the proportion of the course devoted to required studies in Teacher Education and Educational Psychology' would help to sustain this rigour. He further suggested that this should be complemented:

> ... with an increasing emphasis on individual training through the use of simulation exercises, analysis of teaching performances through video recording and systematic work in the area of learning problems and methods work so that the teaching practice would be maximised.[51]

These suggestions, which had implications for the construction of Education, gained support from the staff as indicated in the Faculty minutes:

> ... the areas of Teacher Education, Special Education and Educational Psychology are bringing a significant new shape and style to the department. The proposals herewith are both a reflection of this and an implication for the future.[52]

Priest exercised caution by suggesting that any changes be deferred until 1978, given that other modifications to the Diploma in Education would no doubt be required as the University gradually moved away from affiliation with the Secondary Teachers' College. His caution notwithstanding, the proposals were reconsidered in 1977.

By this time a second Professor, Peter Tannock, had been appointed, the staff had grown from seven to approximately thirty, and the Faculty had 120 Diploma in Education students, in addition to eighty shared with the Secondary Teachers College and twenty shared with Mt Lawley Teachers' College.[53] In reviewing the Diploma in Education, it was decided that it should include units in Philosophy of Education, Comparative Education, Sociology of Education, Educational Measurement and Statistics, History of Education, Special Education, Politics and Economics of Education, Curriculum Studies (secondary subject methods), Study of Teaching (teaching practice) and Educational Psychology.[54] This revised Diploma in Education proved to be successful. In 1978 applications for places in the Diploma in Education course to be studied wholly at the University increased substantially. Of 260 offers made only 38 were for affiliated or shared courses which became increasingly problematic.

In reporting to the Board of Teacher Education in 1978, Priest expressed serious concern at the difficulties experienced by students under the shared arrangement due to the disparities between the academic years of the University and the College. With fewer than thirty students involved, he argued again for discontinuing the affiliation. The Board of Teacher Education responded by indicating its:

> ... support for the principle that all University of Western Australia graduates should have open to them, the wholly-internal Diploma in Education course.[55]

This was in line with the University view that its own graduates should be able to complete their entire professional education within the University, if they so wished. The Board recommended to Faculty that the affiliation with the Secondary Teachers' College be discontinued and that the upper limit on future intakes in the Diploma in Education be removed. Despite this recommendation, affiliation with the colleges lingered for several years.

By 1983, the Faculty of Education ceased to be reliant on the Nedlands College to provide the practical aspects of secondary training. With the decline in the number of Arts and Science students enrolled in teacher education at the College, it was no longer economically viable to provide for them. Henceforth the Faculty of Education sought to take full responsibility for its students. The only affiliation arrangements which remained after this time were those with Murdoch University which started teaching in 1975. This affiliation allowed UWA students to undertake primary method courses, primary teaching practice, Special Education and Guidance. By 1988, however, this affiliation had also ceased, with the return of Special Education and Guidance and Counselling to the UWA campus.[56]

In light of the criticisms and reviews of teacher education and the Sydney University experience outlined earlier, this was a significant step forward for the future development of Education as an area of study in the Faculty of Education at UWA. It made possible the provision of a completely integrated initial teacher education course for UWA students which was timely as it had the potential to attract students when university enrolments were levelling out.

In the late 1980s the Diploma in Education underwent a restructure to provide more flexibility and choice for students. The course was divided into required units and optional units. The required units were Curriculum Studies (including a major and minor), Study in Teaching, two Educational Process units, two units in Special Education (for Special Education majors) and one unit in research methods of educational psychology.[57] This ensured that students were adequately prepared in their curriculum areas and pedagogical theory to support their teaching practice. Students could then select from a wide range of optional units to complete their course. In addition to options in the traditional areas of history of education, philosophy of education, comparative education and educational psychology, units in Technology Studies, Language, Communication and Literacy, Applied Educational Linguistics and Health were also made available. For the first time Diploma in Education students could also specialise in TESOL.[58] This was in response to the growing demand for teachers qualified in Teaching English to Speakers of other Languages which occurred with the inclusion of students from migrant and refugee families in special ESL programs and mainstream schooling.

Through this restructure, the Faculty of Education addressed many of the criticisms of teacher education programs, while at the same time responding to many of the changes in secondary education. There was too, a noticeable shift towards the criteria developed by Sydney University for a successful teacher education program.

Parallel with these changes in the Diploma in Education in the 1970s were developments in Physical Education. In 1970 two separate departments were created within the Faculty: The Department of Education and The Department of Physical Education.[59] While students had been able to specialise in Physical Education within the Bachelor of Education or the Diploma in Education for many years, there had been no attempt to separate the two areas administratively. In 1975, it was decided to change the name to the Department of Physical Education and Recreation as this more accurately reflected the scope of courses and the research into the behavioural study of human physical performance, usually termed sociology of recreation.[60] In the same year a new course, the Bachelor of Physical Education was established.[61] This was a three-year degree

concentrating on the human physical performance area. Students who completed this course and then decided to teach were required to complete an appropriate one-year specialised diploma, associateship or certificate.

The growth of Physical Education was directly related to its growth in schools, and the dynamic leadership of Dr John Bloomfield. A champion surfer, he was appointed as Head of Physical Education within the Faculty of Education, and succeeded in raising its academic standing within the University. Bloomfield and his dedicated staff attracted interstate students and UWA quickly became recognised as a leading centre for post-graduate studies in human movement in Australia.[62] In recognition of this, the Department of Physical Education and Recreation changed its name again in 1978, to the Department of Human Movement and Recreation Studies. It was claimed that the new title more accurately reflected:

> ... the Department's academic interest in the whole area of Human Movement Studies ... and the shift in the spectrum of employment and research for graduates from the Department away from just school teaching.[63]

The extensive work of the Department of Physical Education was recognised by the University Senate in 1974 with the creation of a Chair in Human Movement, the first in an Australian university.[64] The first encumbant was Bloomfield. Under his guidance, the Department of Human Movement and Recreation Studies made a significant contribution to the development of the Australian Institute of Sport, the establishment of an international sports complex in Western Australia (now called Challenge Stadium), and the promotion of Physical Education and fitness throughout the community. The status of the Department was enhanced by the Beazley[65] and McGaw[66] Reports on secondary education which highlighted the importance of both health education and physical education in the secondary curriculum.[67] This new found status was reflected in the University's decision to provide a new Human Movement and Recreation Studies building complex which included a swimming pool, gymnasium and other specialist facilities. This was completed in 1984.[68]

The Development of Higher Degrees

Throughout the 1970s and 1980s, there was further expansion in the Master of Education degree which was available as a purely research degree or by course work and dissertation. Units offered within the course work in 1971 included:

> Educational Administration in the United States
> Educational Administration in England and Wales

History of School Curricula in England and Wales since 1800
The Administration of Schools
Philosophy of teaching and Learning
The History of Education in Australia
Ex Post Facto Methods
The School as a Formal Organization
Multivariate Analysis
Non-parametric Statistics and Sampling
Data-processing in Education
Sociological Measurement.[69]

In addition to the traditional disciplines of Comparative Education, History, Philosophy, and Sociology of Education and Measurement in Education, new areas of Administrative Education and Research Design and Statistics were included.

In 1973 the Master of Education Committee recommended an amendment to the regulations to allow candidates for the Master of Education degree to proceed by course work only. The case for this was argued as follows:

> Many educational practitioners such as school principals, senior supervisory personnel in education systems and lecturers in institutions engaged in the education of teachers are more interested in extending their knowledge in the field by the completion of additional course work than by engaging in research. The interests and needs of such people would be better served by the introduction of a Master's degree by course work only.[70]

By 1975 regulations were in place, and in the following year the Master's degree was also made available in Physical Education. Enrolments in the Master's degree programs rose steadily, from fifty-four in 1976 to eighty-eight by 1980. While this was pleasing there was some concern regarding the high numbers of part-time students in these programs. In 1979, only nine of the fifty-nine Master's enrolments were full-time. As higher degree study was considered an important aspect of professional development, the Faculty was concerned to explore ways of encouraging more full time students.

An examination of the research topics listed in the Faculty of Education Handbook indicated a much greater breadth of study in both theoretical areas and those related to secondary schooling than previously. For example, the list of areas suggested as suitable for research included: conceptual analysis; administrative studies in education; sociology; organisational theory; the adolescent, curriculum; effects of schooling; measurement theory; historical and comparative studies; the study of teaching and social processes in the classroom; legal rights

in education; school-based curriculum development; socio-psychological impact of education; psychology of language and thinking; contemporary problems in tertiary education; education planning in developing countries; studies in the theory of language; aesthetic education; lifelong education; gifted and disadvantaged education; and learning disabilities. Many of these areas related closely to classroom issues and suggested that research in education was gaining importance in informing classroom practice.

Through these offerings teachers seeking professional development through higher studies could focus on research to solve problems, evaluate curriculum innovations or prepare for higher duties. In subsequent years the course work units available in the Master's Degree also expanded to include secondary school curriculum areas, Special Education and the Study of Teaching, thereby suggesting that teachers were seeking retraining opportunities as the secondary curriculum was modified.

A new Master's degree, the Master of Educational Management was also introduced. This was a course work degree, a prerequisite for which was at least two years of full-time professional experience. The course included aspects of education not previously taught by the Faculty. These included: Human Resource Development in Education; Resource Management and School Finance; School Organisation and Effectiveness; Law and Education; Ethics and Educational Administration; Management of Curriculum Innovation; Curriculum Design for Educational Managers; and Economic Aspects of Education.

What is noticeable about the timing of this, is that the Education Department of Western Australia had embarked on large scale curriculum revision in the late 1970s which continued into the 1980s. New syllabuses designed to integrate learning from kindergarten through to year twelve based on new pedagogy, were prepared. The successful implementation of these demanded more of schools in organisation, school planning, resource allocation and teacher development. The concept of leadership in schools also acquired a new significance. In supporting the professional development needs of teachers, the Faculty of Education was further shaping Education as an area of study. An examination of a selection of titles of the 150 Master's theses and dissertations completed between 1970 and 1985 reveals studies ranging over many areas as indicated in Appendix II. [71]

Growth also occurred at doctorate level. Between 1970 and 1985, twenty-seven doctoral theses were completed across a diverse range of Education topics.[72] These included curriculum studies, professional issues, assessment measures, political influences, pedagogy, developmental psychology, finance, sociology, teacher education, gender issues, special

education, rural education, teacher effectiveness, health issues, Aboriginal education, comparative studies, achievement factors and a variety of historical studies.[73]

Research Activities

The research activities of the staff and students of the Faculty of Education, and the University in general, expanded significantly throughout this period. The need to foster research activities throughout the University was clearly articulated in the Report of a university Working Party into Post-graduate Studies:

> The universities should be, and certainly claim to be, engaged in a special kind of teaching which encourages the pursuit of truth and understanding through enquiry, awareness, discussion, and the sifting and weighing of evidence. The essential environment for this special kind of teaching is created and maintained only by the vigorous and effective involvement in research of staff and postgraduate students. [74]

The Report went on the suggest a number of initiatives to ensure the commitment of resources and expertise to ensure that 'universities define their position and develop firm educational policies towards research and postgraduate study which is their hallmark and the touchstone by which they are judged internationally'.[75] These initiatives were to be implemented through the establishment of a Board of Postgraduate Studies.

Throughout the period under review, the Faculty of Education continued to attach major importance to research as a part of its mission. Funding from the University supported this, as did outside funding, both private and public. For example, the establishment of the National Centre for Research on Rural Education was a major initiative jointly sponsored by the University and the State Education Department.

Several research initiatives were undertaken in conjunction with the State Education Department in the areas of employer attitudes to school leavers and students' commitment to homework. Collaboration with other departments of the University also generated research opportunities. The Faculty of Education worked in cooperation with the Department of Psychology, through a Tertiary Education Commission Grant, for research into language awareness and its contribution to children's cognitive development. Other projects were funded by the Education Research and Development Committee These included the teaching of basic reading skills, approaches to science teaching, children's conceptions of the world of work and the role of the law in the non-public sector of Education. The Australian Research Grants Committee supported the historical study of the relationship between economic growth and

educational development in Western Australia, and a history of the English preparatory school. Further support from the Commonwealth Government provided funding for an evaluation conducted by Professor Tannock of the Commonwealth Government's Assistance for Isolated Children's Scheme.[76]

In some instances the research of the Faculty was influenced by government policy. For example, during this time the Faculty undertook research in the field of Gifted and Talented Education. The State Education Department had recognised the value of training teachers of exceptional children and supported the Faculty's research into this area which led to the formation of the Western Australian Gifted Children's Association. A change of state government in 1984 saw the priority shift to equality of educational opportunity. Henceforth, the separation of gifted children from others was seen as elitist.[77]

One aspect of research which required attention was the dissemination of findings in such a way as to influence practice. For example, much research was undertaken confirming that students differ greatly in their interests, motivation, and learning efficiency, however a look inside typical school classrooms suggested otherwise. What this highlighted was the need to address the implications of educational research findings. In other fields research findings were applied with spectacular results. Likewise, the intelligent application of research findings in Education could help to improve schools and schooling. It was clearly the responsibility of the Faculty of Education to publicise the findings of new research.

In 1974, the Faculty's journal, previously named *The Educand* and subsequently *The Australian Journal of Higher Education,* was renamed *Educational Research and Perspectives* to allow it to broaden its scope and reflect the diversity of the work of the Faculty. The journal also printed articles from a wide range of authors, many of whom were not staff at UWA. Throughout the 1980s, this provided a respected vehicle for the dissemination of the work of the Faculty of Education with articles on Educational Psycholinguistics, Governance of Education, Research Issues in Teaching, Evaluation of Teaching, Educational Psychology and New Information Technologies, Computers in Special Education, Educational Technology, Individual Differences, Rural Education, Statistics and Educational Measurement, Literacy, Educational Statistics and Sociological and Organisational School Perspectives.

The research interests of the Faculty were clearly diverse. In a report on research activities in 1984, the Dean, Dr Peter Cole, emphasised the range and depth of the research output, some of which was very specialised and esoteric, while other topics were more practical and applied. The research interests of the staff included: educational policy formation in different national contexts; problem formulation; data

analysis in the social sciences; governance of education; teaching approaches in the social sciences; models of instruction for exceptional learners; special education; measurement in the social sciences; history of education in Western Australia and the British Colonies; science curriculum development; philosophy of education; language awareness and literacy; gifted and talented education; mathematics education; effective teaching procedures using the power of computer technology; conceptual frameworks in English curriculum; sociology of education; gender issues; rural education; administrative policies in education; evaluation of teaching; bilingual and multicultural education; education in developing nations; comparative education; human growth and development; stress management for school administrators; physical education for the disabled; exercise induced asthma; evaluation of school physical education programs; and sociology of leisure.[78] Further research related to the work of Ken Wheeler in the development of a curriculum model, Graham Douglas and David Andrich's work to develop the Rasch model, which was a statistical tool for measuring latent traits, and the work of Michael Scriven on moral education, logic and functional literacy and evaluation.[79] This work drew international attention to the Faculty, as did its research initiatives overseas in Thailand and Indonesia.[80] This breadth of research was evidence of how the concept of Education as a university study had expanded in the post-war years.

Conclusion

By the end of the 1980s the Faculty saw its distinctive role and strength in three areas: higher degree studies; research; and the pre-service education of teachers.[81] During the previous twenty years there had been a steady growth in the size and scope of the Faculty and the Diploma in Education had superceded the Bachelor of Education as the main teaching qualification as indicated by Priest:

> Significant attention has been given to the Diploma in Education as a pre-service award and there has been a general movement of resources and personnel in the Department of Education to the preparation of teachers for their professional tasks.[82]

Thus the commitment to teacher training in the construction of Education as an area of study was clear. Equally important was the growth of post-graduate study and the strong emphasis placed on research as Priest was at pains to point out:

> There must be concern to maintain balanced growth in teaching and research. These are not independent of each other. Much of the Faculty's teaching and

> research is concerned with providing students with the specific research training and the skills necessary to interpret and evaluate educational research. Moreover, much of the Faculty's teaching is enriched and informed by the research activities of its staff and higher degree students. It is in this way that the Faculty has continued to make a special contribution to the pre-service and in-service education of teachers, and to educational thought and practice at the national and international levels.[83]

This is further evidence supporting the central argument of this study that the construction of Education as an area of study at UWA maintained a commitment to both the academic and research orientation and the preparation of teachers.

By the mid 1980s the Faculty of Education had demonstrated remarkable flexibility in addressing emerging needs and issues of the teaching profession and the schools. It accomplished this with renewed vigour in its initial teacher education program with new units notably in the fields of special education and educational psychology, expanded professional development opportunities for educators, and increased numbers of higher degree students. The expansion of programs saw an increase in students enrolled in the Faculty as illustrated in Table VI below:

TABLE VI
Enrolments in the Faculty of Education 1970 – 1985

Year	Enrolments in the Faculty of Education	Total Enrolments UWA
1970	691	7,805
1971	809	8,374
1972	917	8,690
1973	1,070	9,141
1974	1,199	10,066
1975	1,263	10,195
1976	1,002	9,903
1977	962	9,982
1978	893	9,855
1979	867	9,745
1980	942	9,920
1981	864	9,940
1982	773	9,690
1983	786	9,841
1984	750	9,831
1985	722	9,512[84]

The growth in courses and student numbers was accompanied by a necessary expansion in staff numbers. From an initial seventeen staff at the commencement of this period, the total rose to thirty-two (eighteen in the Department of Education and fourteen in the Department of Human Movement and Recreation Studies).[85] By this time the total academic staff at UWA had grown to 604.[86]

While these were indicators of substantial progress there was still work to be done in other areas as indicated by the Faculty's response to the University's request for long term planning in 1982:

> There is a need for the Department of Education to do some stock-taking with respect to the role and application of communication technology, information processing and multi-media approaches to learning, both in classrooms and in wider educational settings. A substantial proportion of those graduating from the Department of Education in this university become administrators in the government or non-government school sector. It is intended that a continuing role of the Department of Education will be to provide higher degree studies which prepare teachers to assume leadership posts in education in Western Australia and elsewhere.[87]

This highlighted the important relationship between theory and practice within Education as an area of study in the Faculty of Education at UWA.

NOTES

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3. A. Barcan, *A History of Australian Education*, Melbourne, Oxford University Press, 1980, p.390.
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11. A. G. Maclaine, *Australian Education*, p.228.
12. *Ibid.*

13. C. Turney, 'Teacher Education: Principles, Progress, Prospects of the B. Ed. Degree', p.466.
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19. J. Lake and W. D. Neal, 'Post-secondary education on the move' in W. D. Neal (ed), *Education in Western Australia,* p.284.
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21. *Ibid.*, p.288.
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25. *Ibid.*
26. *Discipline in Secondary Schools in Western Australia,* Report of the Committee of Inquiry into Discipline in Secondary Schools, December 1972, p.245.
27. *Ibid.*
28. A. Barcan, *A History of Australian Education,* p.380.
29. G. Howie, 'Innovation and Reform in Teaching' in W. J. Fenley (ed), *Education in the 1970s and 1980s,* Sydney, Hicks, Smith & Sons, 1969, pp.56–58.
30. *Ibid.*
31. J. Lake and W. D. Neal, 'Post Secondary Education on the Move' in W. D. Neal (ed), *Education in Western Australia,* p.278.
32. Priest served on the HMS Archilles and was one of the first allied sailors to enter Hiroshima at the end of the Second World War.
33. I. Birch, in article written on the retirement of Bert Priest, *Uniview, 3,* (6), p.5.
34. F. Haynes, Obituary 'Emeritus Professor T. A. (Bert) Priest', *Uniview,* March 1997
35. *Ibid.*, p.278
36. Minutes of meeting of the Faculty of Education, Nov. 12, 1971.
37. *Ibid.*
38. F. Haynes, Obituary 'Emeritus Professor T. A. (Bert) Priest', *Uniview,* March 1997.
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40. Minutes of meeting of Faculty of Education, October 10, 1973.
41. F. Haynes, 'Education' in B. de Garis (ed), *Campus in the Community: The University of Western Australia 1963–1987,* Perth, University of Western Australia Press,1988, p.283.
42. *Ibid.*
43. Minutes of meeting of Faculty of Education, May 31, 1974.
44. *Ibid.*
45. Minutes of meeting of the Faculty of Education, August 3, 1973.
46. Letter from T. Priest, Head of Department to Vice Chancellor, September 10, 1973.

47. Minutes of meeting of Faculty of Education, June 21, 1974.
48. F. Haynes, 'Education' in B. de Garis (ed), *Campus in the Community*, p.283.
49. Faculty of Education Handbooks, 1973–1977.
50. Minutes of meeting of Faculty of Education, October 17, 1975.
51. *Ibid.*
52. *Ibid.*
53. Minutes of meeting of Faculty of Education, April 15, 1977.
54. *Ibid.*
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56. F. Haynes, 'Education' in B. de Garis (ed), *Campus in the Community*, p.283.
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60. F. Haynes, 'Education' in B. de Garis (ed), *Campus in the Community*, pp.285–286.
61. Faculty of Education Handbook, 1975.
62. F. Haynes, 'Education' in B. de Garis (ed), *Campus in the Community*, pp.285–287.
63. Minutes of meeting of Faculty of Education, November 17, 1978.
64. F. Haynes, 'Education' in B. de Garis (ed), *Campus in the Community*, p.286.
65. *Education in Western Australia*, (Beazley Report), Perth, 1984.
66. *Assessment in the Upper Secondary School in Western Australia*. (McGaw Report), Perth, 1984.
67. *Ibid.*, p.288.
68. *Ibid.*
69. Minutes of meeting of Faculty of Education, October 19, 1970.
70. Minutes of meeting of Faculty of Education, October 15, 1973.
71. Faculty of Education, Index to Theses.
72. *Ibid.*
73. *Ibid.*
74. Report to Academic Council of the Working Party on Postgraduate Studies, UWA Archives,1972.
75. *Ibid.*
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77. F. Haynes, 'Education' in B. de Garis (ed), *Campus in the Community*, p.292.
78. Report on Faculty Research to the Advisory Board in Education, October, 1984.
79. F. Haynes, 'Education' in B. de Garis (ed), *Campus in the Community*, pp.291–292.
80. Report on Faculty Research to the Advisory Board in Education, October, 1984.
81. Dean's Report, Faculty of Education meeting, November, 1980.
82. Dean's Report, Faculty of Education meeting, December, 1979.
83. Dean's Report, Faculty of Education meeting, October, 1980.
84. B. de Garis (ed), *Campus in the Community*, p.384.
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86. B. de Garis (ed), *Campus in the Community*, p.387.
87. Submission 'Long term planning' to Senate by the Faculty of Education, February, 1982.

Chapter 7

Conclusion

In the course of the twentieth century in Australia, the study of Education, which was initially synonymous with teacher training, went through three substantial changes. First, it moved from a system of training 'on the job' to a system of initial training. The pupil-teacher system lingered on in several states well into the 1900s but steadily gave way to post-secondary teachers' colleges and later university training.[1] Secondly, from a dominant concern with classroom life, the study of Education steadily expanded, based on the academic disciplines which underpin the educational process, focussing more on the foundations of education rather than on the techniques of classroom teaching. Finally, there was a shift in emphasis from teacher training to teacher education. In other words, the preparation of teachers, focused not only on making students better practitioners, 'but aimed also to help make them better persons ... to increase their understanding of human life, to enlarge their interests, to widen their concept of education and to encourage them to develop the kind of skill that will have a similar educative effect on their pupils'.[2] This shift in emphasis necessitated a change in the way in which Education as an area of study was constructed.

In the UK the change in focus was also apparent, as highlighted by Professor Michael Williams:

> In the minds of many people inside and outside the universities, the function of a university department of education is primarily to train teachers ... . But this is only one function and it has to be placed alongside others and particularly those concerned with scholarship and research in the academic study of education. Lecturers in education in a university pursue scholarship and engage in educational research and inquiry and therefore extend their interests well beyond the limited confines of school classrooms.[3]

Thus the shift away from an emphasis on teacher training led to the emergence of a field of study in its own right, and the separation of theory from practice subsequently led to the polarisation of views between those who believed in the 'high ground of theory and respectability', and those who argued for the pre-eminence of recent and relevant experience. Writers in Educational Studies accentuated the tension that developed

between these two positions as they tended to consider them to be mutually exclusive. This provided the stimulus for this research.

The question of how Education as an area of study was constructed at UWA and whether similarly conflicting views were evident, provided the focus. The central argument advanced in this study is that throughout the period 1916 to 1985, the emergence and development of Education was a response to both the demand for professional relevance and academic respectability. This certainly did not reflect the UK experience where it was more common for universities to have difficulty in reconciling academic respectability with practical training.[4] The consequence of this was a purposeful attempt to inject academic rigour into Educational Studies. This was achieved by a rapid growth in educational theory in what were called the foundation disciplines, namely philosophy, sociology, psychology and history of education, and later comparative education and curriculum studies. The growth of theory created serious divisions in UK departments of education, as described by Pring:

> Again and again it can be seen in departments of education how the separation of thought from action, of theory from practice, of thinking from doing, has been institutionalised.[5]

Fearful of this gap and conscious of criticisms of irrelevance, some educators 'left the high ground and re entered the swamp'.[6] Others, suspicious of the separation of theory from practice believed that the pursuit of academic excellence was relevant to professional preparation, though exactly how was not made clear.[7]

The Robbins Committee, which reported on the future of higher education in the UK in the early 1960s, stated clearly that professional study implied a partnership between a body of theoretical knowledge and practical skills needed for achieving competence:

> The development of skills acquired through training must be informed by theoretical knowledge gained through academic study–otherwise a student is unlikely to build up the authority, autonomy and breadth of understanding which are so fundamental to the making of responsible professional judgements.[8]

Brian Simon explained that this marriage between professional and academic pursuits was natural when the social function of Education was considered:

> ... educational institutions and educational theory have not developed in isolation, 'but in dependence upon the practical possibilities for education [and] the demand for it at different times from various sections of the community for various ends'.[9]

While this important partnership between academic and professional pursuits was established at UWA from the commencement of studies in Education, this was not the case throughout Australia. The proposal to establish a residential training college adjacent to the University of Melbourne was 'met with prolonged resistance by strong, conservative interests operating on behalf of the University.'[10] After bitter struggles over its governance and curriculum, the University of Melbourne was eventually forced to reconsider the matter when the University Act of 1881 made studies for teachers a possibility.[11]

In Sydney, by contrast, the suggestion for a more liberal education for teachers initiated by the University met severe opposition from the Chief Inspector of Schools, J.C. Maynard, who claimed that the education of the state's teachers was too important to be 'handed over in any of its branches to the control of people irresponsible to the Government'.[12] A change in political leadership, however, resulted in the establishment of a training college within the grounds of the University of Sydney.

Despite these attempts in both Melbourne and Sydney to bring teacher training and studies in Education together, the relationship between them remained tenuous, with few recruits to teaching completing their training in the universities, due to lack of accommodation, encouragement or motivation. Bessant and Holbrook[13] suggest that the tension lingered well into the twentieth century, citing the 'hostility' which arose during the debate regarding the establishment of a School of Education at La Trobe University as more recent evidence of this. While not contesting their claim regarding the specific La Trobe case, much more research on education departments in other universities needs to be undertaken before generalisations for the national scene can be formulated. This is brought home forcefully by the present study which has demonstrated that the positions of academic respectability and practical relevance were both reflected in initial studies in Education at UWA, and coexisted harmoniously thereafter, with Education being accepted as a valid part of the University's curriculum. Why then was the UWA experience so different from that in various other Australian universities?

The answer is to be found in the three main factors identified throughout this study as important in the development of Education as an area of study at UWA. First, there was the strong, practical emphasis in the curriculum of the University as a whole when it was founded. The second, was the influence of the staff in establishing a reputation for academic rigour and a strong commitment to research, while at the same time maintaining an important role in teacher training. Finally, the continued response of the Faculty of Education at UWA to changes in secondary education, through frequent reassessment of its teacher training courses,

demonstrated its commitment to professional integrity. Each of these will be considered in turn.

One of the influences on the curriculum at all levels of Education in Australia was the liberal-utilitarian tradition which came with the first European settlers. This tradition, while sensitive to the outlook of the colonial middle classes, also found room in the school curriculum for 'useful' commercial subjects. While there was some support for the English liberal belief in the value of education as a civilising influence, belief in the dissemination of useful knowledge soon became uppermost.[14]

The humanist-utilitarian tradition emerged in the collegiate schools of the 1880s, replacing the view of a liberal education as a formal mental discipline. There was also an emphasis on moral education, and the formation of character, but tensions developed as concessions to the practical utilitarian spirit of a pioneering society were increasingly demanded. This practical emphasis was given priority in the establishment of The University of Western Australia.

The practical focus of the UWA curriculum supported the economic needs of the State. The heated debates concerning the inclusion of classical subjects in the universities of Melbourne and Sydney did not arise in Western Australia where the intention of the founders of the University were closely aligned with the expectations of the wider community. The isolation of Western Australia from other states and the strong ideals of Hackett, its primary benefactor, both contributed to this.

The practical orientation of the curriculum, together with the University's belief that it had a role to play in teacher training, provided support for the introduction of studies in Education in 1916. Evidence suggests that there was no dissention on this matter and that initial studies were designed to support the training of teachers. The University was keen to establish links with the recently established Claremont Teachers' College from the outset, partly no doubt, as a result of having the Minister for Education and the Director General of Education as members of the first University Senate.

The role of the nearby Claremont Teachers' College in fulfilling the professional requirements of teacher training, while the University provided the more academic preparation, alleviated the need to site a teachers' college within the University's grounds. While this was a convenient arrangement, it should not be interpreted as a sign that the University was hostile in any way towards teacher training. In the 1930s, when Claremont Teachers' College closed temporarily, the University took over the training of teachers thereby indicating that the practical requirements of Education were not regarded as beneath its status.

Similarly, when the Faculty of Education ceased its affiliation with the WA teachers' colleges in the 1980s, there was no resistance from within UWA to taking over the practical components of teacher education in the Diploma in Education program.

The second factor contributing to the development of Education at UWA was the influence of academic staff. William Rooney, who was Principal of the Teachers' College and the first lecturer in Education at the University, combined academic rigour with practical preparation, instilling confidence in the subject from within both the University and the teaching profession. Reflecting the status of Education as a result of Rooney's work, the University decided to establish a Chair in Education in 1927, again with no overt evidence of any hostility. Furthermore, the decision to make the Professor of Education 'also the Principal of the Claremont Teachers' College, acknowledged the important relationship between the two institutions. Cameron, who was subsequently appointed to this joint position, consolidated the work of Rooney and also established a strong research base which further enhanced the respectability of Education in the eyes of the wider university community. Cameron's leadership culminated in the establishment of a Faculty of Education, again with no evidence of resistance or hostility. Indeed, Cameron commanded great respect both in Perth and throughout WA for his contribution to education in general. The introduction of new courses, including the Diploma in Education, the Bachelor of Education and the Master of Education, the expansion of research activities and the foundation of *The Educand*, were all significant contributions to the status of Education as an area of study at UWA and to the manner in which it was constructed

Sanders, Cameron's successor, was an equally fortuitous appointment for the status and development of Education as an area of study at UWA. A teacher and a scholar, Sanders brought depth and breadth to studies in Education. He wrote extensively on the nature of Education as a university subject and the legacy of his work remains through studies in a variety of disciplines which continue to form the basis of much of the work in the Faculty of Education at UWA to the present day. His encouragement of higher degree students and research within the Faculty saw a dramatic increase in student numbers, completed theses, and staff research publications.

Despite his strong commitment to the academic rigour of studies in Education, Sanders did not ignore the importance of teacher training. He instigated the restructuring of the Bachelor of Education and the Diploma in Education courses to provide substantial preparation in school curriculum subjects, collaborated with the State Education Department in introducing studies in Physical Education, and maintained a close

association with the affiliated teachers' colleges. Sanders' contribution to the development of Education as an area of study and to its enviable status within the University deserves a more detailed study in its own right. Acknowledged to be a 'kindly gentleman, who blazed the research path in the Faculty of Education and made it one of the better departments in the country at the time'[15] his work was not confined to the Faculty of Education or the University of Western Australia, and correspondence in his personal papers suggests that he was highly regarded both nationally and internationally.

Priest's contribution to the development of Education was also noteworthy. While the academic foundations of the subject were well established by the time he became Head of Department, there were new issues to confront within Education and universities generally. An astute leader and 'wily politician' within the university community, Priest consolidated the status of the Faculty of Education, addressing issues of accommodation, staff levels, and affiliation of the teachers' colleges, while at the same time overseeing the introduction of new courses and the diversified research activities of the Faculty. It was also largely due to his persistence that the Faculty of Education eventually accepted complete responsibility for teacher education, which had previously been shared with the teachers' colleges. A 'demanding and challenging teacher'[16], Priest's commitment to the marriage of academic foundations and practical preparation was confirmed soon after he was appointed as a lecturer within the Department of Education. Writing in *The Educand* he stated:

> [I] am not a party to the theory versus practice debate which still occasionally arises ... since the theory and science of education have as common testing grounds the school and the society in which it is located. There can be no question of one being more necessary than the other, for untested theory may be idle speculation, and practice which is not informed by clearly formulated theory is unintelligent.[17]

It is clear that Priest recognised that Education as an area of study encompassed much more than teaching skills.

Those cited who played leading administrative and professional roles in the Department were obviously supported by many other talented and committed educators. It is not the intention in this study to give an account of these, although their contribution to the construction of Education is duly acknowledged. John Bloomfield, for example, became the first Professor in Human Movement at UWA, indeed, the first to be appointed in the discipline in Australia. Ken Wheeler who was a reader in the Faculty, developed a curriculum model which was adopted internationally[18], and Bert Anderson was a leading empiricist who laid the

foundations for the development of quantitative research within the Faculty.[19]

The third factor which influenced the development of Education as an area of study at UWA was the continued response of the Faculty to changes in secondary education. Since its inception in 1927, the Department of Education at UWA always had as its primary focus the education and training of secondary teachers. Therefore, courses in Education have been affected by both the demand for secondary teachers and meeting their specific needs. Population trends determined the former, while promotional and motivational factors influenced the latter. Government policy and political pressures affected both.

In responding to the dynamics of teacher education, secondary education and political pressures, the Faculty of Education at UWA was able to achieve what Barcan believes is critical to quality in education, but difficult to achieve, namely 'A balance in educational aims (social and individual), in the curriculum (liberal and vocational) and in pedagogical methods (formal and informal)'.[20] This balance in the curriculum, which resulted from astute decision-making in the Faculty of Education, served both liberal and vocational purposes. The traditional fields of study were retained, current needs were attended to in various revisions of the Diploma and Bachelor of Education courses, and future needs were addressed by encouraging research into contemporary fields of inquiry. Over the years the Faculty engaged in an ongoing process of challenge and response bringing together seemingly opposing views of what constitutes the study of Education.

Further evidence of the Faculty's commitment to a balanced curriculum model can be seen in its submission to the University in the early 1980s regarding the trends which were likely to influence its future activities, and therefore the construction of Education as an area of study. The following areas were identified:

(i) growth in the TAFE (Technical and Further Education) sector;
(ii) the broadening of the role of schools into social and vocational aspects in addition to the academic;
(iii) training conducted in relation to jobs in business, commerce, industry, the public service and service institutions;
(iv) growth of adult education in personal development, in health and in recreation as the proportion of time spent at work decreases;
(v) broadening of the range of institutions and organisations in society which engage in educational research; and
(vi) increased involvement of technology in the delivery of instruction.[21]

In planning for the subsequent years, the Faculty proposed a number of innovations in response to these factors and the needs of secondary education. These included teacher training for rural appointments, agricultural education for teachers, higher education studies for those involved in teaching in tertiary institutions and the introduction of computer studies into the Diploma in Education program. Education in Asian countries was also identified as a future research priority. However, the Dean, Dr Peter Cole, issued a note of caution to staff as they prepared to meet these challenges:

> In all that it does there is a need for the Faculty to resist diversification to the extent that the spread of resources reduces the quality of what is offered. The Faculty should concentrate on quality, excellence and leadership in whatever it engages, but in doing so should maintain its tradition of relevance and service to the community.[22]

This statement clearly articulated the ideals of Education as an area of study long espoused by the Faculty of Education.

The Faculty's success in fulfilling both its academic and professional roles without conflict, raises the question as to whether this was a unique situation. The following comments by Partridge suggest that there are grounds for pursuing this question:

> It is only gradually that education has come to be accepted as a discipline or area of study in its own right by many university teachers; and the suspicion that its standards are lower than those of older academic disciplines still lingers. In some of the universities there has been resistance to the establishment of a faculty of education, and the institution of a B. Ed degree as a first degree, partly because of the mistrust of education as a university subject ... and partly because some academics fear that the result would be that secondary teachers will be required to receive the whole of their university education with a faculty of education; and will thus be prevented or discouraged from studying the subjects they will teach in high schools ... For one reason or another the views current within the universities themselves concerning the proper functions of the university in the education of teachers are conflicting and equivocal.[23]

It is noteworthy that none of this conflict surfaced at UWA, the first Australian university to establish an undergraduate Bachelor of Education course, which Partridge referred to as problematic in other universities.

Certainly, UWA was spared some tensions as a result of its later establishment. For example, one of the difficulties in establishing Education in the older universities of Sydney and Melbourne, was that a university education for teachers presupposed that prospective trainees had completed their secondary education. Few trainee teachers had done

so in the nineteenth and early decades of the twentieth century. Consequently they were ineligible for university admission.[24] In WA, by contrast, Perth Modern School was offering secondary education prior to the establishment of UWA, and other metropolitan and rural secondary schools developed soon afterwards. They provided a pool of students qualified for university entry. Further studies are needed to determine to what extent this experience was unique to WA.

A further question arises from the findings of this study. Was the leadership of early academic staff in constructing Education as an area of study unique to UWA? The academic rigour embedded in Education from the outset created a supportive climate for further developments and should not be underestimated. Turney suggests that this was not always the case. Although the development of Education was gradually taken over by professional educators, not all were successful. Many clearly built lasting reputations in their own lifetime, but others were underrated and fell into obscurity.[25] For example, J. Smyth, Principal of Melbourne Teachers' College, was described as unenthusiastic regarding experimental education and as having an idealism which reflected his religious beliefs. This idealism led to a commitment to education as a way of improving human nature.[26] Smyth was described as living his religious philosophy which meant that he was:

> ... remembered both as a moral force in the College and as a man of gentleness, restraint and goodwill. Such qualities, however endearing to staff and students, were not always appropriate when the College's political situation often compelled boldness, even aggression.[27]

Perhaps as a result of these qualities, Smyth's relationship with the University in attempting to raise the status of the training college was strained. When he was eventually invited to lecture to a growing number of students in the Diploma in Education course at the University, he was given little support and finally the strain took its toll, contributing to his breakdown and to his disenchantment with both the University and the Training College.[28] In commenting on Smyth's contribution to the development of teacher education, Spaull and Mandelson suggest it was a disappointment and perhaps even a failure:

> Smyth too often seemed to accept his situation, the teachers' lot and the educational predicament. Too often he contained his concern or disappointment within departmental walls or the inner-self ... . One would add that Smyth's personality, attitudes and public record itself, suggest a defensive political style throughout his career.[29]

A broader investigation of the contribution of academic staff in other institutions would probably confirm the importance of personality and political acumen in gaining support for the acceptance and development of studies in Education. The UWA was clearly fortunate in this regard.

Throughout this study evidence has supported the central argument that the emergence of Education as an area of study at UWA was achieved in a spirit of cooperation and mutual respect between professional and academic studies. It is appropriate that Priest, who played a significant role in the history of Education at UWA, should summarise the all important synthesis achieved between theory and practice. He claimed that the task of Education was:

> ... that of developing professional teachers whose approach to their work is characterised by flexibility and adaptability, based on deep understanding of the purpose and realities of the situation, rather than by an adherence to rule of thumb techniques accepted on authority and applied without discrimination ... . There is no doubt that that school of thought is doomed which holds that the teacher need know only a body of subject matter and some tricks of the teaching trade ... time must be given to the student to read extensively and with reflection. His continued professional growth, after graduation, will depend on the curiosity which it is one of the functions of a university to foster. [30]

In rejecting any polarisation of views regarding theory and practice, Priest aligned himself with a tradition which dated back to the origins of Education as a focus of study at UWA which saw the interrelationship of theory and practice. Prudence suggests that it would be inappropriate in this study to examine developments in the Faculty since Priest's retirement in the mid 1980s.

Postscript

Since the mid 1980s the Faculty of Education has sustained a growing and diverse number of initiatives including the introduction of a professional doctorate program, a Bachelor of Education (combined degree) program and off-shore teaching programs which have demonstrated the continuing response of the Faculty to local and international demands. These developments are consistent with the three factors identified as characteristic of the construction of Education as an area of study at UWA. These include the strong, practical focus of the curriculum, the balance between academic rigour in research and teacher education, and the Faculty's traditional commitment to secondary education in WA.

The Doctor of Education (EdD) introduced in 1993 was the first professional doctorate to be offered at UWA, although other Australian universities have offered a professional doctorate in education since 1991.

This course has proved to be popular with practitioners in education and in related areas of government and business. In particular school principals and deputy principals, directors of studies, officials in major employing and statutory authorities, those in key positions in policy analysis and those in higher education, teacher education, and office holders in teacher and parent associations have found the course appropriate to their interests.

The professional doctorate is still a research - based degree, but unlike the PhD, it offers a combination of coursework and thesis. The coursework allows participants to develop further content knowledge in cognate areas related to the kinds of career positions and pathways pursued. Students are encouraged to take up research questions that are germane to their current or projected career interests. Research studies conducted within the EdD make an important contribution to policy formulation, management and leadership, and professional practice in education. This course is able to service the needs of professionals who wish to consider current ideas and issues, and to address problems of practical implementation in education because the focus is on the application of advanced knowledge to questions of professional practice In recognition of the occupational constraints and demands on students, the course is taught in a series of weekend sessions with related assessment tasks.

A diverse range of studies has been undertaken in the EdD furthering knowledge in areas such as lifelong learning, performance management, the role of principals, distance education, restructuring in the education system and enterprise bargaining. This program demonstrates the balance between academic pursuits and professional relevance which has been an enduring feature of the study of Education at UWA.

In 2000 the Graduate School of Education initiated a Bachelor of Education (combined degree) program. This enables students to undertake their initial pre service teacher education in the Faculty of Education combined with their studies in the Faculties of Arts, Humanities and Social Sciences, Economics, or Life and Physical Sciences. The four-year program provides an alternative path to the Graduate Diploma in Education program and is popular with students who already have a commitment to secondary teaching as a career when they commence their university education. It offers more depth and breadth in initial teacher education at a time when curriculum change and innovation has increased the demands on these courses. This development is also in line with the Faculty's ongoing commitment to secondary education in WA.

As a result of its strong international research identity and status as a centre of innovative teaching practices, the GSE has ventured into new programmes, research initiatives, and professional development

opportunities through transnational programmes. These include both Masters and Doctoral programmes in education offered in Singapore and Hong Kong, which lead to University of Western Australia degrees. The programmes delivered on location by GSE staff are the same as those offered in Perth. The fact that the Faculty is highly successful in marketing these courses confirms the status of not only the Faculty, but also the studies offered in Education.

The ready acceptance by most staff at UWA of Education as a legitimate field of study stems from as far back as the 1920s and contrasts strongly with attitudes in other universities. For example, Sir William Mitchell, the long serving Vice-Chancellor of Adelaide University, is reputed to have said that there was no body of knowledge in the field of Education of sufficient substance, coherence and challenge to justify the establishment in the University of a Chair of Education. As a consequence it was 1959 before Adelaide established a Department of Education with its own professor. One can only imagine what the likes of professors Cameron, Sanders and Priest and those who have served the cause of Education at UWA since their day would say in response to Mitchell's claim.

NOTES

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Appendix I

Master of Education Theses Completed 1954–1969

1960 Religious instruction in state high schools with special reference to Western Australia.

1961 The influence of the State School teachers' Union of Western Australia on the policies of the State Education Department of Western Australia 1898-1960.
The impact of television on secondary school children.

1962 The history of correspondence education in Western Australia.
Milltown: the community and the school

A study of Leaving Certificate Marks in Western Australia with special reference to the problems of marks scaling.

The academic performance of medical students in The University of Western Australia. A study of the academic performance and progress of students who entered the Faculty of Medicine between 1957 and 1962, with particular reference to the problems of prediction and selection.

A history of Catholic education in Western Australia, 1829-1929, with special reference to teaching orders.

The administrative, advisory and supervisory tasks of secondary school superintendents.

The comparative effectiveness of different methods of classroom preparation for orchestral concerts.

Educational policy and provisions for non-academic students in Western Australian Government secondary schools:1950-1965.

The organization of a tertiary technical institution in Australia.

1967 An examination of the views of Samuel Butler (1835-1902) on the English public school system.

1968 An investigation of variables associated with the performance of science teacher trainees attending Perth technical College and the Western Australian Institute of Technology

A computer-based scaling procedure for public examination results in Western Australia.

A study of the effect of auditory distraction on eye-movements in reading.

1969 Computer based readability formulae

A study of education courses in a selected group of primary teachers colleges in Australia

The influence of certain cultural and socio-economic factors on success in grade seven.

The number of concepts of Grade 1 European and part Aboriginal children in rural school in Western Australia.

An experiment in the use of a timeshared computer for instruction in Fortran.

Programs of education for adult prisoners with special reference to Western Australia.

Theory in the language of education

Appendix II

Selected Master of Education Theses Completed 1970–1985

The duties and responsibilities of deputy principals and principal mistresses in a group of Western Australian government high schools.

An examination of communication between parents and a secondary school in Western Australia.

Personality scales as moderator variables for the prediction of academic success at a teachers' college.

The influence of the school on anxiety in children.

Factors influencing primary principals' time allocation to task areas: an empirical study.

The Australian science education project: an evaluative study.

Pupil cliques in a high school: an exploratory study of differences in the role of the pupil.

An analysis of continuing professional education with special reference to social studies inservice education in Western Australia.

Educational and administrative provisions for intellectually gifted children.

Systems theory and educational management.

A conceptual model for curriculum in English.

The role of the Liberal Government in Commonwealth Government initiatives for primary and secondary education 1949 to 1972.

Policies in aboriginal education in Western Australia 1829-1897.

The contribution of Cyril Jackson to the development of education in Western Australia.

The construction of a theory of learning.

Constitutional responsibility for education n Australia: the Federal Government's latent power.

Intergovernmental relations in Australian education: the role of the Australian Education Council in the formation of Federal Policy.
Aspects of law affecting Western Australian education.

A comparison of the attitudes to learning of Asian, Australian and European students at The University of Western Australia.

Political and social implications of recent language policy in Welsh education

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Minutes of meetings of Faculty of Education, 1954–1989.

Minutes of meetings of Professorial Board, 1914–1946.

Minutes of meetings of Senate, 1927.

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