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## CHAPTER XII.

### EDUCATION.

#### § 1. Evolution of Educational Systems in Australia.

An account of the development of the Australian school system up to 1929 is to be found in Official Year Books Nos. 1, 2, 17 and 22, and in Official Year Book No. 40 a reasonably complete review of changes which had occurred up to 1951 and of the practices then current was presented from material furnished in the main by the Commonwealth Office of Education.

In the sections which follow, the information relating to the educational programme applies mainly to the year 1956. The statistics given in the tables, however, relate to 1954 for schools and technical colleges and to 1955 for universities.

#### § 2. Government Schools.

**1. Administration.**—Education is the responsibility of the State Governments. The Commonwealth is, however, empowered to provide financial assistance to students and meets the full cost of education in Commonwealth Territories, although staff and facilities are largely provided by State education authorities.

Although there is a tendency towards regional administration, State educational administration is centralized. The permanent head of the Department of Education or Public Instruction in each State is responsible to the Minister for Education (or Public Instruction). Contact with the schools is maintained principally through Inspectors, called Superintendents in Western Australia and Tasmania. Departments are usually divided into primary, secondary and technical divisions. Some technical colleges are, however, in a large measure autonomous. Universities are independent foundations although much of their income is derived from State and Commonwealth grants.

Examination Boards, representative of the universities, the Education Departments and non-government schools, control public examinations and syllabuses, and curriculum committees prepare primary and secondary curricula. State Ministers for Education meet periodically as the Australian Education Council, to discuss matters of common interest, and Directors of Education meet annually as a Standing Committee of this Council.

**2. The School System.**—(i) *Compulsion.* In all States, there is legislation for compulsory school attendance. The original Victorian Education Act was passed in 1872, followed by similar Acts in Queensland (1875), South Australia (1878), New South Wales (1880), and Tasmania and Western Australia (1893).

In 1956, the ages between which children were legally required to attend school were as follows:—New South Wales, 6 to 15 years; Victoria, 6 to 14 years; Queensland, 6 to 14 years; South Australia, 6 to 14 years (children may not leave school until the end of the term during which they reach the age of 14 years); Western Australia, 6 to 14 years; and Tasmania, 6 to 16 years.

In Victoria, South Australia, and Western Australia, amendments to the Acts have provided for the raising of the school leaving age to 15 years, but to date this legislation has not been implemented.

Schooling may be given in government schools (including correspondence and special schools) or non-government schools and in a small minority of cases by private tuition.

The employment of children of school age is prohibited by law.

(ii) *Beyond compulsion.* In recent years, the development of large-scale industry and scientific farming has demanded a diversity of skills and a general raising of the educational level of the population. The raising of the school leaving age in two States and the tendency everywhere for children to stay longer at school have been expressions of public realization of this. In recent years, less than half of all children left school when they reached the age limit for compulsory attendance. Indeed, almost half now proceed to some form of further education beyond secondary school, either as full-time students, as part-time apprentices or trainees released during the day by their employers, or as part-time evening students.

In the early years of government provision of education, the main emphasis was on the primary school, which catered for children under compulsion and offered a course largely confined to the tool subjects, reading, writing and arithmetic. However, a process of extension and differentiation both at the bottom—infants' schools and kindergartens—and at the top—secondary schools—was well under way during the early years of this century.

3. **The Educational Ladder.**—(i) *Infants' Schools.* It is now customary, although not compulsory, for children to begin school when they are five years old. In larger primary schools, they enter the infants' school, and in smaller schools infants' classes, which occupy two or three years, the first year in some States being called "Kindergarten" or "Preparatory". The emphasis in the infants' classes is very much on general development, on play activities and on the informal aspects of the educational processes. In some cases the first two grades of primary education, together with any "Preparatory" or "Kindergarten" classes, are to be found in separate infants' schools or departments. But whether in a separate establishment or as a part of a primary school, there is a gradual move towards formal instruction. At the end of the period, most children are able to read with some fluency, carry out simple arithmetical operations founded on the basic number facts, and can write in pencil. In addition, they have acquired skills with art materials and the like. A good deal of the instruction is carried on through activity methods, involving, for example, dramatic work, puppetry, and school "shops". Children then pass at about the age of 8 or 9 to the more formal primary school, in which they normally spend four or five years.

(ii) *Primary Schools.* The main emphasis in the primary school as distinct from the infants' school still lies on the tool subjects (reading, writing and arithmetic) and, in more recent years, on oral language, but the methods of teaching have undergone considerable changes. Changes in the purpose and outlook of educationists, and the raising of the professional standards of teachers, have made for greater freedom for pupils and teachers, some departure from the methods of mass instruction, and the closer linking of the curriculum with the child's social environment.

In general, it is true to say that there is now less emphasis on results, and that basic skills are taught at a somewhat later stage. At the same time, the curriculum has been broadened. More individual instruction has led to a reduction of minimum standards of achievement for the less able and a stress on curriculum enrichment for the bright. Retardation, i.e., the repeating of grades, has been considerably reduced, the aim being for each child to remain with his age group. In all States, "opportunity classes" exist for backward children, and in one State "opportunity classes" are provided for the especially bright.

(iii) *Secondary Schools.* At the age of 12 or 13 (in Queensland, 14), children transfer to a secondary school course. In the cities and larger country centres, this is provided in a separate school, but in less densely populated areas secondary classes share the same buildings as primary classes. In rural areas, secondary pupils may share teachers or classrooms with primary pupils, and even in one-teacher schools a few secondary students may carry out correspondence assignments under the supervision of the primary teacher-in-charge.

Secondary curricula have developed from the matriculation requirements of the universities. English grammar and literature, mathematics, including algebra, geometry and trigonometry, were the core. Languages, chiefly Latin and French, or science, chiefly physics and chemistry, and history had an important place. Geography and drawing were often taken in the first two or three years.

As a result of changes in the academic course for matriculation, greater emphasis has been placed on oral language and written expression in the English course; Latin has waned in popularity and modern languages other than French and German are being taught in a few schools. A general science course has been introduced in some States, and social studies, a synthesis of history, geography and civics, is a subject to matriculation level in two States. More emphasis has been placed on art, music and physical education. In recent years, the provision of a secondary education for all has gained ground rapidly, although the entrance requirements of tertiary institutions are still provided for.

Consequently, alongside the academic course, other courses have grown up. In country areas, they may be offered in the same school or the academic course may even be largely abandoned. In the city, it is usual to offer non-academic courses in separate schools. The academic schools and multi-lateral country schools are usually known as High Schools, while the other types are generally distinguished by such names as Junior Technical Schools and Home Science Schools.

Particular mention should be made of the recent development of the all-age consolidated school sometimes with an agricultural bias, found under various names in different States. Tasmania and South Australia adapted the idea of the English village area schools to Australian conditions and established "Area Schools", some of which have farms attached.

The courses followed in the non-academic schools are in general broader than in the academic schools. There is less concentration on establishing an academic discipline and method peculiar to each subject, but more attention to correlation between fields of knowledge, sometimes expressed by projects involving them all. Less time is generally devoted to mathematics and the formal sciences, more time to practical work and to art and musical appreciation. In English, oral language is emphasized rather more and grammar much less than in the academic schools.

(iv) *State Details.* Very brief particulars of the position in each of the States were given on pp. 432-3 of Official Year Book No. 40.

4. **Examinations and Accrediting.**—(i) *Examinations.* In earlier years, most States had three examinations for school children. The first came at the end of primary school and was variously known as the "Qualifying Certificate" or "Scholarship". These examinations were regarded as a qualification for secondary education. The third came at the end of the secondary course, at the age of sixteen or seventeen, and was known as the "Leaving" or "Senior Public" Examination, which qualified students for university matriculation. Between these came the "Intermediate Certificate" or "Junior Public Certificate", usually one or two years before the end of the full course of secondary schooling. A pass in this examination was a useful entrance qualification for clerical occupations, nursing, some Public Service positions, and other callings requiring academic training.

The entrance examination for secondary schools was administered by the Education Departments, although students from private schools also sat for it. The two higher examinations were generally under the control of a board, on which universities, Education Departments and non-government schools were represented.

The external examination for secondary school entrance has now been abolished in every State except Queensland, where the age of transition is fourteen and the "Scholarship" Examination must be passed to entitle the student to free secondary education and, if necessary, boarding allowances. The external Intermediate Examination has declined in importance, some States substituting internal examinations in some, or all, schools, other States providing a variety of internal certificates from different types of schools. The Leaving Certificate in most States has not been supplanted, but has been modified to provide a greater variety of subjects and, as for example in mathematics, the opportunity of choosing several specialized courses or a broad course.

The length of the secondary course has been increased in two States from two to three years for the Intermediate Certificate and from a further one to a further two for the Leaving. South Australia has a further year beyond the Leaving Certificate for a separate examination known as "Leaving Honours". Only the "Leaving Certificate" is necessary for matriculation, but good results—credits as distinct from passes—in the Leaving Honours Examination may carry exemption from some subjects of the first-year university course. In Victoria, the optional Leaving Honours year has been replaced by adding a further year after the Leaving Examination for a course leading to a special matriculation examination. Separate matriculation examinations also exist in New South Wales, Western Australia and Tasmania, but successful Leaving candidates are not required to sit.

(ii) *Accrediting.* The system of granting certificates, or credit for subjects passed, without external examination is a major development and now operates in four States. Credit is assessed on the student's record of work for the year, together with performance in internal examinations. Syllabuses can be less rigidly controlled and can be more freely adapted to local conditions, although standards are maintained by the supervision of the central authority. All States have an external examination for matriculation.

(iii) *State Details.* The details of accrediting in each State were given on pp. 433-4 of Official Year Book No. 40.

5. **Health Services to Schools.**—Information relating to school medical and dental services is given in Chapter XIV.—Public Health and Related Institutions.

6. **Guidance.**—Each of the Australian States has now a comprehensive system of educational guidance administered by trained and experienced educational psychologists and backed by a system of school record cards. In general, the functions of these services are:—selection and differentiation for secondary education, diagnosis and guidance of atypical children, preliminary vocational guidance and, in some States, research. The weight given to each of these functions varies considerably from State to State, but the aim is the provision of thorough educational guidance services for all children.

The Vocational Guidance Division of the Commonwealth Employment Service co-operates with State Education Departments by giving post-school vocational guidance, using the data obtained and made available by the Education Departments during the school career of the children.

7. **Research.**—(i) *State Education Departments.* All State Education Departments have set up research branches which function as integral parts of head offices. In several States, the officer who directs research is also responsible for the guidance service offered by his Department. The research undertaken is directed towards departmental activities and the findings of research are examined carefully in the determination of policy and procedures; in addition, many problems of immediate importance are handled. In the majority of States, too, the Research Branch supervises the collation of statistics; it also plays an important part in curriculum revision and modification of examinations.

(ii) *Australian Council for Educational Research.* Research in education is also carried out by a non-governmental body called the Australian Council for Educational Research. It is engaged on educational research in a wide variety of fields, ranging from tertiary to pre-school education. It conducts surveys and enquiries, makes grants to approved educational investigators, serves as a centre to disseminate educational information, provides training for research workers, and standardizes and distributes educational and psychological tests for use in Australia. Although this Council is an autonomous body, the Commonwealth and State Governments contribute some financial support to it.

8. **Atypical Children.**—Pupils who, for one reason or another, cannot progress to their best advantage in an ordinary school are catered for by special schools or classes. Among groups given special attention are the mentally backward, the gifted, the physically handicapped, the blind, deaf and dumb, the epileptic, the cerebral palsied, the partially sighted, the hard of hearing and the delinquent. The provision of special schools and classes has involved the appointment of departmental specialists, special training courses and close liaison with school health services. In some States, special clinics attached to hospitals or functioning as an independent child-welfare service handle cases of personality maladjustment; they work in co-operation with the psychological services of the Education Departments.

9. **Education of Native Children in Australia.**—The Commonwealth Government is responsible for the education of full-blood native children in the Northern Territory. Each State has responsibility for the welfare and education of native children within its boundaries.

Native children are admitted to government schools in all States except in areas where separate facilities are provided for the natives. In those States where natives are more numerous, special schools are located at or near aboriginal reserves, settlements and stations. The schools are for the most part staffed by teachers from the Education Departments, and the curriculum is similar to that in ordinary government schools with a bias towards handicrafts. Numbers of native children also attend the mission schools conducted in several States by the various denominations. The standard of education in these schools generally is similar to that in the government schools.

10. **Provision for Rural Areas.**—(i) *General.* The population of Australia is so scattered that there is a problem in providing primary, and more especially secondary, education for all eligible pupils. One method of meeting this problem was the establishment of a wide network of one-teacher primary schools, staffed in the main with trained teachers. The practice of sending itinerant teachers to outlying areas has been introduced in the far north of Western Australia, and mobile railway cars are used for technical education in New South Wales and domestic science in Queensland. In general, however, it has been the practice to bring the child to the educational facilities rather than vice versa.

(ii) *Subsidized Schools.* Where there is a group of children too few in number to warrant the establishment of a one-teacher school, a "subsidized school" may be opened. The Education Department pays part of the cost, and in some States appoints a teacher. Some States also administer "provisional schools", which are completely financed by the Government but which are not large enough, or sufficiently assured of adequate continued attendance of pupils, to warrant classification as permanent schools.

(iii) *Consolidation.* As early as 1904, the policy of transporting pupils to larger and more central schools began to come into operation. Trains, bicycles and horses were first employed, but the use of buses has led to a very great development of school transport systems. This policy, known as "consolidation", has been responsible for a substantial reduction in the number of small schools, and is one of the most striking developments of the past twenty years. The consolidated school is usually not merely a larger primary or secondary school; it generally provides a curriculum specially adapted to the needs of the rural area it serves. Organized transport for children attending country primary and secondary schools has been developed considerably.

(iv) *Special Assistance.* Another way of bringing children and schools together has been the provision of financial assistance for children who have to live away from home in order to attend school. Most of these board in private homes but there are eight government hostels and 67 private ones (excluding private boarding schools), many of which are government-subsidized, which cater for more than 1,800 children of secondary school age and a small number of primary school children also. Special scholarships for country children, giving allowances for living away from home, and substantial fare concessions for vacation travel are provided by all States.

(v) *Correspondence.* For children who are still unable to attend school, systems of correspondence tuition have been established in every State. The Education Departments provide tuition through primary and secondary school levels and up to matriculation standard if required. In addition, the Technical Correspondence Schools conducted by the senior technical college of each state provide correspondence tuition at secondary level up to matriculation standard for students over the school leaving age. Further reference to the work of the Technical Correspondence Schools is made in § 5 of this chapter, which deals with technical education.

11. *School Broadcasting in Australia.*—Over the years, an extensive school broadcasting system has been developed in Australia by the co-operative efforts of the Australian Broadcasting Commission and education authorities. The School and Youth Education Department of the A.B.C. is responsible for the broadcasting of the programmes, but it draws freely on the advice and services of teachers and maintains permanent liaison officers with the Education Department. More than two-thirds of Australian schools are equipped with radio receivers.

School broadcasts are presented as part of the regular A.B.C. programmes without separate stations or wave lengths. Special efforts are made, however, to relate the broadcasts to the actual work in the schools by the extensive distribution of booklets giving details of programmes in advance and subject notes accompanied by picture sheets, work books, and teachers' notes.

Broadcasting has proved to be a most effective way of reaching the outback children of Australia, and radio lessons have been designed to supplement correspondence lessons. The success of the first School of the Air, which has been in operation at Alice Springs in the Northern Territory since 1950 and serves correspondence pupils of the South Australian Education Department, has led to the opening of similar schools in other isolated areas. One of these is based at Ceduna on the west coast of South Australia; the other is at Broken Hill, in the far west of New South Wales. These schools serve a total of many thousands of square miles. By means of special two-way radio equipment, children hundred of miles apart can participate in the same lesson and teachers and pupils can talk directly with each other.

The "Kindergarten of the Air" is described in § 4 (page 448) of this chapter, which deals with pre-school education.

12. *Teacher Training and Recruitment.*—(i) *General.* The training of government school teachers is carried out by the State Education Departments, but in most States persons who wish to train for teaching in private schools may attend government training colleges on payment of a fee. Many non-government school teachers have been drawn from the government teaching services; others have been recruited at the university graduate level. Private training institutions also provide some teachers.

An account of the early growth of teacher training systems is to be found in Official Year Book No. 22 and subsequent developments were reviewed extensively in Official Year Book No. 40. The pupil-teacher system has been abandoned as the chief method of training teachers and teacher students are now recruited at matriculation level and given a professional course of training at colleges controlled by Education Departments or by university Departments of Education. The raising of entrance standards and prolongation of training has led to a close association between the Education Departments and universities. The trend has been towards placing teacher training on the same basis as other professional training.

There is at present a shortage of teachers in Australia. Measures taken to overcome this shortage include substantial increases in teachers' salaries and liberalization of promotion systems, publicity drives to attract recruits and increases in living allowances to departmental teachers' college students. In some States, these allowances amounted to more than £300 a year per student in 1956.

(ii) *Training Colleges.* Every State maintains at least one teachers' training college. Most students are trained at colleges in the capital cities, although there has been a movement towards the establishment of colleges in the country. In 1956, there were in Australia 21 teachers' colleges conducted by Departments of Education and professional training for teachers was provided by seven universities.

(iii) *Training of Primary Teachers.* In most States, teachers for government primary schools are trained in teachers' training colleges controlled and administered by the State Education Departments. Colleges are conducted on a co-educational basis, and departmental trainees are given a monetary allowance while in training and are required to enter into a bond to serve for a specified period or to repay all or portion of the cost of training.

The entrance standard is generally at the Leaving Certificate level at about the age of seventeen. In some States, intending teachers can obtain a scholarship at the Intermediate Certificate level to enable them to complete teachers' college entrance requirements. In return, they are required to enter into a bond of service additional to that normally required of departmental teachers' college trainees.

In general, the duration of courses is two years for primary teachers, including infants' teachers. There is a variety of subject detail in training courses in the different States. The basic subjects taken in the various courses are principles, history and general methods of teaching, special methods of teaching primary school subjects and educational psychology. In addition, students undertake courses in physical education, art, music, school hygiene and handicrafts as well as lectures designed to widen their own cultural background.

In South Australia, primary teacher trainees attend certain university courses, including Education, as part of their training. In Tasmania, while there is a government teachers' college giving a special short course designed to train female primary and infant teachers, the university is responsible for training most teachers for government schools on behalf of the Education Department.

In some States, separate courses are provided for infants' teachers and for teachers in small one-teacher schools. In Victoria, an extension course of one year following the primary course is designed to train teachers of home crafts for primary schools.

(iv) *Training of Secondary Teachers.* Prospective secondary teachers are required to undertake a degree course followed by a one-year post-graduate course leading to a university Diploma in Education. The year's professional training in education includes lectures and seminars on subjects associated with educational theory and practice, study of methods and techniques appropriate to secondary school subjects, periods of practice teaching and the observation of classroom techniques in the teaching of special subjects. In some States, the teachers' colleges provide special courses of training for teachers of junior secondary schools or classes.

(v) *Training of Specialist Teachers.* Teachers of specialist subjects such as music, art, manual arts, domestic science and commercial subjects receive from two to five years' training varying according to the institution concerned and the type of secondary school in which the teacher is to teach. In several States, the shorter courses are provided wholly by the teachers' colleges. Where the specialist course is given at an institution other than the teachers' college—for example, at a university, technical college or conservatorium of music—as is usual for teachers of specialist subjects in high schools, trainees are required to attend teachers' college or university lectures in education and in some cases the specialist course is followed by a year of professional training.

Courses designed to train Physical Education teachers are offered in five States, in one at a teachers' college and in the others by the universities.

Training of teachers in agricultural subjects in secondary schools is available in five States and consists of either an agricultural college diploma or a university degree course together with professional training. In Victoria, the two-year agricultural college diploma course follows the normal two-year primary teachers' course. In New South Wales, in addition to the three-year university agricultural course followed by one year's professional training, there is a two-year teachers' college agricultural course.

(vi) *Training of Technical Teachers.* Teachers of general subjects in technical schools and colleges generally receive their training either as primary or as secondary teachers and after some experience in either or both fields are transferred to a technical institution.

Teachers of specialist subjects in technical schools are in the main recruited from the ranks of qualified tradesmen engaged in either industry or commerce. Upon appointment, teachers of technical subjects usually receive instruction in classroom teaching techniques and procedures. A Technical Teachers' College has been established in Victoria.

(vii) *In-service Training.* As almost all teachers now enter the profession by way of teachers' training colleges, where they receive basic professional training, in-service training in Australia is directed chiefly towards keeping teachers abreast of developments and adding to their basic training.

Such training usually takes the form of short courses held sometimes during vacations, sometimes during school-time or in the evenings. Courses consist of discussions and lectures given by senior staff members of Education Departments and university and teachers' college lecturers, on such subjects as classroom techniques and supervision, librarianship, music, arts and crafts, and physical education. In some States, there are also in-service courses for special groups of teachers, such as headmasters or teachers of one-teacher schools. In addition, district inspectors are responsible for organizing short conferences of teachers where professional topics are discussed.

Education Departments encourage practising teachers to pursue university courses, and in some States pay the cost of courses undertaken by selected teachers.

The official publications of the Education Departments contain articles dealing with educational theory and practice. In most States, the magazines of the teachers' organizations, which reach the majority of government teachers, also contain articles of this type.

(viii) *State Details.* The details of teacher training in the States were given on pp. 442-3 of Official Year Book No. 40.

(ix) *Sex and Status of Teachers.* Although about one half of the teachers in State schools in Australia are men, the ratio varies from State to State. In the infants' schools and generally in girls' departments, women teachers only are employed. Men, however, predominate in the senior positions, both because of their greater preponderance amongst those with long service and because the higher promotion positions are generally reserved for men, except for some in infants' schools and girls' schools which are reserved for women.

13. *School Buildings and Grounds.*—In 1930, school building programmes were seriously cut because of the financial difficulties of the depression. The 1939-45 War intervened before school building could be resumed on a large scale. After the war, the building of schools was given a high priority and most schools are therefore either quite new or more than 25 years old.

The post-war buildings fall into two groups, portable and permanent. In primary schools, in particular, some Education Departments favour a mixture of both kinds of classrooms, thus enabling them to cope with the changing age-composition of different areas. Prefabricated classrooms have been imported or locally produced in very large numbers—the Bristol aluminium dual units being especially popular. Generally, these have been used to extend existing schools, although in a few cases entire schools have been composed of them. To meet the very acute shortage, all kinds of emergency measures have been taken, including the hiring of halls, and the use of cloak-rooms, weather sheds and verandahs for class instruction. However, a considerable number of modern and imposing new secondary schools have been built and equipped with special facilities for the varied activities of the pupils.

14. *Equipment.*—(i) *Text Books and Materials.* All equipment regarded as essential by the Education Department in each State, including equipment for manual training and home arts, but excluding text books for pupils, is provided free of charge.

The more widespread application in recent years of activity and play-way methods in the infants' schools has been stimulated by the provision of a greater volume of free materials such as blocks, counters, peg-boards and modelling clay.

Secondary schools are almost always provided with laboratories, but these are not found in primary schools, with the exception of the larger all-age schools in the country.

(ii) *Furniture.* There has been considerable development in this field. Originally most schools were equipped with long desks and benches, seating six to eight pupils, but these were later replaced by the standard dual desk with tip-up seat, and in infant classes

by individual chairs and small tables. After the war, considerable research was undertaken on posture and the physical measurement of children. The dual desk is now being replaced in some States by the individual table and chair, provided in a range of sizes suitable to each class. In some States, tubular steel is used. The new type of furniture is more suitable for flexible arrangements of the class in line with modern educational practice.

(iii) *Visual Aids.* In the past 20 years, there has been a remarkable growth in the use of visual aids in education. After some resourceful pioneering work had been done by individuals, the Department of Education, between 1936 and 1939, appointed special committees and teacher demonstrators to guide the development of the new educational medium. Production units to produce film strips suitable for use in schools were set up in five States and an Australian-produced film-strip projector was manufactured. After the war, the emphasis moved from the strip projector to the 16 mm. sound machine and the National Film Board, set up by the Commonwealth Government to promote the use of educational films, became the main producer of these films. Film companies are also designing films primarily for class-room use and several manufacturers have produced 16 mm. sound projectors. Education Departments have their own film libraries to distribute films to schools and, in addition, borrow from the National Library which is the main distributing centre for non-technical films in Australia.

15. *Parent and Citizen Organizations.*—In Australia, where all government schools are administered by central departments, there is little opportunity for local administration of education. Public interest is expressed through parent and citizen organizations. Although the names of these bodies differ in the various States, they have similar aims which are :—to promote the interest of the school by bringing parents, pupils and teaching staff together ; to help provide teaching aids not supplied by the department ; to provide recreation materials ; to assist in the regular attendance of children at school ; to help find accommodation for teachers.

In all States, the parent and citizen organizations have affiliated to become State-wide bodies. These, in turn, are the members of the Australia-wide body, the Australian Council of School Organizations.

16. *Statistics of Government Schools.*—(i) *General.* The government schools shown in the following tables include primary, secondary, junior technical, correspondence and subsidized schools, but exclude senior technical colleges, evening schools and continuation classes.

Particulars relating to senior technical colleges are given in § 5 page 448.

(ii) *Year 1954.* (a) *General.* The following table shows for 1954 the number of government schools, together with the teachers employed, teachers in training and the number of individual children enrolled.

GOVERNMENT SCHOOLS(a), 1954.

State or Territory.	Schools Open at End of Year.	Teachers Employed (excluding Teachers in Training).	Teachers in Training.	Net Enrolment.
New South Wales(b) .. .. .	2,557	15,521	2,875	501,923
Victoria .. .. .	2,003	10,924	2,413	313,963
Queensland .. .. .	1,555	6,407	1,608	191,648
South Australia .. .. .	679	4,373	480	122,994
Western Australia .. .. .	483	3,051	752	(c) 88,748
Tasmania .. .. .	321	2,048	312	54,333
Northern Territory(d) .. .. .	9	68	..	(c) 1,676
<b>Australia .. .. .</b>	<b>7,607</b>	<b>42,392</b>	<b>8,440</b>	<b>1,275,285</b>

(a) Excludes Senior Technical Colleges. (b) Includes Australian Capital Territory. (c) Average weekly enrolment. (d) Year ended 30th June, 1955.

(b) *Average Enrolment and Attendance.* The methods of calculating enrolment are not identical throughout the States. The unit in South Australia is the daily enrolment.

while New South Wales, Victoria, Western Australia and Tasmania employ the weekly enrolment. In Queensland, no average enrolment is compiled, and the August census enrolment figure has been taken.

As with enrolments, there is no uniform method of calculating the average attendance. Most of the States aggregate the attendances for the year and divide by the number of school sessions. New South Wales and Western Australia, however, employ averages of term averages. The average enrolment and attendance in each State and the Northern Territory during 1954 are shown below :—

**GOVERNMENT SCHOOLS(a) : AVERAGE ENROLMENT AND ATTENDANCE, 1954.**

State or Territory.	Average Weekly Enrolment.	Average Daily Attendance.	Percentage of Attendance to Enrolment.
New South Wales(b) .. .. .	467,441	415,860	88.97
Victoria .. .. .	299,670	272,548	90.94
Queensland .. .. .	(c) 184,210	161,835	87.85
South Australia .. .. .	115,579	107,875	93.33
Western Australia .. .. .	88,748	82,677	93.16
Tasmania .. .. .	51,825	47,169	91.02
Northern Territory(d) .. .. .	1,676	1,520	90.69
<b>Australia .. .. .</b>	<b>1,209,149</b>	<b>1,089,484</b>	<b>90.10</b>

(a) Excludes Senior Technical Colleges. (b) Includes Australian Capital Territory. (c) Census enrolment at 1st August, 1954. (d) Year ended 30th June, 1955.

Recurring epidemics of contagious diseases, minor illnesses and bad weather are all factors which affect the full attendance of pupils at school.

The average attendance at government schools in Australia is shown in the following table for the year 1891 and at varying intervals to 1954.

**GOVERNMENT SCHOOLS(a) : AVERAGE ATTENDANCE, AUSTRALIA.**

Year.	Total Population. (b)	Average Attendance.	Year.	Total Population. (b)	Average Attendance.
	'000.	No.		'000.	No.
1891 .. .. .	3,421	350,773	1948 .. .. .	7,792	770,554
1901 .. .. .	3,825	450,246	1949 .. .. .	8,046	810,800
1911 .. .. .	4,574	463,799	1950 .. .. .	8,307	844,123
1921 .. .. .	5,511	666,498	1951 .. .. .	8,528	899,514
1931 .. .. .	6,553	817,262	1952 .. .. .	8,740	974,934
1939 .. .. .	7,005	744,095	1953 .. .. .	8,903	1,037,621
1941 .. .. .	7,144	732,116	1954 .. .. .	9,090	1,089,484

(a) Excludes Senior Technical Colleges. (b) At 31st December.

(c) *Schools in the Australian Capital Territory.* During 1954, eleven government schools were in operation in the Australian Capital Territory; enrolment numbered 3,909; and average attendance was 3,427. By arrangement with the Commonwealth Government, these schools are conducted by the New South Wales Education Department with provision for primary and secondary education, the Department being recouped for expenditure. The cost of the teaching staff in 1954-55 was £199,734, while the cost of general maintenance amounted to £114,047. The figures quoted exclude enrolment, etc., at the Canberra Technical College and the Evening Continuation School. For further particulars of education facilities in the Australian Capital Territory see Chapter V.—The Territories of Australia, Australian Capital Territory, p. 115.

(iii) *Expenditure.* (a) *Maintenance—All Schools (except Senior Technical Colleges).* The net expenditure on maintenance in all grades of schools, except senior technical colleges and, in Victoria and (in 1939) Tasmania, junior technical schools, and the cost per head

of average attendance for 1939 and each of the years 1950 to 1954 are shown in the following table. The figures do not include expenditure on buildings, which is shown in a subsequent table. In all expenditure tables, the figures for Victoria, Queensland, Western Australia and the Northern Territory relate to the financial year ended six months later than the calendar year.

### GOVERNMENT SCHOOLS(a) : NET EXPENDITURE ON MAINTENANCE.

Year.	N.S.W. (b)	Vic. (c)	Q'land.	S. Aust.	W. Aust.	Tas.	N.T.	Total.
TOTAL (INCLUDING SECONDARY SCHOOLS). (£.)								
1939 .. ..	4,598,376	2,667,094	1,481,399	854,037	730,500	(c) 320,616	6,802	10,658,824
1950 .. ..	10,830,086	7,763,962	3,963,736	2,435,007	2,283,666	1,082,758	40,578	28,399,793
1951 .. ..	13,222,509	9,776,957	4,813,837	3,050,624	3,285,769	1,367,236	57,156	35,574,088
1952 .. ..	17,844,140	11,930,560	5,630,480	3,767,881	3,897,881	1,916,383	88,176	45,075,501
1953 .. ..	19,716,929	12,993,461	6,353,251	4,106,697	4,381,933	2,211,116	101,893	49,865,280
1954 .. ..	21,486,088	14,453,861	6,978,485	4,443,816	5,143,030	2,318,304	125,062	54,948,646
PER HEAD OF AVERAGE ATTENDANCE. (£ s. d.)								
1939 .. ..	15 12 2	14 1 4	13 0 9	12 18 4	14 5 7	11 7 6	11 3 9	14 6 7
1950 .. ..	33 0 6	37 11 1	29 17 11	31 14 8	36 0 8	30 6 3	39 14 1	33 12 11
1951 .. ..	37 16 1	44 12 4	33 14 8	36 18 9	49 2 10	36 11 10	52 6 10	39 11 0
1952 .. ..	47 8 11	49 19 3	36 8 1	41 0 9	54 8 0	45 16 5	72 10 3	46 3 7
1953 .. ..	49 1 9	50 8 1	40 14 8	40 15 5	37 12 8	50 7 2	66 2 5	48 1 2
1954 .. ..	51 13 4	53 0 8	43 2 5	41 3 11	62 4 2	49 3 0	82 5 6	50 8 9

(a) Excludes Senior Technical Colleges.

(b) Gross figures, receipts not being available.

(c) Excludes Junior Technical Schools.

(b) *Maintenance—Secondary Schools.* The figures shown in the preceding table refer to expenditure on the maintenance of all government primary and secondary schools, excluding senior technical colleges. It has been the practice of the State Education Departments to give separate information in regard to the cost of secondary education. The fact, however, that both elementary and higher education are in some instances given in the same school and by the same teacher makes difficult any satisfactory allocation of expenditure between primary and secondary education. Furthermore, the term "secondary" has not the same meaning in all States. Similar difficulties arise in connexion with the apportionment amongst the various branches of expenditure on administration, inspection and the training of teachers. The figures quoted hereunder in regard to cost have been extracted mainly from the reports of the State Education Departments, and are subject to the above qualifications.

### GOVERNMENT SECONDARY SCHOOLS(a): EXPENDITURE ON MAINTENANCE.

State.	1953.		1954.	
	Cost.	Cost per Head of Population.	Cost.	Cost per Head of Population.
	£	£ s. d.	£	£ s. d.
New South Wales .. ..	5,747,866	1 13 11	6,450,426	1 17 8
Victoria .. ..	3,377,023	1 7 11	3,881,621	1 11 2
Queensland .. ..	735,821	0 11 4	842,976	0 12 9
South Australia .. ..	982,065	1 5 4	1,056,726	1 6 6
Western Australia .. ..	1,118,198	1 15 5	1,340,213	2 1 4
Tasmania(b) .. ..	396,503	1 5 11	424,705	1 7 4

(a) Excludes Senior Technical Colleges.

(b) Includes High and Junior Technical Schools.

The figures in all cases exclude the cost of buildings. In Queensland, the figure quoted excludes the cost of the Agricultural High School and College, which amounted in 1953–54 to £214,080 and in 1954–55 to £221,181.

(c) *Buildings.* Expenditure on government school buildings, excluding senior technical colleges, for the years 1939 and 1950 to 1954 was as follows.

**GOVERNMENT SCHOOLS(a) : EXPENDITURE ON BUILDINGS.**  
(Including Loan Fund Expenditure.)  
(£.)

Year.	N.S.W.	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.	N.T.	Total.
1939 .. ..	411,720	206,481	174,725	85,539	56,994	60,011	539	996,009
1950 .. ..	2,163,917	2,364,674	633,149	544,859	676,742	402,080	13,723	6,799,144
1951 .. ..	3,531,351	3,118,637	854,761	911,036	916,515	721,740	96,729	10,150,769
1952 .. ..	4,845,271	3,099,502	644,998	1,667,480	2,006,693	599,338	116,735	12,980,017
1953 .. ..	4,170,103	4,061,455	811,867	896,922	1,037,832	668,252	59,721	11,706,152
1954 .. ..	5,493,800	4,660,276	1,286,620	1,146,487	1,458,278	1,312,325	15,608	15,373,394

(a) Excludes Senior Technical Colleges.

The totals for the various States in 1954 include the following amounts expended from funds other than the consolidated revenue fund :—New South Wales, £3,997,077 ; Victoria, £4,460,586 ; Queensland, £1,063,018 ; South Australia, £899,806 ; Western Australia, £1,189,452 ; and Tasmania, £1,233,757.

(d) *Net Total Cost.* The net total cost of education in government schools, including buildings, during the years 1939 and 1950 to 1954 was as follows :—

**GOVERNMENT SCHOOLS(a) : NET TOTAL COST.**  
(£.)

Year.	N.S.W. (b)	Vic. (c)	Q'land.	S. Aust.	W. Aust.	Tas.	N.T.	Total.
1939 .. ..	5,010,096	2,873,575	1,656,124	939,576	787,494	(c)380,627	7,341	11,654,833
1950 .. ..	12,994,003	10,128,636	4,596,885	2,979,866	2,960,408	1,484,838	54,301	35,198,937
1951 .. ..	16,753,860	12,895,594	5,668,598	3,961,660	4,202,284	2,088,976	153,885	45,724,857
1952 .. ..	22,689,411	15,030,062	6,275,478	5,435,361	5,904,676	2,515,721	204,911	58,055,620
1953 .. ..	23,887,032	17,054,916	7,165,118	5,003,619	5,419,765	2,879,368	161,614	61,571,432
1954 .. ..	26,979,888	19,114,137	8,265,105	5,590,303	6,601,308	3,630,629	140,670	70,322,040

(a) Excludes Senior Technical Colleges.

(b) Gross figures, receipts not being available.

(c) Excludes Junior Technical Schools.

The figures in this and the preceding tables refer to all grades of government schools with the exception of senior technical colleges, and in Victoria and (in 1939) Tasmania, junior technical schools. Including buildings, the net cost per scholar in average attendance for the whole of the government schools in Australia amounted in 1954 to £64 10s. 11d.

(e) *School Banking.* Particulars of School Savings Banks are included in Chapter XX.—Private Finance.

### § 3. Non-Government Schools.

1. *Public Authority and the Non-Government Schools.*—In all States, education is compulsory for all children between certain ages. It must be received in a government school, unless the child is under "regular and efficient" instruction elsewhere. This may be at home, or in a non-government school. The provision for control over the regularity and efficiency of instruction in the non-government schools varies considerably from State to State. In Queensland and South Australia, it is possible under the present regulations for schools to exist without inspection. In New South Wales and Western Australia, provision is made for an initial inspection when a new school starts, and for inspections thereafter as the Minister requires, to ensure efficiency. In Victoria and Tasmania, registers are kept of teachers and schools, and both teachers and schools must satisfy the administering authority that they are efficient before registration is granted. Without such registration, neither a teacher nor a school can operate. Provision is made, too, for inspections at any time by the registering authority.

Public authority over schools or institutions having scholars above the compulsory ages is generally less direct. It is effected directly by the registration procedures in Victoria and Tasmania, and in all States there is a measure of indirect control through provisions governing the awards of State scholarships for secondary education, which can be taken only in government or in approved non-government schools.

The eight State-subsidized grammar schools in Queensland are the only non-government schools in Australia for which an annual inspection is prescribed by statute.

In all States, non-government schools are required, under the authority of either the Education Acts or Statistics Acts, to furnish certain returns. The form of these returns may be prescribed in the Acts or may be subject to alteration with the Minister's consent.

2. Numbers of Non-Government Schools, Teachers and Enrolments, 1954.—The numbers of non-government schools, teachers and enrolments for 1954 are shown in the following table :—

## NON-GOVERNMENT SCHOOLS, 1954.

Denomination.	N.S.W. (a)	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.	N.T.	Aust.
NUMBER OF SCHOOLS.								
Church of England ..	41	34	16	13	8	5	..	117
Presbyterian ..	12	15	3	2	2	2	..	36
Methodist ..	6	4	(b) 5	3	3	1	..	22
Roman Catholic ..	636	374	243	113	152	38	2	1,558
Other Denominational ..	21	21	7	19	5	4	..	77
Udenominational ..	52	46	10	7	82	7	..	204
<b>Total ..</b>	<b>768</b>	<b>494</b>	<b>284</b>	<b>157</b>	<b>252</b>	<b>57</b>	<b>2</b>	<b>2,014</b>

TEACHERS.								
Church of England ..	744	639	250	169	107	90	..	1,999
Presbyterian ..	271	299	51	64	51	11	..	747
Methodist ..	164	159	(b) 107	75	47	22	..	574
Roman Catholic ..	4,523	2,013	1,504	633	614	217	13	9,517
Other Denominational ..	69	134	30	88	17	52	..	390
Udenominational ..	445	340	110	108	165	33	..	1,201
<b>Total ..</b>	<b>6,216</b>	<b>3,584</b>	<b>2,052</b>	<b>1,137</b>	<b>1,001</b>	<b>425</b>	<b>13</b>	<b>14,428</b>

ENROLMENTS.								
Church of England ..	9,871	12,142	4,039	3,021	2,012	1,409	..	32,494
Presbyterian ..	4,202	6,049	568	1,066	1,086	171	..	13,142
Methodist ..	2,384	3,436	(b) 1,694	1,240	891	319	..	9,964
Roman Catholic ..	128,559	87,306	45,923	16,681	20,486	6,813	450	306,218
Other Denominational ..	1,098	2,566	482	1,376	310	840	..	6,672
Udenominational ..	5,768	6,603	2,086	1,565	3,236	564	..	19,822
<b>Total ..</b>	<b>151,882</b>	<b>118,102</b>	<b>54,792</b>	<b>24,949</b>	<b>28,021</b>	<b>10,116</b>	<b>450</b>	<b>388,312</b>

(a) Includes Australian Capital Territory. (b) Presbyterian and Methodist Schools' Association.

3. Growth of Non-Government Schools.—The enrolment and average attendance at non-government schools in 1891 and at varying intervals to 1954 were as follows :—

## NON-GOVERNMENT SCHOOLS : ENROLMENT AND ATTENDANCE.

Year.	Enrolment.	Average Attendance.	Year.	Enrolment.	Average Attendance.
1891 ..	124,485	99,588	1949 ..	293,306	264,164
1901 ..	148,659	120,742	1950 ..	309,673	275,562
1911 ..	160,794	132,588	1951 ..	326,258	293,429
1921 ..	198,688	164,075	1952 ..	347,831	315,796
1931 ..	221,387	189,665	1953 ..	366,086	337,156
1939 ..	247,482	219,171	1954 ..	388,312	352,736

4. The Organization of Roman Catholic Education.—There is, in each State capital, an official who acts under the Archbishop as a Director of Catholic Education for the area. Each diocese within the area is, however, autonomous and manages its own educational affairs subject to the local episcopal authority. The State Director has, in addition to possible inspectorial functions within his own diocese, the duty of co-ordination of educational matters within his area, and of liaison with other educational authorities, particularly the State Education Department.

The system includes kindergartens, sub-primary, primary, academic secondary, home science, commercial, agricultural and technical schools, juniorates and minor seminaries, schools for the mentally and physically handicapped, orphanages and a variety of special schools of a charitable nature for under-privileged or socially handicapped children.

With the exception of a small number of permanent lay teachers and a number of visiting teachers, usually specialists in such matters as physical education, sport, speech, etc., teaching is done by members of religious orders.

5. **The Organization of Other Non-Government Education.**—(i) *General.* Within each State, although the other non-Government schools may be organized into loose forms of association for purposes such as sports, conferences, uniform conditions, etc., there is no system corresponding in size, detail or organization with the Roman Catholic schools.

(ii) *Church of England.* In certain schools under direct church control, the appointment of a majority of Council members rests with the Synod. More frequently perhaps the appointment of such Council members lies in the hands of the diocese or even the parish. The ecclesiastical head of the area, the archbishop or bishop, is typically *ex officio* chairman of the school Council. The church may appoint all members or on the other hand it may appoint a majority or only one or two. The other members are secured in many ways; some may be nominated by parents, some by "old boys", some by the "school association", some by co-option by the existing Council. Many combinations of these forms of membership occur.

(iii) *Other Denominations.* In general, the pattern is similar to that described above, with appointments usually controlled by the State authority of the church concerned, either alone or acting in conjunction with the local congregation. In Queensland, there are five schools operated under the joint auspices of the Presbyterian and Methodist Churches.

(iv) *Undenominational.* There are three main groups of such schools: firstly, those partly controlled by State action, such as those grammar schools for which some members of the controlling body are appointed under Act of Parliament; secondly, those operated under the auspices of corporate bodies, usually in the form of limited liability companies which may be affiliated with particular churches; and, thirdly, a number of privately-owned schools, many of which are small and restricted to kindergarten or primary schooling.

#### § 4. Pre-School Education.

1. **Types of Pre-School Centres.**—Free kindergartens were originally established and financed mainly in congested industrial areas, by voluntary effort, but over the years the Commonwealth Government, the State Governments and some municipal councils have provided an increasing amount of financial assistance.

In 1938, the six Kindergarten Unions, the voluntary organizations which pioneered pre-school education in Australia, met to form a federal organization. Its title "Australian Association for Pre-school Child Development" was in 1954 changed to "Australian Pre-school Association". Its membership is now open to all organizations whose main objective is the care of the pre-school child, and includes bodies in the Australian Capital Territory, the Northern Territory, and the Territory of Papua and New Guinea.

The aim of the association is to promote the continuous advancement of pre-school movements throughout Australia. It sets out standards which act as a guide throughout Australia to those sponsoring pre-school centres, and is responsible for the administration of the six Lady Gowrie Child Centres. These centres are demonstration nursery schools which the Commonwealth Government established in each of the capital cities in 1940 and which are maintained by Commonwealth grants.

To-day pre-school centres are found not only in inner city areas but in suburban and country districts. Programmes are adapted to suit the areas in which the centres are situated. Types of pre-school centres include nursery kindergartens, crèches with full-day care for children of working mothers, play groups and play centres, occasional care centres and residential holiday homes. Crèches accept children from a few weeks of age up to 5 or 6 years while other centres cater for children from about 3 years up to 5 or 6 years. A mobile unit is in operation in the Australian Capital Territory.

2. **The Training of Teachers.**—It is an accepted principle in Australia that all types of pre-school work should be under the guidance of trained pre-school teachers, although, owing to the shortage of teachers, this cannot always be put into practice.

The Kindergarten Unions in all States except Tasmania have established teacher training colleges providing three year courses. The minimum entrance age is seventeen and the Leaving Certificate is usually required before admission. In addition, in New South Wales, the Sydney Day Nursery and Nursery Schools' Association maintains a training college, and a two-year course for nursery teachers is available at Sydney Teachers' College. In Tasmania, plans are being made for a three year course, similar to those given by the Kindergarten Training Colleges, to be conducted by the university. A temporary one-year course has been provided at Kingston Pre-school Centre, but prospective teachers who wish to gain a Kindergarten Training College Diploma must at present study on the mainland.

Many students-in-training receive government scholarships, and others are sponsored by government departments or voluntary organizations.

3. **Kindergarten of the Air.**—The Kindergarten of the Air came into being in 1942 in Western Australia, where, under the stress of the war, kindergartens could not remain open. It was conducted by the Australian Broadcasting Commission and proved so successful that within a few years it was being broadcast throughout Australia and has inspired similar projects overseas. It consists of a daily programme of 25 minutes based on the interests of children from 3 to 5 years of age, and reaches children in the outback and in isolated country schools, children in hospital and other children who are not able to attend a pre-school centre.

4. **Kindergarten Unions.**—The following information regarding kindergarten unions has been compiled from particulars supplied by the principals of the chief institutions or the organizing secretary in each State, except in the case of Western Australia where the details were furnished by the Education Department. It refers to kindergarten unions or associations, and excludes the kindergarten branches in the government schools of the various States.

#### KINDERGARTEN UNIONS, 1955.

State.	No. of Schools.	Average Attendance.	Permanent Instructors.	Student Teachers.	Voluntary Assistants.
New South Wales .. ..	37	1,539	104	40	..
Victoria .. ..	49	1,525	87	(a)	(a)
Queensland .. ..	4	313	11	..	..
South Australia(b) .. ..	88	3,164	249	..	10
Western Australia .. ..	35	1,061	68	..	..
Tasmania .. ..	5	231	10	..	8
<b>Total .. ..</b>	<b>218</b>	<b>7,833</b>	<b>529</b>	<b>40</b>	<b>18</b>

(a) Not available.

(b) Includes affiliated suburban and country centres.

In 1955, only 51 of these 218 kindergartens were located outside metropolitan areas, mainly in the larger provincial cities. In each capital city, except Hobart, there is a training college and the number of students in training during 1955 was 110 in Sydney, 181 in Melbourne, 29 in Brisbane, 44 in Adelaide, and 21 in Perth.

### § 5. Technical Education.

1. **General.**—In this section, technical education refers to that branch of education which is concerned with the preparation for entry to skilled occupations, including trades and professions. In the main, this education is vocational and is chiefly part-time, being carried out by the student while he is engaged in his occupation. The work of technical high schools, junior technical schools and other schools of this nature, which provide courses with a bias towards technical handwork, has been excluded, as these schools provide a form of education which is more properly regarded as secondary education.

The chief institutions for vocational training other than the universities are the technical colleges. These offer training not only in all the major industrial skills, but also in a variety of commercial, artistic and domestic occupations. Training in certain technical aspects of agriculture such as farm mechanics, wool classing and food processing is also provided by the technical colleges, while the seven agricultural colleges provide thorough training in agriculture, dairying and horticulture. Two agricultural colleges offer, in addition, a course in food technology and Roseworthy Agricultural College, in South Australia, a course in oenology.

Although, as in other branches of education, the main lines of technical education were determined many years ago, expansion and development in the past 20 years has perhaps been greater in this field than in any other. The following table gives some indication of the growth of technical education in the years 1939 and 1950 to 1954.

#### TECHNICAL EDUCATION : AUSTRALIA.

Year.	No. of Colleges.	No. of Students.	No. of Teachers.(a)	Total Expenditure.
1939 .. ..	94	89,215	3,276	£ 1,359,800
1950 .. ..	141	161,564	6,409	5,096,563
1951 .. ..	146	158,179	6,179	5,930,370
1952 .. ..	141	170,325	6,428	7,145,402
1953 .. ..	141	178,301	6,688	7,826,645
1954 .. ..	146	178,527	7,149	9,245,560

(a) Includes both full-time and part-time teachers.

Technical education is the field most sensitive to changing material needs and has expanded to meet the requirements of new industries and techniques. The desire for the comparative economic security of skilled jobs during the period of economic depression and the increasing demand for skilled workers due to the development of more advanced techniques in industry stimulated public interest in all States.

A characteristic feature of technical education has been the close co-operation between the Commonwealth and the States. The technical colleges were able to play an important part in meeting two crises with Australia-wide implications. During the economic depression in the 1930s, States sought means to provide technical training for the young unemployed and this led, in 1936, to the Youth Employment Scheme, in which the States and the Commonwealth participated. During the 1939-45 War, the Commonwealth and the States worked together in the Commonwealth Technical Training Scheme to meet the war-time need for technicians; after the war, this type of training was continued in the technical colleges in the States as a part of the Commonwealth Reconstruction Training Scheme.

The expansion of technical education in the last two decades has paralleled the growth of secondary production from predominantly scattered small-scale and light industry to more concentrated large-scale heavy industry utilizing advanced techniques. Technical colleges have always been linked with the industries from which they draw staff and students, but whereas formerly they produced skilled craftsmen, they now also accept the responsibility of turning out persons capable of adapting themselves to swift technological changes and able to assume responsibilities of management and leadership. Furthermore, rapid changes in industrial methods call for a close connexion between college curricula and workshop practice in order that they may keep in step and so that applied research can make available to industry the results of pure research. The introduction of day training classes for apprentices is an indication of the development of this relationship between technical education and industry.

The history of the development of technical education is one of increasing government support and control, increasing financial commitments by both State and Commonwealth Governments as well as considerable financial support and greater participation by industrial undertakings in the work of the colleges, increasing enrolments and facilities, the development of curricula and courses to meet new needs, and the growing realization of the need to recruit and train teaching staff in a systematic way.

**2. Correspondence Training.**—Technical correspondence courses were first offered in Australia about 1910. During the period 1940 to 1944, technical correspondence schools were founded in each state in conjunction with the Commonwealth and these have become an important part of the system of technical education in the Australian states.

These schools offer not only a wide variety of correspondence courses, including trade and apprenticeship, rural, commercial and art courses, but, in addition, provide secondary courses up to matriculation or diploma entrance standard. Students who because of distance or working hours cannot attend technical college classes may enrol for these courses.

In 1955, the Royal Melbourne Technical College established a shortwave broadcasting station to provide further tuition for its correspondence students.

An interesting recent development in technical correspondence education, in which the Australian technical colleges are co-operating with the Commonwealth Government, is the Correspondence Scholarship Scheme operating under the Colombo Plan. Through this scheme, South and South-East Asian students may take correspondence courses conducted by the technical colleges and by the University of Queensland, which has a highly organised system of external tuition. Courses include commercial, rural and teacher-training, engineering and other technical courses. Where practical training is required as part of the course, it is taken by the student in his own country.

**3. Teacher Training.**—Prior to the 1939-45 War, technical colleges were staffed chiefly by men drawn from two sources. They were either trained teachers in the employment of the Education Department or technicians drawn from industry. Although some of the latter were highly qualified, the great majority had not been trained as teachers. In order to remedy this, there has been a move to develop schemes of training technical college teachers without breaking the important link provided by recruiting specialist tradesmen to teach in the colleges. For example, since the 1939-45 War, New South Wales has extended a system whereby tradesmen-instructors receive a course of teacher training in both general educational theory and teaching method. After appointment, a teacher in a large centre attends classes for six hours each week during his first year of service and two hours weekly thereafter until he has completed the training course. Correspondence courses and itinerant teachers care for the newly appointed teacher-instructor in country colleges. Modifications of this aspect are in operation in other States. Many technical teachers, principally of academic, commercial and domestic science subjects, hold trained teachers' certificates from teachers' colleges.

4. Colleges, Teachers and Students.—The number of colleges, teachers and enrolments of individual students during the years 1939 and 1951 to 1954 are given in the following table:—

**TECHNICAL EDUCATION: COLLEGES, TEACHERS AND ENROLMENTS.**

State.	Colleges.	Teachers.			Individual Students Enrolled.		
		Full-time.	Part-time.	Total.	Males.	Females.	Persons.
New South Wales—							
1939.. ..	24	301	894	1,195	27,403	9,861	37,264
1951.. ..	44	935	947	1,882	(a)42,513	(a)20,652	63,165
1952.. ..	40	984	1,032	2,016	(a)44,161	(a)22,820	66,981
1953.. ..	40	994	1,036	2,030	(a)45,226	(a)23,252	68,478
1954.. ..	40	1,064	1,037	2,101	45,394	20,424	65,818
Victoria—							
1939.. ..	30	817	456	1,273	21,158	7,686	28,844
1951.. ..	36	1,280	1,071	2,351	29,229	12,217	41,446
1952.. ..	36	1,338	1,090	2,428	32,517	13,993	46,510
1953.. ..	37	1,497	1,147	2,644	35,511	14,304	49,815
1954.. ..	43	1,712	1,199	2,911	34,900	14,778	49,678
Queensland—							
1939.. ..	13	94	108	202	5,125	1,272	6,397
1951.. ..	12	135	346	481	12,654	5,425	18,079
1952.. ..	12	137	354	491	13,849	5,953	19,802
1953.. ..	12	143	361	504	14,574	6,732	21,306
1954.. ..	12	147	403	550	15,065	6,855	21,920
South Australia—							
1939.. ..	17	104	212	316	6,390	3,331	9,721
1951.. ..	28	195	482	677	10,512	6,893	17,405
1952.. ..	27	203	498	701	11,033	7,195	18,228
1953.. ..	27	209	494	703	11,439	6,863	18,302
1954.. ..	26	212	549	761	11,922	6,799	18,721
Western Australia—							
1939.. ..	5	36	119	155	3,843	1,830	5,673
1951.. ..	17	145	325	470	8,101	4,703	12,804
1952.. ..	17	159	321	480	7,995	5,284	13,279
1953.. ..	16	173	286	459	8,987	5,736	14,723
1954.. ..	16	203	278	481	9,670	5,948	15,618
Tasmania—							
1939.. ..	5	41	94	135	936	380	1,316
1951.. ..	9	34	284	318	3,356	1,924	5,280
1952.. ..	9	37	275	312	3,085	2,440	5,525
1953.. ..	9	56	292	348	3,382	2,295	5,677
1954.. ..	9	71	274	345	3,890	2,882	6,772
Total—							
1939.. ..	94	1,393	1,883	3,276	64,855	24,360	89,215
1951.. ..	146	2,724	3,455	6,179	106,365	51,814	158,179
1952.. ..	141	2,858	3,570	6,428	112,640	57,685	170,325
1953.. ..	141	3,072	3,616	6,688	119,119	59,182	178,301
1954.. ..	146	3,409	3,740	7,149	120,841	57,686	178,527

(a) Partly estimated.

5. Expenditure.—The expenditure on technical education in each State for 1954 is shown below:—

**TECHNICAL EDUCATION: EXPENDITURE, 1954.**

(Including Loan Fund Expenditure.)

(£.)

State.	Salaries and Maintenance.	Equipment.	Buildings.	Total Expenditure. (a)	Receipts— Fees, etc.	Net Expenditure.
New South Wales	2,121,543	278,489	660,954	3,061,465	455,780	2,605,685
Victoria(b)(c)	2,607,155	65,000	1,051,176	4,271,059	269,078	4,001,981
Queensland	395,004	154,477	63,105	612,586	40,558	572,028
South Australia	458,323	(d)	61,802	520,523	69,429	451,094
Western Australia(c)	488,447	(d)	99,137	587,584	22,992	564,592
Tasmania	133,770	35,909	17,164	192,343	1,481	190,862
Total	6,204,242	533,875	1,953,338	9,245,560	859,318	8,386,242

(a) The differences between amounts shown in this column and the sums of the three preceding columns represent expenditure on other items.

(b) Includes expenditure on Junior Technical Schools.

(c) Year 1954-55.

(d) Included with salaries and maintenance.

Fees and other receipts are paid into Consolidated Revenue in all States except Victoria, where they are retained and spent by the Technical School Councils. The expenditure on buildings is financed largely from loan moneys, the sums provided from this source in 1954 being:—New South Wales, £780,676; Victoria, £1,051,176; Queensland, £48,747; South Australia, £38,194; Western Australia, £50,097; and Tasmania, nil.

The net expenditure on maintenance (including salaries) for technical education in Australia in 1954 amounted to 13s. 10d. per head of the mean population, as compared with £6 2s. 2d. per head expended on the net maintenance (including salaries) for primary and secondary education.

### § 6. Commonwealth Activities.

Although the primary responsibility for education rests with the Australian States, the Commonwealth Government is committed to a number of educational activities related to its other functions. For example, it maintains officer training colleges and education services for each of its Defence Services, a School of Pacific Administration for training administrators for the Territory of Papua and New Guinea and a School of Forestry. In each of the Australian territories, there is an education programme which provides for both the native and white children who live there. References to education in the territories appear in Chapter V.—The Territories of Australia.

The Australian Broadcasting Commission features school broadcasts and other educational broadcasts as part of its daily programmes. The Commonwealth Scientific and Industrial Research Organization undertakes research, the results of which are made available to educational institutions. In 1951, the Commonwealth Government introduced a free-milk scheme for school children. This extended a service which some State authorities were already providing for a proportion of the school population. Under the Commonwealth Reconstruction Training Scheme, many ex-servicemen and women have received the training which has enabled them to enter many different trades and professions.

The Commonwealth Office of Education, established under the Education Act 1945, acts as the Commonwealth's educational adviser, undertakes research work as Commonwealth activities require and is the channel for liaison between Commonwealth and State educational authorities. This office has responsibilities with regard to the education of migrants, international relations including the association of Australia with the aims and activities of the United Nations Educational, Scientific and Cultural Organization and the provision of scholarships and fellowships for selected students under the Commonwealth Technical Co-operation Scheme, the UNESCO Fellowship Scheme and the South-East Asian Scholarship Scheme.

The Universities Commission was also established under the Education Act 1945. This commission is mainly concerned with arranging training in universities and similar institutions for ex-members of the forces and providing assistance to students at universities and other approved institutions.

The Commonwealth also assists a number of other bodies concerned with education. Beside grants to organizations such as the Australian Council for Educational Research, grants are made to the States for payment to universities.

Further details of Commonwealth assistance to students and of grants for universities are given in § 8, para. 6, (iii) and (iv), of this chapter.

### § 7. Australia and International Relations in Education.

Despite its isolation, Australia has always been responsive to educational developments in overseas countries, particularly those in the United Kingdom, but it is only recently that it has begun to make any considerable impact on educational thought overseas.

In this connexion, there have been important developments since the 1939–45 War. For instance, there has been a remarkable increase in the volume of information on educational matters exchanged between Australia and South-east Asia, and Australia has participated in the Commonwealth Technical Co-operation Scheme and the United Nations Technical Assistance programme.

Perhaps the most important single factor behind the quickening of Australian interest in international cultural affairs has been membership of the United Nations Educational, Scientific and Cultural Organization. Australia has been a member since 1946. Some eleven expert committees in Australia are responsible for a wide and varied programme of activities on behalf of UNESCO. Their advice has helped to make Australia's contribution to UNESCO international conferences and seminars highly effective. Other work undertaken by these committees has included the provision of technical material and advice to the countries of South and South-east Asia, the conducting of seminars in Australia,

arranging for exhibitions and displays in Australia and overseas, and the publication of handbooks and brochures to assist teachers and other persons in meeting the problems involved in educating for international understanding.

The Australian National Advisory Committee for UNESCO, on which all the other committees are represented, advises the Commonwealth Government and co-ordinates the work of the specialist committees.

### § 8. Universities.

1. General.—There are at present nine universities and two university colleges in Australia, as follows:—

<i>New South Wales.</i>			
University of Sydney	..	..	.. Sydney
New South Wales University of Technology	..	..	.. Sydney
University of New England	..	..	.. Armidale
Newcastle University College	..	..	.. Newcastle
<i>Victoria.</i>			
University of Melbourne	..	..	.. Melbourne
<i>Queensland.</i>			
University of Queensland	..	..	.. Brisbane
<i>South Australia.</i>			
University of Adelaide	..	..	.. Adelaide
<i>Western Australia.</i>			
University of Western Australia	..	..	.. Perth
<i>Tasmania.</i>			
University of Tasmania	..	..	.. Hobart
<i>Australian Capital Territory.</i>			
Australian National University	..	..	.. Canberra
Canberra University College	..	..	.. Canberra

Three of these universities (the New South Wales University of Technology, the University of New England and the Australian National University) and one university college (the Newcastle University College) have been established since the 1939–45 War.

Officially incorporated by the Technical Education and New South Wales University of Technology Act 1949 of the New South Wales Parliament, the New South Wales University of Technology was established to provide facilities for training and research in the fields of applied science and technology. The council of the university is empowered to establish colleges of the university in country districts of New South Wales. Under this authority, a college of the university was established at Newcastle in December, 1951. Further particulars concerning the New South Wales University of Technology were given in Official Year Book No. 42 (pp. 473–4).

The New England University College, established as a branch of the University of Sydney in 1938, was incorporated as the University of New England under the University of New England Act 1953 of the New South Wales Parliament. There are at present four faculties in the university—Arts, established in 1938; Science, established in 1939; and Rural Science and Agricultural Economics, established in 1955. The university co-operates with the New South Wales University of Technology in the provision of arts courses at the Newcastle University College. Under this scheme, the courses of study are prescribed by the University of New England which is also the examining body. Instruction is provided by the members of the teaching staff of the Newcastle University College. Further particulars concerning the University of New England were given in Official Year Book No. 42 (p. 475).

The Australian National University was established under the Australian National University Act 1946 of the Commonwealth Parliament. It provides facilities for post-graduate research in medicine, physical sciences, social sciences and pacific studies. In 1955, 78 students were enrolled. Further particulars concerning the Australian National University were given in Official Year Book No. 42 (pp. 472–3).

2. Expansion within the Universities.—An important administrative development in all universities has been the appointment of full-time salaried Vice-Chancellors or Principals. This has given much greater effectiveness to university administration.

Within the past 20 years, the appearance of some of the universities has altered to a striking extent. New permanent buildings and some temporary ones have been erected and new wings have been added.

There was a continuing increase in university enrolments from 1929 (approximately 9,000) to 1940 followed by a slight recession. In the closing year of the 1939-45 War, however, the number of students had risen beyond any previous figure, and rapid post-war expansion was responsible for a peak enrolment of 32,453 students in 1948. After 1948, the numbers decreased each year as ex-service personnel completed their training under the Commonwealth Reconstruction Training Scheme, but it is anticipated that by 1960 some 40,000 students will be enrolled in Australian universities. Enrolment in 1955 was 30,792.

3. Courses.—A brief survey of developments in university courses since the war up to 1954 was given in Official Year Book No. 42 (p. 476). The following is an outline of some developments during 1955 and 1956.

In 1955, the Commonwealth Government invited the Universities of Sydney and Melbourne, together with the Canberra University College, to establish courses in Indonesian and Malayan Studies, and offered to meet the costs involved. Following this, courses in the Indonesian language began at the Canberra University College in 1956 and plans were made to start similar courses in language and culture at the other two institutions in 1957. Courses in Chinese and Japanese were already being offered at Canberra, and following an appointment to the Chair of Oriental Studies at the University of Sydney, which had been vacant for some years, courses in Chinese were re-established in 1956 and plans were made to re-establish courses in Japanese.

There have also been developments in agricultural education. Degree courses in Rural Science and Agricultural Economics were instituted at the University of New England in 1956. Late in 1955, the University of Sydney announced the institution of a new pass degree course of Bachelor of Agriculture, designed to meet the requirements of students who wish to teach agricultural subjects or undertake agricultural extension work. This three year course will be conducted side by side with the existing four year course leading to the Bachelor of Science in Agriculture.

The University of Sydney also established in 1956 the degree of Bachelor of Science in General Science, again designed particularly to meet the need of teachers and those who desire a broader scientific training than can be gained through the existing Bachelor of Science course. The new course may be completed in a minimum of three years or spread over a longer period.

In 1955, the Department of Social Studies at the University of Sydney was re-organized and a post graduate Diploma of Social Work introduced. This will replace the undergraduate Diploma of Social Studies as from the beginning of the 1958 academic year; in the meantime the two courses will run concurrently. An advanced one year course in Social Work was provided by the university in 1955 and 1956 for social workers from South-east Asian countries studying in Australia under the Colombo Plan.

In May, 1956, an appeal was launched in Sydney by the university for funds to establish a chair of Australian Literature.

Chairs of Traffic and Highway Engineering were established at the N.S.W. University of Technology during 1955. This university also received a grant from the American Kellogg Foundation to found a Chair of Hospital Administration. During 1956, a Professor was appointed and preparations were made for a post-graduate course to commence in 1957.

The Degree of Bachelor of Applied Science in Physiotherapy of the University of Queensland was extended in 1955 to include Occupational Therapy, and a new Diploma in Occupational Therapy was introduced. New Diplomas were also instituted at this university in Public Administration and Social Studies.

Following on the successful appeal for funds to establish a medical school in Western Australia, appointments were made to new Chairs in 1956 and plans made for clinical teaching at the final year level to commence in 1957, and the complete school to be in operation by 1959.

4. Research.—The research activities of the universities have been greatly stimulated over recent years by the interest and assistance of the Commonwealth and State Governments, of government departments and instrumentalities such as the Commonwealth Bank and C.S.I.R.O., of private foundations such as the Nuffield Foundation and the Carnegie Corporation, and of industrial undertakings such as General Motors Holden and Broken Hill Proprietary Ltd.

Grants have been made by the Commonwealth Government, through the Australian Atomic Energy Commission, to a number of Australian universities for nuclear research. In 1955, the Commission invited the universities to supply research programmes related to atomic energy which would require the use of the Commission's research establishment at Lucas Heights, New South Wales, and following on this, prepared plans for the establishment

of a co-operative organization designed to enable the universities to make the best use of its research facilities. The Commission also made available undergraduate and post-graduate scholarships for the training of Australian scientists and engineers at Australian universities in fields related to atomic energy.

In 1955, the University of Melbourne allocated funds for the purchase of television equipment for its Department of Visual Aids and for research into the impact of television on children and adults.

A five-year research project on the effect of Australia's immigration achievement since 1947 was inaugurated in 1955 at the Australian National University. A grant was made by the Nuffield Foundation to enable this research to be carried out.

Another grant from the Nuffield Foundation enabled an Australian team, made up of personnel from the Departments of Anatomy and Anthropology at the University of Sydney, to make an expedition to the New Guinea Highlands in order to undertake anthropological investigations. Through a Carnegie Corporation grant made in 1955, the University of Western Australia was able to establish a department of anthropology. This development will help to further the research already being carried out in Australia on problems relating to the education, welfare and development of aboriginal and part-aboriginal people.

The further expansion of teaching and research in various agricultural and veterinary fields was assisted by the annual and special grants of the Commonwealth Bank's Rural Credits Development Fund to several Australian universities. The C.S.I.R.O. also contributed to research in these and other fields.

5. *Services.*—The various types of community services provided by the universities were outlined in Official Year Book No. 42 (pp. 476–7). Similar services have continued to be made available in 1955 and 1956. Some of these are mentioned in para. 4 above, dealing with research.

6. *The Commonwealth and the Universities.*—(i) *General.* Before 1939, Commonwealth interest in research projects carried out by or in collaboration with the universities led to the granting of increasing sums for this purpose. During and after the 1939–45 War, the Commonwealth extended assistance to university students, at first with the object of increasing the number of highly qualified people available for the war effort, then with the object of rehabilitating ex-servicemen and finally as a social service of benefit to the community. Since 1951, the Commonwealth has made special grants to the States for payment to universities, and in addition has, through the Commonwealth Scholarship Scheme, given direct assistance to university students on a wide scale.

(ii) *Grants for Research.* The Commonwealth had given some support to research prior to 1926, chiefly through the Institute of Science and Industry, but the amount spent did not exceed £25,000 per annum. In 1926, the Institute was replaced by the Council for Scientific and Industrial Research (known since 1949 as the Commonwealth Scientific and Industrial Research Organization) with an annual appropriation of £250,000. It has since worked in close association with the universities. Both kinds of research, fundamental and applied, have at times occupied the attention of both the universities and the Commonwealth Scientific and Industrial Research Organization, but in general, the preliminary training of graduates in research work has been left to the universities.

In 1936, the Commonwealth Government made a grant of £30,000 per annum for five years to Australian universities for research in physical and biological sciences. This figure rose over the years to £100,000 in 1950 and was subsequently absorbed in the larger general grant which was then made available by the Commonwealth to the States for universities.

(iii) *Assistance to Students.* Up to 1945, the Universities Commission functioned under National Security Regulations but in that year it was established on a permanent basis under the Education Act. After the 1939–45 War, the Commission continued to provide financial assistance to students under an interim scheme until 1951. In that year, the interim scheme was superseded by the Commonwealth Scholarship Scheme.

Under this scheme, 3,000 scholarships are allocated annually to the States on a population basis. These scholarships are tenable at universities and other approved institutions. Awards are made on merit and all successful applicants have their fees paid. In addition, scholarship holders may be paid a living allowance subject to a means test. At 30th June, 1956, there were 8,641 scholars in training at universities and 1,166 at other institutions.

The Universities Commission also provides for the training at universities and similar institutions of ex-service personnel and war widows under the Reconstruction Training Scheme, the Korea and Malaya Training Scheme and the Disabled Members' and Widows' Training Scheme. A detailed description of the Reconstruction Training Scheme is to be

found on page 240 of Official Year Book No. 39. For the purpose of reconstruction training, the Commonwealth Government made available to the universities approximately £1 million for buildings and £500,000 for equipment, and in addition to paying the full tuition fees for reconstruction trainees, paid the universities an amount to cover the full cost of their training.

At 30th June, 1956, 25,250 full-time and 19,530 part-time students had been selected for university or university-type training under the Reconstruction Training Scheme and 21,381 had successfully completed their courses. At the same date, 14 full-time and 22 part-time students were taking university or university-type training under the Korea and Malaya Training Scheme and 22 had completed their courses. Seven students were taking university or university-type courses under the Disabled Members' and Widows' Training Scheme and 4 had completed their courses.

(iv) *Commonwealth Grants to the States for University Purposes.* Following a report submitted by a committee of inquiry appointed to report on university finances and requirements, the Commonwealth passed the States Grants (Universities) Acts in 1951, 1953, 1955 and 1956 to enable grants to be made to the States for their universities.

The States Grants (Universities) Act No. 37 of 1956 (assented to 27th June, 1956) operated with effect from 1st January, 1956. The main provisions of the act are summarized below:—

Section 4 (1).—If the sum of the fees and State grants received by a university during the year 1956 exceeds the amount specified in column 2 of the table below, the grant to the State for 1956 for that university is:—

- (a) an amount equal to one-third of the excess, and
- (b) the amount shown in column 3 of the table.

Section 4 (2).—The maximum amount payable under Section 4 (1.) is shown in column 4.

Section 5 (1).—The State will:—

- (a) in the year in which payment is received pay to the university concerned an amount equal to the grant received for that university; and
- (b) ensure that the amount shown in column 5 is applied towards the teaching and administrative costs of the residential colleges of the university and that the remainder of the grant is used for expenditure, not being capital expenditure, on university purposes.

#### COMMONWEALTH GRANTS TO THE STATES FOR UNIVERSITY PURPOSES.

(£.)

University.	Amount of Fees and State Grants.	Amount of Financial Assistance under Section 4 (1.) (b).	Maximum Amount Payable under Section 4 (1.)	Amount for Teaching and Administrative costs of Residential Colleges.
(1)	(2)	(3)	(4)	(5)
New South Wales—				
University of Sydney .. .. .	783,369	272,323	520,000	11,200
New South Wales University of Technology .. .. .	605,805	83,229	239,000	3,700
University of New England .. .. .	64,164	15,179	50,000	2,300
Victoria—				
University of Melbourne .. .. .	655,159	224,149	453,000	11,000
Queensland—				
University of Queensland .. .. .	309,269	97,153	258,000	7,000
South Australia—				
University of Adelaide .. .. .	272,394	95,398	239,000	4,600
Western Australia—				
University of Western Australia .. .. .	183,531	64,477	165,000	3,300
Tasmania—				
University of Tasmania .. .. .	106,319	33,522	76,000	900
<b>Total .. .. .</b>	<b>2,980,010</b>	<b>885,430</b>	<b>2,000,000</b>	<b>44,000</b>

7. Teaching and Research Staff.—The following table shows particulars of the teaching and research staff of Australian universities during 1955:—

UNIVERSITIES: TEACHING AND RESEARCH STAFF, 1955.

University or College.	Professors.	Readers, Associate Professors, Assistant Professors, Lecturers in Charge.	Lecturers.(a)		Demonstrators and Tutors.(b)		Honorary Lecturers and Demonstrators.	Total.
			Full-time.	Part-time.	Full-time.	Part-time.(b)		
Sydney .. .. .	52	37	297	244	72	103	50	855
Melbourne .. .. .	48	35	219	103	92	83	1	581
Queensland (Brisbane) .. .. .	31	25	142	164	39	29	(c) 27	457
Adelaide .. .. .	31	30	114	71	18	79	..	343
Western Australia (Perth) .. .. .	16	16	71	41	13	18	..	175
Tasmania (Hobart) .. .. .	15	5	50	12	8	1	..	91
N.S.W. University of Technology (Sydney) .. .. .	16	7	273	405	30	..	..	731
New England (Armidale, N.S.W.) .. .. .	11	7	43	5	7	..	(d) 17	90
Canberra University College .. .. .	8	2	18	17	4	5	..	54
<b>Total .. .. .</b>	<b>228</b>	<b>164</b>	<b>1,227</b>	<b>1,062</b>	<b>283</b>	<b>318</b>	<b>95</b>	<b>3,377</b>

(a) Includes senior lecturers and assistant lecturers. (b) Excludes part-time demonstrators.  
(c) Department of External Studies. (d) Includes 2 Department of External Studies.

The Conservatorium of Music in Sydney is attached to the Education Department but in Melbourne and Adelaide the Conservatorium of Music is under the control of the university.

8. Students.—(i) *Total.* The number of students (of whom 221 males and 3 females were Commonwealth Reconstruction Training Scheme students) enrolled for courses at the universities for the year 1955 is shown in the following table:—

UNIVERSITIES: TOTAL STUDENTS ENROLLED, 1955.

University or College.	Degree Courses.	Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
		Post-Graduate.	Sub-Graduate.			
Sydney .. .. .	6,334	98	826	..	146	7,328
Melbourne .. .. .	6,232	20	232	160	436	7,080
Queensland (Brisbane) .. .. .	3,301	29	448	481	300	4,527
Adelaide .. .. .	2,470	100	824	2	780	4,165
Western Australia (Perth) .. .. .	1,844	..	..	..	114	1,942
Tasmania (Hobart) .. .. .	578	29	37	65	91	783
N.S.W. University of Technology (Sydney) .. .. .	1,058	..	2,775	93	182	4,092
New England (Armidale, N.S.W.) .. .. .	528	45	..	..	4	575
Canberra University College .. .. .	220	..	11	..	69	300
<b>Total .. .. .</b>	<b>22,565</b>	<b>321</b>	<b>5,153</b>	<b>801</b>	<b>2,122</b>	<b>30,792</b>

(a) Adjustment made for students enrolled for more than one course.

Of the total students in 1955, 24,042 were males and 6,750 females. Included in those enrolled for degrees were 96 enrolled for higher degree courses in Sydney, 233 in Melbourne, 102 in Queensland, 218 in Adelaide, 127 in Western Australia, 12 in Tasmania, 200 at the New South Wales University of Technology, 14 at the University of New England and 24 at the Canberra University College.

(ii) *New Students Enrolled.* The number of new students (of whom 5 males were Commonwealth Reconstruction Training Scheme students) enrolled for courses at the universities during the year 1955 is shown in the following table:—

## UNIVERSITIES: NEW STUDENTS ENROLLED, 1955.

University or College.	Degree Courses.	Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
		Post-Graduate.	Sub-Graduate.			
Sydney .. .. .	1,702	13	322	..	47	2,084
Melbourne .. .. .	1,424	1	93	32	187	1,737
Queensland (Brisbane) .. .. .	836	2	173	143	158	1,307
Adelaide .. .. .	516	17	230	..	291	1,053
Western Australia (Perth) .. .. .	485	..	..	..	34	519
Tasmania (Hobart) .. .. .	165	1	15	31	36	248
N.S.W. University of Technology (Sydney) .. .. .	304	..	575	48	132	1,051
New England (Armidale, N.S.W.) .. .. .	393	21	..	..	3	417
Canberra University College .. .. .	72	..	4	..	33	109
<b>Total .. .. .</b>	<b>5,897</b>	<b>55</b>	<b>1,412</b>	<b>254</b>	<b>921</b>	<b>8,525</b>

(a) Adjustment made for students enrolled for more than one course.

Of the total new students enrolled in 1955, 6,220 were males and 2,305 females. Included in those enrolled for degrees were 106 enrolled for higher degree courses—Sydney 1, Melbourne 24, Queensland 9, Adelaide 15, Western Australia 4, New South Wales University of Technology 38, New England 6 and Canberra University College 9. No new students were enrolled for higher degree courses at the University of Tasmania.

9. *University Income for General Activities.*—The income of the universities is derived principally from State and Commonwealth Government grants (including capital grants), students' fees, and income from private foundations. From all sources other than new bequests the income during 1955 for general university functions was as shown in the table below. In South Australia, Government grants and income from private foundations include amounts in respect of the Waite Agricultural Research Institute.

UNIVERSITIES: INCOME FOR GENERAL ACTIVITIES, 1955.  
(£.)

University or College.	Government Grants.	Students' Fees.	Interest, Rent, Dividends and Donations.	Other.	Total.
Australian National University (Canberra) .. .. .	1,686,500	849	29,922	54,413	1,771,684
Sydney .. .. .	1,261,625	554,044	63,793	40,321	1,919,783
Melbourne .. .. .	1,177,703	430,403	44,677	21,733	1,674,516
Queensland (Brisbane) .. .. .	737,366	146,384	25,011	18,295	927,056
Adelaide .. .. .	730,625	63,965	40,274	12,160	847,024
Western Australia (Perth) .. .. .	536,928	22,848	10,592	22,685	593,053
Tasmania (Hobart) .. .. .	259,776	29,750	1,121	4,299	294,946
N.S.W. University of Technology (Sydney) .. .. .	1,906,154	105,692	..	46,349	2,058,195
New England (Armidale, N.S.W.) .. .. .	262,654	16,547	716	37,956	317,873
Canberra University College .. .. .	86,925	8,096	..	575	95,596
<b>Total .. .. .</b>	<b>8,646,256</b>	<b>1,378,578</b>	<b>216,106</b>	<b>258,786</b>	<b>10,499,726</b>

10. **Principal University Benefactions.**—In earlier issues of the Official Year Book, information was given in some detail in regard to the extent to which the universities have benefited from private munificence. (See Year Book No. 40, pp. 467-8).

11. **University Expenditure for General Activities.**—The principal item of disbursements on general university activities is the maintenance of the teaching and research staff, representing 62.4 per cent. of the total in 1955 compared with 61.1 per cent. in 1954.

The following table shows the expenditure including capital expenditure during the year 1955:—

**UNIVERSITIES: EXPENDITURE FOR GENERAL ACTIVITIES, 1955.**

(£.)

University or College.	Adminis- tration.	Maintenance of—			Other including Buildings.	Total.
		Teaching and Research Depart- ments.	Premises and Grounds.	Libraries.		
Australian National University (Canberra) .. .. .	108,226	660,350	81,634	40,496	877,828	1,768,534
Sydney .. .. .	216,856	1,354,727	199,339	62,280	121,500	1,954,702
Melbourne .. .. .	145,821	1,190,261	160,297	75,031	133,907	1,705,317
Queensland (Brisbane) .. .. .	75,064	749,287	70,906	41,541	30,558	967,356
Adelaide .. .. .	77,487	620,378	80,083	43,025	83,675	904,648
Western Australia (Perth) .. .. .	46,730	408,608	62,101	26,070	79,199	622,708
Tasmania (Hobart) .. .. .	35,338	218,774	18,683	19,920	14,081	306,796
N.S.W. University of Technology (Sydney) .. .. .	136,581	1,265,718	137,649	43,369	474,948	2,058,265
New England (Armidale, N.S.W.) .. .. .	48,251	166,446	28,034	14,455	86,764	343,950
Canberra University College .. .. .	14,407	54,163	5,297	8,109	4,781	86,757
<b>Total</b> .. .. .	<b>904,761</b>	<b>6,688,712</b>	<b>844,023</b>	<b>374,296</b>	<b>1,907,241</b>	<b>10,719,033</b>

12. **Funds for Special Purposes.**—(i) *General.* The tables shown in paras. 9 and 11 relate to general university activities while the following two show the financial position of the Special Purpose Funds which in the main are for special research purposes.

(ii) *Income for Special Purposes.* The following table shows the main items of income for the year 1955:—

**UNIVERSITIES: INCOME FOR SPECIAL PURPOSES, 1955.**

(£.)

University or College.	Government Grants.	Interest, Rent, Dividends and Dona- tions.	Public Examina- tion Fees.	Special Research Grants.	Other.	Total.
Australian National University (Canberra) .. .. .	..	2,903	..	3,902	1,134	7,939
Sydney .. .. .	318,675	55,633	..	357,194	18,312	749,814
Melbourne .. .. .	253,309	686,709	75,843	..	54,400	1,070,261
Queensland (Brisbane) .. .. .	13,182	42,191	43,211	40,710	15,276	154,570
Adelaide .. .. .	26,952	142,088	18,648	58,029	10,183	255,900
Western Australia (Perth) .. .. .	..	335,273	27,092	47,487	3,679	413,531
Tasmania (Hobart) .. .. .	4,459	6,356	4,659	10,279	499	26,252
N.S.W. University of Technology (Sydney) .. .. .	17,404	5,322	..	40,525	11,177	74,428
New England (Armidale, N.S.W.) .. .. .	100,000	8,239	..	5,717	561	114,517
Canberra University College .. .. .	15,600	228	..	2,750	..	18,578
<b>Total</b> .. .. .	<b>749,581</b>	<b>1,284,942</b>	<b>169,453</b>	<b>566,593</b>	<b>115,221</b>	<b>2,885,790</b>

(iii) *Expenditure for Special Purposes.* The following table shows the main items of expenditure for the year 1955:—

**UNIVERSITIES: EXPENDITURE FOR SPECIAL PURPOSES, 1955.**  
(£.)

University or College.	Special Purpose Funds (Research)	Other Special Purposes.	Public Examination Expenses.	Scholarships, Bursaries, etc.	Other, including Buildings.	Total.
Australian National University (Canberra) .. .. .	.. .. .	.. .. .	.. .. .	.. .. .	1,974	1,974
Sydney .. .. .	212,816	100,704	.. .. .	17,252	19,099	349,871
Melbourne .. .. .	131,901	159,017	68,511	6,752	315,951	682,132
Queensland (Brisbane) .. .. .	25,902	31,173	51,455	4,722	5,141	118,393
Adelaide .. .. .	86,128	13,259	20,616	2,282	.. .. .	122,285
Western Australia (Perth) .. .. .	39,845	1,253	26,061	20,469	4,875	92,503
Tasmania (Hobart) .. .. .	12,747	.. .. .	3,361	2,266	.. .. .	18,374
N.S.W. University of Technology (Sydney) .. .. .	19,540	23,281	.. .. .	5,568	.. .. .	48,389
New England (Armidale, N.S.W.) .. .. .	2,639	3,560	.. .. .	240	65,024	71,463
Canberra University College .. .. .	2,064	9,869	.. .. .	6,124	.. .. .	18,057
<b>Total .. .. .</b>	<b>533,582</b>	<b>342,116</b>	<b>170,004</b>	<b>65,675</b>	<b>412,064</b>	<b>1,523,441</b>

13. *Degrees Conferred, etc.*—The following table shows the number of degrees conferred and diplomas and certificates granted for males and females separately, at each university during the year 1955:—

**UNIVERSITIES: DEGREES CONFERRED, AND DIPLOMAS AND CERTIFICATES GRANTED, 1955.**

Course.	Aust. National Univ.		Sydney.		Melbourne.		Queensland.		Adelaide.		Western Australia.		Tasmania.		N.S.W. Univ. Tech.		New England.		Australia.		
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
<b>Degrees—</b>																					
Arts .. .. .	..	1	150	140	202	135	43	42	40	21	57	38	11	14	..	..	..	5	2	508	393
Law .. .. .	..	..	60	5	60	6	8	1	5	1	12	1	3	3	..	..	..	..	..	148	17
Commerce or Economics .. .. .	..	..	47	5	118	13	21	3	18	..	..	..	8	..	..	..	..	..	..	212	21
Education .. .. .	..	..	3	..	29	3	10	2	..	..	7	4	..	..	..	..	..	..	..	49	9
Science .. .. .	1	..	125	33	116	30	65	27	64	21	53	11	17	5	63	1	11	2	515	130	
Medicine(a) .. .. .	..	1	349	50	131	23	61	6	61	11	..	..	..	..	..	..	..	..	..	602	91
Engineering .. .. .	..	..	79	..	81	..	53	1	62	..	25	..	10	..	56	..	..	..	..	366	1
Agriculture .. .. .	..	..	27	1	20	1	11	..	5	..	19	..	..	..	..	..	..	..	..	82	2
Veterinary .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Science .. .. .	..	..	37	4	..	..	8	1	..	..	..	..	..	..	..	..	..	..	..	45	5
Dentistry .. .. .	..	..	69	2	45	2	24	4	10	1	5	1	..	..	..	..	..	..	..	153	10
Music .. .. .	..	..	..	..	5	13	..	..	..	..	..	..	..	..	..	..	..	..	..	5	13
Architecture .. .. .	..	..	17	5	17	5	2	1	..	..	..	..	..	..	4	1	..	..	..	40	12
Divinity .. .. .	..	..	2	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	3	..
<b>Total .. .. .</b>	<b>1</b>	<b>2</b>	<b>965</b>	<b>245</b>	<b>824</b>	<b>231</b>	<b>307</b>	<b>88</b>	<b>265</b>	<b>55</b>	<b>178</b>	<b>55</b>	<b>49</b>	<b>22</b>	<b>123</b>	<b>2</b>	<b>16</b>	<b>4</b>	<b>2,728</b>	<b>704</b>	
<b>Diplomas (Post-Graduate)—</b>																					
Education .. .. .	..	..	40	42	47	17	9	14	21	4	..	..	11	6	..	..	9	6	137	89	
Medicine .. .. .	..	..	21	1	14	2	..	..	..	..	..	..	..	..	..	..	..	..	35	3	
Other .. .. .	..	..	..	..	6	..	..	..	..	..	..	..	..	..	..	..	..	..	6	..	
<b>Total .. .. .</b>	<b>..</b>	<b>..</b>	<b>61</b>	<b>43</b>	<b>67</b>	<b>19</b>	<b>9</b>	<b>14</b>	<b>21</b>	<b>4</b>	<b>..</b>	<b>..</b>	<b>11</b>	<b>6</b>	<b>..</b>	<b>..</b>	<b>9</b>	<b>6</b>	<b>178</b>	<b>92</b>	
<b>Diplomas (Sub-Graduate) .. .. .</b>	<b>..</b>	<b>..</b>	<b>8</b>	<b>22</b>	<b>23</b>	<b>27</b>	<b>30</b>	<b>26</b>	<b>68</b>	<b>32</b>	<b>..</b>	<b>..</b>	<b>1</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>130</b>	<b>107</b>	
<b>Certificates .. .. .</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>63</b>	<b>5</b>	<b>..</b>	<b>..</b>	<b>12</b>	<b>9</b>	<b>7</b>	<b>8</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>82</b>	<b>22</b>	

(a) Separate degrees for M.B. and B.S. are conferred by the University of Sydney; this fact has to be taken into account to arrive at the number who qualify to practice as medical practitioners.

### § 9. Further Education.

1. **General.**—Beyond the schools, colleges and universities, there are agencies engaged in less direct educational work which cannot be readily assessed and described. Among them are the media of mass communication (press, film and radio) which are powerful educational forces—whether they are used specifically to disseminate information such as new agricultural techniques or preventive health measures, or on the other hand in a much more general way to exert a powerful influence on the cultural level of the population. There are also bodies and institutions such as the adult education authorities, libraries, art galleries and museums which aim at catering for the educational and cultural needs of the general public.

2. **Adult Education.**—(i) *General.* The term “adult education” is used in Australia to refer in the main to non-vocational educational and cultural activities in which adults participate on a voluntary basis, such as those provided by some of the universities and by the various adult education authorities, which vary in form from State to State.

The Workers' Educational Association movement, which has for its object the bringing of the universities into closer relationship with the community in general, and providing for the higher education of the workers in civic and cultural subjects, has also been active in Australia. In 1913, associations were formed in all the Australian States. In four States the associations have been superseded by Adult Education Boards or Councils—set up by the State Governments in Victoria, Queensland and Tasmania and by the university in Western Australia. In the other two States, New South Wales and South Australia, the associations continue to co-operate with the university authorities in their extension work and are given direct grants by the Governments.

While the choice of courses offered by these bodies is naturally more limited in the smaller States, a variety of topics including social studies and current affairs, language and literature, drama, music, arts and crafts are available in all States.

(ii) *New South Wales: (a) University of Sydney.*—The Extension Board of the University of Sydney provides lectures and short courses in city and country.

In 1914, the Department of Tutorial Classes was established to provide classes and study groups along the lines of similar work in England. Its activities include the provision of tutorial classes in a wide variety of subjects, begun in 1938, and discussion groups and “kits” begun in 1946, to serve the needs of country districts and people who cannot be catered for by tutorial classes, and the fortnightly “Current Affairs Bulletin”. This publication, begun in 1942 and produced for four years by the Australian Army Education Service was recommenced in 1947 as a civilian and service publication by the Commonwealth Office of Education. At the beginning of 1952, the Department of Tutorial Classes took over the full responsibility for the bulletin. It receives an annual grant from the Commonwealth Government for this purpose.

In 1955, there were 136 tutorial classes (84 in the metropolitan area and 52 in the country) with a total enrolment of 3,282; 216 discussion groups (89 in the metropolitan area, 127 in the country) with a total enrolment of 2,210; and 49 kit groups (30 in the metropolitan area and 19 in the country) with an estimated membership of 648.

The Department works in conjunction with the Workers' Educational Association through the Joint Committee of Tutorial Classes, appointed by the university senate.

(b) *Workers' Educational Association.*—In addition to co-operating with the Department of Tutorial Classes in organizing certain classes and groups, the Association itself provides classes in a wide variety of fields. It publishes “Highway”, a two-monthly journal of adult education and maintains a property near Sydney where short residential schools are held throughout the year.

In 1955, the Association ran 26 classes in metropolitan areas and Newcastle, for which there were 1,321 enrolments.

(c) *University of New England.*—When the New England University College became an autonomous university in 1954, its Department of Adult Education took over full responsibility for the activities formerly undertaken by it on behalf of the Department of Tutorial Classes of the University of Sydney. It is actively engaged in bringing university extension activities to the people of northern New South Wales and conducts classes in arts and social sciences in towns throughout this region. Short residential courses have been held in animal husbandry.

(d) *Adult Education Library Service.*—The Public Library of New South Wales provides an adult education library service for all classes and groups conducted by the Department of Tutorial Classes of the University of Sydney, the Workers' Educational Association, and the Department of Adult Education of the University of New England.

(e) *Arts Council.*—The New South Wales Division of the Arts Council of Australia provides a mobile theatre unit and organizes touring companies in ballet, opera and plays to country towns. Musicians provide some short lecture courses in the city.

(f) *Adult Education Advisory Board.*—State Government grants are allocated to the University of Sydney (Department of Tutorial Classes), the Workers' Educational Association, the Arts Council of Australia (New South Wales Division) and the Adult Education Library Service by the Adult Education Advisory Board.

(g) *Education Department.*—The New South Wales Education Department provides evening colleges, housed in its schools and staffed by trained teachers. These provide for courses of a non-vocational nature in a wide variety of crafts, dramatic and musical activities. In addition it is possible for adults to prepare for the Intermediate and Matriculation examinations at certain of these colleges.

(iii) *Victoria.*—The Council of Adult Education is a government instrumentality established by the Adult Education Act 1946. Its aim is to stimulate adult education activities in Victoria and to encourage voluntary organizations and associations by giving them advice and assistance. Its activities include a variety of classes (approximately 60 were available in 1956) on topics ranging from social studies, psychology, language and literature, to crafts, music, drama, travel and deportment, and usually lasting from 10 to 20 weeks. An annual 10-day summer school is another important activity. The Council publishes a bulletin the "C.A.E. Newsletter". Its group service assists and provides programme material for the discussion groups formed by organizations and individuals throughout the State. In 1955-56, there were 4,749 enrolments for classes and 2,200 individual enrolments for 193 discussion groups.

A recent development of importance is the extension of the council's activities, including classes and discussion groups, to the prisons, as part of a general plan for penal reform in Victoria.

Through its Community Arts Service, the Council undertakes the organization of tours by musicians and by theatrical and other companies in country towns which otherwise would have no opportunity of seeing such performances. It provides an advisory service to dramatic and musical societies and co-operates with the National Gallery of Victoria in the organization of travelling art exhibitions.

The Council's income is derived from a government grant, and to a smaller degree, from student fees and Community Arts Service performances.

(iv) *Queensland.*—The Queensland Board of Adult Education was constituted in 1944 and is responsible under the Minister for Public Instruction for the provision of adult education facilities throughout the State. Under the executive officer of the Board, the Supervisor, are five district officers, based in large country towns, who are responsible for organizing activities in Queensland country areas.

The cost of the adult education programme is borne by the State Government and admission to all courses is free. Activities include lectures, group meetings on a variety of topics, generally short term but some of which extend over a full year, and film screenings. Library and film services are provided for adult education groups.

In all, the number of lectures, group meetings, etc., in 1955, was 5,940, with a total attendance of 145,027.

(v) *South Australia.*—Since 1917, the University of Adelaide, through the Joint Committee for Tutorial Classes, has provided each year in the metropolitan area a series of tutorial classes, lecture classes and study circles on a wide range of subjects of cultural and current interest. Fees are paid direct to the Workers' Educational Association, which organizes these classes. The Joint Committee extends its activities into the larger country centres by sending art exhibitions and plays on tour, lending boxes of books and arranging lectures and film screenings.

The Education Department also caters for adults in country towns by providing evening classes, particularly in arts and crafts.

Adult education in South Australia is expanding. In 1956, the university established its Department of Adult Education and appointed a director to take up duty in 1957. Annual governmental grants for adult education activities are to be increased.

(vi) *Western Australia*.—Adult education in Western Australia is organized by the Adult Education Board, established in 1928 under the terms of the statutes of the University of Western Australia. The Board has a considerable degree of autonomy and its executive officer is the Director of Adult Education.

The Board conducts lecture classes in the city and in a few suburban centres. Twenty-one classes were held in 1955, with a total enrolment of 800. It sponsors musical and dramatic performances by outstanding artists both in the city and country, and arranges for screenings of foreign films. Its library provides a box scheme for discussion groups, of which there were 40 scattered throughout the State in 1955.

The Board holds an annual summer school in January, coinciding with the Festival of Perth, for the inauguration of which it was largely responsible.

The Board's finance is derived from university grants, while many of its activities are self-supporting. The State Government makes grants for the Board's work in country areas.

(vii) *Tasmania*. Some form of adult education has existed since the formation in 1913 of a Workers' Education Association, which worked in conjunction with the University of Tasmania for a number of years, receiving a grant through the university, which had a Director of Tutorial Classes. Later the grant was paid direct to the Association by the Government and the university's tutorial department ceased to exist. In 1948, the Adult Education Act was passed providing for the formation of an Adult Education Board whose functions are to plan and develop adult education in Tasmania and to assist other bodies actively engaged in adult education. The definition of adult education under the act covers "cultural or educational pursuits and the encouragement of the arts and sciences".

The executive officer of the Board is the Director of Adult Education, at Hobart, under whose direction three regional officers organize adult education in areas each covering approximately one-third of the State, while a fourth is organizer for Hobart.

The Board organizes classes of ten weeks' duration on a wide range of subjects. In 1954-55, 519 classes with an enrolment of 6,000 were held in 55 centres throughout the State. It sponsors special lectures, film screenings and art exhibitions, recitals of music and dramatic performances, in both city and country areas. Its income is derived from a State Government grant and from student fees.

3. *The New Education Fellowship*.—The New Education Fellowship is a world organization of parents, educators, and other citizens interested in the development of new educational practices. It was founded in London in 1915 and spread to Australia at the time of a regional conference held here in 1937. There are now sections in each State. Its Australia-wide journal "New Horizons in Education" is published quarterly.

4. *Migrant Education*.—The Commonwealth Government's post-war immigration policy has brought to Australia some thousands of immigrants with little or no knowledge of English. To assist their assimilation into the Australian community, a system of migrant education has been developed to teach them English and to give them information about Australia.

Before arriving in Australia, non-English-speaking migrants are taught English by shipboard education officers.

In Australia, free evening classes are arranged by State Education Departments wherever a group of six or more migrants in country areas, or twelve or more migrants in city areas wish to learn English. Should migrants find it impossible to attend classes, they may apply, through State Education Departments, for a free correspondence course in English. In addition, they may listen to regular broadcasts of English lessons by the Australian Broadcasting Commission. The Commonwealth Office of Education provides technical advice on all aspects of migrant education and is responsible for the preparation of teaching materials.

In June, 1956, 17,600 new Australians were enrolled in evening classes and 12,500 were taking correspondence lessons. At the same time, 18,000 new Australians were receiving the monthly booklet accompanying the radio lessons.

## § 10. Libraries.

1. *General*.—The Munn-Pitt Report of 1935 greatly stimulated interest in libraries and librarianship throughout Australia. This is seen in the rapid development of libraries in all States, all of which have now passed legislation to increase library services, and in the establishment in 1937 of the Australian Institute of Librarians to improve the standard of librarianship. This body was reconstituted in 1949 as the Library Association of Australia, its functions now including the promotion and improvement of libraries and library services. The Association conducts annual examinations for which students are prepared by courses of instruction in all States. Formal library schools exist in the National Library, Canberra, and the Public Libraries at Sydney and Melbourne.

2. *Commonwealth.*—(i) *Commonwealth National Library.* This library grew directly from the Library of the Commonwealth Parliament established in 1901. Whilst providing, as a primary responsibility, for the general reading and reference needs of the Members of the Parliament, it has developed into a central source of information for the Government and its departments and other agencies. The close association of the National Library with the central government follows the pattern of the Library of Congress at Washington, U.S.A. Like the latter, it has also inherited the basic elements of the national library concept of the older countries of Europe: that a national library is the proper place to collect the national literature systematically and to make it known and available for use, and that it is a place to which the most profound scholars may turn with confidence for what is most significant in the literature of other countries.

Through its Legislative Reference Branch the National Library aims to provide for the Parliament and the Government an up-to-date reservoir of fact and opinion on public issues both domestic and foreign. In addition to assembling material, the staff compiles bibliographies and reference guides to the literature on special subjects and in 1955 handled 1,100 inquiries involving special search. A further service to the Government flows from the activities of the Archives Division, a central element in the Government machinery for the management and preservation of its records. Archival repositories for Commonwealth records are maintained in Canberra, Sydney, Melbourne, Brisbane, Adelaide and Perth.

As well as the governmental record of national life and development, the National Library systematically collects and preserves Australian books, periodicals, newspapers, government publications, pictures, prints, manuscripts, maps, moving-picture films and sound recordings. It is assisted by the Copyright Act 1912–1950, which requires one copy of all material printed in Australia to be deposited in the Library and has been enriched by the acquisition of such notable collections as the Petherick collection of 16,500 items in 1911, the Cook manuscripts in 1923, the Cumpston collection on Public Health in Australia in 1936, the Mathews ornithological collection in 1940, and the Ferguson sociological collection now being transferred to the Library. A special feature of the Library's Australian work is the copying on microfilm in association with the Public Library of New South Wales of all important unique material overseas relating to Australia, including more than a million pages in the Public Record Office in London.

The Library fulfils its obligations to make Australian publications widely known, both at home and abroad, through a series of select lists which include *Australian Public Affairs Information Service* (monthly with an annual cumulation) and *Australian Books* (annual) and full bibliographies in the monthly *Australian Government Publications* and *Books Published in Australia*, cumulated as the *Annual Catalogue of Australian Publications*. Collections of Australian books are maintained by the library at all posts at which Australia is officially represented abroad. In London and New York, the National Library maintains and staffs Australian Reference Libraries.

The Library is the central library of documentary and educational films and the non-theatrical film-distributing agency in Australia for the Australian National Film Board, and its film collection contains nearly 5,000 titles, together with Australian historical films and a great number of film strips. Special efforts are being made to discover and preserve samples of early Australian film-making.

Local library services are provided by the Library for the residents of the Australian Capital Territory, the Northern Territory, the Territory of Papua and New Guinea, Norfolk Island and Nauru.

The National Library's collections contain more than 400,000 volumes, together with very extensive holdings of pamphlets, pictures, prints, maps, manuscripts and microfilm, and about 3½ million feet of moving-picture films. Its permanent and temporary holdings of archives were, in 1955, approximately 100,000 cubic feet. Special features of the Library's book collections are its strong holdings of Australiana, materials relating to the Pacific area and to East and South-east Asia, the publications of foreign governments and of international organizations, works in the social sciences and in particular in political and economic science.

(ii) *Patent Office Library.* The Library of the Commonwealth Patent Office, Canberra, contains over 60,000 volumes. Patent specifications of inventions are received from the principal countries of the world, and a wide range of technical literature and periodicals is available.

(iii) *The Australian War Memorial Library.* In the War Memorial library are housed the documentary and pictorial records of Australia's fighting services, collected during and after both world wars. To this material are constantly being added books, periodicals and other records covering contemporary trends and events in the fields of military history and military science, as well as records of earlier wars in which Australian troops participated.

The printed records section contains approximately 50,000 volumes, a large collection of military maps, newscuttings and newspapers, sound recordings of war leaders and personalities, war posters and postage stamps. Many personal collections by distinguished soldiers and historical documents relating to the wars have also been placed in the Memorial's custody.

Written records comprise correspondence files of headquarters and units of both world wars, and the original war diaries compiled from day to day by each unit during its existence.

The collection of official war photographs covering the 1914–18 and 1939–45 Wars numbers over 250,000, and a similar collection of official motion picture film depicting Australia at war totals about 4 million feet.

Facilities for public research are not yet fully developed, but all requests for information are met where practicable.

(iv) *Other Departmental Libraries.* The following Commonwealth authorities in Canberra have specialized collections in their own fields, and in addition draw largely on the National Library:—Attorney-General's Department, Commonwealth Bureau of Census and Statistics, Commonwealth Forestry and Timber Bureau, Department of Trade, Department of Primary Production, Department of External Affairs, Department of Territories, Department of Health, Department of National Development, Commonwealth Public Service Board, Department of Customs and Excise, Department of Works, and News and Information Bureau of the Department of the Interior.

The Department of Labour and National Service has its main library in Melbourne, and branch libraries in Sydney and Adelaide. Other departmental libraries in Melbourne are those of the Department of Air, Department of Defence, Department of Social Services, Repatriation Commission and Postmaster-General's Department. The library of the Commonwealth Office of Education is in Sydney.

(v) *Commonwealth Scientific and Industrial Research Organization.* The head office in East Melbourne maintains a library covering all branches of science except the medical sciences. In addition, each division and section of the organization has its own library; together, these form a series of specialist libraries covering such subjects as food preservation, forest products, industrial chemistry and physics, fisheries, agriculture, animal husbandry, building research, etc. There are 34 such branches, each with its own staff, and also smaller collections under the care of research officers aided by visiting librarians. The head office library maintains a union catalogue of the holdings of all C.S.I.R.O. libraries, and small union catalogues are being developed among groups of branch libraries with similar interests. The collections are particularly strong in the publications of oversea scientific and technical research institutions, with many of which exchange relations exist. The general public may have access to these materials for reference purposes. The head office library, and most of the larger branches, have photocopying facilities. This service is normally for the use of officers of the organization itself, but where the organization holds a publication not available elsewhere in Australia photocopies will be made on request.

3. States.—(i) *Metropolitan Public Libraries.* In each of the capital cities, there is a well equipped public library, the libraries in Melbourne and Sydney especially comparing very favourably with similar institutions elsewhere in the world. The following statement gives the number of volumes in the public library of each capital city at 30th June, 1955:—

**METROPOLITAN PUBLIC LIBRARIES, 30th JUNE, 1955.**

City.	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Canberra(a) .. .. .	400,000	..	(b)	400,000
Sydney .. .. .	(c) 497,134	(d)	168,780	(e) 665,914
Melbourne .. .. .	627,765	96,479	40,880	765,124
Brisbane .. .. .	154,753	..	..	154,753
Adelaide .. .. .	177,027	35,391	(f) 60,970	273,388
Perth .. .. .	201,198	..	..	201,198
Hobart .. .. .	52,056	30,357	(g) 170,654	253,067
Darwin .. .. .	250	..	(h) 16,400	16,650

(a) Commonwealth National Library, including Parliamentary Section. (b) Books are lent to libraries or students throughout Australia whenever necessary for research work. (c) Includes 158,410 volumes in the Mitchell Library. (d) The maintenance and control of the ordinary lending branch of the Public Library at Sydney were transferred in 1908 to the Municipal Council. In 1955, books in this library numbered 142,999. (e) Includes 10,000 volumes in the Dixon Library and 2,069 in the Modern School Library. (f) Includes 10,126 volumes in the Children's Branch. (g) Includes 92,876 volumes in the Children's Branch. (h) Ordinary and Country Lending Branch and 400 volumes in the Children's Branch.

(ii) *New South Wales.* The Free Library Movement in New South Wales, founded for the establishment of a system of public libraries on the basis suggested in the Munn-Pitt Report of 1935, helped to pave the way for the Library Act 1939, which was fully proclaimed as from 1st January, 1944. During 1954-55, the 145 councils which have adopted the Library Act spent on their libraries approximately £403,000 from rates and £145,903 received in subsidy. There are 143 libraries of which 5 are in Sydney, 29 in suburbs of Sydney, 5 in Newcastle and 104 in country municipalities and shires. These libraries contain 1,166,000 volumes.

New South Wales departmental libraries are staffed by officers seconded from the State Library, which also provides a central book-buying and master cataloguing service for certain municipal and shire libraries constituted under the 1939 Act. The State Library also manages the libraries of the University Tutorial Classes and the Workers' Educational Association.

The Country Circulation Department forwards books on loan to State schools, to Schools of Arts and to individual students. During 1954-55, 109,457 books were lent to small State schools, 33,356 to Schools of Arts and small country libraries, 306 to the Far Western Division, and 13,215 on special loan for extended periods to shire and municipal libraries and to Lord Howe Island, while 30,580 reference works were lent to individual country students.

The Mitchell Library in Sydney, of more than 60,000 volumes and pamphlets and 300 paintings, principally relating to Australasia and the Southern Pacific was bequeathed to the trustees of the Public Library in 1907 by Mr. D. S. Mitchell, together with an endowment of £70,000. The testator stipulated that the regulations of the British Museum were to be adopted as far as possible, hence the library is the resort of specialists. There are now 158,410 volumes in the library, in addition to valuable manuscripts, collections of Australian postage and fiscal stamps, and various pictures, coins, etc.

In Newcastle, the collection given by Dr. Roland Pope is housed at the School of Arts.

Other important libraries in New South Wales are the Australian Museum, 31,496 volumes; Teachers' Colleges, 148,130; Technical Education Branch, 59,504; Public Schools, 1,554,119; Railways Institute, 136,498; Government Transport Institute, 50,900; Cooper Library of the New South Wales Public School Teachers' Federation, 21,800; and the Library at the National Herbarium, 8,100 volumes. At 30th June, 1956, the Parliamentary Library contained 120,085 volumes.

(iii) *Victoria.* Until the establishment of the Free Library Service Board in 1947, the only public library facilities available in Victoria (apart from those of the State Public Library and one or two Metropolitan Municipal Libraries) were those offered by about 200 outmoded Mechanics' Institute Libraries situated in country areas all over the State. The Board's policy has been to replace these services with modern public libraries controlled by local Municipal Councils and subsidized by the Board. Since the Board's inception, 74 municipalities, comprising 1,303,472 of the State's population, have established libraries. Of these, 18 are in the city, serving 860,568 people, and 56 in the country serving 442,904 people. The amount of £150,865 was paid to the Councils in library subsidy for the year 1955-56 and a total of £283,171 was expended in Municipal Library Service for the same year. There are 666,000 books available to the communities in which libraries are established and combined circulation figures were 4,131,369 as at 30th September, 1955.

A feature of the services provided in the country is the number of co-operative or regional library groups now being developed. These services, of which there are eight, comprising a total of 28 Councils, consist of groups of Councils which pool their financial resources, book-stocks and trained staff, in order to provide more comprehensive, efficient library facilities.

Approximately 140 Mechanics' Institute Libraries are still in existence in country areas. In 1956, 64 of them shared a grant of £2,000.

(iv) *Queensland.* Prior to 1945, Queensland's library needs were met by the State Public Library, and by Schools of Arts or similar libraries in metropolitan and country districts. The Libraries Act 1943 constituted a Library Board charged with the control and management of the Public Library. The library contained 154,753 volumes in 1954-55. The Libraries Act Amendment Act of 1949 provides for the deposit in the Public Library of a copy of all books, pamphlets, maps and other printed material published in Queensland. A country extension service for people residing outside the metropolitan area is now operating on a limited scale. Its book collection numbered 35,012 in 1954-55.

To encourage the establishment of new library services and the extension of existing facilities the Board, in 1954-55, subsidised 94 local bodies operating 104 libraries.

The Act empowers local authorities to establish library facilities. In 1956, 36 local authorities were conducting library servicing, and several others have indicated that they will do so in the near future. The Brisbane City Council has established nine libraries, of which five have separate children's collections, and hopes to increase the number to 28.

The Oxley Memorial Library was established in 1926 to promote the study of Australian literature, literature relating to Australia and Queensland historical material. Since 1946, it has been administered as a department of the Public Library, and the collection kept segregated. During the year 1954–55, its holdings in volumes increased from 17,168 to 17,824. A valuable addition in 1950 was the L'Estrange collection of Queensland stamps.

The library of the Parliament of Queensland was established in 1860. At 30th June, 1956, the library held 82,396 books and pamphlets, consisting of official publications and books devoted largely to history, the social sciences, biography and literature. The library is entitled to a copy of every book published in Queensland.

(v) *South Australia.* The Public Library of South Australia is a government department, administered by a Principal Librarian and a Libraries Board.

In the reference department there are about 179,000 volumes, most of which may be borrowed. Over 3,000 periodicals are filed, and the collection of newspapers includes every newspaper printed in South Australia. There are 36,400 volumes in the lending department available to persons living in the metropolitan area, and the Country Lending Service has 55,200 volumes, of which more than half are suitable for children.

The Research Service specializes in scientific and technical inquiries, and supplements the resources of the Public Library by borrowing from other libraries and by obtaining microfilm copies of material not available locally. It has an extensive collection of trade catalogues.

The library of the Parliament of South Australia held approximately 65,000 volumes at 31st December, 1955.

The Institutes Association in 1955 comprised 228 suburban and country libraries with 749,358 volumes.

(vi) *Western Australia.* In 1955, the Library Board of Western Australia was made responsible for all forms of public library services throughout the State to which the State Government contributes funds.

The Board has the following major functions :—

- (a) To encourage local authorities throughout the State to establish public libraries and to provide as a State subsidy all books and bibliographical services necessary for such libraries when established ;
- (b) To administer for a limited period a former scheme of monetary grants of up to £50 per annum to local authorities which maintain public libraries ;
- (c) To administer the State Library ;
- (d) To advise the Government on all matters relating to libraries ;
- (e) To provide for the training of librarians.

Local public libraries are subsidized on a £1 for £1 basis, the local authority providing accommodation and staffing and the Board all books and related services.

Books are provided on a minimum basis of one volume per head of the population of the district concerned, and if the cost of so doing exceeds the local costs of the local authority a balancing payment is made to the Board to equalize the expenditure. All books throughout the State are available at any library on request to the Board. All cataloguing is done by the Board. The first library under this scheme was opened in August, 1954 and at 31st December, 1956, 18 libraries had been established.

Prior to the establishment of the Library Board, in 1944 the Government appointed a Country Free Lending Libraries Committee to make small grants to local authorities for library purposes. That committee has now been merged with the Board and its activities will cease in about 1962, and will be replaced by the full service of the Board.

The State Library was established in 1887 in commemoration of Queen Victoria's Jubilee. It is now the reference division of the Library Service of Western Australia and in addition to providing the normal facilities of a reference library for the metropolitan area, extends its service throughout the State through local public libraries.

The State Library is divided into four subject departments as follows :

- J. S. Battye Library of West Australian History.
- Library of Business, Science and Technology.
- Library of Social Sciences, Philosophy and Religion.
- Library of Literature and the Arts.

The State Bibliographical Centre is housed at the State Library and there is also a Commercial Information Centre. The State archives are maintained by the State Library and managed by the staff of the Battye Library. The library is fully equipped with microfilms and photocopy apparatus.

The bookstock of the Board at 31st December, 1956, was approximately:

Lending library services (including books in public libraries) : 80,000 volumes.  
State Library : 200,000 bound volumes.

The University of Western Australia, through its Adult Education Board, manages the Adult Education Library of some 12,000 volumes of general reading and fiction. Books are sent to country readers by post.

There are some 80 special libraries in government departments and industrial firms. A Union Catalogue of periodicals currently received in the libraries of all types in the metropolitan area has recently been published by the Library Board of Western Australia.

(vii) *Tasmania.* The Tasmanian Library Board, constituted in 1944, is responsible for administering the State library headquarters in Hobart, for the extension of library services throughout the State and for the control of State aid for libraries. In 1955-56, the Launceston City Council contributed £5,077 and an equal amount was received in State aid.

The Tasmanian Library Board provides lending and reference services for the people of Hobart and operates a reference service for people throughout the State. In addition, it conducts screenings of documentary films, recitals of recorded music, lectures, library weeks in country centres, puppetry demonstrations, etc.

The Parliamentary Library works in close collaboration with the State Library, which provides a reference officer to serve members during session, and undertakes to catalogue all new books added to the library as well as supplying recreational reading.

4. *University Libraries.*—The libraries of the Australian universities provide material not only for the education of graduates and undergraduates, but also for scholars, research workers and practical investigators all over the continent. Much of the material they contain is not available elsewhere, for although in most cases smaller, they are in many directions more highly specialized than the public libraries. They lend to one another and to State and private institutions as well as to individual investigators. Each of them is governed by a librarian, who is responsible as a rule to an executive sub-committee and a committee which is practically co-extensive with the professional staff. In size, the library of the University of Sydney is the fourth library in Australia, and the libraries of the Universities of Melbourne and Adelaide are respectively seventh and eighth. The following table shows the sizes and rates of growth and expenditure of the Australian university libraries ; it is impossible to give borrowing statistics, as they differ too widely to be comparable without considerable explanation.

#### UNIVERSITY LIBRARIES, 1955.

University or College.	Volumes.	Accessions during year.	Expenditure.
			£
Australian National University .. ..	111,710	11,122	40,496
Sydney .. .. .	368,218	10,393	62,280
Melbourne .. .. .	214,589	9,582	75,031
Queensland .. .. .	134,668	10,664	41,541
Adelaide .. .. .	205,064	14,408	43 025
Western Australia .. .. .	129,025	7,465	26,070
Tasmania .. .. .	86,500	3,833	19,920
New South Wales University of Technology	60,144	6,465	43,369
New England .. .. .	30,892	3,301	14,455
Canberra University College .. .. .	22,250	2,711	8,879

The first books were bought for the library of the University of Sydney as early as 1851 ; only since 1910, however, has it possessed a building of its own. It is named after the principal benefactor, Thomas Fisher, who bequeathed to it in 1885 the sum of £30,000. It contains an up-to-date bookstock of glass and steel and a fine reading room in which, since the beginning of 1941, about 18,000 volumes of the collection have been made available on open access shelves. In addition, members of the teaching staff and certain classes of undergraduates are admitted to the bookstacks ; all readers are encouraged to borrow freely. The library possesses a large number of periodicals, especially scientific, valuable collections of seventeenth-century pamphlets and Elizabethan translations from the classics, and an extensive collection of Australian literature. In 1956, some 15,000 volumes of books in Chinese were added to the collection. Besides medical and law branches, there are a number of departmental libraries.

Early in 1854, the University of Melbourne made its first allocation for books, but the library was housed in temporary quarters for a number of years. In recent years, the university authorities have treated the library generously, and there have been some welcome benefactions, but accommodation is insufficient and a new library building is a pressing need. The W. L. Baillieu Trust has made available the first instalments of a £100,000 gift for building purposes. Most of the books are accessible on open shelves, and though the library is intended primarily for reference purposes, borrowing, except of text-books and certain valuable volumes, is made as easy as possible. The resources of the library are also extensively used on inter-library loan by industries and other organizations throughout Australia. The library is administered from the centrally situated general library; there is a large medical branch library specially rich in periodicals, and smaller branch libraries in various other departments.

The library of the University of Queensland was founded in 1911. The main library is now in its own building in the new University at St. Lucia, and there are a considerable number of departmental libraries. All books are in open access and most are available for borrowing. At the end of 1956, the library contained more than 145,000 volumes. The main library includes a special collection of material relating to the history, development and culture of the countries surrounding the Pacific Ocean.

The Adelaide University library bears the title of its original benefactor, Robert Barr Smith, who, with members of his family in and after 1892, gave the university about £50,000 for library purposes. Some 20,000 volumes are shelved in the reading room and are available to the ordinary student. Up-to-date steel bookstacks provide accommodation for about 100,000 volumes. Borrowing facilities are available to all matriculated students, to country students and to graduates. There are medical and law departmental libraries. The medical library has on permanent loan the collection of the Institute of Medical and Veterinary Science, and also incorporates the library of the British Medical Association (South Australian Branch).

In the University of Western Australia, the first permanent library staff was not appointed until 1927. Provision of permanent library accommodation was not possible when the university moved to its present site, and space and facilities have consequently been inadequate. The whole collection, consisting of about 135,000 volumes, is accessible on open shelves, and there are several departmental libraries. The library possesses a good range of periodicals, especially legal and scientific and is building up a useful collection of Australian literature. The medical library was opened in 1956.

Although the library of the University of Tasmania was founded in 1893, a full-time librarian was appointed for the first time at the end of 1945. From 1945 to 1956, the book stock almost doubled and now approaches 100,000 volumes. The library received about 2,000 periodicals in 1956. Since 1954, a Hobart Union List of Serials has been housed in, and kept up to date by the university library, thus providing a major reference tool for all bibliographic inquiries in the State.

The New England University library was founded in 1938, and bears the name of its benefactor, Sir William Dixson. At the end of 1955, it contained 30,892 volumes, mainly on open shelves. In 1957, the library moved to its new temporary quarters which provide accommodation for approximately 65,000 volumes on open access as well as seating for 100 readers. Two basement areas are being developed to accommodate a bindery and a stack room for local records and additional books and periodicals.

The New South Wales University of Technology made its first allocation for books and periodicals in 1950, the publications being incorporated in the Library of the Sydney Technical College. As a result of arrangements completed in 1951 for the university to administer professional diploma courses of the Department of Technical Education, publications relating to these courses were transferred from the Department to the university, but remained in the libraries of the Technical College where these courses were being conducted. Of the 60,000 volumes in the university's library at December, 1955, 9,000 were in the university's library at Kensington, 14,000 in the library of the Newcastle University College, the rest being in the Technical College libraries. The university library is administered through a central unit at the Sydney Technical College Library which maintains a central catalogue of the holdings of all libraries other than that of the Newcastle University College. The university library is strong in current scientific and technical periodicals. Borrowing facilities are available to all students.

The Canberra University College library was established in 1938. At the end of 1956, it contained 27,000 volumes, which are on open shelves.

The library of the Australian National University was founded in 1948. At the end of 1955, stock comprised about 112,000 volumes, including a collection in oriental languages. In some measure, the library is unique in that it is designed to serve a staff and students

of a wholly post-graduate institution but its resources are freely available to all serious readers. It specializes in the fields of the physical and medical sciences, excluding clinical works. In the social sciences, it aims to provide a good working collection while giving consideration to the holdings of the Commonwealth National Library. It possesses significant collections in Anthropology, Mathematics and Mathematical Statistics.

5. **Children's Libraries and School Libraries.**—(i) *New South Wales.* Children's libraries are being developed as departments of municipal and shire libraries. School library work is fostered by the State Library in co-operation with the Education Department. A "Modern School Library" has been established, and vacation classes for teacher-librarians are held.

(ii) *Victoria.* Under the auspices of the Free Library Service Board, 74 municipal children's libraries have been, or are in the process of being, established as part of the library services provided by the councils concerned. All these libraries provide comprehensive modern children's book collections which are constantly being refreshed. An annual grant of £5,000, which is additional to the ordinary annual municipal library grant, is provided to assist these libraries. In addition, 14 independently controlled children's libraries shared in this grant in 1956.

The Education Department is making provision for the building of a library room in new schools. Where accommodation is available in existing schools, library furniture is provided free of cost to the schools. In December, 1956, 260 schools had central libraries. The Government subsidizes the purchase of books on the basis of £1 for £1, or £2 for £1, according to the size of the school. The maximum amount of subsidy to any school is normally £60 per annum, but new schools may receive a subsidy of £100 in each of the first two years of their existence.

Financed by a bequest from the late William Gillies, a scheme of circulating libraries for small schools, particularly in remote areas, has been operating for some years. Four hundred and thirty-five schools benefited from this scheme in 1956.

The Department has a Library Service Officer with a small staff to advise and assist schools in the establishment and organization of libraries. A one-year course for the training of teacher-librarians was established at Melbourne Teachers' College in 1955. Approximately 20 teachers are trained each year.

(iii) *Queensland.* The purchase of books in State school libraries in Queensland is financed by school committees and parents' associations, with a subsidy from the Department of Public Instruction on a £1 for £1 basis.

In 1937, a system of Circulating Supplementary Readers was commenced. Books are graded for age levels and are moved from school to school, sufficient copies of each book for a whole class being sent, and reading being done in school. There are 96,000 such books now in use, the distribution at present being confined to primary schools.

(iv) *South Australia.* A Children's Library of 12,200 volumes is used by school classes and individual children living in the metropolitan area. Books of fiction are lent to children of fourteen years and over, while other books may be borrowed by children of any age.

(v) *Western Australia.* The State Education Department makes library subsidies and grants to government schools as follows:—

A subsidy of £1 for each £1 raised by the Parents' and Citizens' Association of each school is payable up to a maximum of £40 for Class III schools, £50 for Class II schools, and £60 for Class I primary schools, high schools and junior high schools.

Direct grants, free of subsidy conditions, are made to high schools on the basis of £10 to junior and three-year high schools, and £20 to five-year high schools. Five-year high schools also receive a founding grant of £100 per year for the first three years of their existence. These grants must be used for the purchase of non-fiction books.

All high schools are provided with a library room, and furniture and trained teacher-librarians are appointed to them. Building plans do not provide for primary school libraries, but a number of the schools have set up central libraries when rooms have become available.

Class IV and V schools, that is one-teacher and two-teacher schools, are served by the Charles Hadley Travelling Library and the Small Schools Fixed Library services. Under the Fixed Library Scheme permanent libraries of reference books and encyclopaedias were placed in each such school. Books to the value of £15 were added to each of these libraries annually from 1948 to 1954. From 1955, the grant for these books is to be made at three year intervals. The Hadley Library provides recreational reading and operates 330 boxes which are exchanged every three months. The government grants £500 per annum for this service, and the participating schools contribute the commission received from the Commonwealth Savings Bank for the teachers' services—about £170.

Children in isolated country areas are catered for by books sent out by the State Correspondence School's Library. The children are kept in touch with the library by means of radio talks and leaflets issued periodically.

(vi) *Tasmania*. The Lady Clark Memorial Children's Libraries, at the State Library, Hobart, aim to serve all children in Tasmania with books. At 30th June, 1956, 72 children's libraries had been established, of which 40 were in schools.

Practically all State secondary schools in Tasmania have libraries, with full-time librarians in four of them. A Schools' Library Service gives a book service to schools and assists schools wishing to set up their own libraries. In 1955, the number of schools receiving service was 122 and the number of books issued was 8,629.

6. **Special Libraries.**—Before the 1939–45 War, the number of special libraries, apart from those maintained by government departments, was small, but during recent years many manufacturing, commercial, research and other firms, as well as statutory bodies, have found it necessary to establish special libraries to serve their specialist or other staff. These libraries, which are most numerous in Sydney and Melbourne, are being increasingly staffed by trained librarians.

7. **Microfilms.**—The following libraries supply microfilm or photostat copies of material, usually at a small charge (the letter "P" signifies photostat supplied and "M" microfilm supplied):—*Australian Capital Territory*—Australian War Memorial (P), Commonwealth National Library (PM), C.S.I.R.O. (M); *New South Wales*—Metropolitan Water, Sewerage and Drainage Board (P), Public Library of New South Wales (M), Standards Association of Australia (P), School of Public Health and Tropical Medicine (M), Fisher Library, University of Sydney (PM); *Victoria*—Commonwealth Serum Laboratories (P), Technical Information Section, Munitions Supply Laboratories (PM), Public Library of Victoria (M), Standards Association of Australia (Melbourne Branch) (P), University of Melbourne (PM), C.S.I.R.O. (M); *Queensland*—Public Library (P); *South Australia*—Public Library of South Australia (PM), University of Adelaide (PM), Waite Agricultural Research Institute (P); *Western Australia*—State Library (PM); *Tasmania*—University of Tasmania (PM).

## § 11. Public Museums.

The Australian Museum in Sydney, founded in 1836, is the oldest institution of its kind in Australia. In addition to possessing fine collections of the usual objects found in kindred institutions, the museum contains a very valuable and complete set of specimens of Australian fauna. The number of visitors to the institution during 1954–55 was 261,194 and the average attendance on week-days 592, and on Sundays 1,461. The expenditure for 1954–55 amounted to £62,628. A valuable library containing 31,496 volumes is attached to the museum. Courses of evening popular lectures are delivered and lecturers also visit distant suburbs and country districts, and afternoon lectures for school children are provided. Nature talks are also broadcast by radio. Representative collections illustrative of the natural wealth of the country are to be found in the Agricultural and Forestry Museum and the Mining and Geological Museum. The latter institution prepares collections of specimens to be used as teaching aids to country schools. The "Nicholson" Museum of Antiquities, the "Macleay" Museum of Natural History and the Museum of Normal and Morbid Anatomy attached to the University of Sydney, and the National Herbarium and Botanical Museum at the Sydney Botanic Gardens, are all accessible to the public. There is a Museum of Applied Arts and Sciences in Sydney with branches in three country centres. Expenditure during the year 1954–55 was £50,458. Valuable research work is being performed by the scientific staff in connexion with oil and other products of the eucalyptus and the gums, kinos, tanning materials, and other economic products of native vegetation generally.

The National Museum at Melbourne, devoted to natural history, geology and ethnology, is located in the eastern section of the Public Library Building. The National Art Gallery is situated in the same building. The Museum of Applied Science, also housed under the same roof, contained at 30th June, 1955, 23,922 exhibits which covered applied and economic aspects of all branches of science. There is a fine Museum of Botany and Plant Products in the Melbourne Botanic Gardens. In addition to the large collection in the geological museum attached to the Mines Department in Melbourne, well-equipped museums of mining and geological specimens are established in connexion with the School of Mines in the chief mining districts.

The Queensland Museum, founded in 1855, comprises exhibited and reference collections of zoology, geology and ethnology. It is maintained entirely by the State Government. Expenditure for the year 1954–55 was £21,964. The collections are principally, but not exclusively, Australian; there is, for example, the excellent series of ethnological material formed by Sir William McGregor in New Guinea. The publication is *Memoirs of the Queensland Museum* which was preceded by the *Annals of the Queensland Museum*. The library is extensive and valuable, and of great assistance to research workers in the State.

The Queensland Geological Survey Museum has branches in Townsville, opened in 1886, and in Brisbane, opened in 1892.

The South Australian Museum has considerable collections of most branches of natural history. In 1955-56, there were approximately 180,000 visitors and expenditure was £41,843.

The Western Australian Museum and Art Gallery are controlled by a Board of Trustees appointed by the State Government and are housed in one building. The Museum is mainly devoted to natural history, ethnology and geology, the collections being mostly of Australian origin.

There are two museums in Tasmania—the Tasmanian Museum at Hobart, and the Victoria Museum and Art Gallery at Launceston—both of which contain valuable collections of botanical, mineral and miscellaneous products. The museums received aid from the Government during 1954-55 to the extent of £21,446.

## § 12. Public Art Galleries.

The National Art Gallery of New South Wales originated in the Academy of Art founded in 1871. The expenditure for 1954-55 was £35,546. At the end of 1955, its contents comprised 1,380 oil paintings, 834 water colours, 2,060 prints and drawings, 276 sculptures and casts, and 1,314 ceramics, works in metal and miscellaneous. Since 1895, loan collections of pictures have been forwarded regularly for exhibition in important country towns.

The National Gallery at Melbourne at 30th June, 1955 contained 1,002 oil paintings, 7,515 objects of statuary, bronzes, ceramics, etc., and 7,896 water colour drawings, engravings and photographs. The Gallery is situated in the same building as the Museum and Public Library. Expenditure allocated to the National Gallery in 1954-55 was £61,588, including £2,487 for purchases of works of art. Several munificent bequests have been made to the institution by private citizens. There are provincial art galleries at Ararat, Ballarat, Bendigo, Castlemaine, Geelong, Mildura, Shepparton, St. Arnaud and Warrnambool, to which, periodically, pictures are sent on loan from the National Gallery.

The Queensland National Art Gallery, Brisbane, maintained by the State Government, was founded in 1895. A Director was appointed in 1950, in which year the interior of the gallery was remodelled. More recently an art museum and a print room have been opened. At 30th June, 1955, there were on view 374 oil paintings, 200 water colours, 310 black and white, and 51 pieces of statuary, together with 134 various prints, mosaics, and miniatures. Exclusive of exhibits on loan, the contents are valued at about £30,915. Visitors during the year 1954-55 averaged 1,250 on Sundays and 383 on week-days.

The Art Gallery at Adelaide originated in an exhibition of pictures in the Public Library Building in 1882. Many bequests made by private citizens have materially assisted its growth. At 30th June, 1956, there were in the Gallery 1,647 paintings in oil and water colours, 597 drawings and black and white, and 122 items of statuary, the contents being valued at £115,600. The expenditure during 1955-56 was £25,760.

The foundation stone of the present Art Gallery at Perth in Western Australia was laid in 1901, and the Museum and Art Gallery are all situated in the one structure. The collection comprises 298 oil paintings, 177 water colours, 553 black and white, 280 statuary, and 1,601 ceramic and other art objects.

In Tasmania, the Art Gallery at Hobart was opened in 1887. In June, 1955, the contents consisted of 160 oil paintings, 120 water colours, 120 black and white, 3 statuary and 144 etchings, engravings, etc. Expenditure in 1954-55 was £17,682.

The Art Gallery at Launceston was opened on 2nd April, 1891. Only a small proportion of the contents belongs to the gallery, the bulk of the pictures being obtained on loan. In June, 1955, there were on view 53 oil paintings, 25 water colours, 4 black and white, and 3 miscellaneous exhibits. Expenditure in 1954-55 was £9,745.

## § 13. Scientific Societies.

1. Royal Societies.—In earlier issues of the Official Year Book, an outline was given of the origin and progress of the Royal Society in each State. The accompanying table contains the latest available statistical information regarding these institutions, the headquarters of which are in the capital cities.

## ROYAL SOCIETIES, 1955.

Particulars.	Sydney.	Mel- bourne.	Bris- bane.	Adel- aide.	Perth.	Hobart.	Can- berra.
Year of foundation .. ..	1866	1854	1884	1880	1914	1843	1930
Number of members .. ..	341	236	221	175	208	491	142
Volumes of transactions issued .. ..	89	100	66	79	39	89	..
Number of books in library .. ..	32,000	22,000	46,146	19,600	5,000	30,510	..
Societies on exchange list .. ..	408	360	270	230	209	303	..
Income .. ..	£ 4,102	2,185	385	4,207	188	1,556	76
Expenditure .. ..	£ 3,358	2,090	346	2,035	341	1,550	42

2. The Australian and New Zealand Association for the Advancement of Science.—This Association was founded in 1887. Its headquarters are at Science House, Gloucester Street, Sydney, and meetings are held at intervals of approximately eighteen months within the various States and in the Dominion of New Zealand. The next meeting is scheduled to take place in Adelaide in August, 1958.

3. Other Scientific Societies.—The Linnean Society of New South Wales, with headquarters in Sydney, was founded in 1874. Sir William Macleay, who died in 1891, during his lifetime and by his will endowed the Society to the amount of £67,000, which has been increased by investment to approximately £100,000. The Society offers annually to graduates of the University of Sydney who are members of the Society and resident in New South Wales, research fellowships (Linnean Macleay Fellowships) in various branches of natural history. Two fellowships were awarded in 1956. The library comprises some 18,000 volumes. Eighty-one volumes of Proceedings have been issued, and the Society exchanges with about 300 kindred institutions and universities throughout the world. The membership at the end of 1956 was 243.

The British Astronomical Society has a branch in Sydney, and in each of the States the British Medical Association has a branch.

In addition to the societies enumerated above, there are various others in each State devoted to branches of scientific investigation.

## § 14. State Expenditure on Education, Science and Art.

The expenditure in each State on education, science and art during the year 1954–55 is shown in the following table. Owing to the details not being available in all States, the figures exclude officers' pensions and superannuation, pay-roll tax, and interest and sinking fund on capital expended on buildings. The cost of the medical and dental inspection of school children is also excluded, as this service is more appropriately classified under Public Health.

## STATE EXPENDITURE ON EDUCATION, SCIENCE AND ART, 1954-55.

(£'000.)

State.	Expenditure from—				Receipts.	Net Expenditure.
	Revenue.	Loan.	Other Funds.	Total.		
New South Wales .. ..	32,161	6,401	..	38,562	925	37,637
Victoria .. ..	19,528	5,843	..	25,371	267	25,104
Queensland .. ..	8,933	1,472	475	10,880	251	10,629
South Australia .. ..	6,644	1,118	..	7,762	341	7,421
Western Australia .. ..	6,631	1,240	..	7,871	127	7,744
Tasmania .. ..	3,098	1,289	..	4,387	10	4,377
<b>Total .. ..</b>	<b>76,995</b>	<b>17,363</b>	<b>475</b>	<b>94,833</b>	<b>1,921</b>	<b>92,912</b>