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Kapunda Primary School, Kapunda SA



Class: Historic

Legal Status: Registered (21/03/1978)

Database Number: 007255

File Number: 3/08/104/0010

Statement of Significance : Secondary Nominator:

The building is of intrinsic architectural merit and one of a number of similarly designed South Australian Government education buildings of this date (1877-78). It is a significant element in the townscape of Kapunda.

(The Commission is in the process of developing and/or upgrading official statements for places listed prior to 1991. The above data was mainly provided by the nominator and has not yet been revised by the Commission.)

Description : Primary Nominator:

This building cost 4,941 pounds and was opened 13 February 1878. School of stone with corrugated galvanised iron roof. The first headmaster was W L Neale. One of the early teachers was W B Propsting who became Premier of Tasmania. Recently a separate wooden classroom was added and the tower removed.

Secondary Nominator:

The building is typical in massing of other South Australian Government education buildings contemporary with this date of 1877-78. Constructed in an H shape it is, however, unusual since its detailing is Romanesque, rather than the more usual Gothic. Constructed of roughly squared random coursed bluestone, the building is characterised by rock faced quoins, with chisel drafted margins, cement strings and windows with semi-circular heads of cement rendered roughly gauge brickwork. The school building is set on a slight embankment leading to the principal facade being set on a substantial plinth. The main entrance is in the principal facade to Mildred Street and is asymmetrically placed under a porch originally topped by a spire. The roof silhouette is elaborate with ridge vents and chimney tops, as well as wrought iron finials to steeply pitched gables remaining.

Condition and Integrity : Secondary Nominator:

The original semi-circular headed windows retain their fine glazing bars, while a number of other windows have been altered, increased in size and placed under concrete lintels. To the east of the main building a number of portable buildings have been erected. Some ceilings have been replaced by suspended grids and there are patchy repairs to stone pointing and strings in cement.

Location : Lot 33 Mildred Street corner of High Street, Kapunda.

Bibliography:

EXTRACTS FROM STATE ARCHIVES,871 & GRG38.CERTIFICATE OF TITLE KAPUNDA HERALD' AND 'A LIVING FROM THE EARTH' BY ROB CHARLTON,HAWTHORN PRESS,1971.PUBLIC BUILDINGS DEPT.OF S.A.BOOKLET NO. 562.

The Register of the National Estate has been compiled since 1976. The Commission is in the process of developing and/or upgrading official statements of significance for places listed prior to 1991.

Report produced : 30/10/2002

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96/13/03

KAPUNDA - SCHOOL526/Feb.80 23/2/1880

Desk & forms tender for Kapunda School.

Ref. Council of Education, Col. Arch. out Letters6. Jan 23, 1877. to Sec. Kapunda Institute.

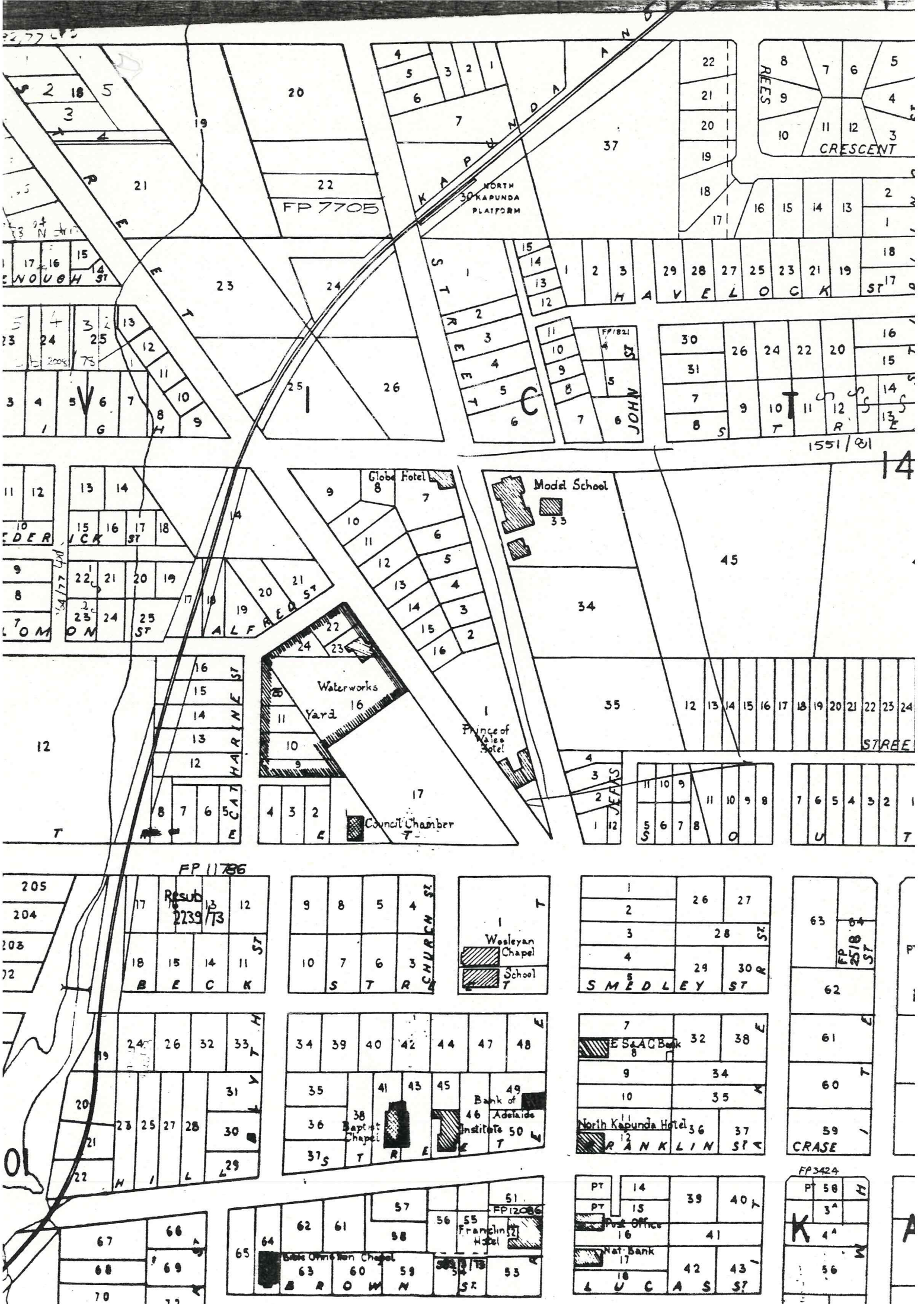
The Plans and specifications for Kapunda School on the new site were forwarded by last evening mail.

50. Feb. 5 1877.

Estimate for Public School and Teacher's Residence at Kapunda £5,300.

271. May 22, 1877.

Messrs. Manson & Munro Building School at Kapunda.



THE EDUCATION DEPARTMENT.

The following are the principal members of the official staff of the Education Department:—

Director of Education—Mr. Alfred Williams.

Secretary to the Minister of Education—Mr. Lionel W. Stanton.

Chief Inspector—Mr. Milton M. Maughan, B.A.

Inspectors—Messrs. C. L. Whitham, Thomas Bur-
gan, J. T. Smyth, B.A., B.E., C. B. Whillas, A. Martin,
and W. J. McBride.

Superintendent of School Visitors—Mr. H. A. Curtis.

Superintendent of Students at the University Train-
ing College—Mr. Andrew Scott, B.A.

Head Master Pupil Teachers' School—Mr. W. A. West.

Accountant—Mr. T. A. Jarvis.

There are six school visitors, six clerks, and five junior clerks.

The following are the official statistics of the Department, as published in the latest annual report of the Minister of Education:—

"Number of Schools.—Public and provisional: 1904, 715; 1905, 722. The total number of schools in operation during any part of the year was 727, against 717 in 1904.

"Attendance.—Net number of children instructed: 1905, 59,026; 1904, 60,879; decrease, 1,853; average daily attendance, 41,087, a decrease of 427 on that of the previous year. During 1905, 202 parents were prosecuted for not complying with the requirements of the Education Act, and 188 convictions were obtained.

"Teachers.—Number employed at the close of the year: 1904, male 410, female 922, total 1,332; 1905, male 422, female 998, total 1,420; increase, 88. The number of head teachers who retired from the Department was 69; a retiring allowance amounting to £1,687 5s. 1d. was paid to 10 teachers.

"Training.—During the year, 69 students were in the University Training College; 33 were reported to be fit to be placed in charge of schools, as they had completed their course, and 35 were allowed to remain a second year. An examination of candidates for appointment as provisional teachers was held in November, 95 applicants were examined, and 53 passed. For the qualifying examination for appointment as pupil teachers, 139 pupils in the schools presented themselves; of these 57 were successful in passing.

"Inspection.—Number of schools examined, 699; total number of children presented, 43,103, as against 45,393 in 1904. Out of 6,845 children examined in the fourth class 2,821 succeeded in passing the standard fixed for exemption from further attendance at school, and out of the 4,298 children examined in the fifth class, 1,611 obtained certificates.

"Boards of Advice.—There were 100 Boards of Advice Districts; the elections for members of each Board were held early in the year; for 44 Boards there were no nominations; the number of nominations was less than that required in 12 districts; the number required was nominated in 39 school districts, and elections took place in 5; at the close of the year 44 Boards were complete.

"Advanced School for Girls.—During the last quarter of the year the number of pupils was 93, being a decrease of 7 on the number attending during the corresponding period of the previous year; the income from paying pupils was £682 5s. 11d., to which should be added the fees of the bursary holders, for whom payment is received, viz., £605, making a total earning of £1,287 5s. 11d., and the expenditure £1,163 3s.

"Junior Scholarships.—Twenty junior scholarships are offered annually to those boys and girls only who attend some school under the Minister. In December, 1905, six boys and two girls competed, and three boys and one girl were successful.

"Exhibitions.—Six public exhibitions are offered annually to all boys in the State, and 18 other exhibitions are offered annually to those boys who attend some public or provisional school. In December, 1905, there were 69 candidates for the public exhibitions, and 74 for the other exhibitions.

"Bursaries.—Six public bursaries are offered annually to all girls in the State, and 18 other bursaries are offered annually to those girls who attend some provisional school. In December, 1905, there were 66 candidates for the public bursaries, and 70 for the other bursaries.

"Finance.—The expenditure for the year, after allowing credit for fees paid into the Treasury, receipt of sale of books, etc., was as follows:—Primary education, £149,183 10s. 3d.; secondary education, £2,058 5s. 7d.; expenditure on buildings, etc., £9,094; total, £160,335 15s. 10d. No deduction is made on account of rent for dedicated lands. Total cost of education (exclusive of amount spent on buildings, except by way of rent): Per child instructed, £2 10s. 6½d.; per child in average attendance, £3 11s. 4½d.

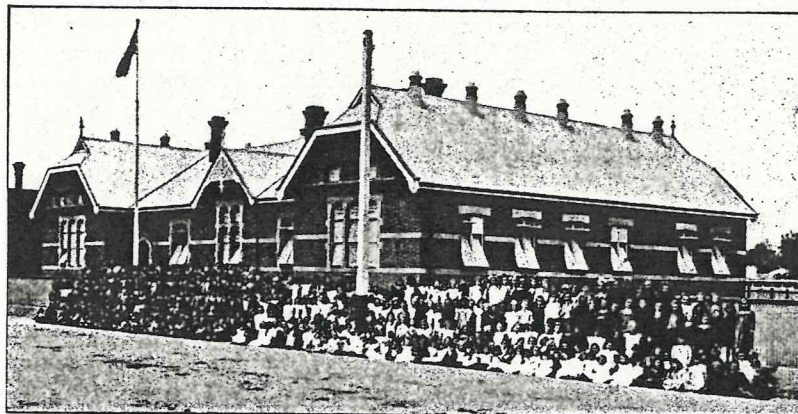
Since the passing of the Education Act of 1879, 324 school buildings have been erected. The total expenditure on school buildings since the passing of the present Act amounts to £519,304 15s. 1d., which has been paid from loans.

"Dedicated Lands.—The area of endowed lands leased on December 31, 1905, was 382,630 acres, and the area of endowed lands held under agreement to purchase on the same date was 7,426 acres. The revenue for 1905 derived from leased lands was £5,992 9s., and the revenue from land held under agreement to purchase was £2,206 13s. 4d."

Reference has been made in the historical section of this work to the evolutionary process through which the educational system has passed. The germ was planted when the colony was founded. It was nurtured with assiduous care, and its growth watched over with unflagging interest. A School Society was at work almost as soon as the city began to be inhabited. During the first ten years the schools were in private hands, and there was no appropriation of public funds on their behalf. For a rapidly spreading and withal exceedingly scattered population, however, this method proved inadequate, because unremunerative, and under an Ordinance of the Legislative Council in 1847 a grant of encouragement on capitation principles was made by the Government to private schools. Some of these schools being denominational, it was objected that such grants became State aids to sectarian teaching, and so much opposition was raised against public money being used for that purpose that the Ordinance was repealed by an Act of 1851, which came into force early in the following year.

A Board of Education had been appointed to carry out the provisions of the Ordinance of 1847, but the Act of 1851 went much further, and practically laid the foundation of a State system of education. The partly elective Council which assembled for the first time that

tion of schoolhouses, and other regulations, the whole of which were to be under the control of a Board of Education. Apart from the financial arrangements that were made, a healthy stimulus was thus applied to educational



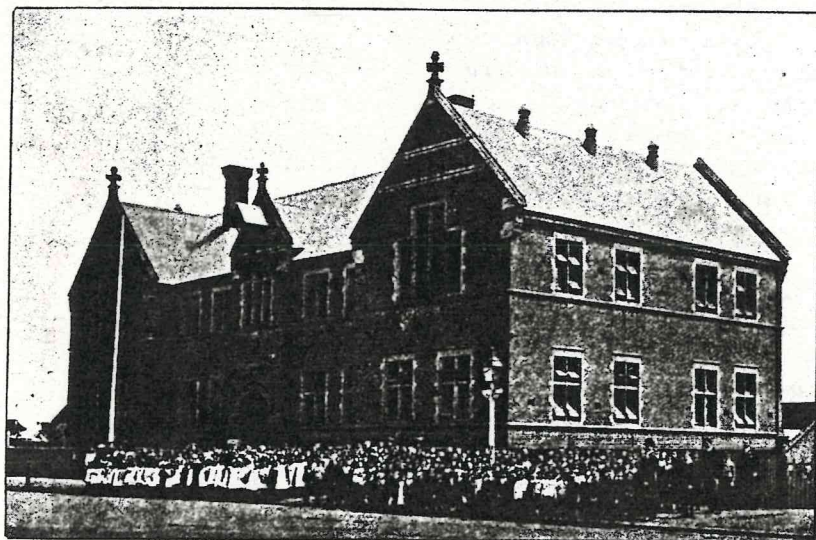
STATE SCHOOL, GILLES STREET, ADELAIDE.

reform. A "South Australian Preceptors' Association" was almost immediately formed, with the object of raising the standard of education, by improving the educator and obtaining for him a higher social status, so that the scholastic profession should have as recognized a position as the clerical, medical, and legal professions.

The Central Board of Education created under the Act of 1851 consisted of seven members, nominated by the Governor-in-Council, and its duties were thus specified:—(1) To establish schools or recognize such schools as were already in existence, in which good secular instruction, based on Christian principles, but free from sectarian differences of belief or opinion, should be imparted. (2) To grant licences to teachers, and to pay them out of State revenues salaries ranging from £40 to £100 per annum, in augmentation of the fees paid by the parents of the children. (3) To appoint inspectors, who should visit the schools, and make reports to the Central Board on the character of the instruction; and (4) To recommend the colonial Government to give grants in aid of buildings erected by local subscriptions up to an amount not exceeding £200 per school.

While this was a distinct advance on the loose and incoherent condition which it sought to reduce to some degree of order and system, it was so

defective at several points that a popular demand soon arose for further reform. A new Education Act was on the programme of the Government for the first session of the first South Australian Parliament, but it was



STATE SCHOOL, CURRIE STREET, ADELAIDE.

year, having as one of its first proceedings abolished State aid to religion, was in a measure compelled to take up the work of education, and the Act which it passed provided for stipends to teachers, assistance in the erec-

crowded aside by other matters, and that was the fate of Education Bills again and again. The subject was referred to times without number, and in 1871 the popular demand became so urgent that an important reform measure was brought before Parliament, which was sacrificed as the result of a Ministerial crisis and a dissolution. From that time, however, the agitation outside Parliament never ceased. There was great divergence of opinion, and at times severe conflict, on the question of Bible-reading and Scriptural instruction, but eventually what was proposed as a compromise was accepted, and in 1875 a new Act was carried by large majorities in both Houses of Legislature.

Two of the main principles contended for by educational reformers were brought into operation in the system established under this Act. Education became compulsory and secular, but not free. Under the provisions of the Act of 1875 the management of the State schools passed from the Board of Education to a Council of Education, under the presidency of a salaried officer. On all children between the ages of seven and thirteen living within a radius of two miles from an efficient school, education up to a certain standard of writing, reading, and arithmetic was made compulsory, and the instruction was to be strictly unsectarian, or secular, in character. Four and a-half hours, at least, were to be set apart daily on every school-day for secular instruction only, but if a certain number of parents requested it, the schools might be opened for a quarter-of-an-hour previously in the mornings for the purpose of reading portions of the Scripture from the authorized or Douay versions. Attendance at these readings was not compulsory, and in practice the provision has proved the dearest of dead letters. The teachers were to be paid partly by the children's fees, partly by fixed salaries, and partly by bonuses on the results obtained at the annual examinations, salaries and bonuses being drawn from the general revenue.

Together with the appointment of a salaried President of the Council, the inspectorial staff was increased by the appointment of three additional inspectors, making five in all. The new scheme was launched under excellent auspices, and the new system was worked with consummate skill and ability. The members of the Council were citizens of ability and repute, but the President was pre-eminently the man for the occasion. The State was exceedingly fortunate in obtaining the services of Mr. John Anderson Hartley, B.A., B.Sc. (Lond.), who recognized that he had before him a great opportunity, and threw himself into the work with extraordinary talent and enthusiasm. He possessed a genius for organization, drew to himself capable subordinates, and succeeded in imbuing them with his own spirit. He possessed great depth of culture, and cherished lofty ideals, together with an infinite capacity for service. His influence has never ceased to pervade

the Department, and it has been the ambition of those who were associated with him to act on his principles and to carry out his plans. To Mr. Hartley's contagious influence and bright example may be attributed very largely not only the excellent system of primary education in South Australia, with its schools and school publications, but, what is far more important, the *esprit de corps* and the mingled zeal and devotion which pervade the entire teaching staff. Before the end of his career he had become the ablest primary educationist in the Southern Hemisphere, and its permanence is the best testimony to the efficiency of his work.

With such a President it soon became evident that a Council was superfluous, and might become rather a hindrance than a help. Accordingly, after about three years a change was made by which the Council of Education was superseded, and the control of the Department was placed directly under the Minister of Education, with the former President as Inspector-General. From that time onward the primary-school system of the colony made steady and consistent progress at all points. Led by the Inspector-General, the Department was not slow to recognize the vital principles enumerated in Pestalozzi's well-known axiom, that elementary education "should develop and perfect the inborn forces and talents of the human being—that is the talents and powers of the mind, the heart, and the hand." "The course of instruction," it has been written, "has from time to time been widened and made more logical. Indeed, guarded as it has been for over twenty years by a mind always alert and receptive, the course could not become stereotyped, and it has not infrequently been enriched in parts which have been culled from the best there was in the German, the Swiss, the French, and the American primary-school systems."

Until January, 1892, though the school system was compulsory and secular, it was not free, though parents who could not afford to pay school-fees might obtain exemption; but by an Act passed in the previous year, which then came into force, all school-fees were abolished, except for children who had reached the compulsory standard and were thirteen years of age. At the same time, the compulsory distance for children between the ages of nine and thirteen was increased to three miles, and the minimum attendance to satisfy the compulsory requirement was fixed at thirty-five days per quarter.

Mr. Hartley, after 21 years of magnificent service to the Department, met with a fatal accident in September, 1896, and after his decease, in lieu of an Inspector-General, a Board of Inspectors was appointed. The gentlemen appointed to this position were the three senior Inspectors, Messrs. L. W. Stanton, L. W. Whitham, and T. Burgan, the first-named of whom, having served for some years as Assistant Inspector-General, was appointed Chairman. This mode of administration continued until January, 1906, when the Department

was re-organized, and Mr. Alfred Williams received the appointment of Director.

While the State system is mainly concerned with primary education, it also includes provision for further advance. Secondary education for boys has been so amply and efficiently provided for by denominational and private institutions, that there was no necessity for that field to be entered upon; but the establishment of an Advanced School for Girls in 1879 met an acknowledged want. The school was conducted for some years in rented premises, but in 1891 an admirable building was erected and equipped at a cost of £2,683, which afforded accommodation for 200 pupils. By means of a liberal system of rewards for diligence in the form of University scholarships, exhibitions, bursaries, and junior scholarships, encouragement is afforded to scholars in both public and private schools, whether boys or girls. Thus it may be said that a connection is established between the whole of the educational institutions of the State, including the Agricultural College, the School of Mines, and the University. It is rendered possible for any child, who has the necessary ability, energy, and ambition, no matter how poor his parents or humble his circumstances, to pass through the successive stages, from the lowest form of an infant class in a provisional school to the highest honour the University can bestow, and even to win the Rhodes Scholarship as his crowning achievement, without expense to his family or friends.

Improved efficiency in the teaching staff and adequate training in the art and science of education were among the desiderata on which Mr. Hartley set his mind from the time he undertook the remodelling of the system. What is known as the pupil-teacher system has obtained in the Department since its inception, and a college for the training of teachers was established in Adelaide as long ago as June, 1876. The influence thus exercised can scarcely be estimated, and within a recent period, as the result of arrangements with the University of an exceedingly liberal character, the advantages to be enjoyed have been greatly increased. The training term now covers a period of six years. The first two are spent in both learning and practising to teach. In the second pair the time is principally spent in teaching. By the end of that time there has been a sufficient test of ability both to receive and impart, and the last two years are spent in acquiring further equipment for the chosen life-work. It goes without saying that the result of this training must be to

develop whatever intelligence and ability a pupil teacher possesses as a part of his original endowment, bringing benefit to himself and advantage to the children who may afterwards come under his care.

For mutual profit in some parts of the State local associations have been formed among the teachers, whose spheres of work are not too far apart for occasional intercourse, and the Public Teachers' Association of South Australia is an organization which embraces the whole. Its annual gatherings are times of pleasant reunion and intellectual stimulus, serving a useful purpose, and encouraging the growth of sentiments which should animate those who are engaged in the same department of public service. The publications of the Department, which are ably edited, contribute to the same result. An official *Education Gazette* is published once a month and is issued free to all teachers. All circular notes, instructions, appointments, promotions, resignations, etc., are announced through this medium. The *Children's Hour*, another periodical, has a very wide circulation. Some years ago a Public Teachers' Superannuation Fund was established, reports of which are presented to the Public Teachers' Association at the annual meeting. Both the subject itself and the inevitable discussion of its affairs lend a kind of special interest to the gathering.

The school buildings throughout the State are almost invariably of a substantial character, neat in their appearance, and suitable in their structure and appointments for their purpose. As a rule, teachers' residences, where they are provided, do not err on the side of extravagance, either in their roominess or style of architecture. They are usually plain in appearance, though fairly comfortable, provided the teacher has not too large a family. The premises are under the supervision of the local Boards of Advice, which do not hesitate to call attention to their condition when it is considered that enlargements or repairs are required. The materials used in the school buildings are nearly always stone or brick. There is a limited number of schoolrooms, etc., constructed of iron and wood, but they are in outlying districts and in places where continuous settlement when the school was opened was considered uncertain. The rule is that durability and suitability are primary considerations, both in the designs and in their execution. The cost of all educational edifices is met by public loans, but the amounts expended annually in effecting necessary repairs are charged upon the general revenue.

ALFRED WILLIAMS, Director of Education, was born near Kanimantoo, in October, 1863, being a son of Mr. John H. Williams, an early settler in the State. In 1876 he became a pupil teacher in the

Moonta School, under Mr. T. Cowling, and later spent two years under Dr. Torr at the Moonta Mines School. He was successful as a student at the Training College in 1881, and in the following year was

appointed assistant-master at Moonta, where he remained for twelve months. In 1884 Mr. Williams received transfer to the Norwood School, and at the end of the following year was removed to Vic-



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NO 5

PRIMARY SCHOOL, MILDRED ST

KAPUNDA
30-1-79