50 YEARS IN CANBERRA

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OCCASIONAL PAPERS

TECHNICAL AND FURTHER EDUCATION

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This year, 1978, the ACT celebrates' fifty years of technical and further education (TAFE). To mark the occasion an inaugural series of eight anniversary lectures was given in June and July by staff members of the four TAFE institutions. It is hoped that the lecture series will become an annual event, with two lecturers from each institution.

The most important formative period of TAFE in the ACT was from 1957 to 1967 when the Canberra Technical Education Advisory Committee embodied the first public input into technical and further education, says historian Mr. Mick Moore. "During this time the buildings at Reid were planned and built with Commonwealth Government money. Before then there was an ad hoc arrangement in the Kingston workshops and at the Telopea Park School."

Mr Moore, Head of the Department of Humanities in the School of General Studies at the Canberra College of TAFE, discussed 'History of TAFE in the ACT', on 7 June.

Mr Moore began looking into the history four years ago as a hobby. He is now going through the archives in the National Library in order to document systematically the history of TAFE in the ACT.
**PROVINCIAL GRANDEUR**

Most of the paintings which are considered to be Australian landscapes are not Australian at all, said Mr Humphrey McQueen, historian, writer and Senior Lecturer of General Studies at the Canberra School of Art. "They are more a product of the European consciousness in Australia trying to escape the corruption of European civilisation."

On 14 June Mr McQueen lectured on 'Provincial Grandeur, the Tradition of Australian Landscape Painting'.

"Painters like Heysen, Gruner, Streeton, Roberts aren't really Australian," he says. "Only with a few painters do we get things associated with Australia. These include Margaret Preston between the wars, and Fred Williams since 1960. Ian Fairweather and Kenneth Macqueen tend to look to Asia for a way around the problem of thinking about the landscape as a means of escaping the corruption of European civilisation."

Mr McQueen considers that we can learn lessons in simplification and painting the spirit of a place by looking at Japanese and Chinese paintings. "Margaret Preston has learned similar lessons from Aboriginal materials."

**MICRO-PROCESSORS AND MODERN LIFE**

A micro-processor in the home can be thought of as one device replacing many others, says Mr Bob Trewin, electrical engineering teacher at the Bruce TAFE College. "You could control your home sprinkler system, your heating system, your garage doors, store your recipes, or tune into a data bank via the television." He discussed the potential of 'Micro-Processors in Industry and the Home' on 21 June.

Mr Trewin examined the development of computing in the last eight years and in the coming three years. "Computers will fit into our lives as components in cars, washing machines, sewing machines and many other household and industrial appliances." "The home computer is becoming one
of the largest growing hobby industries ever to hit our society," he said.

"I am working on a course for the hobbyist, as well as the present certificate course at the college," Mr Trewin said. "A machine that has a logical function can use a programmable logic unit to do the job. If solar heating comes in, for example, micro-processors will make it easier and more economical to run."

OLD PIANO ROLLS

Performances of nineteenth century music by world famous composers and musicians were recorded early this century on old piano rolls which can be played only on special grand pianos. The piano rolls contain a refined expression which is absent on modern rolls, according to Mr Larry Sitsky, Head of Composition Studies at the Canberra School of Music.

During his lecture 'Nineteenth Century Composers on Piano Rolls - Debussy plays Debussy in Hi Fi', on 28 June, he spoke on the old rolls which are of particular interest to music lovers. The rolls are in museums and specialist collections. Some of the rolls have been made into records.

"They were made from about 1903 to 1930 - before gramophone records put them out of business," Mr Sitsky said. "It is wonderful to hear the way Debussy actually played, and to hear the others, such as Rachmaninoff, Hoffman, Saint Seans, Busoni, Eugene d'Albert, Pachmann, Strauss, and others," he said.

LITERACY'S BASIC AIM

Literacy is the outcome of the quality of relationships which a person has with other people, says Ms Nancy Shelley, Head of the Department of Literacy Studies at the Canberra College of TAFE. "Any attempt to reduce it to the acquisition of techniques and skills further exacerbates the situation."
Ms Shelley's lecture on 5 July was on 'An Educated Person Without a Degree: Literacy's Basic Aim'.

"Literacy covers both English and Mathematics," Ms Shelley said. "Literacy removes stumbling blocks, many of which have been put in people's way either through social relationships or through misunderstandings as people have grown up. They may have been labelled in such a way that the labelling has then become a restriction upon the experiences they have been exposed to."

"Judging people by their 'capabilities' is in some measure responsible for the stumbling blocks which people then have to combat. In my view, to 'make someone literate' by hammering skills and techniques is to guarantee their continued illiteracy. This is not to say, however, that people need not acquire certain techniques and skills," Ms Shelley said.

ALLAH BE GLAZED

Arab art forms will have a tremendous bearing on Western cultural direction during the next decade, says Canberra potter Mr Alan Peascod. The last four years have seen a beginning of the break-down of traditional Western prejudice to the Middle East caused by the centuries-old Christian versus Muslim controversies, he said.

'Allah be Glazed' was the title of the lecture given by Mr Peascod on 12 July. He discussed the extensive research into Islamic pottery design and glazes that he has conducted since 1972 with the help of research grants. Mr Peascod is a ceramics lecturer at the Canberra School of Art.

"About four years ago the students here succeeded in producing Arab lustre. Last year was particularly good. There are two types of lustre - the original one unique to Middle East Arabs, and a commercial equivalent developed in Britain in the last century," he said. "Arab lustre is different from other lustres. It is a different technique and because it is so difficult the loss rate is eighty or ninety per cent."
MAP MAKING

The Renaissance and the rediscovery of the works of Ptolemy were the ground work for today's scientific map-making procedures, says the Head of the Department of Cartography at the Bruce TAPE College, Mr Ted Miller. Mr Miller discussed the 'Making of a Map' on 19 July.

It all started, Mr Miller said, when the Greeks conceived of the world as round. They reasoned that as the gods made the world, and the sphere is the perfect shape, and the gods would have made the world perfect, then the world must be round.

The oldest known map is a clay tablet made in 2500 BC at Ga Sur in the Middle East. Now cartographers produce ortho-photo maps, digital maps and traditional maps. Mr Miller believes there is room for the three very different types of map, as they can show different information. There is controversy among cartographers as to whether the different types of maps should continue to be produced.

"An ortho-photo map can be produced ten times more quickly than a line map," says Mr Miller. "However, the ortho-photo map can tend to give people too much information. What happens to map-making in the future will depend on whether people want an aesthetically appealing map or a more up-to-date map."

THREE HUNDRED YEARS OF VIOLINS

Stradivarius and Guarnerius achieved the ultimate perfection in making violins more than 300 years ago. No violin maker has achieved that pinnacle since, though some have achieved some degree of perfection, says the Director of the School of Music, Mr Ernest Llewellyn.

Mr Llewellyn, a violinist, talked on 'The Romance of Violin Making - 350 Years of Perfection' on 26 July. Stradivarius was making violins in Italy in the late 1600s. "He was a quick worker. He could produce an instrument in three to five weeks 'in the white', which means the plates
are done but not ground varnished. The special varnish on the maple and pine took 12 months to dry," said Mr Llewellyn.

Present day makers work at the same speed but do not take so much care with ground and/or top varnishing. Varnish now dries within a matter of weeks. Some makers are more effective than others, and so prices vary considerably. "The violin appeared when Italian luthiers - violin makers - Maggini and Gaspar de Salo recognised the need in the viol family for a real soprano voice," said Mr Llewellyn.

Lectures given in this series, that can be reproduced in a suitable form, will be published in the occasional papers series.
TECHNICAL AND FURTHER EDUCATION
50 YEARS IN CANBERRA

When I was asked to inaugurate this series of public lectures to commemorate the 50th anniversary of technical and further education in the Australian Capital Territory (ACT), I was a little overwhelmed and a little alarmed as well. Now this alarm had nothing to do with any reluctance to give such a public lecture as this. It arose not through reluctance but through simple ignorance for, you see, I really know very little about the subject.

INTRODUCTION

Perhaps I should apologise for my presumption on getting you all out on such a cold wet night to reveal such ignorance. However, I do not apologise and I do not for a number of reasons. The first is that hoary chestnut of an epigram which is so often thrown up to conceal ignorance and to confuse the enemy, to wit:

'In the land of the blind, the one-eyed man is King.'

THOSE TO BE REMEMBERED

There are many other reasons why I do not apologise for my presence here tonight. One is our total failure to date, to remember (far less to honour) those many people who have devoted much of their very considerable talent and very limited time to establishing that system.

I recall that in 1975 a proposal originated within the Department of Education to call ACT technical and further education (TAFE) institutions after people who warranted recognition for their services to further education. When the Canberra National Memorials Committee was appealed to, it suggested the name Mr Henry Carmichael. Now Mr Carmichael was of some significance in technical education in Australia. Arguably, he conducted the first formal technical education classes ever conducted in
this country. That was in 1833. However his significance for ACT education was nil. When I was so bold as to suggest to the Interim ACT Technical and Further Education Authority that several ACT people, including two who actually sat on the Interim Authority, were perhaps more worthy of being remembered in this way, there was a certain surprise that we had such prophets in our very midst.

Tonight then I shall once again place on record some of the achievements of our own prophets. These include Alan Jones, a student in the first classes of the Canberra Trades School who went on to become Chairman of the inaugural Canberra TAFE College Council. Also there is Fred McCauley who has the distinction of having served on each of the four public bodies set up to help administer initially ACT technical, and now technical and further, education. They also include Professor Corbett, formerly of the Royal Military College, Duntroon, Chairman of the Technical Education Committee in the vital years of the planning and construction of the Reid complex. From the same period, and subsequently, Mr S R ('Mick') Cornick from the Australian National University, Mrs Helen Crisp and Mr Bruce Litchfield all made significant pioneering contributions.

From the formative years of ACT technical and further education, I believe that both first Sub-Registrar, Mr J Fenston, and Mr A E Nelson are well worthy of special tribute. So is Mr H R Waterman who held many public service offices closely associated with the development of the ACT technical and further education system. But enough of this name 'dropping' - though it is not so much 'dropping' as an attempted preservation.

A SEARCH FOR INFORMATION

A further reason why I do not apologise for my lecture tonight is the necessity to explain just what I have done so far in this area, to indicate my sources and to point the way for further study. And perhaps, with that, I should really begin.
I first became interested in this subject in 1974 when I was asked (as the only designated 'history' teacher on the then Canberra Technical College staff) to write a brief history of the College for the Canberra Technical College Handbook. While investigating that brief history, I discovered in the College Library a set of files on the Canberra Technical Education Committee. Though that was only 1974 and that Committee existed from 1957 to 1967, I could find only about four people in the entire college who remembered anything of that Committee; such was the turnover of our teaching and administrative staff. From those files I wrote a history of the proceedings of that Committee. This has never been published but many copies have been circulated within the ACT TAFE system.

In researching that general history I found, in the National Library, copies of most of the College's Annual Reports from 1949 to 1969. These allowed me to gain a fairly clear idea of the College's, and ACT TAFE's, history since about 1948. I also, of course, soon found in the College a single copy of a publication which deserves to be more widely known. This is the 16-page booklet, a "Brief History of the Canberra Technical College" written by the then Principal, R Bruce Brown, in 1951. As I have said, I found only a single copy of that publication in the College and I have not subsequently found any other original copies in the National Library or the Australian Archives.

Until recently, Bruce Brown's history was my only source for the early history of the College. Then last year, an archivist at the Australian Archives, Jenny Stokes, was able to unearth for me a box of records entitled, "Personal Papers of J Fenston, Sub-Registrar of Trades School Telopea Park". This is a very useful source for the early history of ACT TAFE - it may be the only extant source. We are actually fairly lucky to still have it for the first archival note on it, after its virtual excavation from a shed at Barton, reads, "review for possible destruction".

The title of this box of records is actually a misnomer. The records are apparently most of the outward and inward official correspondence of the first five Sub-Registrars of the Canberra Trades School. They, therefore, cover the period 1928 to 1938.
So much for the bulk of my sources and now, perhaps, to the advertised theme for tonight - "A History of Technical and Further Education in the ACT". What I intend to do is the following. I will first present an overview of the entire history of those fifty years. This will be fairly brief. Then I intend to concentrate on the first years of our history; essentially the period until 1941. This is mainly because the beginnings do seem to have some special appeal and interest on historical occasions such as this.

A RESUME OF EVENTS

1923 Telopea Park School opened.
1925 Advice by Mr James Nangle for the establishment of Junior Technical and Evening Trades Courses.
1928 Canberra Trades School opened - staffed by New South Wales teachers; Commonwealth provided facilities at Telopea Park School.
Enrolment - 80
1928 Canberra Evening Continuation School opened.
1932 Vocational Training Committee established.
1933 Several classes move to Kingston Workshops - main home of Trades School, later of Canberra Technical College until 1960.
Enrolment - about 140
1933 Sheep and Wool Classes commenced.
1934 First technical staff employed by Trades School.
1936 Federal Capital Territory Apprenticeship Ordinance passed and Vocational Training School opened.
Enrolment - about 180
1938 Canberra Technical School defined as Trades School, Vocational Training School and Sheep and Wool Classes.
1939 Status of TAFE increased - Canberra Technical College established. Enrolment - about 483
1941 First full-time Principal appointed.
1930-45 War Training Schemes, mainly for RAAF ground mustering - about 5,500 servicemen and 340 munitions workers trained.
1945-51 Manual trade training and also CRTS training (eg 337 full-time CRTS students).
   Enrolment in 1948 - 878
1950 Day Secretarial Classes commenced.
1950s Slow growth due to lack of accommodation and real neglect of the demands for technical education.
1959 Construction begins on School of Commerce, at B Block, Reid.
1961 School of Commerce first used by Canberra Technical College, November. Enrolment - 1,697
1967 Reid site houses nucleus of buildings; Canberra Technical College Advisory Council established.
   Enrolment - 5,819
1975 Canberra Technical College Council and Interim ACT TAFE Authority established. Enrolment - 10,243
1977 Canberra College of Technical and Further Education, Bruce College of Technical and Further Education, School of Music and School of Art all formerly established as part of the ACT technical and further education system. Combined Enrolments - about 14,000
1977 Full-time technical teachers transferred to Commonwealth Teaching Service.

FRON 1921-41

In 1921, the first Report of the Federal Capital Territory Advisory Committee on the construction of Canberra made provision for two primary schools and one secondary school in a first stage of building, and a technical college early in a second stage. In 1923, Telopea Park School opened as the first permanent school building erected in the Territory. Originally it was a primary school but was raised in status to a District School in 1927. Two years later it became the Telopea Park Intermediate High School. The early history of technical and further education in the ACT is inseparable from that of the Telopea Park School.
In 1925, the Federal Capital Commission invited Mr James Nangle, the Superintendent of Technical Education in NSW, to visit Canberra to advise on technical education. He recommended that a Junior Technical Course be introduced at Telopea Park School and that Evening Trades Courses be started "to supplement the experience gained by apprentices and journeymen". His report was forward looking and enlightened. It said in part:

"... the population at Canberra will be quite unusual in character. At present there are already a very large number of skilled artisans engaged in the construction of the Capital, and this number will be maintained for quite a number of years yet. The number of civil servants removed to Canberra from other capital cities will soon be comparatively large. In addition to this there is evidence that quite a number of people will select Canberra as a place in which to live on account of its beautiful climate and scenery. All these things together make it clear that the people of Canberra will be of the type placing high value on education. Indeed, already there has been a demand. It seems therefore that almost every kind of school will have to be established there. The numbers attending may make each school comparatively expensive, but the question of expense should not be allowed to have undue weight, because Canberra must be the focus of the intellectual life of the Commonwealth." (1)

This, of course, was very advanced thinking about education, about money, and especially about Canberra for a public servant of the day. Obviously Mr Nangle could afford to be advanced about money for he was advising the Federal Government, not his own. But his concept of Canberra as an inevitable intellectual capital of Australia was remarkable for his day. The idea is still not widely accepted in most State capitals.

It is worthy noting, in this context, that James Nangle's contribution to NSW and to ACT technical education deserves further research and evaluation. He was Superintendent in NSW for a lengthy period in the 1920s and 1930s. The indications, from records of his work in Canberra,
are that he was a man of some vision and tolerance; tolerance of the many administrative shortcomings of the new Trades School.

**THE FIRST COURSES**

In 1928, a Junior Technical Course was begun at Telopea Park School and, in the same year, post-school technical education in the ACT. Mr J Fenston of the Federal Capital Commission was appointed as part-time Sub-Registrar of the Trades School, Telopea Park, on 20 February. The appointment was a New South Wales Public Service Board appointment, as were those of all the teachers at the Trades School. Mr Fenston received a NSW salary of £104 pa for his work as Sub-Registrar.

It is interesting to note his other Federal Capital Commission duties (see Attachment 1). Even at that time, one could see that Mr Fenston was a busy man. Mr Fenston, himself, is also worthy of further investigation. He was Sub-Registrar for only two years and the records reveal that he brought a particular vigour to the position.

But enough of Mr Fenston, at least for the moment, and more of the Trades School. This opened variously on 1 May or 2 May 1928. Why 'variously'? The opening date had been set for 1 May (and there could be perhaps few better days for the opening of a technical education institution). However "The Canberra Times" had the date wrong and advertised 2 May. Hence, on May Day, only 29 prospective students arrived and apparently classes were not begun.

Classes began on 2 May and during that week enrolments grew to 56. The official opening is mentioned by Mr Fenston in a letter to Sydney as being planned for 5 June 1928. The annual report for 1928 mentions that the official opening was in May 1928 and conducted by the then Prime Minister, the Rt Hon. S M Bruce. On which day this may have occurred I have no idea.

The first classes established at the Trades School were as follows: (2)
It had been planned to begin classes also in Carpentry and Joinery and in Cookery but these areas attracted no initial enrolments.

Courses at this time were not cheap. The following fees applied to the original classes and those which subsequently commenced in 1928 and 1929:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Motor Maintenance</td>
<td>£2/0/0 per term</td>
</tr>
<tr>
<td>Ladies' Motor Maintenance</td>
<td>£1/0/0 per term</td>
</tr>
<tr>
<td>Trades Classes</td>
<td>£1/0/0 per term</td>
</tr>
<tr>
<td>Trades Classes (ie under 21 years)</td>
<td>10/- per term</td>
</tr>
<tr>
<td>Trade Drawing</td>
<td>8/- per term</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>£1/0/0 per term</td>
</tr>
<tr>
<td>Domestic Science</td>
<td>£3/3/- per term</td>
</tr>
<tr>
<td>Special Lessons:</td>
<td></td>
</tr>
<tr>
<td>Cookery Special</td>
<td>2/6 per lesson</td>
</tr>
<tr>
<td>Sweet Making (10 lessons)</td>
<td>£2/2/- per course</td>
</tr>
<tr>
<td>Invalid Cookery Course</td>
<td>8/- per course</td>
</tr>
<tr>
<td>Laundry (4 lessons)</td>
<td>5/- per course</td>
</tr>
<tr>
<td>Home Management Special</td>
<td>)</td>
</tr>
<tr>
<td>Table Setting and Table Waiting</td>
<td>2/6 per lesson</td>
</tr>
<tr>
<td>Jam Making Special</td>
<td>)</td>
</tr>
</tbody>
</table>

Fees for the adult preparatory classes were not cheap either. They cost £1/11/6 per subject per term of about 20 weeks, or £6/6/- for the whole course.

While on the subject of money, we may like to note the rates of pay for the teachers of the time. (Attachment 2.)
Since we are concerned here with further education, as well as technical, we should note that further education also began in the ACT in an organised form in 1928. In that year, an Evening Continuation School was opened, also at the Telopea Park School. Classes were offered in French, Mathematics, Latin and English up to Matriculation level. There was also a Commercial Class in Typewriting, Shorthand, English and Mathematics.

These classes were administered by Mr Filshie, the Head Master of Telopea Park School, and so were officially quite separate from the Trades School. However, in practice, there was considerable cooperation even to the point of administrative confusion. For instance, by late 1928 the Trade Calculations Class and the Trades School Mathematics Preparatory Class were taught by Mr Filshie. In 1929, Mr Fenston advised a prospective student that the Trades School ran matriculation classes. In the same year, a minor dispute erupted between Mr Fenston and the NSW Department of Education over the control of the Trades School Cookery Class which was being taught by a teacher from the Telopea Park School.

As far as I can determine, the adult preparatory or matriculation classes remained under the direct control of the Evening Continuation School. So did the Commercial Classes. In 1929 a 'Girl's Day Class' had commenced at Telopea Park School. This was apparently a clerical and typing class for girls wishing to sit for a Public Service entrance examination. It was apparently controlled by Mr Filshie in his role as Headmaster of the Evening Continuation School. Then, in 1932, at the request of the Public Service Board, a Special Typing Class was begun.

This was the beginning of the "typist-in-training schemes sponsored by the Public Service Board. This class too was apparently under Mr Filshie. At various stages during the 1930s, the Public Service Board Courses were conducted at the Hotel Wellington because of overcrowding at Telopea Park Intermediate High School. Apparently, the Commercial Classes were transferred to what was then the Canberra Technical College in 1939 or sometime during World War II.
DEVELOPMENT OF THE TRADES SCHOOL

I have said earlier that Mr Fenston brought a particular vigour to his job as Sub-Registrar of the new Trades School. There is ample evidence that this personal vigour succeeded in having established Cookery and Domestic Science Classes. For instance, he sought enrolments by direct appeal to Government Departments and to the Lady Hopetoun Club. Such endeavours succeeded to the extent that by June 1928 a Domestic Science Class (admittedly only four students) was in operation under a Miss Cottrill, a teacher at Telopaa Park School. This was a not altogether happy beginning because, owing to a series of administrative errors, Miss Cottrill was never paid for taking these classes.

On the subject of Fenston's vigour, it is also interesting to note that he went so far as to have 'magic lantern' slides prepared for screening at the Capitol Cinema. However, the Assistant Secretary of the Federal Capital Commission, Mr Waterman, observed rather caustically 'I think we need not resort to this method of advertising'. I think it has taken us forty-nine more years to come right back to the idea of advertising our courses in the community's really vital meeting places.

Undoubtedly the most significant initiative of 1928 was the beginning of a Motor Maintenance Class. Nineteen men, including Mr K Whitlam, Mr E G Whitlam's father, then in the Crown Solicitor's Office, registered as prospective students and the class began in August under Mr J Macgregor who, incidentally, continued as the part-time teacher of Motor Maintenance into the 1950s.

This class was particularly pushed by Mr Fenston. But 'pushed' is perhaps the wrong word, for it was all very genteel. For example, see the letter of February 1930 from a Mr Marshall at Attachment 3. Obviously things happened with a great deal more 'couth' in those days.

And, lest women feel that this was a particularly chauvinist town and a chauvinist institution, let me hasten to point out that a Ladies' Motor Maintenance Class was begun in 1930 (see Attachment 4). By 1931, however, this class had dropped to three students and these three were invited to join the men's class which, so far as I can make out, they did.
As 1928 drew to a close, NSW examinations were taken by the trades students and prizes were competed for. The first of these prizes were made available by the Master Builders' Association — four book prizes, each to the value of one guinea, in each of the trade areas. Attachment 5 is a list of those first prize winners.

Thus to the end of 1928 in the Canberra Trades School and the official Annual Report. (Note in the report at Attachment 6 the 'slump in the building trade'.) This has obviously been a perennial problem in our area whose economy is affected so directly and so quickly by even minor changes in Commonwealth Government policies. It does seem that, for all the changes in ACT technical and further education, much remains the same. This is a theme to which I will return in this survey of the early history of ACT TAFE.

**IT WAS NOT A VERY GOOD YEAR**

Yes, 1929 was not a very good year. Let us say that, at the very least, it was a worrying year for the Federal Capital Territory. This was the year when the Bruce/Page Ministry was obviously losing electoral support. Eventually, in September 1929, there was a dissolution of both Houses which resulted in the election of the first Australian Labour Party Government since 1917. The year saw a pause in the establishment of Canberra and even speculation whether it was wise, at that stage, to proceed with its development as the seat of the Commonwealth Government.

At the Trades School, first term enrolments were only marginally up on those of 1928. (Attachment 7.) An immediate problem arose with the 'ladies' classes. Mr Fenston objected that a certain new teacher at Telopea Park School had been instructed, by the NSW Department of Education, to take over the Cookery and Dressmaking Classes. This situation arose because of the transfer of the former Cookery and Dressmaking teachers to Bathurst and Queanbeyan respectively. Mr Fenston pointed out that this new 'young teacher' was not as qualified as the previous teachers and he was concerned at the virtual directive from NSW that she should be appointed.
This issue came to a head in June/July 1929 when a controversy arose over the administrative control of this teacher's evening classes. At that stage Mr Fenston wrote to Sydney that the teacher in question "may be an excellent teacher with youngsters" but was not quite capable of teaching adults. He reported that attendances in the Cookery and Dressmaking Classes had dropped to two each. In the next term, there were no enrolments in Cookery. The early records contain several attempts to explain such a falling off in enrolments, such as severe winters, but I think it is obvious that poor, or at best unsuitable, teaching was mainly to blame in this instance.

By about August 1929 the future of the Trades School, and indeed of Canberra itself, was uncertain. Mr Fenston, I think, attempted to ensure the survival of the Trades School by trying to stress the importance of apprenticeships and by attempting to hasten the ACT Apprenticeship Ordinance. (Attachment 8.) It is important to note that the FCC's vote to the Trades School was cut in the financial year 1929-30, though I have not yet been able to trace the financial details.

By September, Fenston seemed rather more optimistic even though enrolments continued to fall. He wrote to Sydney indicating that "the temporary depression prevailing in the Territory has accounted for this state of affairs, and I am sure things will brighten up when the political situation has been settled and Canberra's future administration decided upon". The optimism was soon justified – the Scullin Government looked more kindly upon the school and Mr Scullin himself presented the prizes at the second prize giving, held at the Capitol Theatre in December 1929.

PROBLEMS OF THE UNEMPLOYED

Mr Fenston continued as Sub-Registrar into early 1930 and the records again reveal his concern over the number of boys still being enrolled in trades classes when not employed in the trade. One should note, in this context that, even before the Apprenticeship Ordinance of 1936 it was possible for Canberra youths to qualify as skilled tradesmen. They did their theory subjects at the Trades School and were then provided by their employer with evidence of their work experience. Such people then qualified for NSW trade certificates. (see Attachment 9.)
Enrolments for 1930 were up on those for 1929, as Fenston reported in March 1930. (Attachment 10.) This, by the way is one of Fenston's last communications. Sometime in 1930 he was replaced as Sub-Registrar by Mr E H Handley who held the position in 1930 and 1931. The year 1930 continued without any major upsets. The most significant single initiative was probably the starting of the Ladies' Motor Class, mentioned above.

Student numbers, which had always dropped significantly through a year, were well down on the good numbers mentioned by Mr Fenston for first term; there were probably fewer than fifty students in third term. I think this was just a 'normal' falling off of students though it had, no doubt, something to do with the world depression. However, the effects of that depression do not really begin to show in the records until 1931. And, of course, this issue soon dominates the records.

In February 1931, the 25% part-time salary loading for preparation and marking was withdrawn and, despite requests later in the 1930s, was not reintroduced. Stage 1 enrolments in most classes were almost non-existent for 1931 (see Attachment 11). In the same year the Ladies' Motor Class was discontinued.

Fee collection was relaxed in late 1930 with students who undertook to pay fees whenever they could, being allowed to continue in courses. In early 1932 the Commonwealth Government, which actually finally received the Canberra Trades School fees from Sydney, reduced all fees by half and approved of their being dropped completely in approved cases.

As a direct reaction to the unemployment of young people, the Commonwealth Government introduced a Vocational Training Committee in 1932. Its Chairman was Mr H R Waterman who was to be Sub-Registrar from 1934 to 1938. Its Secretary was Mr H S Temby, the Sub-Registrar at the time. Mr Filshie and Mr A E Nelson were also members of this Committee.

It was this Committee, in fact, which successfully recommended the reduction of fees mentioned above. It would be nice to report that this Committee had other quick successes, but this was not so. One reason why it proved difficult to introduce a Vocational Training Scheme was that
the Trades and Labour Council was very firm in its policy that there should be no vocational training without apprenticeship.

It may be that the Trades and Labour Council was able to stop the Vocational Training Classes until there was a firm undertaking on the Apprenticeship Ordinance. Certainly when the Minister for the Interior, Mr Paterson, visited the classes in 1936, he linked them with the imminent creation of the Apprenticeship Board.

OTHER DEVELOPMENTS OF THE EARLY 1930s

Only a few other developments of the period 1933 to 1936 need concern us here. By 1933, Telopea Park Intermediate High School needed extra accommodation so the Plumbing and Sheetmetal Classes and the Machinery and Fitting Classes were moved to Kingston Workshops.

In the same year a Sheep and Wool Class began. This was also housed at Kingston where the Trades School's accommodation was augmented by buildings from Duntroon when the Royal Military College moved temporarily to Victoria Barracks, Sydney. From the very first, the Sheep and Wool Classes catered for boys from Canberra Grammar School. They still do. Obviously this extra accommodation from RMC was badly needed, as the Wool Class and the Drawing Class were using the same room and even the same tables. A drawing teacher noted that "the grease from the wool is affecting the efficiency of the Drawing Class".

Also on the subject of accommodation, Mr Waterman as Sub-Registrar suggested in a letter to Sydney of March 1936 that permanent accommodation for the Canberra Trades School "might receive consideration ... next year". This is the first reference to hopes for a permanent building for technical education in the ACT.

One other interesting document of the depression period is the letter, at Attachment 12, on fees collection. This of course, is part of the financial wrangle between Jack Lang as NSW Premier and the Commonwealth. Mr Lang had cancelled NSW overseas loans in defiance of the Commonwealth and, for a time, had to return to a cash economy to prevent the
Commonwealth's takeover of all the State's money in banks. The issue led to Mr Lang's dismissal by Sir Phillip Game.

Just for the record, the Trades School employed the first of its technical staff in July 1934; a part-time Engineer's Assistant for nine hours a fortnight at the rate of 2/9.25 per hour.

THE APPRENTICESHIP BOARD

In August 1936, the long awaited Federal Capital Territory Apprenticeship Ordinance came into effect. The Apprenticeship Board declared the following apprenticeship trades in its first year of operation:

- Carpentry and Joinery
- Painting
- Plumbing
- Bricklaying
- Plastering
- Fitting and Machining
- Woodwork Machining
- Motor Mechanics
- Electrical Fitting
- Electrical Mechanics
- Blacksmithing
- Tilelaying

Youths were expected typically to have two years of secondary schooling and a year in the Vocational Training School prior to becoming apprentices.

By the end of 1936, the Vocational Training School had an enrolment of 45. Attachment 13 shows full class lists for 1937 in the various trade areas covered by the school. In consequence of such an enrolment, Mr A D Hope was appointed as Supervisor of the Vocational Training Classes. Mr Hope was a part-time teacher at the School where he taught English, Civics and Arithmetic. He was also attached to the Telopea Park Intermediate School where he was Vocational Guidance Officer. In a sense then, A D Hope was arguably the first full-time administrator and teacher of technical and further education in the ACT.
THE CANBERRA TECHNICAL SCHOOL

Relations between the Vocational Training School and the Canberra Trades School were close but complex. For example, many apprentices attended some classes by day at the Vocational Training School and some by night at the Canberra Trades School. By 1938, the two groups together were being called the Canberra Technical School and the Technical Education Branch of the New South Wales Department of Education was considering the creation of a full Technical College in Canberra.

The new Sub-Registrar, Mr Burgess reported on the 1938 activities as follows:

"The Canberra Technical School consists of the Trades School, Vocational Training School and Sheep and Wool Classes."

Enrolments in 1938 were:

Vocational Training Classes (Full-time)
- Motor Mechanics: 11
- Carpentry and Joinery: 12
- Bricklaying: 13
- Plumbing and Sheetmetal: 5

Total: 41

Trade Classes (Part-time)
- Fitting and Machining: 29
- Carpentry and Joinery: 27
- Bricklaying: 33
- Housepainting: 13
- Plumbing: 17
- Plastering: 8
- Electrical Trades: 10

Total: 137

Sheep and Wool Classes (Part-time): 27

Total: 205
During this early period of fairly rapid growth in the trades and pre-trade areas, certain functions which had been in the Trades School - Cookery, Laundry and Housewifery - were apparently transferred to the Evening Continuation School which also continued the Adult Matriculation Classes. These classes were transferred back to the Technical School in 1939.

In August 1939, the NSW Technical Education Branch officially raised the status of the institution to the Canberra Technical College.

In the same year, Mr I. A Williams was appointed full-time Teacher-in-Charge of the Vocational Training Classes. These classes were discontinued at the end of 1940 and replaced by a two-year Pre-Apprenticeship Course. This scheme, however, was also abandoned after only one year of operation. (See letter of Attachment 14.)

In April 1940 Mr H Kruger was appointed as full-time Assistant Registrar - a Commonwealth appointment. The position of part-time Registrar was also apparently continued.

ESTABLISHMENT OF CANBERRA TECHNICAL COLLEGE

In a sense, the year 1941 was the first to see the functioning of a full Technical College in the Australian Capital Territory which began the establishment of an autonomy or at least a quite different status, within the NSW Technical Education Branch. In January 1941, the first Principal, Mr J Danks was appointed. It was also decided in that year that appointment of part-time teachers would be made locally with no need for New South Wales approval and, also, that those teachers salaries and allowances would be paid direct by the Commonwealth. The full-time teaching staff remained as officers of the New South Wales service. This system continued until 1977.

Thus by 1941 there was established in Canberra a Technical College. This was the basis of a technical education system which was to grow, essentially unchanged in nature, until 1976 and 1977. The major changes that have occurred relate to administrative responsibility which has
resulted from the decision by the Commonwealth to take over full responsibility for technical and further education in the Australian Capital Territory.

* * * * * * * * *

REFERENCES


(All other quotations and documents in this work are from this source. Hence no detailed footnoting of these quotations and documents is made. They may be found in the three archival bundles where their arrangement is roughly chronological.)
MEMORANDUM for:
The Chief Clerk

As requested I append hereunder statement of my present duties:

Education: All matters pertaining to Education within the Federal Capital Territory
   School functions
   Inspection of Schools
   Registrar of:
      Evening Commercial Classes
      Matriculation Board Class
      Public Service Board Class
      Canberra Trade School
   Responsibility of machinery, equipment and stores in connection with above classes

Transport: City and country transport of school children and evening classes

Reports: Preparation of articles on Canberra
   Statements for Press, viz:
      Parks and Gardens
      Roads and Bridges
      Educational

Reports of Federal Capital Commission:
   Annual
   Quarterly
   Budget Speech

Revision of:
   Commonwealth Year Book
   Canberra Booklet

Correspondence: General

Other Duties: Special as requested by Secretary and Departmental Head
## Schedule of Rates of Pay of Members of the Part-time Teaching Staff

27 July, 1926

(b) Teachers of Science Subjects -

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>I</td>
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(a) Head Teachers and Teachers of Professional Subjects -

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<tr>
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</tr>
<tr>
<td>II</td>
<td>9/-</td>
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<td>III</td>
<td>10/-</td>
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(a) Head Teachers and Teachers of Trade Subjects -

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<tbody>
<tr>
<td>I</td>
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<td>II</td>
<td>7/-</td>
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<tr>
<td>III</td>
<td>8/-</td>
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(b) Teachers of Commercial Subjects -

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<tr>
<td>II</td>
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<tr>
<td>III</td>
<td>8/-</td>
</tr>
<tr>
<td>IV</td>
<td>9/-</td>
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(b) Teachers of Women's Industries -

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>I</td>
<td>5/-</td>
</tr>
<tr>
<td>II</td>
<td>6/-</td>
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<tr>
<td>III</td>
<td>7/-</td>
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</table>

(b) Correspondence Teachers -

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>I</td>
<td>£ 80</td>
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<tr>
<td></td>
<td>£ 110</td>
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</tbody>
</table>

Note: (a) A Head Teacher receives an additional -

- 2/- per hour if he has one subordinate Teacher
- 3/- per hour if he has two subordinate Teachers
- 4/- per hour if he has three or more subordinate Teachers

(b) A Teacher receives an additional -

- 1/6 per hour if he has one subordinate Teacher
- 2/6 per hour if he has two subordinate Teachers
- 3/6 per hour if he has three or more subordinate Teachers
All Teachers receive payment for 25 per cent time beyond that actually devoted to class teaching. This is to cover duties incidental to the teaching.

All Teachers are paid for Statutory Public Holidays falling on Class nights.

A Teacher acting temporarily in place of another in a higher grade, is paid whilst so acting, at the rate received by the Teacher relieved.
DEPARTMENT OF WORKS,
CANBERRA, F.C.T.

7 February, 1930

Dear Sir,

With regard to the intimation that a class will assemble on 24 February, 1930, at the Canberra Trades School for gentlemen who desire to learn the intricacies of motor cars, I have to say that I will be pleased if you would enrol me as a pupil.

Yours truly,

The Registrar of the Trades School,
c/- Federal Capital Commission,
CANBERRA, F.C.T.
The Secretary, Federal Capital Commission.

Proposed Ladies' Motor Class

Provided enrolments justify the establishment of a class, it is proposed to form a Ladies' Motor Class at the School.

The present Motor Class has an enrolment of 21 pupils. The class is now full and is making a profit of £20 per term. The fee is £2 per term, and the class is held on Mondays and Thursdays of each week - 7.30 p.m. to 9.30 p.m.

With regard to the Ladies' Class, it is proposed to hold the class one evening per week, and to charge a fee of 1 per term. The course will not be as comprehensive as the men's course, but a good general motor course will be provided.

Before advising the Superintendent of the College, I shall be glad to be advised if the Commission concurs in the establishment of the class.
TRADES SCHOOL

PRIZE WINNERS - 1928

PLUMBING:  J. Kelly ... First
           E. Leech  ... Second

FITTING AND MACHINERY:  H. Trevillian ... First

ELECTRICAL FITTING:  H.A. Jones ... First
                       J. Senior  ... Special Prize

TRADES DRAWING:  E. Francis ... First
                   J. Kelly    ... Special Prize
TECHNICAL EDUCATION BRANCH
DEPARTMENT OF EDUCATION

10th December, 1928

MEMORANDUM TO ____________________________

REPORT OF CANBERRA TRADE SCHOOL, 1928

The Canberra Trade School was fully equipped with modern machinery and furniture, and was officially opened in May 1928 by the Prime Minister, The Rt Hon. S.N. Bruce, P.C., C.H., M.C., M.P.

The Administration of the school is under the direct control of the Sydney Technical College, but as in the case of all the public schools within the Territory, the Commission provides the buildings and equipment and defrays the cost.

The school provides the necessary trade training to apprentices and is also invaluable to journeymen desirous of improving their trade qualifications. The courses established are as follows:

Engineering trades drawing, fitting and machining, plumbing and sheet metal work, electrical fitting, carpentry and joinery, dressmaking and motor maintenance. All sections, with the exception of the carpentry and joinery section, were well attended at the close of the year, the enrolment being 80. This figure is considered very satisfactory, in view of the special conditions prevailing in the Territory.

The Motor Maintenance class was established during the second term, as a result of applications received from several motor owners, and this section proved very popular. Lectures were given by outside experts on various matters pertaining to this section, and no efforts were spared to introduce subjects of interest to the pupils.
A slump in the building trade, due to reduced constructional activities, accounted for the lack of pupils in the carpentry and joinery section, but it is hoped to open the section early next year. The Domestic Science Section was well attended during the latter part of the year by pupils taking special cookery courses, and arrangements are being made for the instruction of nurses in cookery in connection with their training at the Canberra Hospital.

In conclusion, I wish to thank the instructors for the able and willing service rendered to me, and also the Federal Capital Commission for their valuable co-operation. My thanks are also due to the Master Builders' Association, and to the various people who have kindly donated prizes to the school.

REGISTRAR,
CANBERRA TRADE SCHOOL
The Secretary,
Federal Capital Commission,
CANBERRA.

Dear Sir,

I desire to append hereunder, for your information, details of the effective enrolment of the Trades School:

- Fitting and Machining: 8
- Plumbing and Sheet Metal Work: 12
- Dressmaking: 17
- Cookery: 6
- Carpentry and Joinery: 5
- Motor Maintenance: 10
- Electrical Fitting: 7
- Trades Drawing: 16
- Trades Calculations: 20

Total: 95

An increase of 25% in the enrolment for the second half of this term is anticipated.
CANBERRA
22 August, 1929

PERSONAL

Dear Mr Forbes,

Several months ago when Mr Nangle visited the Territory he promised to raise the question of apprentices with the Chief Commissioner with a view to placing the Trades School, Canberra on a similar basis to other schools under your jurisdiction.

You have probably heard of the horrible slump here, and the Commission's vote this year is scarcely satisfactory. The position is that:

The Apprenticeship Ordinance is still under consideration and goodness knows when it will be promulgated; consequently we have to accept pupils who, during the day time, are not engaged in a trade. Pupils are losing interest in their work, especially in the fitting and machining section as of course, they have no idea, neither have I, incidently, when they will obtain a position in connection with the particular trade they are following.

The attendance at the school is slackening off owing to the horrible atmosphere of uncertainty that is prevailing in the Territory. To come to my point, I think it would be a good idea if the Superintendent would write to the Chief Commissioner asking him to place apprentices in the Commission's establishments, pending the approval by the Government Apprenticeship Ordinance. It should also be pointed out, that the Trades School in Canberra is an expensive one and is excellently equipped, and it would therefore be uneconomical and bad policy to allow the present state of affairs to exist.

As you can see, things are pretty bad in Canberra, and the Government seems far too busy to worry about the Capital's future permanent administration. I shall be taking a couple of weeks holiday shortly and will of course take the opportunity of renewing our acquaintance.

I trust Mr Nangle has now recovered from his illness and I shall be glad if you will convey to him my kind regards.

With the very best to yourself,

I remain,

Yours sincerely,

E. Forbes Esq.,
The Sydney Technical College,
SYDNEY, N.S.W.
Memorandum to:

The Sub-Registrar,
Trades School,
CANBERRA.

In reply to your letter of the 23rd instant, regarding Lower Trade Course Certificates for students Andrew Makin and Eric Leech, I have to inform you that, having completed the Lower Trade Course of instruction in Plumbing, it will be necessary for these students to furnish evidence of having also completed three years trade experience to satisfy the requirements governing the award of the Lower Trade Course Certificate. Statements from their employers showing the period of their employment, the capacity in which they were employed, and the nature and range of the work performed, should be furnished in this connection by the applicants concerned.

JAMES NANGLE
Superintendent
The Secretary,
Federal Capital Commission,
CANBERRA, F.C.T.

Dear Sir,

I desire to append hereunder, for your information, details of the effective enrolment of the Trades School:

<table>
<thead>
<tr>
<th>Trade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitting and Machinery</td>
<td>10</td>
</tr>
<tr>
<td>Plumbing</td>
<td>7</td>
</tr>
<tr>
<td>Carpentry and Joinery</td>
<td>8</td>
</tr>
<tr>
<td>Electrical Fitting</td>
<td>9</td>
</tr>
<tr>
<td>Trades Drawing</td>
<td>19</td>
</tr>
<tr>
<td>Motor Class</td>
<td>20</td>
</tr>
<tr>
<td>Accountancy</td>
<td>9</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>6</td>
</tr>
<tr>
<td>Cookery</td>
<td>3</td>
</tr>
<tr>
<td>Trade Calculations</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>116</strong></td>
</tr>
</tbody>
</table>

Enrolment for same period last year was 95.

It is anticipated that 20 more pupils will enrol during the next two weeks.

The figures submitted are considered very satisfactory.
The Superintendent,
Technical College,
SYDNEY, N.S.W.

With reference to your communication dated 24 February, 1931, I desire to advise that the enrolments in Stage I Classes at the Canberra Trades School are as follows:

- Fitting and Machining: 3
- Plumbing and Sheet Metal Work: Nil
- Carpentry and Joinery: Nil
- Electrical Fitting: Nil

Sub-Registrar
Canberra Trades School
TECHNICAL EDUCATION BRANCH
DEPARTMENT OF EDUCATION OF NEW SOUTH WALES

SYDNEY TECHNICAL COLLEGE

12 April, 1932

Fees Collections

Urgent instructions have been issued from the Treasury that further collections of public moneys are not to be paid into the public account opened for you in the Bank. When your collections reach an amount of £2., you should covert them into money order and forward with remittance form in the usual way.

Those instructions shall have force until further notice.

Superintendent

The Sub-Registrar,
Trades School,
CANBERRA, F.C.T.
**VOCATIONAL TRAINING SCHOOL**

<table>
<thead>
<tr>
<th>Motor Mechanics Class</th>
<th>Sheep and Wool Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Angus</td>
<td>None on relief work</td>
</tr>
<tr>
<td>S. Bright</td>
<td></td>
</tr>
<tr>
<td>R. Box</td>
<td></td>
</tr>
<tr>
<td>H. Begent</td>
<td></td>
</tr>
<tr>
<td>L. Beal</td>
<td></td>
</tr>
<tr>
<td>R. Chalker</td>
<td></td>
</tr>
<tr>
<td>A. Donaldson</td>
<td></td>
</tr>
<tr>
<td>J. De Smet</td>
<td></td>
</tr>
<tr>
<td>P. Huntingford</td>
<td></td>
</tr>
<tr>
<td>R. Hartley</td>
<td></td>
</tr>
<tr>
<td>C. Morton</td>
<td></td>
</tr>
<tr>
<td>J. McDowell</td>
<td></td>
</tr>
<tr>
<td>F. Rostron</td>
<td></td>
</tr>
<tr>
<td>D. Ridley</td>
<td></td>
</tr>
<tr>
<td>L. Williams</td>
<td></td>
</tr>
<tr>
<td>R. Taylor</td>
<td></td>
</tr>
<tr>
<td>J. Sands</td>
<td></td>
</tr>
<tr>
<td>C. Crampton</td>
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</table>

<table>
<thead>
<tr>
<th>Bricklaying Class</th>
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<tbody>
<tr>
<td>T. Bourke</td>
<td></td>
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<tr>
<td>A. McKissock</td>
<td></td>
</tr>
<tr>
<td>J. Booth</td>
<td></td>
</tr>
<tr>
<td>J. Grant</td>
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</tr>
<tr>
<td>W. Heaton</td>
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<tr>
<td>R. Thomas</td>
<td></td>
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<tr>
<td>N. Canham</td>
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<tr>
<td>A. Broom</td>
<td></td>
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<tr>
<td>C. Day</td>
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<tr>
<td>S. Streatfield</td>
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<tr>
<td>T. De Smet</td>
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<tr>
<td>B. McJannett</td>
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</tr>
<tr>
<td>C. McDonald</td>
<td></td>
</tr>
<tr>
<td>B. Armstrong</td>
<td></td>
</tr>
<tr>
<td>T. Smith</td>
<td></td>
</tr>
<tr>
<td>L. Webb</td>
<td></td>
</tr>
<tr>
<td>L. Haslam</td>
<td></td>
</tr>
<tr>
<td>J. Haslam</td>
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</table>

**Carpentry Class**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>W. Davey</td>
<td></td>
</tr>
<tr>
<td>H. Williams</td>
<td></td>
</tr>
<tr>
<td>R. Gavan</td>
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<tr>
<td>L. Hall</td>
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</tr>
<tr>
<td>R. Brown</td>
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<tr>
<td>M. Conerton</td>
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<tr>
<td>P. McAppion</td>
<td></td>
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<tr>
<td>L. Wall</td>
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</tr>
<tr>
<td>R. Booth</td>
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<tr>
<td>B. Howe</td>
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**Plumbing Class**

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<tr>
<td>R. Cole</td>
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<td>R. Beadman</td>
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<tr>
<td>W. Hobday</td>
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<tr>
<td>L. Estella</td>
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<tr>
<td>T. Cross</td>
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<tr>
<td>R. McCrorey</td>
<td></td>
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<tr>
<td>M. Hawke</td>
<td></td>
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<tr>
<td>R. Ryan</td>
<td></td>
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</table>

*Note: Those marked with an asterisk have previously been on relief work.*
MEMORANDUM TO:

The Headmaster,

............................ School,
............................

SUBJECT: Special Classes at Technical Colleges
(Sydney and Newcastle) for Pre-employment
and Pre-apprenticeship Training

Department of Education,
SYDNEY, 24 February, 1937

During this year it is proposed to establish special two-year classes at the Sydney and Newcastle Technical Colleges for boys of good general ability with special aptitude for trades, and who desire to enter Electrical, Engineering and the Building Trades.

These classes will provide a sound preparation for entrance to these trades, and upon satisfactory completion of the Courses the students may be granted exemption from the Evening Lower Trades Courses of the Technical College, and, subject to apprenticeship, may qualify for enrolment in the Higher Trades Course for Diploma Entrance Preparatory Courses.

In addition to trade subjects, instruction will be given in English, Social Studies, Mathematics, Aesthetics and Science up to the Intermediate Certificate standard. The Course will not include foreign languages.

Special efforts will be made at the conclusion of the Course to place these boys in suitable employment, though necessarily no guarantee of employment can be given.

The students eligible for admission are those who have completed two years of post-primary work satisfactorily, especially in English and Mathematics, and who are between the ages of thirteen and fourteen years. Selection will also be based upon physique, personality, marked trade ability, and Headmasters' reports, and it is desired that you will exercise the greatest care in recommending only lads who possess the qualities mentioned in addition to the sound two years' schooling.

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You are requested, therefore, to inform pupils of your school of the proposed classes and conditions of selection, to invite applications for enrolment, and to distribute the copies of "the letter to parent" enclosed.

From the applicants for admission, please select very carefully those pupils who are likely to satisfy the conditions stated and whom you consider best qualified to profit from the courses. Complete the Headmaster's report as specifically and as definitely as possible for each of these pupils and forward it, with the parent's nomination form, to the Principal, Sydney Technical College, Ultimo, or the Principal, Newcastle Technical College, Hunter Street, Newcastle.

B.C. HARKNESS
Chief Inspector