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ALEXANDER HADRIE

His Life, Work and  
Influence upon Educational  
Thought and Practice in  
New South Wales

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A thesis submitted to  
The University of Sydney  
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Interviews were sought from and were granted readily by each of the following gentlemen: Dr. H.S. Wynham, Director-General of Education in New South Wales; Dr. I.S. Turner, the present Principal of the Sydney Teachers' College; and Mr. Harold Heath of the Public Service Board. The writer is grateful to all for granting the interviews and for their permission to use relevant materials contained in archives over which they exercise control. Mr. Heath also arranged to have copied the materials included in Appendix 3 of this thesis, thus saving the writer many hours of labour and for this favour he is most grateful. To Mr. Capowell of the Public Service Board, for his unfailing courtesy and kindness on the occasions Public Service Board materials were examined, the writer expresses his thanks.

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PREFACE

"But the special need was for a new man, one who could breathe into dead forms the breath of life, one who could infuse into stereotyped moulds a precious content, one who would invigorate the spiritual health of the community like a refreshing breeze from a purer region, wafting into the minds of teachers and students a pattern and an ideal of the true, the useful and the becoming. Such a one was found in Alexander Mackie ....

... Some positions confer honour on men; but some men confer honour on positions. To the latter class belongs our Principal ..."

from Address by the Vice-Principal,  
Dr. P.R. Cole, on the Completion of  
Twenty years as Principal by  
Professor Alexander Mackie.  
November 19th, 1926.

These words, written more than forty years ago, indicate a true appreciation of the inspirational influence of Alexander Mackie's ideas, philosophy and example. For many people connected with education today, however, the name Alexander Mackie does little but to conjure up images of the Sydney Teachers' College Library and of the Paddington College, each of which bears his name. Most do know that he was the first Principal of the Sydney College and the first Professor of Education in Australia. Some have a passing acquaintance with his writings but only a select few appreciate more deeply the soundly-based progressive philosophy which guided Mackie's professional practices. It is argued in this thesis that Mackie's thought deserves more definite and lasting recognition than

it has been so far accorded by a profession only now beginning to approach standards and realise possibilities foreshadowed by Mackie long ago. Without a fuller recognition of Mackie's pioneering proposals and a better appreciation of his philosophy, memorials of bricks and mortar, travelling fellowships, medals and memorial lectures will become meaningless.

The writer first became interested in Mackie's work and thought when carrying out research into experiments in education. The number of times the Principal-Professor was involved personally or indirectly suggested that he was an educator with a forward-looking, invigorating, progressive approach. Furthermore much of his experimental work implied a pioneering interest in techniques and practices which are still regarded as "modern" today.

Continued research revealed to the writer that Mackie possessed a sound, carefully-integrated philosophy which was clearly expressed and which deserved a better fate than a musty home on the shelves of library stacks and archives. It was a philosophy to be lived - a progressive, enduring philosophy similar in many respects to the American, John Dewey. However, Mackie's philosophy did not emanate from American Progressivism. There was the promise of interesting research in any effort which might be made to discover whether or not Mackie was true to his expressed philosophy in the many statements he made regarding the principles and

practices of education and in his administrative actions as College Principal and University Professor.

In making a decision to present this thesis upon the life and work of Mackie, the writer was conscious of the research problems which could have arisen: Information regarding Mackie's early years in Scotland might have been hard to obtain; The passage of time could have dimmed the memories of those who knew him well and worked closely with him; The tremendous spread of Mackie's interests cautioned any would-be biographer to approach with care. A reading of the acknowledgements will suffice to show that all but the last-mentioned worry were mere shadows. Researching Mackie's many activities has meant the expenditure of much time and energy, especially in the examination of material housed in various archives but the writer has been singularly fortunate in the gracious and generous assistance extended to him and in the eager encouragement of those who knew Mackie well and admired his work.

This thesis defends the contention that Mackie's philosophy has been too quickly put aside and that, in spite of appropriate memorials to his name the debt to him of much that is good in modern practice and recent developments has not been adequately recognised. The work aims to give a full picture of Mackie's life; to present his educational aspirations, endeavours, accomplishments and frustrations;

to discuss the reasons for the slow acceptance of many of his most outstanding proposals and to comment again to the reader a philosophy which is at once a challenge and an inspiration.

Arthur Eddis.

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ALEXANDER HACHEE

His Life, Work and  
Influence upon Educational  
Thought and Practice in  
New South Wales

Arthur J. Baillie, B.A.

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## ABSTRACT

This thesis aims to present the biographical details of Alexander Mackie's life and to discuss his educational thoughts, aspirations, accomplishments and disappointments. Conjointly, it defends the contention that Mackie's thought has been too quickly forgotten and that while his name has been perpetuated in memorials of books and notes and a Trust Fund his philosophy no longer is appreciated. It is argued further that Mackie fore-shadowed in theory and practice many of the most recent educational developments.

The first chapter deals with the increasing demands, following Federation, for educational reform. The various important conferences of the time receive consideration and the relevant conclusions emanating therefrom are discussed. Details of the Hibbs-Turner Report and the Report by Taylor Board are examined, the writer concluding that although Taylor Board occupies an honored place in the history of education in New South Wales, the relative nature of his Report has been vastly over-rated. Eventual decisions resulting in the abandonment of the pupil-teacher system, the introduction of systematic previous-training technique and the appointment of Mackie as Principal of the Sydney Teachers' Training College are discussed.

Chapters II and III deal with Mackie's early life and education in Scotland and with the development of

his philosophy of education. The influence upon him of various educationists and philosophers receives detailed attention. Especially important was the influence of the Greek philosophers and that of Edinburgh professors S.S. Laurie and Alexander Karroch. Much of the data necessary for these chapters was obtained from the Keeper of the Archives at Edinburgh University and especially from the Mackie Family papers. Particularly relevant material has been copied and included as Appendices 1 and 2.

Developing from the discussion in Chapter III concerning the influences upon Mackie's ideas and philosophy, Chapter IV is an examination of that philosophy. Here the writer discusses Mackie's sincere belief in developing democracy and in the notion of individual-State welfare within such a society. The chapter concludes with a close inspection of Mackie's "welfare" elements.

The two subsequent chapters are concerned with the application of Mackie's theories to the practical situation. Chapter V, "Principles of Curriculum and Method" shows him to have relentlessly opposed restrictive practices and to have recommended the abolition of detailed officially-imposed curricula. He wished to see the introduction of practices allowing professionally-competent teachers to draw up their own curricula and decide upon their own methods. Mackie's ideas regarding the consequent training necessary in curriculum construction and methods of teaching

are examined. A further necessary consequence, were his ideas to be fully implemented, would be the willingness of teachers to experiment, thus discovering the most effective methods for teachers to use in particular circumstances. Thus Chapter VI, "Experimentation and Frustration" reveals Mackie's efforts to lead the way. His experimental endeavours, the frustrations he endured and his important part in the development of the Australian Council for Educational Research all receive attention.

Chapters VII and VIII set out to give a coverage of Mackie's contribution to education as Teachers' College Principal and University Professor. The former shows that, while physical conditions at Blackfriars were appalling, the official encouragement extended to Mackie allowed him to achieve much. The development of student clubs and societies, the introduction of inter-collegiate meets, the appearance of the magazines "Kookaburra" and "Schooling", the initiation of extension lectures and lecture tours, the growth of the library, Mackie's encouragement of student participation in cultural activities and his efforts to form closer ties between the College and the University are all recorded and are considered by the writer to bear witness to a remarkably successful period.

Chapter VIII, "The New College in University Grounds" examines the reasons for a deterioration in the relations between Mackie and his superiors. The general

economic conditions and Mackie's own financial concerns are seen to have been influences in this deterioration. The clash of personalities of S.H. Smith and of Mackie himself is seen as a contributory cause. Smith's autocratic approach and restrictive practices are examined along with Mackie's acts of provocation and periodical lack of tact. It is shown in this chapter that although Mackie tried to do much, especially with reference to closer ties between College and University, his accomplishments during the period were not so dramatic as in the years at Blackfriars. The chapter concludes with an account of the illness which led to Mackie's retirement, the years of his retirement, his death and the various public acknowledgements of his services to education and the State.

The final chapter summarizes the findings of the thesis and in concluding the writer submits his belief that there are good reasons for considering Mackie to have been one of Australia's most distinguished educators and that he was the unacknowledged pioneer of ideas underlying many of the most recent educational endeavours and achievements.



PROFESSOR ALEXANDER MACKIE.

Principal, Sydney Teachers' College, 1906-1940, and  
Professor of Education, Sydney University, 1910-1940.

From portrait by Judith Fletcher, 1926.

Mackie Family Papers.



## CHAPTER I

### THE TURN OF THE CENTURY AND THE NEED FOR REFORM IN EDUCATION IN NEW SOUTH WALES

The year 1906 was a memorable one in the history of education in New South Wales. In that year a period of expressed dissatisfaction with established educational practices and particularly with the method then in vogue for the preparation of teachers came to an end with the appointment of a young Scot, Alexander Mackie, as Principal of the Teachers' Training College at Sydney. It was expected Mackie would bring a fresh vision to all educators in the State, to inspire both students in training and practising teachers with a desire to learn of the best in the world of education, to "pin the Department irrevocably down to reform in education and ... convince Parliament and public that education, whether considered morally or economically, is worthwhile."<sup>2</sup>

To lead a reform movement in education would be no easy task. Mackie was to discover there were still many conservatives in New South Wales. Furthermore, the years

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<sup>1</sup> The prevailing practice was known as the "pupil-teacher" system. Children from fourteen years of age became "apprentices" to practising teachers. Following four years of such "training" a selected few entered Training College but the great majority were drafted immediately into the schools. This system is contrasted with the "previous training" system later in this chapter. Previous training implies a college course before classroom teaching.

<sup>2</sup> "Mr. Mackie and His Work." Leading article in "The Australian Journal of Education," Vol. IV, No.5, November 15th, 1906.

immediately preceding 1906 were years of educational turmoil throughout the world<sup>3</sup> and the College Principal would need to be acquainted with the different and sometimes conflicting educational theories and practices, selecting from them the best principles and procedures for adoption in this State. It was the good fortune of New South Wales that Mackie was able to bring to his new position a sound educational background, a keen intellect, a forward-looking philosophy and personal vigour which enabled his participation in all areas of educational activity.

In some respects the move for educational reform, resulting in Mackie's appointment and the abandonment of the pupil-teacher system, was an outcome of political decisions made during the late nineteenth and early twentieth centuries. It was in January, 1895, that a Conference of State Premiers met to consider the matter of Federation and concerted plans to attain this end were made. Events moved swiftly from that date and conventions, referendums and a further Premiers' Conference (January, 1899) were held. Although Western Australia was still hesitant, objecting to the loss of control over her customs tariff, the other five colonial states requested the British Government to pass an Act to set up the Commonwealth of Australia. A later referendum in

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<sup>3</sup> Widely infra, Chapter III, "Influences in the Development of the Educational Ideas and Philosophy of Alexander Mackie."

Western Australia (31st July, 1900) resulted in an overwhelming majority for joining the Federation. On the 17th September, 1900, Queen Victoria issued a proclamation setting up a Commonwealth of Australia. This Commonwealth, embracing all six States, came into being on the first of January, 1901. <sup>4</sup>

It was not merely a matter of a gradual development of an Australian national feeling that led to the establishment of the Commonwealth. The financial crises of the early 1890's and the industrial disturbances consequent upon them forced men to reconsider the very foundations upon which the national life and the economy were developing.

L.F. Fitzharding wrote:

"A new set of values emerged, and Australia gained a new consciousness of herself as a nation and a new philosophy which was the characteristic expression of ...her nationhood. This process... found expression in politics in the formation and rise of the Labour Party, and in the formation of the six States into a single Commonwealth, speaking with one voice on matters of national concern, while leaving the authority of the States undiminished in a wide range of local affairs." <sup>5</sup>

The "matters of national concern" and the actual "range of local affairs" had to be defined by the Constitution.<sup>10</sup>

<sup>4</sup> R.A. Gollan, Australia, a Social and Political History, G. Greenwood (ed.); Sydney: Angus and Robertson, 1955, pp. 181-193. Also F.L.W. Wood, A Concise History of Australia; Sydney: Dymocks, 1953, p. 65.

<sup>5</sup> L.F. Fitzharding, "The Commonwealth, 1901-1939," Australia, C. Hartley Grotten (ed.); California: University of California, 1947, p. 65.

The most outstanding immediate results of Federation - from a national viewpoint - were the end of intercolonial trade rivalries and a stronger influence on international policy, especially in the South-West Pacific. As well as control over the fiscal policy and the policy for external affairs, the new Federal Parliament was to provide for the defence of the Commonwealth, to control immigration, to determine and control currency, post, telegraph and telephone services and to assume other responsibilities of a national nature. Included among the "wide range of local affairs" to be controlled by the States were the provision and supervision of railways, land transport, police, certain social services, irrigation and water conservation and education.<sup>6</sup>

It would seem, from this inclusion of education as one of the State's prerogatives, that while great decisions of national standing were being made with respect to matters of trade, defence, and external affairs, the position of education would remain just as it was before Federation. Indeed, in opening the Fourth Annual Conference of the New South Wales Public School Teachers' Association, the Lieutenant-Governor, Sir Frederick Darley, commented:

"We have ceased since your last conference, to be colonies, and we are now States in the Commonwealth of Australia. But although we belong to that great Commonwealth the statesmen have allowed us to retain our own system of education, and so far as this is concerned educational matters remain in exactly the same position before."<sup>7</sup>

<sup>6</sup> F.L.W. Wood, *op.cit.*, p.220.

<sup>7</sup> "The Sydney Morning Herald," June 26th, 1901. Report of "Public School Teachers' Association. Fourth Annual Conference."

Now such a conclusion might have seemed reasonable under the circumstances, but there were those present at this Fourth Conference who must have determined silently that educational matters would not long remain "exactly in the same position as before." Forces both inside and outside the Department of Public Instruction were already in operation and those forces were to lead to the objective examination of the system of education in New South Wales and to the making of sweeping changes which would have somewhat surprised His Excellency, Sir Frederick Darley.

Foremost among the forces leading to educational changes was that same awakening of national consciousness which had led to Federation. People were in the mood for any reforms if such reforms were considered necessary in the national interest. As a result of this awakened national consciousness there was a concern for Australia's position in the commercial world. Successful competition in the world of commerce implied technical proficiency and this in turn was dependent upon efficient and thorough education of the youth of the new nation. Even Darley, in the course of his opening speech, acknowledged the national importance of sound educational practices and even suggested some reforms might be necessary to ensure commercial competence. Speaking "with great diffidence" about educational affairs, Darley dealt with such matters as truancy and discipline and then he turned to the deeper question of national efficiency

through sound education:

"We must also grapple," Darley said, "with the question of technical education in Public Schools. In those days of great commercial rivalry we know that those nations best equipped in technical knowledge and in the language of other nations were those that came to the front in commercial matters ... If you debate these subjects I have no doubt, if it requires the interference of the legislature to assist you to carry out any improvements in these matters, that the legislature will see that they are carried out."<sup>8</sup>

What a delightfully open invitation! But what was there to debate? Had not the rank and file of the teachers been told that the system of education in New South Wales was the finest in the world? Only the day previous to the Fourth Conference a leading article in the "Sydney Morning Herald" had declared, "The New South Wales system is one of the best in the world; for all we know to the contrary it is the best."<sup>9</sup>

There is good evidence that the teachers attending the 1901 Conference did not believe the statements acclaiming the superiority of the New South Wales system. Following the address of the newly-elected President, Mr. P.J. Kelligan, another speaker rose to "an enthusiastic reception." This speaker was none other than the Attorney-General, B.R. Wise, K.C., whose opening remark was significant: "It is a

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<sup>8</sup> Ibid.

<sup>9</sup> "The Sydney Morning Herald", June 25th, 1901. It must be fairly said of this article, however, that it too suggested some further development of manual and technical education might be an improvement on even this "finest" system.

generally accepted belief that our Public School system is the best in the world."<sup>10</sup>

Now the statement is important because Wise obviously knew how this supposed truism would be received by his audience. The report of the "Herald" shows that there were no "Hear, hears" or "applause" to greet the first assertion of the Attorney-General. The statement is reported and then in brackets appears the word "laughter"! The statement was intended - and received, as a joke! This being the case why had the teachers as an organized body, not refuted the statement before?

In their biography, "Peter Board," Crane and Walker suggest the reason for the failure of teachers to criticise the system was fear of dismissal. They assert:

"So inbred was the system, so free (under pain of dismissal) from criticism within the service, so suspicious of overseas developments, that the administration merely closed its eyes in a delicious daydream."<sup>11</sup>

It is conceded that there is always some concern about the continuance of employment in any employer-employee situation. There must be some doubt, however, that fear of dismissal was the over-riding reason for the failure of teachers to seek improvements in their system. This issue is raised because it seems unreasonable to persist in the

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<sup>10</sup> "The Sydney Morning Herald," June 26th, 1901. Report of "Public School Teachers' Association, Fourth Annual Conference."

<sup>11</sup> A.R. Crane and W.G. Walker, Peter Board; Melbourne: A.C.E.R., 1957, p.15.

contention that the administration of the time was composed of bureaucratic villains who had no thought for the welfare of teachers or for the improvement of the system. Fortunately for this State the evidence, in general, is to the contrary. The address of the new President, P.J. Kelligan, at the Fourth Conference, gives quite definite support to the argument absolving the administration of the crime of "closing its eyes in a delicious daydream." Kelligan made a report to the Conference in which he stated:

"The resolutions of the last conference had been presented to the Minister and the principal officers of the Department, and were received most courteously; ... The deputation in charge of the resolutions waited upon the Minister (Mr. J. Perry), and Mr. J.C. Maynard, Under-Secretary ... "The resolutions affecting the standard and examination of schools were submitted to Mr. F. Bridges, the Chief Inspector, who in a most liberal manner considered the various matters placed before him."<sup>12</sup>

Kelligan, in his report, thus made reference to Perry, the Minister; Maynard, the Under-Secretary; and Bridges, the Chief Inspector and he used the terms "most courteously" and "most liberal manner" when speaking of the reception granted by these gentlemen to the teachers' deputation. Their resolutions, Kelligan assured them would "as far as practicable, be carried into effect." Thus the three men who held the most responsible and most powerful positions in the State's education system showed that they were prepared to listen to suggestions made by their subordinates. The fact of the matter

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<sup>12</sup> "The Sydney Morning Herald," June 26th, 1901. op.cit.



is this; no suggestions were thus far forthcoming, from the teachers' conferences, for any sweeping changes or reforms in the system. It would seem appropriate, then, to ask if fear of dismissal by an unsympathetic administration was really no great deterrent, why was it no attempts had been made to show how hilarious were the claims of "world-supremacy" for the New South Wales system of education, and in what particulars was the statement made by Wise such a joke?

When one considers the tremendously important events of the years immediately preceding the 1901 Conference it seems reasonable to submit that nothing was done to make any sweeping changes in education before 1901 simply because the time was not ripe until then. There are several reasons which support this contention: Following Parkes' Education Act of 1880 teachers were completely occupied in trying to put its provisions into practice; the economic difficulties of the early nineties and the later pre-occupation of the nation with movement towards Federation would have made difficult any projected changes by would-be reformers, in the system of education; more important matters were occupying the minds of men. Once Federation was assured, however, the situation was entirely different. Conscious of their membership in a newly-forming nation and anxious to see their own State keeping pace with other member States in those matters constituting State responsibilities, the people of New South Wales soon

demonstrated that they were as anxious for reforms in the educational field as in any other, if such reforms were considered necessary for the welfare of the State.

The remainder of Wise's speech, and the speeches delivered by Sir James Graham and Professor F. Anderson on the second day of the Conference left no doubt that certain reforms were desirable and that the time for such reforms was ripe.

Once the reader looks beyond the gleefully humorous presentation of Wise's address (the "Herald" report of which is generously punctuated by the word "laughter"), the most pressing needs for educational reform become apparent. He initially pointed out the need for improving the conditions of teachers and then significantly tied the conditions and remuneration of teachers to the quality of training. In maintaining the importance of teachers to the community was far in excess of their conditions or remuneration, Wise declared:

"They (the teachers) might wonder that a grateful public, which was so loud in its praises of their Public School system, should have left the work of amelioration to them, and not long ago given them an income equal to their merits. But it had not. They numbered nearly 4,000. Of these 45 received a salary of £350 a year, while 620 of them received less than £89 per annum, out of which magnificent remuneration they had to feed and clothe and lodge themselves. This was a much lower rate than was given to other professional men in receipt of Government pay. Take the unemployed as an example. They received 7s. a day, and no self-respecting member of the profession would work for less."<sup>13</sup>

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<sup>13</sup> Ibid.

Perry had already given assurances of salary increases but Wise counselled the teachers to continue to "agitate for a living wage, and not to stop until they had raised themselves, in point of salary at least, to the level of the employed." - a remark which was greeted with "cheers and laughter."<sup>14</sup>

In continuing, Wise raised an issue which was to become the very centre of the drive for reform. This issue was the prevailing system of teacher training. The Attorney-General assured the teachers at the conference that adequate training was "very closely connected with their adequate remuneration" and then asked the incisive questions, "Were the methods of training all that they should be? And, if not, how could they be improved?"<sup>15</sup>

Teachers present were then treated to a critical examination of the methods of teaching in vogue at the time and of the system of teacher training. Wise considered that much of their actual teaching had become too "mechanical" and "monotonous" and that it lacked vividness and imagination. He then went on to postulate:

"If, then, it should be the chief aim of good teaching to avoid monotony, and if dull mechanical routine, though it might impart information, could never develop the mind, surely the most valuable qualities of a good teacher were sympathy, patience, and a knowledge of life - everything in fact which would create sympathy with the interests and characters of others. Surely, too, that would be the best system of training which gave them the most vigorous minds and widest culture. Now the practice of the department

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14 Ibid.

15 Ibid.

was to draw its teachers from its scholars, and to make the highest appointments in the service from among the teachers. If this practice were continued for a few years more every one in the department would have passed through the same routine, and been taught upon the same system. They should then have a system of education carefully dealt out under departmental regulations, watched at every turn by departmental inspectors, and administered by departmental teachers who had been drilled in one groove until they had neither enterprise, imagination, nor originality. ... The boys and girls of sixteen who became pupil teachers got too quickly drilled into the groove of official routine, and were compelled to fix their minds, at an age which was eminently susceptible to the stimulating influence of culture, upon the sordid care and narrowing duties of a professional career."<sup>16</sup>

Thus Wise clearly indicated the most significant weaknesses of the New South Wales system of education: the inbred nature of the system which relied largely upon the apprenticeship of pupil-teachers to staff its schools and the appointment to the highest positions in the department of men who had enjoyed no opportunities for the development of academic or cultural interests during their training but were subjected throughout their days to the "sordid care and narrowing duties of a professional career."

Speakers who followed the eminent Attorney-General at this Fourth Conference took up the torch and from that time it was clear long-standing traditions would be challenged - especially the pupil-teacher system. On the second day of the Conference Sir James Graham supported Wise, declaring it "a great pity" that only a few of the pupil teachers were able

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<sup>16</sup> Ibid.

# THE SYDNEY MORNING HERALD.

## PUBLIC SCHOOL TEACHERS' ASSOCIATION.

### FOURTH ANNUAL CONFERENCE.

#### SECOND DAY.

The President moved a vote of thanks to the Mayor—first for his kindness in freely and spontaneously granting them the use of the vestibule for the conference, and, secondly, for at once consenting to open the proceedings on the second day.

Mr. S. Bent, ex-president, seconded the motion, which was carried by acclamation.

The President invited Professor Anderson to address the conference.

#### ADDRESS BY PROFESSOR ANDERSON.

Mr. F. Anderson, M.A., professor of logic and mental philosophy at the Sydney University, was loudly cheered. In the course of his address he said that part of his work was to touch upon something relating to the logical and psychological features of education. In response to a remark by the Mayor, he said he looked for the time when teachers should be sent up to the University to partake of its advantages. (Applause.) At present he believed they only sent three up annually to be trained in the work of their profession. The fact of their meeting in conference was an admission that they had something to learn as well as to teach. (Hear, hear.) The conference did not meet as a trades union for the discussion of matters affecting its members, but to discuss ideas and ideals. (Applause.) He said that the educational system of this State was on its defence. But before dealing with what appeared to him to be special or general defects, he would refer to one or two things. To start with, he thought they had made a serious mistake in regard to the question of separation. Whatever advantages might be gained by the separation of the boys and girls seemed to him to be counterbalanced by the disadvantages of separation. Before leaving for Australia he was made to understand that education here was free and compulsory, but it was no such thing. (Applause.) It was not compulsory, because the children were not regular in attendance. That was not their fault, but the fault of the Education Act. The compulsory clause were not strictly put in force—(hear, hear)—and in Victoria they had six prosecutions under those clauses for one in New South Wales. With regard to free education, it was not free. For his part he could not see any good reason for retaining the fee of 3d per child per week, except the financial reason. But that was not their business except as citizens and electors. The other arguments in favour of the fee did not seem worth anything. (Applause.) He was told by politicians that the revenue was increasing and that they might expect a large sum of money coming back to the State from the Commonwealth. It seemed to him that when they had a department requiring a permanent and ever-growing expenditure it would be wise to allocate a part of that largely-increasing revenue towards its support. (Applause.) He did not understand what was the exact relationship between the Superior Public schools and the High schools. He found that the child in the Superior Public School got his education for 3d per week. But if he went into the Higher schools he would have to pay 15 3d per quarter. He could not understand it. (Cheers.) Surely it was not meant to make any distinction between these classes. He felt confident that it was not so, so far as the Education Department was concerned. (Applause.) Coming to the defects of the educational system, the accusations brought against it were mainly in reference to the numbers of the subjects taught. There were no fewer than 18 subjects, and if taught as 18 separate subjects the public would have a

up to the level of Fort-street. (Prolonged cheers.) Another thing he wished to propose was the alteration of their examination system. In England the system of large examinations had been tried and found wanting. "Surprise visits" were not examinations, but they had to choose something between the inadequate "surprise visit" and the ponderous annual examination. He asked them to examine and find out what was done in other countries, and in this connection he suggested that the proposed library spoken of in the president's address should be provided with the reports of school inspectors from other States and countries, so that teachers could compare the regulations and methods. (Applause.) By education he understood the training of the powers of the body as well as the mind to make a good man and a good citizen. They had no manual education in this country as he understood it. In Germany the trades were taught in the supplementary trade schools. They must cut out manual trade education in the primary schools. Educational manual training had been introduced right through their schools. It was not the kindergarten training. In educational manual training the powers which were drawn out existed in the desire to do something, and formed the best corrective of the defects of the large class system. With regard to the training of teachers, there was little or no systematic training of them in New South Wales. Their pupil teachers were not trained; the training college was quite ineffective, but that was not the fault of the teachers. Pupil teachers commenced duty where they were about 14 years old. If their parents could have afforded it presumably they would not have allowed their education to stop at that early age. The pupil teacher, therefore, was taken on when partly educated. What was the education he received during the next four years—a minimum of one hour per day, and they might be sure that the minimum was the maximum. (Laughter.) But was the teacher likely to be in the position bodily or intellectually to give such instruction, or the pupil teacher to receive it. (Applause.) They had had a system by which pupil teachers could be taught in the schools, and in good schools they would learn a great deal. Let them suppose that a pupil teacher had passed through his four years' course and passed his examination for admission to the training college; he would know that the chances were he would not be admitted. (Hear, hear.) They were not turned out, but were given additional work to do for which they were not fitted. Yet in the course of a few years he might become a high-class teacher. Educational reform must begin at the top, and the first step was to place the training college on the same grounds as the University. (Applause.) They spoke of competition that existed between nations; but what England had to fear and to fight against was the intelligent labourer of America and the scientific artisan of Germany. (Hear, hear.) The first reform was to make the training of teachers a scientific and well-directed system, and to do that they must have University teaching. (Cheers.) Then they must have schools for pupil teachers, or some system by which they got free from their present overwork, and were allowed time for proper study. (Applause.) As for the question of reproductive expenditure what money could be better spent than the which produced future efficient education? He could not say what percentage the money now being spent produced. He would prefer to draw a simile from that book which so many people quoted from and so few read:—"A sower went forth to sow; and when he sowed some seeds . . . fell into good ground, and brought forth fruit, some an hundred fold, some sixtyfold, and some fortyfold." (Prolonged applause and cheers.)

On the proposition of Mr. Callaghan, seconded by Mrs. Holding, a vote of thanks to Professor Anderson was carried by acclamation.

THURSDAY.

JUNE 27, 1901.

AFTERNOON SESSION.

to attend the "training school," and maintaining that every teacher should have the opportunity of gaining a university degree.  
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Immediately following Sir James Graham a speaker of high standing in the field of education addressed the teachers. This speaker was Professor Francis Anderson, M.A., Professor of Logic and Mental Philosophy at the Sydney University. Obviously the teachers - and the public - would be more likely to be influenced by the opinion of such a prominent educationist than by that of any previous speaker. As Anderson's speech has been quoted so often and so fully, it would seem superfluous to do it again here. Reference to the full "Herald" report of his speech, shown on the page opposite, will suffice to show that Anderson supported Wise in "laying rude hands upon the ark of the covenant." He attacked the system of education from every angle - administration, teaching practices, the inspectorial system, lack of proper truancy services and the departure of the State from what he considered to be the healthy practice of co-education. In this last matter it has taken the authorities a long time to appreciate the wisdom of the Professor's criticism.

It is noticeable that Anderson left until last his criticism of the pupil teacher system. This was not because

he considered it to be the least important matter for criticism - quite the contrary. Anderson would realize that this would be the place for emphasis, the place for his most important criticism to be made; and he spoke so bitingly about the system that those present would be sure to remember what he had to say in this respect, even if they forgot everything else.

Relevant sections of Anderson's final criticism are quoted from the full text of his speech, partly because they give a clear picture of the pupil-teacher system and its faults and partly because the "Herald" report of this section is somewhat inadequate. Anderson declared:

"I come finally to the greatest defect in our system, the blackest spot in our 'glorious luminary', the fault which most urgently stands in need of correction. ... We have in this State no systematic training of teachers worthy of the name ... the apprenticeship is a long and arduous one, the instruction given during the apprenticeship is absurdly inadequate, and the hope of being admitted to the Training College very dim and uncertain. ... Once admitted (i.e. as a pupil teacher) a pupil teacher is set at once to teach, and for four years he continues teaching. He is supposed to receive instruction from the head master or mistress, the minimum time for such instruction being fixed by the department at one hour per day. But, as you know, the minimum becomes the maximum. He is also supposed to receive instruction in the theory and practice of his profession, but as you know also, that is practically impossible under existing circumstances. He is given a class and he is set to teach it. It is a shame and a disgrace that a girl in her early teens, unformed in body and mind, should have, as is often the case, to undertake the charge of classes of fifty, sixty, seventy, and I believe, even eighty pupils.

"... At the end of four years, if he has passed the inadequate tests prescribed for him during that time by the regulations, he is declared qualified to enter the Training College. Now, at last, he hopes to receive that "systematic training" which is to put the final polish on the finished product! Alas, he may not enter! The great majority of the qualified candidates receive not the slightest additional training or instruction. They are drafted into the schools, where in process of time they too may have pupil teachers placed under them, whom they will be expected to train and to teach."<sup>18</sup>

Thus several important and well-respected men used their opportunities as speakers at the Fourth Conference, to heap criticism upon the pupil-teacher system. It would be relevant to enquire what the end results of such criticism would be. There were two outcomes; one immediate and the other more belated. The former was a motion passed by the conference and the second was an awakening of public interest in educational matters. Moved by Mr. W. Broome, the conference motion stated, in part, "that provision should be made by which every pupil teacher who gains a fixed percentage of the final pupil-teacher examination should ... be admitted to the training college."<sup>19</sup>

It will be noticed that the above motion did not come to grips with the real problem of the effective previous-training of teachers but at least it was a step in the right direction in that it attempted to agitate for the training of

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<sup>18</sup> Francis Anderson, "The Public School System of New South Wales", Sydney: Angus & Robertson, 1901, pp.22-26.

<sup>19</sup> "The Sydney Morning Herald," June 26th, 1901.



more than the outstanding few - or lucky few.

A new public interest in the matter became obvious immediately and articles began to appear frequently in the daily papers. As early as July 5th, 1901, a leading article in the "Herald" made a reference to the Fourth Annual Conference and then declared that "the authorities should encourage as far as possible the careful and systematic training of candidates for admission into its (the teaching) ranks."<sup>20</sup>

Others pressed for better training of teachers in specialised fields. An example of this was a lengthy article entitled, "What Is Sloyd?" written by "Lois" on the 7th September. "Lois" emphasised the importance of teacher preparation with the statement:

"The fitting of a room is an easy task compared with the difficulty of obtaining suitable teachers. Before we can take one step on the path which leads to an ideal system of scientific educational manual training we must have teachers, and to begin without them is not only useless, but is an utterly mistaken policy."<sup>21</sup>

The feelings expressed in these and other articles on education generally and teacher-training specifically, provided the Leader of the Opposition, John Carruthers, and his supporters, with the ammunition they needed for a broadside against the Government when the Legislative

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<sup>20</sup> "The Sydney Morning Herald", July 5th, 1901.

<sup>21</sup> "The Sydney Morning Herald", September 7th, 1901.

("Lois" was Maybanke Anderson.)

Assembly next met. It should be stated, however, that the Minister, Perry, had carefully "done his homework" and that he came out rather well in the debate.

On the 30th October, 1901, the Assembly discussion on the proposed vote of £799,502 for education commenced. Mr. Haynes (Wellington) opened the debate and expressed the hope that, "what would be said would have the effect of bringing about urgent and pressing reforms in this department."<sup>22</sup> Considerable discussion then centred around such "pressing" matters as the "abominable iron tanks from which children in country districts had to get their water", the poor salaries of teachers and the alleged discouragement of criticism of the system by teachers. Such perennials as truancy problems and efficiency standards were carefully tended and pruned and so the debate continued right through the night and well into the following morning. Finally Quinn, the member for Sydney-Bligh, made the challenge to Perry which must have been expected, following the many newspaper articles criticising the prevailing system. It is to Perry's great credit that he was ready to meet the challenge and had a definite campaign of his own ready to submit to the House. Quinn made the point that, "teaching was a progressive science" and then went on to maintain:

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<sup>22</sup> Parliamentary Debates, Records of the Legislative Assembly. 1901 (Second Series) Pp.2899-2900.

"Teachers should have an official 'Teachers' Association'<sup>23</sup> so that they should interchange ideas ... have discussions as to the best methods of teaching, and should analyse the results of the educational systems elsewhere, and pick out the best and apply it to our own system - and that they should be lectured to in the art of teaching. He ventured to say that none of the chiefs of our educational department had been sent abroad to ascertain what was being done in America and England. Why should not some progressive young inspector or head-master - for instance, a man of the capacity for learning such as the Head Master of Fort Street School - be sent abroad for that purpose? If such men as these were sent they would go as commissioners of education to England, the Continent of Europe, and America, and should learn there what those great communities were doing in the education of children, and then come back and impart the fruits of their observation to the teachers in congress assembled here."<sup>24</sup>

One can imagine that this speech might have annoyed Perry more than a little. His exasperation is evident in his reply which was very short and to the point. He exclaimed that he "intended to send some!" - and there is a distinct feeling as one reads <sup>25</sup> these debates that Quinn was quite aware of Perry's intention and was trying to make political capital out of suggesting an anticipated recommendation he knew very well Perry was about to make. Although Perry does not actually accuse Quinn of this it is obvious from what Perry has to say later in the debate that it was his intention to send observers overseas and also that he had given the whole matter of educational standards and of

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<sup>23</sup> Quinn apparently had in mind something more academically based than the New South Wales Teachers' Association which already existed.

<sup>24</sup> Ibid., p.2907.

<sup>25</sup> Ibid., p.2907.

possible reforms a good deal of objective thought - more so than any other member, including Quinn.

There is no argument that Perry, as Minister, would have preferred to listen to praise rather than to criticism, but it must be said in his defence that nothing he does at this critical period impresses as the actions of a complacent, bureaucratic member of the administration. If, as Quinn stated, New South Wales was "strangely lacking behind the educational systems of the other branches of the English speaking race",<sup>26</sup> then Perry, for one, wanted to find out in what particulars we were lacking. In order to accomplish this Perry declared his intention of carrying out a two-pronged investigation - the appointment in New South Wales of an education conference and the appointment of travelling commissioners. The report of the Minister's final speech in the debates of 1901, reads:

"Mr. Perry said that he was going to appoint a conference of inspectors and others to deal with the whole education question ... He proposed, with the concurrence of the House, ... to send not one but two trusted officers to study the best points in other states - America, Germany, England and other countries. He wanted broad-minded men who were not so wrapped up in their own system as to believe it to be perfect."<sup>27</sup>

That Perry would wish to defend the system in the face of criticism, was surely understandable but he showed he was willing to go to all lengths to determine whether or not such criticism was justified. For his double-sided investigation

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<sup>26</sup> Ibid., p.2908.

<sup>27</sup> Ibid., p.2930.

and for his determination to select "broad-minded" men as commissioners Perry deserves the warmest praise. There were still many who would continue to echo the old superlatives about the New South Wales system of education. Even in the course of the debate McGowan (Redfern) had claimed that the system was one of which "we were justly proud",<sup>28</sup> while Storey (Randwick) claimed that, "The ordinary curriculum of our public school system was, perhaps - to use a familiar expression - the finest in the universe."<sup>29</sup> But Perry gave notice that he was determined to discover whether such re-assurances were warranted; and an interested public and determined Opposition provided pressures which helped to keep him up to his intentions.

Hardly had the parliamentary debate drawn to a close than John Carruthers, Leader of the Opposition, advertised the holding of a public meeting in the Sydney Town Hall. An article advertising the meeting appeared in "The Sydney Morning Herald" on the 5th November, 1901 and the meeting was planned for the 13th November. Two of the speakers who had appeared at the Fourth Annual Conference were again to be present. They were the Lord Mayor of Sydney, Sir James Grahame,<sup>30</sup> and Professor Anderson.

The advertised meeting, and another on the 29th November, were well attended and a deputation from these

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<sup>28</sup> Ibid., p.2901.

<sup>29</sup> Ibid., p.2913.

<sup>30</sup> "The Sydney Morning Herald," November 5th, 1901.

meetings waited upon the Premier and the Minister of Public Instruction on the 10th December. They presented fourteen points for reform, first and most important being that the method of training and apprenticing teachers should be re-considered.

Included in the deputation were Professor Anderson, P.H. Russell and G.H. Knibbs, a brilliant young lecturer in surveying from the Sydney University. It would appear that Knibbs made quite an impression upon Gee, the Premier, and Perry, for when the two commissioners to travel abroad were chosen Knibbs was one and the other was J.W. Turner, the Head Master of Fort Street School.

It was late in January, 1902 that Perry carried out the first part of his stated plan for review<sup>ing</sup> the system of education. He called, at that time, a conference of inspectors and other departmental officers. The conference records again demonstrate that Perry was prepared to listen to suggestions for reform - if, indeed any such suggestions might be forthcoming from his senior teachers. In his opening speech Perry showed he understood the significance of the teacher-training question and he then asked for the considered opinion of those present.

"The training of teachers," Perry stated, "is, without doubt, the most important responsibility devolving upon the Department. I realize that our present system

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21. "The Sydney Morning Herald," December 11th, 1901.

has succeeded in producing many admirable teachers whose work to-day is recognised from one end of the country to the other. You can only judge a system by the results it produces, and it is not for me to say whether better results could have been obtained under different conditions. I am keenly alive to the necessity of seizing every opportunity for improving things. To be content with anything that we do is but the prelude to stagnation, but I know full well that the leading spirits of the Department are not content, and are as eager as anyone to secure the best results. I am anxious to extend and improve, as far as possible, the conditions of our training colleges, and my intentions have been strengthened considerably by the knowledge that I am supported by the sympathy of all grades in our service today. I do not claim to have fully analysed the methods connected with our training colleges .... Do our present methods succeed in not only imparting knowledge of the technique of the teaching profession, but also inspiring our teachers with high aims and a consciousness of the need of something better than we have so far attained, and a determination to take a share in the attainment of it?"<sup>32</sup>

Perry thus invited those present to examine the pupil-teacher system - openly and objectively. He stated that he was "prepared to be re-assured" but he was also prepared to consider objective, constructive criticism. Now it is important to observe that the inspectors and others present did not attempt to advance any criticism. They expressed overwhelming support for the pupil-teacher system.

Mr. F. Bridges, Acting Under-Secretary and the Chief Inspector, stated:

"I would like to allude to a statement made by Mr. Wilkins to the old National Board. Mr. Wilkins' name is one always to be held in reverence in connection with educational matters in this State. He said, that

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<sup>32</sup> Department of Public Instruction, New South Wales; "Conference of Inspectors and Departmental Officers," Tuesday, 21st January, 1902. Govt. Printer, Sydney, 1902, p.14.

the young people, being boys and girls, really were more in touch with the children taught, because they understood the children's natures better. My experience has shown that his words are true...."

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Others present quickly supported Bridges, one claiming, "I do not know of anything in connection with it that is better for the advancement of primary education in this State than a good training of the pupil-teachers ....,"<sup>34</sup> and another, holding hard to tradition, argued, "The method of training teachers by the pupil-teachers' system ... has been in existence ever since our Department has been in existence ... I will move that we continue the pupil-teacher system with modifications. ... It behoves us, ... to express ... that we are in favour of the retention of this system in New South Wales ..."<sup>35</sup>

Mr. Turner, soon to accompany Knibbs overseas, stated his position in these terms:

"Several local gentlemen, writing and speaking recently on educational matters, condemn our system of pupil-teachers, and quote eminent Home authorities against their employment in England. These educationalists in England never had any practical knowledge of pupil-teachers' work out here ... My own opinion is that our system of pupil-teachers is one of the greatest factors for good in our educational work, and its success is a perpetual tribute to the names of William Wilkins and Edwin Johnson."<sup>36</sup>

This statement by Turner is important as there was to be quite a remarkable change in his ideas as a result of his

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<sup>33</sup> Ibid., pp.21-22. Bridges' attitude is further understandable when it is remembered he was personally involved, being the first pupil-teacher.

<sup>34</sup> Ibid., p.23.

<sup>35</sup> Ibid., p.23.

<sup>36</sup> Ibid., p.23.



investigations overseas. At the time of the 1902 Conference, however, Turner was quite adamant that he wished to retain the pupil-teacher system. He did suggest such improvements as the raising of the age, entrance standards and salaries of pupil-teachers, and making university training more easily available for the most deserving but he left no doubt, by the remarks he made at this 1902 Conference, that he was still wedded to the prevailing system.

Peter Board, who was later to become the Director of Education, suggested a plan by which pupil-teachers would be better trained professionally, but there was no suggestion on his part that the State should abandon the system.<sup>37</sup>

Neither the Conference held on the 21st January, 1902, nor a sub-committee on teacher training appointed from the Conference, resulted in any inclination on the part of the participants to depart from the system with which they were so familiar. Later in the Knibbs-Turner Report, Knibbs was to attack the decisions of the Conference in a most outspoken way.

"... Remarks made at the Departmental Conference," Knibbs wrote, "afford a sufficient indication of the tenacity with which the pupil-teacher system was espoused by the highest departmental officers, and it should be noted that these defences of the system were made after a long series of attacks upon it, pointing out its inherent weaknesses....."

"The failure on the part of the highest officers in the Department to recognize the obvious inefficiency of the pupil-teacher system in comparison with that of previous training, ... the oblivion to the fact that

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<sup>37</sup> Ibid., P.14.

educated men in the United Kingdom condemned it, the want of appreciation of the significance of the extensive literature open even to those who read English alone, are the best evidences of the natural effect of the system itself. It is in these things that its deteriorating influence is most conspicuously betrayed, for among the highest officers of the Education Department there are many of most undoubted ability."<sup>38</sup>

Kibbe was to have the opportunity of making on-the-spot comparisons between the New South Wales system of education and the systems of other countries. On the 16th April, 1902, he and Turner were appointed as Commissioners by the Lieutenant-Governor of New South Wales, and their commission was "to proceed to Europe and America for the purpose of enquiring into existing methods of instruction in connection with primary, secondary, technical, and other branches of education, and of recommending for adoption whatever improvements they may consider might with advantage be introduced into the State of New South Wales."<sup>39</sup>

The two Commissioners had prior knowledge of their intended appointment for, two days before the Vice-Royal announcement was made certain instructions regarding procedures to be followed were sent to each Commissioner. They were sent by J.C. Hayward, the Under Secretary for Education, on instructions from Perry, the Minister. It is important to indicate that the instructions issued were in no

<sup>38</sup> G.H. Kibbe and J.W. Turner, "Interim Report of the Commissioners on Certain Parts of Primary Education", Sydney: Govt. Printer, 1904, p.69.

<sup>39</sup> G.H. Kibbe and J.W. Turner, "Report of the Commissioners, Mainly on Secondary Education", Sydney: Govt. Printer, 1905, p.1.

way intended to limit the enquiries of the Commissioners. This is of consequence because one small section of the instructions was later quoted out of context by "The Sydney Morning Herald" when reporting upon the findings of the Commissioners. As the particular article pointed out, the Commissioners were asked to state when "the advantage in any subject was on the side of this State."<sup>40</sup> There is surely nothing sinister in this. The article did not report, however, that the Commissioners were asked to be objective and were free to be critical.

That some criticism of the system was a likely outcome of the enquiries made must have seemed probable to Perry because Knibbs had already shown a willingness to criticise. One cannot escape the conclusion that Perry has been too often maligned as a determined defender of the prevailing system and as one who would not brook any criticism of the system. This is the image obtained from the sort of article quoted above. The evidence - on both the personal and the administrative side - is to the contrary. Miss Elizabeth Skillen, who was teaching and lecturing under the Perry administration, remembers him well and it is her opinion that Perry "was a most courteous and considerate man. So, too, was Mr. Maynard. He was considered to be a wonderful gentleman. Mr. Bridges was always very fair, but was rather

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<sup>40</sup> "The Sydney Morning Herald," December 8th, 1903.

autocratic."<sup>41</sup>

Miss Skillen's estimation of Perry is an individual one, of course, but it does seem to be borne out by the events of the time. On more than one occasion Perry showed himself to be a fair, broad-minded administrator, who "was not so wrapped up in his own system as to consider it perfect."

Knibbs and Turner left Sydney on the 12th April, 1902, and returned on the 23rd February, 1903. They travelled through the United Kingdom, France, Switzerland, Italy, Germany, Belgium, Holland, Denmark, Norway, Sweden, Finland, Russia, Bohemia, Austria, Hungary, the United States and Canada, "visiting various educational institutions and conferring with distinguished educationists."<sup>42</sup>

Considering the enormous distances covered by the two Commissioners and the relatively short time they were away, one could be forgiven for thinking the inquiries of the two men would have been rather shallow. However, the most cursory reading of the various reports of the Commissioners would quickly correct such an erroneous conclusion. The reports cannot be read without gaining an appreciation of the dedication of the two men to their task, of the depth of their study, the extensiveness of their enquiries and of the objectively analytical approach they brought to their study of educational systems, teaching methods, provision of

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<sup>41</sup> Miss Elizabeth Skillen, in an interview granted the writer on June 19th, 1966.

<sup>42</sup> G.H. Knibbs and J.W. Turner, op.cit., p.2.

facilities, and, in particular, their study of teacher-training methods. In this last matter Knibbs, especially, showed a brilliant appreciation of the advantages of a previous training system over a pupil-teacher system. Turner, although not as brilliantly incisive as his fellow Commissioner in his comments about teacher-training, nevertheless deserves commendation for his decision to retract his previous opinions and come out fully in favour of previous training. This decision will receive fuller attention at a later stage.

It should not be assumed that Knibbs and Turner dwelt solely upon the problems of teacher training. No particular in the education systems examined escaped their interest and scrutiny. It is noticeable, however, that the two Commissioners repeatedly indicated their opinion that other weaknesses in the New South Wales system were largely contingent upon the disadvantages of the pupil-teacher system of training. Knibbs, in the chapter on "The System of Education," showed how overwhelmingly important was the question of teacher preparation when he wrote:

"The most serious defect in the educational system of New South Wales is the employment, as teachers, of young people of immature education, of immature physical and moral development, utterly without experience in teaching, and therefore without professional knowledge of its scope and significance. ....  
A conception of what is involved in education, which both advocates and defends, or even which tolerates, the employment of such persons as teachers, is in collision with that of the whole of Europe and America.

With few exceptions, and these men of little eminence, it is admitted in the United Kingdom that economy, and not efficiency, is the justification for the employment of such persons, and their employment is deplored by educationists of high standing as injurious to the interests of British education.<sup>43</sup>

... It is quite impossible in a country employing untrained and poorly educated persons as teachers to make popular education comparable to that of the countries where teachers are required to be previously well-educated and trained, and if the State should decide to adhere to the practice of employing pupil-teachers, it should be with the full knowledge that in so doing it is electing to maintain a system of education decidedly inferior to the systems of Europe and America, and one that cannot possibly produce satisfactory results."<sup>44</sup>

Commissioner Turner, in dealing with the pupil-teacher system, felt it was necessary to make a "preparatory statement" in order "to clearly define his past and present attitude on this question, and to reveal as plainly as possible the depth of his conviction."<sup>45</sup> Turner wrote:

"Although he left Sydney with an open mind to a certain extent on the Teacher-pupil System, he had already formed very definite opinions, and had not only formed them, but had given clear expression to them. When, therefore, he recants his previous view on this question, he can only be considered as one who has earnestly sought for the truth, and having found it, has adopted it regardless of any other consideration."<sup>46</sup>

Turner then went on to make his comparison between the New South Wales system with those of Europe, the United

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<sup>43</sup> Cf. the impressions gained in Great Britain by Peter Board, discussed later in this chapter.

<sup>44</sup> G.H. Knibbs and J.W. Turner, "Interim Report of the Commissioners on Certain Parts of Primary Education," op.cit., p.26. See also "Defects of the New South Wales System," pp.27222. of the same report.

<sup>45</sup> Ibid., p.266.

<sup>46</sup> Ibid., p.266.

Kingdom and America. His conclusion was that "the system where youths of immature age, whether pupil-teachers or monitors, are employed to instruct their fellow pupils, or are made responsible for the progress of classes, is entirely wrong. He therefore is opposed to the system of pupil-teachers."<sup>47</sup>

After discussing what they considered to be the defects of the New South Wales pupil-teacher system the Commissioners concentrate upon particular defects within the New South Wales Training Colleges. A summary of these defects claimed:

"Briefly restated, the defects are as follows:-

- a) The previous education of the teacher is insufficient.
- b) The course is altogether too short.
- c) It omits subjects of the very highest importance.
- d) It pays insufficient attention to instruction in science.
- e) Its teaching is not sufficiently specialised.
- f) Its methodology is empirical, not psychological.
- g) Its practising-schools are imperfectly equipped.
- h) Its teaching in certain subjects is not sufficiently in touch with modern development."<sup>48</sup>

Perhaps these defects could have been rectified without radically changing the whole of the pupil-teacher system. It might reasonably be asked what defects the two Commissioners found in the prevailing system and what great advantages would be gained by radically changing it to a previous-training system. Knibbs and Turner give a careful contrast of the two

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<sup>47</sup> Ibid., P.86.

<sup>48</sup> Ibid., P.369.

systems in twenty-six points, - one for each letter of the alphabet, and leave the reader with the impression the advantages of previous-training could have accommodated a much longer alphabet. A briefer comparison will suffice to support their contention that the difference between the two systems was "radical." Knibbs contrasts the two systems, side by side, as follows:

"Pupil-teacher

Receives initially a very ordinary primary education.

Enters on teaching work without any special education and training.

Commences teaching at the age of 14 or 15.

Is not prepared by systematic study of theory, history and psychology of education, and educational methodology.

Is immature physically, mentally, and morally.

The pupil-teacher has not a prepared mind, and has no adequate conception of the nature and responsibility of his task.

Is in general a poor disciplinarian, and has made no systematic study of the theory of discipline.

Cannot appreciate the physical, psychical, hygienic, and other conditions of school life and school education.

European and American Teacher

Receives initially a primary and secondary education.

Cannot enter on teaching work until he has been specially educated and trained.

Commences teaching at the age of 18 or 19.

Is so prepared, and by persons who are specialists in such matters.

Is more mature, having passed a critical age.

The previously trained teacher has, by maturer years, higher education, and special professional instruction, a better conception of what he is undertaking.

Is in general a good disciplinarian, and has made a systematic study of the theory of discipline.

Has been taught how to recognise satisfactory physical, psychical and hygienic conditions.



Is generally incapable of inspiring children with high ideals.

Starts with the idea that teaching is communicating information in subjects of instruction.

Is better capable of inspiring higher ideals.

Starts with the idea that teaching aims at Education - that is, the building-up of the moral character, and of the mind and physique of the child."<sup>49</sup>

It should be recognised that the two Commissioners were not just critically destructive of things as they stood in the New South Wales system of teacher preparation. They were also constructively suggestive. According to Knibbs and Turner there were three broad steps to be taken in bringing New South Wales to the standard of teacher-preparation enjoyed in America and Europe. These were the rejection of the present pupil-teacher system, the adoption of systematic previous training and the appointment of teachers' college principals of the very highest professional and personal standing. In expressing this third aim, the Commissioners stated:

"Much may be done through the personal influence of the directors of training colleges, for their ability to inspire with high ideals is among the most powerful of the formative influences that affect student-teachers. In this light it is evident that a director should have the fullest opportunity of maintaining close touch with the higher view of education, and with its movement throughout the world. That he should be liberally cultured and possess savoir faire so as to help to form the disposition of the teachers during their professional education goes without saying." <sup>50</sup>

<sup>49</sup> Ibid., p.17.

<sup>50</sup> Ibid., p.39.

Hibbs underlined the importance of the recommendations made and at the same time sounded a warning to any who might think that they could, with impunity, be ignored. In his "Concluding Remarks" about teacher training, he wrote:

"The above recommendations imply that the Public School System of New South Wales needs to be completely reformed. If they were given immediate effect, primary education might with strenuous effort be brought in two decades into the plane of primary European education as it stands to-day. The present state of things is a consequence of the adoption of the pupil-teacher system, with its inevitable deteriorating influence. Unless this system is abolished, real reform will touch but a very little way, for the professional education of the teaching staff is the most fundamental element of an educational system."<sup>51</sup>

Once the reports of the two Commissioners were presented to Parliament and then made public, reforms along the lines suggested became inevitable. The press began to emphasize the criticisms of the reports and continued pressure was brought to bear to carry out the reforms. Press statements informed the public of the commissioners' findings. On the 6th December, 1903, the "Herald" stated that,

"The report of the Commissioners on Education turns out to be a sweeping condemnation of our educational system, coupled with a series of definite and concrete suggestions for reform. They put their whole criticism in a nutshell by remarking that the 'supposed excellence' of our existing system is, in brief, quite mythical. These are serious allegations, but no doubt they will receive adequate consideration when the department has recovered from the shock."<sup>52</sup>

<sup>51</sup> Ibid., p.66.

<sup>52</sup> "The Sydney Morning Herald," December 6th, 1903.

That the departmental officers expected some suggestions for reform would surely be conceived. None would be so naive as to expect an indication of defects from Hibbs. The "sweeping condemnations" made in the report, however, must have indeed, been a shock to the departmental chiefs. It should be remembered that Hibbs could be extremely eloquent and at times his criticisms approached the vitriolic. For this reason, and for another of great moment shortly to be considered, one can appreciate Bridges' show of righteous anger when he heatedly accused Hibbs of "gross misrepresentation", especially with reference to the latter's criticism of the pupil-teacher system.<sup>53</sup>

The disunity of Bridges and others can be the more readily understood when it is remembered that another trusted officer of the Department had but recently returned from a visit to the United Kingdom and Germany and that this officer was certainly far from condemning the pupil-teacher system. The officer was none other than Peter Beard, soon to become the Director of Education in New South Wales.

When Beard returned to Sydney at the end of 1903, he presented to the Minister a brief report of twelve pages, stating his opinion of overseas systems and making certain

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<sup>53</sup> "New South Wales Educational Gazette", Vol. XIII, No. 12, May 1904, p. 285.

recommendations about the system in New South Wales. It must be emphatically denied, however, that the popular belief in the reformatory nature of Board's report, has any actual foundation in fact. It was not of any great consequence in the great reforms about to take place and, indeed, in a number of points made it was positively conservative.

It is the very thing being the intention of this thesis to designate the name of a man whose work for education in this State is rightly respected very highly. It is quite absurd, however, to continue with the myth that Board's great work for educational reform began with his insignificant twelve-page document, for indeed very restricted reform would have resulted from its proposals. If the value of the importance of Board's report was not actually conceived by his biographers, Crane and Walker, then it was quite certainly nurtured by them in and in doing so they most unfortunately damage the true significance of the Knibbs-Kayser Report.

Crane had Board's report printed and it is quite probable, as Crane and Walker claim, that "since most teachers were prepared to read Board's twelve pages, but stood aloof of the five hundred pages offered by the Commissioners, many were, in fact, more familiar with Board's proposals than they were with those of the Commissioners."<sup>34</sup> It will be soon discovered, however,

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<sup>34</sup> A. R. Crane and W. G. Walker, op. cit., p. 18.

that familiarity alone did not lead to reform and it was to be the proposals of the Commissioners and not those of Peter Board which would prevail.

In attempting to lend a reform image to Board's report Crane and Walker commit a fundamental research error which, one must hope, is accidental. It is this:-

In writing about Board's observations his biographers state;

"Because the report was so brief and faced up to the problems in New South Wales in such a practical way, Perry immediately arranged for it to be printed. The 'Report on Primary Education' brought the ideas of Peter Board before the public eye for the first time. The influential "Herald" welcomed its 'sweeping condemnation of our education system, coupled with a series of definite and constructive suggestions for reform.'"<sup>55</sup>

The above statement did, as Crane and Walker state, appear on the 8th December, 1903, but it did not refer to Board's report. The actual purpose of the "Herald" article was to make public the findings of the Commissioners, Knibbs and Turner. The article refers to these two gentlemen by name but in no particular at all does it refer to Peter Board.

Generosity would counsel us to forgive this misquotation as an unfortunate accident but it is hard to be magnanimous when it is seen that the two biographers include the words "sweeping condemnation of our education system, coupled with a series of definite and constructive

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<sup>55</sup> Ibid., p.18.

suggestions for reform," but leave out the first portion of the very same sentence which reads, "The report of the Commissioners on Education turns out to be a ..."<sup>56</sup> If Crane and Walker were not making their case for Board's report at the very considerable cost of that of the Commissioners little harm would be done by their apparent mistake. It is unfortunate that the Commissioners' Report does, in fact, suffer by the error. In the light of such an error it would be relevant to ask just how "sweeping" were Board's "condemnations" and just how "definite and constructive" were his suggestions for reform?

It is important to note that Board stated, "My observations were confined mainly to England and Scotland, but embraced in a minor degree, the school systems of Switzerland, Germany, and France."<sup>57</sup> The word "minor" was well used, for on reading Board's report one is struck by the very few references made to countries outside the United Kingdom - and these were the very countries which possessed advanced systems of education.

At the end of the report Board summed up his proposals for reform. He wrote:

"The proposals of reform contained in this report may be thus summed up:-

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<sup>56</sup> "The Sydney Morning Herald," December 8th, 1903.

<sup>57</sup> "Report by P. Board, Esq., M.A., Inspector of Schools, upon observations and inquiries made with regard to Primary Education in other Countries," Govt. Printer, Sydney, 1903, p.1.

1. Improved material equipment of schools.
2. Re-arrangement of curriculum in a reconstructed Standard of Proficiency, leading to the adoption of more modern and scientific methods of teaching.
3. The institution of a Primary Certificate.
4. The re-organization of the inspection of schools, embracing examination, based on the re-arranged curriculum and conducted so as to create a right spirit in the teaching and a right attitude in the teaching body.
5. The re-modelling of the arrangements for the provision of well-trained teachers."58

Careful consideration of each of Board's proposals would lead one to the conclusion that the first and to a limited extent, the second, are the only two which could be connected, even remotely, with the idea of "reform" and that no part of the report is a "sweeping condemnation" of the system then prevailing in New South Wales.

In the first of his proposals Board examined the matter of material equipment of schools. He pointed out the cost in this State was only 1s.2d. per head of average attendance, while under the London School Board it was 4s.2d. Board claimed, therefore, that "it must be admitted that our schools are poorly supplied with material aids to teaching. ... (and) Economy in this direction means reduced educational efficiency."<sup>59</sup>

For the student of curriculum development the second proposal made by Board holds special interest. In this proposal he suggested a special correlation of subjects.

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58 Ibid., p.12.

59 Ibid., p. 2.

It should be carefully noted that he did not suggest for one moment that the Standard of Proficiency should be dispensed with. His claim was that the Standard of Proficiency should be revised to embrace the principle of subject grouping. Board wrote, "The curriculum would then be reduced to six groups - English, Mathematics, Nature Knowledge, Civics and Morals, Manual Work and Music" and these subjects divisions were to include "co-related and inter-dependent subdivisions."<sup>60</sup>

That such a theory of curriculum planning was forward-looking in 1903 is not being denied. It is, indeed, a most interesting statement when one considers the later changes in the curriculum made when Board was Director, and especially is such an early statement about subject correlation enlightening when the student examines Board's progressive experiment at Brighton-to-Sands School some fifteen years later.<sup>61</sup> It is claimed here, however, that Board was making a suggestion which would, if followed, improve the system as it stood - not sweep the system aside and start afresh. Board's adherence to the Standard of Proficiency - no matter how he might revise it - is an indication that he was at the time still wedded to the system.

<sup>60</sup> Ibid., p.2.

<sup>61</sup> A.R. Crane and W.G. Walker, op.cit., p.297. Also A.J. Phillip, Reformations in Education in Australia Early in the Century, (Buny, Sydney University, 1955). Pp.6-13.



Board's third proposal cannot be regarded as reformatory. The suggested Primary Certificate was to be conferred following success at an external examination. Not only was Board nominating yet another examination in a State already examination-ridden, but his proposal was based on negative argument. He advised the institution of a Primary Certificate because he claimed that "by it a goal is provided that gives definiteness of aim to the whole school course, a stimulus is given to the pupil as he approaches an important stage in his life, the average period of attendance at school is extended, the attendance is made more regular at a time when regularity is called for, a useful indication of a boy's attainments is given to employers, and, by no means the last benefit, public interest in the work of education is aroused."<sup>62</sup>

When any system of education has to rely upon an examination to provide a goal for it, to stimulate the pupil and to interest the public in its work then there is something seriously amiss with the system itself. Board's suggestion at this point of his report was not aimed at reforming the system but at bolstering it up with yet another examination.

Board's next proposal, that school inspections should include examinations, was just as negative and could not be

considered as reformatory. It comes almost as a relief when Board does recognise the importance of other aspects in the assessment of work done in a school. He advised inspectors to look for the influence of the teacher's personality in the school, to consider the moral tone and the intellectual "atmosphere" of the school. He also suggested any assessment of work done should take into account the teacher's methods and any "devices" which might benefit the children, whether such devices were to leave any visible, immediate result, or not. Board, at this point, was indeed breaking the shackles of tradition but his over-riding argument for the inclusion of examinations at inspection is disappointing and most definitely not reformatory in nature.

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Just how far Board had yet to come before he could be considered as a reformer is indicated by the last of his proposals, and it is this proposal which must be considered most carefully here for it deals with the professional preparation of the teacher. After reading Board's report one is left with the impression that he really wanted to see the best system of teacher preparation put into operation in New South Wales. There is little doubt, however, that he did not yet have a real appreciation of what the "best" implied. To understand how limited and, indeed,

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63 Ibid., p.9.

conservative were Board's ideas on this issue one should compare what Board has to say with the criticisms and proposals made by Knibbs and Turner.

Board recognised the fundamental importance of teacher preparation in the educational system <sup>64</sup> and yet he defended the pupil-teacher system and advised its retention. He based this advice upon his experiences in England and Scotland, in which countries, Board assured his readers, the pupil-teacher system was "the nursery of the profession." He also claimed that educators in these two countries regarded the system as "the best practicable method of recruiting the ranks of the teaching service."<sup>65</sup> One is left to ponder just who the educators were, in England and Scotland, who still held such conservative ideas in the face of impending change. Board does not name them. However Knibbs maintained that "with few exceptions, and these men of little eminence, it is admitted in the United Kingdom that economy, and not efficiency, was the

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<sup>64</sup> On page 11 of his report, Board states, "The Training Colleges form the very kernel of the whole educational system, and by the number of trained teachers they annually turn out, and by the degree of real culture those teachers carry with them, and by the spirit and attitude which they have learnt to adopt towards their work, the whole educational life of the country will be moulded. This, then, should be the very last department of educational administration that should be affected by economical considerations."

<sup>65</sup> *Ibid.*, p.10.

justification for the employment of such persons, and their employment is deplored by educationalists of high standing as injurious to the interests of British education."<sup>66</sup>

It would be hard to believe that all educationalists met by Board in the United Kingdom were "men of little endurance" but it is clear that he did not fully appreciate the position there and it is also abundantly clear that he completely missed the mark when he claimed it was "very much open to question" that the system of previous-training of students seen in operation in Germany, "secured the best elementary teachers."<sup>67</sup>

The most generously objective assessment of Board's report could credit him with making limited suggestions for the modification of the prevailing system. Obviously he did not have in mind the radical changes envisaged by Hilda. Board was very soon to change his views for, in a conference of teachers arranged by Minister Foray in January, 1904, he supported the contention of Hilda and Turner that the conference should ask the Department to terminate the pupil-teacher system and to adopt a system of previous training. Why did Board make such a quick and such a complete about-turn on the issue of teacher preparation? There can be no doubt he was convinced by the arguments of the Hilda-Turner Report and especially by the strength of the opinions

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<sup>66</sup> G.H. Hilda and J.W. Turner, op.cit., p.16.

<sup>67</sup> P. Board, op.cit., p.10.

expressed by Knibbs himself at the 1904 Conference. Indeed, so incisive was Knibbs in his criticism of the existing system and so brilliantly were his arguments for reform presented, there is little wonder Board was impressed by, and finally convinced of, the efficacy of Knibbs' ideas. Board deserves credit for being the one to place four important resolutions upon the record of the 1904 Conference but it should be remembered the resolutions were made because Board was wise enough to see Knibbs and Turner were right. Board's resolutions were as follows:

1. That the conference affirms that the best system of training teachers demands that professional training should be entered upon and completed by the teacher candidate before he begins his regular work of teaching as a member of the school staff.
2. That in view of the practical difficulties in the way of immediately adopting this scheme such changes should be made in the existing system from time to time as will at first introduce and afterwards extend the application of the principle of teacher training, and lead finally to the complete adoption of the previous-training system.
3. That the first modification should include the partial previous-training of all pupil-teachers admitted to the service henceforth.
4. That the Minister be asked to nominate a committee to draft and to report to this conference a scheme for the admission and partial training of pupil-teachers and for remodelling the conditions upon which pupil-teachers are employed in the regular work of the school.<sup>68</sup>

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<sup>68</sup> N.S.W. Dept. of Public Instruction: Conference of Inspectors, Teachers, Departmental Officers and Prominent Educationalists, April, 1904, Govt. Printer, Sydney. 1904. P.47.  
also the "New South Wales Educational Gazette", Vol.XIII, No.12. May 2nd, 1904. P.289.

At this point of time important changes in the methods of teacher preparation were taking place in both England and Scotland. These two countries were breaking away from the outmoded pupil-teacher system and embracing systems which required teachers to be academically and professionally prepared before beginning their life's work. It is probable that such a background, coupled with the resolutions of the 1904 Conference, were important influences leading the authorities to the conviction a change in the system of teacher-preparation was necessary. Such a change would be part of a new, reformed system of education and a Director of Education was appointed to assume responsibility for the success of that system. <sup>69</sup> The officer chosen for the task was Peter Board and the activities of the following sixteen years were to indicate the choice was, generally, a fortunate one - not only in that Board was himself a very capable officer but especially because he showed a facility for best using the qualities of others for the over-all benefit of education.

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<sup>69</sup> "The Australian Journal of Education", Vol.11, No.8. February 1st, 1905, p.11. The press was furnished with the information by Mr. Ashton, Acting-Premier, who explained that the appointment was made on the advice of the Public Service Board. Peter Board was to become the Under-Secretary of Public Instruction and the Director of Education in New South Wales.

One of Board's first decisions as Director was to press forward in the matter of teacher-training reform. "A Training College will be established", he wrote, "on or near the University grounds, a two years' course of instruction and training will be provided therein with opportunity to graduate at the University or for continued study in special directions in the third year for students who show special ability."<sup>70</sup>

To put such an aim into effect the Department of Public Instruction had to find or erect different premises for the Teachers' College. Neither Fort Street nor Marlboro was within reasonable distance of the University; but Blackfriars School was and it was chosen as temporary accommodation for the College. There was a practice school set up in conjunction with the College and teachers of ability were selected to staff the school. The choice of Blackfriars was an unfortunate one both in the age and structural short-comings of the building itself and in the class of child in attendance at the practice school.<sup>71</sup>

<sup>70</sup> Report of the Minister of Public Instruction, 1905. Govt. Printer, Sydney, 1906, p.29.

<sup>71</sup> Interview with Mrs. A. Mackie, granted the writer on 1.11.1966. Mrs. Mackie, herself an ex-student of Blackfriars, recalls, "Blackfriars was dirty and rat-infested." Also Annual Reports of the Principal, Teachers' College, and of the Under Secretary and Director in Reports of the Minister of Public Instruction, 1906-1916. Sydney, Govt. Printer. Also articles in the Daily Telegraph, 26.2.1915 and the 26.2.1916 and the Sydney Morning Herald, 26.2.1916.

As it was to provide "temporary" accommodation for nearly fifteen years Blackfriars was to be a severe test for the principal and staff of the College. To those who had pressed for previous training of teachers the failings of Blackfriars probably seemed unimportant; the important consideration for them was the promise of a transition from pupil-teacher preparation to previous, college training.

Several problems had to be faced before the promise could be successfully fulfilled: Many of the first students were to be ex-pupil-teachers and there was to be a gradual and difficult transition to a future year when the last of the pupil-teachers would graduate. Some of the staff members had little knowledge of any system other than the pupil-teacher system and were not acquainted with the progress being made overseas as a result of the inspiration of outstanding educators.<sup>72</sup> The building chosen was completely inadequate, being dirty, ill-ventilated and badly equipped. Clearly the success of the entire venture would depend very largely upon the ability of the Principal. He would need to be an excellent administrator, a proven scholar, a confident and effective teacher capable of imparting his knowledge, and a man with personal qualities

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<sup>72</sup> Interview with Miss Elizabeth Skillen, on 20.8.1966. Miss Skillen referred also to the unobtrusive way Mackie tried to introduce the ideas of modern education to his staff. He would remark, "As you know, I, in his book on -say  
'...'"



sufficient to inspire both students and staff. He would need to have confidence in a progressive ideal in education and the courage and tenacity to hold to it in the face of any criticism from the conservatives. Such qualities were not merely desirable but were essential.

That the administration was able to find a man who embodied the qualities required; a person who also possessed a definite propensity for the pursuit of culture and an educator who already had an extensive background in the preparation of students for the teaching service, must be considered a remarkable stroke of good fortune.

The man chosen to shoulder the considerable responsibilities of leadership in the new Training College was Alexander Mackie, a brilliant young Scot, triple-medallist of Edinburgh University, student and friend of such outstanding educators as Professors Simon Somerville Laurie and Alexander Darrach, and a man whose professional and academic background were eminently suited to the task awaiting him.

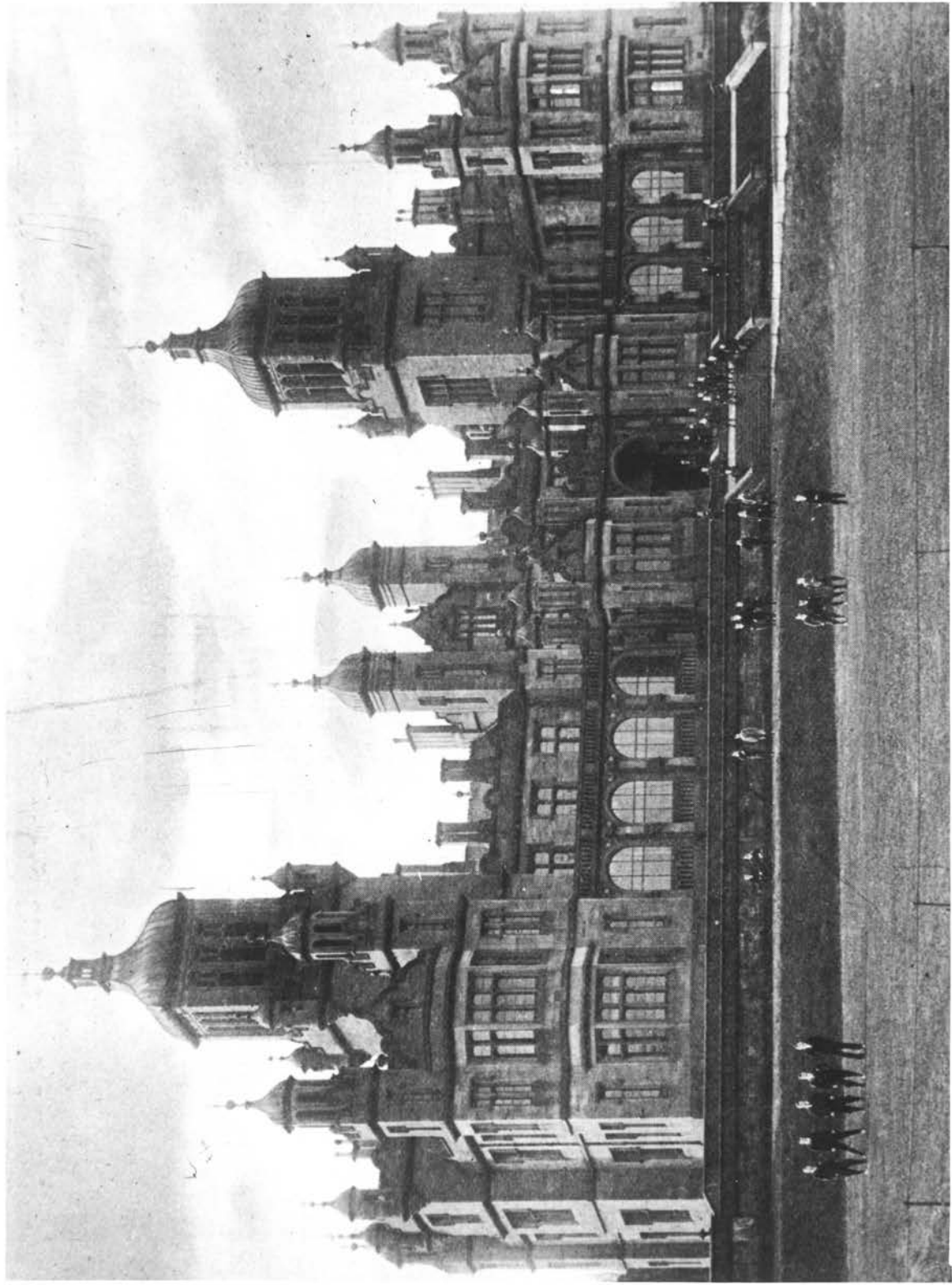
CHAPTER IIITHE EARLY LIFE AND UPBRINGING OF ALEXANDER HICKIE

Alexander Hickie was born in Edinburgh, Scotland, on May 25th, 1876. As a boy he lived at 6 Dean Street, Edinburgh, with his father, William and his sister, Margaret. His mother died of a fever following the birth of his sister<sup>1</sup> and this great loss was probably the main reason for the remarkably close attachment between the father and son - an attachment that continued until the death of the father even though the two were later to be separated by half the earth.<sup>2</sup>

Fortunately for the Hickie children, a housekeeper hired by their father did wish to fill the gap left by the mother's death. This good lady, Elizabeth Harvey, must have been a remarkable woman in many ways, being always prepared to shoulder responsibilities not readily her own if by so doing she contributed to the welfare of the Hickie children. Apparently she was also a very active woman. In 1921 Professor and Mrs. Hickie made a trip to Scotland and Mrs. Hickie has quite clear recollections of "Missie" Harvey being still

<sup>1</sup> Mrs. A. Hickie. In an interview granted the writer on September 2nd, 1966, at 15 Botony Road, North Sydney.

<sup>2</sup> *Ibid.*, Also evidenced by the many letters from Hickie to his father: Hickie family papers.



Daniel Stewart's College, Edinburgh; (From College Prospectus, 1900-1901, Mackie Family Papers.)

agile enough to pedal a bicycle around the streets of Edinburgh. She was then sixty years old.<sup>3</sup>

Although the Mackie family was not rich, the children were well fed and clothed, William providing the best he could afford from his earnings as a grocer. The home was not ostentatious but must have been a very pleasant house in which to live. It was built on the northern side of the Leith River and was a picturesque building with a flight of stone steps leading to the street. Between the home and the river was a parkland and apparently the hawthorne growing along the river's edge was especially beautiful.<sup>4</sup>

William Mackie, in the manner of his countrymen, knew the value of a sound education and was determined that Alexander would be given every encouragement should he show a liking for learning. The son was to reward his father's consideration very well.

One of the schools run by the Company of Merchants of Edinburgh was the Daniel Stewart's College, and it was this school that Alexander Mackie attended for his early education. A number of certificates similar to that

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<sup>3</sup> Ibid.

<sup>4</sup> Eda Garratt, Letter from Charlestown, N.S.W. to Mr. Mackie (Senior) on the 25.10.1911. "I still have vivid recollections of the hawthorne bloom in the valley the last morning I called to see you. The walk under Dean Bridge and beside the Water of Leith is one of the prettiest I know." Mackie family papers.

MERCHANT COMPANY SCHOOLS



One of the Certificates Awarded to Mackie while at Daniel Stewart's College; Mackie Family Papers.

photographed opposite, testify to the success of the young scholar while at this school. It is a warming fact that the man who was to have many far more important honours bestowed upon him, thought enough of his boyhood school to carefully keep these prized certificates throughout the years. The reference he obtained from his first Head Master, William Wallace Dunlop, was also valued highly enough to be treasured throughout Mackie's lifetime. This reference reads:

"Mr. Alexander Mackie was educated at this College up to the time he became a pupil teacher under the Edinburgh School Board. He was well advanced in English, Latin, Greek, French, and Mathematics, and gave promise of being a very good scholar. In all his classes he maintained a high place. His conduct was in all respects most exemplary. ... W. Wallace Dunlop, M.A."<sup>5</sup>

The reference above is dated 23rd October, 1899, and it refers to Mackie's training as a pupil-teacher. This training took place at Canonmills Public School, administered by the Edinburgh School Board. It was on the 5th April, 1892, that Mackie received a letter informing him of his appointment as "Pupil-teacher on probation" in the Canonmills School. According to the enclosed "Regulations as to Appointment, Payment,

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<sup>5</sup> Daniel Stewart's College, Edinburgh: Reference written for Alexander Mackie by W. Wallace Dunlop, M.A. October 23rd, 1899. Mackie family papers. See Appendix 2.

MEMORANDUM OF AGREEMENT between the SCHOOL BOARD of

Edinburgh

and William Mackie, Grocer, 8 Dean Terrace

Edinburgh hereinafter called the *Surety*, the Father  
of Alexander Mackie

hereinafter called the *Pupil-teacher*, and the said *Pupil-teacher*.

The Board for themselves, and their successors, agree with the Surety, his heirs and executors, and the Pupil-teacher, as follows:—

1. The Board agree to engage the Pupil-teacher to serve under a certificated teacher during the usual school hours in keeping the \_\_\_\_\_

Edinburgh Canonmills  
Public School of the Board, or any other Public School of the Board to which the Pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, and teaching the scholars thereat, but so that the Pupil-teacher shall not serve therein less than *three* or more than *six* hours upon any one day, nor more than 25 hours in any one week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of January  
1895 and, subject to the proviso in paragraph 4, shall end on the last day of December 1896, but if the Pupil-teacher shall, with the consent of the other parties hereto, attend the examination for admission into Training Colleges (or a Scotch University) in July (or October) next preceding the last-mentioned date, this engagement may end on the 31st day of the month of December (or of October) next following such examination, provided the Pupil-teacher then enters a Training College (or University).

3. The Board will pay to the Pupil-teacher as wages £17-10-0.  
~~per annum~~ in the first year, and this sum shall be increased by £2-10/-  
~~per annum~~ in each subsequent year of the engagement,

but such increase may be stopped at the discretion of the Board for the unexpired remainder of any year after receipt of notice from the Scotch Education Department that the Pupil-teacher has failed to pass the examination, or to fulfil the other conditions of a Pupil-teacher, according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case.

4. *Provided* always, that if the Pupil-teacher fails to pass an examination for any year as specified in paragraph 3 of this Agreement, this engagement shall, on the application of the Board, and with the consent of the said Department, end on the last day of December 1897

(sgd.) Wm Mackie (sgd.) Flora C. Stevenson  
(.) Alexander Mackie (.) James Buch.  
(.) John Burn.

When this engagement is so extended, the course of study and the wages of the Pupil-teacher in the remainder of the year succeeding that in respect of which the Pupil-teacher failed shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this Agreement.

5. The Board will cause the Pupil-teacher, while the School is not being held, to receive without charge, from a certificated teacher, special instruction during at least five hours per week, of which hours not more than two shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the Pupil-teacher during School hours, shall be in the subjects in which the Pupil-teacher is to be examined either during this engagement, or for admission to a Training College, pursuant to the said Articles.

6. The Pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct of a gross kind, respectively; and this engagement shall be terminable on the part of the Board, or of the Surety and Pupil-teacher by a written notice of six months, or in lieu of such notice, by the payment on the part of the Board, or of the Surety and Pupil-teacher, of £3 in the first year, £4 in the second, and an additional pound in each succeeding year of the engagement, but never exceeding £6 in the whole; such payment to be recoverable as liquidated damages by the Board or the Surety, as the case may be, over and above the settlement of all other accounts between the parties.

7. The Pupil-teacher enters into this engagement freely and voluntarily on his own part, and with the privity and consent of the Surety.

8. The Surety agrees with the Board and their successors, to clothe, feed, lodge, and watch over the Pupil-teacher during the continuance of this engagement in a proper manner.

In witness whereof, these presents, in so far as not printed, written upon this and the preceding page of stamped paper, by John Robert Hamilton Clerk in the Offices of the School Board of Edinburgh, are subscribed by the parties following, viz:— Florence Blift Stevenson, James Bruce, and John Burn

three Members and a quorum of the said School Board of Edinburgh, at Edinburgh, on the sixth day of April Eighteen hundred and nineteen, before these witnesses, the said John Robert Hamilton and David Stoddart, also Clerk in the Offices of the said School Board, and by William Mackie, and Alexander Mackie

at Edinburgh on the twelfth day of April and year aforesaid, before these witnesses, Elizabeth Ann Murray Housekeeper, and Andrew Gibson Grocer both residing at Edinburgh

(sgd.) John R. Hamilton, Witness. (sgd.) Florence B. Stevenson,  
(.. ) David Stoddart Witness. (.. ) James Bruce,  
(.. ) John Burn.

(sgd.) Elizabeth A. Murray Witness. (sgd.) William Mackie,  
(.. ) Andrew Gibson, Witness. (.. ) Alexander Mackie.



"Employment and Instruction of Pupil-Teachers", he was to receive the princely sum of £17.10s. for his first year as a pupil-teacher and £2.10s.<sup>extra</sup> per annum for each succeeding year of his apprenticeship.<sup>6</sup>

It would appear that the employment and training of pupil-teachers in Edinburgh was more carefully controlled than in New South Wales at this particular time. Although the regulations stated "the employment of Pupil-Teachers shall be left in the hands of the Head-Masters," these Head-Masters were required, at the beginning of each School year, to "submit for approval to the School Work Committee a Time-table showing in what departments, standards and work the Pupil-Teachers were employed" and the Head Master was to so arrange the school's timetable to avoid leaving a Pupil-Teacher in charge of a class "as its responsible teacher" until he had entered upon the final two years of his apprenticeship. Up to that time he was merely to assist and to observe one of the responsible teachers. With reference to the instruction of pupil-teachers preparatory to examinations, the regulations stated that they were to receive six hours a week out of school hours. The Head Master was expected to draw up another time-table showing the hours and subjects in which

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<sup>6</sup> Edinburgh School Board: Regulations as to Appointment, Payment, Employment and Instruction of Pupil-Teachers, P.3.  
Mackie family papers.

such instruction was given. The full responsibility for such instruction did not devolve upon the shoulders of the Head Master as he was "to have the services of the whole Staff of the School for the instruction of the Pupil-Teachers."<sup>7</sup> Such was the system under which Alexander Mackie began his career as an educator.

While at Canonmills Mackie began very quickly to display outstanding potential as a teacher. A reference, written for him in 1899 by the Head Master of Canonmills, leaves no doubts as to the quality of his pristine efforts as an instructor. In the reference, John Ross wrote:

"... Alexander Mackie was a faithful member of the Staff of this School for four years. ... During his apprenticeship he passed all the prescribed and other examinations with the highest credit, gaining the highest Government Bonus year by year. On the completion of his apprenticeship he passed the University Preliminary Examinations and entered the Training College as a First Class Student. During his apprenticeship and since he has taken several First Class Certificates in Drawing and Science and three Higher Grade Leaving Certificates. ...

"Mr. Mackie has had practical experience in teaching all the Classes in the Juvenile Department. He was painstaking and thorough in all his work and displayed considerable tact in maintaining discipline and power and facility in imparting instruction. ...  
John Ross, P.E.I.S., Head Master."<sup>8</sup>

The reference above is dated 25th October, 1899 and makes reference to Mackie's later preparation at Training College and University.

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<sup>7</sup> Ibid., "IV. Instruction of Pupil-Teachers." P.4.

<sup>8</sup> Canonmills Public School, Edinburgh: Reference written for Alexander Mackie by John Ross, P.E.I.S. (Headmaster) October 25th, 1899. Mackie family papers. See Appendix 2.

Mackie's scholarship to enter Training College was worth £25 for the first year and was awarded by the Education Committee of the Free Church. The holder of a scholarship was constrained "to adopt and follow the profession of teaching in Public Elementary School or Training College ... and to engage to attend the Training College for two years."<sup>9</sup>

The years Mackie spent at Moray House and at the Edinburgh University were of great importance for two main reasons: He was to prove himself to be a brilliant academic scholar and an outstanding teacher; and he was to come into contact with several eminent educators whose work and philosophy were to deeply influence his thinking and to affect the shaping of his own philosophy. Among these educators the names of Simon Somerville Laurie and Alexander Darroch were prominent. Mackie was singularly fortunate to have studied under and worked with both of these men, for the former was a fine administrator and accomplished author, defending the best in the Herbartian School of educational philosophy and the latter had the unusual ability of being able to examine impartially the different philosophies of education - and there were several popular at the time - to show where they were at

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<sup>9</sup> Free Church Training College, Moray House, Edinburgh: Letter to Alexander Mackie from M. Paterson, (Rector) on 2nd March, 1897. Mackie family papers.



University of Edinburgh.

**FIRST CLASS CERTIFICATE OF MERIT.**

FACULTY OF ARTS.

*I Certify that Mr. Alexander Mackie*  
*acquitted himself with high distinction as a Member of the Class of*  
*Political Economy*  
*during the Winter Session 1900-1901 and obtained the Class*  
*Medal and the Buchanan Company's Prize of £10-10-0.*

*J. S. Nichol B.Sc. Professor*



University of Edinburgh.

**FIRST CLASS CERTIFICATE OF MERIT.**

FACULTY OF ARTS.

*I Certify that Mr. Alexander Mackie*  
*acquitted himself with high distinction as a Member of the Class of*  
*Moral Philosophy (Honours)*  
*during the Winter Session 1899-1900 and obtained the Medal*  
*and first prize*

*James Smith Professor*



University of Edinburgh.

**FIRST CLASS CERTIFICATE OF MERIT.**

FACULTY OF ARTS.

*I Certify that Mr. Alexander Mackie*  
*acquitted himself with high distinction as a Member of the Class of*  
*Advanced Metaphysics*  
*during the Winter Session 1899-1900 and obtained the first place in the*  
*class with the Bruce of Fife and Falkland's Prize of £20 and a class medal*

*J. S. Nichol Professor*

**Facsimile of Certificates Awarded to Mackie while at  
Edinburgh University; (Originals in Mackie Family  
Papers.)**

ALEX. KIRKWOOD & SON  
Medalists.  
9, St. James Square  
EDINBURGH  
ESTAB. 1826

ALEX. KIRKWOOD & SON  
Medalists.  
9, St. James Square  
EDINBURGH  
ESTAB. 1826

ALEX. KIRKWOOD & SON  
Medalists.  
9, St. James Square  
EDINBURGH  
ESTAB. 1826



Medals Won by Mackie at Edinburgh University; Obverse overleaf. (Originals in possession of Mrs A. Mackie.)

ALEX. KIRKWOOD & SON  
Medalists,  
9, St. James Square  
EDINBURGH  
ESTABL. 1826

ALEX. KIRKWOOD & SON  
Medalists,  
9, St. James Square  
EDINBURGH  
ESTABL. 1826

ALEX. KIRKWOOD & SON  
Medalists,  
9, St. James Square  
EDINBURGH  
ESTABL. 1826



Medals Won by Mackie at Edinburgh University; Obverse. (Originals in possession of Mrs A. Mackie.)

fault but also to indicate their advantages. Laurie represented the best of the more conservative thinkers while his successor, Dewar, tended towards a progressive philosophy, being an admirer of John Dewey.<sup>10</sup>

Of Mackie's accomplishments while at Ferry House, Mr. Paterson, the Rector, wrote this glowing report:

"As a teacher, Mr. Mackie takes rank as one of the best of his year. During his work in our Practising School, no one has received marks from the Masters these classes he taught so uniformly high. They are indeed in every case the highest as given or those next to it. All his lessons were laid out with singular intelligence and were taught with unusual brightness, attractiveness and success. ... Mr. Mackie's ... natural ability, high professional qualifications and excellent character give promise of a career of once successful and useful in the highest degree."<sup>11</sup>

Concurrently with the Training College work which Mackie concluded with such distinction, he took the Arts Course at the University of Edinburgh, and graduated as Master of Arts in April, 1899. His brilliant academic quality was again evidenced in that he not only graduated with First Class Honours in Philosophy, but he gained the following impressive list of distinctions:

<sup>10</sup> A. Dewar, Martyrdom and the New Humanitarianism: London: Longmans, Green and Co., 1914, in which he freely quotes from Dewey's "Educational Essays" and refers to Dewey as an "exponent of the new spirit." p.3.

<sup>11</sup> Free Church Training College, Ferry House, Edinburgh: Reference written for Alexander Mackie by H. Paterson, Rector, in July, 1899. Mackie Family papers. See Appendix 2.

Librarian  
E. R. S. FIFOOT, M.C., M.A., A.L.A.



EDINBURGH UNIVERSITY LIBRARY  
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EDINBURGH, 8  
Telephone NEWington 1011  
16th May 1966

Dear Mr. Baillie,

Thank you for your letter of the 9th May.

I have found the following data about Alexander Mackie in our records;

He was ten years at Daniel Stewart's College and then for four years he was a pupil teacher at Canon Mills Primary School, Edinburgh.

He entered the University in 1896 taking Senior Mathematics under Professor George Chrystal. He received a Second Class Certificate for his work in the class.

In 1897-8 he took Moral Philosophy under Professor James Seth and was fifth in the class and a prizeman. He got a First Class Certificate (over 75% of marks). In the same year he took Professor S.S. Laurie's class in the Theory, history and art of education. In this class he took 13th place and got a First Class Certificate.

I did not notice his name in the merit lists for 1898 - 9 but in the following year 1899-1900 he took Logic and metaphysics under Professor Andrew Seth Pringle Pattison (advanced class) and in this class he took first place winning the medal and the Bruce of Grangehill prize (£20). He graduated M.A. with 1st class honours in philosophy in 1900.

I regret that our archives do not contain any essays or other work done by Mackie in his student days but I will pass your letter on to Daniel Stewart's College who will no doubt let you know if they have anything relevant to your study.

Yours sincerely,

*Charles Finlayson*

Charles Finlayson.

Facsimile of letter from Charles Finlayson, Keeper of the Manuscripts, Edinburgh University, to the writer.



First Class Certificate in the Education Class (12);  
 First Class and Medal in the Honours Class in  
 Metaphysics and also in Moral Philosophy; Medal  
 and Merchant Company's Prize in Political Economy;  
 Bruce of Grangehill and Falkland Prize in  
 Philosophy.<sup>12(a)</sup>

Such a fine record speaks for itself. The outstanding ability of a scholar so highly regarded by his University Professors as to warrant the award of three medals and other prizes, needs no further comment. In the following Chapter the influence of Mackie's university training upon the development of his own philosophy will be discussed more fully.

Having completed his University training, Mackie launched upon a career as a teacher - a career which was to reach its pinnacle when he became Principal of the Training College and later Professor of Education at the University in Sydney. That he was academically well qualified for the teaching profession is indisputable and references already considered testified to his ability as a practitioner. The young scholar continued to develop as an instructor and his educational experiences during the next few years were broad and varied, giving him an insight into the abilities and needs of children of all ages, and of young adults undertaking professional training. The first school in which Mackie served after

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<sup>12</sup> This was Professor Laurie's class.<sup>12(a)</sup> Edinburgh University Library: Letter to the writer from Charles Finlayson, Keeper of Manuscripts, on May 16th, 1966.



Alexander Mackie at Graduation, University of Edinburgh, 1900; ( From portrait by R.S. and W. Forrest. Original in Mackie Family Papers.)

graduation was a secondary school, the High School, North Berwick, where he was mainly concerned with classes in English and Mathematics, preparing pupils for the Leaving Certificate Examination. Once again one of Mackie's superiors was prepared "to testify to the earnestness and success that attended his efforts in all the work he took up. ... His wide knowledge, his excellent methods of teaching and his vivacity of manner which made him a most valuable assistant."<sup>13</sup>

Mackie's stay at North Berwick was very short. The Edinburgh School Board appointed him as an assistant to the Broughton Public School on the 4th July, 1900. His salary was a mere £35 per annum with the prospect of rising to £140.<sup>14</sup> Such remuneration for a man of Mackie's academic background and practical ability was woefully inadequate but Mackie was pleased enough to accept the position for he knew Darroch wanted him to fill yet another - that of tutor in the class of Logic and Metaphysics at the University. Partly as a consequence of the work done in these classes, the young instructor was honoured in April, 1903, by being elected to the

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<sup>13</sup> High School, North Berwick: Reference written for Alexander Mackie by Thos. S. Glover (Rector). June 18th, 1902. Mackie family papers. See Appendix 2.

<sup>14</sup> Edinburgh School Board: Letter of appointment to Alexander Mackie from James Arnot: July 4th, 1900. Mackie family papers. See Appendix 2.

Hamilton Fellowship in Philosophy in the University of  
 15  
 Edinburgh.

By the time this honour had been bestowed upon Mackie he was engaged as a University lecturer in the University College of North Wales, Bangor. It was in December, 1902, that he took up his duties as Assistant Lecturer in Education and his brilliance was soon to be recognised at North Wales for in April, 1903, he became Assistant to the Professor of Philosophy, while at the same time continuing his work in the Education  
 16  
 Department. The work in both departments was excellent preparation for the position Mackie was to fill in New South Wales; the work in the Philosophy Department, for any educational leader must have a sound philosophy upon which to base his practice, and the experiences in the Education Department at North Wales were most useful to Mackie from a practical standpoint. These experiences included the giving of lectures on the theory and practice of teaching, conducting criticism lessons and supervising school practice teaching. During the 1904-1905 session, while the Professor of Education, Professor Green, was absent in Germany, Mackie acted as tutor to the men.

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- 15 University College of North Wales, Bangor: Letter of application from Alexander Mackie to the Hon. T.A. Coghlan, I.S.O., Agent General, New South Wales. March 9th, 1906. Mackie family papers. (See Appendix 1.)
- 16 University College of North Wales, Bangor: Testimonial supporting Mackie's application. October 10th, 1905. Mackie family papers. (See Appendix 1.)

students in the Day Training Department of the College and was responsible for the general direction and supervision of their work.<sup>17</sup> On the Professor's return he wrote appreciatively of the achievements of his young colleague, "... he has discharged his responsible duties with all the force and tact of which one knew him to be possessed."<sup>18</sup> It was at this time that Mackie became aware of an advertisement inviting applicants for the position of Principal of the Sydney Training College for Teachers.

Much depended upon the choice of the man to head the new College at Blackfriars, and the position was advertised in Australia, Great Britain, New Zealand and the United States of America.<sup>19</sup> The Public Service Board announced a list of names as a committee to interview candidates in Great Britain. The committee consisted of Professor Adams, the Professor of Education of London University; Mr. John Struthers, the Chairman of the Board of Education for Scotland; and Mr. Graham Wallas who was Chairman of the London County Council Sub-Committee on the Training of Teachers.<sup>20</sup>

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17 Ibid.

18 Ibid.

19 See "Report of the Minister of Public Instruction", 1905. Govt. Printer, Sydney. P.7 and p.30. (Dr. Harris, Commissioner of Education at Washington, was asked to consider any applications from America.)

20 Ibid. Also see "The New South Wales Educational Gazette", Vol.XVI, No.4, p.65. Sept. 1st, 1906.

On the 9th March, 1906, a letter of application for the vacancy and an attached set of testimonials were sent by Alexander Mackie to the Agent General for New South Wales. His testimonials were from a large number of eminent scholars and professors and were all most laudatory in substance. <sup>21</sup> They refer to his magnificent academic record, his brilliance as a teacher, his ability as an organizer, his development of personal culture, high principles and broad sympathies. It is important also to notice that many of Mackie's referees testified to his pleasant manner, his tactfulness in dealing with others and his sound common sense. Later there were to be some in New South Wales who would contend that such an assessment of Mackie's personality was biased but the fact remains that many who worked with him and knew him intimately during these early years testified to his personable nature. Their opinions were apparently endorsed by the Selection Committee for, although they selected three applicants from the considerable number in England, they especially recommended Mackie to the favourable consideration of the Public Service Board and expressly made the supporting statement that "he possessed great tact, ability, and a winning manner; great organising power, and, in fact, a

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<sup>21</sup> See Appendix 1.



combination of qualities and abilities of the highest  
<sup>22</sup>  
 order."

As well as the applications received in England for the position, there were two from New South Wales and several from Victoria and New Zealand. No applications were received from the United States of America. All applications were carefully considered but the final choice was the man so highly recommended by the Selection Committee in England.<sup>23</sup> Alexander Mackie, at the youthful age of thirty, was to assume the tremendous responsibilities of the Principal's post at Sydney Training College. In spite of the brilliance of his past record, the wisdom of choosing such a young man for such a responsible post must be questioned. Was he really ready? Personal attributes, academic background and professional experience seemed to be all in his favour, but how much had such background and experience resulted in the development of a sound, practical philosophy of education so necessary for a man who was to be not merely the first Principal of the Sydney Training College, but the first Professor of Education in any Australian University?

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<sup>22</sup> "The New South Wales Educational Gazette," Ibid. P.65.

<sup>23</sup> See opposite Mackie's qualifications listed on the Public Service Board "Schedule of Applications." Original in the Mitchell Library, Sydney. (State Archives.)



CHAPTER IIIINFLUENCES IN THE DEVELOPMENT OF THE EDUCATIONAL IDEASAND PHILOSOPHY OF ALEXANDER MACKIE

"Before we can educate we must have an ideal, a thought of the finished product of our educating. We have to ask ourselves to what end, for what purpose we are educating, and this end or purpose constitutes our educational ideal. If the possession of ideals is the indispensable pre-condition of a successful artist, they are in almost the same degree necessary for the successful teacher."<sup>1</sup>

Mackie: "The Educational Ideal."

Thus wrote the twenty-two years old Alexander Mackie in an essay submitted at the University of Edinburgh in 1898. It is discernible in his statement that, from the very beginning of his academic and professional career, Mackie had a remarkable maturity of outlook and clarity of vision. Many teachers, even today, spend their lives concerning themselves with details of lesson content and with methods and procedures for the delivery of such content but never consider the real purpose or end of education. This is a sad commentary, for the methods used, and indeed the content of lessons presented, should be based upon a clear notion of what one expects education to be doing. The conception of an ideal, an end purpose, will alone give real meaning to the activities of the educator.

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<sup>1</sup> A. Mackie, "The Educational Ideal", Essay submitted on 25th November, 1898, University of Edinburgh, p.3. Original in Mackie family papers.

The contention that teachers should have an ultimate end in view when pursuing their life's work was basic to Mackie's philosophy - a philosophy which was early expressed in essays at Edinburgh and one which developed with greater maturity and experience but did not change to any marked degree throughout his lifetime.

Mackie always maintained that teachers should have a clearly formulated philosophy of education, enabling them to define aims, determine procedures and methods and be a yardstick for periodical reviews of work done and standards reached.<sup>2</sup> He did not, however, make the error of arbitrarily expounding his own philosophy without a full consideration of the knowledge available in the field of education. It is submitted that the possession of an ideal is a basic prerequisite for any philosophy. When discussing the development of such an ideal, Mackie pointed out that it could not grow up in vacuo but that three factors would have to be taken into consideration. They are: a study of the past and its ideals, practices and aims; a study of the ideals and knowledge of the present; and reflection upon what ought to be our future aims and procedures, allied to a notion of a developing individual in a developing society.<sup>3</sup> In many essays, articles and addresses Mackie expressed his ideas about each of these areas and it is by considering those

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<sup>2</sup> D.V. Coutts, "The Ideas and Influence of Professor Alexander Mackie," The Forum of Education, Vol.XIV. No.3. April, 1956, Alexander Mackie Memorial Number, p.133.

<sup>3</sup> A. Mackie, "The Educational Ideal," op.cit., p.7.

expressions that one is able to grasp a clear image of Mackie's own ideal and philosophy and come to conclusions about the influences which aided in their development.

In his essay, "The Educational Ideal," Mackie made a clear distinction between education for culture and education for utility, tracing their development in educational thought.<sup>4</sup> He came finally to the decision that a sound education should embrace both and he argued that such an education had not existed in the past. Although it will be shown Mackie owed a great debt to the Greek philosophers (especially Plato) he nevertheless considered the Greek intellectual ideal was too narrow in its conception, embracing only the privileged few.<sup>5</sup> The Romans, on the other hand, were Mackie's first example of a people possessing a basic utilitarian philosophy. "The Roman's highest ideal was activity, - making laws, making roads, leading armies and colonising savage countries."<sup>6</sup> Such an ideal was also unacceptable, Mackie argued, because it gave little place to education for culture.

Further tracing the history of cultural and utilitarian ideals, Mackie indicated an antithesis in the training of the monk and the training of the knight in the Middle Ages. The self-restraint practised in the cultural training of the former was so complete, Mackie claimed, that

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<sup>4</sup> Ibid., pp.8-12.

<sup>5</sup> Ibid., p.9.

<sup>6</sup> Ibid., pp.9-10.

it finally broke down. In the utilitarian training of the latter, he argued, there was often a lack of moral fibre.<sup>7</sup> An attempt by the early humanists to combine moral training with literary culture ended, Mackie considered, with literary culture becoming the supreme end.<sup>8</sup>

Mackie felt that the two contrasting ideals of culture and utility persisted to the present day, the former coming to us directly from the Renaissance and the second being greatly influenced by the Industrial Revolution. The former aimed at an education which trained to an appreciation of the beauty of literary and artistic forms, and the thoughts embodied in the language. The latter, Mackie claimed, "limited itself to adapting a man to the state in which he happens to be born,"<sup>9</sup> making him a mere instrument for the purposes of the State then in existence. Neither ideal considered did Mackie acknowledge as being adequate. He submitted that "even if we define culture as 'the knowledge of the best that has been said and thought in the world' it will be found insufficient as a supreme ideal of education."<sup>10</sup> A supreme ideal, he contended, must be one that may be applied to all. Culture, so defined, could be the possession of only the few and as such is restrictive and undemocratic as a general educational ideal. This, Mackie argued was too

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<sup>7</sup> Ibid., p.10.

<sup>8</sup> Ibid., p.10.

<sup>9</sup> Ibid., pp.10-11.

<sup>10</sup> Ibid., p.11.

aristocratic, making no provision for "the toiling masses"<sup>11</sup> and the claims of utility.

On the other hand, Mackie considered education for utility was inadequate as a supreme ideal because it took into account only material well-being and ignored the cultural heritage of the past. It was a limited ideal in this respect and also in the fact that it made little allowance for the future possible development of the individual within a developing State. The individual was trained as an instrument of the State as it existed and not as a man - an individual citizen, capable of contributing both to the present and to future progress and development as well. Mackie's arguments concerning the relationship of the individual to the State will be fully considered in the following chapter but it should be recognised at this point that he judged utility and culture as being complementary. One without the other was, he<sup>12</sup> maintained, inadequate.

Although Mackie concluded there had been, in the past, little synthesis of the two ideals discussed, the educational thoughts of the Greeks, and especially the philosophy of Plato made a profound impression upon him. He declared that "in educational theory, the Greek statement and the proposed solution have never been surpassed," and that Plato's "Republic" was the best expression of the most outstanding

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<sup>11</sup> Ibid., p.12.

<sup>12</sup> Ibid., p.12.

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features of the Greek philosophy. One significant feature of the Greek State was the unity of the individual and State interests. It is from the Greek example that Mackie developed his own thesis of the unity of individual and State, the welfare of each depending upon the welfare of the other.<sup>14</sup>

The Greek of Plato's time could not conceive of the individual as having any life or interests apart from the life and interests of the State and so there was no opposition between the notion of educating the man as a man, or individual and educating him as a citizen. "In fact," stated Mackie, "the individual could only reach his highest development in the State. Thus it is that the end of education with the Greeks is always the production of the good citizen. This is the function of the State and of education proper. The perfect citizen in the perfect State is the completely developed man."<sup>15</sup>

The unity of the individual and the State was later broken down, owing to the influence of the Epicureans and, to an extent, the Stoics. The former contributing to the decay of the State by undermining Greek solidarity and loyalty. They taught the notion that the pursuit of individual happiness was all that really mattered.<sup>16</sup> The Stoics, by

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<sup>13</sup> A. Mackie, "Plato's Theory of Education and its Relation to Modern Educational Practice," Essay submitted in 1898, University of Edinburgh, p.1. Original in Mackie family papers.

<sup>14</sup> See A. Mackie, "The Elements of Welfare," Studies in Education, Sydney: Teachers' College Press, 1932, p.20ff.

<sup>15</sup> A. Mackie, "Plato's Theory of Education and its Relation to Modern Educational Practice," op.cit., p.3.

<sup>16</sup> S.E. Frost, "Ideas of the Great Philosophers," New York: Barnes and Noble, Inc., 1958, p.206.

ОБЩЕСТВО  
ЭКСПЕРИМЕНТАЛЬНОЙ  
ПЕДАГОГИКИ.

—  
С.-ПЕТЕРБУРГЪ.

Владимірскій пр., д № 7.

22 Dec. 1914.

№ 895

Dear Sir,

I have the honour to inform  
you that at a General Meeting held  
in Petrograd on the 14 Nov. 1914 you  
were unanimously elected an honorary  
Member of the Society of Experimental  
Pedagogy.

I am,  
Dear Sir,

yours very truly

Professor A. Mackie, M.A.,

University

Sydney

Australia

Prof. A. Netschajeff,

President.

Facsimile of letter from Professor A. Netschajeff.  
President of Society of Experimental Pedagogy, to  
Mackie; (Original in Mackie Family Papers.) Vide infra., p.91.

contrast, taught that the individual must subordinate his interests to the interests of the State, which dominates him completely.<sup>17</sup> To Mackie, the earlier notion of Plato's time was the one to be accepted.

It is evident from a reading of Mackie's early essays that Plato also impressed the young scholar by his willingness to struggle for psychological truths.<sup>18</sup> Plato did not have the benefit of modern objective practices of experimental psychology, but he did strive to find an answer to questions men are still wrestling with today. Paramount among these was the problem of explaining the relationship between pure mind and pure matter. Plato tried to show how such opposites could have a connection. His explanation in mythical form is not satisfactory but it remains a problem which has not been satisfactorily answered even to the present day.<sup>19</sup> Although Plato was unable to solve this problem, he did grasp the psychological truth that the mind, or "soul" as he called it, is a living thing capable of decision and not just a "dark chamber" or "tabula rasa". Mackie was impressed by Plato's conception of the mind as a living, active organism needing to be stimulated in order to develop. He declared that teachers, therefore, must consider education as something

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<sup>17</sup> Ibid., p.207.

<sup>18</sup> A. Mackie, op.cit., p.7 and S.E. Frost, op.cit., p.260.

<sup>19</sup> S.E. Frost, op.cit., p.260. (Plato, according to Frost, says that the mind was existing, in its pure form, on a star. Possessed with a desire for the world of sense, it became imprisoned in a body and forever afterwards seeks to free itself from the body and return to a star.)



greater than just

"... the filling of a blank sheet (the mind) with facts. The child's mind is then thought to be passive while a stream of knowledge is poured in. Hence arise the evils of cramming and rote memory. Some consider that the facts can be hammered in. But we must get rid of all such false and misleading analogies. The mind must be thought of as an organism, a living, developing something."<sup>20</sup>

According to Plato there should be a harmony or balance between "gymnastic" and "music" if the perfect life is to be realised. "Gymnastic" had to deal with diet and exercise, while "music" for Plato, included literature, music and the fine arts. In general Mackie agreed with Plato in the notion that the balanced development of the individual was to be encouraged, and in Plato's contention that men were different by nature and that differences in ability should be recognised in the educative process.<sup>21</sup> He was especially impressed by Plato's arguments for surrounding the pupil with beauty. Mackie, in quoting Plato, says that this, too, should be our aim:

"Ought we not to seek out artists who by the power of genius can trace out the nature of the fair and graceful, that our young men, dwelling as it were in a healthful region, may drink in good from every quarter, whence any emanation from noble works may strike upon their eye or their ear, like a gale wafting breath from salubrious lands, and win them imperceptibly from their earliest childhood into resemblance, love, and harmony, with the true beauty of reason'."<sup>22</sup>

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<sup>20</sup> A. Mackie, op.cit., pp.7-8.

<sup>21</sup> cf., S.E. Frost, op.cit., p.236, who agrees with this when he writes, "... Plato believed that men were by nature different ...".

<sup>22</sup> A. Mackie, op.cit., p.8.

In claiming that this should be the aim of today's educators, Mackie declared that we should improve the environment of the schoolroom "by means of pictures and objects of art."<sup>23</sup>

To summarise, then, Mackie believed Plato's theory of education, as expressed in his "Republic" to be fundamentally correct when Plato insisted upon the unity of the interests of the individual and the State. He was especially impressed by Plato's search for psychological truths and his notion of the mind as an active organism and not merely a slate to be filled. Finally, he was inspired by the Greek philosopher's expression of harmonious balance in the development of the perfect individual.<sup>24</sup> The depth and permanent quality of Plato's influence upon Mackie may be judged when, seventeen years after writing his university essay "Plato's Theory of Education and its Relation to Modern Educational Practice", Mackie presented a paper entitled, "The Training of Teachers in New South Wales", in which he stated:

"The ideal so perfectly expressed by Plato must still be our controlling aim, namely, to surround the child in his earlier years with those influences which society judges to be healthy for body and mind, in order that beliefs and opinions may become ingrained in conduct, while, however, so training the understanding that at a later stage it may be fitted to criticise those beliefs and opinions and, if necessary, rebuild the intellectual and social structure in accordance with them."<sup>25</sup>

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<sup>23</sup> Ibid., p.9.

<sup>24</sup> See also A. Mackie, "Education for Work and Leisure," Studies in Education, Sydney: Teachers' College Press, 1952, p.421.

<sup>25</sup> A. Mackie, "The Training of Teachers in New South Wales", Sydney: Government Printer. 1915. p.14.

It will be recalled that Mackie contended each teacher's educational ideal should be decided upon only after an examination of the past, the present and reflection upon the future. His own consideration of the past and our inheritance from it has been discussed. When educational theories and forces during Mackie's own time are contemplated - especially those popular during his formative University years - it is found that this was a period remarkable for tremendous educational activity, both in Europe and America. The philosophies of Rousseau, Pestalozzi, Froebel, Herbart and later the ideas of Maria Montessori, and of Dewey and the Progressives in America were all being examined and practised in an environment of a new scientific awakening. The work of Montessori and Dewey, insofar as each influenced Mackie will be discussed at a later stage. The earlier philosophies of Rousseau, Pestalozzi, Froebel and particularly Herbart must be considered now, as being possible influences upon Mackie while still at University.

In 1762 Rousseau had published his "Social Contract" and his "Emile", each being an uncompromising attack upon social conditions while the latter condemned prevalent educational methods. In both publications Rousseau brought the individual to the forefront and emphasised the importance of individual, as opposed to society, needs. <sup>26</sup> Pestalozzi,

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<sup>26</sup> S. Lasker, "Herbart", an address delivered at the Public School Teachers' Conference, 2nd July, 1903, The Australian Journal of Education, Vol.1, No.3, September 1st, 1903, p.16.

Froebel, and Herbart were to further develop Rousseau's ideas and to "erect an (educational) edifice to take the place of the one Rousseau had rased to the ground."<sup>27</sup>

To Pestalozzi, the teacher was seen as a careful gardener, whose task was to so arrange the external conditions that the child was able to learn by direct, individual experience. "Sense-knowledge and not word-knowledge was to be the object of the new education."<sup>28</sup>

From Pestalozzi the "direct" method and "object" lesson developed and these were dominating approaches at the turn of this century. Furthermore, the wise teacher uses the fundamentals of the object lesson today - to a more limited degree, of course. There is no "faculty" for observation, but there is a capacity to observe, and this capacity can and should be developed within the child in such lessons as Natural Science study lessons.

While agreeing with Pestalozzi that the child should be allowed to grow according to natural laws, Froebel, in his "Kinder garten" took into account the fact that the child was not merely an individual but was a member of a group. Social participation, group work and regard for other individuals were all stressed in Froebel's school as well as individual development. At the beginning and end of each day

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<sup>27</sup> Ibid., p.16.

<sup>28</sup> Ibid., p.16.

Froebel arranged the children in a circle, symbolising the importance of the group and the notion of individual participation.<sup>29</sup> Thus Froebel recognised the problem of trying to reconcile in an educational philosophy and in practice, the seemingly opposed claims of educating the child as an individual and educating the child as an element in society. Montessori, Dewey and Mackie were each to face the same problem and to answer it in individual ways.

Johann Friedrich Herbart was born in 1776 in Oldenburg, Germany. A pupil of Fichte and a student of Kant's philosophy, Herbart developed his own philosophy of education and his statements were to have far-reaching results. Herbartianism was the outstanding influence - the guiding spirit - of education on the Continent and in America at the turn of the century. Herbart's ideas were by then being disseminated by such educators as Sir John Adams, in England, and De Garmo and the McMurry brothers, who had returned to America from Germany, anxious to spread the Herbartian philosophy and psychology of Ziller, Rein and Stoy.<sup>30</sup>

The various Herbartians mentioned did much to re-define and extend the original statement of Herbart. As the movement was one with which Mackie came into close contact its principal observations deserve some consideration here.

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<sup>29</sup> S.E. Frost, op.cit., p.251.

<sup>30</sup> I.L. Kandel, "Twenty-Five Years of American Education", New York: MacMillan, 1924, pp.60-61.

What, then, was the basic psychology of Herbart himself and how were his ideas developed by the later Herbartians?

Herbart believed that the "soul" (mind) is a simple reality, possessing no innate faculties. Indeed, on its more negative side, the Herbartian psychology was directed against the old "faculty" theory. According to Herbart, the "soul" is at first a simple, distinctionless unity with only the power to react upon impressions, but, through a three-fold process of fusion, arrest and complication, the soul gradually develops distinct and differentiated "apperception masses" which act as a total force in the fusion with, or repelling of, further presentations. Apperception masses thus result from the fusing of ideas or impressions according to their degree of similarity. The rising in consciousness of one of the ideas in an apperception mass, leads the rest of that apperception mass to rise in vividness also. The whole of the mass will then assimilate any newly-presented ideas related to it, or repel others.

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It is not difficult to see the implications of Herbart's psychology in the development of teaching methods and techniques. The notion of assimilation by apperception masses led directly to the establishment of the principle of recalling and relating previously-learned material with newly-presented

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31 A. Darroch, "Herbart and the Herbartian Theory of Education. A Criticism," London: Longmans, Green and Co., 1903, pp.11-19.  
and S. Lasker, op.cit., p.16.  
and J. Davidson, "A New Interpretation of Herbart's Psychology and Educational Theory through the Philosophy of Leibniz," Edinburgh and London: William Blackwood and Sons, 1906, pp.72-79.

facts or ideas, while the conception of an apperception mass as a bundle of like ideas or presentations led to the development of techniques involving the correlation of subjects.

Relating the idea of fusion to the problems of curriculum construction, De Garmo set out to plan a curriculum that would establish a "circle of thought," and in doing this he formulated a set of principles to be followed. These were: child readiness; sequence of parts of a study; organisation of subjects into major fields of study (e.g. science and the correlation of like subjects to secure "interest"); the pursuit of knowledge and the development of character.<sup>32</sup>

Ziller, too, took Herbart's theory of the role played by apperception masses in the assimilation of new ideas as his starting point, and then developed his curriculum based upon the "concentration of studies." This concentration of studies was meant to lead to the development of the child's mind according to ethical principles. The ideas, or "concentrating foci" were to be so arranged that they agreed with the stages of apperception - or the "natural" development of the child's mind. The arrangement was also intended to agree with the "natural epochs" concept, which claimed that mankind in its development had passed through certain stages of moral development and that the child, in an analogous way,

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<sup>32</sup> C. De Garmo, "Most Pressing Problems Concerning the Elementary Course of Study," 1st Yearbook of National Herbartian Society, 1895, p.11.

passes through the same stages.

Ziller's curriculum was composed of his "concentrating foci", or centres of interest, around which other studies were concentrated. Such other studies included geography, natural sciences and mathematics. The classics, which were to form the basis of Ziller's curriculum were:

Year 1 : Grimm's Fairy Tales

Year 2 : Robinson Crusoe

Year 3 : Legends

Year 4 : Sagas

Year 5 : Selection from the Old Testament

Year 6 : The Study of the Prophets and the  
Life of Christ

Year 7 : The Life of Jesus and the Apostles.

The curriculum would then culminate with a study of the Reformation.<sup>34</sup> It was Ziller, too, who developed a definite method for the teacher to employ when presenting material. Once again, this method is based upon the "apperception masses" principle. Known as the "five formal steps," Ziller's method comprised:

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<sup>33</sup> T. Ziller, "Grundlegung Zur Lehr vom erziehenden Unterricht," 2nd ed. p.455, (quoted by G. Weiss, "Herbart und seine Schule," Muenchen: Verlag Ernst Reinhardt, 1928, p.244.

<sup>34</sup> W. Rein, "Grundlagen der Paedagogik und Didaktik," Leipzig: Quelle und Meyer, 1919. (a detailed plan of studies based upon Ziller's ideas appears at the back of this book).



- a) Analysis: This step involves the recall of previously-learned subject matter which has relation to the new material the teacher aims to present.
- b) Presentation: In this step the new material is clearly presented by the teacher.
- c) Association: Following the notion of "apperception masses" the new material is compared with the old and likenesses and differences are noted.
- d) Generalisation: This is a consolidation step in which likenesses and differences are given statement in some definite form.
- e) Method: This final step involves the application of the new knowledge in some practical way, in order to consummate the process. 35

The question as to what extent the work of Herbart was being expounded at Edinburgh University at the time Mackie was a student there should now be considered. He came immediately under the influence of Simon Somerville Laurie, the Professor of Education and a fine administrator. Laurie was a philosopher who had achieved wide fame through his many writings but there seems to be some disagreement as to whether or not he subscribed to the Herbartian philosophy. Davidson, in the preface to "A New Interpretation of Herbart's Psychology," refers to Laurie as "his old chief" and declares that both Laurie and Darroch evidenced "philosophical antagonism" to Herbart's educational theory",<sup>36</sup> while others link Laurie's name with the Herbartians.<sup>37</sup>

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- <sup>35</sup> A. Mackie, in an undated Method Lecture included in Sydney Teachers College Archives: Envelope marked "Professor Mackie - University Papers." It is interesting to note that the later development of this lecture included in "Studies in Education"(1932) as "The General Nature of Teaching" contains no reference to either Herbart or Ziller's five steps
- <sup>36</sup> J. Davidson, op.cit., Preface, p.VI.
- <sup>37</sup> S. Lasker, op.cit., p.16.

Darroch was openly critical of certain aspects of the Herbartian position but it is argued here that Laurie had not made a definite break from it. He had a regard for the Herbartians although he was not limited to a full acceptance of the Herbartian psychology.

Considered by some to be the most outstanding educationist in Scotland during the latter half of the nineteenth century, Laurie enjoyed an outstanding career as a teacher, writer, administrator and lecturer. In 1855 he was appointed Secretary of the Education Committee of the Church of Scotland and Visitor to the schools under the supervision of the church. A year later he was appointed "Visitor and Examiner of the Schools under the Dick Bequest."<sup>38</sup> Thus Laurie became the chief controlling force in the majority of schools in the country, enabling him in the next fifty years to greatly influence the course of Scottish education. In 1876 he founded the Association for Promoting Secondary Education in Scotland and through its activities helped to clear the way for the important Education Act of 1878, which advanced the cause of secondary education in Scotland.

It was one of Laurie's fondest wishes that Education would be recognised as a University subject and he persisted that this end should be obtained. Finally his tenacity

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<sup>38</sup> For an interesting account of the foundation and administration of the Dick Bequest, see A. Morgan, "Makers of Scottish Education," London: Longmans, Green and Co., 1929, p.140 ff.

prevailed and the first Chairs of Education to be established in any British University were instituted in 1876 at Edinburgh and Saint Andrews. Laurie's career was clinched by his appointment as the first Professor of Theory, History and Practice of Education in Edinburgh University.<sup>39</sup> Upon his appointment Laurie stated the aim he set before himself in these words: "The duty of a Professor is, I think, to give the students of the subject an ideal and also a method; but above all, to inspire them with a sense of the infinite importance and solemnity of their task."<sup>40</sup>

It is suggested that it was John Herbert that Laurie developed both the ideal and the method he mentioned on this occasion. Like Herbert, Laurie considered religion to be the foundation for a true educational ideal. Herbert had claimed:

"God, the real centre of all moral ideas and their limitless efficacy, the Father of men and Lord of the World should fill the background of history as the oldest, the first, present, to which all recollections, returning out of the confusion of life, must invariably come at last that it may rest, as in its very self, in the repose of Faith."<sup>41</sup>

Laurie's conviction in this matter may be judged when he declared:

"It is the business and duty of all who adopt what is called the 'profession' of education, to have some clear conception of the ideal up to which they train . . . a conscious and which they can express in words. It is, when you think of it, a very daring thing in you to profess to educate a human being.

<sup>39</sup> A. Morgan, op.cit., pp.195-201. (He appointed to the Chair at Saint Andrews was J.M.D.Meiklejohn.

<sup>40</sup> S.C. Laurie, "Institutions of Education," Edinburgh: Oliver and Boyd, 1899, p.7.

<sup>41</sup> J.H. Herbert, "Apocalyptic Revelation," quoted by Laurie in Institutions of Education, op.cit., p.7.

What are your credentials? It seems to me that one who stands before the world and professes to educate is guilty of an impertinence unless he can produce a commission, not from a university or college, but from God Himself." 42

Laurie further developed this religious ideal or purpose for educating, when he claimed, "The crown of the edifice of human thought, human life, and therefore human education, is religion ... Passages of Scripture, prayers and hymns should be committed to memory at all stages...." 43

With reference to the method Laurie propounded, it is again submitted he accepted, to a large degree, the principles laid down by the Herbartians. Several rules for the presentation of a lesson were proposed by Laurie and an ~~comparison~~<sup>examination</sup> of these "rules" or steps show a close resemblance to Ziller's formal steps. Laurie maintained:

- a) That nothing should be taught as an isolated unit but that by questioning and revision the teacher should "prepare the mind of the pupil, and then present the lesson with due regard to this preparation."
- b) The work should be presented "analytico-synthetically." That is subjects should be reduced to their elements and then built up again.
- c) "Follow the order of mind growth in educating" and
- d) "Extend the knowledge on the basis of the already known." 44

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42 S.S. Laurie, op.cit., p.8.

43 Ibid., pp.414-418.

44 Ibid., pp.273-281. This is but a brief summary of Laurie's statement on method. It should also be noted that Laurie's notion of the way the mind grows was not, in any way, connected with a "natural epochs" theory. It was a matter of growth by development from the known to the unknown.

In each of these "rules" Laurie closely adheres to the general Herbartian principle of assimilation. It is the final rule, however, that is the most significant, for it is in this statement that Laurie indicates his departure from the Herbartians, and incidentally, exposes the Achilles' heel of Herbartian psychology. The teacher's final step, according to Laurie, should be to "evoke the will of the pupil in acquisition and action"<sup>45</sup>. In considering the active will of the pupil an essential element in education, Laurie indicated a distinction between sensation and active reason. He still considered the process of "assimilation", in the Herbartian sense of the word, to be a good general guide, but he made the point that Man himself was something greater than a mere puppet and that "Reason and Will ... are outside and above the range of their mechanical activity."<sup>46</sup> Herbartians like Ziller had underlined the importance of the teacher; his preparation and presentation of material. So far as this writer has been able to discover, Laurie found no fault with this, but he went further than the Herbartians in that he indicated one must not forget the independent and active mind of the child. In summing up his convictions on this matter, Laurie wrote:

"While the rules suggested by the process of assimilation must be observed in a large spirit, we must always bear in mind that the distinctive character of the mind of the child is that it is a Will or Will-reason, itself seeking, by virtue of its form of activity - truth of fact and law and conduct." 47

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45 Ibid., p.281.

46 Ibid., p.289.

47 Ibid., p.289.

As Laurie was Alexander Mackie's first Professor of Education it is reasonable to assume the young student was influenced in his thinking by the great philosopher and teacher. It is very doubtful that Mackie ever espoused Laurie's religiously-based ideal as his own. Nevertheless, it was possibly from Laurie that he learned the importance of having an ideal - even though it differed from Laurie's. In the fine old philosopher Mackie could also see the wisdom of founding such an ideal upon the fullest possible knowledge - and that Mackie did believe an ideal should be held on such grounds has already been shown. Again, Mackie was to depart from Laurie's rather fixed ideas about method, but he discovered from Laurie the simple good sense of having a method in mind before attempting a lesson - and the necessity for sound preparation. In considering the Herbartians were wrong in not recognising the individual will and reason of each child, Laurie indicated the essential difference between stuffing a mind full of facts for mere after-reproduction and so disciplining the mind that it is able to reason for itself and this, too, was a lesson Mackie never forgot. Laurie's conviction in this matter is clearly shown in his book, "The Training of Teachers and Methods of Instruction":

"Go into a school where children are learning history, and you will find a huge black-board covered with the names of kings and battlefields, and an accumulation of dates that would provoke the laughter of every cultivated mind not depraved by working the system. As to grammar, we have not once met ... little girls

of seven with their slates covered with lists of nouns! As well might we ask them for lists of the fixed stars. ... and the Department ... requires the children to waste their valuable time in getting up the name of every insignificant locality in the county-localities which were unknown to inspectors themselves, although they had traversed the county again and again in the discharge of their duties, until they especially got them up for the sole purpose of torturing children and turning the study of geography into ridicule." 48

Such should not be our aim, Laurie declared. Rather it should be to "start the whole of their (the children's) intellectual and spiritual life into activity." 49 That Mackie grasped this lesson well may be judged from the following passage:

"The organization of instruction," declared Mackie, "and the methods of teaching will be so designed as to encourage the learner to independent thought on the subject matter he is studying. The amount learned may be less, but an independent attitude of mind, some power of critical judgement and of dealing with novel problems will be developed." 50

As the first Professor of Education at Edinburgh and as the institution of Chairs in Education had been largely the result of his insistence, Laurie felt it his duty to prove the worth of University training in teacher preparation - both in itself and through the intellectual contact students of education would have with others in the University. 51 In

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48 S.S. Laurie, "The Training of Teachers and Methods of Instruction," Cambridge: University Press, 1902, pp.125-126.

49 Ibid., p.128.

50 A. Mackie, "The Educational Needs of Today," Educating a Democracy, ed. W.G.K. Duncan, Sydney: Angus and Robertson Ltd. in conjunction with the Australian Institute of Political Science, 1936, pp.5-6.

51 A. Morgan, "Makers of Scottish Education," op.cit., pp.195-196. Morgan reports that it was owing to the good foundation he (Laurie) made that every male teacher and the majority of female teachers in Scotland now take full graduation courses at one or other of the Universities." p.196.

This aspect, too, he was an example which followed, for it was Mackie's fondest hope that education in New South Wales would one day reach the standard where every teacher would have University training. <sup>52</sup> It is an ideal that we have not quite discarded, even yet, and the ideal found early expression in the work of Simon Hemmerville Laurie.

The wisdom and experience of Laurie were so great an influence upon Mackie and education generally that much more could be said than is here possible. One further point, however, should be advanced. Mackie was always a great fighter for the rights of pupils and teachers in rural schools and here, too, the example of Laurie may be seen. In his writings, especially in his Reports to the Trustees of the Dick Bequest, Laurie sought to influence rural education in general, and especially to encourage higher secondary work in these schools. Not only would Mackie have been impressed by Laurie's statements but also by the fact that pupils of the Dick Bequest Schools performed very creditably in open competition. Both in his writings and in experiments in his Sydney schools, Mackie showed that he considered the problem of staffing rural schools and training the children in these schools to be one which should not be inadequately answered by appointing the youngest and most inexperienced teachers to bear the responsibilities.<sup>53</sup>

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<sup>52</sup> A. Mackie, "Training of Teachers," Schooling, Vol. III, No. 2, December, 1924, pp. 41-42.

<sup>53</sup> A. Mackie, "Rural Education", Schooling, Vol. III, No. 2, December, 1924, p. 36, and A. Mackie, "Educational Equality", Schooling, Vol. II, No. 1, September, 1923, p. 4.



In June, 1903, Laurie was succeeded as Professor at Edinburgh by one of his assistants and a former student, Alexander Darroch. Mackie studied and lectured as assistant under Darroch, and although Darroch's influence upon him does not appear to have been so extensive as that of Laurie, Darroch's ability as a lecturer, philosopher and writer made a contribution to the developing philosophy of Mackie - especially in his emphasis upon the importance of experimental psychology, in his assessment of Herbartian principles and practices and in his obvious regard for the work of the American, John Dewey.<sup>54</sup>

Even before his appointment as Professor of Education, Darroch's brilliance as an authority on the Herbartian Theory was recognised and he was invited by the Senatus of the Edinburgh University to deliver a public course of lectures entitled, "Herbart and the Herbartian Theory of Education".<sup>55</sup> These lectures were later published in book form and some consider it to be the most authoritative examination and criticism of the Herbartian statement ever made.<sup>56</sup>

Unlike Laurie, Darroch was not prepared to accept either the ideal or the psychology behind the Herbartian

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<sup>54</sup> A. Darroch, "Education and the New Utilitarianism," London: Longmans, Green and Co., 1914, pp.5, 9 and 15.

<sup>55</sup> A. Morgan, op.cit., p.212.

<sup>56</sup> Ibid., p.212.

statement. He was willing to acknowledge the Herbartian method for presentation of a lesson - but only as one possible method - not the only one, and even then on arguments other than those advanced by the Herbartians.

In considering the Herbartian ideal, Darroch maintained that it was invalid to bring to educational thought restrictive theological pre-suppositions. His ideal for education - and incidentally Mackie's also, was a much more pragmatic statement, concerning itself with the continual betterment of society but not towards some theologically pre-determined end. Laurie and Herbart agreed that the end of educating and the end of society were "to glorify God and enjoy Him forever." Darroch and Mackie argued there had to be an ideal for education but they did not express any views as to a definite or pre-determined end for man or for society. All they were prepared to assume was that man, educated to the fullest of his potential, could contribute towards a progressively better society.

The Herbartian psychology was condemned by Darroch because it was based only on empirical and metaphysical foundations. Darroch pointed out that empirical observation must be supplemented by careful experiment, so that "we may obtain a knowledge of the child's native endowment, and so be able to direct his education that he shall realise himself to the best advantage, and thus be able to perform

the service to society for which he is best adapted."<sup>57</sup>

Darroch also objected to the mechanical nature of the Herbartian psychology, declaring:

"We must conceive of the whole process as a blind, mechanical result effected on the soul and not by the soul (mind) ... and this logically leads to the idea that education is a mere mechanical joining of idea to idea, and that it is a process effected without the activity of the pupil." 58

On the positive side Darroch was in agreement with the Herbartians in their proposition that all knowledge should be a careful development of previous knowledge<sup>59</sup> and he was not opposed to the use of the five formal steps as a method, on the condition that the teacher made use of the stages "associating" and "systematising" the knowledge to develop and discipline the active mind of the child and not just as a "more refined and delicate" process of assimilation.<sup>60</sup>

Although Mackie's beliefs and practices cannot be related in a definite way to any influence upon him of Darroch, it is contended Darroch's example would have made some impression upon Mackie because of their close friendship and close working association. Certainly they had some ideas in common. With reference to the Herbartians, Mackie

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57 A. Darroch, "Education and the New Utilitarianism," op.cit., p.42.

58 A. Darroch, "Herbart and the Herbartian Theory of Education. A Criticism," op.cit., p.20.

59 Ibid., p.39.

60 Ibid., pp.109-110.

mentioned Herbart and the formal steps of Ziller in his lectures to students,<sup>61</sup> but only in an historical context. He was prepared to accept the method, but not exclusively. On a number of occasions he defended teachers and lecturers who used methods out of favour with inspectors and other "experts".<sup>62</sup> He did this on the ground that the results obtained were good and that no one method is necessarily any better than another. Mackie favoured any method which led to the realisation of a worth-while aim.

One special reference to Mackie and the Herbartians should be made at this point for the statement made in it suggests Mackie was exposed to definite and lasting Herbartian influence. In a paper delivered at Jena, H. Tasman Lovell, stated:

"Not only in America but also in Australia, the German influence has made its mark with regard to Education and Instruction. This influence has operated in part directly, in part indirectly. Directly, it works not only through Dr. Smith, Director of the Teachers' Training College in Melbourne, but also through Professor Mackie, Principal of the Teachers' College in Sydney. Both of them have spent some time in Jena. Indirectly the German influence in pedagogy has been experienced through numerous German, English and American writings." 63

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61 A. Mackie, "The Work of the Class Teacher," op.cit.

62 A. Mackie, Memo to the Under Secretary, 16th December, 1924, Sydney Teachers' College Archives: Letter Book, 1924.

63 H. Tasman Lovell, "Die herbartische Pädagogik in Neu-Süd-Wales, Australien," Pädagogischen Universitäts - Seminar zu Jena, Vol.XV., 1913.

Although there are no references to any experiences at Jena in the numerous letters Mackie wrote to his father, it is quite conceivable that he did make a short visit, or visits, there. Indeed one letter to Mackie from a close friend, Annie A. Chisholm, invites him to join "Robbie" and herself "somewhere in Germany this (1903) summer and spend a fortnight with us before taking up your duties in Jena."<sup>64</sup> It must be advanced, however, that visits made to Jena do not necessarily imply a full or even a partial acceptance of the Herbartian position. Certainly in the case of Darroch, this was far from being the consequence of trips there. He too, made visits to Jena but he indicated in a letter to Mackie that such journeys were motivated by purely academic interest and not from any desire to embrace the Herbartian cause. Indeed, in the same letter, he describes Herbartianism as a "disease" against which he had been "strongly inoculated," and he counsels Mackie to be especially on his guard at Bangor. "Take care," he warns, "that you do not follow the same example as your fellows. There is something in the atmosphere of Bangor that makes the disease prevail."<sup>65</sup>

On the pragmatic condition that "if it works then use it," Mackie considered the five formal steps admissible

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<sup>64</sup> Letter from Annie A. Chisholm to Mackie, 7th June, 1903: Mackie family papers.

<sup>65</sup> Letter from Alexander Darroch to Mackie, 9th June, 1905: Mackie family papers.

as a method, but he was no more converted to the Herbartian ideal and psychology at Jena than he was at Bangor, or by the "indirect" influences in New South Wales referred to by Lovell. Indeed, the empirical and mechanical nature of Herbartianism were unacceptable to Mackie who, in many articles showed he believed in an experimental approach. In this respect, too, Mackie and Darroch were in obvious agreement although it would not, perhaps, be correct to suggest a definite influence of one upon the other. It is more likely that they simultaneously welcomed the work of experimental psychology and saw its potential for the development of sound educational procedures. It is submitted, however, that Mackie went a step further than Darroch in that he not only studied and recommended to others the work of experimental psychologists, especially Professor Cyril Burt, but he carried out experimental work himself and would have done much more in this regard had reasonable facilities been made available. His work in this field was of a pioneer nature in New South Wales and it is interesting to note that it was recognised overseas. On the 2nd December, 1914, he received a communication from Petrograd, informing him of his "unanimous election" as an "honorary

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<sup>66</sup> E.g., A. Mackie, "Experimental Education," Schooling, Vol.III, No.4. May, 1920. and Chapter VI of this thesis.

<sup>67</sup> Ibid. and letter from Mackie to the Under Secretary, 30th October, 1918, in which he requested the establishment of a research scholarship in Experimental Education at the college and letter from Mackie to the Under Secretary, 16th March, 1926, in which he requested the provision of a school for experimental work. Records of the Department of Education: State Archives, Sydney.

member of the Society of Experimental Pedagogy."

It would seem that the influence of Darroch upon Mackie is limited to the influence which results from a close professional relationship, an obvious mutual respect and a similar outlook. Their relationship was more the relationship of contemporary educators than that of professor to scholar. It is suggested that their mutual regard and friendship strengthened them both in the determination of their philosophies, which were separate and yet similar. This similarity is seen when one compares the following two fundamental statements. Darroch's most definite statement of his philosophy is found in "Education and the New Utilitarianism," published in 1914. In it he stated:

"I propose ... assuming that the pragmatist furnishes us with the best working hypothesis for educational guidance ... I have called this pragmatic spirit, as embodied in a philosophic system, the new utilitarianism. 69 ... The main aim of the school should be to endeavour to secure the future social efficiency of the individual, not only in the carrying out of some particular duty and in the rendering of some particular social service, but also, if possible, so to educate him that he may aid in the advancement of society." 70

Consider once again Mackie's statement in "The Training of Teachers in New South Wales" and compare it with Darroch's.

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68 Letter from Professor A. Netschajeff, President of Society of Experimental Pedagogy, to Mackie, 22nd December, 1914: Mackie family papers. *Vide supra* facsimile of letter opposite p. 68.

69 A. Darroch, "Education and the New Utilitarianism," *op.cit.*, p.3.

70 *Ibid.*, p.9.

Mackie asserted:

"The ideal so perfectly expressed by Plato must still be our controlling aim, namely, to surround the child in his earlier years with those influences which society judges to be healthy for body and mind, in order that beliefs and opinions may become ingrained in conduct while, however, so training the understanding that at a later stage it may be fitted to criticise those beliefs and opinions and, if necessary, rebuild the intellectual and social structure in accordance with them." 71

The limited influence of Herbartianism upon Mackie has received our attention. The work of Rousseau and Pestalozzi would have strengthened his conviction of the importance of the individual in society and we know Mackie was prepared to accept as useful the "direct" method and the "object" lessons so popular when he first came to New South Wales. 72 Indeed, later in his career, he suggested the method was being "too much neglected in school, yet a form of teaching which results in very thorough and effective teaching." 73

It was, incidentally, the development of objects, or "educative toys" by Maria Montessori and their use in individual developmental object lessons which made Mackie such an early supporter of her work. The principles laid down by Froebel, coupled with the ideas of Montessori, were largely to guide the pioneer work done in Blackfriars

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71 A. Mackie, "The Training of Teachers in New South Wales," Sydney: Govt. Printer, 1915, p.14.

72 Interview granted the writer by Miss E. Skillen, "Milton" Convalescent Hospital, Roseville. 19th June, 1967.

73 A. Mackie, "The General Nature of Teaching," Studies in Education, op.cit., p.118.



Practice School, under the general head of Miss M. Simpson and with the encouragement and co-operation of the Principal of the College.<sup>74</sup>

Although many influences contemporaneous with Mackie's formative years could be asserted to have had some effect upon his thinking, it is intended to consider seriously only one more - the influence of the "Progressive" education movement in the United States. The close resemblance of Mackie's notions of individual - State welfare unity and a progressively developing society with the ideas of the Progressives in America must be examined. One must decide whether Mackie's ideas were influenced in a direct way by the work of Dewey, Kilpatrick and the other Progressives or whether his ideas were supported by their work but were quite independent of it.

It was in 1882 that Herbert Spencer made an impressive lecture tour in America. Already in his books "Social Statics" (1850) and "First Principles" (1862) he had become the great proponent of evolution to the American people and the teacher of what came to be known as "Social Darwinism." He introduced the notion that there is continual evolution in society and that this is natural and to be expected. He felt education would be most effective

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<sup>74</sup> E.g., letter from M.M. Simpson to Chief Inspector Dawson in which work being done in 1910 is outlined. Sydney: Records of Department of Education: State Archives, 8th December, 1910. and cf., letter from M.M. Simpson to the Under Secretary outlining a proposed course, for parents, on the Montessori Method being used at Blackfriars. Sydney: Records of Department of Education: State Archives, 13th March, 1917.

if it prepared for life as it is. Frank Ward, in "Dynamic Sociology" went a step further, declaring that the evolution of the mind gave man the power to direct change and not merely just be part of it. William James, in his "Talks to Teachers on Psychology," supported this notion. These men were the harbingers of the new, progressive movement in the United States and their ideas are similar to those asserted by Mackie.

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Perhaps the first of the practical teachers to adopt progressive methods in the United States was Francis N. Parker, whose "Talks on Pedagogics" (1894) outlined ideas which he had put into practice in several experimental schools. Dewey considered Parker's work to be of such significance that he called him "the father of progressive education." Perhaps the greatest worth, eventually, of Parker's work, was the interest it aroused in Dewey himself and in William Heard Kilpatrick.

In 1873 Parker became the superintendent of a school at Quincy, Massachusetts, and he introduced there changes in curriculum organisation and method that reflected the teachings of Pestalozzi, Froebel and Herbart.

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He later became principal of Cook County Normal School, Illinois and

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75 For an authoritative assessment of the Progressive movement in America, see L.A. Cremin, "The Transformation of the School. Progressivism in American Education 1876-1957." New York: Alfred A. Knopf, 1962.

76 S. Tenenbaum, "William Heard Kilpatrick," New York: Harper and Brothers, 1951.

there, too, he introduced educational innovations which were to gain for him an international reputation as a progressive educator.<sup>77</sup>

The Parker schools used a "form of education that can be described as fairly close to experiencing; he wanted everything taught in terms of sense experience. He wanted children to feel, smell, see, touch and taste things."<sup>78</sup> Of Parker's work, Kilpatrick declared,

"... he was the greatest man we had to introduce better practices in the country's schools. I would say now that he took Pestalozzi's ideas and improved and enriched them and carried them forward. He preceded Dewey, but Dewey came along with a much finer theory, a much better worked-out theory."<sup>79</sup>

One of the influences which helped Dewey arrive at his philosophy of education was the work being done by Parker and others in experimental schools. He displayed his interest in such work when he later had published "Schools of Tomorrow" and also when he set up his own "Laboratory School" in 1896. At this school he further developed his theories and arrived at a philosophy of education which was to be the subject of his later writings.

Dewey's "School and Society" was published in 1899 and in it he gave his answer to the cacophony of voices demanding educational reforms of every sort and variety. If traditional schools could not answer the community's needs,

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<sup>77</sup> Ibid., p.76.

<sup>78</sup> Ibid., p.76.

<sup>79</sup> Ibid., p.76.

then Dewey proposed

"making each one of our schools an embryonic community life, active with types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instrument of self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely and harmonious." 80

Here we have the key to Dewey's educational philosophy:

Education, he declared, should reflect society but at the same time provide for its improvement, its growth.

In "Democracy and Education", published in 1916, Dewey further refined his philosophy. In this volume he maintained that a democratic society should be prepared for, and even committed to, change so long as such change is organised intelligently and scientifically. A democratic society, he says, is "intentionally progressive" and he defines education in such a society as "that reconstruction or reorganisation of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience." 81

The thinking of John Dewey was to have a strong influence upon the life and work of the next outstanding educator in the story of the Progressive movement. This educator was William Heard Kilpatrick and he was to develop

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80 L.A. Cremin, op.cit., p.118.

81 J. Dewey, "Democracy and Education," New York: Macmillan, 1916, pp.89-90.

the "project" method for putting into practice Dewey's  
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 principles.

The similarity between the thinking of the American Progressives and the ideas expressed by Mackie are too close to be ignored. Perhaps it is not really important to know whether or not Mackie's ideas emanated more or less directly from them - so long as he was, in fact, a progressive thinker and educator. There are at least two reasons for doubting that Mackie's ideas and philosophy were offshoots of the American Progressive School:

First, Mackie's ideas of individual State unity and a progressively developing society were early expressed in his University essays, in which he acknowledges quotations from Fichte, Locke, Richter and even from lectures delivered by the Professors of his University. Nowhere is there any mention of the American Progressives. There would surely be no reason for such a young student to deliberately fail to acknowledge such a source. He did not then know that his ideas and work were to become significant. In any case it has been shown the source of Mackie's ideas was other than the Progressives.

Secondly, at the time of Mackie's University career the ideas of the American Progressives had enjoyed no

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82 S. Tenenbaum, op.cit., p.146.  
 and W.H. Kilpatrick, "The Theories Underlying the Experiment. Horace Mann Studies in Primary Education," Teachers' College Record, 1919, p.101.

influence in Great Britain. Herbartianism was still the popular study. In Dewey's "Educational Essays" the editor, J.J. Findlay wrote,

"Everyone who has followed the history of recent educational theory in Europe knows somewhat of the remarkable influence exercised, largely under the energetic leadership of Dr. Rein of Jena, by the disciples of Herbart. In England, as in the United States, the study of Herbartian pedagogy came as a kind of revelation. In 1890 scarcely any English teacher knew of Herbart's existence; by 1896 almost everyone in the Training Colleges was talking and teaching the new pedagogics." 83

Even if the reader still judges that Mackie's early ideas concerning his educational ideal places him in some debt to the Americans then it must be conceded that his final "welfare" philosophy was an independent statement. Had Mackie worked in America he would probably have become one of the shining lights of the progressive movement and would have been encouraged to experiment and report upon his work. But this was the great difference between Mackie and the American progressive educators. The Americans were able to put into practice, test, and further develop their ideas. For Mackie there were to be many frustrations and restrictions in a State which still bears the limitations of a closely centralised and directed system. For Dewey, world fame blessed his efforts. For Mackie it was to be a case of "a prophet is not without honour except ...."

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83 J. Dewey, "Educational Essays," ed. J.J. Findlay, London. Editor's Introduction, p.6.

In summarising the influences in the development of Mackie's educational ideas and his philosophy it might be said that from a knowledge of the work of Rousseau and Pestalozzi, Mackie gathered an understanding of the importance of the individual. Such an understanding was further developed and refined when psychologists like Burt impressed Mackie with their surveys and experiments about individual differences. Froebel had indicated the importance of considering the individual as an element in society and Mackie fully recognised this importance. It was from the Greeks, however, and especially from Plato, that Mackie culled ideas which led to the development of his own social and educational philosophy, a philosophy founded upon the notion of the unity of individual and State welfare.

Laurie influenced Mackie by stressing the part played in education by the will of each individual. In spite of his reluctance to break completely with the Herbartian idea of assimilation, Laurie emphasised the role of the conscious will of the child. The importance Laurie gave to the holding of an ideal founded upon sound knowledge was also fully appreciated by Mackie, although Mackie's ideal was somewhat different from Laurie's. In the work of his Professor, too, Mackie could see the desirability of university education for teachers and the importance of encouraging higher education in rural schools.

Although not a direct influence, the work of the American Progressives and of Alexander Darroch strengthened Mackie's own decision to adopt a pragmatic, experimental approach when examining educational problems. Mackie, Darroch and the American Progressives were in fundamental agreement that the education of a man to his fullest capacity contributes to the progress of a developing, democratic society and their opinions about the place of education in such a society were remarkably similar. However, it is stressed that Mackie, far from being a mere supporter of Dewey's ideas, had early developed a philosophy of his own. His philosophy and the educational theory to go with it, were clear-cut, detailed and forward-looking. It is submitted his ideas were as precisely-stated as any other progressive educator, and those ideas deserve a better fate than a dusty place on stack shelves and numbered memoranda in various archives.



CHAPTER IVFULL DEVELOPMENT - MAN AND STATE

Contemplation of the future, Mackie's third and vital factor in building an educational ideal implies consideration of the future society and the place of the individual within that society. The product of such contemplation becomes a guide to the educator whose task it is to prepare in the present the citizen for the future. In a dictatorship or bureaucracy, under Fascism or Communism such an exercise is not difficult. The purpose of education in each case is a limited one - to produce an instrument of the State. Democracy implies much more than this. It is a living, developing way of life in which each individual is allowed an equal voice and in which each person plays an integral part. It is a way of life which allows for change according to the will of the people and therefore they must be so educated that change will be synonymous with the progressive development of society. Such a way of life ascribes great power to the educators of the nation and, consequently imposes equally great responsibilities upon them. It is easy to indoctrinate. To educate for a true and developing democracy needs a further dimension in thinking. It demands faith in change and insight sufficient to educate in preparation for it.

The inherent difficulty in educating for a developing democracy lies in the fact that the educator must not impose

his own idea of some definite and "perfect" society upon his pupils. This would be a restrictive act and therefore a denial of democratic right. A developing democracy implies individual freedom and it was such a society that Mackie envisaged as his ideal. This is evidenced in the following statement:

"Democracy ... implies the conception of the intrinsic value of each individual. It is prepared to allow every one the opportunity of examining and forming an opinion upon any question - aesthetic, scientific, or political - and to give the right to hold and express his opinions so formed .... he must have the chance of the sort of upbringing that will cultivate and liberate mind and body, so that in the measure of his capacity he may be fitted for independence." 1

That such independence leads to change, Mackie considered in another passage:

"Since changes in life and structure are continuous, it is not enough to prepare the young for social life as it is. Each must be trained ... not merely to accept, but to criticise the social order, and to endeavour to make it a more fitting medium for the good life." 2

Mackie considered communities have been formed to promote the welfare of each of their members, but he argued that each individual could achieve his greatest potential only by participation in social activity. "The community exists," he declared, "to further individual welfare, but that welfare can only be realised in some form of social life."<sup>3</sup>

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<sup>1</sup> A. Mackie, "The Educational Needs of Today," Educating a Democracy, op.cit., p.8.

<sup>2</sup> A. Mackie, "The Purpose of Education," Studies in Education, op.cit., p.12.

<sup>3</sup> Ibid., p.17.

It might be suggested that Mackie was not giving enough emphasis to the claims of society but he argued that the aims generally advanced for education - even the "citizenship" aims, depended for their realisation upon the promotion of the welfare and happiness of individual pupils. Educators might claim they are striving for the development of moral character; or the fitting of the individual for life or livelihood; or the training of the child for citizenship. But Mackie stressed that one must go deeper than this and ask why education should be striving for any of these results. The answer to that question, he declared, must finally be in terms of welfare.<sup>4</sup> It was therefore incumbent upon Mackie to define what he meant by welfare and to show that such a definition agreed with his notion of individual - State unity, or the way the welfare of the individual is identical with the welfare of the State.

In order to define "welfare" Mackie divided it into five significant parts, or elements. The first of these was physical health and fitness of body. There are few who would disagree with Mackie that this a "good" and he is entirely consistent with his fundamental notion of individual-State unity. He points out that the physical health of the individual is a social as well as an individual "good." That the community does benefit from the good health of its

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<sup>4</sup> A. Mackie, "The Aims of Schooling," Schooling, Vol. II, No. I, September, 1918, p.7.

individual members has lately been emphasised by the Commonwealth and the New South Wales State Governments in their publicity and support for the booklet "Keeping Fit."<sup>5</sup> Mackie had driven home the same point when he declared:

"The person who enjoys good health and is physically capable attains a higher measure of welfare, and he is at the same time more effective as a member of society. Here, then, would be seen no disagreement between what is good for each and what is good for the community."<sup>6</sup>

While not suggesting the educator is solely responsible for the physical health of the juvenile population, Mackie regarded the school as being one place in which the conditions necessary for healthy life and growth should be met. He discussed the importance of good design in buildings, playgrounds and furniture. With reference to school lessons and occupations, he considered many to be "too sedentary." He then criticised the lack of "adequate opportunities for games, dances and the freer forms of play" in many schools and, while welcoming the introduction of medical inspection and treatment of children of school age, he deplored the fact that such inspections had "revealed to us a great mass of preventable ill health and physical defect."<sup>7</sup>

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<sup>5</sup> e.g. See the remark by A.J. Forbes, Commonwealth Minister for Health, "Keeping Fit," Commonwealth Government Printer, 1967. Although this book presents a plan for individual fitness, Forbes, on page iii of the foreword, stresses the national importance of individual health when he states, "... keeping fit is a national problem and should be of great concern to each of us."

<sup>6</sup> A. Mackie, "The Elements of Welfare," Studies in Education, op.cit., p.20.

<sup>7</sup> op.cit., p.21.

Within his general discussion about bodily health, it is of interest to note Mackie making reference to the inadequate equipment of public parks and school playgrounds. He continued by condemning the fact that "little has been done to provide trained supervisors and attendants."<sup>8</sup>

When discussing Mackie's element of "bodily health", Skillbeck has written, "Bodily health implies physical education, of which Mackie appears to have said nothing at all."<sup>9</sup> The reader is left wondering whether Skillbeck considered bodily health implied anything more than just physical education. It is here submitted that Mackie covered the matter of bodily health competently, and that he successfully linked his statement about it with his general notion of the unity of individual and State welfare. It should be further stated that, although Mackie was not limited by the restricted definition Skillbeck

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<sup>8</sup> One must welcome the recent (1967) decision, made through the combined efforts of the Education Department, the Hornsby Council, Lions and the local panel of "Australian Frontier", to open the gymnasium, playing fields and refectory of the Pennant Hills High School to the youth of the community and to provide the services of a trained supervisor, whose salary is to be generously subsidised by the Hornsby Council. This is a pilot scheme but the splendid attendance proves the need for it and success is already well assured. The scheme is applauded but one must regret so little has been done before. As in so many other things, Mackie pointed the way for this type of community service as early as 1932. See Consultation Report, "Australian Frontier", "The Needs and Problems of Young People in Pennant Hills, N.S.W." - A Series of Three Consultations, August-October, 1965. Pp.4-5.

<sup>9</sup> M. Skillbeck, "Educational Thought in New South Wales and Victoria, 1900-1939," M.Ed. Thesis, Sydney University, 1954, p.61.

has given he did, in fact, say and write a good deal about physical education.<sup>10</sup> However, when discussing bodily health in the elements of welfare, Mackie was stating a principle and not discussing physical education as a school subject.

The second element of welfare put forward by Mackie, is "the possession and practice of a suitable occupation." He declared that this element is also a "good" contributing both to individual and community welfare. Again most would agree that a congenial occupation allows the possessor not only to earn a living, but gives him an important and healthy interest and generally promotes the welfare of others through our interdependence one upon the other. Mackie made the pertinent remarks that "economic occupation is something to live for as well as to live by. It is a vocation as well as an occupation. And if occupation is one of the goods of life it ought to be so."<sup>11</sup> He did, however, point out that there is some disagreement with his position on this point. Russell is quoted as one who holds the view that all paid work is an evil rather than a good,<sup>12</sup> but Mackie regarded such a view as

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<sup>10</sup> e.g. See article by Mackie in "Schooling", Vol.III, No.5. July, 1920, p.130 in which he condemns the existing course of physical exercises and suggests a course comprising "games, rhythmic exercises and dancing" to replace the "course laid out by the military authority."

<sup>11</sup> A. Mackie, "The Elements of Welfare," Studies in Education, op.cit., p.23.

<sup>12</sup> Ibid., p.23 Mackie quotes B. Russell, "Principles of Social Reconstruction," p.17 in which Russell claims, "Almost all paid work is done from desire, not from impulse; the work itself is more or less irksome, but the payment for it is desired. The various activities that fill a man's working hours, are, ... governed mainly by purposes, not by impulses towards those activities."

unhealthy and submitted that it should never occur if each person has been educated to do, and is doing, the job for which he is inately most capable.

Mackie claimed that education can do a good deal to prepare each individual for earning a living in a satisfactory occupation. One method, he suggests, is effective vocational guidance.<sup>13</sup> Increasing both the length of school life and the number of courses, would also, Mackie claimed, help to ensure sound preparation for suitable occupations. "The increase of educational opportunity and the lengthening of school life will also help to prevent bad or unduly restricted choice of occupation. The provision of varied courses of study, and in particular of courses for the study of industry and business, may also help."<sup>14</sup>

The type of education that Mackie considered suitable in meeting this general principle of education for vocation will be examined in more detail when relating Mackie's philosophy to the curriculum. It was not incumbent upon him, when stating such general principles, to formulate any particular curriculum - indeed it will be shown that any such definite curriculum was right in the teeth of what Mackie considered the best

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<sup>13</sup> Ibid., p.23. Also A. Mackie, "Vocational Guidance," Schooling, Vol.VII, No.5, July 1924, in which Mackie suggests experts should be responsible for such work instead of headmasters or headmistresses. P.181 ff.

<sup>14</sup> A. Mackie, "The Elements of Welfare," Studies in Education, op.cit., p.24. See also A. Mackie, "Minimum Schooling," Schooling, Vol.1, No.2, November 1917, pp.38-40. and A. Mackie, "Education for Work and Leisure," Schooling, Vol.III, No.1, October 1919, pp.3-10.

educational thinking. He did, however, define the purpose of the educator in regard to the "occupation" element of welfare. That purpose, was to note the following:

"1) So to educate as to develop the power of making a real choice of occupation, though we may well admit that social conditions may hamper the exercise of such a choice; 2) to provide appropriate training for the occupation chosen; 3) to make clear that all occupation is a social service; and 4) that occupation is life as well as livelihood ...; 5) that for those likely to engage in mechanical, unskilled, or routine occupation, there is special need for developing recreative interest that will give the play of mind and body that their occupation fails to provide; and 6) that no one merely because of the meagreness and insufficiency of his upbringing should be compelled to enter upon unskilled and distasteful work." 15

Educators keeping in mind those six general principles concerning occupation, Mackie felt, would advance both individual welfare and the welfare of the community. They would do this by helping to prevent both poor choices of occupation and inadequate preparation for occupation. Skillbeck judges such a claim to be "optimistic". He declares that "the critic would jeer" and states that Mackie "has prepared no case to substantiate his claims." 16 Now it does not fall within the province of this chapter to discuss Mackie's theory of the curriculum and the linking of this general principle concerning occupation as a welfare element with Mackie's many other more specific statements about education for occupation, education 17

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15 A. Mackie, "The Elements of Welfare," Studies in Education, op.cit., p.15.

16 M. Skillbeck, "Educational Thought in New South Wales and Victoria. 1900-1939," op.cit., p.16.

17 A. Mackie, "Education for Work and Leisure," Schooling, Vol.III, No.I, October 1919, pp.3-10.



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for leisure and education according to the capacity and interests of the child.<sup>19</sup> It is the opinion of the writer, however, that Mackie's general principle regarding this element of welfare was logically presented and that it is consistent with the rest of his philosophy.

The third element advanced by Mackie is also in agreement with his notion of a developing democracy and his conception of individual-State unity. He argued that, in such a State, participation in political life was a third, important "good" for both the individual and the State. He pointed out that the right of all to share in the public life of the community had been both admitted in theory and recognised in practice by the width of the franchise.<sup>20</sup> Mackie was concerned, however, that the right be one that was deserved. Universal suffrage is a matter not only of rights but of obligations. The necessary conditions for the proper exercise of political rights of all kinds, Mackie considered, were adequate leisure and proper training.<sup>21</sup> Concerning the former he contrasted our present situation with that of the Greek State at the time of Plato. He acknowledged Plato to be right for his time in limiting participation in political life to the few for,<sup>22</sup>

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18 Ibid., pp.3-10.

19 A. Mackie, "Research in Education," Schooling, Vol.II, No.4, April 1919, pp.97-98. And A. Mackie, "Experimental Education," Schooling, Vol.IV, No.1, October 1920, p.3 ff.

20 A. Mackie, "The Elements of Welfare," Studies in Education, op.cit., p.28.

21 Ibid., p.28.

22 Ibid., p.28. Mackie refers to Plato's "Laws", 644.

Mackie declared, "the leisure necessary and its devotion to public interests was possible only for the few, and was secured at the cost of the exclusion of a large part of the population."<sup>23</sup> However, Mackie argued that improved methods of industry had changed this situation and it was now possible for all to enjoy<sup>24</sup> the necessary leisure for active political participation.

Educators are not so concerned with the "leisure" aspect as with the second or "adequate training" condition Mackie advanced for effective participation in political life. "The educator," Mackie contended, "must regard as one of his aims the cultivation of political intelligence and political judgement and so prepare the young for political life."<sup>25</sup>

It will be recalled that Mackie was never in favour of imposing political convictions upon individuals, it being his belief that the ideal social structure would evolve through a free participation of the individuals within the society. Now, it would appear that two conditions must be met for such an evolution to take place, and it would also appear that a problem must be faced and solved. The conditions, implicit in the proposition itself, are these: The form of government must be democratic and free participation must also be intelligent participation. Intelligent participation in turn implies training. The problem the educator has to face is this: What

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<sup>23</sup> A. Mackie, "The Elements of Welfare," Studies in Education, p.23.

<sup>24</sup> Ibid., p.29.

<sup>25</sup> Ibid., p.29.

sort of training or preparation can be given without indoctrination? Would not the educator, in fact, actually be indoctrinating for democracy? Mackie made it clear that this was not what he had in mind. Once, when asked the question, "If we believe in democracy, why not impose that on our children from the very start?" he replied that the questioner "apparently wants an authoritarian state, disguised as a pseudo-democratic state .... I do not agree with any such view."<sup>26</sup> It is clear that the training given would need to be of a general character and not upon any particular or partly lines, or even along lines that would limit the student to a belief that democracy, as we now know and understand it, is the ultimate society. Mackie suggested two guide-lines educators might follow if his notion of training for a developing democracy were to be accepted. The school might help, he proposed:

- 1) "By the development of the relevant sentiments and ideals. Public spirit, patriotism and sympathy with foreign peoples must be trained." and by
- 2) "... forming the temper and developing the practical intelligence needed for understanding and sharing in the government of the community" by encouraging "participation in the varied life and occupations of the school." <sup>27</sup>

Once again, it must be stressed that Mackie's statement regarding welfare was a statement of general principles and not

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<sup>26</sup> A. Duncan, (ed.), "Educating a Democracy," op.cit., pp.30-31. This book is a publication of papers read at the January 1936, Conferences of the Australian Institute of Political Science. The question followed the presentation of Mackie's paper, "The Educational Needs of Today."

<sup>27</sup> A. Mackie, "The Elements of Welfare," Studies in Education, op.cit., p.29.

a proposition regarding curriculum construction. Mackie's thoughts on the "how" and "what" of teaching, that is, methods and curricula, will be examined in the following chapter. The reader has to judge Mackie's "political welfare" statement as a statement of principle only and not as a prescription for putting it into practice.

The fourth important element of welfare Mackie offered for consideration is the "good" of friendship and social life.<sup>28</sup> He argued that any person deprived of these "goods" lives a life less complete and less satisfying than he should. Bearing in mind Mackie's notion of unity of individual and State welfare the inclusion of this element in his statement is not surprising to the reader. The welfare of the individual is further promoted, most would agree, by the security of friendships and by participation in social life. It also seems reasonable to contend that the stability of any community group, its integrity and general welfare do depend upon the ability of its constituent members to live and work together in harmony. Mackie advanced the thought that such an ability is important in all areas of living, from the home to the international scene.<sup>29</sup> He claimed the school could play a part by "providing for social effort and co-operation, not only in games, but in the activities of the classroom."<sup>30</sup> He pointed out that teachers

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<sup>28</sup> Ibid., p.30.

<sup>29</sup> Ibid., pp.30-34.

<sup>30</sup> Ibid., p.34.

are often guilty of encouraging extreme individualism rather than social feeling. Although he conceded there is a place for individual effort and competition, he felt they were often too greatly stressed. Such a contention is supported by experience. Over-emphasis upon competition with one's fellows does not seem to be conducive to the development of good-will and friendship. Certainly the appreciation of individual differences, capacities and abilities which Mackie displayed in so many of his writings <sup>31</sup> would suggest there is an innate unfairness about competition unless such competition be the striving of the pupil against his own previous "best". Competition in the limited sense of games competition is, perhaps, more acceptable.

Mackie was underlining the wisdom of social effort and co-operation, as opposed to the practice of pitting one against his fellows, and the development of educational procedures has supported him. Today there is a growing tendency to pit the pupil against himself rather than against his fellows, and, even in the reporting of the child's work to his parents, the objectionable practice of showing class or grade position is dying out - and one suspects that many a friendship might thus be preserved - friendships of children and friendships between

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<sup>31</sup> e.g. A. Mackie, "Research in Education," Schooling, Vol.II, No.4, April 1919, pp.97-98. and A. Mackie, "Experimental Education," Schooling, Vol.IV, No.1, October 1920, p.3 ff. in which Mackie discusses the education of normal, backward and advanced pupils.

parents, too. It is transparently clear that a child with a mental age of nine cannot hope, and should not be encouraged to hope, that he can compete with another possessing a mental age of fourteen. Parents must be educated to an appreciation of their children's real abilities and capacities and be encouraged to assist in the development of them. This will help to do away with unhealthy competitive attitudes amongst children and parents, thus helping to promote the "goodwill, friendship and sympathy" which Mackie proposed as his fourth element of welfare.

As the possession of acceptable manners and speech are prerequisites for participation in social life, Mackie claimed that the school has a duty to make it possible for all its pupils to secure them. "Unlike material goods," Mackie declared, "these things ... may be possessed by all" and he was convinced the school should <sup>32</sup> make such possession easier.

Mackie advanced as his fifth and final element of welfare, the attainment of a reasonable measure of leisure. "The man who has no free time, no leisure in which to occupy himself as he pleases attains a measure of welfare less than he might have," Mackie declared. <sup>33</sup> He had already discussed leisure as a necessity for participation in political life and

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<sup>32</sup> A. Mackie, "The Elements of Welfare," Studies in Education, op.cit., p.34.

<sup>33</sup> Ibid., p.34.

family or social life, but leisure conceived as his final welfare element, is considered by Mackie as being different in quality to leisure as a necessary prerequisite for fulfilling other elements. "But leisure is not merely an instrumental good", he argued, "it is also an intrinsic one. It is necessary for the advancement and growth of the mind."<sup>34</sup>

The time set aside for relaxation, according to Mackie's proposal, was a time in which man could not merely be idle - although the therapeutic value of a certain amount of idleness was not denied - it was rather a time in which he could indulge in recreational activities or "play". Mackie continued by stating that "this play may take the various forms of play of body in sports and games, play of fancy and imagination as in the production and enjoyment of art, play of thought and invention."<sup>35</sup> The fulfilment of this element would thus advance the welfare of the individual and the sporting and cultural activities of the community and therefore be a "good" for both.

According to Mackie the school again has an obligation to promote the "leisure" element of welfare by "cultivating the interests, tastes and capacities which may later provide leisure occupations."<sup>36</sup> He felt that there should be a wide

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<sup>34</sup> Ibid., p.36.

<sup>35</sup> Ibid., p.34.

<sup>36</sup> Ibid., p.36.

variety of occupations in schools in order to cater for diversity of tastes. Thus by providing scope for expression through games, literature, art, science and handicraft and for the appreciation of literature, music and applied art, the school would be doing its share to promote the "leisure" element of welfare. The provision in some schools today of "clubs" periods, "option" periods or "free activities" periods goes some of the way in meeting the suggestions made by Mackie in 1932 but they cannot be considered a full answer to the problem. The children are still being robbed of their cultural heritage and will continue to be, until it is recognised not even the most outstanding primary teacher in the State is capable of being an authority in all subjects.

Mackie recognised this problem forty years ago when he wrote, "There is a good deal to be said, under existing conditions, in favour of subject teachers for Art, Manual Work and Singing,"<sup>37</sup> although one would hope he meant "Music" by the last-mentioned of these. Although there would be early difficulties regarding the training of specialists, organising their work from school to school and the provision of the necessary finance, Mackie's suggestion would repay serious consideration.

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<sup>37</sup> A. Mackie, "Specialism in Teaching," Schooling, Vol.X, No.3, April 1927, p.82.



It has been shown that Mackie based his philosophy upon the notions of a developing democratic State and the unity of individual-State welfare. The elements of welfare discussed in this chapter are, Mackie declared, "the constituents of the good life ... found through an analysis of the conception of welfare implicit in the moral consciousness"<sup>38</sup> and he stated the educator's business to be that of helping to promote the physical, economic, political, social and cultural welfare of the young. This, he maintained would secure the welfare of the State of tomorrow. It remains, then, in examining Mackie's further writings and work, to determine whether or not he remained consistent with the stated principles of his philosophy.

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<sup>38</sup> A. Mackie, "The Elements of Welfare," Studies in Education, op. cit. p.38.

CHAPTER VPRINCIPLES OF CURRICULUM AND METHOD

Bearing in mind Mackie's conception of a developing democracy and the place of each person within such a society, it is interesting for one to examine his thoughts regarding the curriculum and methods of teaching. It would have been inconsistent with his expressed philosophy had Mackie outlined a detailed curriculum in the hope that it would be prescribed for use in the schools. Equally it would have been out of line with his notion of a developing society had he determined a particular method or methods to be rigidly followed. However, his position as Principal of the Teachers' College and Professor of Education demanded that he state his ideas regarding both curricula and methods. He had an obligation to give some lead in these matters and he did not neglect that obligation. He gave the lead without abandoning his democratically-based philosophy.

The word "curriculum" usually implies a certain degree of prescription and restriction. In a highly-centralised system of education it is the usual practice to present to the teacher a more or less detailed course which he is expected to follow. There are, it could be suggested, many arguments in support of such a practice. In the first place it might be suggested uniformity throughout the State is desirable for such uniformity facilitates movement of

children and teachers from one district to another.

Secondly it could be argued that a prescribed curriculum ensures a careful gradation of work from year to year.

Thirdly it could be contested that the curriculum-planners are carefully chosen so that the resulting plan of work represents the best in teaching experience in the State. The fourth argument advanced in favour of a fixed curriculum is that it allows for easier assessment of standards by the inspectors as they move from school to school. Finally those who support the application of a fixed curriculum would fear the development of educational chaos without one. Now all such arguments appear logical enough but they are based upon certain assumptions which need to be examined.

The first <sup>assumption</sup> that must be considered when arguments for fixed curricula are advanced is that it is, in fact, possible to produce a curriculum which is equally valuable for all pupils of a particular grade. Any appreciation of individual differences in capacity and interests would make such an assumption suspect. Briefly the second supposition is that pupils and teachers find adaptation from one district to another difficult without the aid of a common course of work. The third is that teachers are incapable of developing a curriculum to suit the particular environment and the special capacities and interests of the children they teach. The fourth is that the chief business of the inspector is to assess

standards and the fifth is that chaos does result from the removal of a prescribed curriculum. There are serious objections to all such opinions and Mackie was not slow to point them out.

Mackie's own thoughts regarding the imposition of a fixed curriculum is seen in his discussion of an article appearing in the Journal of the Inspectors' Institute and dealing with the 1920 revision of the syllabus for public primary schools. Mackie claimed that a perusal of the article suggested fundamental questions and the answers to these questions were likely, he argued, to affect very much the outlook and work of teachers. The two groups of questions so suggested were:

"1) Is a detailed syllabus published as an official document by the Education Department desirable? What is the need and value of such a syllabus? Do teachers want it and ought they to want it?" and

2) How are teachers to regard such a detailed syllabus? Is it to be regarded as prescriptive or suggestive? Must the schooling of all children be carried out to the specification therein contained, or is it merely an illustrative sample - one among many equally good syllabuses that may be in operation in the schools? And, again, does such a syllabus state the least that every child should know and be able to do; or the most?"<sup>1</sup>

That Mackie regarded a detailed, prescriptive curriculum as being opposed to the best interests of education the reader is left in no doubt. The decision to retain such a syllabus, Mackie felt, was largely due to the notion that many

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<sup>1</sup> A. Mackie, "The Primary Syllabus," Schooling, Vol.IV, No.2, November 1920, pp.37-38.

teachers were "lacking self-confidence or the professional competence necessary for the planning of such courses."<sup>2</sup>

While not denying there was a measure of truth in such a suggestion, Mackie deplored the fact that such a reason should be advanced, or that the excuse for its being advanced should exist. Incompetence in the teaching profession was detestable to Mackie, who declared, "It is ... desirable that the teaching service should be recruited by competent, trained, professional men and women, and one evidence of this competence and training would appear to be ability to plan as well as to carry into effect a course of study."<sup>3</sup>

The remarks quoted above were made by Mackie in 1920, but he had indicated his objection to a fixed curriculum long before that date. In December, 1907, Mackie made an inspection of Sydney Grammar School, at the request of the trustees. The report he made of the school exhibited his thoroughness, no subject escaping his keen attention. The organisation of the school, average length of school life, arrangement of classes, staffing, time-tables, equipment, courses of study and examination results were all discussed in detail. The most interesting statement in the report, however, is found in Mackie's discussion of the curriculum. Incidentally, in the course of the statement, he indicated an

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<sup>2</sup> Ibid., pp.37-38.

<sup>3</sup> Ibid., p.38.

alternative to a fixed curriculum. He wrote:

"The curriculum for the Upper School is determined by the requirements of the University examinations. In view of the recent developments of educational thought, this arrangement cannot, in my opinion, be regarded as altogether satisfactory. During the past few years, both in England and Scotland, there has been a movement towards independence of curricula.

I should like to call the attention of the Trustees to the recent changes made by the Scotch Education Department in the Intermediate and Leaving Certificate Examinations. These examinations admit to the University, and are generally accepted as evidence of the completion of a sound secondary education. Each school is free to draw up its own curriculum, subject to a general approval as to adequacy of standard. The examination is set with reference to these curricula, and, though no set books are prescribed, the wide choice of questions given removes any difficulty. Further, the opinion of the headmaster and the boy's school records are in every case now considered before a decision is arrived at.

It seems to me that the ability of the staff and the high standard of work justify the granting of an equal measure of freedom to the Grammar School. In that case a well-articulated 'Lehrplan' could be drawn up, covering the whole period of secondary education, and the work undertaken in each form could be adapted to the stage of development reached by the boys." <sup>4</sup>

Mackie then indicated "certain lines along which the further development of the Course of Study might proceed." He suggested what might be done in the planning of the following courses: Classical; Commercial; Science; and Manual Training. <sup>5</sup>

One might question why Mackie objected to a prescribed curriculum but the reasons are not difficult to find. Mackie

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<sup>4</sup> A. Mackie, "Report to the Trustees of the Sydney Grammar School for the Year 1907," Parliamentary Papers, Records of the Legislative Assembly, Second Session, 1908, p.1269.

<sup>5</sup> Ibid., pp.1269-1270.

believed in a developing, progressive type of education and a prescriptive curriculum limits the freedom and initiative of a progressive teacher. It demands that information sometimes uninteresting to the child and teacher alike, and sometimes completely irrelevant to the present or future needs of the child, be presented. Teachers who have been asked to "motivate" children by "relating to life" the material to be taught, have often been hard pressed, and the supposed motivation has fooled nobody - not even the teacher. It is common to find among students in practice teaching an altogether disproportionate amount of time being spent in the preparation and delivery of such interest-arousing motivation. The very term "interest-arousing" is a judgement upon such a step being needed in a lesson at all and upon the particular topic being included in a curriculum. The term indicates the interest was not there in the first place and such external motivation is often an attempt, usually quite fruitless, to involve children in a situation for which they have little or no intrinsic interest. Most teachers would agree that their happiest experiences have resulted from participating in work in which the children have had a spontaneous interest. The progressive teacher who is keen to capitalise upon such interests is limited by any fixed curriculum which prescribes the course he should follow.

The reader might object that Mackie was mistaken and that the curriculum itself is progressive, reflecting the

intrinsic interests of the children and giving plenty of scope to the enterprising teacher to include extra material, exclude some not of interest to his particular pupils, and to experiment. It is submitted in reply that while there remains a definite, detailed curriculum there can be no real claim of progressiveness. The inclusion of a number of extra topics from which the teacher may choose after completing the prescribed major course is merely a palliative. Even the "choices" are set. Furthermore it has here been argued there must be serious doubt that much of the material has ever been found to be really interesting to the majority of children. A good deal of English Grammar work would otherwise have been pruned from the curriculum long ago.

Mackie was right in objecting to a fixed curriculum on the ground that it was conservative and allowed the teacher little room to experiment and tap the real interests of his particular group of children. It is suggested that this is a point of fundamental importance, for children in Broken Hill might conceivably have very different interests from those in Young, Ziam or Redfern. It might not be irrelevant here to mention the fine work being done at the Henry Lawson High School in Grenfell. In that school experimentation with a "core" curriculum has been carried out with most



rewarding results.<sup>6</sup> As the Principal and staff at Grenfell have been capable of meeting the challenge, why is it so readily assumed that teachers in other schools throughout the State are incompetents? The experiments at Grenfell might not be the only answer. Teachers should be encouraged to experiment, and as Goodwin, the Grenfell Principal, suggests, to "compare notes."<sup>7</sup> The imposition of a detailed curriculum, it is argued, is no such encouragement. Mackie summed up the whole question admirably when he wrote:

"A detailed syllabus ... is the work of a committee unlikely to include innovators or extremists or if it does their opinions will hardly find expression in the final draft. A syllabus so constructed will be inevitably conservative. Thus, however useful it may be to those teachers who are content to follow the beaten track, it will be a hindrance to pioneer work. And if no experiments are allowed progress is bound to be slow. There ought to be encouragement and opportunity given to those teachers who desire to strike out along new paths, and these cannot be secured if the official syllabus is prescribed instead of being merely suggested." <sup>8</sup>

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- <sup>6</sup> A perusal of information presented at the Core Curriculum Conference held at the School on Monday, July 26th, 1965, supports this opinion. In page 2 of his contribution, Some Thoughts on the Australian Scene, the Principal, H.J. Goodwin, stated, "The programme has enlivened the school and contributed to the development of all involved - teachers, pupils, community. All this with no loss of academic 'standards'. Indeed I believe all 'standards' have lifted and continue to rise - limitations now being on the ability level of the students."
- <sup>7</sup> H.J. Goodwin, Some Thoughts on the Australian Scene, Core Curriculum Conference, Grenfell, July 26th, 1965, p.4.
- <sup>8</sup> A. Mackie, "The Primary Syllabus," Schooling, Vol.IV, No.2, November 1920, pp.38-39.

Thus Mackie's idea was to give teachers a guide only - a suggestive, general curriculum, outlining broad aims and indicating much more liberally the knowledge and skills which a pupil should possess by the time he reaches the end of the primary school. Each school should then be free to draw up its own detailed curriculum, being subject only to an adequacy of standard inspection. Presumably this could be determined by the inspector who would give assistance where necessary. Extra subjects might be introduced by individual schools according to the interests of the children.<sup>9</sup>

The present writer's contention is that such a scheme is not impossible to implement but its effectiveness would depend upon two conditions being met. First, teachers must be given adequate training in principles of curriculum construction, and secondly, some method of "comparing notes" and of indicating the success or failure of experimentation would be essential, enabling teachers to share in the experiences of one another. As Mackie claimed teachers could work within the perimeter of a general curriculum, it was necessary for him to provide some lead in meeting each of the suggested pre-conditions. The questions must therefore be put: Within the framework of teacher preparation, both in the sense of college courses and "refresher" or post-college courses, what were the principles Mackie included as being

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<sup>9</sup> Ibid., p.39.

important for teachers to appreciate before constructing a curriculum? Assuming teachers would then wish to put such principles into practice, what opportunities did Mackie provide or suggest for the interchange of information between teachers?

It was Mackie's contention that appeal is usually made to one of three general principles when planners wish to include a particular subject within a curriculum:

"The first to be mentioned," Mackie claimed, "is that those studies and occupations are to be selected which will be useful when school days are over, and the usefulness may be for any of the purposes of life. The second is that selection is to be made of studies that will train the mind and discipline the mental faculties. And the third is that selection is to be made of those studies which best meet the needs of the children and engage their interests." <sup>10</sup>

That Mackie did not hold with the second of the three principles stated should be at once noted. There is a great difference between including subjects which meet the needs of the developing, active mind of the child, and the inclusion of subjects as mere disciplinary practices to train "mental faculties." Skillbeck gives the impression that Mackie believed all three principles "should" govern decisions regarding subject inclusion. <sup>11</sup> Such, however, was not Mackie's intention. He denied the validity of the second principle by stating it was "now generally rejected." <sup>12</sup>

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<sup>10</sup> A. Mackie, "Theory of the Curriculum," Primary School Curriculum, Ed. P.R. Cole, Melbourne: Melbourne University Press, 1932, p.3.

<sup>11</sup> H. Skillbeck, op.cit., p.68.

<sup>12</sup> A. Mackie, "Theory of the Curriculum", op.cit., p.3.

The first mentioned he considered as still an "operative" principle but only in so far as it was in accord with the third. It was the third, or last-stated principle that Mackie considered to be the real guide for the framing of a curriculum. "The present needs and interests of the children," he decided, "must ... be our main principle, 13 guiding us in the selection of studies and occupations."

In his discussion about the present needs and interests of the primary school child, Mackie considered the needs of the body, needs of the mind and general interests of children. Mackie first assumed the need for bodily health. Having carefully argued its inclusion as one of his elements of welfare, he now stated that the school should include in its curriculum physical exercises, games, and health rules and should concentrate upon the importance of good posture. "More attention," he felt, "might be given to the cultivation of graceful carriage of the body." It was also Mackie's conviction that teachers would be wise to spend less time in giving formal exercises. "Far more attention," he declared, "should be given to games where the movements have a meaning for the children .... In addition to games, the children should be taught rhythmic exercises and dancing." 14

Thus Mackie was being consistent with his "welfare" philosophy. Bodily health was the first of his elements of

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14 A. Mackie, "Physical Training," Schooling, Vol. III, No. 5, July 1920, p. 130.

welfare, and by concentrating upon graceful carriage of the body and practice in the more social physical activities of games and dancing, he was being constant to his notion of welfare through the element of friendship and social life.

The needs of the mind of the primary child were next examined by Mackie in his statement concerning principles of curriculum construction. It will be remembered that Mackie considered the mind to be a "living, developing something", but not a collection of faculties or apperception masses. His inclusion of such subjects as would further the purpose of mind growth and development was therefore logical.

Practice in oral speech, Mackie suggested, could be helpful in developing the mind. Such practice could take place in discussion (or "oral expression") lessons, in lessons in which children present prepared material, or in oral reading lessons in which the children were attempting to convey meaning to listeners. The advantages achieved were considered to be two and they were both in line with "welfare" elements. The first advantage would be the development of a "pleasant and audible speaking voice" desirable for achievement of welfare through social life. The second advantage secured would be mind growth through a developing ability to express one's thoughts and to relate one's experiences and observations. Such an ability would promote both the social and occupational welfare elements. When teachers were constructing curricula, Mackie suggested

material for oral speech lessons could be provided from "ordinary daily experience, from their (the children's) observations as directed by the teacher, from the crafts and other activities in which they are occupied, and from their reading."<sup>15</sup>

From his discussion of the place of oral speech in the curriculum, Mackie progressed logically to a consideration of the inclusion of written expression and reading. The former he considered important because, for social reasons, children need to be encouraged "to develop the ability to express thought and observation in the written as well as in the spoken word."<sup>16</sup> However, he emphasised the importance of oral practice before written expression and he declared that "throughout the period (of primary education) written expression should be kept subordinate to practice in conversation."<sup>17</sup> He then made a criticism of 1932 practices but it is suggested the same criticism applies today. "It has sometimes been the case," Mackie stated, "that too much has been required of young children in the way of written expression and too little opportunity for oral expression allowed."<sup>18</sup> Experience suggests Mackie would still admonish us today for our teaching practices. The children are given too little opportunity to express themselves orally and are sadly lacking in the ability to do so,

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<sup>15</sup> A. Mackie, "Theory of the Curriculum," op.cit., p.6.

<sup>16</sup> Ibid., p.6.

<sup>17</sup> Ibid., p.6.

<sup>18</sup> Ibid., p.6.

especially when the difference between merry playground chatter and an ability to express thoughts orally in logical sequence is recognised.

In Mackie's analysis, then, adequate practice in oral expression would be necessary for sound development of written expression. Both have an obvious relationship with his welfare philosophy for welfare through congenial occupation and welfare through friendship and social life are alike promoted by the school's inclusion of such expression subjects.

Written expression also depended, Mackie pointed out, on the ability to write "a clear, legible hand"<sup>19</sup> and therefore writing, too, was included in his curriculum outline. Writing had already been the subject of interesting experimentation undertaken under Mackie's guidance.<sup>20</sup>

While considering the drill involved in formal writing lessons to be a "drudgery," he held two objectives should be in the teacher's mind. They were "the growth of the ability, e.g. penmanship as a skilled craft, and the use of the ability for the carrying out of some purpose."<sup>21</sup> If the teacher were to relate the drill with a purpose interesting to the child, then, Mackie maintained, the drudgery of the necessary practice and repetition would be more willingly undertaken.

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<sup>19</sup> Ibid., p.6.

<sup>20</sup> See discussion in the following chapter of this Experiment in Manuscript Writing.

<sup>21</sup> A. Mackie, "Theory of the Curriculum," op.cit., p.7.

Most would agree with Mackie's inclusion of writing on the grounds that it has social and occupational relevance. Perhaps the time has now come when the inclusion of typing as a school subject should be seriously considered. The number of students and professional people who have to teach themselves this skill is appalling. Furthermore they usually learn the wrong way and their subsequent use of the machine is laborious and uneconomic.

Mackie next considered the child's need to understand language itself. His approach to language study is interesting in that he refused to consider the subject as being a separate entity. There were several ways, he argued, by which the thoughtful teacher could acquaint the children with "new words and the more complete forms of speech."<sup>22</sup> At times formal lessons may be necessary, he suggested, but only when the aspect being dealt with had been met in a more meaningful context. Opportunities existed, Mackie pointed out, in the telling of stories, in the conversation between teacher and pupils and in the reading lesson, for vocabulary extension and the study of language. Given the necessary freedom to construct their own curricula, teachers would be able today to construct meaningful language and vocabulary lessons around their magazine work. This would have a double advantage, it would at once give a fuller appreciation of the story and the writer's technique and it

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<sup>22</sup> Ibid., p.6.



would at last free the pupils from those "long lists of nouns" Simon Somerville Laurie complained about so long ago. The work on many chalk-boards and in many text-books today would convince Laurie, were he able to see it, that our minds are still "depraved by working the system."

Mackie's discussion of the need for language study and the means available for pursuing it led logically to his inclusion of reading in the curriculum. It is of interest to note Mackie differentiated between the purposes of oral reading, study reading and reading for mere pleasure. Oral reading skills were to be taught in order to help "in the formation of a pleasant and audible speaking voice," and to convey information to another, whereas study reading was considered to be an opportunity "to develop the ability to understand the printed text."<sup>23</sup> He emphasized elsewhere that there was also a place for reading with no other<sup>24</sup> object in view but mere enjoyment.

For a number of reasons Mackie was critical of the over-emphasis upon oral reading which prevailed when he outlined his curriculum principles in 1932. He considered the real purpose of the oral reading lesson was often overlooked and that the methods used were of doubtful quality. His chief complaint was that the class had no reason to listen to what was being read and that the

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<sup>23</sup> Ibid., p.6.

<sup>24</sup> e.g. A. Mackie, "Reading," Schooling, Vol.1, No.2, November 1917, pp.35-36.

practice the reader should have been getting in conveying meaning in a clear, pleasant and audible voice was being overlooked.<sup>25</sup> In considering oral reading to have limited value, Mackie stated, "when school days are over we speak mainly to convey our thoughts in our own words, and very seldom read aloud to others ...."<sup>26</sup> He also suggested there were actual dangers consequent upon the over-use of oral reading:

"Several recent investigators," he warned, "have contended that the present devotion to oral reading develops slow habits in the children, who fail to develop the power of reading by the eye, and are confirmed in the habit of suppressed articulation. And, further, it is claimed that reading aloud is not a particularly good method of securing an understanding of what is read. The amount understood and retained in oral reading is less both absolutely and relatively as compared with silent reading."<sup>27</sup>

Mackie's conclusions regarding the limited value of oral reading, the paucity of comprehension and retention obtained by using it exclusively and the resultant development of the poor habits of suppressed articulation have all quite recently been supported in the schools by the introduction of costly machinery such as the tachistoscope and the controlled reader, of schemes such as the Scientific Research Association's "Reading Laboratory" and other practices which recognise the importance of more effective study reading.

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25 Ibid., p.36.

26 Ibid., p.34.

27 Ibid., p.35.

Instead of including reading as one subject only, it has been shown that Mackie carefully considered the purposes of oral reading, intensive study reading for information and appreciation, and reading for pure enjoyment. There was a need, he claimed to include each of these in a primary curriculum.

Although Mackie considered teachers should be encouraged to experiment in order to discern more clearly which things children found to be intrinsically interesting, he did indicate several general interests which could act as a guide to curriculum builders. He included interest in manual activities, interest in the social world and interest in the world of nature. In discussing these interests Mackie suggested teachers should find a place in their course of studies for handicrafts, the "fine" arts of singing, the playing of instruments and the "graphic" arts of drawing, modelling, literature and dancing. All of these activities he regarded as being congenial to young children because such subjects were in accord with children's interests. For the same reason he argued for the inclusion of history, geography, literature and natural science.<sup>28</sup> The inclusion of field studies and excursions where practicable was advised and he also favoured a less rigid barrier between subjects. The search for knowledge

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<sup>28</sup> A. Mackie, "Theory of the Curriculum," op.cit., p.8 ff.

of the social world and knowledge of the world of nature could be used, Mackie suggested, "as an incentive for the arts of reading, writing, arithmetic, drawing and the crafts already discussed. The interaction of the several divisions of study and occupation which make up the curriculum must be kept in mind."<sup>29</sup>

It is interesting to notice Mackie's rather cursory consideration of the place of arithmetic. As a major subject area one would have expected a much fuller discussion of the claims of arithmetic in a curriculum than he suggested in the statement quoted above. Mackie should have declared his decision about the place of this subject much more definitely but the implication is clear enough. He apparently considered the subject should be taught according to needs arising from the child's search for knowledge of the social and the natural world. This is suggested by his statement regarding "the interaction of the several divisions of study and occupation."

Thus, in general terms, Mackie gave his guide to those who might wish to develop a primary curriculum. His course of studies, he claimed, was based upon the needs and interests of children and he felt the details should be filled out by the teacher who was the only one who knew the special needs, interests, capacities and circumstances of the

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<sup>29</sup> Ibid., p.10.

children under his care. In stressing this point Mackie declared:

"Much injury has been done by the demand that teachers should follow a standardized and rigidly-prescribed course of study. Decentralization of our curricula is an urgent necessity, and this will be secured by giving the teacher the freedom of a professional practitioner, and requiring him to design his courses in detail .... If this were done ... the experiments of teachers, aided by the investigations of research workers, would result in a body of knowledge and experience which would supply the suggestions and guidance to aid the individual practitioner in meeting the problems which he alone can solve satisfactorily."<sup>30</sup>

In this statement Mackie's interest in teachers' experiments and the work of research workers is obvious. He warned that such work would always be important for what might be true for one time and place might not necessarily be true for all time and under all conditions.<sup>31</sup> That a body of knowledge and experience based upon careful experimentation and research would be a useful guide, however, Mackie was convinced. He also provided a medium for the dissemination of such knowledge. In September, 1917, the first volume of "Schooling" was published by the Teachers' College Press and in the first of many subsequent editorials, Mackie made the following pertinent statement regarding the appearance of the magazine:

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<sup>30</sup> Ibid., p.11.

<sup>31</sup> Ibid., p.14.

"A magazine dealing with questions of school education may do much useful work in the present condition of unsettled and changing opinions, for it is only by free discussion that stagnation and routine can be avoided. For some time it has been felt that there was a need for a magazine in Australia which should provide opportunity for discussion and interchange of opinions and experience of those whose business was school education." 32

The publication thus introduced to the teachers was to provide food for pedagogical thought for many years to come, until it was succeeded by the "Forum of Education." In particular, it was a true medium for the expression of opinion and for the publication of results of experimental work.

Mackie's expressed opinions about the content of a primary school course of study and the filling out of the curriculum by each school or teacher have been discussed. The need for experimentation within the framework of such a concept has been noted and will be discussed more fully in the succeeding chapter. The provision of "Schooling" as a vehicle for the dissemination of ideas has also been observed. Therefore it is submitted Mackie fulfilled the pre-conditions necessary for the application of his philosophy in primary schools. As he was in charge of a college which prepared not only the primary teacher, however, but the specialist teacher for secondary work as well, his expressed

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<sup>32</sup> A. Mackie, "Editorial Note," Schooling, Vol.1, No.1, September 1917, pp.1-2.

opinions concerning the subjects and practices of secondary schools demand some consideration.

Perhaps the fullest statement of Mackie's thoughts on secondary education is found in the minutes of the meetings of the 1953 "General Committee Conducting an Inquiry into Certain Educational Questions."<sup>33</sup> The inquiry was ordered by the Minister and its final report was tabled in Parliament early in 1954.

Mackie was chairman of the sub-committee appointed to investigate and report upon "General Problems of Secondary Education" and the records of that sub-committee's meetings bear many suggestions by Mackie, for reform of the system. Some of his recommendations have but recently been put into practice by the implementation of the Lyndham Report. The most outstanding proposition made by Mackie was related to the length and purpose of the various courses. As this suggestion was closely related to the suggested curriculum for each course it is important that it be considered here.

It was during the course of the first meeting of the sub-committee inquiring into "General Problems of Secondary Education" that Mackie urged the abandonment of the external Intermediate Certificate Examination. He suggested an internal examination would be both more economic and more

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<sup>33</sup> A bound volume containing the Report of the Committee, the Report of the General Committee, Minutes of the General Committee, Minutes of the Technical Sub-Committee and Miscellaneous Documents is retained at the Sydney Teachers' College. Enquiry into Certain Educational Questions. N.S.W. Education Department, 1953.

effective because school principals would be in a position to consider other work completed by each child before he decided whether or not to award a certificate. Pupils who were to study for a period longer than three years should not be required to sit for the Intermediate Certificate Examination at all because the examination and preparation for it tend to "break the continuity of their study." He also proposed the abandonment of the fifth year Leaving Certificate Examination. In place of the Intermediate Examination at the end of the third year and the Leaving Examination at the end of the fifth year, Mackie proposed the introduction of a Lower School Certificate Examination after a complete secondary course of four years, and a Higher School Certificate Examination to be taken two years later following a period of more specialised study.<sup>34</sup>

Mackie's suggestion found expression in the final report but the period of more specialised study was reduced from two to one year.<sup>35</sup>

It will be noticed that Mackie proposed three distinct secondary courses. It was therefore necessary for him to suggest the subject composition of each course, and which children should attempt each course. He raised both of these questions in the course of the fourth meeting of the

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<sup>34</sup> Inquiry into Certain Educational Questions, Report of the first meeting of the General Problems of Secondary Education Sub-Committee, July 31st, 1933, p.5.

<sup>35</sup> Inquiry into Certain Educational Questions, Report of the Committee, p.3.



"General Problems" sub-committee, when he declared,

"The question of selecting which children are to take which course is different from which courses we are to design."<sup>36</sup>

He was convinced final decisions about the former question should not be made until the end of the first year. In that first year, he felt, the children should be exposed to a wide variety of subjects and their aptitudes in these subjects should be considered when determining placement in each stream.<sup>37</sup>

This suggestion might be compared with the third of the major recommendations in the Wyndham Report, which states, ".... the greater part of the curriculum for the first year should be allocated to the common core."<sup>38</sup>

Indeed, the writer is of the opinion that it would be unfair to Mackie if the debt of the Wyndham Report to him were not to be stated. It is emphasised that the final recommendations of the 1933 Committee are not here being discussed but rather Mackie's own statements during the course of the "General Problems" Sub-Committee's meetings. It will be shown later that there were reasons for Mackie's ideas generally not being adopted in the final report, but one must differentiate between a final statement of many people and the individual opinions of Alexander Mackie.

There are two reasons for suggesting Mackie's opinions found

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<sup>36</sup> Ibid., Report of Meeting of General Problems Sub-Committee held on August 14th, 1933, p.3.

<sup>37</sup> Ibid., p.3.

<sup>38</sup> Report of the Committee Appointed to Survey Secondary Education in New South Wales. H.S. Wyndham, Chairman, 28th October, 1957. Sydney: Government Printer, 1961, p.72.

expression in portions of the major recommendations of the Wyndham Report. The first is that the Chairman, Dr. H.S. Wyndham, was trained and worked under Mackie and that he has an open admiration for the scholarship and foresight of his late Professor and Principal.<sup>39</sup> The second is the summary of the 1933 committee's report which is made in the Wyndham Report during the course of its "Historical Review." Although it refers to only the report of the final committee, it is here suggested the minutes of the sub-committee meetings would probably have been available for perusal.<sup>40</sup> For easier comparison by the reader Mackie's statements are placed beside the relevant recommendation of the Wyndham Report's Major Recommendations. In preface to the comparison it is emphasised Mackie was not alone in suggesting certain reforms and the contribution of certain others will be considered shortly.

**Major Recommendations of  
the Wyndham Report 41**

**Mackie's Statements**

1) On completion of the primary school course and, in general, about the age of twelve years, all pupils should proceed, without examination, to secondary education organized consistently with the recommendations which follow.

This is a general statement regarding transition from primary to secondary work. No parallel statement of Mackie's is submitted.

<sup>39</sup> Interview with Dr. H.S. Wyndham, Director-General of Education for New South Wales, granted the writer, June 1966.

<sup>40</sup> Report of the Committee Appointed to Survey Secondary Education in New South Wales, op.cit., pp.26-27.

<sup>41</sup> Report of the Committee Appointed to Survey Secondary Education in New South Wales, op.cit., p.72.

2) The organization and curriculum of the high school should be such as to provide a satisfactory education for all adolescents and should be designed to cover four years, to the age of about sixteen.

3) The curriculum should be designed to provide a core of subjects common to all schools, together with a progressive increase in the proportion of elected subjects. On this basis, the greater part of the curriculum for the first year should be allotted to the common core.

4) Under teacher guidance, election of subjects should progressively be made in the light of pupil achievement or potential.

"It might be worthwhile considering the plan ... that the first examination ... be taken at sixteen, after a four years' course commenced at twelve." 42

Mackie suggested "core" subjects for the curriculum and was asked what "core" meant. He replied, "There are certain subjects which every boy and girl would take, with other variable subjects." There followed protracted discussion about which subjects should be included in such a core. 43

"It should also be noted that the life and studies of the secondary school should provide for the new interests, intellectual, social, aesthetic and spiritual of adolescent boys and girls, and also for the greater variety in aptitude and capacity which at this period are becoming apparent." 44

42 Minutes of Meeting of Sub-Committee Inquiring into General Problems of Secondary Education, 31st July, 1933, p.5.

43 Ibid., 14th August, 1933, p.10.

44 Tentative Draft of Report of General Sub-Committee, prepared by Mackie, p.10.

5) On the satisfactory completion of the four-year course, a School Certificate should be issued on the basis of the result of an external examination.

6) This examination should be designed as a terminal or retrospective examination and the Certificate as a formal indication of the successful completion of a satisfactory course of secondary education.

7) No external examination should be held, nor any certificate of general status issued, before the end of the fourth secondary school year.

8) Pupils who wish to proceed beyond the School Certificate level, including those who aim to matriculate, should remain at school to follow a course or courses leading to the Higher School Certificate Examination. The type and content of this examination should be such as to make it acceptable as a test for university matriculation. The further course of study should be designed to cover two years.

"... one of the objections urged against the Intermediate Certificate is that it impairs the continuity of the first stage of High School work. I think it might be worthwhile considering the plan followed in English schools and elsewhere, namely that the first examination for the public schools be taken at sixteen, after a four years' course commended at twelve. The second public examination for those who remain after that time to be taken about the age of eighteen." 45

When discussing the final two years of the High School course, Mackie suggested there should be "specialisation during those two years." 46 and in the "Tentative Draft" of his sub-committee's report, Mackie wrote, "If the proposal to institute a Higher Certificate ... examination is adopted and this examination is made a test of more specialised study ... it is suggested that it would be a suitable qualification for recognition by the University as evidence of fitness for University study." 47

45 Minutes of Meeting of Sub-Committee Enquiring into General Problems of Secondary Education, 31st July, 1933, p.5.

46 Ibid., 14th August, 1933, p.4.

47 Tentative Draft of Report of General Sub-Committee, prepared by Mackie, p.4.

It should be remarked that the "Wyndham Report" is a much fuller and more related statement concerning secondary reorganisation than the several assertions made by Mackie and quoted above. However the similarity of those assertions to the several major recommendations of the "Wyndham Report" suggests some indebtedness to Mackie's influence.

There should also be a recognition of the fact Mackie was not the only one to be pressing for secondary reform in 1933, although the minutes of the sub-committee's meetings leave no doubts in one's mind that Mackie was the initiating force behind the movement. He was supported on various points by different members of the sub-committee and was generally supported by Professor Todd. Others outside the sub-committee also indicated their desire for reform.<sup>48</sup> However, there were two forces, operative at the time, which limited the effect of any suggestions for reorganisation upon the lines Mackie suggested. The first was conservatism and the second was financial difficulty.

Within the Department of Education were many who wished to retain a system with which they were familiar, rather than risk a system which, although already working smoothly in England and Scotland, would be quite different to that being used in New South Wales. Within the

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<sup>48</sup> e.g. Letter from L.C. Robson, of S.C.E.G.S. to the Editor, The Sydney Morning Herald, 31st July, 1931.

"General Problems" sub-committee this influence was represented by J. McKenzie,<sup>49</sup> A.D. Wylie, of the Public Service Board<sup>50</sup> and by others not directly connected with the Department.<sup>51</sup> Their general dissent, included as appendices following the report of the sub-committee did much to weaken the impact which unanimous support might otherwise have achieved.

Many of the dissenting remarks made by McKenzie, Wylie, Sommerlad and others were either conservatively or negatively based and deserve little attention. One sound criticism, however, concerned the possible cost involved in carrying out such a plan for reorganisation. The severe economic depression through which the country was passing made prohibitive the immediate implementation of a scheme which conceivably could prove to be more expensive than the one already in operation.

Having outlined a general plan for secondary reorganisation, the sub-committee led by Mackie then considered the various courses to be followed. The courses set out gave full consideration to the individual interests and capacities of adolescents, and were in general accord with Mackie's other statements concerning

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<sup>49</sup> Letter from McKenzie to the Chairman of the General Committee, written from Junco, 17th October, 1933.

<sup>50</sup> Letter from Wylie to F. Hutchins, Secretary of the Full Committee, 18th October, 1933.

<sup>51</sup> e.g. Appendix by E.C. Sommerlad, indicating his general dissent from the report.

the curriculum. The courses, set out by Mackie in the "Tentative Draft" were as follows:

"It is the opinion of the Committee that for the first stage of secondary course, i.e. up to the fourth year of fifth form, it is desirable that pupils should receive some instruction in the following subjects:

1. English, History and Civics, Geography.
2. A foreign language.
3. Mathematics and Science.
4. Art and Music.
5. Physical Training.

In addition to the above one or more of the following are to be taken:

6. A second or third foreign language.
7. Practical Work in one or more of the following:-
  - a) Industrial Arts (Manual work, including wood, and for iron work technical drawing).
  - b) Rural Arts (Gardening, agriculture, dairying, etc.)
  - c) Domestic Arts (Needlework, design, dress-making,
  - d) Cookery, laundrywork, housewifery, etc.)
  - e) Commercial Arts.
  - f) Navigation, aeronautics.

It is not suggested that candidates be examined in all of these subjects at the end of the Secondary Course." 52

The draft then proceeds to consider the work to be done by pupils who remain after the fifth form or fourth year of High School. "More specialisation", proclaimed the draft, "would be beneficial and it is suggested that their studies be restricted to one or more of the following groups:-

- 1) Ancient languages, literature and history.
- 2) English literature, history, economics.
- 3) Modern foreign languages, literature and history.
- 4) Mathematics.
- 5) Sciences.
- 6) Art, Music. 53

If the Post-Primary or Junior Secondary Course were to be retained, the recommendation in the draft was that such a course should be similar to that followed in the first three years of the full Secondary course. However, it was stated that:

"The content of the courses will be somewhat different from those suited to the secondary school partly because the pupils are in general less fitted for the more academic treatment appropriate to the secondary school and partly because the school life of these pupils will not extend beyond fifteen years." 54

It has been seen that Mackie expressed opinions about primary and secondary courses of study and contended the more detailed curricula to be developed around such courses should be constructed by individual teachers or schools. It remains to consider what he asserted regarding methods to be employed when presenting material to the classes. The pages of "Schooling" bear some of Mackie's most pertinent statements on the subject of the "how" of teaching. Perhaps the most outstanding of such statements was the following:

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53 Ibid., p.5.

54 Ibid., p.5.



"It hardly appears to be realised by teachers that their methods of teaching and of conducting the occupations of their classes should be determined by themselves, not by supervisors, inspectors, or head teachers. If the teacher is a professional person this claim is surely fundamental .... He should be competent to diagnose his class, to devise suitable procedures, and to determine their effectiveness ....

The tendency too evident at present for teachers to look for or submit to guidance as to methods of procedure, and for judgment as to results is quite mistaken, and tends to place the teacher in a position which some efficiency experts in industry desire the workmen to follow. 'Tell me what I am to do and I shall do it' is altogether the wrong attitude for the teacher to adopt. By doing so he confesses himself to be a mere subordinate incapable of judgement and decision." 55

On the surface it would appear that Mackie had placed himself in a difficult position by making such a statement. If the teacher is to decide for himself the "how" of teaching then the place of the Teachers' College comes into question. Some would suggest that the main function of a teachers' college is to prepare students by showing them how to teach. While Mackie did not disagree with this it will be shown that the type of method preparation he had in mind allowed for elasticity and originality.

It was previously noted that Mackie made mention of the Montessori Method and of Ziller's Five Formal Steps, and that he considered the Direct Method introduced so

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<sup>55</sup> A. Mackie, "Methods in Teaching," Schooling, Vol.III, No.1, December, 1919, p.35.

long ago by Pestalozzi to be still a useful method. Here one has the key to Mackie's attitude towards method training at the Teachers' College. He believed in the complete professional training of the teacher and that a person thus trained would be in a position to select, adapt, improvise or experiment according to his particular needs. That such was, in fact, Mackie's aim in the method training given at the College, is obvious in a memorandum he wrote to the Under Secretary in 1924. In it Mackie stated:

"I have always urged upon the lecturers in method that it is not their business to act as propogandists for any method which happens at that moment to be fashionable but to give the students an acquaintance with the best current thought and practice. Any other plan would, I am sure, produce narrow minded pedants rather than broad minded teachers for whom method is but a means which may have to be modified to suit different minds and circumstances." 56

That Mackie did try to present to teachers and students the best in current thought and practice is evidenced in his many writings. An examination of his statements in "The General Nature of Teaching" reveals his clear grasp of the typical methods teachers could employ. Mackie referred to such methods as "ways in which we may guide the child in gaining experience,"<sup>57</sup> and he related such methods to the various lesson types. It is repeated that Mackie was in line with Progressive thought when he

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<sup>56</sup> Memorandum from Mackie to S.H. Smith. Teachers' College Archives: Mackie's Letter Book for 1924, 16th December, 1924.

<sup>57</sup> A. Mackie, "The General Nature of Teaching," Studies in Education, op.cit., p.117.

suggested a break-down of subject barriers and an interaction of the several divisions of study. This is fundamentally what happens when the project method or unit of work method is used. However, he realised the importance of outlining the more formal methods and lesson types. The lesson types, which he divided into six, briefly were: 1) the information lesson in which teachers might use narrative, study or observation techniques; 2) the problem lesson in which inductive or deductive approaches could be used; 3) the practice lesson. Included in this type were reading, writing and arithmetic lessons and any others which used the drill technique; 4) the appreciation lesson, and here Mackie included "All those lessons which seek to cultivate taste for books, or music, or pictures; to train a feeling for natural scenery and for architecture; to arouse the sentiments of patriotism, justice, thoroughness; to stimulate sympathy and consideration for others;" 5) the expression lesson, including expression through composition, art, craft, or music; 6) the address or exhortation in which appeal is made primarily to the child's will in an attempt to arouse resolve for right action.

Once having presented his main lesson types and having discussed various procedures which might be employed by the teachers, it has been indicated Mackie then felt the

teacher should be capable of deciding upon the best method to use in any particular situation. The only limitation Mackie required was that such methods promoted the welfare of the child and of the society.

Any examination of Mackie's notions regarding method must go deeper than mere consideration of his thoughts regarding lesson types and techniques. He was always mindful of the individual differences between children and this led him to an appraisal of methods of administration within the school, especially the principles employed in the drawing-up of timetables and in deciding upon the composition of classes. Some of the suggestions made by Mackie are only now being accepted and practised. With reference to the time-table, Mackie's earliest statement is found in his report to the trustees of Sydney Grammar School in 1907. In this report he congratulated the school's authorities for adopting a parallelism in the time-table. He wrote, "The adoption of a parallelism of subjects throughout the school allows of re-classification where necessary in one or more subject."<sup>59</sup> A special name is given to schools of today in which time-tables are so arranged as to allow for the re-grouping of children according to their aptitudes and abilities in specific subjects. They are called "ungraded"

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<sup>59</sup> A. Mackie, "Report to the Trustees of the Sydney Grammar School for the Year 1907." op.cit., p.2.

schools and are considered to be "forward-looking" and "experimental." So they are, in comparison with the majority of schools, but they are putting into practice principles and administrative techniques which Mackie had advocated as early as 1907. He was later to initiate experiments in this regard and he always held such "re-classification where necessary in one or more subject" to be a fundamental principle in organisation.

Mackie's reasons for wanting to see the traditional methods of class formation brought to an end rested upon his appreciation of the individual differences between children. In attacking the existing practices, Mackie maintained they were inherited from the early nineteenth century as a result of the Bell Lancaster movement. "The underlying assumption," he declared, "was that a class group may be formed of children who in aptitudes, attainments and interests are sufficiently uniform to be taught together."<sup>60</sup> But Mackie contended such an assumption was not valid. He argued, "The marked individual differences in aptitude, taste and interest appear to characterise the members of even the best graded class. Individual differences can no longer be ignored."<sup>61</sup>

Although he discussed fully the various techniques teachers could employ to cater for individual differences,<sup>62</sup>

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<sup>60</sup> A. Mackie, "Practices in Teaching," Schooling, Vol.VII, No.5, July 1924, p.183.

<sup>61</sup> *Ibid.*, p.183.

<sup>62</sup> A. Mackie, "Individual and Class Teaching," Schooling, Vol.1, No.4, April 1918, p.97 ff.

the method Mackie seemed to favour was that based upon "ungrading" the school for particular lessons.

Recognising the many practical difficulties that would result from any attempt to apply such a scheme for every subject, Mackie suggested the adoption of a four-fold classification to replace the single classification then in vogue. Teachers, he considered, should initially discover each child's ability in the various subjects by constructing a "psychograph" or "scholastic profile." Then the child's placement in a four-fold classification could be determined. The four-fold subject grouping Mackie was suggesting was based upon experimental work conducted in London by Burt. Mackie's recommendation was as follows:

"Burt has shown that the subjects of the primary course fall into four groups, such that within each group there is a fairly close correspondence between the abilities employed. These groups are as follows:

- 1) An arithmetical group including mechanical and problem Arithmetic.
- 2) A manual group, including handwork, drawing and writing.
- 3) A linguistic group. Dictation and reading.
- 4) A composition group. History, geography, science and composition.

A four-fold classification based on the above grouping of subjects will provide class groups much more homogeneous than any single scheme of classification can give .... It is much to be desired that large scale experiments of this method of class grouping should be carried out by enterprising teachers." 63

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<sup>63</sup> A. Mackie, "The Formation of Class Groups," Studies in Education, Sydney, Teachers' College Press, 1932, pp.92-93.

Thus Mackie was requesting experimentation in the grouping of pupils on a vertical scale which indicated ability in each of the four areas of Burt's four-fold classification. It will be shown in the succeeding chapter that Mackie did not only suggest possible lines of enquiry and experimentation to teachers, but that he initiated a number of experiments to test his own ideas. Perhaps the most outstanding of such experiments was based upon the notion of "ungrading" or re-classifying a school according to the principles of four-fold classification. Certainly all such experimentation was a fundamental necessity if Mackie's ideas regarding the freedom of the teacher in matters of curricula and methods were to be employed. It has been the purpose of this chapter to show Mackie's conception of a developing democracy and the place of the individual in such a society demanded no restriction of a detailed curriculum and no limitations regarding methods and techniques. His assertion that teachers, properly trained, should be able to develop their own curricula and determine their own methods depended, it has been argued, upon the fulfilment of certain pre-conditions and it is submitted Mackie fulfilled such pre-conditions adequately. Any acceptance of his suggestions would necessarily mean a continual search by educators, by way of experiments and surveys, for the best curricula and the best methods possible for any particular time or place.

Again Mackie was prepared to lead the way by initiating certain experiments himself and by encouraging others to do likewise.



CHAPTER VIEXPERIMENTATION AND FRUSTRATION

A knowledge of Mackie's welfare philosophy leads one to a fuller appreciation of his ideas concerning curricula and methods. It has been shown that he believed in a living progressive type of education which depended upon the careful, complete training of professional teachers and a system of education under which they were permitted to experiment. A willingness on the part of teachers to carry out experiments and to make the results known was crucial for the successful application of such ideas.

Although Mackie's dual position as College Principal and University Professor made it difficult for him to personally conduct many experiments, it also placed him in an ideal position to inspire and guide others in the use of experiments and surveys when examining the many aspects of method, curricula, class structure and school organisation. Mackie's lectures and writings and the variety of experiments, shortly to be examined, which were carried out at his request and under his direction, give sufficient evidence that he did all within his power to help teachers break the bonds of prescription and restriction. It will be shown that much was accomplished in spite of many difficulties resulting from lack of facilities and a regrettable tendency on the part of

certain inspectors and other high-ranking officials to stifle the experimental work being done. Some of Mackie's more outstanding experimental endeavours deserve consideration at this juncture.

The recent (1961) decision of the New South Wales Department of Education to introduce "modified cursive" and "italic" writing styles into the schools becomes interesting when examined in the light of the remarks Mackie made about writing in 1928.<sup>1</sup> He then stated:

"For some time doubts have been expressed as to whether the styles of handwriting taught to school children are the best, and there is a growing body of opinion that a style more like print has marked advantages ....

Those who favour change make out a strong case which deserves the careful attention of teachers. With a view to the more thorough study of the question, an experiment has been planned, and will shortly be begun at North Newtown School under the direction of Miss Miller and Mr. Kennedy ...." <sup>1</sup>

The experiment was, in fact, carried out in two schools; North Newtown and Darlington. At Darlington a senior class was chosen while at North Newtown classes of infant children were used. G.T. Spaul, reporting upon the experiment at Darlington, wrote:

"The experiment, undertaken at the request of Professor Mackie, was carried out on a fifth class of boys....as it was desired to ascertain if the manuscript style could be made adaptable to children who had been trained for a considerable period in a different style and if

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<sup>1</sup> A. Mackie, "Manuscript Writing," Schooling, Vol.1, No.5, June 1918, p.130.

there was any advantage in adopting this new-old style as the permanent handwriting of such children." 2

From July to November, 1919, a carefully controlled series of tests was administered to determine whether manuscript compared favourably with the copperplate cursive then in vogue. Speed, retention of correct form under stress, legibility and general attractiveness were all examined in commendable detail. The final facts and figures revealed a decided superiority of manuscript over cursive writing. Spauld claimed the general writing standard of the experimental group had improved, especially that of the poorer writers. In placing on record his complete satisfaction with the manuscript style, Spauld wrote:

"The two outstanding features of the manuscript writing are the speed with which it can be written, and its simplicity, due to the elimination of the more difficult letter elements, the loops, curves, and joins. Manuscript writing permits of a mastery over the pen, which cannot be readily acquired with the script style. It reduces the difficulties of the child to a minimum, and leads to an economy of time and effort on the part of the teacher." 3

Under Mackie's general direction careful experimental controls were also employed at North Newtown Infant School. A class was chosen and manuscript was taught to only those children, the remainder being taught the ordinary cursive form from which was apparently introduced to very young children

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<sup>2</sup> G.T. Spauld, "An Experiment in Manuscript Writing," Schooling, Vol.IV, No.4, May, 1921, p.118.

<sup>3</sup> G.T. Spauld, ibid., p.121.

in those days. Thus an "experimental" group and a larger "control" group were formed. Unfortunately there does not appear to have been any attempt made to "match" pairs in the two groups but it must be allowed such matching would have been difficult with young children whose abilities were unknown. In reviewing two years experimental work at the school, Miss J.S. Archibald concluded, "... the writer is quite convinced that this form of writing is very suitable for young children, on account of its simplicity, and its similarity to the printed characters."<sup>4</sup>

Miss Archibald's expressed conviction was so sincere that she indicated her intention "to introduce manuscript writing gradually throughout the school. A beginning was made with a class of children six years of age, beginning normal work in the school."<sup>5</sup>

It is significant that some of the conclusions that emerged from experiments mentioned foreshadowed the later developments in handwriting styles introduced in the 1961 Curriculum for Primary Schools. The new "modified cursive" and the more traditional "italic" style each aims at eliminating or substantially reducing the number of "loops, joins and curves" mentioned by Spaul and they are considered to be styles which will not easily break down under the pressures of speed. That such modifications have been

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<sup>4</sup> J.S. Archibald, "Experiment in Manuscript Writing," Schooling, Vol.V, No.1, September 1921, p.6.

<sup>5</sup> J.S. Archibald, ibid., p.4.

introduced at last, after a lapse of more than forty years from the time Mackie first indicated the need, is an admission that the change was desirable and should have come much earlier.

When one reads of the promising results of the North Newtown and Darlington experiments, questions arise regarding the reasons for not putting manuscript into practice generally and expeditiously and the reasons for the abrupt termination of the experiments in the two schools concerned. The writer has been unable to find a verifiable answer to the former problem. One must assume conservatism prevailed. Certainly the answer to the latter question lends credence to such a contention. With reference to the termination of the experiments the regrettable truth is they were discouraged by departmental regulation and inspectorial decision. In making one of his several unsuccessful pleas for allocation of a special school for experimental purposes, Mackie wrote to the Under Secretary:

"In the past the practice schools have been used. But the last two experiments in operation have had to be discontinued because the headmasters are unwilling to continue in the face of the objections raised by superintendents or inspectors.

The experiments to which I refer are one on the teaching of Music at Darlington and one on the use of print writing at North Newtown." 6

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<sup>6</sup> Memorandum from Mackie to the Under Secretary, State Archives: Records of the Department of Education, 21st October, 1925.

A letter from Phillip Kennedy of the Practice School at North Newtown bears out Mackie's claim that the teachers and principals of the schools were unwilling to compromise themselves in the face of official objection. Mackie had enquired about the reasons for abandoning print writing at North Newtown and, in his reply, Kennedy stated, "that the Circular on the Teaching of Writing issued in the Education Gazette of November, 1924, was the primary determining factor."<sup>7</sup> Kennedy stated that the circular set out definite letter formations and strict adherence to the Departmental set was enjoined. There was, he admitted, an alternative manuscript set of letters, but he complained that the set differed "in twenty-seven letter forms" from the set being used at the school. Consequently Kennedy and Miss Archibald elected to go back to the conservative, less effective, but "safe" copperplate cursive and there was small chance of any further experimental work in this field. Other teachers were in tacit agreement with Kennedy who declared unhappily, "I take these circulars to indicate the Departmental attitude of rigid adherence, not merely to the spirit, but to the letter of the directions."<sup>8</sup>

The second major experiment undertaken at Mackie's request involved principles now being recognised to some extent in the experimental "ungraded" schools. Mackie

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<sup>7</sup> Letter from Kennedy to Mackie, State Archives: Records of the Department of Education, 7th October, 1925.

<sup>8</sup> Ibid.

considered that the formation of a class group homogeneous in all respects was virtually impossible. Children differ in capacities and interests and Mackie maintained such differences should be acknowledged in the grouping of children within a class and within a school. Several experiments carried out at Blackfriars, North Newtown and Darlington schools were to indicate possible procedures for teachers to follow when allowing for individual differences.

In 1921 Mackie, writing in "Schooling" reported the findings in London of Burt who had carried out surveys and experiments to determine "the distribution and relations of educational ability" in a selected group of subjects.

Mackie stated:

"From his (i.e. Burt's) study of the scholastic ability of a selected group, he concludes that scholastic achievements are determined by two kinds of mental factors - first, general educational ability, which is related to, but not identical with, general intelligence, and which affects in different degrees the pupils' performances in different school subjects; second, specific educational abilities, confined to special subjects or groups of subjects. School subjects appear to fall into four groups, each dependent on a specific ability which is largely independent of the others. The four groups are called by Burt (1) Arithmetical; (2) Manual; (3) Linguistic; (4) Literary." 9

Mackie suggested that these findings indicated a desirability of altering the existing single classification of pupils and putting into practice a four-fold classification

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<sup>9</sup> A. Mackie, "The Study of Education," Schooling, Vol.IV, No.3, February 1921, p.81.

according to the groups resulting from Burt's study of specific correlations of school studies. To test the effectiveness of such a scheme, Mackie requested Vout, Principal of Darlington Practice School, to set up an experiment in four-fold classification. <sup>10</sup> The resulting experiment at Darlington was interesting not only for itself but in the manner it evolved out of previous experimental work at the school, and in the way it led to the experimental adoption of the Dalton Plan.

It was in the year 1919 that the principal and staff at Darlington began seriously to question traditional educational practices at the school. A serious influenza epidemic had necessitated the closing of the school for half the year. In spite of such loss of time the teachers were able to cover most of the necessary work and examination results were almost as good as usual. This situation indicated to the school staff that there must previously have been a slower progression than necessary in the case of some of the more able pupils. It was therefore determined to investigate the possibilities of more rapid promotion in the Boys' Department during 1920. <sup>11</sup>

A method was evolved at Darlington by which the brighter pupils were assisted to work ahead of the remainder

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<sup>10</sup> Ibid., p.82.

<sup>11</sup> W. Vout, "An Experiment with Brighter Pupils at Darlington School," Schooling, Vol.V, No.5, July 1922, p.156.



of the class and these "enrichment" methods bore encouraging results.

At the beginning of 1921 Mackie requested that the Darlington experiment be re-organized along the lines of the suggestions made by Burt in his report on the London schools. Vout was asked to re-classify the pupils for each of the following four groups of correlated subjects:-

- i) Mathematics - Drill and Problem,
- ii) Reading - Oral and Silent,
- iii) Composition, History and Geography,
- iv) Manual Work and Writing.

In the Girls' Department, the mistress, Miss Symonds, also agreed to introduce the system. It is important to note that Vout, in his discussion of the development of the experiment, wrote, "...each Department developed along different lines and neither adhered strictly to Burt's plan."<sup>13</sup> Actually, the work carried out in the Girls' Department developed into a practice of rapid promotion of abler pupils from grade to grade rather than a plan for re-classification of pupils for subjects which showed a high specific correlation with one another. Therefore the experiment in the Girls' Department is significant only in that it supported the contention that bright pupils could be advanced more quickly than they were being promoted under

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<sup>12</sup> Ibid., p.156.

<sup>13</sup> Ibid., p.157.

normal circumstances. It could not be claimed that the work thus carried out was pioneering in character. Already Mackie had instigated experiments at Blackfriars Practice School which had indicated the advantages of allowing each individual member of a class to advance at a pace best suited to his own mental capacity and growth.<sup>14</sup>

In the Boys' Department, too, Burt's plan was "diluted" before being attempted. Instead of using a four-fold classification, Vout decided to operate the plan in only Mathematics and Composition. However, careful procedures were adopted in each of these subjects to allow children with ability to progress "over the bridges established to the next class."<sup>15</sup> The time-table was so arranged that Mathematics and Composition were done simultaneously throughout the Department. Following successful acceleration in these two subjects, a child's efficiency in other subjects, his age and his health were considered and in some cases he was then promoted to the next grade.

Vout recorded the strong motivation achieved by the implementation of the scheme and he appeared satisfied with the results obtained, in spite of certain problems which developed. Vout stated that a small proportion of the pupils did not respond to the scheme and a very real problem

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<sup>14</sup> A. Mackie, "The Study of Education," op.cit., p.82.

<sup>15</sup> W. Vout, "An Experiment with Brighter Pupils at Darlington School," op.cit., p.157.

resulted from the fact that the scheme was not followed in the Infant Department. Thus, with acceleration from grade to grade in the Primary Department but none between the Infant and Primary, the second half of the year saw a disproportionately large Sixth Grade and a very small  
<sup>16</sup>  
 Third.

In order to solve his problems and at the same time allow for individual differences, Vout decided to introduce at Darlington a modification of the Dalton Plan, which was being used so effectively by many progressive educators in the United States and had been introduced to the British public by Helen Parkhurst.  
<sup>17</sup>

It should be noted that the aim of faster grade promotion of abler pupils is evident in the work carried out in both departments at Darlington but this was not consistent with the original purpose of the experiment as suggested by Mackie. Work in four-fold classification is significantly different to using practices which aim at the faster promotion of pupils in all subjects. The former recognises there are differences in the interest and capacity of pupils within related subject fields while the latter is concerned with the acceleration of brighter pupils from grade to grade, or put another way, from one homogeneous

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<sup>16</sup> Ibid., p.158.

<sup>17</sup> W.H. Duntine, "The Dalton Plan," The Australian Teacher, Vol.III, No.1, April, 1925, p.27.

classification to another. Experiment with a true four-fold classification, coupled with another of Mackie's suggestions, the employment of specialist teachers for music, art and craft, <sup>18</sup> awaits <sup>trial</sup> even to this day.

The interest of Mackie's Edinburgh Professor, Simon Somerville Laurie, in rural education was discussed in the chapter examining influences upon Mackie. It was there suggested Mackie's later concern for the teachers in such New South Wales schools was very similar to that exhibited by Laurie. In December, 1919, Mackie indicated his general dissatisfaction with the existing arrangements for education in rural areas, when he wrote:

"The rural schools, both primary and secondary, are capable of great improvement, .... Perhaps the most serious defect is the inadequate training of teachers placed in charge of rural schools. Young people of eighteen to nineteen, with a smattering of general education, and an entirely insufficient professional training are put in charge of country schools." 19

Again, in 1923, Mackie declared:

"It is the case that 70% of the young teachers who go to the public schools are persons who are quite inadequately prepared for their life work, both as regards general culture and professional training, and from whom there can hardly be expected more than routine and mechanical work under close supervision; and, further, the less competent teachers are placed in charge of the most difficult schools, viz. the rural school under a single teacher." 20

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18 A. Mackie, "The Educational Needs of Today," Educating a Democracy, op.cit., p.15.

19 A. Mackie, Editorial Notes, Schooling, Vol.III, No.2, December, 1919, p.36.

20 A. Mackie, "Modern Tendencies in Education," The Australian Teacher, Vol.I, No.2, August, 1923, p.13.

It would almost appear that Mackie was here being his own critic. As the Principal of Sydney Teachers' College it was his duty to prepare such teachers, at least professionally. Mackie was conscious of this duty but, it is submitted that by the time his second complaint was made, Mackie had experienced the frustrations of seeing yet another experiment abruptly ended and of knowing departmental interference was going to limit College activities in future. In a memorandum to the Under-Secretary, S.H. Smith, Mackie showed that such interference was not in the best professional interests of the students. He looked upon the College as a tertiary institution but he was being forced to carry out work that restricted the professional influence such an institution should have. Mackie was never in favour of "short" courses of only one year, looking upon them as an expedient but he felt he should be given freedom to decide upon appropriate studies for students being prepared under such conditions. It was therefore with some feeling that he wrote:

"At the beginning of 1923 the College professional courses of one and two years duration were revised by a Departmental Committee. The main principle of the revision was to secure that during the College course each student should study the subject matter of the primary school subjects. Courses constructed on this principle are not in my opinion likely to produce the best type of teacher." 21

After advancing a number of objections to the

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21 Memorandum from Mackie to the Under-Secretary, State Archives: Records of the Department of Education, 21st August, 1925. (The memorandum accompanied the 1924 Annual Report from Mackie to Smith.)

imposition of such a scheme, Mackie suggested much more satisfactory results could be obtained if the admission standard to College were adequate, "assuring a reasonable standard of knowledge and skill in the various branches of the primary courses."<sup>22</sup> This would allow "the greater part of the students' time in College to be given to professional study and training."<sup>23</sup>

With reference to the training of students who were later to take up positions in the rural schools, Mackie had encouraged an experiment by College lecturers in an attempt to ensure the best possible preparation for such teachers. Before 1921 demonstrations to small-school students were given at Darlington and North Newtown Demonstration schools and, to give the students opportunities for practice teaching, attempts were made to approximate conditions in the rural schools by forming artificial small schools. Several children from each grade were brought together into the one room. However, it was felt that this was "only trifling with the problem. ... The children, after all, were city children, and, perhaps, most important of all, the students did not realise the importance of the grounds of the rural school."<sup>24</sup> It was therefore decided to carry out experiments, in the practice teaching of students, in actual rural communities.

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22 Ibid.

23 Ibid.

24 R.G. Cameron, "An Experiment in Practice Teaching in Rural Schools," Schooling, Vol.IV, No.IV, May, 1921, p.110.

The area chosen for the first experiment in 1920 was centred around Glenbrook School, which was a one-teacher school which had an attendance of just below fifty. Close to Glenbrook were Emu Plains, a two-teacher, and Springwood, a three-teacher. All these schools were to be used in three practice sessions of three weeks each. The students lived in the area for the periods of practice and profitable work resulted. In reporting upon the experiment, College lecturer, R.G. Cameron wrote:

"The experiment has been judged a success, both by staff and students, and is likely to become a permanent part of the College organisation. The students gained a first-hand knowledge of the types of school to which they were afterwards appointed. They have learned, by actual practice, how to relate school work to the school environment. They have realised that the experience of the country child is different from that of the city child. They have been stimulated by the sight of a well-ordered school garden. They have lived in a small rural community; they know the limitations of such a community, and have some idea of overcoming them."<sup>25</sup>

A second experiment was held in 1921, when two practice teaching "camps" were held in May and October. The Camden district was chosen and it proved to be eminently suitable for there was a total of fourteen schools available for practice. They ranged from nine one-teacher schools to one five-teacher. The local Camden show-ground and drill hall were made available for accommodation purposes. In making his report on this experiment, Cameron wrote:

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<sup>25</sup> Ibid., p.117.

"Professionally, the students feel that they are in touch with reality; socially, they get an opportunity for self-expression that is denied them in a non-residential college.

There is little doubt that the social life is keenly appreciated by the students. The marked success of this side of the camp life was due in no small measure to the sympathetic interest and practical support of the people of Camden and district. The Agricultural Society, the local Churches, the town Council, the local branch of the Teachers' Federation, the School of Arts, the various tennis, cricket and football clubs, all assisted." 26

It is worthy of note that the type of practice teaching, for students in small school sections, which has been outlined in the foregoing experiments, is in use today, especially in colleges situated away from Sydney. One feature is missing - and the advantage lies with the experimental situation and not with present practice. Students today "live in" at the colleges and travel to rural areas each day. The school practice situation is real enough, but because they have no other contact with the community, the students do not get a real appreciation of life and conditions in such a community.

As the experiments thus undertaken by the College lecturers, with Mackie's approval and encouragement, had enjoyed success one would assume that they were continued. Such was not to be. A marginal note made by Peter Board on the medical report submitted at the conclusion of the Camden Camp, at once proves this camp was a success but

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<sup>26</sup> R.G. Cameron, "A Further Experiment in Practice Teaching in Rural Schools," Schooling, Vol.vi, No.I, October, 1922. 1922, p.163.



indicates the reason for withholding permission to run another. Board wrote:

"The organisation of this camp can only be described as highly satisfactory. Its benefits extended far beyond the professional ends that formed the primary purpose of the camp. I very much regret that the state of the funds will prevent one being held again this financial year, but hope that this restriction will not extend beyond that period." 27

A further application by Mackie for authority to hold a three-weeks practice camp in 1923 was "declined with regret" by S.H. Smith and arrangements for the practical training of future rural school teachers became just as unsatisfactory as they had been before the experiments were undertaken. Mackie quickly indicated his concern about the lack of facilities. In a letter to the Chief Inspector he requested the re-organisation of a large metropolitan school into a series of one and two teacher schools. He knew that such an arrangement could not be regarded as the best answer to the problem and should be regarded as only a temporary expedient, but the need for some form of practice situation had become desperate. Mackie wrote:

"No means are at present available for giving those students, who are preparing for work in one or two teacher rural schools, practice with heterogeneous groups of children such as they will be required to instruct. Practice of this kind is very necessary and desirable ...." 29

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- 27 Report on the Rural Camp, Camden, by the Department of Education Medical Service, State Archives: Records of the Department of Education, 2nd May, 1922. (Board's note is dated 4th April, 1922.)
- 28 Memorandum from Mackie to Smith, State Archives: Records of the Department of Education, 22nd March, 1923.
- 29 Letter from Mackie to the Chief Inspector, Teachers' College Archives, Sydney: Letter Book, 1927. The letter is placed in error in the 1927 book as it is dated 6th July, 1923.

Resort to such expedient were contrary to Mackie's wishes and one does not wonder at the exasperation behind his statement in "Schooling" a month later when he declared there was inadequacy of preparation both culturally and professionally, in seventy per cent of the young teachers taking up teaching careers. The restricting principles laid down by the 1923 Departmental Committee and the termination, for various reasons, of experiments set in motion by the College were limitations that were a severe trial to a progressive Principal of independent spirit.

Although Mackie both carried out other experiments of his own and was the inspiration behind still more, <sup>30</sup> the three examined already were perhaps the most outstanding. It is

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<sup>30</sup> Briefly, other examples of such experimental endeavours are:

i. Mackie's own survey of children's tastes in poetry. In this study he closely observed the likes and dislikes of his own children for poetry read to them and by them. The poems enjoyed by the son and those preferred by the daughter are listed in Mackie's article, "Children's Taste in Verse," Schooling, Vol.XII, No.1, November, 1928, pp.6ff. The conclusion Mackie reached was that "one principle to be used in the selection of school verse should be the actual taste of the pupils." (Ibid., p.6.)

ii. The experiment on the teaching of Music, referred to in Mackie's letter of the 21st October, 1925, (see footnote 6). Unfortunately no further references to this experiment are in existence.

iii. As early as 1912 Mackie was including in his annual reports references to experiments at Blackfriars School. An experiment in teaching reading by phonics is reported upon in this report. "Report of the Principal, Teachers' College," Report of the Minister of Public Instruction, 1912, Sydney: Government Printer, 1913, p.51.

iv. Mackie's 1916 annual report refers to a further experiment in the use of the Montessori Method at Blackfriars School. He wrote, "A class conducted on Montessori methods will be taken from the Infant School through the various stages of the primary course." (Report of the Principal, Teachers' College," Report of the Minister of Public Instruction, 1916, Sydney: Government Printer, 1917, p.47.

noticeable that each of the three resulted in frustration for Mackie. He was limited by Departmental decisions, by lack of funds, or by the unwillingness of principals to continue in the face of probable disapproval of senior officers. Sometimes there was a combination of all three limiting factors. Now it has been shown that experimentation was a fundamental to the whole of Mackie's ideal of a developing, progressive education. It was therefore necessary for him to find some other way to continue experiments so that such factors would not obtrude. He had already tried the plan of preparing selected students and requesting their appointment to particular schools so that experimental work could be carried out in such schools. At the close of 1920 he had been successful in having four such ex-students placed, one each in the practice schools of Blackfriars, Darlington, Darlington Infants and North Hewtown.<sup>31</sup> These were schools in which the College influence would be felt most strongly and teachers appointed there would be able to gain guidance and assistance from Mackie. However, it has been shown that the limiting factors already discussed were operative even in such schools. It was in 1925 that Mackie therefore pressed strongly for a school to be placed under his personal direction.

In his request for a special school Mackie made reference to the unwillingness of headmasters in the practice

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<sup>31</sup> Memorandum from Mackie to the Chief Inspector, State Archives: Records of the Department of Education, 1st December, 1920.

schools to continue experiments "in the face of objections raised by the superintendents or inspectors," and stated, "It is very desirable that College lecturers should have facilities for trying out new methods of teaching or organisation and for this reason I would urge very strongly that a school be placed at the disposal of the College for this purpose."<sup>32</sup>

Mackie's request was filed away and no action was recommended or taken. He therefore wrote again, early in 1926, and the letter expressed his opinions and frustrations so well it is quoted here in full. Mackie stated:

"There is a great need for a school under the general direction of the College where experimental work in teaching can be carried out under the supervision of the College lecturer in the subject concerned. Without such a laboratory the College instruction in teaching practice is apt to become unreal and theoretical.

The practice schools have served this purpose until recently but during the past three years all experimental work has been brought to an untimely end by reason of the objection to any departure to current routine on the part of superintendents or inspectors or from the unwillingness of the head teachers to compromise themselves by departures from the syllabus requirements.

The College is thus in the position of being unable to test new ideas. Such a position is quite unsatisfactory and will tend either to put a stop to all freshness in the College teaching or to bring about a break between theory and practice.

I have therefore to ask that a school be definitely allotted to the College for experimental work, and thus to serve as the laboratory of the College in teaching, (methods, organisation and curriculum).

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<sup>32</sup> Memorandum from Mackie to the Under Secretary, State Archives: Records of the Department of Education, 22nd October, 1925.

There is, I believe, a new school being erected at Camperdown which is conveniently situated to the College, and I would suggest that this school be allotted as a practice school." 33

That Mackie did not get his special school for experimental purposes is a matter for regret. Who can tell what advances might have been initiated in such a place? No objective critic has ever denied Mackie's vision and there was never any suggestion of his undertaking any irresponsible experimental work. It would have been contrary to his belief in individual welfare to have involved other people's children in experimental work without previously having explored the possibilities thoroughly. However it is suggested Mackie knew there could be no forward movement without experimentation and he therefore emphasised its importance in educational development. Any reasonable examination of his efforts from 1923 onwards must leave one with a sympathetic understanding of the frustration he must have felt and which he expressed in 1932 in these words:

"... if treatment is to be varied we must free the teacher from the rigidly prescribed curriculum, and the prescription of methods enforced by mechanical inspection and external examination. And in New South Wales we are far from these requirements at present, where regulations and prescription allow the teacher less scope in his proper business than he possessed a decade ago." 34

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33 Memorandum from Mackie to the Under Secretary, State Archives: Records of the Department of Education, 12th March, 1926.

34 A. Mackie, "Educational Needs of Today," Educating a Democracy, op.cit., p.14.

In his struggle for an experimental approach there was just one more possible avenue for Mackie to explore. If he could not secure reasonable facilities through normal channels, then perhaps some experimental work could be undertaken by a body not directly tied by Departmental regulation. In 1923 Mackie made an appeal, through "Schooling", to "individuals and bodies interested in the progress of education."<sup>35</sup> The appeal was for financial help to further the cause of research in education.

It was Mackie's idea to put any funds he received to use by working through a national research council which would be an autonomous body. As usual he had his entire plan well formulated before making it public. He began by pointing out the need for research in Education and then declared that Australia was "far behind other countries in the provision of facilities for research."<sup>36</sup> As one example of provision of such facilities in other countries Mackie instanced the National Research Council of Scotland. He then declared a similar body was already formed in Sydney and was in need of financial backing to carry out a programme of work already planned. It is interesting to trace the development of the body Mackie mentions, for that development is yet another indication of his own sincere, purposeful interest in research.

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<sup>35</sup> A. Mackie, "Research in Education," Schooling, Vol. XI, No. 4, August, 1928, p. 99.

<sup>36</sup> Ibid., p. 97.

In the first year of his Principalship, Mackie organised at the College an Education Society and, in July, 1908, he requested the papers presented at the Society's meetings be printed by the Government Printer. In a letter to the Under Secretary, Mackie had stated:

"I have to inform you that it is proposed to print the papers read at the meetings of the Education Society in connection with this College. Meetings of the Society are held every month and probably ten meetings will be held during the year. It is estimated that 350 copies of each paper will be required.

I recommend therefore that the Minister's approval may be given for the printing of these papers by the Government Printer." 37

Permission was given for the printing of the Education Society's publications and Peter Board indicated his support for the Society and its work. In a marginal note made on a letter from P.R. Cole, the College Vice-Principal, Board submitted that the cost of printing Cole's monograph on "A Neglected Educator, John Henry Alsted," be authorised, and he added "this is essentially the kind of work that the Department should assist in producing."<sup>38</sup>

In 1928, following more than twenty years of productive work, the Education Society was reconstituted on a wider basis and became known as The National Institute

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37 Letter from Mackie to the Under Secretary, State Archives: Records of the Department of Education, 8th July, 1908.

38 Letter of application for permission to publish from P.R. Cole to the Under Secretary, State Archives: Records of the Department of Education, 23rd July, 1910.

for Research in Education." It was on behalf of this body Mackie made his appeal for financial assistance.

At last good fortune was to smile upon Mackie's research endeavours. Others in Australia who had foresight and conviction comparable with Mackie, were to join with him in the planning of an entirely new body devoting itself to research. The newly-constituted body was the Australian Council for Educational Research. Mackie was one of the three men who planned its establishment and, in the capacity

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39 From 1908 onwards the Society had monographs published and reference to such College publications was made in many of Mackie's subsequent annual reports. The subjects ranged over a wide field, from "The Mosquito" by Massie, "Report of the Principal, Teachers' College," Report of the Minister of Public Instruction, 1908, Sydney: Government Printer, 1909, p.55, to biographies, such as "A Neglected Educator: Johann Heinrich Alsted," by Cole, and "A Study of Retardation in North Newtown Practice School," by Miss Miller, and "A Preliminary Study of Retardation in the Elementary Schools of Sydney," by Mackie. The last three mentioned were all referred to in the "Report of the Principal, Teachers' College," Report of the Minister of Public Instruction, 1909, Sydney: Government Printer, 1910, p.49. Many others were to follow.

40 The other two were Frank Tate, formerly Director of Education in the State of Victoria, and Professor H. Tasman Lovell. While Dr. James S. Russell, Visiting Carnegie Professor of International Relations, was in Australia in 1928 he discussed with these and other educationists the desirability of approaching the Carnegie Corporation of New York for funds to support educational projects in Australia. The Corporation generously appropriated £50,000 for the purpose in 1929. The amount was to be paid in ten annual instalments of £5,000 and a further £12,500 was advanced for "administrative expenses" in 1930. (Australian Council for Educational Research: A Record of Council Activities, 1930-1955) Melbourne: Brown, Prior, Anderson, 1955, pp.12-15.



first of Secretary and, after 1952, as Vice-President, Mackie helped in controlling its development and activities. He remained in the position of Vice-President until 1939 when illness forced his retirement.<sup>41</sup>

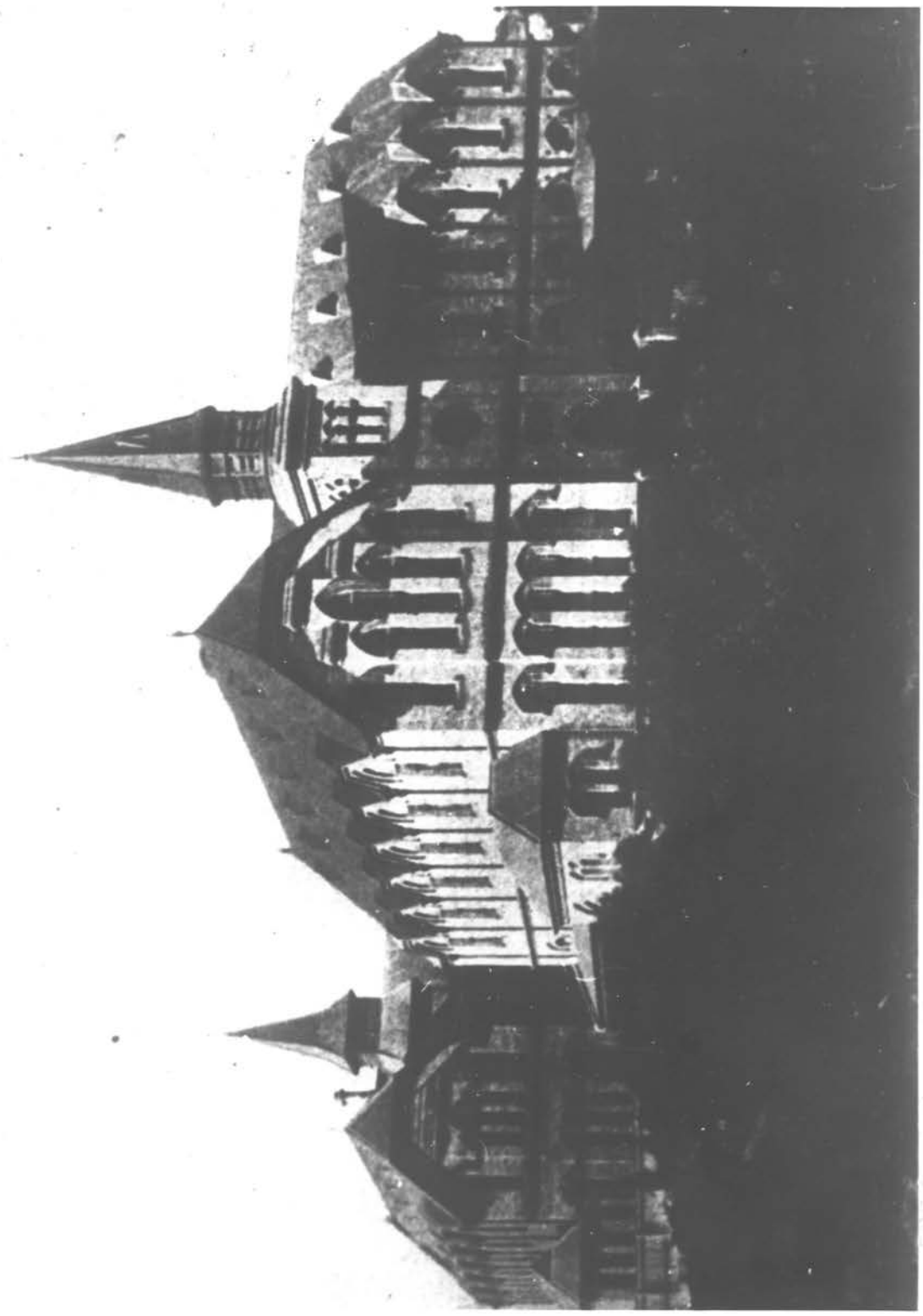
There is a clearly defined thread running through the whole fabric of Mackie's philosophy, writings and actions. His fundamental belief in individual-State welfare and his notion of a democracy in development, led to his conviction that there must be freedom in the profession of education. Restrictive procedures, prescriptive curricula and methods and domination by external examination requirements were contrary to the idea of freedom and therefore these were confronted by Mackie. On the other hand Mackie clearly saw that freedom could be granted only when teaching was truly a profession in which the teachers had been fully prepared and were capable of making their own decisions based upon training, experience and experimentation. Through his own example Mackie did all that could have been expected of any man to set pupils and teachers free. It was no fault of his that teachers would not, or could not, fly free from the cage of prescription, examination and inspection. He opened the door and showed the way but most still chose the security of mediocrity rather than the stimulation but the risks of the unknown.

One perceives in Alexander Mackie an educator who knew the value of a searching, questioning, experimental approach

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<sup>41</sup> Australian Council for Educational Research, Tenth Annual Report, 1939-1940, Melbourne: Brown, Prior, Anderson, 1940, p.8.

and it is submitted he was successful in demonstrating the time was ripe for such an approach in New South Wales. The time was appropriate but the men were not ready. Departmental restrictions, teacher apathy and the short-sighted system-orientated attitude of many departmental officers combined to cause most of Mackie's experimental work to be condemned to oblivion and to frustrate and exasperate a man whose whole philosophy rested upon the use of experiments and surveys in the forward advance of education and society.



Blackfriars College; (From a photograph in Teachers' College Archives.)

CHAPTER VIIPRINCIPALSHIP AT BLACKBURN

"In 1906, Professor Mackie took charge of the institution.

"The training of teachers entered upon a new phase when Professor Mackie took charge of the College. His exceptional natural gifts, his high academic distinctions and his wide knowledge of methods of training adopted in England, Scotland and Wales, combine to mark him out as an eminent College Principal. Professor Mackie has done splendid work in placing the training of teachers upon the high plane which it has reached in New South Wales today. He and his very competent staff control an institution which, on the highest authority, compares favourably with similar institutions in the most advanced countries of the world."<sup>1</sup>

This statement, made at the official opening of the new Sydney Teachers' College on the 23rd March, 1925, indicates the conviction of S.H. Smith, Under Secretary and Director of Education, concerning the outstanding success achieved by Mackie during his first twenty years as Principal. The unfortunate divergence in opinion and basic philosophy of education which later developed into open hostility between Smith and Mackie will be considered in the following chapter but that antagonism does not alter the evidence that, in 1925, Smith believed Mackie had shown

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<sup>1</sup>S.H. Smith, "Training of Teachers in New South Wales," Schooling, vol. VIII, No.3, April, 1925, p.88.



Section at Blackfriars College; (From photograph, Teachers-College Archives.)

himself to be an eminent college principal who had done splendid work, possessed exceptional natural gifts and controlled an institution which was equal to any other in the world. It is the purpose of this chapter to examine Mackie's work during those years and to endeavour to discern in it the justification for Smith's high praise. Although some references to earlier chapters may be inevitable an attempt will be made to fulfil the chapter's purpose by giving some insight into the life and personal attributes of Mackie the man, by considering his relationship with others - particularly his students and his staff and by examining his work as an administrator within the College and as Professor of Education within the University.

From the moment Mackie stepped ashore from the "S.S. Moldavia" on the 22nd November, 1906, he exhibited an enthusiasm for his work, an enthusiasm which was to carry him through many future difficulties. In a letter written on the following Sunday, he spoke animatedly to his father about his new home, declaring, "Australia will be a very pleasant place to live in and Sydney in particular,"<sup>2</sup> and of his first meetings with various College, Department and Public Service Board officials. He told of his

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<sup>2</sup>Letter from Mackie to his father, Sunday, 25th November, 1906. p.1: Mackie family papers.

"cordial" welcome ashore by Peter Board, MacLardy and another of the College lecturers, whom he did not name. MacLardy, the Acting Principal of the College, he described as "a little, elderly man of about fifty with a fierce moustache like a sea lion's."<sup>3</sup> Board he considered to be "a very nice fellow, somewhat over forty" and of their future working relationship he prophesied "I think we shall pull very well together."<sup>4</sup> His first visit to the Training College was made with Board on the Friday morning and it is interesting to find Mackie remarking upon the "temporary" nature of the premises. "Plans for the new Training College buildings," he declared, "are being prepared and these buildings will be located within the grounds of the University."<sup>5</sup> During his first three days ashore Mackie made two visits to the Department, one to Blackfriars College and another to the Public Service Board. On the Saturday afternoon he made his "first public appearance" - a completely unrehearsed public appearance. It was not made before a gathering of eminent educationists but before a group of children and parents at the Windsor Public School to which Mackie and Board had travelled in order to attend a Nature Study exhibition arranged by the children of Windsor and the surrounding districts. The

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<sup>3</sup>Ibid., p.2.

<sup>4</sup>Ibid., p.3.

<sup>5</sup>Ibid., p.5.

teachers insisted upon Board and Mackie addressing the gathering and so the first public evidence of the purposeful, working relationship of the two men was fittingly made in a school hall and in a practical situation.<sup>6</sup>

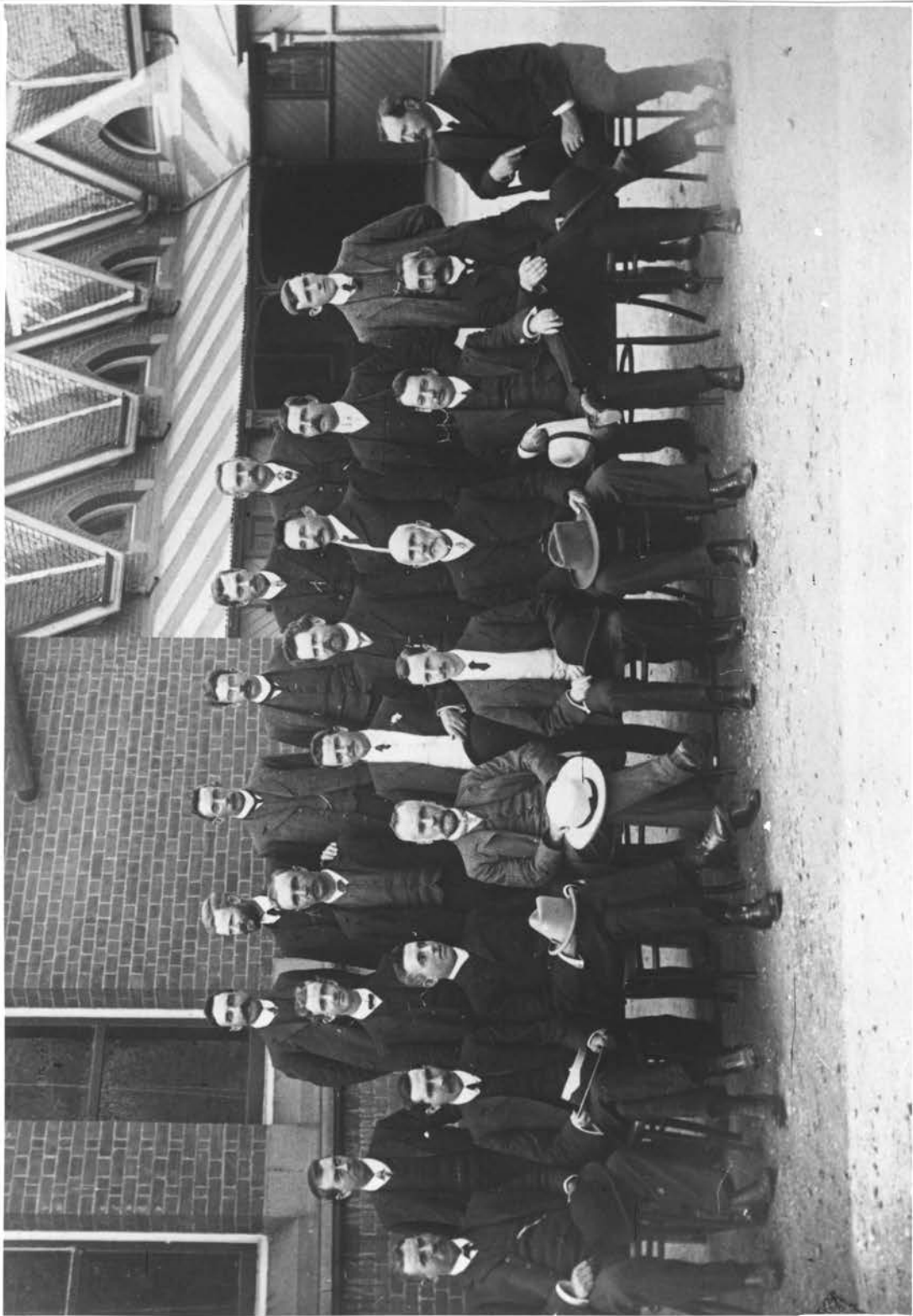
It is clear that Mackie threw himself wholeheartedly into the work of education from the moment he arrived. He was enthusiastic in his statements, untiring in his efforts to meet and know others associated with education, and anxious to come to grips with his new challenge as College Principal. He did, however, find time from the very beginning to indulge one of his favourite pastimes - that of walking and exploring his surroundings. Although he was a keen fisherman, gardener and was fond of an occasional game of golf, Mackie's chief recreation and exercise was gained through walking.<sup>7</sup> This activity satisfied two needs; the obvious need for physical exercise and the need Mackie felt to find out all he could about his new land. His insatiable thirst for knowledge led not only to his study of books but to the first-hand experiencing of his new environment and he soon knew more about the districts and streets of his new home than many of

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<sup>6</sup>Ibid., pp.7-9.

<sup>7</sup>In many of Mackie's letters to his father he mentions the fish he has caught in various places. There are several early references to golf. Mrs. Mackie recalls his fondness for gardening and walking.





Mackie (centre) with Members of Bathurst Teachers' Association, April, 1908;

(from original in Mackie Family Papers.)

his colleagues who had lived in Sydney all their lives.<sup>8</sup> Nor did he confine himself to Sydney. Early letters to his father tell of his excursion to Tasmania's Broad River, "about eight miles west of Ellendale",<sup>9</sup> his climb of Mount Wellington<sup>10</sup> and his trip to Harden Gold Mine.<sup>11</sup> However, by far the most ambitious of his holiday excursions took place during the vacation immediately preceding Mackie's first full year as Principal in 1907. Early in January that year he set out as a member of a party led by the famous geologist-explorer, Professor (later Sir) Edgeworth David whose intention it was to climb Mount Kosciusko and map the district. The party of 27 contained Mackie recorded, "about a quarter ladies in charge of Mrs. David who came out from England some years ago to be the Principal of the Training College for Women which is now merged in the Sydney Training College. She gave up that post however, after three years, in order to become Mrs. David."<sup>12</sup>

In careful detail Mackie related in his letters the coach ride to Cooma and the upward climb out of Jindabyne from which place their heavy baggage, tents and provisions

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<sup>8</sup>Mrs E. Skillen in an interview granted the writer on 19th June, 1956.

<sup>9</sup>Letter from Mackie to his father, written from Athlone, Ellendale, 9th January, 1908: Mackie family papers.

<sup>10</sup>Letter from Mackie to his father, written from Fern Tree Hotel, Mount Wellington, 26th December, 1907: Mackie family papers.

<sup>11</sup>Letter from Mackie to his father, written from Harden, 28th December, 1908: Mackie family papers.

<sup>12</sup>Letter from Mackie to his father, written from Jindabyne, 17th January, 1907: Mackie family papers.

were carried, he reported,

"on a large and clumsy-looking ox waggon drawn by six yoke of oxen under the charge of Bill the Bullocky, an unkempt, unwashed elderly man in a tattered shirt which did not appear to have been off his back since it was bought. He was accompanied by a depressed-looking wall-eyed mongrel with a good deal of Collie in him." 13

It seems that the waggon was often more of a hindrance than a help as the men of the party had to lighten the load whenever the beasts became "knocked up" while the waggon had to be pulled from the front and pushed from behind in order to encourage the animals over difficult spots. However, Mackie's letters leave no doubt in the reader's mind that he, for one, was thoroughly enjoying the whole experience, difficulties and all. He wrote:

"You can imagine our party, some in front of the waggon, some behind and the long train of oxen pulling the heavy waggon over the rough, uneven ground from which the boulders had not been removed. It was really wonderful to watch the way the waggon would climb up a big granite boulder several feet high and bump down on the other side." 14

He then vividly described the killing of a black snake by the bullocky's whipstroke, the climb over the "Porcupine," and a rather hilarious time at Lett's Camp. It was there that many of the party had their first experience of snow and Mackie recorded that "snowballing and tobogganing - on plates - were in full swing as long

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<sup>13</sup>Letter from Mackie to his father, written from Wilson's Valley Camp, Friday, 18th January, 1907: Mackie family papers.

<sup>14</sup>Letter from Mackie to his father, written from Ragg's Camp, Kossiusko, 19th January, 1907: Mackie family papers.

as the light lasted."<sup>15</sup> His detailed descriptions of Spencer's Creek, Charlotte's Pass, the Snowy River, Blue Lake, Lake Albina, Mount Clarke and the "saddle" connecting Mount Clarke and Mount Kosciusko are little gems of vividness and clarity. Indeed these letters contain the most outstanding examples of Mackie's ability as a descriptive writer. When the party succeeded in climbing the mountain, he recorded the experience in these words:

"On reaching the summit we had one of the finest views of mountain country I have ever seen. There was not a cloud in the sky and we could see far over the plains on the New South Wales side. Over the Victorian border the ground falls very rapidly and gorges with their intervening ridges stretched as far as we could see. On this side forest fires caused a thin film of smoke, like a light mist and added to the beauty of the general effect."<sup>16</sup>

Professor David, representing the Chancellor of Sydney University, later addressed the students at the opening of the 1907 session. He first stressed the importance of teachers to the community, arguing that they had in their hands, "the great motive force for progress and advancement in civilization."<sup>17</sup> He referred to the developing association between the Department and the

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<sup>15</sup>Letter from Mackie to his father, written from Bett's Camp, 20th January, 1907: Mackie family papers.

<sup>16</sup>Letter from Mackie to his father, written from Bett's Camp, Kosciusko, 22nd January, 1907: Mackie family papers. A full report of the excursion may be read in The New South Wales Educational Gazette, February 4th, 1907. Pp.179ff.

<sup>17</sup>Address by Professor E. David, "Sydney Training College. Opening Session," The New South Wales Educational Gazette, February 4th, 1907. P.179.

University and he then spoke about the recent Kosciusko excursion. The report of his speech stated:

"Referring to Mr. Mackie's Kosciusko trip, Professor David gave some humorous experiences of the trip, the recital of Mr. Mackie's successful encounter with a black snake provoking much laughter .... The snake slain by Mr. Mackie would not by any means be the only dragon slain by their youthful knight .... They had had many testimonials regarding Mr. Mackie's head - the Kosciusko trip had shown that his heart was also all right." 18

David's address was light-hearted and humorous.

Mackie's by contrast, was challenging and purposeful, giving immediate notice that he was going out after the "dragons" mentioned by David. He invited the students to consider what their aims should be while in College and afterwards, and he asked that they should consider what means should be employed to realise such aims. He then expressed publicly for the first time in Australia his own vision of a progressive education in which the teacher would be trained to accept the consequent freedoms and responsibilities. Mackie declared:

"... it is especially important for you to become independent in thought and conduct ....

... The attitude of the student must differ from that of the pupil, and this difference ought to be reflected in changes in aim and method in study. In the past the training colleges have too frequently inculcated the school attitude towards learning, and have aimed merely at preparing the student to pass certain external examinations ....

Here memory acquisition does not yield scientific or organised knowledge.

When I say that the aim of study is independent knowledge, .... I mean ... that the knowledge you

acquire should become an integral part of your intellectual self through first hand observation, criticism and reflection. The resulting knowledge will, in fact, be organised or scientific knowledge and the independence of mind such knowledge implies is essential if you are to teach with freedom and effect." 19

Had Mackie not outlined the methods of study appropriate for the development of independence of mind and spirit his adherence to democratic and progressive ideals might deserve condemnation because of limitation. For a leader to say what he wants of his followers without giving them any lead as to how they might achieve such results is never satisfactory. However, Mackie made it clear that he had carefully considered the means as well as the ends. He also stressed that the freedoms he envisaged did not come to those who merely depended upon lecture notes. He argued:

"In the past the lecture has bulked much too largely as a teaching instrument. In the natural sciences it is now supplemented by practical laboratory work under direction and something analogous is required with lectures in the literary, mathematical, historical and philosophical subjects. Hence the College library is as important as the College laboratory, and small groups under the lecturers' direction will be formed for reading and the discussion of definite problems. Only by some such means can ... independence of mind ... be cultivated. You must not expect to have all information presented to you in neat lecture notes. Such a method of teaching pursued alone makes directly against the aims of study as we have now come to regard them. The purpose of the lecture is rather to give you a framework of general ideas to be filled in by further reading or else to elucidate difficulties which private reading has brought to light." 20

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19A. Mackie, "Address by the Principal, Sydney Training College, Opening Session," The New South Wales Educational Gazette, February 4th, 1907, p.177.

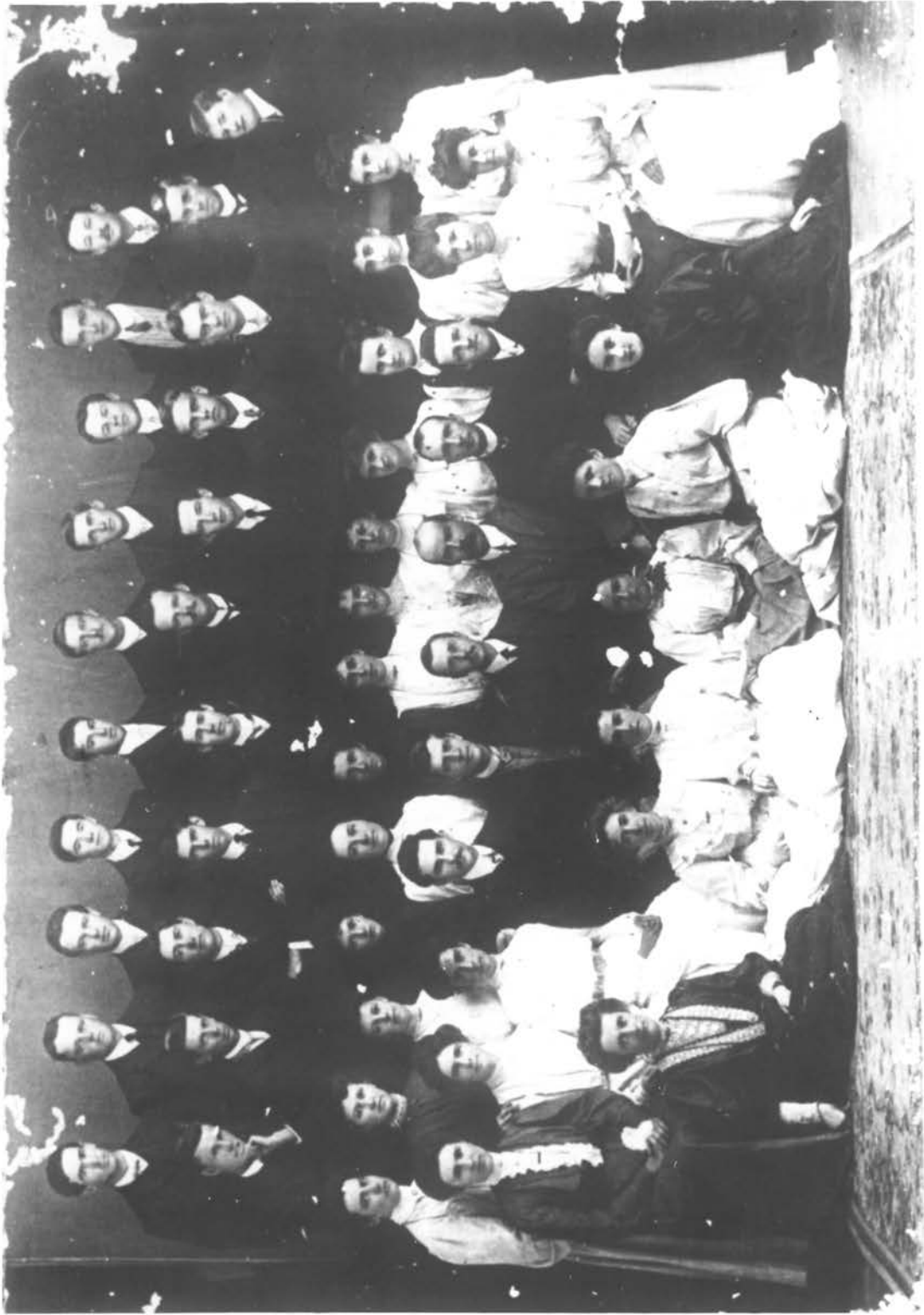
20 Ibid., p.178.

Mackie believed that such methods would contribute to the development of qualities of self-dependence, initiative, versatility and adaptability, all of which are qualities necessary to intellectual freedom. As he aimed to train such responsible men and women who would be independent in mind and conduct it was essential for him to so organise the corporate life of the College that these qualities could be developed. From the beginning it was Mackie's determination to allow the students opportunities for free communication with one another so that student affairs could be organised along democratic lines and by the students themselves. He believed intellectual freedom was a prerequisite if education were to develop along progressive lines. Ethical and social independence, he maintained, were equally important. In presenting these thoughts during his inaugural address to the students, the new Principal declared:

"In particular, it will be advisable, I think, to organise a representative council of students charged with the management of college societies and with the other interests of the student body. By such means you will have the opportunity of acquiring that ethical and social independence which is equally necessary along with intellectual vigour and independence. In either case you must win your freedom. It is not a native possession, nor can it be conferred upon you by the College authorities." 21

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<sup>21</sup>Ibid., p.178.



1906 - 1907

S.T.C.

"A" Section, Blackfriars; (From photograph, Sydney Teachers' College Archives.)



The Students' Representative Council referred to by Mackie was begun in the first year of his principalship.<sup>22</sup> Putting into practice his belief the students should be encouraged to organise their own social affairs he granted their request for a free half day each month so that picnics, games, concerts and other social activities could be arranged.<sup>23</sup> He encouraged the growth of various student societies and clubs within the College.<sup>24</sup>

Mackie further tried to ensure the welfare of students by arranging for the periodic inspection by a group of College lecturers of boarding houses to try to ensure students from the country had adequate accommodation.<sup>25</sup> Actually he was never really satisfied with the standard of such accommodation. He many times requested the purchase of a building to be used as a hostel claiming that "provisions for healthy living and study are conspicuous by their absence" in most of the boarding houses.<sup>26</sup>

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<sup>22</sup> Miss B. Skillen, in an interview granted the writer, 30th August, 1966. Miss Skillen stated, "I think the first President was a Mr. Page. Mr. Mackie made it clear to him that he was not to ask the Principal's permission before Council made a decision but to go ahead and make them and then let the Principal know about them out of courtesy. He always welcomed their suggestions."

<sup>23</sup> I.S. Turner, "Professor Alexander Mackie: An Appreciation," The Forum of Education, Vol. XIV, No. 3, April 1956. (Alexander Mackie Memorial Number), p. 67.

<sup>24</sup> Ibid.

<sup>25</sup> Letter from Mackie to the Under Secretary, 7th February, 1910, in which he stated his need for "a list of houses which in the opinion of the College Medical Officer, comply with the necessary conditions." State Archives: Files of the Department of Education, 1910.

<sup>26</sup> Memorandum from Mackie to the Under Secretary, 18th October, 1912. State Archives: Files of the Department of Education, 1912.

"Few if any of those inspected by the College Medical Officer are fit for students," he stated.<sup>27</sup> Mackie knew that such he was attempting at College would be hampered by poor living conditions and he therefore tried to secure a property for a hostel. Many were suggested, three of which were "Morribree" in Hereford Road, Glebe, "Broughton" in Leichhardt and "Carlton Mansion" in Glebe Road, Glebe Point. In the first instance Peter Board submitted, "Under the existing (i.e. 1912) financial conditions, the purchase of a property for this purpose cannot well be undertaken,"<sup>28</sup> and nothing was done then or later.

As the "temporary" College administered at Blackfriars and Hereford House had no facilities for sporting activities, Mackie immediately made it a policy to hire sports ovals, tennis courts and swimming pools so that the physical welfare of the students could be accommodated.<sup>29</sup> He also introduced immediately Inter-Collegiate Sports for he felt such activities contributed towards the physical and social welfare of the students. The first such sporting carnivals took place between Sydney and Melbourne in September, 1907<sup>30</sup>

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<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

<sup>29</sup> Memoranda from Mackie to the Under Secretary, 2nd June, 1908 and 1st March, 1909. State Archives: Files of Department of Education.

<sup>30</sup> Memorandum from Mackie to the Under Secretary, 12th August, 1907. State Archives: Files of the Department of Education.



Inter  
PUBLIC HIGH SCHOOL,

Nowra 16-8-'38

Dear Professor Mackie,

I am sending you the enclosed for what it is worth. Going through some old papers the other day, I came upon it and, recollecting its origin, thought it might be of some interest in the College records.

It is a reminder of the first issue of the College magazine, being the first print of the first name plate used in connection with it.

The circumstances of its production may be worth mentioning. You called for suggested designs and, having roughed out an idea during some uninteresting lecture, I took the suggestion to you for your general criticism before going any further. The next I knew of the matter was that you had had a block made, and handed me this the first print. This account for the greyish appearance, for it was drawn in ordinary 'issue' ink on common paper, and not as should have been, in indian ink. The lack of finish is due to the same reason.

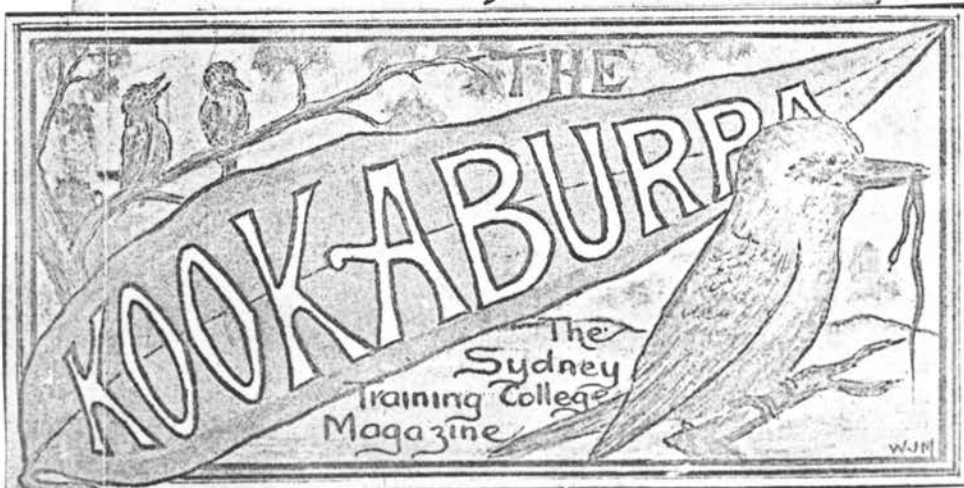
How I came to preserve it for over twenty five years, I do not know, but I hope you may consider it of sufficient interest to preserve it in the college records.

With grateful recollections of your interest in, and influence upon me in those days now a little distant, and with best wishes to you and yours,

I am,

Yours sincerely,

*W. Marshall*



Photograph of Letter and Plate; (Originals in Teachers' College Archives.)

and annual contests between Sydney, Adelaide and Melbourne continued "until the development of a number of Teachers' Colleges in each State made their continuance impracticable."<sup>31</sup> Intra-State contests now replace the earlier inter-State sports but the practice begun by Mackie in 1907 has become one of the traditional highlights of College sporting and social life.

So that students might have the opportunity of freely expressing ideas and opinions and also have a medium for recording or publicizing their various activities, Mackie suggested they begin a publication devoted entirely to student affairs. The result was the appearance, in 1907, of the College magazine "Kookaburra." In making reference to the magazine, Dr. Turner judged that "for many years" after 1907 it "served a most useful purpose in recording the general life of the College. We should, I think, regret that its successors have not ensured the continuity of that record."<sup>32</sup> It was fortunate that Mackie took the precaution of obtaining a certificate of registration of copyright for, in 1910, a Sydney firm began issuing a monthly magazine bearing the same name as the College magazine. The Principal wrote to Board pointing out the infringement of

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<sup>31</sup>T.C. Turner, "Professor Alexander Mackie: An Appreciation," op.cit., p.87.

<sup>32</sup>Ibid., p.87.

copyright and requesting the firm be restrained from making further use of the title.<sup>33</sup>

In an earlier chapter it was shown that Mackie was in agreement with the Greeks who argued that students should be surrounded by beautiful things. In addition to a library of books containing the best written expressions of Man's thought, he was convinced fine paintings, good furniture and selected objets d'art were valuable aids in the cultural development of the students. This conviction is illustrated by a statement he made on one occasion when he decided to buy for the College a number of examples of pure and applied art produced by Australian artists and craftsmen. Mackie, supporting his purchase, stated that he regarded such objects as being as indispensable as scientific apparatus.<sup>34</sup>

Apart from the purely cultural advantages a fine library offers, the provision of an adequate College library was of fundamental importance if Mackie's notions of the part played by group and individual research in the training of students were to receive purposeful expression. The library he inherited from Fort Street and Earlstone Colleges was very poor and in a most dilapidated condition. The whole of the works occupied only one medium sized bookcase.<sup>35</sup>

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<sup>33</sup>Memorandum from Mackie to the Under Secretary, 25th April, 1910. State Archives: Files of the Department of Education, 1910.

<sup>34</sup>"Sydney Teachers' College, 1906-1956. A Brief Historical Survey," Teachers' College, Sydney, Calendar, 1958. Government Printer, 1958. P.28.

<sup>35</sup>Miss E. Skillen, in an interview granted the author on 30th August, 1966.

Very soon Mackie applied for annual grants to build up the library <sup>36</sup> and such grants of amounts varying from \$50 to \$200 were made thereafter, although Mackie had to fight for continuance of the grant during the war years of 1914 and 1915. <sup>37</sup> The "Calendar" records that, "so vigorously was library expansion pursued that by the time the College was transferred to the University site, there were over 20,000 books in the library." <sup>38</sup>

In further extending the cultural horizons of the students, Mackie encouraged them to attend any special dramatic, artistic or musical performances current in Sydney. It was his habit to apply for a subsidy so that students might attend such performances at a reduced rate. Some of the many performances consequently attended were "Othello" in 1912, "Lohengrin" in 1913 and "all of the Shakespearean plays being enacted at the Adelphi Theatre by Mr. Alan Wilkie's group." <sup>39</sup>

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<sup>36</sup>Memorandum from Mackie to the Under Secretary, 1st July, 1908. State Archives: Files of the Department of Education, 1908.

<sup>37</sup>Memoranda from Mackie to the Under Secretary, 14th March, 1914 and 23rd February, 1915. State Archives: Records of the Department of Education, 1914-1915.

<sup>38</sup>"Sydney Teachers' College, 1906-1956. A Brief Historical Survey," op.cit., p.30.

<sup>39</sup>Memoranda from Mackie to Board in which applications for subsidies are made. e.g. 13th November, 1913, for "Lohengrin"; the 4th July, 1915 for Sydney Symphony Orchestra; 6th April, 1914, for renditions by Dorothea Spinney, "an English interpreter of the classic drama of note," and 3rd May, 1916, for Shakespearean plays. State Archives: Records of the Department of Education.

It is submitted that it was to Mackie's great credit that he did not content himself with merely writing about the elements of welfare but that he did all within his power to ensure the physical, intellectual, social and cultural well-being of the students under his charge. At the same time his democratic approach made for a purposeful, congenial relationship between the Principal and his staff. At the first staff meeting Mackie expressed his wish for a democratic association with the words, "I hope that all the voices will be regarded as equal at this table."<sup>40</sup> In 1956, Dr. I.S. Turner, then the Principal of Sydney College and previously a staff member under Mackie, wrote of the bond that developed between Mackie and the lecturers:

"To the new staff, young or old," Turner stated, "he brought inspiration, intellectual freedom and encouragement .... It is a very great delight to hear his colleagues of those days speak of his work and inspiration, of their indebtedness to him, and their affection for him personally." <sup>41</sup>

With reference to the actual composition of his staff it is apparent that Mackie was allowed some latitude by Board to appoint, or at least suggest the appointment, of lecturers. Among those placed, on his recommendation, at the College were Miss Mark in Applied Art, John Christie Wright, also in Art and Charles H. Currey.<sup>42</sup> The appointment

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<sup>40</sup>I.S. Turner, "Professor Alexander Mackie: An Appreciation," op.cit., p.86.

<sup>41</sup>Ibid.

<sup>42</sup>Miss E. Skillon, in an interview granted the writer on the 18th September, 1966.

of Currey is of interest in that Board expressed reservations regarding his youth. He felt that his appointment might be resented by some of the other lecturers. Mackie replied that if youth were indeed to be considered a disadvantage, Currey<sup>43</sup> "was doing all within his power to correct it every day." He then suggested Currey be given six months' overseas leave before being required to begin lecturing. The Public Service Board complied with this suggestion, stating in a memorandum to Peter Board:

"He (i.e. Currey) lacks the background which would make him quite successful in the position of Lecturer in History. Since this requirement can only be obtained by a visit to the historical centres of the Old World, it has been suggested to the Board that Mr. Currey might be informed before his appointment can be carried out that it will be essential for him to gain this necessary experience, and at his own expense ...." <sup>44</sup>

Stepping from Mackie's conception of the College as a tertiary institution was the trust he displayed in his staff as responsible, professional people. It would have been foreign to such an attitude had he imposed artificial checks in order to closely supervise the work and movements of his lecturers. For this reason Mackie did not require his lecturers to sign any time-book. He was questioned about this lack of adherence to "Public Service Regulation 8," and was invited by the Board "to state what check he has

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<sup>43</sup>Ibid.

<sup>44</sup>R.A. Gilfillan, Secretary of the Public Service Board, to the Under Secretary, 14th August, 1913. State Archives: Records of the Department of Education, 1913.





upon the regular and punctual attendance of those of his Staff whose duties take them away from the College." <sup>45</sup>

Mackie replied by outlining the various normal checks at his disposal regarding the performance of duties of members of the College staff. They were the careful selection of the teaching staff, the presence of the lecturers with the various lecture classes and the results obtained by the students, both while in College and after appointment. It was typical of Mackie that he turned the whole situation to his advantage by pointing out the many physical limitations of Blackfriars. He wrote:

"I have never interfered with the freedom of the members of the College staff to prepare for lectures in the way they find most efficient and convenient. To introduce any such police or detective methods would not only be a gross insult on the character of the men and women who are my colleagues but would be quite ineffective to achieve their purpose and further would ruin the excellent spirit of co-operation which has made possible such success as the College may have attained during the past eight years in conditions so bad as to make discouragement and failure appear almost inevitable.

I have never issued any instructions to the staff as to the number of hours to be spent on the College premises. On the whole I should prefer them to work at home rather than at College when not engaged in lecturing. No members of the staff have private rooms for study, preparation and correction such as should be provided in such an institution ...." <sup>46</sup>

Mackie drove his point home by declaring any suggestion about the keeping of a time-book in a teachers'

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<sup>45</sup>R.A. Gilfillan, Secretary of the Public Service Board, to the Under Secretary, 20th July, 1915. State Archives: Files of the Department of Education, 1915.

<sup>46</sup>S.W. Cohen, "Alexander Mackie on Teacher Training," The Forum of Education, Vol. XIV, No. 3, April 1956, p.100.

college "would seem to be made in ignorance of the character of the College as a teaching institution. No university or college of any standing that I know would appear to require anything of the kind."<sup>47</sup> The opinion thus stated by Mackie in 1915 was one to which he held throughout his career. In a memorandum to the Under Secretary in 1937, he again stated his convictions regarding provisions for the close supervision or regimentation of College lecturers. He wrote:

"It is necessary to secure men and women of high academic qualifications, devoted to scholarship and interested in teaching younger craftsmen. When such people are secured they should be allowed the utmost professional freedom in the conduct of their work: they must be assumed to be conscientious and devoted . . . . I am sure from my experience of the past thirty years that College lecturers, like other teachers, will give of their best and generously if they are treated as professional men and women . . . ." <sup>48</sup>

It is in character with his general attitude that Mackie should have, on this occasion, mentioned lecturers and "other" teachers as belonging to the same category. Although he recognised differences in scholarship and always felt College lecturers should possess outstanding quality of mind, he nevertheless regarded all lecturers and teachers as his colleagues. "At the final assembly each year," wrote Dr. Turner, "he bade farewell to the outgoing students as students and welcomed them as colleagues. And colleagues in

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<sup>47</sup> Ibid., p.100.

<sup>48</sup> Ibid., p.101.

the full sense of the term they <sup>became</sup> ~~came~~ to him from that moment."<sup>49</sup> Mackie treated his teaching "colleagues" with the utmost courtesy and consideration and, in many ways, showed himself, as Turner declared him to be, "the friend and champion of teachers."<sup>50</sup> He always respected the position of the principal in each of the schools used for practice. Before the practice period they were invited to visit the College to discuss the work to be done and to advise Mackie about any special details concerning their schools.<sup>51</sup> By arrangement with the school principals, the students were usually allowed access to teacher's programmes well in advance of the practice so that the lessons given could be purposeful and in line with other class work.<sup>52</sup>

In an attempt to help the practising teacher, Mackie early organised a number of "extension" lecture courses. Ex-students and other teachers were enrolled in courses on Kindergarten Teaching, Infant School Games and Exercises, Education, Montessori Methods and various other extension

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<sup>49</sup>T.S. Turner, "Professor Alexander Mackie: An Appreciation," op.cit., p.88.

<sup>50</sup>Ibid.

<sup>51</sup>Miss E. Skillen in an interview granted the writer, 13th September, 1966.

<sup>52</sup>Ibid.

courses of a more restricted type. These courses proved popular with teachers but there was one obvious limitation upon their effectiveness; only teachers who lived relatively near the College could attend. However, many teachers who lived in country districts indicated through their Teachers' Associations that they, too wished to benefit from the knowledge and experience of the College staff. The dedication of the Principal and staff was perhaps never more clearly shown than in the ready way they acceded to the requests of such Associations. Mackie made one of the first lecture tours by College personnel when he visited the North Coast District in early 1916. Associations in the Casino, Grafton and Lismore Inspectorates had approached Mackie through the Under Secretary and Board showed his agreement

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53 e.g. i. Memorandum from Mackie to the Under Secretary, 1st October, 1915, suggesting recognition of work done in Education Extension as an alternative to passes in certain grades of the Teachers' Examination. State Archives: Records of the Department of Education, 1915.

ii. Application from Mackie to the Chief Inspector for permission to conduct extension courses in Games and Exercises for Infant School, 17th August, 1916. op.cit. 1916.

iii. Applications from Mackie to the Under Secretary for permission to arrange for extension lectures on "Pompeii" and "Rome" by Dr. Todd and on "Parnassus" by Professor Woodhouse, 14th March and 15th April, 1913. op.cit., 1913.

iv. Memorandum from Mackie to the Under Secretary advising of intention to arrange for five public lectures by Miss M.M. Simpson on the Montessori Method, 13th November, 1913. op.cit., 1913.



Professor Alexander Mackie, September, 1918.  
(From photograph in Mackie Family Papers.)

with the scheme when he wrote, "This should prove a useful series of addresses to teachers, and as Professor Mackie is giving up his vacation to the work, every facility might be provided that will make his addresses heard by as many teachers as possible."<sup>54</sup>

It is worthy of repetition that Mackie was "giving up his vacation to the work" and the extraordinary enthusiasm and unselfishness of the Principal was matched by many of his colleagues who forfeited holidays or week-ends so that no less than thirty-seven visits were made in the first half of 1918 and fifteen in the second half. Many more were planned and arrangements for them were well in hand when, inexplicably, the scheme was suspended. Although the relevant details have apparently been lost or destroyed, it would appear the only explanation possible would be concerned with the cost involved but one must doubt the wisdom of such an economy when the only burden to the Department was the cost of the Lecturers' fares.<sup>55</sup> An

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<sup>54</sup>P. Board, marginal note on letter of application from S.A. Kenny, Honorary Secretary, Teachers' Association, 28th May, 1918. State Archives: Records of the Department of Education, 1918.

<sup>55</sup>Memorandum from S.A. Kenny, General Honorary Secretary of the Staff of the Teachers' College to the Under Secretary, 16th October, 1918. In the course of the memorandum Kenny stated that a proposed visit to Bathurst would probably still take place at a later date, "as the Bathurst teachers are proposing to pay the railway fare, unless the visits are resumed." This statement would appear to indicate the cost of fares was the deciding factor in determining to suspend the visits. If so the decision is to be deprecated even allowing for the financial strictures at the end of the First World War.

appreciation of the extent to which the scheme had mushroomed and its popularity with the teachers of the State might be gained by studying the arrangements already made for the 19th October, before the suspension of the scheme. S.A. Kenny, the Secretary to the Staff of the Teachers' College reported that "The following were to be conducted on Saturday next (i.e. on 19.10.1918.):

Dungog; The teaching of Manual Work, with an explanation of some original work in the relationship of Paper-folding and Cardboard work to the Geometrical form. -

Mr. Rutherford.

Gloucester; The History of Education in New South Wales. -

Mr. Lee.

Nudgee; Nature Study with special reference to Bird Life. -

Mr. Hamilton.

Cessnock; School Music. -

Miss Atkins.

Bowral; Experimentalism. -

Dr. Phillips.<sup>56</sup>

Other visits had already been organised for Teachers' Associations as far apart as Albury and Tamworth, Bathurst and Nowra. <sup>57</sup> Two inferences might be drawn from the scheme. The first is that many teachers in New South Wales did want to learn from the College subject experts. The second is that the College staff was devoted enough to meet teacher requests. Mackie had inspired them and had led the way only to once again see his efforts come to an unhappy and untimely end. However, it may be said of Mackie's work during his

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<sup>56</sup>Ibid.

<sup>57</sup>Ibid.

years at Blackfriars that he had introduced purposeful, progressive ideas to the educational scene and had developed a sound working relationship with students, lecturers and teachers - a relationship which was based upon a belief in democratic principles and in the integrity of truly professional men and women.

For most of Mackie's long career in education in New South Wales he filled the dual position of College Principal and University Professor. Such a situation was in accord with his conception of relationship between College and University. It was his belief that all teachers should have the opportunity of obtaining a University education and he always held to the principle of a close association between College and University. In his first address to the Council of the Public School Teachers' Association Mackie had stressed this point by declaring:-

"No obstacle should be placed in the way of obtaining a University education for young teachers, although it was sometimes contended that the elementary teacher should be kept in a subordinate position, and had no business to aspire to a University degree...." 58

Mackie was not the first to make such a claim in New South Wales but there can be little doubt that the influence of the newly-arrived Principal gave momentum to the movement for closer ties between University and College. At the Easter

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<sup>58</sup>A. Mackie, in his reply recorded in article "Welcome to Mr. Alexander Mackie," The Australian Journal of Education, Vol. IV, No.5, November 15th, 1906, p.9.





9<sup>th</sup> May, 1907.

Sir,

The Senate of the University of Sydney has invited me to fill the position of Acting-Professor of Philosophy during the year 1908.

I beg to state that, with the approval of the Minister of Education, I have accepted the position.

I am,

Yours faithfully

J. W. Holliman Esq.,  
Secretary  
Public Service Board.

A. Mackie.

Education Conference of 1904 there had been a resolution that a Chair of Paedagogy be instituted at the University and that students be encouraged to extend College training by further study at the University. It was also suggested then that the Professor of Education be the Principal of the Teachers' College.<sup>59</sup> Nothing of consequence resulted from that resolution and little more was done until early 1907 when Peter Board, as Under Secretary and Director of Education, received a communication from Francis Anderson, Professor of Philosophy at the University. Anderson indicated his intention of applying to the Senate for leave of absence during 1908, and requested that Mackie should undertake lectures on the History and Science of Education to the senior philosophical class and act as Professor of Philosophy. Anderson declared that the Dean was in agreement on condition approval could be gained from the Minister of Public Instruction. The Professor also suggested:

"The arrangement might, if found satisfactory, lead to Mr. Mackie's subsequent appointment as Lecturer in Education. A Professor or Lecturer in Education might ultimately be appointed, and I do not think it desirable that there should be two opposing schools of Education, one inside the University, one outside."<sup>60</sup>

Board, in his submission to the Minister<sup>61</sup> and in his later report to the Public Service Board<sup>62</sup> enthusiastically

<sup>59</sup>The Australian Journal of Education, Vol. II, No. 1, July 1st, 1904, p. 1 and further reference to the resolution, Ibid., Vol. III, No. 5, November 15th, 1905, p. 1.

<sup>60</sup>Letter from Anderson to Board, 25th March, 1907. State Archives: Files of the Department of Education, 1907.

<sup>61</sup>Submission from Board to the Minister for Public Instruction, 27th March, 1907. State Archives: Files of the Department of Education, 1907.

<sup>62</sup>Report from Board to the Public Service Board, 15th May, 1907. State Archives: Files of the Department of Education, 1907.

supported Anderson's proposal, and declared:

"If, as Professor Anderson suggests, this should lead to Mr. Mackie's appointment as a University Lecturer in Education, the best solution of the difficulties that surround the establishment of a Chair of Education will be arrived at. For a means will thus be obtained by which the University teaching on Education may be in harmony with the teaching and practice of the Teachers' Training College." 63

The Public School Teachers' Association renewed their efforts to press for the establishment of a Chair of Education. Early in 1908 a deputation appointed at their Conference waited upon the Minister For Public Instruction. One of the resolutions presented by the deputation was "That, with a view to the establishment of a Chair of Paedagogy ... this Conference is of opinion that the Government subsidy to the University be materially increased," <sup>64</sup> and so the matter raised in the 1904 Conference continued to receive attention from the teachers of the State. Mackie, in the meantime had been steadily cultivating a closer association between <sup>College and University</sup> Some of the more able College students were also attending University courses leading to a degree in Arts or Science. Mackie, in a letter to Board suggested,

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<sup>63</sup> Submission from Board to the Minister for Public Instruction, op.cit., 1907.

<sup>64</sup> "Deputation to the Minister for Public Instruction," The Australian Journal of Education, Vol.V, No.9, 16th March, 1908, p.9.

"Considerable relief may be secured to these students if a second year course in the Theory of Education (at present taken at College but not forming part of the degree course) were accepted by the University as one of the required degree courses." 65

Board submitted that Mackie's suggestion be adopted and  
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a request to that effect was made to the Senate and, the Senate having agreed, the Public Service Board approved of Mackie's appointment as lecturer in Education at the Sydney University for the year 1909. 67 The lectures were delivered at the Teachers' College and were made available to all undergraduates in the Arts Course. Thus the arrangement did not entail any loss of time to Mackie's duties as Principal and it was made clear that no special payments would be  
68  
made for such lectures. This arrangement continued for the year 1909 but, by the end of the year both the Department and the Senate had reached the conclusion that the University instruction of students in Education should be placed upon a more permanent footing. In a letter to the Registrar of the University, Board pointed out on the 6th December, 1909, that:

"The Minister was fully in accord with the Senate in the opinion expressed that no arrangement for such instruction would be satisfactory which did not provide for the permanent appointment of a Professor in Education .... The Department submitted the following definite proposals for the consideration of the Senate:-

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65 Letter from Mackie to the Under Secretary, 12th September, 1908. State Archives: Records of the Department of Education, 1908.

66 Submission from Board to the Minister, 15th September, 1908. State Archives: Records of the Department of Education, 1908.

67 Information contained in typescript. Files of Public Service Board, (No.6874) State Archives: Records of the Department of Education, 1909.

68 Ibid.

i. That the Principal of the Teachers' College be appointed Professor of Education to act as an officer of this Department in the former capacity and of the University in the latter.

ii. That a portion of his salary to the amount of \$300 per annum be paid by the University and \$700 by the Education Department.

iii. That in the event of the Professorship of Education becoming vacant and in order to maintain the association of Professorship with the Teachers' College, it is agreed upon that the two positions continue to be held by the same person, and that the person be appointed only with the full concurrence and consent of the University Senate and the Education Department." 69

Insofar as the above proposals related to Mackie, the Senate generally concurred with the Minister, but they were unwilling to commit themselves regarding any future appointment. Mackie's appointment to the dual position was approved by the Governor in Council in March, 1910. His salary was then fixed at \$800 per annum plus \$100 per annum paid by the University. At the same time the Senate paid a premium for Mackie which would allow him the same \$400 70 per annum pension rights as enjoyed by other professors. This final provision, and indeed his very appointment to the dual position was later to cause Mackie distress in his relations with the Public Service Board and the Superannuation Board. 71 However, at the time of his

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69 Ibid., p.2.

70 Ibid., p.2.

71 See discussion in the following chapter of Mackie's dispute with both boards regarding his salary and his superannuation.



Craft Section, Blackfriars College, (From photograph, Teachers' College Archives.)

appointment one can imagine his pleasure at having secured such a close academic association between the College and the University. The only wish yet to be fulfilled was the closer physical association of the two institutions, and assurances had already been given with regard to the building of the new College within the grounds of the University.

As early as April, 1906, Board had submitted to the Minister that the question of the erection of a Training College was "becoming a pressing one" and that it was "very desirable that preliminary steps in that direction be taken with a view to the work being done in the coming financial year."<sup>72</sup> He stressed the "undesirable situation" of the Blackfriars premises and its inadequacy of accommodation<sup>73</sup> and then considered alternatives for a new College. He reminded the Minister that it had "already been strongly recommended that a Training College should be erected at the University grounds."<sup>74</sup> Although he considered it would serve the purpose if it were alternatively placed close to the University grounds he maintained it would be difficult to secure such a site. The only one he considered suitable was the Deaf and Dumb Institution in Newtown Road "if that institution could be satisfactorily housed elsewhere."<sup>75</sup>

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<sup>72</sup>Submission from Board to the Minister for Public Instruction, 6th April, 1906. State Archives: Records of the Department of Education, 1906, p.1.

<sup>73</sup>Ibid., p.1.

<sup>74</sup>Ibid., p.2.

<sup>75</sup>Ibid., p.2.

DAILY TELEGRAPH.  
26.2.1916.

## LATEST STRIKE.

### STUDENT-TEACHERS REFUSE LECTURES.

“NO PLACE TO EAT.”

Yesterday afternoon something like two hundred and fifty school teachers—or, to be quite exact, students who are being trained at Blackfriars College to become teachers—went on strike. Not for higher pay, not for shorter hours, not for victimisation, not because of non-union labor being employed; but just, just because they had no place in which to eat their lunches. It seems almost unnecessary to add that the strikers were women.

Inquiry from several students shows that the “strike” was ebullient rather than premeditated, and that there are no ringleaders to be subsequently carpeted in the professor’s room. The college began work last Monday after the long vacation, and the girls who had been in attendance at the college during 1915 found to their disgust that two of the three “common rooms” which were at the disposal of the women students last year had been put to other uses, and that something like 250 girls had to accommodate themselves in a room that would be overcrowded with fifty. The result was that when the morning session was over and the lunch recess began at 12, there was a wild scramble for places in the common room, and the unfortunates who ran last found themselves compelled to wait in relays, or else sit, or mostly stand, in the sun munching a sandwich, in the full gaze of the passing traffic and the surrounding school children.

The crisis came yesterday. The lecture bell rang at 1 o’clock.

“I’m not going,” said one; “I haven’t touched my lunch yet, and I’ll have a cup of tea if I’m expelled.”

“I haven’t had a bite,” said another, and another, and still another.

“Well, let’s cut out the first lecture as a protest.”

Even girls who had got early doors into the common room recognised that the hungry girls had cause for making trouble, and decided to stick together. In a few cases students had wandered off to lecture rooms before the strike started, but even these, when the first lecture of the afternoon was over, joined the strikers, and wagged it from lessons.

It is not known whether the strike will be continued on Monday, or how long it will last. The students are much too old for physical punishment, they cannot be “kept in,” and the small allowance they get will not permit them to pay any heavy fine.

In any case, they would only have to put Professor Mackie, principal of the college, in the witness-box, and ask him to produce his annual reports.

In his first annual report, in 1907, the principal of the Teachers’ College drew attention to the inadequate accommodation, and he has referred to the same thing every year since. In 1907 he wrote:—

The building at Blackfriars, in which the college is at present located, is entirely inadequate to the needs of a college for teachers. The class rooms are badly arranged, and insufficient both in number and in size; administrative, accommodation, common rooms, etc., are almost entirely lacking. . . . The work of the college is carried on by a series of makeshifts, which seriously impairs the value of the work done, and renders it impossible for the college to carry out thoroughly the work of training the large body of students entrusted to it.

Next year—1908—Mr. Mackie again complained, and said:—

The premises are very depressing; shut in by high and ugly buildings, and without any free space for the students. The class rooms are too few in number; badly arranged, lighted, and ventilated; while common rooms, library, and dining rooms are almost entirely absent. The sanitary arrangements are very primitive.

Still the voice of the principal was apparently unheeded, for in 1909 he referred to the “grossly unsatisfactory nature of the accommodation provided.”

It is certainly a reflection on the State of New South Wales that it is content at a time, when seasons are good and money is being spent freely on other public buildings—the Medical School, the Art Gallery, the Public Library—to mention only a few, to house its college for teachers in such inadequate and depressing buildings, and in such an unsuitable, noisy, and overcrowded neighborhood. . . . The students are allowed to pass two of the most formative years of their life in surroundings that do nothing to ennoble and elevate the character.

In 1910 Mr. Mackie reported that he was convinced that a good deal of the sickness which at present interferes with college work would disappear if the college buildings were in a more open situation, and if attention were given to the character of the student’s residence.”

Apparently, even the Principal of the college began to feel disheartened, for in his report for 1911 he merely remarked, “The promise of better accommodation has not been fulfilled. The college is still compelled to carry on its work in the quite unsuitable premises at Blackfriars and Hereford House.”

In 1912 he repeated his complaints, and in 1913 the annual report of the Principal of the Teachers’ College merely stated that “The college accommodation is seriously strained”; while apparently tired out, or possibly cheered, by the knowledge that the foundations of a new college were being laid in the University grounds, there was absolutely no reference of any kind to the accommodation at Blackfriars.

If the students’ strike does nothing else but focus attention on the imminent need for better accommodation, it will not be altogether in vain.



**SYDNEY MORNING HERALD.**  
28.2.1916.

### **STUDENT TEACHERS' PROTEST.**

#### **REFUSE TO ATTEND LECTURES INADEQUATE BUILDING.**

About 250 lady students at the Blackfriars Teachers' Training College refused to attend the afternoon lectures on Friday last.

It appears that during the long vacation two of the three "common" rooms which were available to the students last year had become absorbed in some general scheme of reorganisation. This left the accommodation at the disposal of the students for lunch and resting purposes very much more limited, and the dissatisfaction which had been simmering since the commencement of the new term last Monday culminated in a refusal of the students on Friday to resume work after lunch.

It was learned on Saturday that the students appointed a deputation to wait on Mr. Board, Under-Secretary and Director of Education to-day. There is a college council connected with the institution, and it is understood that the negotiations on one matter with the department will be conducted by the members of this council. On behalf of the students it has been pointed out that Professor Mackie, principal of the college, has on several occasions brought under the notice of the department the inadequacy of the accommodation at the college generally.

#### **TO THE EDITOR OF THE HERALD.**

Sir,—It is to be hoped that the forcible protest made by the girl students at the Teachers' College against the cavalier treatment meted out to them by the removal of their common-room conveniences will draw attention to a matter in which the general public should certainly take an interest. Year in and year out Professor Mackie has voiced his dissatisfaction with the existing college arrangements, and shown how inadequate these are to the efficient training of the students.

The Teachers' Association has been equally emphatic. At the annual conference held at the Town Hall in December last I referred to the matter as follows:—"When one walks round the magnificent pile of University buildings, and each year sees some additional noble structure rising, but looks in vain for the college that is to bring teachers into that essential close touch with the University, and remembers the unlovely surroundings of the present location at Blackfriars, the cramped accommodation, and the whole miserable make-shift, one cannot but feel how unreal are all the protestations made in the press and on the platform about the national solicitude for primary education."

"Her Royal Highness, Woman," has made a short cut to ensure public attention. I feel sure that Mr. Griffith will see, by the girls' action, that they have a genuine grievance, that he will at once devise some means of providing temporary accommodation, and that he will see in the incident forcible reason for at once proceeding with the erection of the long-promised teachers' college. In all these matters I am equally certain he will receive public support.

I am, etc.,  
FRED. T. BERMAN,  
President Teachers' Assn., 1914-15.

Feb. 26.

**DAILY TELEGRAPH.**  
28.2.1916.

### **STUDENTS' STRIKE AT TEACHERS' COLLEGE.**

#### **TO THE EDITOR.**

Sir,—It is to be hoped that the forcible protest by the girl students at the Teachers' College against the cavalier treatment meted out to them by the removal of their common-room conveniences will draw attention to a matter in which the general public should certainly take an interest.

Year in and year out Professor Mackie has voiced his dissatisfaction with the existing college arrangements, and shown how inadequate these are to the efficient training of the students. The Teachers' Association has been equally emphatic. At the annual conference held at the Town Hall on December last, I referred to the matter as follows:—"When one walks round the magnificent pile of University buildings, and each year sees some additional noble structure rising, but looks in vain for the college that is to bring teachers into that essential close touch with the University, and remembers the unlovely surroundings of the present location at Blackfriars, the cramped accommodation, and the whole miserable makeshift, one cannot but feel how unreal are all the protestations made in press and on platform about the national solicitude for primary education."

I feel sure that Mr. Griffith will see by the girls' action that they have a genuine grievance, that he will at once devise some means of providing decent temporary accommodation, and that he will see in the incident reason for at once proceeding with the erection of the long-promised Teachers' College. In all these matters I am equally certain he will receive public support.—Yours, etc.,

FRED. T. BERMAN,  
President, Teachers' Association 1914-15.  
Public School, Five Dock, February 26.

**DAILY TELEGRAPH.**  
28.2.1916.

### **STUDENT-TEACHERS' STRIKE.**

The strike of women students at Blackfriars Training College against attending lectures, on the grounds of lack of accommodation, is still unsettled.

It understood a deputation from those concerned will endeavor to interview the Under-Secretary in connection with the matter.

He therefore strongly recommended the erection, "on University grounds of a College which will be unaffiliated with the University" and suggested the Senate might be immediately approached.<sup>76</sup> Board closed his submission with the declaration that the subject was "one which is now pressing for consideration and decision since the full and adequate training of the teachers is a vital element in the educational system of the State."<sup>77</sup> In spite of such a strong statement from Board, Mackie had to contend for some seventeen years with the "inadequate accommodation" and "undesirable situation" of Blackfriars.

Apparently the Senate was no stumbling block as it was reported in Parliament it had "granted a piece of land at the back of the engineering school."<sup>78</sup> However, although several members on both sides of the House laid some stress upon the fact that the accommodation at Blackfriars left a great deal to be desired and not one member denied the fact, the House was still divided, at the end of the 1911 session, concerning the site for the new College. Carmichael, the Minister of Public Instruction tried to move for the erection of the building on the University site but several members immediately took him to task for wanting to so "restrict" the question of site. Indeed Wade, the Member for Gordon, declared:

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<sup>76</sup>Ibid., p.4.

<sup>77</sup>Ibid., p.4.

<sup>78</sup>Carmichael, Minister of Public Instruction, Parliamentary Papers, Records of the Legislative Assembly, Hansard, Member's Copy. 1st November, 1911, p.28.

"In view of the fact that there has been a large amount of inquiry with regard to this question, that there have been departmental investigations and reports, and a large amount of information obtained by previous Governments, with regard to the question of site, I do not think it is a wise step at this stage to tie ourselves down absolutely to this vacant spot on the Sydney University grounds. We know from discussion on a previous occasion, and from a knowledge of departmental records, that two other sites have been spoken of." 79

One might protest that if such an extended investigation had taken place it was high time Parliament decided upon a definite site. However such was not to be. The two other sites mentioned by Wade were the Deaf and Dumb Asylum and the Randwick Asylum. Before the debate was over the Darlinghurst Gaol was also seriously proposed and finally the whole matter was left open for the further consideration of a Public Works Committee. Thus, while the politicians debated and procrastinated, Mackie was forced to continue to use Blackfriars, which, on the evidence of one member, was "about the worst site that could be found for the purpose if we searched the whole of the metropolis." 81

It was to be another twelve months before the Government Architect informed Peter Board that the Public Works Department was ready to commence building on the University site. The work was begun in 1914 but the war

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<sup>79</sup>Wade, Member for Gordon, Ibid., p.29.

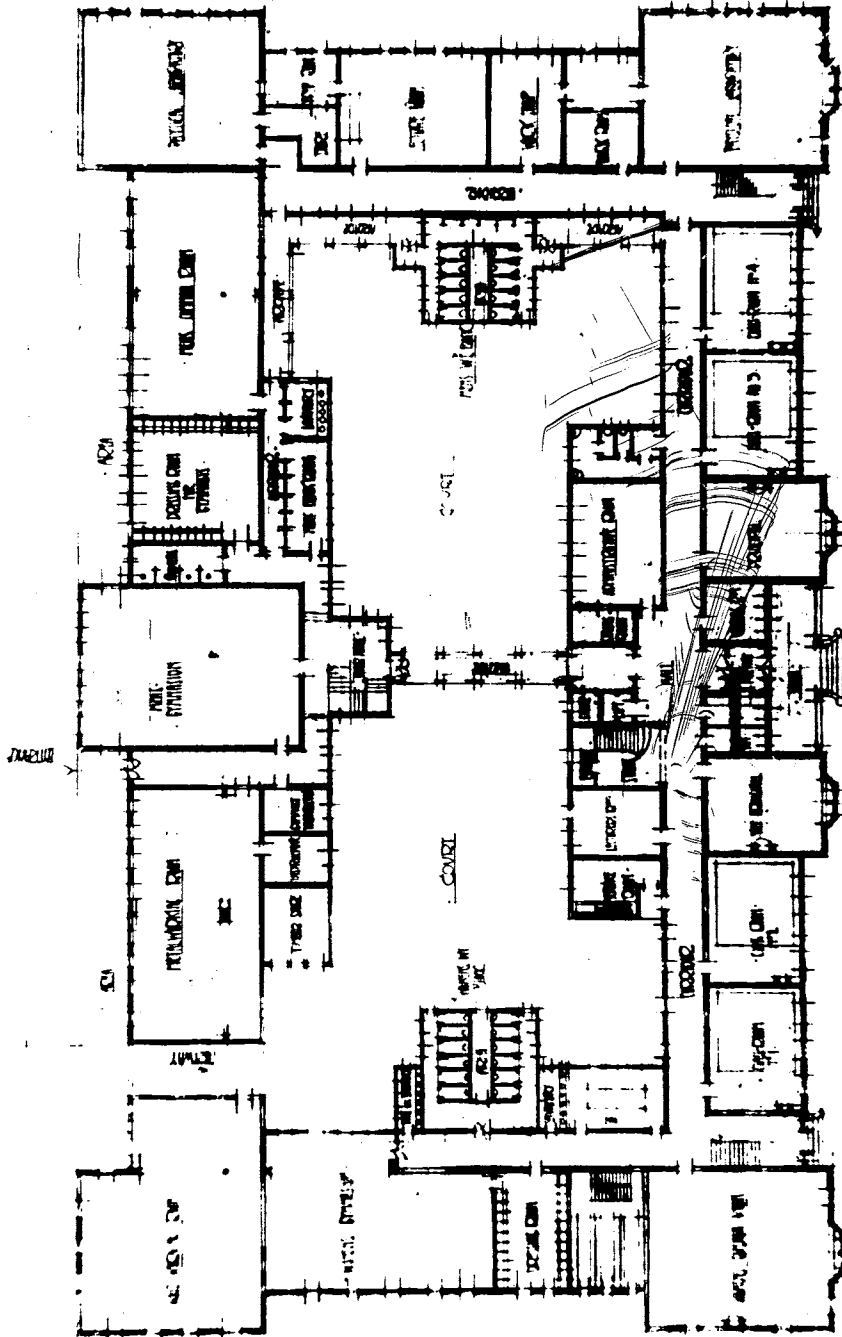
<sup>80</sup>Ibid., p.34.

<sup>81</sup>T.S. Crawford, Marrickville. Ibid., p.30.

TRAINING COLLEGE FOR TEACHERS

1911

PLAN



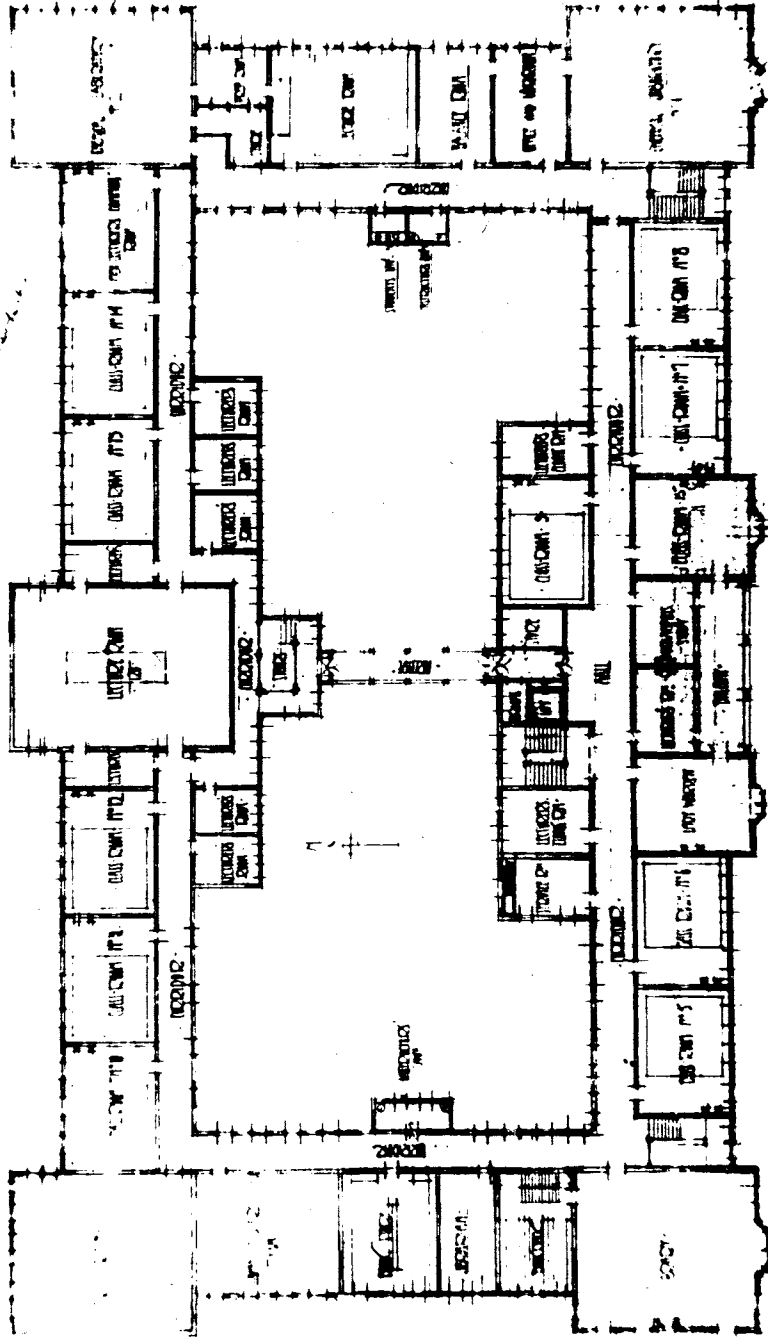
MURRAY BIRD

1911 Original Plans for the New College; Basement, Ground and First Floor: Greatly Reduced from originals in State Archives: Records of Department of Education.

TRAINING COLLEGE FOR TEACHERS

MILWAUKEE, WIS.

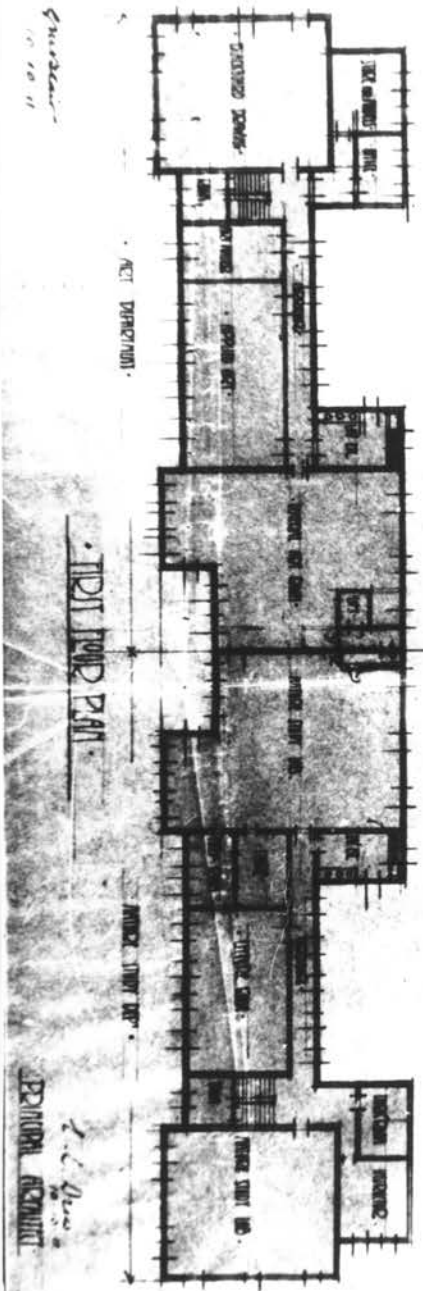
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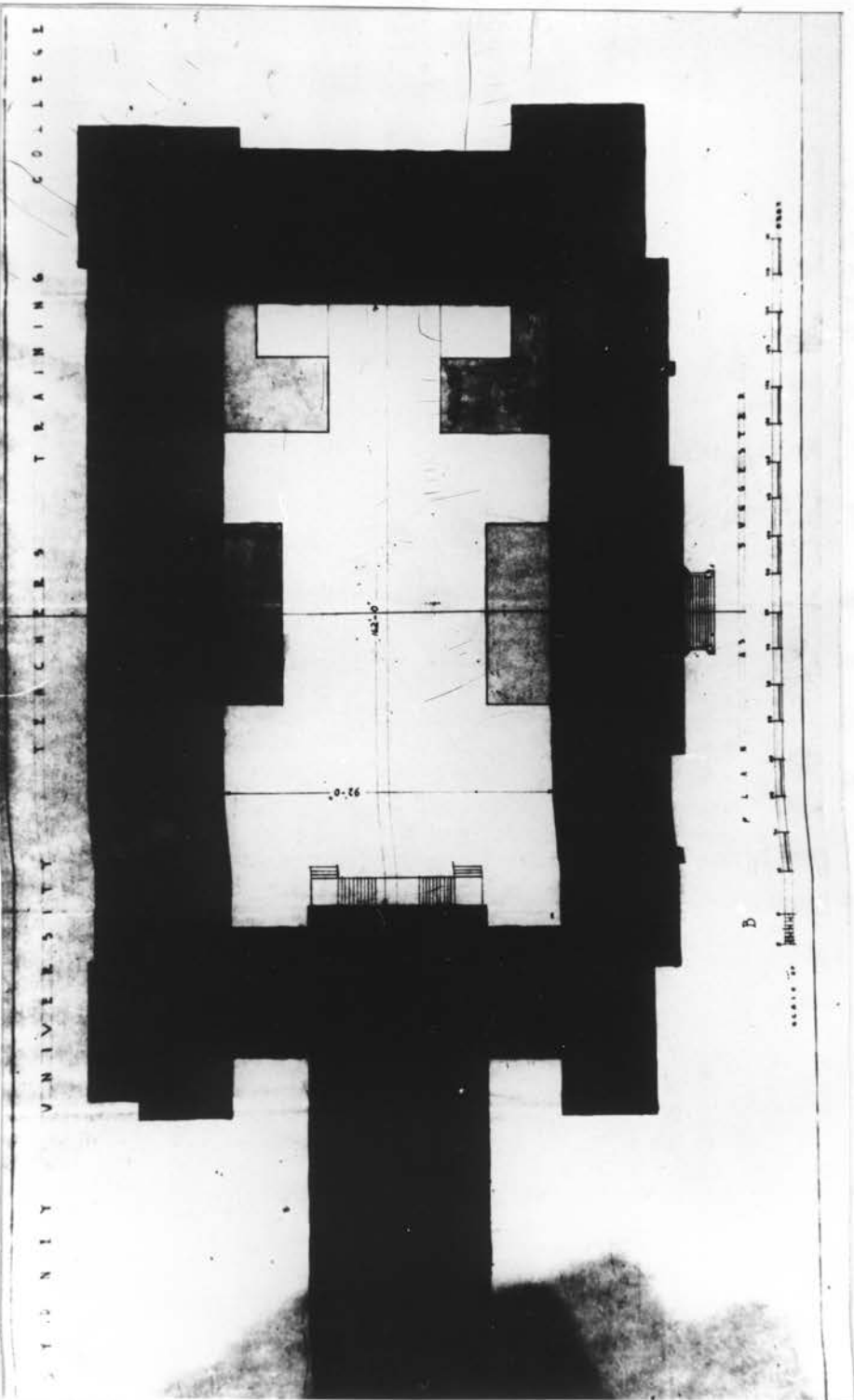
GROUND FLOOR PLAN

: DRAWING COLLECTED BY THE ARCHITECT : ARCHITECT PLAN 1/8" = 1'-0"

: SCALE :



1/8" = 1'-0"  
ARCHITECT'S DRAWING



Photograph of Sketch Plan: Mackie's Proposal for Placement of New College Hall and Gymnasium; (greatly reduced from original in State Archives; Records of the Department of Education.)

intervened and there was only slow progress for the next three years. The College "Calendar" records the further developments:

"It was decided to concentrate on the eastern wing of the building and to bring it into use as soon as possible to relieve the congestion at Blackfriars. On Wednesday, 27th June, 1917, the foundation stone was set by the Minister for Education (Mr. Augustus G.P. James): addresses were given by the Minister, Mr. Board, Professor Mackie, and Professor Francis Anderson. The eastern half of the building was ready for use approximately six years after work had begun, and the new building was first occupied on 25th February, 1920. Until the whole building was completed nearly five years later, College work was carried on in three places: Blackfriars, Hereford House, and the new building." 82

With only one particular of the new building was Mackie disappointed. He had requested the assembly hall and gymnasium be built as an extension to the western end of the building (see his sketch plan opposite), thus allowing for a large central courtyard rather than the two smaller, cramped courts of the present College. 83 His wishes could not be met as Peter Board submitted the alteration in plans would "defer the carrying out of the completion" of the building. 84 In spite of this one disappointment, one can imagine Mackie's delight when at last the College was completed. In the December, 1924, issue of the "Kookaburra", he wrote,

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<sup>82</sup>Sydney Teachers' College, 1906-1956. A Brief Historical Survey," op.cit., p.30.

<sup>83</sup>Memorandum from Mackie to Board, 19th January, 1921. State Archives: Records of the Department of Education, 1921.

<sup>84</sup>Board's submission on Mackie's Memorandum. Ibid.



"The Teachers' College has been at last provided with a commodious and suitable habitation. It remains for its members, past, present and future, to animate this body with a College spirit which will inspire each generation of students to become teachers worthy of New South Wales and eager to assist in the making of citizens of a State and a Commonwealth that will be inferior in the quality of its citizens to no other portion of the British Empire." 85

It is evident from the work of Mackie's first twenty years and the support and encouragement given him by Peter Board for eighteen of those years, that Mackie's early prophecy, "We shall pull very well together," was fulfilled. In 1926 Board spoke of Mackie's work in these appreciative words:

"The internal organisation of the Teachers' College has undergone many changes to meet the changing needs of the Department for teachers of various qualifications. In all these changes the organising skill of the Principal has been the active force at work. It may be said that there are very few institutions in the conduct and character of which the ideals and personal mental characteristics of the chief manager have been so thoroughly infused as in the Sydney Teachers' College." 86

A great deal about Peter Board might be judged from this statement. He was, above all, wise enough to acknowledge the quality of the Principal and to let him have the freedom of a "chief manager" so that his "organising skill" his "ideals" and his "personal mental

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85 "Sydney Teachers' College, 1906-1956. A Brief Historical Survey," op.cit., p.31.

86 P. Board, "Professor Mackie. An Appreciation," Supplement to Schooling, December, 1926, p.4.

characteristics" could be purposefully set to work. It is a matter for great regret that the relations between Mackie and Beard's successor were not based upon the same foundations of mutual trust and common purpose as those which characterized his relations with Beard. Restrictions, frustrations and interference were to sadly weaken the effectiveness of the Principal's later years.



Professor Mackie Addressing Guests at Opening of New College.(Original in Mackie Family Papers.)

CHAPTER VIIITHE NEW COLLEGE IN UNIVERSITY GROUNDS

Any assessment of Mackie's work at the new College must take into account the economic conditions of the time and the changes in administrative personnel within the Department of Education between the years 1920, when the first wing of the College was made available for use, and 1940, when illness brought to a sad and totally unfitting close the work of a man who probably did more for education in New South Wales than any other person before or since. The economic conditions should be examined for they dictated to a large extent what could possibly be allowed by senior officials. It was unfortunate for Mackie that the economic scene gradually worsened because, partly as a consequence of this, his superiors were inclined to be unsympathetic towards the problems which he brought before them from time to time.

Mackie's twenty years at the new College was a period of increasing responsibility for him in both the number of students admitted and the diversification of courses offered. It was also a period in which he fought staunchly, relentlessly, but often fruitlessly, for the maintenance of high standards of training. It will be shown, too, that his work was often hampered and his burden increased by the petty interference of senior officials in Domestic College

affairs and by their own tardiness in despatching to him certain information necessary for the smooth running of the College. To add to his problems at this time Mackie experienced financial worry and a deteriorating personal relationship with the Public Service Board and ~~his~~ Government and Departmental officials.

Concurrently with his efforts to satisfy the increasing demands made upon him as College Principal, Mackie continued throughout this period to hold the position of Professor of Education. It will be shown that, in this capacity he strove for the forging of stronger links between the College and the University. Much that he wanted to do would have resulted in educational progress and would have ensured the fuller training of the State's teachers but here again he met with opposition and his proposals were brought to nothing, adding yet further to his sense of frustration.

The reader will discover that during the years remaining to him as Principal and Professor, Mackie was often to come into conflict with his superiors. Sometimes the exchanges were bitter and reflected the exasperation Mackie experienced whenever he witnessed the triumph of what he considered to be unsound educational policy. There were occasions, too, when an already delicate situation was further deteriorated by some act of provocation or embarrassment on Mackie's own part. At no time did he suffer interference gladly, especially so if he considered

such interference to be the mere meddling of academically inferior officials following bad educational practices. However, it must be stated that the exercise of greater tact would often have served his purposes much more effectively than his determination to meet opposition head-on. In expressing similar conviction about Mackie's impatience with short-sighted or unsound practices, Turner stated:-

"Indeed, he fought for his principles with something of the fervour of his Scottish forebears, though there were times when his colleagues wondered if the English trait of compromise might not have won the same goals in the end and with less physical and nervous strain to himself. For the pressures to which he was frequently subjected and which he consistently resisted took toll of him in later years, and he retired to face a long period of illness instead of enjoying immediately the leisure and peace he so richly deserved." <sup>1</sup>

Before examining in detail the particular aspects foreshadowed in the above introduction, the writer intends to discuss briefly the economic situation in the twenties and thirties as later in the chapter such economic conditions will be related to significant actions by Mackie's superiors.

In New South Wales the policies of Labour leaders Storey and Dooley during the early twenties were aimed generally at decreasing the hours of work, increasing the basic wage, extending welfare measures through a Motherhood Endowment Bill and redistributing wealth by means of

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<sup>1</sup> I.S. Turner, "Professor Alexander Mackie, An Appreciation," The Forum of Education, Vol.XIV, No.3, April 1956. Alexander Mackie Memorial Number, p.91.

increased taxation on higher incomes.<sup>2</sup> There is nothing surprising in these policies which merely reflect the traditions of Labour, and there is little to be found in such policies which could be considered economically dangerous. Even Lang's later "far-reaching and contentious legislation"<sup>3</sup> involving the breaking-up of large estates by heavy taxation and the institution of a system of child endowment were hardly likely to cause real economic hardship to the mass of the people. It is not in the realm of State politics that one must look for the causes of increasing financial concern apparent in the twenties and culminating in the disastrous depression of the thirties. However, in declaring the policies of the federal Bruce-Page Government to be responsible for intensifying the effects of depression one must hasten to emphasise the fact that the policies were carefully co-ordinated, were carried out with the best of intentions and were unfortunate in the time they were put into practice. Indeed, it must be considered doubtful if any Government could have foreseen and avoided the depression and certainly it seems clear that Labour possessed no policy that could counter it.<sup>4</sup>

Following the First World War, there was an optimistic belief in Australia's future, in her ability to progress

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<sup>2</sup> G. Greenwood, "Development in the Twenties," Australia, A Social and Political History, (ed. Gordon Greenwood), Sydney: Angus and Robertson, 1955. p.289.

<sup>3</sup> Ibid., p.331.

<sup>4</sup> Ibid., p.341.

materially and to benefit from her untapped natural resources and it was therefore not unnatural that the Bruce-Page Government reflected this general optimism and concentrated upon material development. Greenwood suggests that the main issues of the time, "were concerned with closer settlement of the land, assistance to migrants, large-scale developmental projects, organised marketing and protection to industry."<sup>5</sup> The whole Government policy was a carefully integrated one, each aspect depending upon the others. The expansion of national wealth was seen as the great objective. This depended upon the development of Australia's resources which needed both increased population and extensive capital. With the application of suitable protection, the end result was expected to be increased production, ensuring the development of newly-established industries. Close co-ordination of policy with Britain was expected to provide the necessary capital loans and the schemes of migration.

The Government's policy was imaginative, courageous, and looked well on paper. It had, however, one vital and vulnerable spot which was to cause its failure and consequently greatly worsen the ill effects of the threatening depression. The Achilles' heel of the policy lay in its dependence upon overseas markets for the disposal of its

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<sup>5</sup> Ibid., p.297.



surplus production. Bruce early recognised the importance of this aspect when he declared:

"All who study our present national circumstances must realise that the marketing of our surplus production is one of the greatest problems that we have to face. It is impossible for us to maintain our White Australia policy, or our present standard of living, or to ensure our national safety, unless we increase our population. But it is of no use for us to increase our population unless every individual who enters the country becomes a productive unit and even productive units are of no value to us unless a payable market is available for their production. The problem of marketing our surplus production has become acute in the last few years." <sup>6</sup>

With Australia depending largely upon the returns from her primary industries and with world-wide agriculture remaining in a depressed state, all efforts to expand Australian primary industry in the twenties were hampered by the decline in world prices. Finally the fact had to be faced that the period in which Australia could expand on borrowed money and government subsidy was over and that Australia was going to have to experience a new period of acute unemployment and a greatly lowered standard of living. It is against this general background that one must judge the statements and achievements of Mackie and the treatment he received from others, especially in the 1930's.

Examination of College Calendars from 1908 on reveals an increasing diversification of courses. A comparison

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<sup>6</sup> Ibid., pp.307-308. Greenwood was here quoting Commonwealth Parliamentary Debates, Vol.109, p.4407 (1924).

between the 1908 and 1924 Calendars indicates the extent to which this diversification had already taken place. The Calendar for 1908 stated, "The normal length of the College course is two years, but this may be shortened to one year or increased to three years."<sup>7</sup> The short-course students were eligible for a third-class certificate only while a third year of study was granted to "a limited number of students who show special aptitude in teaching and in academic work."<sup>8</sup> During their third year the selected students were "required to pursue special courses of study at the University, Teachers' College, or other institution."<sup>9</sup> Although a small number of students who wished to specialise in Nature Study and Rural Science were granted their second year of training at the Hawkesbury Agricultural College and a Kindergarten and Infant School Course was available for other selected students in their second year, the College of 1908 was basically a centre for the instruction of primary teachers. By the time the new College was fully occupied the situation had changed considerably. The "Calendar" for 1924 shows the following Courses of Training:

1. The College provides a variety of courses of training varying in length from one to four years.
2. The ordinary College course is the two-year course, which qualifies for teaching primary classes.

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<sup>7</sup> Teachers' College Calendar, Sydney: William Applegate Gullick, Government Printer, 1908. p.34.

<sup>8</sup> Ibid., p.36.

<sup>9</sup> Ibid., p.36.

3. Students who take courses shorter than the two-year course are, except in the case of graduates of a recognised University, eligible only for the third-class certificate of the Department of Education.

4. The following courses are in operation during 1924 -

- a) Short course of twelve months, qualifying for teaching in small rural schools.
- b) One-year course for graduates in Arts or Science of a recognised University. This course is exclusively professional, and qualifies for the second-class certificate.
- c) Two-year course, qualifying for the second-class certificate. In this course the student may take the division qualifying for Kindergarten and Infant School teaching, or that qualifying for middle and upper primary teaching.
- d) Three and four year courses are open to selected students.
- e) Evening Extension Courses for primary and infant school teachers." 10

Further developments continued throughout the time of Mackie's tenure of the office of Principal and, in 1938, the report on the college by the Chief-Inspector and Deputy Chief Inspector (Harkness and McKenzie) revealed a wide range of courses being offered.

It has been established, then, that Mackie was administering a College in which the variety of courses continued to grow. When it is also appreciated that the number of students being catered for increased from 300 in

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10 Teachers' College Calendar, Sydney: Alfred James Kent, Government Printer, 1924. p.24.

11 See Appendix 3, "Report following visit of Chief Inspector and Deputy Chief Inspector," Sydney: Archives of the Public Service Board, 30th May, 1938. No.6947.

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1906 to 900 in 1922 one can better understand Mackie's concern about the failure to have his staff maintained at a level sufficient to deal with the increases in courses and students. After complaining to the Under Secretary, he finally decided to approach the Premier, J.T. Lang. He wrote, "... I have been informed that no additions can be made to the staff because you had laid it down that no additions were to be made to the public service - the only exception being the primary and secondary schools."<sup>13</sup> He then strongly stated his case for increased staff to the College, but to no avail. In New South Wales as elsewhere in Australia, there was by this time (1927) increasing misgiving about the state of the economy.<sup>14</sup>

Further correspondence from Mackie to the Under Secretary indicates that he had been unsuccessful in his plea to the Premier and that the College was beginning to feel the brunt of financial stringency.<sup>15</sup> He objected strongly to "the constant increase in the burden of administrative and teaching work which is being imposed upon me without the provision of adequate assistance for carrying it out."<sup>16</sup>

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<sup>12</sup> Statement of Facts Concerning the Salary of Principal Mackie. Sydney: Archives of the Public Service Board, 25th July, 1935. No.6874.

<sup>13</sup> Letter from Mackie to the Hon. J.T. Lang, N.E.A. Premier and Colonial Treasurer, Sydney: Teachers' College Archives, Letter Book, 1927. 4th March, 1927.

<sup>14</sup> G. Greenwood, Australia, op.cit., p.340.

<sup>15</sup> Letter from Mackie to the Under Secretary, Sydney: Teachers' College Archives, Letter Book, 1927. 16th May, 1927.

<sup>16</sup> Ibid.

He declared that he had not previously objected because he had believ<sup>e</sup>d he would be granted the "necessary compensation" by the Public Service Board and that an adequate staff would be provided. Neither, he declared, had been done.<sup>17</sup>

When Mackie mentioned the "necessary compensation" he was referring to the reluctance of the Public Service Board to grant him any increase in salary. Indeed Mackie's salary changed very little from the time of his appointment in 1906 to 1940 when he was retired. The circumstances are recorded here because the writer believes Mackie's financial position caused him grave concern over the years and contributed towards his eventual collapse.

On his appointment Mackie's salary was at the rate of \$700 per annum with range to \$800 per annum by annual increments of \$25.<sup>18</sup> On his 1910 appointment to the dual position of Principal and Professor his salary was fixed at \$800 per annum plus \$100 per annum to be paid by the University Senate.<sup>19</sup> It should also be noted that the Senate undertook to pay the annual premiums on a policy which would provide Mackie with a pension of \$400 per annum. This was the usual pension provision for University Professors. His University salary was increased by \$200 per annum in 1920 and he made application to the Public Service Board for an increase in his salary as Principal. One cannot but be

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<sup>17</sup> Statement of Facts Concerning the Salary of Principal Mackie, op.cit.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

surprised at the submission made by Peter Board on Mackie's application. It read, "I think that in view of the recent increase granted by the University, the salary might fairly be regarded as satisfactory for the present."<sup>20</sup> However, on this occasion and again in 1922 the Board granted Mackie increases of \$100.<sup>21</sup> Except for an increase of a mere \$25 per annum in 1929, Mackie was never again to receive a favourable decision from the Board. Indeed, at the 1932 Biennial Review his salary was reduced to \$985.17.10. Regardless of his many appeals, Mackie was unable to gain any further remuneration. The reader might the more readily appreciate Mackie's 1927 complaint to the Under Secretary when it is realised he had received an increase of only \$200 per annum from 1910 to 1927. During the same period the salary of College lecturers had been increased by 80% to 100% and that of the Vice-Principal by one-third.<sup>22</sup>

The Principal was soon to become involved in another matter which was to distress him greatly and add considerably to his financial concern. It related to Mackie's superannuation. Under Section 11 of the Superannuation Act of 1916, deductions were made from Mackie's salary and remitted to the Superannuation Board.<sup>23</sup> Such deductions continued to be made

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<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> "Question of Superannuation in the Case of Professor Mackie," Sydney: State Archives: Files of the Department of Education, 29.9.1937.

until 1927, when the Board realised Mackie was also entitled to the Professorial pension of £400 per annum. Section 3 of the Act defines "employee" as meaning "a person employed by an employer and who is, by the terms of his employment, required to give his whole time to the duties of his employment, but does not include .... a Professor of the University of Sydney."<sup>24</sup> Now it should be noted that Mackie was not a full-time Professor of the University. Indeed the terms of his appointment in 1910 were such that he was permitted to carry on his University work only if it did not interfere with his duties as College Principal. However, the Board decided Mackie was not entitled to contribute and on the 13th May, 1927, a memorandum was sent from the Accountant of the State Superannuation Board to the Accountant of the Department of Education. The memorandum read:

"In view of the fact that the above-named employee also holds the position of Professor at the Sydney University, the Superannuation Board has decided that he is not eligible to contribute to the Fund and that a refund of his contributions should be made.

Would you kindly cease making any further deductions and advise this Office the amount of deductions made but not forwarded." 25

On being informed he was not eligible, Mackie directed that the amount owing to him be lodged to his account with

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<sup>24</sup> Ibid.

<sup>25</sup> Memorandum from G. Newmarch, Accountant of the Public Service Board to Accountant, Department of Education. Sydney: State Archives: Records of the Department of Education, 13th May, 1929.

the Bank of Australasia. He protested against the Board's refusal to pay compound interest on the sums deposited and began a campaign to fight for his re-instatement. On 19th March, 1928, Judge J.L. Campbell heard an appeal from Mackie and the relevant section of the Judge's opinion (it was not a legal determination) read:

"If it had been competent for the appellant to rely on the ground of appeal first stated in his request of 4th July, 1927, that the matter should be referred under the terms of section 85 of the Superannuation Act, 1916, I have very grave doubt whether I could have come to the same decision as that communicated to the appellant by the Board in their letter of the 11th May, 1927 .... I think the effect of the definition of 'employee' in Section 3 of the Act is merely to prevent a Professor of the University by virtue of that appointment and status alone, becoming or being a contributor to the Fund.

It seems to me, however, that the appellant has precluded himself from raising that question on this appeal by having, after discussion and correspondence, without appeal, accepted the decision of the Board that he was not qualified to be a contributor, and having thereupon accepted and received a refund of his contributions to the Fund." 26

As the Attorney-General (F.S. Boyce) declared himself to be in accord with the opinion expressed by Campbell,<sup>27</sup> it was clear that neither Campbell nor Boyce felt Mackie should have been deprived of his benefits on the ground he held the dual position of Principal and Professor. However, they

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<sup>26</sup> J.L. Campbell, "Report on the Conference," Judges' Chambers, Supreme Court, Sydney. 19th March, 1928. State Archives: Records of the Department of Education, 1928.

<sup>27</sup> Ibid., F.S. Boyce, 21st March, 1928.



agreed he had erred by accepting the refund from the Board without previously appealing against the Board's decision. Apparently had Mackie refused to accept the cheque and had immediately appealed to law, his appeal would have been upheld. It is submitted, however that he followed a natural course in accepting the money and having it deposited to his account. It seems unreasonable that he should have been deprived of superannuation benefits on such piffling grounds.

Never one to submit easily, Mackie tried desperately to regain his lost right to contribute. There were good grounds for his concern. The University pension of £400 per annum was not a large amount and furthermore it would continue to be paid only during the Professor's own lifetime. No provision was made for his dependants should he pre-decease his wife.<sup>28</sup> Carefully studying his ground, Mackie decided that the whole matter rested upon the question whether or not he was considered to be a full-time public servant. On being assured by both the Under Secretary, Smith, and the Public Service Board that he was so regarded,<sup>29</sup> he then wrote to the Minister for Education requesting re-consideration of his case and suggesting four possible lines of action in order to compensate him for what he considered to be an unjust deprivation. Mackie suggested:

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<sup>28</sup> That his concern was fully justified is shown by the fact that Mackie died in 1955, already<sup>1951</sup> pre-deceasing his wife by twelve years.

<sup>29</sup> Letters from Smith to Mackie, 17th July, 1928 and Mackie to the Public Service Board, 30th July, 1928 in which he thanks them for their information. Sydney: State Archives: Records of the Department of Education, 1928.

"First, I might be allowed to come under the Superannuation Act as a new contributor. I do not ask for re-instatement, which has been refused on appeal, but acceptance de novo. Second, a pension might be taken out for me by the Education Department with a suitable office. Third, an addition might be made to my salary in lieu of the pension rights of which I have been deprived though entitled as a full-time public servant. Fourth, a short Act of Parliament might be passed admitting me or re-admitting me as contributor. This in fact was suggested by Mr. Justice Campbell.

From the tenor of Mr. Justice Campbell's judgement it is perfectly clear that he thinks I should not have been deprived of my pension by the Board. I have suffered a grave injustice and I very respectfully request that it will be remedied by one of the above mentioned means or by some other more appropriate." 30

This appeal was unsuccessful and although Mackie raised the question on many later occasions, he received no satisfaction from Minister or Public Service Board. The Board declared nothing could be done for the Professor stating that as his case "had been determined by the proper authority, they could not interfere with its decisions." 31

In the light of this statement it is interesting to note that, on the appointment of Mackie's successor, Dr. C.R. McKae, and following a decision by Justice Bavin that McKae was disentitled to continue superannuation contributions by reason of the definition of "employee" in Section 3 of the Act 32 the Chairman of the Public Service Board (Murth) wrote

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30 Letter from Mackie to Drummond, 24th October, 1928. Sydney: State Archives: Records of the Department of Education, 1928.

31 "Question of Superannuation in the Case of Professor Mackie," op.cit.

32 Decision of Mr. Justice Bavin. Archives of the Public Service Board, 18th December, 1940. No.40-3661.

at once to the Attorney-General, requesting that a "minor amendment" be made to the Superannuation Act. The amendment, he stated, was

"to provide that Dr. McKee, on appointment as Professor of Education at Sydney University, in addition to holding the office of Principal of the Teachers' Training College - and any officer similarly appointed in the future will be enabled to continue to contribute to the State Superannuation Fund." 33

Drummond added his support to the request, trusting that, "no difficulty will arise in incorporating this amendment into legislation which may come before the House at an early date." 34

There is a final rough note concluding the relevant Public Service Board file and it states "This matter has been carried by recent amendment of the Superannuation Act." 35 It is contended that the same course could readily have been followed in the case of Professor Mackie. There are grounds for the impression he was treated harshly. Perhaps the reason is to be found in the deteriorating personal relationships between Mackie with both the Board and his superiors. On several occasions he embarrassed these superiors and the Government. It will be shown he was always motivated by the principles involved and he was usually right in his opinions but he must stand accused of being unnecessarily provocative and tactless at times,

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33 Chairman Wirth to the Attorney-General. Archives of the Public Service Board, 15th January, 1941. No.40-3661.

34 Ibid., 14th January, 1941.

35 Note concluding File no.40-3661.

letting his exasperation get the better of him and lashing out in attack rather than exercising restraint.

Mackie's personal financial concerns have been treated in some detail because the writer feels Mackie's conviction that he was treated unfairly and his consequent worry about his present and future financial position were contributory causes of a worsening relationship with his superiors. The impression that such a situation also hastened his eventual physical and nervous collapse is inescapable.

Although Peter Board twice refused to support Mackie's applications for salary increases, there was nevertheless a strong, cordial working relationship between the two men who had similar academic interests and somewhat similar notions about the wider aims and purposes of education. Board's successor, S.H. Smith, represented an entirely different philosophy. His professional preparation included no University training. He was dictatorial rather than democratic and his actions sometimes revealed a sense of personal inadequacy. From the start he was not a popular figure among teachers, being the <sup>36</sup>least popular of the five Council of Federation nominees, and the fact that he neither commanded the popularity of the ordinary teacher nor had the academic standing to ensure the respect and support

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<sup>36</sup> A.R. Crane and W.G. Walker, Peter Board, op.cit., pp.267-8. They state that when the Council of the Federation voted for their nominees, the figures were: Dash, 30; Mackie, 10; Lasker, 7; Cole, 6; and Smith, 6.

of those holding high academic positions made his selection one of questionable wisdom. It was certainly an unfortunate choice insofar as Mackie was concerned for the two men seemed destined to bring out the worst in the personalities of one another.

The first real brush between Mackie and Smith began soon after Smith's appointment and involved the teaching of Art at the College. Mackie had written to the Chief Inspector on the 6th April, 1923, supporting the application of an ex-student for a revision of his efficiency mark. He claimed the inspector who had determined the ex-student's grading, had shown indications of a "veiled hostility to the College lecturers in Art or to the College methods of instruction or to both."<sup>37</sup> While Mackie expressed his readiness "to discuss at any time with the Superintendent of Art the courses and methods given in the College" he declared that the drawing ability of students entering College "is very unsatisfactory and this is due in part at least to the methods adopted under the direction of the Superintendents."<sup>38</sup>

There was apparently no meeting between Mackie and the Superintendent but it appears Smith decided to take the matter into his own hands and called for a report from the Superintendent of Drawing asking for comment upon Art Teaching in the College.<sup>39</sup> The consequent report was scathingly

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<sup>37</sup>Letter from Mackie to the Chief Inspector, 6th April, 1923. Sydney: Teachers' College Archives, Letter Book, 1923.

<sup>38</sup>Ibid.

<sup>39</sup>Memorandum from Smith to Mackie, enclosing the Report from Branch, 14th August, 1924. Sydney: State Archives: Records of Department of Education, 1924.

critical of the College work in this subject and Mackie was required to show the report to each lecturer in Art, Smith declaring, "Unless the statements made by Mr. Branch can be denied or contraverted by those lecturers, I regard the matter as very serious."<sup>40</sup> Branch, the Supervisor, claimed there was no "tuition or practice" in dry colour work, modelling, blackboard drawing or appreciation, and declared that "the work which is done is mainly lead pencil drawing (omitting the necessities of tone, light, shade and shadow) of objects which are impracticable or unobtainable in schools, and of no particular artistic value."<sup>41</sup>

That there was little real substance in Branch's criticisms was shown by the reply of Miss Helen Wark, Lecturer in Art, in which she dealt with each of Branch's complaints.<sup>42</sup> It does seem, as Mackie pointed out in his own reply, that there was a difference of opinion between Branch and Miss Wark concerning Art principles and there was also a difference in emphasis - Branch apparently wanting the College to turn out artists or Art specialists while the College was concerned with the business of training general practitioners who were able to teach Art rather than be artists. Mackie also pointed out that the seven examples given by Branch of ex-students showing incompetence in Art had an equally poor

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<sup>40</sup> Ibid.

<sup>41</sup> Ibid.

<sup>42</sup> Miss H. Wark to Principal Mackie, 22nd September, 1924. Sydney: State Archives: Records of the Department of Education, 1924.

estimate of their ability following College examinations or had received no instruction in Art at all as they were specialists preparing for modern language teaching.<sup>43</sup>

Mackie stated that it was "absurd on the part of Mr. Branch to blame the art lecturers for the deficiencies of students who did not pass through their hands."<sup>44</sup>

In spite of Miss Wark's evidence and Mackie's strong support, Smith preferred to listen to Branch and refused to recommend any addition to Miss Wark's salary until Branch was prepared to submit a report stating her work was satisfactory.<sup>45</sup> This situation prevailed for a number of years. In 1926, regardless of the fact Branch was by then in daily attendance at the College in the capacity of part-time Lecturer in Drawing,<sup>46</sup> Mackie claimed that the Superintendent had "not made any observation during the past year of the work done by Miss Wark in teaching College classes."<sup>47</sup> Yet Branch had seen fit to send in still another unsatisfactory report,<sup>48</sup> resulting in Smith refusing once more

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<sup>43</sup> Memorandum from Mackie to the Under Secretary. Sydney: State Archives. Records of the Department of Education, 1924.

<sup>44</sup> Ibid.

<sup>45</sup> Letter from Smith to Mackie, 3rd November, 1924. Sydney: State Archives. Records of the Department of Education, 1924.

<sup>46</sup> Letter from Mackie to Smith, May, 1926. Sydney: State Archives. Records of the Department of Education, 1926.

<sup>47</sup> Ibid.

<sup>48</sup> Memorandum from Branch to Smith, 29th April, 1926. Sydney: State Archives: Records of the Department of Education, 1926.

to recommend a salary increase for Miss Wark. On this occasion, however, the Public Service Board, promised to reconsider her case "if her work during the current year be favourably reported upon."<sup>49</sup> It would appear that the Board experienced some difficulty in obtaining this report, for a stiffly-worded memorandum from Champion, Secretary of the Board was written to Smith on the 19th June, 1928. It stated:

"A report in this connection was asked for in the Board's communication of 25th February, 1927, and, although five written reminders and numerous verbal requests have been made, no reply has yet been received.

The Board will be glad if the report required be furnished without delay."<sup>50</sup>

Unfortunately the writer was unable to discover any further records with reference to Miss Wark's salary. One can only hope she finally received justice. It is interesting to note, however, that Branch asked to be relieved of his duty as lecturer at the College in December, 1927, stating, "I have had over 600 students through my classes during the last two and a half years, so feel that my work will have some impetus for a time."<sup>51</sup> Not only was this a statement exhibiting consummate egotism, but the reader will note that Branch was asking to be relieved of his College duties at the

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<sup>49</sup> Memorandum from the Public Service Board to the Under Secretary, 26th May, 1926. Sydney: State Archives: Records of the Department of Education, 1926.

<sup>50</sup> Letter from Secretary T.C. Champion to Under Secretary Smith, 19th June, 1928. Sydney: State Archives: Records of the Department of Education, 1928.

<sup>51</sup> Letter from Branch to Director Smith, 7th December, 1927. Sydney: State Archives. Records of the Department of Education, 1927.



very time the Board was pressing for a further report upon the work of Miss Wark. Early in 1928 Branch absented himself from the College<sup>52</sup> and one is left with the inescapable impression that he was trying to avoid writing such a report.

Smith's part in the Art dispute is but one of many examples of his interference in College affairs and his unwillingness to trust Mackie's opinion. <sup>No</sup> One~~One~~ denies that, as Director, Smith had the power and the right to intervene in College matters, but the wisdom of such continued intervention must be called into question. Board had trusted Mackie implicitly and, according to Smith's own admission, Mackie had performed an admirable task under Board, Smith declaring that Mackie "and his competent staff control an institution which, on the highest authority, compares favourably with similar institutions in the most advanced countries in the world."<sup>53</sup> In spite of such high praise Smith repeatedly interposed himself in College matters. It would appear that he was determined to closely supervise and control all sections of the Department and that the Teachers' College with its academically highly qualified staff presented a particular challenge to him. Miss E. Campbell, in her thesis on Smith, agrees with the foregoing analysis. She writes:

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<sup>52</sup> Branch had received no official permission to do this and was quickly told by Smith to resume his duties, which were not, as Branch claimed, "voluntary". See Letter from Smith to Branch, 15th May, 1928. Sydney: State Archives. Records of the Department of Education, 1928.

<sup>53</sup> S.H. Smith, "Training of Teachers in New South Wales," Schooling, Vol.VIII, No.5, April, 1925. p.88.

"From the beginning of his term of office, it appeared that Smith determined upon a firmly authoritarian policy towards Principal Mackie .... The motive for his actions must be sought in Smith's own sense of inadequacy, his need to assure himself that he could and would be the Director in all parts of the Department, including perhaps especially the College, where his lack of academic attainment placed him at a disadvantage with the Principal." 54

The alterations and re-arrangements made by Smith affected College staffing, the selection and admission of students, courses of study and the supervision of lecturers' work. He even asked, at one stage, for "detailed information" about the activities of the Teachers' College Press, to which request the Vice-Principal, P.R. Cole, gave a masterly reply, concluding that suppression of such work was not a course which commended itself to him, "nor was it likely to commend itself to men of literary experience such as the Minister and the Under Secretary."<sup>55</sup>

With reference to College staffing mentioned in the foregoing paragraph, Smith at times both arranged the appointment of some lecturers and terminated the service of others, without consulting Mackie at all. Dr. George Mackaness was appointed in 1924, without Mackie being previously consulted.<sup>56</sup> Madame Pognon, a lecturer in French, was informed that her services were terminated in 1926 and

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54 E. Campbell, S.H. Smith. His Contribution to the Development of Education in New South Wales. M.Ed. Thesis submitted at Sydney University, 1967.

55 Memorandum from P.R. Cole to the Under Secretary, 9th April, 1926. Sydney: State Archives, Records of the Department of Education, 1926.

56 Submission of Director S.H. Smith to the Public Service Board, 7th March, 1924. Sydney: State Archives, Records of the Department of Education, 1924.

another lecturer, H. Savage, was removed from the College in 1927 and was directed to report to one of the high schools.<sup>57</sup> Mackie's first knowledge of this decision came from a telephone call from Savage.<sup>58</sup> In spite of the fact Mackie protested vigorously against Smith's "want of consideration" and the "dislocation" such interference caused the College administration,<sup>59</sup> although Smith expressed regret that the Principal had been treated discourteously in the matter,<sup>60</sup> it did not prevent Smith from making similar errors again. In June, 1928, Mackie again had cause to complain about the appointment of Miss Lever and Miss Ling without him previously being consulted.<sup>61</sup>

It is maintained that the Principal of a Teachers' College needs to have some knowledge regarding both the staff to be appointed and the number and quality of students. This information was basic to the adequate planning of courses and the smooth running of a College. With reference to the selection and admission of students, Smith again failed on several occasions to consult Mackie and furthermore was often very late in advising the Principal about the number and

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- 57 Memorandum from Mackie to Smith, 25th February, 1927. Sydney: Teachers' College Archives. Letter Book, 1927.
- 58 Ibid.
- 59 Ibid.
- 60 Letter from Director S.H. Smith to Mackie, 4th March, 1927. Sydney: Teachers' College Archives. Letter Book, 1927.
- 61 Memorandum from Mackie to Smith, 8th June, 1928. Sydney: Teachers' College Archives. Letter Book, 1928.

quality of students he might expect. In June, 1923, Mackie requested to be given twelve months' notice of the number proposed to be admitted, explaining:

"... it is impossible to improvise at short notice: text-books must be ordered at least nine months ahead; additions to staff take generally nearly six months to effect; accommodation is an ever-pressing difficulty. With a highly specialised staff the arrangement of a time-table is itself a task of considerable magnitude ...." 62

Mackie was here explaining the problems to Smith because he had been considerably hampered at the beginning of the second term when an "excessive number" of short course students was sent to the College. Not only did Mackie have no knowledge of how many students were accepted, as the list of students did not arrive at the College until the morning on which the students were to assemble but the list contained no indication of the order of merit of the candidates. Mackie complained that "It was thus impossible to arrange the class sections before the arrival of the students and it was further impossible to grade the sections in the absence of essential information."<sup>63</sup>

As Mackie continued to be hampered by the late arrival of necessary information, he recommended to Smith that a

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62 Memorandum from Mackie to Smith. 8th June, 1923. Sydney: Teachers' College Archives. Letter Book, 1923.

63 Ibid.

departmental committee be formed for the purpose of reporting on the supply of teachers and upon the College enrolment and courses. The committee he suggested was to comprise McLelland, Elliott Telfer and himself.<sup>64</sup> Smith approved this suggestion but the formation of such a committee did not prevent Smith from ignoring the Principal again in 1926, when he sent a supplementary list of names to Mackie of students to be admitted after the normal February intake of students had been decided upon by the committee. Of this intention, too, Mackie had no previous knowledge.<sup>65</sup> In 1927 he decided to appeal to the Minister. After complaining about the serious loss of time and the disorganisation of College work caused by the late selection and admission of students, ~~and~~ he requested that the selection committee be summoned earlier each year. He had good cause for complaint, there being, in 1927, thirty-four days between the first and last admission.<sup>66</sup>

There is a note of distress in the memorandum Mackie sent to <sup>the</sup> Acting Under Secretary in September, 1927. Lasker had asked that a group of students be placed in the schools "on continuous practice" for one year. Mackie had no hesitation in

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- <sup>64</sup> Memorandum from Mackie to Smith. 30th Jan., 1924. State Archives: Records of the Department of Education, 1924.
- <sup>65</sup> Memorandum from Mackie to the Under Secretary, 16th March, 1926. Sydney: Teachers' College Archives. Letter Book, 1926.
- <sup>66</sup> Memorandum from Mackie to the Minister For Education, 14th June, 1927. Sydney: Teachers' College Archives, Letter Book, 1927.

referring to such training as "apprentice" training but agreed to help alleviate a serious teacher shortage by running a short, intensive course for the students and allowing them to undertake the continuous practice suggested. He then took the opportunity of appealing to Lasker against the many trials to which he had been subjected. He wrote:

"... there has been constant petty interference. Sudden demands have made it necessary to disarrange carefully designed courses and timetables, with consequent grave dislocation of students' studies; vacancies on the staff have not been filled - it is now over a year since Dr. Phillips resigned and no successor has been appointed. The staff is gravely insufficient for the number of students to be instructed; few textbooks were provided for the students this year and I was refused authority to require their provision by the students themselves.

In addition there is the moral support and sympathy which the head of the College might expect. This has been entirely lacking. It is hardly to be expected that under these extremely adverse conditions a College staff or its head will be able to do their best. The situation is too severely discouraging." 67

Although Mackie agreed to run the intensive course from October 3rd to December 7th, he warned that there were specific objections to such arrangements. The type of course required, he declared, resulted in disorganisation to carefully-prepared College timetables, impaired the work of other students and misled the public into thinking a standard College training had been given.

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67 Ibid.

68 Ibid.

Mackie and Smith were often at issue over the courses to be offered at College, Mackie aiming always at a full professional course, rich in culture and if possible, crowned with a University degree. The actual subject matter to be taught, he considered, should have been covered before entrance to College. Smith, on the other hand, felt that there should be instruction in the actual subject matter coupled with a sound training in methods and techniques. It has already been seen that Smith's will was imposed upon the College in this respect,<sup>69</sup> even though Mackie objected that courses so constructed "to secure that during the College course each student should study the subject matter of the primary school subjects ... are not ... likely to produce the best type of scholar."<sup>70</sup>

That Mackie and Smith were diametrically opposed in their convictions regarding the benefits of University education to the fuller purposes of education soon became obvious. Such training for as many teachers as possible was Mackie's cherished ideal. Smith's regard for such training was not nearly so great and he soon imposed severe restrictions upon the granting of university scholarships and upon the continuance at University of<sup>71</sup> students who did not show "special merit" at examination. In 1923 he decreed

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<sup>69</sup> See Chapter VI, "Experimentation and Frustration", p.169 of this thesis.

<sup>70</sup> Ibid.

<sup>71</sup> Memorandum from Smith to Mackie, 11th January, 1923. Sydney: Teachers' College Archives, Letter Book, 1923.

that any students who did not gain a "credit" should immediately begin their professional course at College and be prepared to commence teaching in the following year.<sup>72</sup>

The restrictions later became greater for, in a "Memorandum from the Director of Education to Students about to Enter the Teachers' College" issued on the 2nd March, 1925, Smith warned any students who began a course in Arts or Science;

"Your continuance in that course during the second year will depend entirely upon the Department's needs at the time. It is quite possible that you may be required to discontinue University work at the end of 1925, and to enter upon a course of professional work in the Teachers' College, in order to become prepared to take up teaching work in 1927."<sup>73</sup>

One can imagine that such a statement was hardly encouraging to the student contemplating University studies. Even "special merit" would no longer necessarily ensure continuance, the absolute and deciding factor being the needs of the Department. When Smith continued by stating that the position of students to whom a full University course was denied was "similar to that of many others who as teachers have since risen to high rank in the service and whose careers have been signally successful,"<sup>74</sup> he was making a veiled reference to himself and the reader experiences a mixed feeling of sympathy for Smith in that he was, indeed so denied, and annoyance that he was prepared to see others in a

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<sup>72</sup> Ibid.

<sup>73</sup> S.H. Smith (Director), "Memorandum from the Director of Education to Students about to Enter the Teachers' College." 2nd March, 1925. Sydney: State Archives, Records of the Department of Education, 1925.

<sup>74</sup> Ibid.



similar position. In any case such a statement would be of small consolation to any student whose University course was terminated. Furthermore the suggestion that students might be required to change courses was an admission of poor planning. The needs should be ascertained first and then provided for by adequate training. Although Smith was being pressed to get more and more teachers into the schools, this method of achieving such an end appeared short-sighted, undemocratic and indeed, ineffective. Mackie clearly recognised the objections to such a policy and on many occasions, especially during March, 1927, he pointed them out. <sup>75</sup> He argued:

"(1) a broken University course is bad for the morale of the student; and (11) the Department should strive to secure the greatest possible number of highly educated teachers. The shortage of teachers will not be cured by a policy of restricting the supply of better qualified teachers. In fact the policy is having precisely the opposite effect and is tending to reduce the supply of teachers, as it is checking the in-flow into the College of abler men and women." <sup>76</sup>

Unfortunately it was Smith who was to prevail and his policy proved to be a most unfortunate one for education in New South Wales. It not only effectively diminished the number of graduates trained for the service but there can be little doubt that many potential trainees ~~were~~ sought safer avenues in order to gain degrees. <sup>77</sup>

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<sup>75</sup> Letters from Mackie to the Under Secretary, 8th March, 1927 and 15th March, 1927. Sydney: Teachers' College Archives, Letter Book, 1927.

<sup>76</sup> Ibid., 8th March, 1927.

<sup>77</sup> The Reports of the Minister for Education, 1923 to 1930 reveal that the proportion of high school teachers with degrees fell from 82.3 per cent to 66.4 per cent.

Never cordial, the relationship between Mackie and Smith reached flash-point late in 1927. While visiting the College, Smith entered the room of Miss E.M. Mallarky and found the students assembled but no lecturer was present. He returned to his office and wrote rather a curt note to Miss Mallarky, asking her if she had any explanation to offer.<sup>78</sup> The lecturer took the Director's letter to the Principal along with her quite reasonable explanation.<sup>79</sup> Mackie was indignant to find that Smith had communicated direct with one of his lecturers and, when forwarding Miss Mallarky's explanation to Smith, he declared he took "the very strongest exception" to the procedure Smith had followed.<sup>80</sup> He also pointed out that it had never been the custom for College lecturers to be inspected. Indeed, Mackie regarded his staff as being a group of highly qualified specialists who were professional in their approach and who did not require such inspection. However, Mackie struck Smith's most vulnerable spot when he implied the Director was not academically competent to inspect College personnel. Mackie maintained that any such inspection

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78 Memorandum from Smith to Miss E.M. Mallarky, 1st November, 1927. Sydney: Teachers' College Archives, Letter Book, 1927.

79 Letter of explanation from Miss E.M. Mallarky to the Director, 3rd November, 1927. Sydney: Teachers' College Archives, Letter Book, 1927.

80 Memorandum from Mackie to the Under Secretary, 4th November, 1927. Sydney: Teacher's College Archives, Letter Book, 1927.

"can only be done competently by a person with the necessary qualifications. The inspection of highly qualified specialists on the College staff should be entrusted to men and women with similarly high academic qualifications and with extensive experience of College work." 81

The writer believes that, as an argument of general principle, Mackie's statement was correct. However, in the circumstances mentioned above, such a statement was somewhat hasty, tactless and provocative. Smith judged the Principal's letter to be "objectionable in tone and matter," and asked him to withdraw.<sup>82</sup> This request was made on the 7th of November and Mackie replied on the 9th that he was "prepared to withdraw the letter and to substitute another."<sup>83</sup> Allowing time for delivery of mail Mackie could hardly have replied more expeditiously, but Smith was impatient for Mackie's retraction and on the same day Mackie's offer was written, Smith suspended him from duty on the charge of improper conduct, "such improper conduct being the writing of a grossly offensive minute to the Permanent Head of the Department."<sup>84</sup> Smith then referred the case to the Public Service Board. Both men were required to appear separately before the Board on the 14th of November. The matter was resolved when it was discovered Mackie had written the

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81 Ibid.

82 Memorandum from Smith to Mackie, 7th November, 1927. Sydney: Teachers' College Archives, Letter Book, 1927.

83 Letter from Mackie to Smith, 9th November, 1927. Sydney: Teachers' College Archives, Letter Book, 1927.

84 Memorandum from Smith to Mackie, 9th November, 1927. Sydney: Teachers' College Archives, Letter Book, 1927.

letter Smith required on the 11th of November. Smith stated that it had not yet arrived but he rang the Board on the 15th to report that it had reached him on that day and that he desired the suspension imposed upon Mackie be lifted.

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The whole business was both unfortunate and unnecessary. Each man had provoked the other and each had reacted too violently to such provocation. Smith, in interfering with internal College affairs, in communicating direct with a lecturer and in attempting an unscheduled inspection of a College lecturer had not observed common courtesies towards his College Principal and had simultaneously deliberately threatened one of Mackie's most cherished ideals - the development of a professional College where inspection was unnecessary. Mackie, too, had been at fault in that he exercised no restraint and was tactless, if not, as Smith declared, offensive in his thrust at Smith's lack of academic attainment.

One point should be raised in Mackie's defence. He had been pushed to the very limit of patience by Smith whose constant interference and lack of consideration finally led Mackie to his ill-considered counter. Furthermore, it has been shown that this was a time of educational regression. Standards of entry to College were dropping, courses were

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Information contained in Archives of the Public Service Board. No.27/12913.

becoming less professional and University work was restricted to a few. Many of the ideals for which Mackie had worked so hard were disappearing and Smith seemed to personify to him all the faults of the system. As previously stated, Smith was not entirely to blame. The economic scene was growing steadily darker and many annoying restrictions upon College activities were imposed simply because the funds were not available. The position gradually worsened and Mackie was to experience even greater restrictions before his retirement.

When the Full Force of the Depression was felt in New South Wales many teachers, along with the rest of the community, found themselves in very reduced circumstances. The money was not available to pay teachers normal salaries and many students who completed their courses in 1931 were not employed at all. Always critical of any back-sliding in the cause of education, Mackie several times embarrassed the Department and Government by making critical public statements concerning the handling of educational problems. Both the Director of Education, G.R. Thomas and the Minister, D.H. Drummond, reprimanded him for these statements and while Drummond was under-estimating Mackie's ability by declaring

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<sup>86</sup> See report of Mackie's statements on the education system of the State, "The Sydney Morning Herald," 10th August, 1932. and further reports in the "Herald" and "World" of 6th August, 1932 in which he gives his support to the students of the 1931 session still awaiting appointment.

he had a "complete incapacity to assess the repercussions of the world financial crisis on State finances - including the expenditures of this Department,"<sup>87</sup> it must be agreed that a delicate situation was not helped by critical utterances from the College Principal no matter how highly-principled his statements might be. It is also quite probable that such action did not help Mackie's own present or future financial position. Even though the State finances improved before his retirement, it has already been shown that Mackie did not receive sympathetic treatment with reference to his salary and superannuation claims. Fortunately the improved economic position of the late 'thirties did reflect in the general life of the College. Education generally had recovered some of its lost ground and a perusal of the report of the inspection of College affairs by Harkness and McKenzie in 1938 indicates that, just before his retirement, Mackie was running a College offering a wide range of courses and giving to his students that adequate professional and cultural training for which he had always aimed.<sup>88</sup> Indeed the opening statement of the two inspectors must have afforded Mackie particular pleasure.

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<sup>87</sup> Memoranda from Thomas to Mackie, 31st August, 1932 and from Mackie to Thomas, 25th October, 1932 and submission from Thomas to Drummond, 24th August, 1932. State Archives: Records of Department of Education, 1932.

<sup>88</sup> "Report Following the visit of the Chief Inspector and Deputy Chief Inspector." Sydney: Archives of the Public Service Board. No.6947. The full report is included in this thesis as Appendix C. The writer was unable to discover the reasons for this inspection being conducted but the actual report seems to imply attempts were being made to effect economies and a closer paralleling of the work in Sydney and Armidale.

They declared:

".... One cannot but express the highest appreciation of the aesthetic appeal of the College in its furnishings, appointments and artistic setting. This is equally true of the College grounds and general environment.

All evidence testified to the excellent tone of the students who cannot fail to be lifted to a richer conception of the higher purpose of education. Students are indeed fortunate to have the opportunity of enjoying the cultural influence this College affords before commencing their life work." 89

Throughout the period under discussion Mackie also continued to carry out the duties of Professor of Education. Some of the lectures to students in Arts in the History and Philosophy of Education were delivered at the University but those lectures concerned with the granting of the University Diploma of Education were delivered at the Teachers' College. 90 This work included Educational Psychology, Principles and Methods of Teaching, School Hygiene and the Observation and Practice of Class Teaching. 91

On several occasions after 1920 Mackie tried to bring the Teachers' College into closer relationship with the University but he met with little success. Following his dispute with Smith in 1927, he submitted a list of fourteen suggestions to the Public Service Board, for the future conduct and control of College affairs. 92 The suggestions dealt mainly with matters of staffing, equipment, courses of

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89 Ibid.

90 Calendars of the University of Sydney, 1926-1959. Sydney: Government Printer.

91 Ibid.

92 Letter from Mackie to the Public Service Board, 21st November, 1927. Sydney: Archives of the Public Service Board. No.27/12913.

study and the delivery to the Principal of prompt advice concerning information necessary for the efficient running of the College. He followed his fourteen points with a second letter proposing that the "general control of the College be transferred to a Delegation of the Senate of the University. This Delegation to consist of members nominated by the Senate and by the Minister for Education."<sup>93</sup>

Smith opposed the content of Mackie's letters, stating that "the general purport and apparent aim of the suggestions is to remove the control of the College from the Department"<sup>94</sup> and the Board decided that nothing would be done to make such a change as it was "a matter for Government or Parliament."<sup>95</sup> Whether such a change should be made brings to the forefront the question of whether the teacher should be trained by the authority which employs him or by some other and there are arguments which can be stated for either course.

In the matter of academic courses, too, Mackie sought closer links between the College and the University. As the staff of the College was highly qualified, he felt there

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<sup>93</sup> Ibid.

<sup>94</sup> Submission from Smith to the Public Service Board, 21st November, 1927. Sydney: Archives of the Public Service Board. No.12915.

<sup>95</sup> Memorandum from Secretary Champion to the Under Secretary. Sydney: Archives of the Public Service Board. No.27/2989.



should be greater recognition by the University of the work done at the College. He therefore suggested to the Professorial Board that he so parallel his courses at the College with University courses that College students would be able to present themselves for University examinations in the Faculties of Arts, Science and Economics.<sup>96</sup> It should be stated that there were excellent precedents for such a proposal. Mackie pointed out that it had, in fact, been allowed at least in part by By-law 8, Chapter XII of the Calendar of 1919. "This Bylaw," he wrote, "was dropped without notice and for no good reason known to me."<sup>97</sup> There was also the precedent of the Technical College students who were allowed to present themselves for examination in First Year Engineering, Medicine, Arts or Science without attending University lectures.<sup>98</sup> In spite of a sustained effort by Mackie to bring about a closer academic association between the University and Teachers' College<sup>99</sup> and regardless of the standing of lecturers at the College, the Professorial Board and the Senate of the University were never disposed to allow Mackie's request in this particular. Consequently Mackie always felt the College was partly unable to perform the

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<sup>96</sup> Minutes of the Professorial Board, 4th and 23rd October, 1922. Sydney: Archives of the University of Sydney.

<sup>97</sup> Memorandum from Mackie to the Under Secretary, 9th February, 1927. Sydney: Teachers' College Archives. Letter Book, 1927.

<sup>98</sup> "Regulations For Recognition of Classes at the Technical College," Calendar of the University of Sydney; Publishers to the University, 1922, pp.168-169.

<sup>99</sup> Mackie's proposal in motions shown in Minutes of the Professorial Board, 4th October, 1922 and 23rd October, 1922. His motion was defeated by 14 votes to 6. Sydney: University Archives. also in letters from Mackie to the Under Secretary, 9th February, 1927 and 8th March, 1934. Sydney: Teachers' College Archives, Letter Books, 1927 and 1934.

functions which had led to its original establishment within the grounds of the University.

It is regrettable that the objective sought by Mackie throughout his principalship yet remains to be attained. Only advantages could accrue were courses at the College and University to be so paralleled as to allow for the presentation of College students for University examinations. A high standard of scholarship would be assured and once an able student had begun his University course in such a way <sup>he</sup> would be more inclined to complete it upon leaving College than those who have to begin with nil subjects to their credit. Thus our present sad shortage of University-trained secondary teachers might be overcome. Furthermore it is argued that some of the most able College students never attempt University work. They leave College and become engrossed in the many demands of classroom teaching. Only those with particular stamina and the good fortune to receive suitable appointments even make a start. It is no disgrace to many of those who determine not to conclude such a course for it is a gruelling experience to teach efficiently and effectively while undertaking four years' evening lectures. The conviction of this writer is that some of the best academic potential is lost to the Department and the service of the State as a direct result of the exhausting requirements as they exist at present. Fortunately there are promising

signs of the possible acceptance of proposals similar to those made by Mackie in 1922. Influential educators have become increasingly interested in closer College-University association and the expeditious implementation of their recommendations is to be desired. In his discussion of the work completed in the first sixty years, the present Principal of Sydney Teachers' College, Dr. I.S. Turner makes reference to the Tyndham, Price and Martin Reports, the 1963 Robbins Report (England), the Vife Report and the Wheatley Report (Scotland) and the Curie Report of New Zealand. He then remarks:

"In all of the reports on tertiary education that I have mentioned, there is a strong recommendation that universities and colleges that are engaged in teacher education (Colleges of Education, Teachers' Colleges) should hold discussions towards these ends: namely, that work done at an appropriate level in three-year teachers' colleges should be recognised in full towards a university degree in education; that the colleges and universities should share in an appropriate manner the teaching of the additional work required for this degree; and perhaps that a particular college might be linked administratively in some way with a university." 100

This informed and enlightened opinion is today lending emphasis to Mackie's proposals made nearly half a century ago. Turner assures his readers that informal discussions along the lines suggested above have already taken place<sup>1</sup> and he pays due respect to Mackie's remarkable foresight

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100 I.S. Turner, "Teachers' College, Sydney, 1906-1966," The Forum of Education, Vol. XXVI, No. 2, September, 1967; Sydney: The Teachers' College Press, p.75.

<sup>1</sup> Ibid.

when he expresses the hope that teaching might yet become a wholly graduate profession. "If this were to come to pass during the seventh decade," he concludes, "one of the firm beliefs and objectives of the first Principal of the College and of the present Principal will at long last have been realized."<sup>2</sup>

There has been a suggestion advanced during this chapter that the years between 1920 and 1940 were difficult years for the Principal-Professor and it has been contended that he accomplished less than he hoped and deserved before his retirement. However the 1958 Report of the Inspectors Harkness and McKenzie testifies to the fact that to the end Mackie was heading a College that was smoothly run and was serving the State's needs effectively. In other areas, too, these years yielded a measure of success to Mackie. His significant part in the birth and development of the Australian Council for Educational Research has already been discussed. He also managed to write a great deal during this period. Along with the many editorials and articles appearing in magazines such as "Schooling" and "The Australian Teacher"<sup>3</sup> Mackie's address to the All-Australian

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<sup>2</sup> Ibid.

<sup>3</sup> "The Australian Teacher" was published by the Teachers' Guild of New South Wales. It was founded in 1892 by a small band of teachers associated with Professor MacCallum. In April, 1921, it was formed into a company with a view to extending and consolidating its energies. Mackie was elected President of the Guild in 1922. Of his articles in "The Australian Teacher" perhaps the most outstanding was "The Guild as Reformer," Vol.1, No.2, August, 1923. pp.22-24.

Education Conference<sup>4</sup> and to the Conferences of the Australian Institute of Political Science<sup>5</sup> were also published. Mackie's several volumes which make a significant contribution to educational thought in Australia and mark him down as one of the really progressive educators of his time, appeared during this period. "The Groundwork of Teaching" was published in 1924, "Studies in the Theory of Education" in 1925 and "Studies in Education" in 1932. "A Syllabus of Educational Psychology" appeared in 1928 and "Studies in Contemporary Education"<sup>6</sup> was published in 1924. Reference to the bibliography of this thesis will indicate the extent of Mackie's literary effort during his years at the new College and those who read his work even today will concede that he not only wrote prolifically but that he wrote extremely well and always purposefully.

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<sup>4</sup> A. Mackie, "The Foundations of Scholastic Treatment and the Improvement of Scholastic Treatment," Report of the All-Australian Conference Held in Sydney; George E. Philip and Son, 1933. Pp.67-82.

<sup>5</sup> A. Mackie, "The Educational Needs of Today," Educating a Democracy (ed. A. Duncan); a publication of papers read at the January, 1936, Conferences of the Australian Institute of Political Science. Sydney; Angus and Robertson Ltd., in conjunction with the Institute, 1936.

<sup>6</sup> In several of these volumes Mackie was co-author with his Vice-principal, Dr. P.R. Cole.

Mackie was granted long service leave during 1939<sup>7</sup> and he intimated that it was his intention to visit teachers' colleges and other educational institutions while in Great Britain and the United States of America. The Public Service Board and the Colonial Treasurer agreed that a grant of \$500 should be made towards his expenses and travel and costs of official visits.<sup>8</sup> Unfortunately the Professor and Mrs. Mackie had scarcely arrived in Great Britain before he suffered a severe attack of Bell's Palsy and a general nervous collapse. The attack was tragically to end the career of one of Australia's most outstanding educators. Following a long period of illness and only a partial recovery, Mackie returned to Australia and submitted to a number of medical examinations by the Principal Medical Officer, A.E. Machin, and the Director-General of Public Health, N. Sydney Morris, who advised the Under Secretary<sup>9</sup> that Mackie was not well enough to resume his duties. Thomas, the Under Secretary, concurred "with very great

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<sup>7</sup> Memorandum from Mackie to Minister for Education, Drummond, 1st August, 1938; Sydney: State Archives, Records of the Department of Education, 1938, and Archives of the Public Service Board, 1st August, 1938, No.38/11222.

<sup>8</sup> Memorandum from the Public Service Board to the Under Secretary, 8th September, 1938 and from the Treasurer's Department to the Acting Under Secretary, 8th February, 1939; Sydney: Archives of the Public Service Board, 1938-1939. No.11222.

<sup>9</sup> Letter from Dr. A.E. Machin to the Under Secretary, 20th February, 1940. The note of concurrence from Dr. Morris is included upon this letter. Sydney: Archives of the Public Service Board, 1940. No.40/2546.



## The University of Sydney

WAS/SM.

6th March, 1940.

Professor A. Mackie,  
"Glenferrie",  
12A, Carabella Street,  
MILSON'S POINT.

Dear Professor Mackie,

The Senate decided on Monday last to accept your resignation from the Chair of Education with sincere regret, the resignation to date from the 29th February, 1940.

I have been instructed by the governing body to express sincere appreciation to you for the services you have rendered to the University during your occupancy of the Chair. The Senate also regrets that your physical condition has made it necessary for you to tender your resignation.

May I express the hope that as time goes on you will be restored to normal health and strength?

With every good wish,

Believe me,

Yours sincerely,

A handwritten signature in cursive script, appearing to read "W.A. Lee".

REGISTRAR.

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Facsimile of original letter in Mackie Family Papers.

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regret" with their findings and recommended that steps be taken to retire Professor Mackie and appoint a successor. The Board's reply to Thomas<sup>11</sup> indicated that they were in agreement and that Mackie's retirement would date from the 25th of February, 1940. His resignation from the Chair of Education at Sydney University was accepted by the Senate and this resignation dated from the 29th February, 1940.<sup>12</sup>

The loyalty and devotion of the Teachers' College staff was expressed in an immediate gesture when their sincere and moving letter of farewell was composed and signed.<sup>13</sup> In its lines there is ample proof that in the College at least Mackie's work was understood and appreciated. That such appreciation lives on in the College itself is a tribute to the depth of Mackie's influence there and to the foresight and high educational principles of those who followed him as Head of the institution. It was in 1950 that Mackie had declared:

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- 10 Memorandum from G.R. Thomas to the Public Service Board, 21st February, 1940; Sydney: Archives of the Public Service Board, 1940. No.40/2548.
- 11 Memorandum from Secretary Best to Thomas, February, 1940; Sydney: Archives of the Public Service Board, 1940. No.40/2548.
- 12 See letter opposite from the Registrar, W.A. Selle, to Mackie, dated 6th March, 1940; Mackie family papers.
- 13 Letter from the Teachers' College Staff to Mackie, dated 7th March, 1940, vide infra; Mackie family papers.



*John*

The Teachers' College,  
University Grounds,  
Newtown,  
7th. March, 1940.

Dear Professor Mackie,

Having heard that the Public Service Board and the Senate have reluctantly accepted your resignation from your Principalship and Professorship, we who have been associated with you in what you made a great undertaking cannot allow you to retire from the leadership without a few words.

Some of us vividly recall the old building in which you began your work and the then prevailing attitude towards the higher education of prospective teachers; others of us owe the opportunity to do an adequate University course both in this State and abroad to the triumph of your views; all of us have enjoyed the atmosphere of freedom you so deliberately and continuously created in our official world. It was, indeed, the singular good fortune of this College to have as its first Principal, and for thirtythree years, a man who was not only the first Professor of Education in Australia but, in himself, provided a liberal education. And there was much more: the downright competence which inspired absolute confidence in the chief; the profound respect for the personal dignity and innate worth of every associate; the loyalty which begets loyalty; the anticipation of the unspoken argument, the lightning decision, the gay good humour, the happy badinage, the dispassionate judgment, the stimulating question and suggestion - such were the qualities which evoke the feelings with which we note your withdrawal from our official midst.

We cannot adequately express our regret that your going should have been advanced by ill-health. But we rejoice in the knowledge that you are steadily winning your way back to wellbeing and we can only hope that your progress will be accelerated by your complete release from official duties. We look forward to having again from time to time the very real pleasure of your company when we expect to hear that you have hit upon some fresh and ingenious way of enjoying your leisure.

With every assurance of goodwill,

We are,

Yours respectfully,

*Catherine D. J. Rack.*  
*Sybil C. Burn.*  
*Reverend P. Cole.*  
*L. Crossingham.*  
*C. H. Curry.*  
*S. J. Glendon.*  
*G. James.*

*Lana Bates.*  
*Lillian M. Cameron.*  
*P. B. Coe.*  
*R. W. Cullen.*  
*Stanley S. K. K. K.*  
*J. Herstein.*

Frank W. Fowler.

~~Edwards~~

Adeline N. Goss

Thitta V. Harris.

Anna C. Hoag.

Nicola Hyde

D. James.

A. L. Kelly.

Margaret E. Lake.

J. Mackness

Thos. Maraden

H. Meedrum.

Margaret Moore

A. Perrin

V. W. Peterson

Archie Rauchland.

Thos. F. Roberts

Eric B. Scott.

E. Skillen

Roy W. Standope

D. Stinson

W. Stove.

Winifred R. Tampan.

Richard Underwood

Helen Wark.

R. Wells

Al. Hammer.

M. Harris

L. M. Hills.

A. O. Hole.

Kathleen Irvine

B. Kavanagh

O. N. Kelly

Berwyn Lane.

Jean B. McKenzie.

~~X. Matthews.~~

Ellen Mitchell

W. Moore

G. Mason.

Charles Phillips

Lucy Radford

Dorothy Ross

~~W. S. Selders.~~

Fredk. V. Smith

W. A. Stinson

W. E. Symonds

R. W. Symonds

E. T. Tabor.

H. Turner.

Edgar Wallace

Chas. J. White.

Woodward.

"But of greater importance than the material growth and organisation of a College is its inner spirit and life. To achieve any real success whatever in training young teachers, the College must stand for something, it must have a policy, a set of principles, in short, a creed. Since 1906 it has been sought to order all College work in the light of certain guiding principles." 14

The particular freedoms and responsibilities for both staff and students expressed in Mackie's creed and in all he attempted to do are referred to in the letter from the staff to Mackie but the best statement of the lasting quality of his influence is seen in the Calendar of 1958. After making reference to the creed mentioned by Mackie the Calendar's "Brief Historical Survey" goes on to state:

"The principles on which the College has developed ... have been embodied in the characteristics of the College which have always been its distinguishing features: professional freedom for staff and an acceptance of the challenge which accompanies freedom; an insistence that students will develop the initiative, independence and judgement which are fitting at the tertiary level; an atmosphere and environment intellectually stimulating and aesthetically satisfying; the spreading of the best contemporary educational ideas throughout the teaching service and the community; courses of training which, while not neglecting professional competence, aim to develop teachers who, as educated people with a liberal, generous conception of educational principles, are ready to meet the challenge facing each generation in a rapidly changing world." 15

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14 Mackie's statement quoted in "Sydney Teachers' College, 1906-1956, A Brief Historical Survey," Calendar, 1958; Sydney: Government Printer, 1958. p.35.

15 Calendar, 1958, op.cit., p.35.

# PROFESSOR MACKIE VISITS BATHURST

The pioneer of teacher training in New South Wales Professor Mackie, was in Bathurst during the week-end, and returned to Sydney on Tuesday.

He was accompanied by Mrs. Mackie, and Miss Skillen, who has been closely associated with school training for many years.

The party visited Bathurst Teachers' College at the invitation of Mr. L. J. Allen, the principal.

Professor Mackie was principal of Sydney Teachers' College from 1906 to 1940, when he retired.

He was also Professor of Education at Sydney and Emeritus Professor there.

The Professor said he was very favorably impressed with the city of Bathurst.

On Monday he addressed students at the Teachers' College.

He told them: "Bathurst is one of the loveliest places I have seen, and the best laid-out provincial town outside the Continent of Europe."

Bathurst was likened to two French towns—Toulon and Toulouse.

However, the Professor was perturbed about the "decay" of the old school in Howick-street. He said that if it were utilised it would make an ideal children's library.

The demonstration school (Public School) in George-street favorably impressed him. The upkeep of the establishment caught his eye, and he was lavish in his praise of the way Bathurst citizens had endowed the building.

"The Pirates of Penzance" publicly staged by college students last week, was termed by Professor Mackie as a fine musical and cultural effort. The dramatic work was also praised.

## "PROUD OF VISIT"

Principal of Bathurst Teachers' College (Mr. Allen) said yesterday, "We were proud to have had Professor Mackie with us. We feel we are following his ideals in teacher training, and wanted to let him see what we were doing. He has set the pattern of teacher training throughout the State."

Mrs. Mackie was at one stage a lecturer at Sydney Teachers' College.

Miss Skillen was English lecturer there for about 40 years, and was also warden of women students at the college.

Facsimile of  
Undated Clipping  
from Bathurst  
Newspaper; Mackie  
Family Papers.

An examination of Mackie's work as College Principal makes it clear that the Calendar's statement of 1958 expresses precisely the great legacy which Mackie bestowed upon the College he loved.

Following his retirement Mackie was to face a long period of illness. He was tired and felt rejected, suffering fits of depression, almost of melancholia. For a protracted time he seldom ventured far from his home.<sup>16</sup> Even the continued loyalty of close friends and colleagues failed at first to have any real effect. Turner records that he made a recovery in his later years<sup>17</sup> and he did, at times, pay visits to the College. On several occasions, too, he felt well enough to make public appearances.<sup>18</sup> However his recovery was only partial and Mackie died at his home in North Sydney on the 23rd October, 1955. He was in his eightieth year.<sup>19</sup>

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<sup>16</sup> Mrs. A. Mackie in an interview granted the writer, September 2nd, 1966.

<sup>17</sup> T.S. Turner, "Professor Alexander Mackie: An Appreciation," The Forum of Education, Vol. XIV, No. 3, April, 1956. Alexander Mackie Memorial Number; Sydney: Teachers' College Press. p.91.

<sup>18</sup> Vide infra, photograph of Mackie unveiling portrait of Dr. Cole, October, 1950, and cutting from Bathurst newspaper, "Professor Mackie Visits Bathurst." The cutting is undated but the visit must have been after 1950. The College was opened in 1951; Mackie family papers.

<sup>19</sup> Death notice, Sydney Morning Herald, October 26th, 1955.



Professor Mackie Unveiling Portrait of Dr P.R.Cole; Sydney Teachers' College, 1950.  
(From photograph, Mackie Family Papers. )

Various papers carried articles which expressed, even though inadequately, the debt of the State to Mackie<sup>20</sup> and it was decided at the College to honour his memory by naming the College library after him.<sup>21</sup> His name is further perpetuated in the Alexander Mackie College at Paddington, Sydney. Several letters from Dr. Turner and the then Prime Minister, R.G. Menzies (later Sir Robert Menzies) prove that Mackie's death robbed him of further public recognition in the Queen's New Years Honours List for 1956.<sup>22</sup> An Alexander Mackie Trust Fund was set up<sup>23</sup> and when the income from the fund is deemed adequate by the Trust Committee awards of travelling scholarships will be made. In 1962 it was decided by the Committee to establish an Alexander Mackie Lecture and a Mackie Medal, in addition to the project for travelling Fellowships.<sup>24</sup> It was

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<sup>20</sup> Articles in Sydney Morning Herald, October 28th, 1955, and the Union Recorder, November 24th, 1955.

<sup>21</sup> I.S. Turner, "Professor Alexander Mackie: An Appreciation," op.cit., p.91.

<sup>22</sup> Letters from Dr. I.S. Turner to Professor Bland and to Senator J.A. McCallum, July 5th, 1955, stating that he had written to the Prime Minister and letter from Prime Minister Menzies to Turner on November 10th, 1955, acknowledging Turner's earlier letters and noting with regret the death of Professor Mackie on 23.10.55. Sydney: Teachers' College Archives, Envelope marked "Professor Mackie."

<sup>23</sup> Calendar, 1958, op.cit., p.276. For copy of the deed of trust see the Calendar for 1943.

<sup>24</sup> "Alexander Mackie Lecture and Mackie Medal," The Forum of Education; Vol.XXI, No.3, October, 1962. p.95.

decided to award the medal at each meeting of the Australian and New Zealand Association for the Advancement of Science.

The first award was made to Sir Fred Schonell<sup>25</sup> who also delivered the first of the biennial Mackie Lectures in 1963.<sup>26</sup>

All of the honours and memorials mentioned are fitting tributes to Mackie's endeavours but his most meaningful and lasting monument is to be found in the many improvements in the professional life of teachers and in the developments in education in New South Wales. Many of these improvements were sought by Mackie and were introduced either as a direct result of his labour or of the labour of educators like Dr. Synsham and Dr. Turner, who studied and worked under Mackie and were influenced by his progressive philosophy. There is much Mackie proposed which is yet to be done but there is also much for which the educator of today can be thankful. The debt to Alexander Mackie is substantial.

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<sup>25</sup> Ibid., p.96.

<sup>26</sup> Sir Fred Schonell, "Challenge to Education," The Forum of Education; Vol. XXXI. September, 1964. pp.67-69.



CHAPTER IXSUMMARY AND CONCLUSIONS

"We must think of Professor Mackie ... as an educationist with a very special assignment, of which he was clearly conscious; and as one utterly absorbed in his interest in education for this State and country .... He was an educationist with an integrity of personality and singleness of purpose due to clearly conceived principles....."

Doris V. Coutts.<sup>1</sup>

To be able to appreciate the "very special assignment" referred to above, the writer of this thesis deemed it necessary to examine the educational scene in New South Wales prior to Mackie's appointment. It was shown that the opening years of this century produced a multitude of demands for educational reform. Educational practices long accepted without question began to be criticised and criticism led inevitably to demands for reform. While the highest officials in the administration were not in the vanguard of the reform movement, neither was it true that the administration "merely closed its eyes in a delicious daydream."<sup>2</sup> Indeed it was largely as a result of Minister Perry's determination to discover the real standing of education in this State that

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<sup>1</sup> Doris V. Coutts, "The Ideas and Influence of Professor Alexander Mackie" The Forum of Education, Vol. XIV. No. 3, April, 1956; Sydney: Teachers' College Press.

<sup>2</sup> Vide supra, p.7.

Commissioners Knibbs and Turner were sent abroad in 1903.<sup>3</sup>

In contrast with the report presented by Peter Beard, which was short, limited in scope and comparatively conservative,<sup>4</sup> the various reports of the Commissioners discussed in detail the deficiencies of the prevailing system and advanced "definite and constructive suggestions for reform."<sup>5</sup> They closely examined every aspect of the local scene, determining that most weaknesses of the prevailing system stemmed from the inadequate pupil-teacher system. After carefully comparing this system with the previous training practices of Europe and America, the Commissioners recommended the immediate rejection of the former and the adoption of systematic previous training.<sup>6</sup> Were this suggestion to be followed, the Commissioners stressed the importance of carefully selecting college principals of the highest standing personally, academically and professionally.<sup>7</sup> The success of the new training system would depend very largely upon the ability of each principal to inspire his staff and students with

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<sup>3</sup> Vide supra, p.19.

<sup>4</sup> Vide supra, p.34 ff.

<sup>5</sup> The Sydney Morning Herald, 8th December, 1903. For discussion of the Knibbs-Turner Report vide supra, p.27ff.

<sup>6</sup> Vide supra, p.32.

<sup>7</sup> Ibid.

progressive ideals, to give the students a sound appreciation of the best in educational practice and theory and at the same time to administer his college efficiently and effectively. That the final choice of the selection committee was a young educator who not only met all of these requirements but was an educator possessing depth of personal culture and an already well-developed philosophy of education, was remarkably fortunate.<sup>8</sup>

Alexander Mackie, born in Edinburgh on the 25th May, 1876, had already enjoyed a fine academic and professional career. He had completed his University course at Edinburgh with singular distinction<sup>9</sup> and was later elected to the Hamilton Fellowship in Philosophy at the same University.<sup>10</sup> At the time of his selection to the Principalship of the Sydney College Mackie was engaged as lecturer in Education and Assistant Professor of Philosophy in the University College of North Wales.<sup>11</sup> The selection committee in England especially commended Mackie's claims to the Sydney appointment, declaring him to be a young man who "possessed great tact, ability, and a winning manner; great organising power, and, in fact, a combination of

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<sup>8</sup> Vide supra, p.48.

<sup>9</sup> Vide supra, p.55.

<sup>10</sup> Vide supra, p.49ff.

<sup>11</sup> Vide supra, p.58.

qualities and abilities of the highest order."<sup>12</sup>

Following Mackie's consequent appointment he enthusiastically confronted the formidable challenges of his new position. From the beginning it was clear he intended to do his utmost to ensure a standard of teacher training that would be equal to any other in the world. The decision to appoint him as permanent Principal of the College and as Professor of Education at Sydney University in 1910<sup>13</sup> afforded Mackie particular pleasure and the future seemed full of promise, in spite of the physical drawbacks at Blackfriars.

The years spent at Blackfriars were rewarding and happy years for the young Principal Professor, both personally and professionally. In 1915 he married a young Australian teacher Miss Anne Duncan and thus his ties with the land of his adoption became even more definite.<sup>14</sup> He was generously supported by Peter Beard in his efforts at Blackfriars and a great deal of constructive work was accomplished. His encouragement of intellectual, social

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<sup>12</sup> New South Wales Educational Gazette, Vol. XVI, No. 4, September 1st, 1906, p. 65.

<sup>13</sup> Vide supra, p. 210.

<sup>14</sup> Conversation with Mrs. A. Mackie, 23rd December, 1967. Mackie and Miss Duncan were married on 4th June, 1915. There were two children of the marriage, John, now a Fellow at Oxford, and Margaret, now lecturer in Education at Armidale Teachers' College.

and ethical independence led to the growth of various student societies and clubs within the College, the introduction of inter-collegiate sporting meets and the appearance of the College magazine "Kookaburra".<sup>15</sup> He made a sincere attempt to widen the cultural and intellectual horizons of the students, following vigorously a policy of library expansion and encouraging students to attend out-<sup>16</sup>standing performances presented upon Sydney stages. Concurrently with such an attempt Mackie practised the principles of his philosophy by considering his lecturers to be professional officers of integrity, academically and professionally competent to carry out their work without restriction or interference.<sup>17</sup> His determination to uphold this principle in the face of the later opposition of senior departmental officials led to serious repercussions and his temporary suspension by G.H. Smith in 1927.<sup>18</sup> The loyalty and devotion of his staff<sup>19</sup> were therefore well-deserved but it has been shown they were given without reserve. The lecturers co-operated in the introduction of extension lectures, in the implementation of Mackie's aims and purposes

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<sup>15</sup> Vide supra, p.195.

<sup>16</sup> Vide supra, p.197.

<sup>17</sup> Vide supra, p.199ff.

<sup>18</sup> Vide supra, p.241 ff.

<sup>19</sup> Vide supra, letter from the College staff to Mackie, opposite p.

with reference to College lectures, demonstration,  
 discussions, criticism lessons, tutorial work involving  
 student research and in the organisation of experimental  
 work.<sup>20</sup> The most outstanding example of the willingness  
 of the staff to support their Principal was seen in their  
 ready co-operation in a most effective and popular series  
 of lecture tours throughout the State.<sup>21</sup>

Mackie's aims, accomplishments and disappointments can  
 be appreciated best in terms of his carefully-integrated and  
 logical philosophy. It had its roots in his sincere belief  
 in the promise of a developing democracy and in the unity  
 of individual and State welfare within such a society.<sup>22</sup>

In fundamental, positive agreement with this dual belief were  
 his careful definitions of each of five welfare elements.<sup>23</sup>

It was shown that, with complete integrity towards the  
 tenets of his stated philosophy Mackie believed in and  
 courageously championed the development of a fully  
 professional service in which each officer was capable of  
 deciding upon the best curriculum to suit the needs of his  
 pupils and the best teaching methods to achieve the  
 particular aims dictated by such needs.<sup>24</sup> Limitations imposed

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<sup>20</sup> Vide supra, p.191.

<sup>21</sup> Vide supra, p.170.

<sup>22</sup> Vide supra, p.205 ff.

<sup>23</sup> Vide supra, pp.101-102.

<sup>24</sup> Vide supra, p.103ff.

<sup>25</sup> Vide supra, p.113ff.

by superiors upon the length and professional effectiveness of College courses conflicted with such aims and, following the retirement of Peter Board, led to Mackie's exasperation with what he considered to be the unsound educational practices of certain superiors, notably  
<sup>26</sup>  
 S.H. Smith.

The success of an educational system allowing the freedoms Mackie proposed would depend largely upon the acceptance by teachers of consequent responsibilities. There would be a necessity to experiment and to make the results of experimentation known to other teachers. It was shown that Mackie gave teachers, in the magazine "Schooling", the necessary organ for the dissemination of ideas and results of experiments.<sup>27</sup> It was also shown Mackie realised it would not be enough for him merely to oppose in theory the limitations of restriction and prescription. He was uncompromising in such opposition but, as the champion of an experimental, progressive approach he entered the practical field, personally encouraging and initiating several outstanding experiments. The unfortunate and untimely termination of many of his experimental endeavours was regrettable for Mackie was pointing the way for the  
<sup>28</sup>  
 imaginative and progressive development of education.

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<sup>26</sup> Vide supra, p.217ff.

<sup>27</sup> Vide supra, pp.157-158.

<sup>28</sup> Vide supra, p.157 ff.

One lasting heritage of his efforts in the experimental field is seen in the work of the Australian Council for Educational Research, which resulted from the work of Mackie, Tate and Lovell.<sup>29</sup>

The difficult economic situation which developed in the late 'twenties and culminated in the disastrous depression of the 'thirties was discussed. It was argued that such conditions contributed to the frustrations and disappointments suffered by the Professor in his later years at the new College.<sup>30</sup> However it was also contended that there was a resurgence of official conservatism and restrictive practices following Board's retirement and for the narrowing, limiting results which followed, S.H. Smith must bear a large share of responsibility. Especially condemned were his decisions restricting University courses.<sup>31</sup> The opinions of Mackie and Smith were diametrically opposed and there was consequent friction between the two. Unfortunately Mackie did little <sup>to lessen</sup> the growing animosity between himself and the Director and while Smith was at times discourteous, inconsiderate and vindictive, Mackie was equally provocative and tactless.<sup>32</sup>

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<sup>29</sup> Vide supra, p. 180.

<sup>30</sup> Vide supra, p. 219 ff.

<sup>31</sup> Vide supra, p. 245

<sup>32</sup> Vide supra, p. 247





The Mackie Medal; (from photograph in "The Forum of Education," Vol. xxi, No. 3, October, 1962.

It was contended that the poor relationship between the two men cast a shadow over the remaining years of Mackie's professional experience. Coupled with financial worry resulting from his harsh treatment by the Public Service Board and the Superannuation Board, Mackie's worsening relationship with Smith led to <sup>real</sup> ~~read~~ distress and one cannot escape the conclusion that such distress hastened his eventual physical and nervous collapse.<sup>35</sup>

Several appropriate means were decided upon to perpetuate the name of Alexander Mackie following his death in 1955 and these ~~are~~ <sup>were</sup> discussed but the writer submits that Mackie's greatest memorial is to be found in many of the improvements in the professional life of teachers today and in several educational developments of recent years. With astounding foresight and with educational understanding far ahead of most of his contemporaries, Mackie foreshadowed significant changes which have occurred in the last decade. These include the experiments with ungraded schools, the decision to introduce modified cursive and italic writing styles, the implementing of the Wyndham Scheme and promising moves which could lead to a desirable closer association between Teachers' Colleges and Universities.<sup>34</sup> Several improvements proposed by Mackie many years ago have yet to be made but one can hope that the time will come when primary

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<sup>35</sup> Vide supra, p. 226 ff.

<sup>34</sup> Vide supra, p. 151 ff and p. 256.

children will benefit from the instruction of specialist teachers in Art, Music and Craft, when there will be official encouragement for the development of individual curricula and methods by a body of fully professional teachers who will be University graduates. The growth of such a group of dedicated, capable officers, willing to carry out research and experiment into educational problems and practices and receiving adequate remuneration for their work, would fulfil one of Mackie's most cherished desires. Perhaps the University training suggested will one day begin in the Teachers' College itself, as Mackie would have wished. However there is already much in the field of education for which teachers, lecturers, students and pupils can be thankful and the debt to Mackie should not be underestimated. The writer believes we can all be as one with Turner, who stated:

"So we pay tribute to the man to whom we owe so much of what is good in our professional life - freedoms that we enjoy which were hardly known when he came to us, a fuller understanding of the importance of principles, a keener realization of the significance of our profession, and above all an awareness of the need for a broad liberal preparation for that teaching profession which he loved and to which he made one of the most notable contributions in the history of Australian education." 35

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35 I.S. Turner, "Professor Alexander Mackie; An Appreciation," The Forum of Education, Vol. XIV, No. 3, April, 1956; Sydney: Teachers' College Press.

APPENDIX I

LETTER OF

**Application and Testimonials**

IN FAVOUR OF

**ALEXANDER MACKIE, M.A.**

*Assistant Lecturer in the Day Training and in the Philosophy Departments,  
University College of North Wales, Bangor. Hamilton Fellow of the  
University of Edinburgh.*

*The Hon. T. A. Coghlan, I.S.O., Agent General, New South Wales.*

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UNIVERSITY COLLEGE OF NORTH WALES,

BANGOR,

*March 9th, 1906.*

SIR,

I beg to offer myself as a candidate for the post of Principal, now vacant in the Government Training College for Teachers, Sydney, New South Wales, and would respectfully direct your attention to the following particulars and testimonials.

I am twenty-nine years of age. After receiving my early education at Daniel Stewart's College, Edinburgh, I served as a pupil teacher in one of the schools under the Edinburgh School Board. In 1896 I became a student in the Moray House Training College, Edinburgh, and was placed in the first class division in the Government Examination on the completion of my course. Concurrently with my training college work, I took the Arts course at the University of Edinburgh, and graduated as Master of Arts with First Class Honours in Philosophy in April, 1900.

As a student I gained the following distinctions:—First Class Certificate in the Education Class; First Class and Medal in the Honours class in Metaphysics and also in Moral Philosophy; Medal and Merchant Company's Prize in Political Economy; Bruce of Grangehill and Falkland Prize in Philosophy. In April, 1903, I was elected to the Hamilton Fellowship in Philosophy in the University of Edinburgh.

During the succeeding two years I had experience of teaching first in a secondary school and then in one of the largest of the schools under the Edinburgh Board. At the same time I acted as tutor to the class of Logic and Metaphysics in the University.

In December, 1902, I was appointed Assistant Lecturer in Education in the University College of North Wales, and in April, 1903, became Assistant to the Professor of Philosophy, while continuing my work in the Education Department.

My work in the Education Department has included courses of lectures on the theory and practice of teaching to the students of the Day Training Department preparing for the Government Teachers' Certificate, as well as to those reading for the Secondary Teachers' Certificate and the initial degrees of the University of Wales. I have also been largely concerned in the conduct of criticism lessons and the direction of the practical work of students in the schools.

During the past session, owing to the absence of the Professor of Education in Germany, I acted as tutor to the men students in the Day Training Department, and thus had the general direction and supervision of their work till his return.

I have the honour to be,

Your obedient servant,

ALEXANDER MACKIE.

*From H. R. REICHEL, M.A., LL.D., Principal of the University College of North Wales: Vice-Chancellor of the University of Wales: Chairman of the Board of Examination for Educational Handwork; sometime Fellow of All Souls' College, Oxford.*

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UNIVERSITY COLLEGE OF NORTH WALES,  
BANGOR,

*March 8th, 1906.*

I have much pleasure in supporting the candidature of my colleague, Mr. ALEXANDER MACKIE, M.A., for the post of Principal of the Training College for Teachers in Sydney.

Mr. MACKIE came to us four years ago with a brilliant University reputation, and his work ever since has more than justified his appointment. He is an excellent teacher and a firm disciplinarian, with considerable organizing capacity and plenty of tact and good sense. Personally he is a cultivated gentleman of high principles and broad sympathies, most pleasant in all personal intercourse: one could not have a more loyal or public-spirited colleague.

I consider him eminently qualified for the post he seeks, and recommend him cordially and unreservedly.

H. R. REICHEL.

*From J. A. GREEN, Professor of Education, University College of North Wales.*

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UNIVERSITY COLLEGE OF NORTH WALES,  
BANGOR,

*October 10th, 1905.*

I have very great pleasure in supporting the application of my colleague, Mr. ALEX. MACKIE, for the post of Principal, Government Training College for Teachers, Sydney, New South Wales.

Mr. MACKIE was appointed Assistant Lecturer in Education at Bangor nearly four years ago. His distinguished career in the University of Edinburgh and the excellent experience he had had in one of the largest of the Edinburgh Board Schools, seemed to suit our requirements precisely, and his work since his appointment has thoroughly justified the confidence of the Council in electing him. His philosophical attainments were of course unusually good, and at the end of six months, in consequence of certain internal changes in the organisation of the Junior Staff of the College, Mr. MACKIE was appointed Assistant Lecturer in Education and Philosophy.

This change had the effect of relieving him of certain elementary work, instead of which he was entrusted with some of the more advanced philosophical courses taken by ordinary students of the College.

His work in the Day Training Department has included all the various duties of a Master of Method. He lectures upon the Theory and Practice of Teaching, supervises school practice and conducts criticism lessons. Everything that Mr. MACKIE has undertaken he has carried through with conspicuous ability and success.

Of his scholarly knowledge of the theory of education I can speak in the warmest terms. He lectured to the 'special' class last session on this side of their work, and in my many intimate talks with him I have often been struck by the depth and suggestiveness of his criticism and by the extent of his reading.

I should also say that Mr. MACKIE is an excellent practical teacher. His demonstrations of Method in the practising school are, I know, thoroughly appreciated by the students, to whom his lectures appeal all the more because they know them to be based upon a foundation of practical skill and experience.

During my year's leave of absence—which could hardly have been granted without the confidence of the College authorities in Mr. MACKIE's loyalty and good sense,—he has acted as special tutor to the men-students of the Department. I have every reason to know that he has discharged his responsible duties with all the force and tact of which one knew him to be possessed. In this position he has had duties of discipline and organisation which should be useful experience from the point of view of such a post as he is now seeking.

I am quite sure that in appointing Mr. MACKIE the authorities would secure the services of one who could not fail to prove a strong Principal of the Staff of the Sydney Training College.

J. A. GREEN.

*From ALEXANDER DARROCH, M.A., Professor of the Theory, History and Art of Education, University of Edinburgh.*

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UNIVERSITY OF EDINBURGH,

*March 8th, 1906.*

I have much pleasure in supporting the application of Mr. ALEXANDER MACKIE for the post of Principal of the Training College for Teachers, Sydney, New South Wales.

Mr. MACKIE was a distinguished student of Edinburgh University, graduating with First Class Honours in Philosophy. In addition he took a high place in the Education Class here, and since then he has further extended his knowledge of the principles of Education.

But besides his theoretical qualifications, Mr. MACKIE is well suited on the practical side to fill with success such a post as that for which he is now an applicant. Mr. MACKIE has passed through all the various stages of an elementary school teacher's training, and is, therefore, acquainted at first hand with the difficulties likely to arise in the practical training of teachers.

For over three years he has been Assistant Lecturer in the Education Department of the University College of North Wales, and has gained considerable experience in the methods of training teachers preparing for work in Secondary and in Elementary Schools. His success there has been undoubted from the beginning.

Mr. MACKIE, both on the ground of scholarship and practical knowledge, is, therefore, well qualified for the post of Principal of a Training College, and I confidently recommend his claim to the careful consideration of the Electors.

ALEXANDER DARROCH.



*From S. S. LAURIE, A.M., LL.D., Emeritus Professor of the Theory, Art and History of Education, University of Edinburgh.*

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UNIVERSITY OF EDINBURGH,

*March 8th, 1906.*

Mr. MACKIE went through a Training College course under a very able Headmaster—Dr. Paterson of Moray House. His acquaintance, accordingly, with the average attainments and requirements of teachers in training is intimate. He subsequently distinguished himself in the University as a student of the Philosophy of Education, and also took Honours in Philosophy, besides being Medallist in Political Economy.

The mere statement of these facts shows that Mr. MACKIE's qualifications for the post he applies for are very high.

It is in my personal knowledge that Mr. MACKIE has discharged his duties with great acceptance at Bangor. In every respect, personal and professional, I can recommend Mr. MACKIE for the Principalship of the Sydney Training College.

S. S. LAURIE.

*From JAMES GIBSON, M.A., Professor of Logic and Philosophy in the University College of North Wales, Bangor ; late Fellow of St. John's College, Cambridge.*

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UNIVERSITY COLLEGE OF NORTH WALES,  
BANGOR,

*March 9th, 1906.*

I have much pleasure in supporting the application of Mr. ALEXANDER MACKIE, M.A., for the position of Principal of the Government Training College for Teachers, Sydney.

Mr. MACKIE's connection with this College commenced in December, 1902, when he was appointed Assistant Lecturer in Education. In the following June, in view of the excellence of his qualifications in Philosophy, he was appointed Assistant Lecturer in Philosophy as well as in Education, and relieved of some of the less advanced work in the Education Department. In that capacity he has lectured to all the Philosophy classes, including the Honours class, giving independent courses of lectures on certain sections of the syllabus. The work done by the classes under his guidance, and more particularly the progress made by some of the weaker students, has proved him to be an admirable teacher.

As the result of considerable private intercourse, in addition to our association in the conduct of my department, I am convinced that Mr. MACKIE possesses the personal qualities which are so essential in the position he now seeks to fill. He is a man of the highest character, sure to carry out with thoroughness anything that he undertakes. He has a remarkably alert intelligence and an abundant supply of tact and good sense, which renders easy his relations with his colleagues and students. He is extremely methodical and business-like, and has shown the possession of good organising power by his work in the Education Department here. These personal characteristics, his wide knowledge of educational and cognate philosophical subjects and his varied experience of different types of schools, constitute a combination of qualifications of the highest order for the position of Principal of a Training College.

JAMES GIBSON.

*From A. S. PRINGLE-PATTISON, M.A., LL.D., Professor of Logic and Metaphysics,  
University of Edinburgh.*

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UNIVERSITY OF EDINBURGH,

*March 8th, 1906.*

I have much pleasure in testifying to Mr. ALEXANDER MACKIE'S qualifications for the post of Principal of the Training College for Teachers in Sydney.

Mr. MACKIE had a distinguished record as a student of Philosophy in this University. He attended the advanced classes in the subject during Session 1899-1900, and gained the Bruce of Grangehill and Falkland Prize, the highest philosophical honour open to undergraduates. In April, 1900, he graduated with First Class Honours, his papers being both full and accurate, and altogether of a high standard. For two sessions he acted as one of my class-tutors, and in that capacity had to read and report upon a section of the class essays. He performed this work with ability and judgment.

Mr. MACKIE studied the Theory of Education with Professor Laurie, and had two years' successful practical experience as teacher in a school in town. During the last three years he has held the post of Assistant Lecturer on Education and Philosophy in the University College of North Wales, where his work has lain largely in the training of teachers.

Such a combination of philosophical training and educational experience seems to me an excellent preparation for the post, and I think that personally Mr. MACKIE'S bright and active intelligence and great powers of application would fit him to discharge its duties effectively and thoroughly. He is the fortunate possessor of good health and good sense, and I desire very heartily to support his application.

A. SETH PRINGLE-PATTISON

*From JAMES SETH, M.A., Professor of Moral Philosophy, University of Edinburgh.*

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UNIVERSITY OF EDINBURGH,

*March 8th, 1906.*

I have great pleasure and perfect confidence in recommending Mr. ALEXANDER MACKIE for the Principalship of the Government Training College for Teachers, Sydney, New South Wales.

Mr. MACKIE'S record as a student and teacher is the best evidence of his fitness for such a position. He passed through a long course of training in the Normal School and in the University, and gained the highest academic distinctions in those philosophical studies which are so closely related to the Theory of Education. After gaining the first place in the Advanced Classes of Logic and Metaphysics and Moral Philosophy, he graduated with First Class Honours in Philosophy at this University; he was also First Medallist in Political Economy. In addition to his experience in school teaching he acted with great acceptance, after graduation, as a tutor in the University class of Logic and Metaphysics, and continued his studies in Philosophy and Education. His experience as Lecturer at Bangor, where he has been highly successful, ought to be an excellent preparation for the position he now seeks at Sydney.

From intimate personal knowledge, resulting from many conversations with him outside the classes, as well as from his work as a student, I am able to bear emphatic testimony to Mr. MACKIE'S intellectual ability, careful scholarship, clearness of expression, and methodical habits of thought and work. He seems to me to possess all the qualities (including business capacity and tact in dealing with men) essential to success in such a position as that now vacant.

JAMES SETH.

*From MAURICE PATERSON, B.A., LL.D., Rector, United Free Church Training College,  
Moray House, Edinburgh.*

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UNITED FREE CHURCH TRAINING COLLEGE,  
MORAY HOUSE,

EDINBURGH, *March 9th, 1906.*

Mr. ALEXANDER MACKIE, M.A., of Edinburgh University, with First Class Honours in the Philosophical Department, can be recommended in the strongest terms for the appointment in Sydney for which he is a candidate.

His career, especially in the University, has been a brilliant one, in evidence of which it will suffice to mention that in *three* classes—Psychology, Logic, and Methaphysics : Moral Philosophy ; and Political Economy—he was foremost student of his year, a position, I need scarcely say, possible only to a man of first-rate ability. For handling *theoretically* the subject of education, no better equipment, I venture to think, could be desired.

But Mr. MACKIE is and has been a practical educator for a number of years. He was trained as a teacher in this College, and for his practical work received the mark *excellent*, the highest it is in our power to give.

His experience, moreover, not in elementary schools only, but also of secondary and more recently of University work, has been very considerable, and for the purposes of the position for which he is a candidate, will prove quite invaluable.

With much pleasure I add that Mr. MACKIE is most gentlemanly in feeling and bearing, and that I am confident that he will at once gain the confidence and esteem of any students who may be placed under his care.

M. PATERSON.

*From J. SHIELD NICHOLSON, Sc.D. (Cantab.), M.A. (Lond.), Professor of Political  
Economy, University of Edinburgh.*

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UNIVERSITY OF EDINBURGH,

*January 24th. 1905.*

Mr. ALEXANDER MACKIE, M.A., attended my class of Political Economy during the Session 1900-1. After keen competition he gained the First Prize and Medal. Beyond this I have much pleasure in stating that I formed a high opinion of Mr. MACKIE's ability and character, and I have no hesitation in giving him a very hearty recommendation for the post for which he is a candidate. He possesses great energy and power of work, and is sure, I think, to get on well both with the students and his colleagues.

J. SHIELD NICHOLSON.

APPENDIX 2.

1. Reference written for Mackie by W. Wallace Dunlop,  
Headmaster of Daniel Stewart's College, Edinburgh.

Daniel Stewart's College,

Edinburgh, 23rd October, 1899.

Mr. Alexander Mackie was educated at this College up to the time he became a pupil teacher under the Edinburgh School Board.

He was well advanced in English, Latin, Greek, French, and Mathematics, and gave promise of becoming a very good scholar. In all his classes he maintained a high place. His conduct was in all respects most exemplary.

Now that he has completed his course of training as a certificated teacher I have much pleasure in recommending him as one who may be thoroughly relied on to discharge faithfully and well whatever duties he may undertake.

W. Wallace Dunlop, M.A.

2. Notice of Appointment of Mackie as Pupil-teacher to  
Canonmills.

Edinburgh School Board.

School Board Offices

Castle Terrace

Edinburgh, 12th April, 1892.

Dear Sir,

Canonmills Public School

I have the pleasure to inform you that the Board have appointed you Pupil-teacher on probation, in the above School. Be good enough to inform me by return of post whether you accept the appointment, and, if so, whether you will be prepared to commence work in the School on Monday, 2nd May.

I herewith enclose Copy of the Regulations adopted by the Board for the "Appointment, Payment, Employment, and Instruction of Pupil-teachers"

I am,

Yours very truly,

Jas. Arnot.

Mr. Alexr. Mackie,

8 Dean Terrace.

3. Reference written for Mackie by John Ross, Headmaster of Canonmills Public School, Edinburgh.

It gives me much satisfaction to be able to report favourably on Mr. Alexander Mackie's qualifications for the Office of teacher. He was a faithful member of the Staff of this School for four years and during that time he conducted himself with the utmost propriety. During his apprenticeship he passed all the prescribed and other



examinations with the highest credit gaining the highest Government Bonus year by year. On the completion of his apprenticeship he passed the University Preliminary Examination and entered the Training College as a First-Class Student. During his apprenticeship and since he has taken several First Class Certificates in Drawing and Science and three Higher Grade Leaving Certificates. Other Certificates will show how Mr. Mackie applied himself to his studies while attending the Training College and the University and his successes there.

Mr. Mackie has had practical experience in teaching all the Classes in the Juvenile Department. He was painstaking and thorough in all his work and displayed considerable tact in maintaining discipline and power and facility in imparting instruction. I consider Mr. Mackie a teacher of good ability and I know he will most zealously fulfil the duties of any situation to which he may be appointed. I wish him all success in the profession he has chosen.

John Ross, F.E.T.S.

Head Master.

Canonmills Public School,

Edinburgh,

25th October, 1899.

4. Notice of Acceptance of Mackie as a Student of the Free Church Training College, Moray House, Edinburgh.

Free Church Training College,  
Moray House, Edinburgh,  
2nd March, 1897.

Dear Sir,

Having passed the whole of the University Preliminary Examination or its equivalents, you are entitled to be received into the Training College as a Student of the First Division.

The EDUCATION COMMITTEE of the FREE CHURCH agree to award to you a Scholarship of £25 for the First Year on the following conditions already known to you from the Prospectus. You will be required on admission - (1), To declare in writing your intention bona fide, to adopt and follow the profession of teaching in Public Elementary School or Training College, and to bind yourself to repay the Scholarship in the event of your not doing so; and (2), To engage to attend the Training College for two years.

Be pleased to return to me, without delay, enclosed Form, intimating that you are prepared to comply with these conditions.

I am,

Yours faithfully,

W. Paterson, Rector.

Mr. Alex. Mackie.

P.S. - Arrangements as to University attendance will be referred to later.

5. Reference Written for Mackie by M. Paterson, Rector of Free Church Training College, Moray House, Edinburgh.

Free Church Training College,

Moray House, Edinburgh,

July, 1899.

Mr. Alexander Mackie having now completed a full course of Training in this Institution with very great credit (87 per cent. in all the subjects of study), is in my opinion admirably qualified for the office of Teacher.

During the two Sessions of his attendance, Mr. Mackie has performed the work required of him in my classes with very great punctuality and care.

As a teacher, Mr. Mackie takes rank as one of the best of his year. For all his work in our Practising Section, no one has received marks from the Masters whose classes he taught so uniformly high. They are indeed in every case the highest as given or those next to it. All his lessons were laid out with singular intelligence and were taught with unusual brightness, attractiveness and success.

Of Mr. Mackie's personal character, I am able to speak in the most commendatory terms. His tone and spirit have been all that I could desire. His natural ability, high professional qualifications and excellent character give promise of a career at once successful and useful in the highest degree.

M. Paterson,  
Rector.

6. Notice of Appointment of Mackie as Assistant to Broughton Public School.

Edinburgh School Board.  
School Board Offices,  
Castle Terrace,  
Edinburgh, 4th July 1900.  
Broughton Public School.

Dear Sir,

I have the pleasure to inform you that the Board have appointed you an Assistant in the above School.

The Salary will be at the rate of £85.- per annum and may rise to £140.- The Engagement, while regulated by the Public Schools (Scot.) Teachers Act 1932, shall be during the pleasure of the Board, and be terminable on either side by a month's notice being given.

Be good enough to inform me, by return of post, whether you accept the Appointment on the above terms.

If so, be prepared to commence work on Tuesday, 4th September next.

I am,

Yours very truly,

Jas. Arnot.

Mr. Alexander Mackie,

8 Dean Terrace.

7. Reference Written for Mackie by Thomas S. Glover, Rector, High School, North Berwick.

High School,

North Berwick,

18th June, 1902.

Mr. A. Mackie, M.A. was for several months a member of the Staff in this school during the year 1900, and it gives me great pleasure to testify to the earnestness and success that attended his efforts in all the work he took up.

He was chiefly associated with classes in English and Mathematics preparing for the Leaving Certificate Examinations. His wide knowledge, his excellent methods of teaching and his vivacity of manner made him a most valuable assistant in this work.

Thos. S. Glover,

Rector.

APPENDIX 3THE DIRECTOR.SYDNEY TEACHERS' COLLEGEReport following visit of Chief Inspector and  
Deputy Chief Inspector.  
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We visited the College on May, 10, 11, 12, 13 and 18th, and the North Newtown Demonstration School on May 11th. As far as time permitted, important phases of College work were observed. We discussed various aspects of the problems raised with the Principal, Vice-Principal, Lecturers in Charge of the Departments of Science, English, History, Mathematics, and with the lecturers in Manual Training, Art and Physical Training. Headmasters of Demonstration Schools were also interviewed concerning the extent to which their schools function in conjunction with the College in the practical training of students.

B.C. Harkness

G. McKenzie

20/5/36

At the outset we desire to express our appreciation of the readiness with which information was afforded by Professor Mackie and his staff upon the matters we were able to discuss in the limited time available. Obviously, there are many College activities that could not be reviewed during the visit.

One cannot but express the highest appreciation of the aesthetic appeal of the College in its furnishings, appointments and artistic setting. This is equally true of the College grounds and general environment.

All evidence testified to the excellent tone of the students who cannot fail to be lifted to a richer conception of the higher purpose of education. Students are indeed fortunate to have the opportunity of enjoying the cultural influence this College affords before commencing their life work.

The evaluation of the work done in a tertiary institution for the education of teachers depends upon what we can reasonably expect from such an institution. This in turn has its basis upon our view of education, our view of life, for modern thought regards education as life and seeks to equip the young for life. They must be prepared to earn a living, to serve the community and to attain culture and education not by one type of activity only, but by many. These aims must be regarded as a whole not in isolation as objectives for diverse types of schooling which different strata of the community ought to receive. It will be obvious that teachers who are to co-operate in educational activities that will promote the above ends will require less stereotyped courses of training than their predecessors of a generation ago received. If forward vision is to be developed, they will need primarily a widened and deepened culture. In addition to this many faceted cultural background, they will need also initiation into the principles that under-lie teaching, and they must be given some acquaintance with the best modern teaching methods calculated to develop personality and to fit the individual to understand and use that conception of freedom which ensures a just balance between the claims of the individual and of the community of which he is part. They must be trained to respect the machinery which will preserve that balance.

The extent to which the course for the education of teachers can be professionalised depends upon

- (a) the equipment of the student material;
- (b) the length of time that can be given to training.

For example, considerations under (a) will determine to what extent, if any, effort should be directed to carrying on the studies already undertaken by the student during previous schooling. Time necessary for such work in a tertiary institution will naturally reduce that available for the studies of the principles of education and of teaching, and for the study of the broader educational problems. Time requirements for both will set a limit to the time available for the study of the mechanics of the classroom and school management. It would be disastrous to base the training solely on equipping teachers for the job of teaching, really an aggregate of jobs that can never be completely covered in a two-year course, and if conceived as jobs compartmentalised without a unifying treatment would be but a poor equipment for an educator. What can be done then depends upon (a) the character and amount of schooling which the community demands of applicants for admission to a Teachers' College, and (b) the nature of the training which it decides to give its future teachers. There is no single ideal course of training for teachers, and no course will be worth while that does not reflect the personality, experience outlook and ideals of those responsible for it, and in particular, of the Principal and the staff collaborating with him.

At the same time, a training institution financed by the State, and functioning as an integral part of a State system of education, must have regard to general State education policy and financial provision for its execution. There is need for closer collaboration between the Department and the Teachers' College authorities on these vital matters.

IT IS RECOMMENDED that a committee comprising the Chief Inspector, the Principal of the College and the Deputy Chief Inspector meet regularly to determine what ought to be done and what can be done with student material, in the time available for training, with the funds provided. The Under-Secretary and Director should approve of the schedule of studies if suitable for service needs, and in the light of what the State can afford to pay, make available the quality and strength of staff necessary to permit all of the students in the various groups receiving the approved course.

IT IS RECOMMENDED:-

1. That the suggested committee should give consideration to (a) the number of students necessary to meet the estimated requirements of the teaching service during the ensuing two years;



- (b) The methods of recruitment;
- (c) The number and qualifications of the staff;
- (d) The nature of the co-ordination of the activities of the Demonstration and Practice Schools with the College instruction with respect to the principles of teaching and the improvement of the teaching;
- (e) The pending changes in the various school syllabuses;
- (f) The view of the school and inspection staffs upon the effectiveness of training courses;
- (g) The co-ordination of criteria for the assessment of students within the College and during their first years of teaching;
- (h) The desirability of development on better lines of vocational courses;
- (i) The extension of Physical Training;
- (j) The provision of a more extensive recreation course;
- (k) The desirability of increasing the time for acquiring skill in craftsmanship by lengthening students' working hours, or extending the present course.

The demands of modern education justify the schools expecting from a teachers' College a student who is something more than a competent technician who knows the knacks and tricks of the classroom, the master at pre-digesting matter for examination purposes, the good disciplinarian of the old type, and the blindly obedient subordinate of the last generation.

To the schools all these things are desirable and should within limits be sought, but it would be disastrous to regard them as the sum total of what should be required of one trained for the profession of teaching. What can be secured in these directions dependent as it is upon the quality of the student material and the time available for training should not be acquired at the expense of whittling down courses aiming at the widening of horizons and the promotion of critical thinking about the aims, principles and methods of education, and educational problems generally. The need for teaching and emphasizing the growing importance of psychology, the extension of research and investigation in education fields are tending to overcrowd the curriculum with the danger that students will have insufficient time to reflect upon the theories taught, and put them into their own school practice. It is not proposed to embark upon a

discussion of the old question of the relative importance of theory and practice, for theory is the explanation of the best practice. If students are to be trained for adaptability under changing conditions, and that is the challenge of education to-day, probably time upon theory is a better preparation than such close acquaintance with school work as will perpetuate the habits of the present.

The happy medium must be sought and will be attained after long experiment and discussion mainly upon how more practical work can be fitted in. Experience with students trained for secondary work indicates that much of the work done at the University and College is unassimilated and that it may be desirable to extend the professional course in order that more time may be found for quiet thought, for more advanced study and for a longer period of practice.

#### COURSES OF TRAINING

The courses at present provided at the College comprise:-

- A. A two-year course for students who enrolled at the commencement of this year.
- B. A two-year course for students admitted in September, 1937.
- C. A one-year professional course for University graduates -47.
- D. A one-year course for eleven returned University students.
- E. A two-year Liberal Arts course, the 1st year of which is taken partly at the Teachers' College and partly at the Technical College.
- F. A two-year Domestic Arts course, the 1st year of which is taken wholly at the Technical College, except for Physical Training.

During the current week, a group of artisans entered the College but it has not yet been practicable to arrange a course for them.

#### COURSE A.

The schedule of studies for course A in the 1st year is:-

<u>Subject</u>	<u>Hours per week.</u>
1. Education	4
2. Demonstrations	3-4
3. Special Subject	3
4. Biology and General Science	3
5. Speech Training	2
6. Physical Training	1
7. Art	2
8. Music	1
9. Methods of Teaching:	
Mathematics	1
History	10 lectures.
Geography	10 lectures.
	-----
	21 hours.
	-----

The first year enrolment is now 345, thirteen less than was the case on April 4th last, and is organised into (a) 11 sections work wholly at the College and following in the main the schedule for course A; (b) (i) Section 108, a composite group (11 men training as Manual Arts teachers and taking 10 class meetings at the Teachers' College, and 11 women training as Music teachers, and taking 12 class meetings at the Teachers' College); (ii) Section 109, working wholly at the Technical College; (iii) Section 114 of 11 ex-Univ. Stud. following a special course involving 10 class meetings at the Teachers' College. The enrolment of weekly class meetings of sections (a) about on the 15th May, 1938, was:-

<u>Section</u>	<u>Enrolment</u>	<u>Class Meetings Hours.</u>
101	27	23
102	31	23
103	25	20
104	28	21
105	27	20
106	30	21
107	24	21
110	29	17
111	17	19
112	23	16
113	19	16

Sections are, in the main, following the schedule, except that students in 102 and 106 are not receiving lectures in Education owing to no successor having been appointed to Dr. Mann who ceased duty on April 28th. It will be seen,

however, that few sections follow strictly the hours set out in the schedule, two being above, the others below - sections 110 - 113 considerably so. The variation is due to insufficient staffing to meet the requirements of all subjects.

Section 106 is given only 1 hour in speech training, and sections 107, 110, 111, 112 and 113 are unprovided for in this subject. Sections 110, 112 and 113 do not get Physical Training, Art or Music. Provision is unable to be made also for Music to sections 103, 104, 105, 106, 107 and 111. The Principal, however, will arrange the second year course to meet the needs of students who have not followed the first year schedule as far as practicable.

The outline of courses set out in the Students' Handbook provides for a course in the Teaching of English, but this year it is restricted to what can be done by Dr. Pechas in discussing that subject during the one hour per week he devotes to the discussion of the Board of Education's suggestions to teachers treated in the course he gives on the Principles and Methods of teaching. The outline of courses is set out in the Students' Handbook I attached.

Three hours per week are devoted to special subjects selected by students who desire to pursue special interests. Obviously, the personnel of these groups differ from those of the sections doing general work.

The special subjects offered with enrolment in each are:-

<u>Subject</u>	<u>Lecturer</u>	<u>Enrolment.</u>
International Affairs	Mr. Rowley	16
Art	Miss Wark	19
Chemistry	Mr. White	14
Chemistry and Dietetics	Miss Moore	9
English	Mr. Hyde	17
English	Dr. Mackenness	19
"	Miss Skillen	18
Geography	Miss Back	22
German	Dr. Woodward	25
History	Mr. Scott	25
History of Crafts	Miss Lake	23
Mathematics	Mr. Meldrum	21
Music	Miss Tompson	24
Physics	Mr. Ranclaud	7
Physical Training	Miss Redfern	19

The second year students following course A number 229 and are divided into eight sections as under:-

<u>Section</u>	<u>Enrolment</u>	<u>Class Meetings (Hours)</u>
201	30	22
202	29	21
203	29	21
204	28	23
205	29	23
206	31	23
207	29	23
209	30	18

The schedule of studies is:-

<u>Subject</u>	<u>Hours per week.</u>
Education	4
Practical Work	4
Special Subject	4
Social Science	3
Hygiene	2
Music	2
Manual Work	2
Nature Study	10 lectures.
	<hr/>
	22 hours.
	<hr/>

Sections 201, 202 and 209 do not get Social Science. Section 210 does not get Music or Speech Training, and Sections 202 and 207 do not get Manual Work.

The Practical Work includes demonstrations, class exercises and discussions of principles underlying the work done in the schools (see page 19).

Special subjects are provided as under:-

<u>Subject</u>	<u>Lecturer</u>	<u>Enrolment.</u>
Art	Miss Marsden	18
Chemistry	Mr. White	8
English Literature	Miss Bannan	21
" "	Miss Skillen	20
French	Dr. Woodward	12
German	Dr. Woodward	20
Geography	Miss Back	18

<u>Subject</u>	<u>Lecturer</u>	<u>Enrolment.</u>
History of Craft.	Miss Lake	16
Mathematics	Mr. Griffiths	9
Music	Mr. Peterson	16
Physics	Mr. Ranslaud	12
Music	Mr. Kelly	24
Dramatic Art	Dr. Mackness	21
Chemistry and Dietetics	Mr. White	17
Geography	Mr. Filbrook	13

### COURSE B.

The schedule for course B is:-

<u>Subject</u>	<u>Hours per week.</u>
Education	4
Practical Work	2
English and Speech Training	2
Social Science and History	3
Geography and Elementary Science	3
Drawing and Handwork	3
Physical Training	3

It will be seen that course B differs from course A in content and arrangement. This is partly due to the subject qualifications of available lecturers not fitting exactly all requirements, and partly due to the Principal's desire to experiment with other courses.

The main difference is that provision for special subjects is not made in the B course. As far as general subjects are concerned, the variation between the courses may be seen from the following table:

<u>Subject</u>	<u>First Year</u>		<u>Second Year.</u>	
	<u>A</u>	<u>B</u>	<u>A</u>	<u>B</u>
Education	4	4	4	6 for 2 terms 4 for 1
Demonstration	3-4			
Special Subject	3		4	
Biology & Gen. Science	4			
Speech Training	2	{ 2 (with English		3(Aust. Lit. 1 hr. for 1 term. Eng. Lit. 2hrs. for 2 terms.)

## 302.

<u>Subject</u>	<u>First Year Course</u>		<u>Second Year Course</u>	
	A	B	A	B
Physical Training	1	3		
Art	2			
Music	1			3 =
Methods of Teaching:				
Mathematics	1			
History	10 lectures			
Geography	10 lectures			
Elementary Science and Geography		3		3(1 term Biological; 1 term Physical)
Practical Work		2	4	4
Social Science & Hist.		3	3	3(for 2 terms)
Drawing and Handwood		3		
Hygiene			2	3(for 2 terms)
Manual Work			2	
Nature Study			10 lectures	
Mathematics				3(1 term)

In education which is the unifying subject of the curriculum, both A and B provide for a common course in Educational Psychology, Principles of Teaching and History of Education.

In course B an outline course in Logic is given instead of one upon Aims and Administration laid down for course A. In course A, the work for Lower Primary Groups is differentiated within the framework of the general lectures in Education.

A perusal of the outline courses in Education and other subjects suggests that course B is more closely related to the requirements of practical teaching than course A.

The desirability for uniformity in the two-year courses and to what extent the courses for the incoming group will follow course A or B were discussed with the Principal.

COURSE C. GRADUATES.

1.	Theory and History of Education University Course	3
2.	Principles and Methods of Teaching (1) General (2) Special Methods	2
3.	Practical Work	6

4.	General Psychology	50 lectures)	
5.	Educational Psychology	50 lectures)	
6.	Phonetics	50 lectures)	}
7.	School Hygiene	Dr. Sutton 50 lectures)	
	Physical Training	Dr. Sutton 50 lectures)	

5

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 16 hours
 

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or Taken at the University.

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COURSE D. EX-UNIVERSITY.

As shown. Some lectures being taken at the University.

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COURSE E. MANUAL ARTS.

First-year courses. Manual Arts and Music.

<u>Subjects.</u>	<u>First Year</u>		<u>Second Year</u>	
	<u>Manual Training</u>	<u>Music</u>		
Demonstrations	4	4	Education	4
Education	4	4	Practical Work	4
Physical Training	1		Manual Arts	2
Geography	1	1	Technical Coll.	6 H.T.
Special Subjects		3	Hygiene	2
			Physical Training	1

COURSE F. DOMESTIC ARTS.

The first-year students of this course attend the Teachers' College on Wednesday and will receive instruction in Physical Training when a lecturer is available.



First YearSecond Year

<u>Domestic Arts Course</u>	<u>Domestic Arts Course.</u>	
Technical College except for Wednesday afternoon.	Education	4
	Practical Work	5
	Physiology	3) *
	Chemistry	4) *
	Music	2
	Hygiene	2
	Speech Training	1
	Physical Training	1
	English	2
		<hr/>
		19 hours
		<hr/>

\* or Social Science, English,  
History and Geography.

STAFF.

The staff excluding the Principal now numbers 39. Dr. Mann former lecturer in Education resigned on April 27th and has not been replaced. Since his departure formal lectures to his sections have been suspended, but Dr. McKee does what he can with them by setting written exercises and arranging for discussions upon them.

Including those allotted to Dr. Mann the total number of hourly class meetings programmed was 576, an average load per lecturer of approximately 14½ hours per week. Equal apportionment of lecture time is not practicable as such factors as the nature of the subject, its correction demands, the number of students taught, whether the courses are repeated to several sections or different lectures are necessary for the various sections must be taken into account. The Principal arranges the distribution of the lecturer's work on the basis of a full working week of 35 hours in a general way to provide for:-

- (1) 12 hours instruction;
- (2) 6 hours demonstration and Tutorial work;
- (3) 5 hours correction or more generally so that approximately 60% of the time is devoted to teaching and correction, the remainder being

available for preparation and co-operation in the conduct of the corporate activities of the College. Variations from this general lay-out are necessary according to circumstances.

Three hours of the six suggested above are devoted to demonstration work, the periods of which are definitely set out on the time table as are also those for class instruction.

The remaining three hours are devoted to tutorial work arranged by the lecturer according to needs. The Principal's suggestions on the matter are set out in the memoranda attached on the work of the College Lecturer and on Practical and Tutorial Work.

It will be seen that the average weekly load of the lecturers (14½ hours) referred to above approximates closely the fifteen hours prescribed for teaching and demonstration work by the Principal.

It is always difficult to provide exactly the lecturer requirements in the various subjects as men and women competent in more than one department cannot be secured. This leads to unevenness in the distribution of lecture loads.

Miss Hogg's lecture work can be increased and Mr. Cox and/or Miss Gray, Miss Stevens, heads of department of demonstration schools, could be used to assist the Education Staff. This would obviate the replacement of Dr. Mann.

Mr. Rowley now carrying a very light load in History can be made available for the incoming June session.

The deficiency in schedule requirements of students following course A in the various subjects is:-

Speech Training	12
Physical Training	3
Art	6
Music	11
Social Science	9
Manual Work	7

The present Art Staff could carry the additional 6 lectures.

Miss Lindsay takes up duty as lecturer of Physical Training and Hygiene next week.

Further provision for individual sections which are now carrying less than the schedule load and for portion of the work of incoming students could be met by the appointment of additional lecturers: Alternatives probably involving a redrafting of the time table are:-

1. the reduction of the number of sections in the first year of the March course;
2. the combination of returned ex-University students with the Graduate Group;
3. reduction to three of the sections in the September group;
4. the restriction of the choice of special subjects with consequent increase in the size of the groups retained.

The Principal pointed out that difficulties would arise from the fact that different lecturers interpret differently the outline of courses in the various subjects which would operate to the disadvantage of students amalgamated with another group and so render suggestion (1) inadvisable. To a lesser degree students would suffer from the application of suggestion (3). The returned University students are not of the calibre of the graduate students, already a large group of 47, and would probably have difficulty in attempting their course. All the sections referred to were formed on the basis of 30 on the opening of the College. Defections have arisen from transfer to the University and resignations.

Regarded from the point of view of the ratio formula on the basis of the present enrolment, 766 less the first year Domestic Science Group of 32, the first year of which works full time at the Technical College, staffing is below the ratio 1:20.

There are always difficulties in the way of reducing staff once classes have advanced far into the year's work. In view of the fact that lectures for this year have not been long in operation, it is recommended that the Principal be asked to report upon the possible readjustment on the lines set out above. This course is suggested because of the fact that further staff is sought for the incoming students in June next; a staff that will meet the requirements of academic attainment and teaching efficiency will be difficult to obtain. High School work will be disorganised and the lecturers selected will have little time to prepare the necessary lectures.

In recent years the delays in finalising scholarship conditions have prevented earlier information with regard to enrolment and staff being made available to the Principal. Organization and efficiency must suffer from the belated appointment of lecturers who have practically no time to prepare for their work before being called upon to commence it. The whole question is one that may be further discussed

by the Committee proposed. The Principal awaits information as to the number of sections he may form and the staffing that will be available in respect to the 120 students entering next month. Another approach than the ratio formula may offer a better solution of the staffing problem than that now adopted but this is essentially a matter for further consideration.

MEMORANDUM

ON

THE WORK OF A COLLEGE LECTURER

While it is not possible nor indeed desirable to set out in detail how members of staff are to occupy their official time, the following suggestions indicate in a general way the varied nature of the work to be done. It is also to be noted that the instruction and training of students will hardly be effective unless members of staff keep abreast of the subject they profess and their influence will be even more stimulating if in addition they are able to engage in some productive study and research in some field of knowledge. On the other hand it is not the purpose of the Teachers' College to train specialist scholars but to assist students to lay the foundations for becoming well qualified teachers and this means the training of cultured men and women, with a professional outlook and attitude.

The general distribution of College time may be outlined as follows, but variations or departures from this schedule may be necessary.

- (1) Lecturers will meet classes for instruction for 12 periods per week.
- (2) Each lecturer will act as adviser and tutor to a group of students and will direct the weekly practical work in teaching. This work will occupy 6 periods per week.
- (3) The correction of written and practical work will occupy about 5 hours per week.
- (4) Preparation for lectures and practical work.

So far as possible a study will be provided, but it is recognised that some College work, e.g. preparation, correction, reading, research, may be more effectively carried out beyond the College. Hence lecturers are not required to be on the College premises at any fixed hours.

Lecturers who are unable to meet classes at the prescribed times should advise the Principal without delay.

An attendance roll should be kept and marked for each class meeting. At the end of each term a return of attendance should be made to the Principal.

Lecturers should note the Regulation of the Public Service Board which states that the hours of duty shall be from 9.0 a.m. to 5.0 p.m. Mondays to Fridays inclusive.

### Qualifications of Lecturers

The quality of the staff is also a matter for consideration.

If the principles laid down on pages 2 and 5 are sound the lecturer must be a man of outstanding culture and not only a competent teacher, must have the vision outlook will and energy to keep abreast of modern theory and practice. As far as academic attainments are concerned the staff in the main is well equipped and the Principal effectively informs himself of and stimulates their reading. Obviously it is wise policy to ensure that lecturers appointed to a Teachers' College staff should have proved themselves as teachers. Three years' teaching experience is a minimum and reasonable time to permit of a fairly safe judgment upon teaching efficiency. What is wanted, however, is not so much a skilled instructor in certain branches of learning, but one who knows how to develop children as individuals in natural and new situations.

Mastery of separate techniques or a group of techniques without intellectual equipment will never develop that professional outlook which teacher-training should strive to achieve. It will also be difficult to secure men who combine high scholarship with practical skill and probably the best compromise is to provide for both elements on a College staff, the one contented to remain as critical students and thinkers upon changing problems but in close touch with school work, the other recruited to the staff at an age early enough to permit of their transfer back to the teaching ranks under conditions (inspection, salary, grade, etc.) that will permit the articulation of their promotion in the general service.

Lecturers of the latter type could be appointed as a temporary or junior staff and be available for return to the teaching service in the event of serious decrease in the College enrolment.

Lecturers of this type were attached to the College staff up to 1932. A general reduction of the College staff in that year led to the return of all junior lecturers and several senior men to the general service.

It is felt that the present method of recruiting the lecture staff is not satisfactory. To take a case to illustrate. In March last a 1st Class Honours man in English and History and Assistant Master in a High School for ten years on an "A" efficiency mark was appointed a College lecturer on April 18th, six weeks after College started. He commenced at the College on April 26th, giving his first lecture on April 29th. He had no acquaintance with Primary School work, had no previous opportunity for indicating his grasp of broad educational problems outside his own special subject, and no experience in a major course upon which he was to lecture, viz. Social Science. The result is that he is now overwhelmed with work, preparing lectures and learning by contact with other lecturers something of the nature of work attempted in Primary Schools and in endeavouring to acquire something of the atmosphere, aims and spirit of the College in which he is to labour. It would be far better if likely aspirants for College work were officially noted earlier and given guidance in their reading upon the broader problems a lecturer has to face and special help in developing teaching technique. A reservoir of such men and women in the different subjects would permit of a better selection than at present available. Special qualities and qualifications (academic, professional and teaching) could be more fully reviewed than is at present possible.

While the numbers sent to College vary considerably from year to year, it is impracticable to maintain complete stability in staffing even if desirable.

It is, however, worthy of consideration whether it would not be better to absorb the surplus staff in any year by providing additional refresher courses for teachers than to return them to schools.

#### DEMONSTRATION WORK

It will always be difficult to ensure the close contact of the mellowing lecturer with recent school room practice, and in a sense, it is not altogether reasonable with the other calls on his time, to expect the lecturer to always be the

most competent demonstrator, particularly in subjects outside his special field. The discussion of this problem with the Principal revealed that lecturers supervise weekly the demonstration work done by sections assigned to them each term. Alteration in the conditions of payment to demonstration teachers in High Schools was alleged to have developed a reluctance on the part of some lecturers to perform demonstration work.

The objection that demonstration assistant teachers would be deprived of payment for demonstration work does not apply to primary schools.

It was pointed out, however, that demonstration lessons are given by lecturers during periods of practice teaching, although little appears to be done at present. The Principal's suggestions in his memo. upon the "Duties of Student Advisers" attached, reveals that the need for co-ordinating the principles enumerated in the lecture room with the method followed in the demonstration schools are not lost sight of.

Although essentially experts in their special fields, all lecturers are expected to acquaint themselves with the principles and special methods of teaching all primary school subjects. Further more, their sections are changed each term.

The duties of lecturers in their capacity as section advisers are important and are set out on memo. attached "Practical and Tutorial Work".

It is to be noted that lecturers are asked to submit a report to the Principal at the end of the term upon the work done as section advisers.

The lecturers responsible for the various sections are:-

	101	Dr. Mackaness
	102	Miss Danner
	103	Mr. Hyde
	104	Miss Moore
	105	Dr. Currey
	106	Miss Redfern
	107	Mr. Tilbrook
Dom.Sc.)	108	Miss Tompson
Tec.Coll.	109	Mr. White
	110	Mr. Ranclaud
	111	Dr. Woodward
	112	Mr. Griffith
	113	Mrs. Rhodes
Ex. Univ.	114	Mr. Harris

	201	Miss Bates
	202	Miss Lake
	203	Dr. McRae, Mr. Smith
	204	Mr. Hope
	205	Mr. Hammer
	206	Mr. Meldrum
	207	Dr. Cole, Mr. Peterson
Tec. Coll.	208	Mr. Kelly, Mr. Elwyn
	209	Miss Wark, Harris
Dom. Sc.	210	Mr. White
Graduates		Professor Mackie, Miss Skillen, Mr. Hogg.
Sept. Course	1	Mr. Fowler
	2	Miss Back
	3	Miss Biddles
	4	Mr. Scott
June Course	1	Miss Symonds
	2	Dr. Cole
	3	Miss Deer
	4	Mr. Sheldon

#### Practical and Tutorial Work of Section Advisers.

The Practical and Tutorial Work will not include any course of systematic lectures. The following suggestions will indicate the several forms of practical work which may be undertaken from time to time.

1. Observation of lessons given by lecturer or teacher in the Demonstration School. Preliminary discussion will be advisable to assist the observation of students; and after the lesson has been observed a consideration of the procedure and principles of teaching exemplified will be necessary.
2. Lessons prescribed by the tutor, prepared by the students, and given by a selected student in the presence of other members. Here again preliminary and subsequent discussion and comment will be required. Paragraph I and paragraph II will occupy at least three hours per week.
3. Teaching Exercises - mental and scholastic test - prescribed by tutor, prepared by each member of group, presented and discussed.



The same exercise need not, of course, be given at the same time to every member of the group.

Typical exercises may be found in such books as Green and Birchenough - Primer of Teaching Practice Stury and Cakden.

Suitable exercises will be suggested by the lecturers in Education.

4. Short Essays, talks, and debates prescribed for individuals or small groups: delivered before the group or to the Tutor. The Tutor will comment on the substance, style, language, etc. A mark should be recorded.

#### Examples

1. Preparation of a broadcast talk, lantern lesson, story narrative, description, explanation.
  2. Review of a new book, magazine article, precis or summary.
  3. Topics selected by lecturer or student.
5. The direction where necessary of students' study.
- (a) Scheduled - College course
  - (b) Non-Scheduled - content of primary curriculum speech, writing, expression.

Sections 3, 4, 5 will occupy about three hours per week. For some of this tutorial work it may be advisable not to meet the group as a whole, but to take individuals or a few students together.

e.g. In hearing essays read probably not more than four or five students can be met in an hour period.

Section advisers may with advantage direct the reading of students outside the prescribed text. Suitable lists will be prepared by lecturers and will be printed in the Note Book for general use. It will however be well to avoid recommending the reading of the same book by a whole group, at the same time. The Library seldom has multiple copies of such books.

The Principal will be glad to have for future guidance, a report on the work done, to be submitted at the end of term.

Partly because there is insufficient accommodation at the College to provide separate studies for lecturers (it was noted in several cases there were three in one room) lecturers are not required to be on the College premises at any fixed hours.

Satisfactory arrangements are made to check up absence from lecturers and nothing came under notice that would warrant a recommendation for changing the present practice.

Lecturers are instructed to note the Regulation of the Public Service Board which states that the hours of duty shall be from 9 a.m. to 5 p.m. Mondays to Fridays inclusive. No College lectures are set down after 3 o'clock, but daily use of the hours 5 to 5 will be made when the June session commences.

#### PRACTICE TEACHING

First year students have six weeks of practice teaching and second year eight weeks.

Lecturers are assisted by capable teachers released from demonstration schools. The circular 'Procedure for Teaching Practice' sets out factors to be considered in assessment and the teachers selected to assist supervisors by instruction and discussion, co-ordinate their activities with the lecturer with whom they work.

#### COLLEGE CLASSIFICATION

Classification recommended for students as a result of their College course depends solely on academic attainments and regulations for recording and computing results are set out on Page 9 of the College Handbook attached.

A teaching mark is awarded to students and is based upon the reports of their practice work. The principles governing its award are set out on circular 'Procedure for Teaching Practice.'

The teaching efficiency of the student does not enter as a factor into the classification recommended by the College, although it is forwarded to the Department.

Up to about 20 years ago, both attainments and teaching efficiency were considered in the determination of classification, but exhaustive discussion of the problem by the Principal and Staff led to the adoption of the policy indicated above.

The question is important in view of the fact that Armidale College follows a different practice and of the necessity for informing the inspectorate of the significance of the College recommendation in each case.

PROCEDURE FOR TEACHING PRACTICE

For the Information  
of Supervisors  
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- A. In stating the theory upon which the teaching ability of College students is to be graded, certain assumptions must be made. The following are the assumptions upon which the theory is based:
1. Any group of students may be graded in order of merit with respect to their teaching ability.
  2. Teaching ability follows the law of distribution found so consistently in other directions; physical, mental and scholastic traits and abilities are found, when measured carefully, to conform closely to the normal law of distribution.
- B. If students are to be put into nine divisions, the fact that the distribution is normal does not fix the number that might be expected to go into each division. To do that, some degree of scatter must be determined. Based upon the experience of the marking of students by College lecturers in the past, a S.D. of 1.5 seems about right. On this basis, the approximate number, out of 1000, to be expected in each grade will be:
- |    |    |     |     |     |     |     |    |    |
|----|----|-----|-----|-----|-----|-----|----|----|
| A+ | A  | A-  | B+  | B   | B-  | C+  | C  | C- |
| 8  | 40 | 111 | 209 | 260 | 209 | 111 | 40 | 8  |
- C. In view of the fact that placing a student in a particular grade is largely a matter of subjective judgment, it is essential that such measuring apparatus as a supervisor may possess, should be carefully defined, so that, as far as may be, all supervisors will be using the same measuring rod in the same way. With this in view, it is suggested that:
1. A supervisor build up a background of ideas as to what traits, aptitudes, knowledge, abilities etc. go to the making of a good teacher. Such a list is found at the top of the ordinary report forms, that have been in use for some time, and in somewhat greater detail in the various items of the rating scale.

This background is built up, not only by noting the items mentioned, but also by actual experience in supervision, and by discussion with other supervisors.

2. In order to place a student in his right grade, it is suggested that the supervisor should have a vivid memory of nine actual teachers whom he has placed in the nine different grades. Let us call them 1,2,3,4, 5,6,7,8,9.

In deciding the grading of a particular student, the supervisor should ask himself, "Is this present student as good as 2, or is he more like 3?" If the latter, he is A-, if the former, A. Or, "Is this present student as bad as 9, or is he more like 8?" If the former, B-, if the latter, C.

The process is very similar to that of using a writing scale.

3. In order to put C1 and C2 into operation effectively, a single scale should be used for students of all years.

It is true that College practice definitely shows that this way of grading students has been followed, more or less closely; but it is desirable that all supervisors should make a conscious effort to apply such a constant scale.

4. With a constant measuring rod (or one as constant as an individual supervisor can keep it), it would naturally follow that, on the whole, First Year students will have lower marks than Second Year students. When students proceed to Second Year, it is probable that their order of merit in teaching will not be seriously disturbed. Changes in order of merit for teaching ability should not be more numerous or marked than the corresponding changes for academic work. The general effect will be that the curve as a whole will move bodily towards the higher end of the scale when First Year students pass on to Second Year.

- D. It has been stated many times, in circulars to the staff, and in statements about scoring both in teaching and in academic work, that for small groups, the sort of distribution suggested above cannot be expected to hold to any high degree of accuracy. It is when all the marks for 500 or 1000 students are pooled that the distribution should take the form suggested. However, if any distribution is markedly different from expectation, it is then very desirable to have some investigation made as to possible causes.

- E. In detailing a procedure to be followed during school practice, one need not lose sight of the fact that the important part of a supervisor's work is not to place a student in some grade of teaching ability, but to help the student in his efforts to become a teacher. It is, however, more than likely that the effort made by a supervisor to place a student in his proper grade, can be turned to good account in the discussion period; because the effort to place a student in his correct grade demands that cognisance be taken of all those elements that may be regarded as making a good teacher. The discussion can then be made on those points that have been noted and observed by the supervisor.
- F. Supervisors should acquaint themselves, not only with the matter included in A to D, but also with The Instructions to Students. The supervisor will interpret and explain these instructions, when and if necessary. To this end, it is essential that each supervisor meet his group on the first morning of the practice period, when necessary explanations and instructions can be made.
- G. It is, as a rule, advisable that more than one supervisor see students who are likely to be placed either at the top or the bottom end of the scale. When a panel of supervisors is acting under a chairman, the latter should in general be consulted in such cases.
- H. It is suggested that, on each report form, the nature and extent of the evidence upon which the report is based, might be indicated. For example, a statement of the number of lessons or part lessons observed, or, possibly, the number of times that a student's work was discussed with him, would be very useful. The supervisor may have received help from the class teacher or head master; this might also be recorded. Among other good effects, the statement would provide a complete answer to the contention sometimes made by students, that their work has not been effectively supervised.
- I. In general, it will be found that some member of the school staff has some special aptitude. It is suggested that, where possible, arrangements will be made for the students to observe such teacher at work in the special subject.

QUALITY OF COLLEGE ENTRANTS.

Unfortunately the quality of many of the students as far as academic attainments are concerned has been deteriorating (see attached table). The aggregate of the poorest of those entering College in June was as low as 255 out of 700. Six years ago, the lowest mark of entrants was approximately 430. The academic quality of many of the Manual Arts and Domestic Sciences students is not high. A worse feature is that sufficient applicants are not forthcoming for both the general and special courses. Even if the 120 expected next month actually enrol and remain, the Department will be about 50 short of the estimated requirements of trained teachers two years hence.

The conditions referred to above seem to be due:-

1. To the reduction of student allowances that prevailed several years ago, viz. monetary grant and supply of text books;
2. The restriction of the number permitted to attend the University;
3. The uncertainty of immediate appointment after completion of the course;
4. Insufficient propaganda in the secondary schools.

In view of the steps recently taken to increase allowances, improvement in the near future is hoped for.

There is no doubt that it is desirable for the Department to undertake definite propaganda for the recruitment of better material for its services. As a first step, it is recommended that the printing of a College Calendar be revived (1927 copy attached) and that a copy be sent to schools with suggestions concerning its use.

TEACHERS' COLLEGE

Year of Admission	Highest Applicant		Highest Acceptance		Minimum Acceptance		Total Sydney Applicants	Admit. to Uni. Cour.
	Sydney Men	Armidale Men	Sydney Men	Armidale Men	Sydney Women	Armidale Women		
1932	616	605	556	561	428	429	211	35
1933	613	479	565	479	403	421	241	52
1934	653	600	552	600	425	453	158	(incl. 25 without allowance)
1935	634	552	537	520	567	383	248	14
1936	698	680	676	656	342	350	312	13
1937	678	713	628	595	230	255	408	63
1938	700	674	615	608	243	300	445	80
								93 (Inc. 93 for New Eng. U. Coll)

Special sessions of training were instituted in 1936 and 1937. In August, 1936 a Short Course of training covering a period of 12 months was commenced. The highest mark of any applicant for that course was 522 and candidates were accepted with a mark as low as 300. In all, 140 students were accepted to this course, both to Sydney and Armidale, the Armidale quota being confined to one section of women students numbering 17. These were trained for kindergarten work.

The session of training which commenced in September, 1937 was for a period of two years. The highest mark among applicants for this session, which comprised largely holders of the Leaving Certificate of previous years, was 532, and students were accepted who had a mark of 300 or more. For this session, 41 were accepted for entrance to Armidale Teachers' College and 92 for Sydney, making a total of 133.

## Recommendations:-

1. that a Committee comprising the Chief Inspector, the Principal of the College and the Deputy Chief Inspector, be established as soon as possible to discuss the co-ordination of College and Departmental requirements;
2. the Principal be requested to report as soon as possible
  - (a) to what extent the professional interests of the students concerned would be adversely affected by:-
    1. the reduction to 9 sections of first year students in sections 101, 102, 103, 104, 105, 106, 107, 110, 111, 112, 113;
    2. the re-grouping into three sections of the students of the session September, 1937 - August, 1939;
    3. the amalgamation of ex-University students with graduate or other groups;
    4. the restriction of the choice of special subjects offered students in first and second year of 1938-39 courses, e.g. German and French taken by Dr. Woodward.
  - (b) what amendment of the staff requirements set out in his letter of 17th May would be involved if the above suggestions were adopted.
3. that the following matters be submitted to the Committee referred to as soon as possible:-
  1. the approval of courses proposed for 1939;
  2. the preparation of the Teachers' College Calendar setting out courses of study, for use of students in College and for distribution to Secondary Schools with instructions concerning its use.
  3. Matters referred to on page 3 above.
  4. College requirements with respect to accommodation, equipment and text books.
  5. Other matters demanding co-operation between the Department and the College.



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