This chapter incorporates the following themes:

Australian Heritage Criteria (AHC)

Educating

INTRODUCTION

Education is a strong theme in the study area and this chapter identifies and describes the development of church, national and common schools; ragged schools; private venture schools; state schools; modern private school system; Catholic schools and state secondary education (high schools and technical schools). The study area, not surprisingly, is notable for the high number of private schools that have been established within its boundaries. As we shall see, large boom-era mansions that could no longer be maintained by their owners provided ready-made premises for many private schools. The chapter concludes with a section on the development of higher education, and notes how the large number of private schools accounts for the lack of secondary schools in the study area for much of its history.

HISTORY

9.1 Early schools

Before the establishment of the state school system in 1872, education was provided by local community groups, particularly churches, who usually gained some government funding towards the building and running of schools. There were also schools known as 'ragged schools', which were set up by charitable groups to provide some elementary education for children of the poorest families. Another major provider of education at the time was the private sector. Many of the early schools in the study area were run by individuals or families as private ventures.

The National Board of Education functioned from 1851 to 1862 managing government-funded non-denominational schools, of which 193 were built throughout Victoria. This was superseded by the Common Schools Act 1862. Church or denominational schools sometimes became national or common schools if they obtained government funding. The state eventually took over the responsibility for primary education, and, following the passing of the Free, Compulsory and Secular Education Act 1872, began building state schools throughout Victoria. Churches continued to provide education, without government funding, until state aid for religious schools was re-introduced in the second half of the twentieth century.
9.1.1 Early church, national and common schools

One of the earliest common schools in the district was on the west side of Punt Road, South Yarra, just outside the study area, which would have taken children from within the study area. It became the South Yarra Primary School (Chatham, 1985:27). Chatham indicates that there was a Presbyterian Common School near the site of the Toorak Presbyterian Church (now Uniting Church) in Toorak Road in the 1870s (Chatham, 1985:8). A Congregational school was erected at the end of Cecil Place, Prahran, in 1869–70 and remodelled for use as the Protestant Hall in 1879 (Prahran Conservation Study).

A common school was opened in 1854 by St Matthew’s Church of England in a schoolhouse near the north-west corner of Chapel and High streets. When State School No 1467 (now Hawksburn Primary School) was opened in 1875, the head teacher of St Matthew’s School, Walter Gamble, was appointed its principal. Presumably this was the end of St Matthew’s School. St Matthew’s Church transferred to a new building in High Street in 1876 (Chatham, 1985– see map p.8; Malone, 1999:10).

At Malvern, the Anglicans received a government grant to build a denominational school in Glenferrie Road. The schoolroom also served as an Anglican place of worship until St George’s Church was built in 1865 (Cooper, 1935:174).

9.1.2 Ragged schools

The ragged school movement originated in England for the purpose of teaching the poorest children to read the Bible. In Melbourne, ragged schools were concentrated in slum areas, including parts of Prahran and South Yarra, but most disappeared after the state education system commenced. However one ragged school remained in Eastbourne Street, Windsor, until the 1880s, when it was known as the Scripture Reading School. It catered for the very young children as the older ones started at the state school. Eventually the former ragged school became the Hornbrook Free Kindergarten (Malone, 2001:44–45).
9.1.3 Private venture schools

Many individuals or families established small fee-paying schools as commercial ventures. Running a school was one of few career options for middle-class women, especially single women who needed to support themselves. Chatham has identified 32 private venture schools in South Yarra, Prahran, Windsor and Toorak before 1872, and further out in Malvern many similar schools operated well into the twentieth century. Frederick Revans Chapman, son of a judge (and later a judge himself), who lived in Toorak Road as a boy in the early 1860s, remembered attending a small school run by Mrs Neil in a street behind the Ayer’s Arms Hotel, on the north-west corner of Toorak Road and Chapel Street (Cooper, 1924:44–45). Chatham describes Madame Lautour’s girls’ school, which provided ‘a housewifely curriculum based on polite accomplishments’. Madame was an experienced teacher, from France, and ran her school in Hillingdon Place, Prahran, from 1853 to 1900 (Chatham, 1985:7).

In the 1880s Daniel and Martha Connelly opened Cornelia College for Ladies in Horsburgh Grove, Armadale, which later moved to Albany Road. The school was taken over by the Misses Rudd in the 1890s and renamed Strathclyde (Foster, 1999:59–50).

Education provided by private venture schools was of variable quality, and some were short-lived (Chatham, 1985:7 and 12–13; Strahan, 1989:105). However, some which acted as preparatory schools for private schools did survive, generally to be taken over by the churches and they are now part of the current private school system. A number of such schools still exist in the study area and will be discussed under private schools.

9.2 Developing a system of state education

The study area’s first state school was School No 1467, opened in 1874 as Prahran School. It replaced three common schools, and served one of the most densely populated parts of the municipality at that time. The school was one of a group of schools designed by leading Melbourne architects as a result of a competition held by the newly formed Education Department in 1873, and erected in the period 1874–81, which also included Primary School No. 2855 in High Street. The competition drew a number of important Victorian architects, including Reed and Barnes, Terry and Oakden, Charles Webb, W.H. Ellerker, and Crouch and Wilson, the architects of this particular design. The Gothic style and religious flavour of the bell tower emphasise the seriousness accorded to educational provision after the introduction of compulsory education in 1873. Heritage Victoria comments that:

The competition to produce school designs was an indication of the importance accorded the task of building the state’s education system by the newly formed Department of Education. Additionally, the idea of producing attractive but standardised designs reflected the enormous task of building sufficient schools to cope with the massive demand sparked by the introduction of free compulsory education in 1873. Primary School No. 1467 is significant not only as the first state school to be built in Prahran after the introduction of compulsory education, but as a reminder of this broader context of the development of state education as well (VHR H1032, File No. 602040).

By 1900, with an enrolment of almost 2000 students, the school claimed to be the largest in Victoria. The name was changed to Hawksburn in 1906 and a new infant building was added in 1911. The closure of Hawksburn Primary School in the early 1990s and its transformation into Leonard Joel’s auction rooms highlights the changing demographics of the study area (Malone, 2000:44–45; Wilde, 1993:203).
Malvern’s first state school originated from the school at St George’s Church. Classes were also held in the Court House until 1874, when a new two-roomed school was built on the reserve in Spring Road. The Spring Road School grew rapidly, as new urban settlers populated the district. Several additions were made to the school – in 1889, 1907, 1913 and 1923 (Strahan, 1989:96; Cooper, 1935:180–81).

Later expansion in the east of the study area during the inter-war period brought increasing demands for new schools to ease overcrowding in existing schools. Considerable campaigning by local communities was necessary before the State Government addressed the backlog. Although the site of the Lloyd Street School was purchased in 1920 it did not open until 1923 and was raised to central-school status within three years, a feat that was described as a ‘very creditable’ achievement by the council (Strahan, 1989:98).
State education came late to Toorak, probably because the district was settled by wealthy families who preferred to continue private education for their children. Toorak State School was opened in 1890. It later became Toorak Central School. Central schools were the State Government’s way of compensating for the lack of a state secondary education system. They provided education to the equivalent of years seven and eight classes so that children could be educated up to the age of fourteen in the state system. Students were awarded the Merit Certificate on successful completion of year eight. Spring Road and Lloyd Street Schools were also central schools. Most central schools in Victoria were gradually phased out after the introduction of state secondary schools, but some remained in the study area for a particular purpose. An important role of central schools in the study area was as feeder schools for Melbourne’s two prestigious state high schools, which commenced at year nine – Melbourne High for boys (see page 168) and MacRobertson Girls’ High in South Melbourne. Toorak remained a central school into the 1980s. The Spring Road School, now known as Malvern Central School, is a rare example of a Year P–8 school in Victoria today (Strahan, 1989:98–99; Chatham 1985:26–27).
9.3 Developing the private school system

The plethora of private venture schools that sprang up in the nineteenth century catered for wealthy families, who preferred to give their children a private education even after the state system commenced (Foster, 1999:59). Even after the establishment of the state secondary system following World War I, the middle-class people of the study area, and indeed other eastern suburbs, continued the tradition of private school education for their children. Janet McCalman has shown that private school education was a crucial factor in defining and maintaining middle-class identity in Melbourne from the 1930s. Although none of the four schools featured in McCalman’s Journeyings: The Biography of a Middle-Class Generation (1993) are actually located in the study area, her findings highlight the significance of the plethora of private schools and the dearth of state high schools in a large part of the study area throughout its history.

Some time after the Malvern State School vacated the St George’s schoolroom, Clara Murray’s Malvern Ladies’ College occupied the premises. Commenced in 1883, the college moved to Valetta Street, Malvern. Malvern Ladies’ College must have been one of the more prestigious schools of the time because it ‘attracted vice-regal patronage at its prize-givings’. In 1911 the school merged with Korowa Girls School and moved from Wattletree Road to Kerferd’s former house Ranfurly in 1913. Korowa was eventually acquired by the Anglican Church’s education system. Ranfurly was used to house boarders until its demolition in 1974. New classrooms designed by Louis Williams were built in 1926 (Strahan, 1989:105–08; Raworth and Foster, 1997:8–9).

Malvern (Boys) Grammar School had similar origins. Commenced by Charles McLean in rented buildings in 1890, the school succeeded in its early years and moved into new buildings in Kerferd Street. It was taken over by the Anglican Church in the early 1920s. The school moved into Valentines, the former mansion of J.M. Davies, in 1924. In 1960 it amalgamated with Caulfield Grammar School, to become its Malvern Campus (Cooper, 1935:182–83; Raworth and Foster, 1997:7–8).
Other private schools in the study area, mostly girls’ schools, took over mansions that could no longer be maintained by their owners. They were large buildings situated in large grounds in genteel neighbourhoods, close to the homes of their students. A number of them are still in existence – St Catherine’s, Sacre Coeur and Loreto Mandeville Hall – although the latter two, being Catholic schools, have different origins (see below). These days the schools take in students from all parts of Melbourne, but perhaps parents in the nineteenth and early twentieth centuries preferred their daughters not to travel far to school.

It is interesting that there are few private schools for boys in the study area. This is possibly due to the fact that three of Melbourne’s large prestigious ‘public schools’ – Scotch College, Wesley College and Melbourne Grammar – were just outside the study area’s borders and a tram or train ride from the heart of the area. These were the schools to which the professional and business men of Toorak, South Yarra and Malvern sent their sons. Public schools were founded in the 1850s and 1860s by churches, with Government financial support, to prepare students for university and the professions, and for the civil service. Religious adherence to the particular denomination of the school was not necessary, hence the name ‘public school’ (Victorian Year Book, 1973:485). They have become known as private schools in recent years to avoid confusion with state secondary colleges.

There were a few private run and church primary schools in and near the study area. These schools prepared young boys for the public school, without them having to travel far from home. One was at Christ Church, South Yarra (just outside the study area). Another was Glamorgan in Toorak, now the primary school campus of Geelong Grammar School. Glamorgan, originally a private venture school, is on the former site of Toorak College which was founded in the 1870s by a Presbyterian clergymen for the ‘sons of gentlemen’, taking over the school in the Toorak Presbyterian Church hall. A new school was built in Douglas Street, but apparently it attracted few sons of gentlemen, because it became a girls’ school and moved to Malvern in 1918. The Douglas Street site was taken over by Glamorgan in 1887 (Wilde, 1993:233; Chatham, 1985:46).

9.4 Catholic schools

The Roman Catholic school system developed in response to the 1872 Education Act, which prohibited religious instruction in state schools. Catholic parishes set up their own primary schools. The first parish schools in the study area were both called St Joseph’s. One opened in the parish church at South Yarra in 1888, before the school was built in 1892; the other opened in Malvern in 1889, before the parish was formed (Chatham, 1985:30; Strahan, 1989:106–07).

In addition, religious orders opened single-sex secondary schools – colleges for boys and convent schools for girls. Nuns and brothers – often brought especially from Ireland – founded and staffed Catholic schools. Catholicism in Australia was closely identified with the poor of Irish origin. There were, of course some outstanding exceptions, but generally the influential Irish, such as Arbitration Court Judge Henry Bourne Higgins, were Protestant. It is probably not an exaggeration to say that the Catholic Church made it its mission to provide education as a way of raising the status and influence of Catholics in the Australian community, as well as instructing children in the faith.
In 1873 five Presentation Sisters arrived from Ireland and began teaching girls at St Mary’s Church, East St Kilda (just outside the study area). In 1874 they moved to Turret Lodge, which had been owned by merchant Thomas Anderson. The school included a boarding school for country girls, and the Sisters accepted girls from poorer families who could not pay the fees. A new convent was built in 1884, and school buildings in 1884. Sacre Coeur opened at Keeley’s mansion Brymawr in 1888, and the Loreto Sisters moved their convent school from Albert Park to Joseph Clarke’s Mandeville Hall in 1924 (Chatham, 1985:33–36; 39; Strahan, 1989:106–07; Raworth and Foster 1997:4–5).

De La Salle College opened for boys in new buildings in Malvern in 1912. The Christian Brothers, founded in Ireland by Edmund Rice to teach working-class boys, opened St Kevin’s College in East Melbourne, originally as a senior secondary school. In 1932, the school was transferred to the Toorak mansion Glenervie (demolished) and later to the Clovelly Estate, near Heyington Station, where new buildings and playing fields were established (Strahan 1989:106–07; Chatham, 1985:42–43).
9.5 Developing a system of higher education

9.5.1 State high schools

One theory for the lack of secondary schools in the study area for much of its history is that many students of wealthy families attended private schools. Another is the influence of the first state high school, Melbourne High, which quickly established a reputation as one of the premier secondary schools in the state.

At the time of the Education Act 1872, primary education was deemed sufficient for working people. Most working-class families could not afford to keep their children at school after they were old enough to work. Technical and trade education was usually acquired on the job by people in skilled and semi-skilled occupations, while secondary and tertiary education remained the privilege of the wealthy.

A new Education Act in 1910 allowed the Education Department to provide high school education. A Continuation School in Spring Street, Melbourne had been providing secondary education for boys and girls since 1854, and from 1906 prepared students for university entrance. This school was renamed Melbourne High School in 1912, but it needed a new building and a larger site. Prahran Council campaigned for the new school to be in its municipality, offering a site and a £5000 cash donation. The site on Forrest Hill, overlooking the Yarra River was chosen, and the school was opened in 1927. The Headmaster modelled the new Melbourne High School on the public schools of the day and admitted only boys (Wilde, 1993:224–25). Melbourne High School was to remain the only state high school in the study area until after World War II. During that time, central schools such as at Malvern in Spring Road served as feeder schools.

Once Melbourne High was established, there was a push to provide a similar facility for girls. While Melbourne Girls’ High was eventually established outside the study area, a girls’ high school was established in Malvern in 1946 on part of the Malvern Primary School No. 2856 site. A freestanding domestic arts centre was built in 1945 as part of the Malvern Girls High School in the form of a single-storey brick house, purpose-built to provide a model domestic interior for teaching purposes. In 1961 a double-storey building was constructed for a library, cookery centre and music room. Malvern Girls’ High continued to use the building until the end of 1993 when it reverted to Tooronga Road Primary School. At that time, Malvern Girls’ High School merged with the Richmond Girls’ High school to form the Melbourne Girls’ College.

With the post-war baby boom came higher expectations for education, but people of the study area had to campaign for new state secondary schools to accommodate them. Win Vears remembers the campaign for a high school in Prahran:

… the Member of Parliament at the time said that only two people would go to the high school; they would either go to the technical college – Prahran Tech – or they would go to private schools. Which proved rather false, because at one time I think there were nearly a thousand pupils in the school (recorded interview 5 July 2000, MECWA).

That figure of 1000 enrolments was reached and surpassed within a decade of the school’s opening in the mid–1960s. Students included the children of the huge influx of immigrants that moved into Prahran’s public housing.

In 1960 Chadstone High School was opened for the children of the new housing estates at the area’s south-eastern end. A few other high schools were also built in or near the study area in the 1960s and ’70s, including Ardoch High School – a school that adopted an alternative approach to education – in a converted 1920s village of town houses just outside the study area on the south side of Dandenong Road.
Demographic changes and the trend towards private school education in the wider community in recent decades have led to a fall in the number of children enrolling in state secondary schools. In the 1990s many schools across the state were closed or amalgamated including Chadstone, Prahran and Ardoch. Dulcie Wilkie, one of the parents who had worked to establish Chadstone High School, was heart-broken to see it demolished. The site is now Phoenix Park, named in honour of the phoenix on the school’s badge (recorded interview 27 July 2000, MECWA). Prahran High was also demolished, the site once again becoming part of Orrong Park.
9.5.2 Technical schools

A tradition of working-class education had been established through the Mechanics’ Institutes and Schools of Arts, which proliferated throughout Victoria, but most of these became little more than libraries and meeting places. Following the findings of the Technological Commission of 1869, Schools of Mines were opened in mining districts, the first being in Ballarat in 1870. Technical schools were established in Melbourne by philanthropists, such as Francis Ormond, successful pastoralist and Toorak resident, who founded the Working Men’s College (now RMIT University). George Swinburne established Swinburne Technical College in Hawthorn.

The Prahran Mechanics’ institute had a significant role in the development of technical education in the study area, particularly in art and design. The Institute’s School of Art and Design was established in 1870, and became a registered Technical Art School in 1909. With the help of the Prahran Council, the institute bought a new site in High Street and opened a new building. The Government began taking responsibility for junior technical education in 1912, and the new building was leased to the Education Department as Prahran Technical School from 1915. This school was the foundation of subsequent junior and senior technical schools for girls and boys in the working-class areas of Prahran and Windsor (Chatham, 1985:62-64; Wilde, 1993:216-18).

9.5.3 Colleges and universities

The Technical School that originated in the Mechanics’ Institute building was also part of the evolution of higher technical education in the study area, following the introduction of TAFE and the expansion of the tertiary sector in the 1970s and 80s. The Prahran College of Technology specialised in art and design, but broadened to a more general curriculum. After a complicated process of re-namings, amalgamations and splits, various functions were taken over by other institutions and universities, and the old college site became the Prahran campus of the Swinburne University of Technology (Wilde, 1993:221–24).
At the other end of the study area, Stonington has also played a role in the development of Victoria's tertiary education system. After the removal of the Governors, Stonington served a variety of uses, including St Margaret's Girls School (which later moved to Berwick) and a Health Department administration centre. From 1957 to 1973 the property was the Toorak Teachers College, which had been founded in Glenbervie (11 Glenbervie Road) in 1951. It was one of the new primary teacher training colleges set up to address the teacher shortage during the ‘baby boom’. The Toorak Teachers College became the State College of Victoria –Toorak Campus, then the Toorak campus of Victoria College, one of the new Colleges of Advanced Education in 1973. Following the elevation of Victoria College to university status in 1992, Stonington became a campus of Deakin University (heritage Victoria Citation; A Place in History, No.34; Malvern Heritage Study, p.141).

With such a large private education sector, private teacher training was another important aspect of higher education in the study area. Mercer House, in Mercer Road, Armadale, was an Associated Teachers Training Institution established in 1921 to train teachers for private schools. It operated for 60 years and was believed to be the oldest autonomous teachers’ college in Victoria (Malvern Archives).

The theme of Education is illustrated by a variety of places that have important heritage values. These values are sometimes expressed in tangible ways, such as by surviving physical fabric (buildings, structures, trees, landscapes etc.), but are also apparent in the associations and meanings embodied by the place for different communities. This chapter provides a summary of values associated with these places and provides a representative list. For further examples, reference should be made to the heritage studies and reports listed in the bibliography.

Examples of heritage places associated with the theme of Education include:

**Early schools**

Examples of early and church schools are extremely rare. Examples include:

- Hornbrook Free Kindergarten, Earl Street, Windsor
- Former Congregational School and Protestant Hall, Cecil Place (end), Prahran.

**Developing a system of state schools and developing a system of higher education**

The study area is notable within the metropolitan area as it contains a number of school buildings that illustrate the development of state education in the late nineteenth and early twentieth century after the passing of the 1872 Education Act and the 1910 Act, which provided for secondary education. The sheer number of schools and their size illustrate the rapid development of certain parts of the study area in the nineteenth century as well as the enormous task facing the Education Department during that time.

The now closed state schools within the study area continue to have strong associations with local communities. As the suburbs grow and change, the school buildings remain as important markers of constancy that remind us of the early communities that created what is the study area today. Even when the buildings have been removed, communities have retained strong associations and memories of the place.

Examples of places associated with this theme include:

- Nineteenth century state schools include Armadale Primary School No. 2634 (Densham Road), and Malvern Central School (Spring Road)
- Schools that have been closed include Hawksburn Primary School No. 1467 (369 Malvern Road) and Prahran Primary School No. 2855 (High Street).
Male students and teachers outside Hawksburn State School, c.1880 ([SLHC Reg. No. 7078]) and (above) the view today. ([SLHC Reg. No. 13389])
The theme of education in the study area is also illustrated by places associated with continuing and higher education and training. The study area is notable as it provides evidence of key stages in the evolution of higher education beginning with Mechanics’ Institutes, through to Melbourne High and then to universities. The importance of education as a theme within the study area is also represented by the places that were associated with the training of teachers for both the private and state school systems. The former Malvern Girls’ High is of particular significance in the history of education for girls.

Example of places associated with this theme
- Prahran Mechanics’ Institute and Prahran Campus of Swinburne University
- Melbourne High School and the buildings associated with Malvern Girls High at Primary School No. 2856 (Tooronga Road)
- Glenbervie (11 Glenbervie Road, Toorak)
- Stonington Campus of Deakin University
- Holmesglen College of TAFE.

Developing a private school system and Catholic schools

The study area provides evidence about the development of the private school system in Victoria. Of particular interest is how the large number of private schools and the correspondingly small number of state schools illustrates the creation, development and establishment of the private school sector in Melbourne. The high number of private schools, and continued adherence to them rather than to the state sector, is significant as it is a key factor in determining the middle-class identity of both Melbourne and the study area. Also of significance is the study area’s provision for the training of school teachers specifically for the private sector.

The private schools and other educational establishments are one of the key adaptive re-users of mansions once owned by the area’s wealthy residents.

Some examples of private and Catholic schools include:
- Presentation College, Dandenong Road, Windsor
- Loreto Mandeville Hall (Mandeville Crescent, Toorak), Caulfield Grammar (Malvern Campus, Willroby Avenue, Glen Iris) and St Catherine’s School (Heyington Place, Toorak) – These schools all incorporate former private mansions into the campuses.