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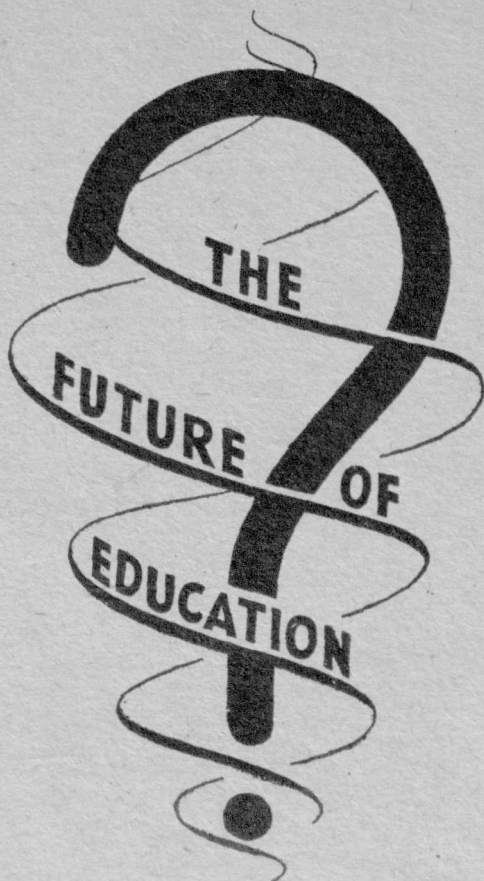
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AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH



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No. 2

FOR AUSTRALIA

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THE AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH

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A PLAN FOR AUSTRALIA

With compliments

from

M Whitlock

Horsham

THE FUTURE OF EDUCATION

No. 2

A PLAN
FOR AUSTRALIA



AUSTRALIAN COUNCIL FOR EDUCATIONAL
RESEARCH

1943

INTRODUCTION

THIS pamphlet seeks to present a positive programme for Australian education. It sets out measures in the field of educational administration which are considered to be desirable as objectives for the immediate post-war period. The proposals are stated somewhat categorically, but, it is hoped, not cryptically. Such discussion as is included aims chiefly at ensuring that the intention underlying each proposal is clearly revealed. It will be the function of other pamphlets in the series to give a reasoned analysis of educational aims and to deal with specific problems.

It would seem that a general view of the field of educational organization will be of interest not only to those who are professionally involved. It should be of service to the increasing number of citizens who are concerned with what our schools are doing as well as to politicians and other officials who have to play some part in the determination of policies.

It cannot be expected that the objectives outlined herein will immediately win general approval. Some of the issues are highly contentious. They represent, however, matters on which decision cannot be indefinitely delayed. Indeed, some Australian States have already taken action to deal with some of the problems discussed, e.g., that of the school-leaving age. The problem of securing some generalized plan of campaign is, therefore, an urgent one.

Because this document is produced by the Australian Council for Educational Research it is not implied that each of the nine members of that body approves in detail of each proposal contained therein. The statement has been drafted by the staff at the headquarters of the Council as the result of study of accepted practices and recent tendencies in other English-speaking countries. Each recommendation could be matched by precedents which are in actual operation. The various proposals could therefore be classified as Utopian only in ignorance of what is happening elsewhere.

The original draft was submitted to members of the Council and has been modified—though not always to the extent desired by individuals—in the light of discussion and comment. No point is included which was not acceptable to a majority of members.

The adoption of a categorical form of statement for the present pamphlet has resulted at times in the choice of an alternative which would not win the approval of all competent students of education. It is possible indeed that individual authors of later pamphlets may disagree with some of these recommendations.

There are also some points where emphasis is placed more on an end to be achieved than on the means whereby this end should or could be attained. This is due partly to the desire to keep the statement within reasonable length, but chiefly to the fact that much discussion and some experimentation would be needed before anyone could say what particular form of organization would best achieve the desired end.

SECTION I

EDUCATIONAL AUTHORITIES

A. FUNCTIONS OF COMMONWEALTH AND STATES

WHEN the Australian Commonwealth was established in 1901, education (in so far as it is supported and controlled by governmental authority) was left by implication as a function of the six State Governments. In the discussions which have arisen recently on the question of control of education there is commonly a false simplification of the issue. It seems frequently to be assumed either that the States must be the sole authorities or that the Commonwealth should take complete control. There are many intermediate positions. The main alternatives may be set out as follows:

1. The Federal Government to refrain from all participation in educational affairs. (This would require the abandonment of certain activities at present undertaken by the Commonwealth.)
2. The States to retain full control of educational administration but to receive from the Commonwealth grants for general or for specific educational purposes. (It is very improbable that such grants would be unconditional. The setting up of machinery for controlling conditional grants would *ipso facto* involve entry

by the Commonwealth into the educational field.)

3. The Commonwealth to enter certain fields of education not at present covered by State activities.
4. The Commonwealth to take over or to participate in certain fields of education already wholly or partly covered by the States.
5. The Commonwealth to take action towards improving the general standard of education in all its phases through the provision of a service of information, research and advice.
6. The Commonwealth to take complete control of education on a uniform basis throughout Australia. (This would still leave the problem of working out some system of field or local administration.)

Only the first and last of these alternatives are mutually exclusive. The present position does in point of fact contain elements from several of the remaining alternatives.

The proposals about to be made do not conflict with the belief that Australia requires less, rather than more, centralization in education. They should be read in conjunction with the suggestions for greater participation by municipal and other authorities. A central body, as has been proved by the English Board of Education, can act in such a way as to stimulate the achievement of local variations and adaptations. The Federal agency suggested for

Australia should then be thought of as having functions somewhat akin to those of the Board of Education in England or those of the Office of Education at Washington.

PROPOSALS FOR FEDERAL ACTIVITY IN EDUCATION

The Federal Government should establish the necessary machinery, perhaps under the title of 'Office of Education,' to carry out the functions indicated below. It will be noted that while some of these functions are administrative in character, they would not involve the taking over of control of primary and secondary education. Education at these levels would as at present remain the responsibility of State Governments. The Federal agency would, however, enter into co-operation with State and municipal authorities in educational affairs and would be in a position to assist and encourage progressive action.

The Federal Government should:

1. *Develop and maintain an adult education service.*
It would be desirable for such a service to operate through the establishment of 'community centres.' These could be financed and staffed by the Federal administration, but, where practicable, use could be made of State educational facilities. As part of this policy the Federal Government should subsidize the erection of school buildings and the provision of equipment where such buildings and equipment, having been approved by the Federal

authority, are made available to it for purposes of adult education. The establishment of community centres or any other form of adult education would, of course, be carried out in such a way as to give full encouragement and scope to local effort.

2. *Stimulate and subsidize the development by State and local authorities of public library facilities as an important form of adult education.*
3. *Finance the Universities.* Such financial aid as the Universities now receive from government funds comes in the main from the State Governments. The taking over of this responsibility by the Federal Government would release State funds for other educational purposes.
4. *Subsidize technical education in tertiary (i.e. Senior Technical) institutions.* This would be in keeping with the general policy here recommended of Federal participation in forms of education at the higher age levels. When added to the facilities which would be provided at the University level, it would enable the Commonwealth Government to ensure that there were adequate schemes of training in science and in industry to meet the needs of defence and of further development of the resources of Australia.
5. *Extend the present Federal activity with regard to health and physical education.*
6. *Initiate and carry out educational research,* train research workers, collect and disseminate informa-

tion relating to educational matters, provide an advisory service for the States, act as the liaison between the Commonwealth and other countries in matters relating to education.

7. *Develop the use of the film and radio* for educational purposes. A Commonwealth Film Library or Exchange is definitely needed. The Commonwealth might also (as South Africa has done) take effective action to encourage a higher standard of films in theatres, paying attention especially to the programmes for children.
8. *Stimulate new developments in education* by subsidizing approved educational experiments initiated by State or local administrative authorities.
9. *Lady Gowrie Pre-School Child Centres.* (See reference in next section.)

B. FUNCTIONS OF STATE AND MUNICIPAL AUTHORITIES

The State authorities should:

1. *Continue to administer primary and secondary education in their areas.*
2. *Undertake an active programme for the provision of informal education for children from 2 to 6 years on the model of the present Lady Gowrie Pre-School Child Development Centres.* The Lady Gowrie Centres could be used in connection with the training of the new personnel required.

The Federal Government should maintain these Centres until the State is prepared to take them over and develop this stage of education. (It might be desirable for some nexus to be retained between these Centres and the Federal Bureau of Education, but logically there would be just as much reason for the Federal establishment of demonstration centres at the primary and secondary levels. The practical justification for the existing centres has been, of course, the absence of State activity in this field.)

3. *Modify the present State administrative machinery so as to secure long-term educational planning, greater freedom of action and criticism on the part of professional officers, a less immediate form of dependence on ministerial and parliamentary approval, a clear recognition of the primary importance of stimulating public interest in education, avoidance of seniority as a basis for appointment to the chief administrative posts.* Opinions vary greatly on how such ends can best be secured. The people through parliament must obviously maintain control, but the past twenty years have shown clearly that the present State administrations in Australia do not lend themselves to the full implementation of planned yet flexible programmes based on the best professional opinion. There has been little effective public demand for modern educational facilities because the public, including members of parliament, typically have no knowledge of where Australia stands to-day in

these matters. They are prevented from having this knowledge because the Ministry of the day is so directly responsible that the professional officers have to conform to the requirements of silence normally imposed on public servants. Through the absence of external contacts and the operation of seniority, professional officers themselves have tended to place overmuch emphasis on conformity to established tradition. With its many duties parliament itself cannot give adequate attention to the complexities of education.

One possible means of helping to overcome these difficulties would be the establishment in each State of an Educational Commission of from three to five persons to whom would be delegated a number of the powers at present exercised by the Minister for Education. Members would be appointed for a reasonable term of years, and appointments would be for overlapping terms to secure continuity. It would seem wise for them to receive a reasonable financial recompense for the part-time service they would give. It is assumed that they would be appointed solely on merit and interest in education. In collaboration with the permanent head of the department it would be their duty to prepare long-term policies and within certain limits to authorize expenditures. They would advise the Government on the appointment of senior professional officers. The Minister of Education would be the link between the commission and parliament.

4. *Modify the present inspectorial system in such a way that the inspector can give practically undivided attention to organizing his district and ensuring the professional growth of his teachers. Similarly the inspector's own professional progress should be provided for by travel, by reading and by periodical attendance at lectures and discussions.*

Both name and function of the inspector should be changed. A new title such as 'education officer' or 'district superintendent' would help to get rid of unpleasant associations aroused by the title 'inspector.' Considerable progress has been made since the time when the inspector was a sort of academic policeman and practically nothing else.¹ However, many district inspectors still devote a disproportionate amount of their time and attention to the making of critical judgments and detailed examinations of the work of teachers or even of pupils.

Although many of to-day's inspectors would, if asked, regard their function of assisting the teachers as being more important than that of judging the quality of the teacher's work, it is doubtful whether the new outlook can be effectively introduced while Australia adheres to systems of annual grading or assessment by the inspector. It is considered that the grading aspect of the inspector's work should be modified almost to the point of abolition. The

1. It is not so many years since one of the Australian Education Departments, in its special instructions to inspectors, stressed the importance of arriving at a school 'as unexpectedly as possible.'

systems of grading often become artificial and assume a capacity for making discriminations between the efficiency of one person and another which lie beyond the reach of any human being. Such attempts to grade teachers were abandoned years ago in England where they were once in force. More serious is the implication contained in such systems that, whether because of inadequate training or for some other reason, teachers cannot be trusted. Teaching will not become a true profession until this is altered.

The need for regular inspection and grading would disappear to a large extent if Australian teachers had a system such as the English one which assures that all teachers will automatically move up to a reasonable professional wage. This would attack the trouble at its source since the present Australian systems of assessment are retained by administrators largely because of a laudable desire to achieve as far as possible a system of promotion based on merit. Higher positions could be advertised and selection made by a special appointments board.

5. *Convert the present inspectorial districts or certain groupings of them into relatively autonomous administrative units. The inspector (or 'education officer') in charge of such a unit would then become in effect, and possibly in name, a local superintendent of education. The State administration if freed from much of the routine work it at present*

- undertakes would more readily be able to concentrate on matters of general policy.
6. *Provide each such unit of administration with the assistance of an advisory body of citizens.*
 7. *Encourage steadily increasing participation in education by local authorities such as municipalities.* State policy should be such that local authorities have certain responsibilities and find it desirable to provide some measure of financial support for schools in their areas. It is generally agreed that local government services in Australia are far less highly developed than in England. Owing to the relative inexperience of local authorities in Australia in dealing with social services, anything approaching the English system would require a long period of development.

SECTION II

GENERAL REORGANIZATION

A. LEVELS AND TYPES OF EDUCATION

1. *Age-Groupings*

It is suggested that the following age-groupings should be generally adopted:

Years	
2-6	Pre-school (see note below)
6-12 plus	Primary (compulsory)
12 plus-16 plus	Secondary (compulsory)
16 plus-18 plus	Half - time compulsory or full-time voluntary
18 plus-	Voluntary

The expression '12+', etc., is used to denote the end of the school year in which the child attains the age in question.

Pre-school education would probably be voluntary on introduction, but when facilities are available it could well be made compulsory at least in city areas. There should at least be some guarantee that the physical and mental health of all children of these ages is safeguarded.

2. *Types of School and Curricula*

At all stages of education Australia needs a re-examination of the basic aims of schooling. In spite

of some progress there is still an over-emphasis on the acquisition of knowledge and the preparation for examinations. The following suggestions concerning the special features of each type of school are all subject to the understanding that the school has failed, no matter what academic levels of achievement are attained, unless the final product of the school is an individual with a zest for further knowledge, with a passion for truth-seeking, with some idea of how and where to look for the truth, with a co-operative attitude towards his fellow-creatures, with a willingness to express himself and assume some measure of responsibility, with development of capacity for appreciation of the beautiful, and finally with some knowledge of how to lead a healthy life and to conduct his practical affairs.

(a) *Pre-School Centre*.—This will be a centre, probably with half-time attendance for the very young children, where education will be entirely 'informal' in character. Special emphasis would be placed on the child's health, on the cultivation of good habits of eating and hygiene, on learning to live harmoniously in a social group. Such centres would require the supervision of specially trained persons. Their function of providing incidental education for parents in the proper care of young children would be at least as important as their education of the children themselves.

(b) *Primary School* (6 to 12⁺ years).—A distinction commonly is (and should be) made between the

first and last three years of primary schooling. Whether or not linked with a larger school the first three grades should be housed in a separate building with its own playing space. Owing to the special needs for physical activity during these years floor space should be ample and furniture easily moved. (Tables and chairs should replace desks.) Equipment should be on a far more generous scale both in school and playground. Only teachers with special training for the purpose should be used for dealing with these young children.

Present conditions plus inadequate training condemn many of these young children to the tragedy of long periods of physical inactivity. They should be occupied in building and making things, in educational play, and in the development of interest both in their environment and through the world of imagination. Formal work in reading and number should develop only when the children are obviously ready for it.

The last three years of primary schooling should be characterized by more systematic mastery of the tools of learning operating always within the scope of the child's interests and abilities. 'Activity learning' will still be prominent. Group activities will also play a large part.

The purpose of this particular stage of learning will have failed of achievement unless the child has acquired reasonable skill in reading, oral and written expression, and number knowledge. Although learning drill cannot be entirely avoided, ingenious

teachers have shown that most of the pure rote learning of former times can be replaced by more attractive and more effective forms of learning. In the acquisition of these basic 'skills' serious attention should be given to the possibilities of individual methods of instruction. This can be linked with the problems of classification and promotion in such a way that proper account is taken of the varying rates of learning of individual pupils. There is probably no other solution to the problem of educational retardation.

In country areas the achievement of the above aims would be facilitated by the closing of small schools and the conveyance of children to specially equipped centres.

(c) *Secondary School* (12⁺ to 16⁺ years).—At present Australia adheres somewhat uneasily to the traditional selective view of secondary education. It is advocated that entrance to secondary education be based on age only and not on educational achievement. For all children four-year courses should be provided in a single institution combining the resources at present found in high schools of the academic type and in junior technical schools.¹ In country districts there would be some bias towards

1. This will be recognized by students of education as an advocacy of the 'multi-lateral' type of secondary school about which there is much difference of opinion. In most country centres there would be no alternative. If, as here advocated, the same type of school is adopted (as it commonly is in U.S.A.) in larger centres of population as well, it is important to keep in mind the need for provision for the varying interests and abilities of children. Grading of classes and some provision of optional subjects would assist towards this end. It is possible that in cities of the size of Sydney and Melbourne it might be desirable to have one or more schools of a selective type for children of marked ability for academic study. Care would have to be taken, however, to see that this did not re-introduce the dichotomy between 'academic' and 'practical' studies which the above recommendations seek to abolish.

rural interests, but only from the point of view of linking school work with life. Not until the fourth year should there be any definite vocational bias. So far as the organization of rural education is concerned the Area Schools of Tasmania provide a model which should be generally followed.

The general nature of the courses in secondary schools should be as follows:

Years 1 and 2 (12⁺ to 14⁺ years).—A general integrated course² for all pupils based preferably on the study of community life.

Year 3 (14⁺ to 15⁺ years).—Integrated group activities should continue, but pupils will undertake as well exploratory courses with an occupational bias including the first systematic study of one or more foreign languages.

Year 4 (15⁺ to 16⁺ years).—Pupils would still combine for common studies and activities, but courses would be based primarily on occupational choice or intention, especially in the case of children for whom this is the final school year.

(d) *Academic Secondary or Senior Technical Schools* (16⁺ to 18⁺ years).—

Academic Secondary.—Entrance to be based on recommendation from the secondary school. The academic secondary school would provide a two-year course aiming specifically at preparation for University studies.

2. By an 'integrated' course is meant one in which the curriculum is based not on subjects considered as distinct units but on the study of 'broad' topics which require approach from various 'subject' angles. For example, pupils might spend some months in studying 'How our city is fed.' Provision within such a general course could still be made for the varying abilities of pupils.

Senior Schools (Technical, Agricultural and General).—These schools would provide full-time and part-time technical courses as well as non-technical courses (of which some would be compulsory for all pupils). Either through placing these schools under autonomous school councils or in some other way it is important that there should be a strong link with local industry. There should be several such schools in strategic country centres where the curriculum would have a markedly rural bias (e.g., the biological sciences would largely replace the physical sciences of the city technical school).

(e) *University* (18 years and onwards).—No adequate attempt can be made in this pamphlet to deal with the problems of university education. The following points are suggested:

- (i) That all students during their courses be required to attend certain lectures which give a broad view of the chief fields of knowledge other than those in which the student is specializing.
- (ii) That the governing body of each university be so constituted that its autonomy cannot be called into question.
- (iii) That a national council of universities be established, the majority of the members to be appointed by the universities themselves, to make recommendations on the types of courses to be given in individual universities or affiliated colleges.

3. *Special Problems Involved in Reorganization*

(a) *Introduction of New Age-Groupings.*—The gradual introduction of changes, such as the raising of the school-leaving age by stages, tends to provide a slow absorption of additional pupils without sufficiently drastic overhaul of existing methods and curricula. Much preparation is also needed, especially for the training of additional teachers. It is therefore desirable that the date of change be announced some time ahead and that the change be abrupt rather than gradual.³

(b) *Introduction of New Curricula:*

- (i) Smaller classes are essential at all stages of education. The aim should be as soon as possible to reduce classes to a maximum size of from 25 to 30 pupils. Many of the changes advocated in this pamphlet would be futile if classes were left at their present size.
- (ii) The provision of school aids and equipment should be on a much more generous scale than is customary in Australia. As at present minimum essentials should be obtainable by requisition from the central authority. In addition to this a per capita grant should be available for expenditure at the discretion of

3. Certain States have already provided for raising the school-leaving age. New South Wales has already raised it to 15 years, while Tasmania has planned to raise it to 16 abruptly after the end of the war. The present South Australian Government has announced its intention to raise the age to 15 in two stages. At the present time, however, in all States except New South Wales the school-leaving age is 14 years. The raising of the school-leaving age could well coincide with the commencement of demobilization at the end of the present war. This would enable education departments to absorb a greater number of returned men and at the same time remove a large number of children from the labour market.

the school. On account of the importance of school libraries and their present state of backwardness a separate per capita grant should be made for the purpose of building up adequate book collections. Grants for equipment should not be made in such a way as to discourage local support. Indeed, local expenditure on education might well take the form of provision of buildings or equipment. It would, however, be the responsibility of the central authority to see that the children did not in any way fail to receive full advantages because the local community was backward in the matter or because of failure of the authorities to agree on the allocation of functions.

(c) *Buildings*.—In most Australian cities, particularly in industrial areas, there are found a number of school buildings of an entirely unsuitable character with quite inadequate playing space. An extensive re-building programme is needed. Attention might well be given to the possibility of replacing many of these schools by modern buildings in areas of 5 to 7 acres or alternatively in areas of 20 acres or more on the outskirts of present city areas. In the latter case children would then have to be conveyed to them.

(d) *Co-education*.—The present uncertain attitude in Australia should be modified in favour of an explicit adoption of co-education at all educational

stages. A school limited to one sex does not provide a sufficiently natural social environment.

(e) *Equality of Educational Opportunity.*—This should be secured by making instruction free at all levels and by the use of living allowances according to means and needs. This would not mean that anyone could, for example, claim the right to do a University course. On the contrary, the additional cost to the community would make it more than ever necessary to ensure that people admitted to higher or specialized courses had the necessary qualifications for doing satisfactory work.

4. *Educational Provision for Children in Isolated Areas*

At present children living beyond a prescribed distance from a school are able to make use of the voluntary system of correspondence instruction conducted by all States. It is proposed that between the ages of 6 to 12⁺ years, education for such children be made compulsory either through the correspondence system or, where this cannot be applied, through subsidized away-from-home education. In such cases continued education by correspondence should be compulsory until school-leaving age is reached. There should be adopted as an ultimate aim compulsory subsidized attendance at approved secondary schools for all pupils between 12 and 16⁺ years who do not live within a reasonable distance of an existing school providing facilities for secondary education.

5. *Special Schools and Classes*

At both primary and secondary levels special classes or special schools should be provided for the mentally and physically handicapped. More adequate medical and psychological inspection will reveal the necessity for such provision for these children who comprise possibly 5 or 6 per cent of the total school population.

There should also be established some special provision for exceptionally able children amounting perhaps to 1 or 2 per cent of the total school population.

B. SPECIALIST SERVICES

Acting in co-operation with the proposed Federal Office of Education the State authorities should provide the following services by persons who have been specially trained for their respective functions:

1. *Guidance Services*

- (a) *Educational* (for assisting in the choice of school courses, and in providing diagnostic and remedial services for educationally retarded pupils).
- (b) *Vocational* (for guiding pupils in the choice of careers).
- (c) *Clinical* (for dealing with children who reveal difficulties in general attitude and behaviour).

In connection with these services, especially the last, each large school system should have a certain number of specially trained 'visiting teachers' whose function it would be to act as a link between school

and home and to take remedial measures where home conditions are such as to render effective education difficult or impossible. Each large system should also have the services of a trained speech therapist for the correction of speech defects.

2. *Specialists in School Activities*

Specially suitable teachers should be given extra training so that they can become advisors in such school activities as art, dramatics, music and library work.

3. *Medical and Dental Services*

These should be expanded so that all children are assured of inspection at least once every two years. In particular, attention should be paid to the provision of facilities for treatment so that recommendations are put into effect.

C. EXAMINATIONS

All examinations should be internal. The need for present competitive scholarship examinations would disappear if free education plus living allowances were introduced. As indicated earlier, the transition from primary to secondary level should be on the basis of age. Later transitions should be based on cumulative records and internal examinations.

SECTION III

THE TEACHING SERVICE

A. RECRUITMENT

1. *Educational Standard.* The minimum standard of entry to courses of training in the profession should be that required for admission to the University. Special provision should be made for recruitment at higher age levels.
2. *Conditions of Training and Service* must be sufficiently good to attract able students. This will become more important than at present if teaching remains outside those professions to which the recently established scheme of Commonwealth subsidies is applied.
3. *Teaching Apprenticeship.* On recruitment teachers should go straight to their training institution and should not, as in some states, be required to spend a year or more as student teachers before their college training commences. Although it is important that students should have as concrete an idea as possible of the problems of the teacher, the first year of training could be so arranged as to give this knowledge without running the risks involved in placing students in schools for a lengthy period either for actual teaching or for observation. Australia is probably the only part of the English-speaking world where it is still possible to find relics of the old monitorial system.

4. *Employment of Persons Trained Elsewhere.* At present State Education Departments employ very few teachers not trained in their own service. A freer interchange of personnel between the states and the occasional employment of persons trained in other countries would help to counteract present tendencies towards rigidity in general outlook and in teaching techniques.

B. TRAINING OF TEACHERS

1. *Length of Course.* A minimum course of three years should be provided for all trainees. An extra year will be necessary in the case of those who wish to become specialist teachers.
2. *Control of Training.* The training of teachers should be placed on the same basis as that of other professions and linked closely with the University. The present Australian method, under which the employing authority (i.e., the State Education Department) is at the same time the training authority, is out of step with developments in other countries and is regarded by some competent students of education as having serious disadvantages. Probably the best solution is to establish in each state a special university committee to exercise control over teacher training institutions, to determine the nature and extent of the training courses and to appoint the staff. The state education authorities would have ex officio membership on this committee. It is very desirable

that the training itself be carried out as far as possible within the walls of the University.¹

3. *Probationary Period.* The first year of actual teaching service might well be taken in a special 'practising' school in which the ex-student, while having full responsibility for a class, is under the supervision of certain permanent and highly-skilled members of the school staff.

C. CONDITIONS OF SERVICE

1. *Salaries.* These should be commensurate with professional status. They should be determined by an independent Federal tribunal and should be subject by automatic adjustment to changes in cost of living.
2. *Married Women.* The present compulsory retirement of women on marriage should be abolished. The experience of other countries has shown that married women can give valuable service and that it is possible to work out satisfactory schemes for maternity leave.
3. *Long Service Leave.* This should be provided at the rate of three months for each seven years of service. Such leave could be taken at either 7- or 14-year intervals.
4. *Refresher Courses.* Compulsory refresher courses should be provided. Each teacher would be expected to attend every five years refresher courses extending over two or three months.

1. A suggestion worthy of serious consideration—and a possible extension of the above proposals—is that teachers' colleges might come under the general jurisdiction of the Commonwealth educational authority. If members of staff were Commonwealth officers it would greatly facilitate transfers and exchanges.

SECTION IV
NON-STATE SCHOOLS

GENERAL

The present pamphlet is not an appropriate place for the full discussion of this question. While recognizing that non-State schools have played, and may continue to play, a valuable part in the educational system, and while recognizing the value of giving parents some independence in the choice of the type of school attended by their children in a country like Australia (which has a high degree of educational centralization) it is strongly felt that the democratic ideal requires a single system rather than a dual system based on differences in income level, and that the religious ideal requires a single rather than a multiple system based on denominational affiliation.

It is considered that efforts should, therefore, be directed towards a progressive diminution of the present gaps between the various school systems and that this end will be fostered by:

- (a) The avoidance of specific financial assistance to non-State schools.
- (b) The availability alike to State and non-State schools of Federal and State advisory services.

- (c) The registration of all schools and teachers and the approval of buildings, equipment, staffing, courses and standards of instruction by the State authorities.¹
- (d) The payment of teachers in all schools (except perhaps in the case of religious orders) according to the minimum rates fixed by the Federal tribunal mentioned above.

1. Most States at present have regulations on such matters. Their aim is not in any way to enforce uniformity but to ensure that satisfactory minimum standards are provided for all children.

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AUSTRALIAN COUNCIL FOR EDUCATIONAL
RESEARCH

"THE FUTURE OF EDUCATION" SERIES

The Australian Council for Educational Research is publishing, under the above general title, a series of pamphlets aiming to show the need for, and to provide a plan for the reconstruction of education in Australia.

Pamphlets already published are:

1. 'Education for Democracy' J. D. G. Medley
2. 'A Plan for Australia' A.C.E.R. Staff

The following are in course of preparation:

- 'Educational Opportunity' J. A. La Nauze
'The Primary School' Sydney Teachers' College Staff
'Twelve to Eighteen' Professors Browne and McRae
(Education of the Adolescent)
'Universities and Junior Colleges' Professor Ashby
'Adult Education' C. Badger
'The Pre-School Child' Miss C. Heinig
'Child Problems and Clinical Work' Dr. I. Sebire
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'Vocational Guidance' W. M. O'Neill
'Individual Variations in School Pupils' Dr. H. S. Wyndham
'Physical Education' B. F. G. Apps
'School Buildings and Equipment' A.C.E.R. Staff

It is proposed also to publish pamphlets on other subjects, including the School Leaving Age and Technical Education.