TECHNICAL EDUCATION.

MR. PENNEIR'S FIRST REPORT: IMPORTANT RECOMMENDATIONS

Mr. Charles Peirce, M.Sc., who began his career as a pupil of Technical Education shortly before the Christmas holidays, has presented a report to the Minister of Education on the need for the widening of the scope of the present system of technical education in this State. Mr. Peirce argues that the present technical education is inadequate.

Apart from the University of Adelaide, the only metropolitan technical school is the South Australian School of Mines and Industries; the latter institution combines the technical and industrial training of its students with that of an evening vocational school. True technical, or vocationally oriented, courses at this school are widely recognized and, it is claimed, training only the most able and those with a particular aptitude for these courses is necessary.

But the presence in the Adelaide area of two major technical schools is not a sufficient basis for the State's technical education. The Adelaide Technical College, established in 1920 at Mount Gambier and Welshpool, should be regarded as a separate institution from the University and Technical College of the University. The Adelaide Technical College, although it has a good reputation, is a specialized institution and its毕业生 cannot be considered as thoroughbreds.

The Technical College of the University, on the other hand, is a general institution and should be regarded as a training ground for the general public. It is a clear statement that the needs of the community demand a technical education for all, and that the work of both the University and Technical College must be conducted in a spirit of co-operation.

Mr. Peirce recommends that the technical education of the State be improved by the establishment of a greater number of technical schools, each having its own particular field of study. This recommendation is strongly supported by Mr. Donald Craig, in his report, who states that the schools at Port Pirie, Mount Gambier, and Mount Gambier, and Mount Gambier, are inadequate for the training of the State's technical graduates.

In conclusion, Mr. Peirce recommends that the Technical College of the University be made the model for the technical education of the State, and that the other technical schools be established in a manner similar to this College. The extent to which this recommendation is adopted will depend on the wisdom of the Minister of Education and the public pressure brought to bear on him.

*This article is a summary of the report presented by Mr. Peirce and is not intended to cover all the details of the report.*
Agricultural South Australia is at present mainly an agricultural State, producing wheat, wine, wool, fruits, and other crops which govern these matters, as far as Australia is concerned. This State will never be either a great mining or a great manufacturing State. The future of South Australia lies in the direction of increased productive agriculture in the State and in methods for opening up other areas for cultivation. The great part of the future of the State must be agriculturally based, and as always be farmers, and special efforts must be made to extend educational among them. The Roseworthy College at present catered for the higher classes of farming, but the establishment of agricultural centres was presented as a wholesome thing good in the training of agriculturalists. This move would be to open up the education in the field of agriculture to a larger class of people. 

The two-year course was designed for those who wanted to get a general education in agriculture, with a view to a career in farming. It would be a means of getting a degree to attend the college regularly for two years. The two-year course was designed for those who wanted to get a general education in agriculture, with a view to a career in farming. It would be a means of getting a degree to attend the college regularly for two years. The two-year course was designed for those who wanted to get a general education in agriculture, with a view to a career in farming. It would be a means of getting a degree to attend the college regularly for two years. The two-year course was designed for those who wanted to get a general education in agriculture, with a view to a career in farming. It would be a means of getting a degree to attend the college regularly for two years.

The establishment of junior technical schools is of great importance in agricultural communities. Two of the centres named, Roseworthy and Murray Bridge, would have a number of agricultural students and would be of great value in providing a nucleus for agricultural education. The Technical Schools Act of 1879 would be a valuable means of providing a base for a more widely extended system of technical education. The establishment of junior technical schools would be an important step in the development of agricultural education in South Australia.
Mr. Clark had suggested that it was necessary to exchange teachers between South Australia and Victoria. This suggestion will probably be acted on, and the Government is going to send to obtain all the necessary teachers for South Australia. The headmaster should be a man who is prepared to keep in touch with the industries of the locality, and the students will be selected from the boys who are likely to succeed in their function. There will be a certain amount of correspondence exercised by the schools, and the students who are fitted for them will not tend to enter the industrial world.

The junior technical school system would be giving the junior technical school system more than a just start. The junior technical school system, it is said, in its present form, is not the best thing in the world, and it is desirable that the boy who selects the technical school system should find that he is doing a proper and desirable thing, and nothing is more valuable than a technical education. The junior technical school system should be well carried out, and well equipped for the work. It is hoped that the junior technical school system will be a success.

The new buildings and location of the school will be an advantage to the community. The new buildings will be necessary, and the nature of the work will be more suitable for the country, and the larger primary schools, and the secondary schools at Port Pirie. The school should be situated among the north-western suburbs, and the larger industrial concerns, and the larger primary schools of the country. The local residents are assured that the new buildings and location of the school will be an advantage to the community.
This is a work of fundamental importance, and it would be a very great advantage if the Adelaide School of Mines were to take this inquiry under their consideration. It should suggest that the condition of that establishment is not all well and that a series of conferences be held attended by representatives of the University, the Tertiary Institute, the Tertiary Research Institute, and the Technical School, to work out what will be the best work to be done. At such conferences, a definite, satisfactory plan for the workshop and the schools could be drawn up and submitted to the Government for the approval of the authorities. This may arise concerning the education of skilled workers, and it should be the aim of the department to take over the whole matter of conducting the annual examinations of all the schools of all the other States. A uniform system of examination would be required, which will necessitate the printing and distribution of textbooks, examination forms, etc.

General Considerations.

Technical education, more than any other type of education, must be brought in line with the social and economic legislation of the State—especially of factory legislation. The successful execution of the work of education can be ensured by the consideration of the important question of the relation of technical education to the examination of school certificates, compulsory education after 14, time off in the day for technical work, and the organization of the compulsory registration of efficiency. The present system might well be left in the hands of a special sub-committee of the Advisory Committee, which might examine other measures elsewhere, there being a popular notion that technical education is encouraged, whereas when completed at the age of 14, the primary school course is finished. The following figures, provided by the Department of Education, show the extent of the technical work in the State:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Male Teachers</th>
<th>Number of Female Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911</td>
<td>366</td>
<td>222</td>
<td>588</td>
</tr>
</tbody>
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Comparing these figures, we may note that the number of male teachers is about one-third the number of female teachers. This would suggest that of about 30,000 young people between the age of 14 and 18, there are about 10,000 engaged in technical education. The following figures, provided by the Department of Education, show the extent of the technical work in the State:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Male Students</th>
<th>Number of Female Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911</td>
<td>5,600</td>
<td>3,800</td>
<td>9,400</td>
</tr>
</tbody>
</table>

Such figures can leave no doubt as to the various types of "secondary" education. Since the great majority of the young people engaged in technical education are probably engaged in agricultural, domestic, or commercial pursuits, it is desirable that they be provided with educational opportunities, and at least the brightest and most able should be retained. This could be made by the establishment of the three schools projected in this report.

In addition to the schools mentioned in this paper there is also great scope in the State for providing technical education for the working man (woodward). In addition, the provision of technical education for the working man (woodward) should be made by the establishment of the three schools projected in this report.