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CHAPTER X.

EDUCATION.

§ 1. Evolution of Educational Systems in Australia.

1. *Educational Systems of the States.*—(i) *Place of New South Wales in Australian Education.* The first settlement in Australia being in New South Wales, it is but natural that Australian Education should have had its beginning in that State. In the evolution of educational method and system in Australia, New South Wales also has played a leading part, and has had practically a dominating influence. The subject is dealt with in some detail in No. I. and No. II. issues of the Commonwealth Official Year Book, but it is not proposed to repeat it in the present volume. (See also 2 hereunder.)

(ii) *Educational Systems of other Commonwealth States.* A more or less detailed account of the origin and development of the educational systems of the other States also appears in No. I. and No. II. issues of the Year Book.

(iii) *Medical Inspection of State School Children.* See Chapter XIII., Public Hygiene.

2. *Later Development in State Educational Systems.*—Preceding issues of the Official Year Book contained an outline of later developments of the educational systems of the various States (see No. 22, pp. 426–29), but it has been decided to omit this information from the present volume.

As pointed out in previous issues, the educational system of New South Wales may now be considered as a more or less homogeneous entity, the various stages succeeding one another by logical gradation from kindergarten to university. In the other States development is proceeding on somewhat similar lines, activity in this respect being greatly helped by interstate conferences of directors of education and of inspectors and teachers as well as by the Council alluded to in 3. hereunder.

3. *Australian Council for Educational Research.*—This Council, which was constituted on 10th February, 1930, receives from the Carnegie Corporation an endowment of £5,000 a year for ten years for general purposes, and a further sum of £2,500 a year for five years for administrative purposes. It consists of nine members of whom six are elected by the State Institutes for Educational Research, and three are co-opted members. The publications of the Council appear in the form of a Research Series published by the Melbourne University, and up to the end of 1931 six numbers had appeared. The Council makes grants for travelling studentships, of which six were awarded to the end of 1931, and has also granted 58 applications for assistance to persons who wished to carry out investigations, or have their works published. During the same period, the Council itself initiated a number of investigations. In addition to organizing the carrying out of research, the Council acts as a centre for the collection and dissemination of information concerning Australian education. Expenditure to the end of June, 1931, amounted to £5,317.

§ 2. State Schools.

1. *General.*—The State Schools, or, as they are sometimes termed, the “public” schools, of Australia comprise all schools directly under State control, in contradistinction to the so-called “private” schools, the bulk of which, though privately managed, nevertheless cater for all classes of the community. Separate information regarding Technical Education is given in § 6, but the junior technical schools are included hereunder. The returns include figures relating to correspondence schools, but evening continuation classes are not included.

2. Returns for Year 1930.—(i) *General.* The following table shows the number of State Schools, together with the teachers employed and the enrolment and average attendance in each State during the year 1930 :—

STATE SCHOOLS.—RETURNS, 1930.

State or Territory.	Schools.(a)	Teachers.	Enrolment.	Average Attendance.	Percentage of Attendance on Enrolment
New South Wales (b) ..	3,332	12,286	(c) 357,319	313,728	87·8
Victoria ..	2,758	9,693	(c) 239,404	213,048	89·0
Queensland ..	1,726	4,266	(d) 137,683	115,267	83·7
South Australia ..	1,058	3,631	(d) 89,828	78,496	87·4
Western Australia ..	873	2,294	(c) 56,659	51,613	92·0
Tasmania ..	506	1,352	(c) 32,905	29,401	89·3
Northern Territory ..	4	11	(d) 245	176	71·8
Australia ..	10,257	33,533	914,043	801,729	87·7

(a) Schools open during year. (b) Including Federal Capital Territory. (c) Weekly. (d) Monthly.

During recent years the percentage of attendance on enrolment has risen considerably. This is due partly to the greater attractiveness of school life consequent on improved methods in teaching and school management and partly to more effective administration of the compulsory provisions of the Education Acts. The comparatively high average in 1930 was also in some measure due to the absence of widespread epidemics affecting school children. Allowance, moreover, must be made for the fact that in periods of depression, when employment is difficult to obtain, there is a tendency for pupils to remain longer at school.

As the table shows, the methods of calculating enrolment are not identical throughout the States. The matter of securing uniformity in this respect has been under consideration for some time, and the Educational Research Council, alluded to in § 1, 3 *ante*, is devoting attention to the question of securing greater uniformity in methods of collection and presentation of educational data generally. Uniformity in educational statistics also was included in the agenda set down for discussion at the eighth Conference of Directors of Education in Australia and New Zealand held in Melbourne in May, 1930.

(ii) *Schools in the Federal Capital Area.*—(a) *General.* During the year 1930 sixteen State Schools were in operation in the Federal Capital Territory (Yass-Canberra). The individual pupils enrolled numbered 1,350 and the average attendance 1,063. Cost of upkeep amounted to £15,173. By arrangement with the Federal Government these schools are conducted by the New South Wales Education Department on the same lines as the ordinary State Schools, the Department being recouped for expenditure. Ample provision has been made for both primary and secondary education, and this will be increased to meet requirements. (b) *The Canberra University College* (see § 5-6 hereinafter).

3. *Increase in Average Attendance.*—The average attendance at the State Schools in Australia is shown below for the years 1891, 1901, 1911, and for each year of the period 1926 to 1930 :—

STATE SCHOOLS.—AVERAGE ATTENDANCE.—AUSTRALIA.

Year.	Total Population. (a)	Average Attendance.	Year.	Total Population. (a)	Average Attendance.
1891 ..	3,421	350,773	1927 ..	6,235	748,712
1901 ..	3,825	450,246	1928 ..	6,337	764,496
1911 ..	4,573	463,799	1929 ..	6,414	777,626
1926 ..	6,111	730,571	1930 ..	6,476	801,729

(a) At 31st December, in thousands.

During the last five years the average attendance increased by about 9.7 per cent., the figures ranging from about 13 per cent. and 9 per cent. in New South Wales and South Australia respectively to about 5 per cent. in Tasmania.

4. **Distribution of Educational Facilities.**—(i) *In Sparsely-settled Districts.*—(a) *General.* The methods adopted in the various States to carry the benefits of education into the remotest and most sparsely-settled areas are set out in some detail in previous issues of the Official Year Book (see No. 22, pp. 430–31), but limitations of space preclude their repetition in the present volume. It may be interesting to note, however, that the districts worked by the four itinerant teachers in Queensland in 1930 cover an area of approximately 179,000 square miles, and that in their visits to 290 families during the year these teachers travelled altogether a distance of nearly 25,000 miles. (b) *Correspondence Teaching.* Teaching by correspondence has been adopted to meet the needs of children out of reach of the ordinary means of education, including those incapacitated from attending school by reason of physical ailment. Over 14,000 children were receiving instruction in this way during 1930, the respective numbers in each State being New South Wales, 5,044; Victoria, 938; Queensland, 4,659; South Australia, 1,275; Western Australia, 1,903; Tasmania, 297.

(ii) *Centralization of Schools.* The question of centralization of schools adopted so successfully in America and Canada has received some attention in Australia, and particularly in New South Wales. It is recognized that a single adequately staffed and well-equipped central institution can give more efficient teaching than a congeries of small scattered schools in the hands of less highly trained teachers, and the small schools in some districts were therefore closed and the children conveyed to the central institution. The principle was first adopted in New South Wales in 1904, and in 1930 a sum of £62,869 was expended in boarding allowance and conveyance to central schools. Cost of conveyance to State Schools in Victoria during 1930 was returned as £14,058. In South Australia the sum of £12,740 was disbursed in connexion with travelling expenses of school children in 1930, while £12,566 was spent in Western Australia, and about £5,420 in Tasmania. (It may be pointed out, however, that the parents are often reluctant to part with the small schools which form, as it were, "heart centres" in their little community, while the kindly help of the teachers is a great asset in the social and intellectual life of the districts served by the schools.)

(iii) *Education of Retarded and Defective Children.* This subject was alluded to at some length in preceding issues of the Official Year Book (see No. 22, pp. 431–2), but the information cannot be repeated in this issue.

(iv) *Evening Schools.* Evening Public Schools have been in existence for many years in some of the States, but their progress has been uncertain. In New South Wales the 46 Evening Continuation Schools had an average weekly enrolment in 1930 of 5,841 and an average attendance of 4,639. The schools for boys are classed as commercial, commercial preparatory, junior technical, and junior technical preparatory, and for girls as domestic and domestic preparatory. Attendances at the schools for boys numbered 3,686, and at those for girls 953. The comparatively high proportion of attendance to enrolment shows that the institutions are attractive. In Victoria, although the Education Act of 1910 gives authority for the establishment of evening continuation classes at which the attendance of boys up to the age of seventeen years and living within a radius of 2 miles may be made compulsory for six hours a week, considerations of expense have prevented the free exercise of this power. In 1928 there were eleven evening continuation classes with an attendance of 73, but none were recorded later. In Western Australia evening continuation classes were held at 23 centres in 1930, with an average enrolment of 2,777 pupils.

(v) *Higher State Schools.* In all the States higher schools have been established which provide advanced courses of instruction for pupils who have completed the primary grades. Reference to the development of these schools will be found in preceding Official Year Books (see No. 22, pp. 433–4), but considerations of space preclude the repetition of this information herein.

(vi) *Agricultural Training in State Schools.* Extended reference to the methods adopted in the teaching of agriculture in State Schools will be found in preceding Official Year Books (see No. 22, pp. 434–7), but considerations of space preclude the repetition of this matter herein.

5. Teachers.—The distribution of the teaching staff in the State Schools during the year 1930, including teachers of needlework, was as follows :—

STATE SCHOOLS.—TEACHING STAFF, 1930.

State.	Principal Teachers.		Assistants.		Pupil or Junior Teachers.		Sewing Mis- tresses.	Total.		
	Males.	Fem.	Males.	Fem.	Males.	Fem.		Males.	Fem.	Total.
New South Wales	2,499	626	2,875	6,081	..	..	205	5,374	6,912	12,286
Victoria	1,818	791	1,467	3,269	678	1,326	344	3,963	5,730	9,693
Queensland	1,092	582	831	1,582	92	87	..	2,015	2,251	4,266
South Australia	706	407	702	1,327	71	152	266	1,479	2,152	3,631
Western Australia	479	372	258	815	25	186	159	762	1,532	2,294
Tasmania	233	306	109	393	47	262	2	389	963	1,352
Northern Territory	5	1	..	4	..	1	..	5	6	11
Total	6,832	3,085	6,242	13,471	913	2,014	976	13,987	19,546	33,533

(a) Not including 468 subsidized school teachers.

The figures for principal teachers include mistresses of departments, while students in training colleges have been grouped with assistants. Some of the teachers in sole charge of small schools have had very little training, but future permanent appointments will be confined as far as possible to those who have gone through a regular course of instruction.

It will be observed that there is a fairly large number of junior teachers, or pupil teachers, as they are called in some of the States. Although expert pedagogical opinion throughout the world is against the pupil-teacher system, motives of practical expediency compel its retention, or some modification thereof, in most countries.

In New South Wales and in some of the other States attention has recently been drawn to the difficulty of securing an adequate supply of teachers, particularly male teachers for small schools in out-back districts. Difficulty is also experienced in some of the States in securing suitable living accommodation for teachers of these small schools.

6. Training Colleges.—The development of the training systems of the various States has been alluded to at some length in earlier issues of the Year Book (see No 22, pp. 437-9), but considerations of space will not permit of its retention herein.

7. Expenditure.—(i) Maintenance—All Schools. The net expenditure on maintenance in all grades of schools, excepting senior technical schools, and the cost per head of average attendance for the five years ended 1930 are shown below. The figures do not include expenditure on buildings, which is given separately in a subsequent table.

STATE SCHOOLS.—EXPENDITURE ON MAINTENANCE.

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	Total.
TOTAL.								
	£	£	£	£	£	£	£	£
1926	3,689,183	2,132,519	1,406,853	710,499	556,748	251,307	4,443	8,751,552
1927	3,751,913	2,340,581	1,438,969	743,274	605,704	257,653	4,406	9,142,500
1928	4,004,495	2,464,714	1,471,322	778,715	624,271	266,281	5,153	9,614,951
1929	4,282,083	2,536,674	1,547,076	813,485	633,306	269,202	5,744	10,087,570
1930	3,996,517	2,445,861	1,514,456	792,981	648,508	269,764	5,626	9,673,713

PER HEAD OF AVERAGE ATTENDANCE.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1926	13 11 0	10 16 6	12 12 10	9 17 10	11 4 6	9 0 3	18 19 9	12 0 8
1927	13 4 7	11 14 6	12 14 6	10 3 2	12 1 5	9 4 11	18 10 2	12 5 4
1928	13 15 4	12 1 11	12 13 7	10 6 6	12 5 1	9 17 3	21 4 1	12 12 9
1929	14 6 8	12 4 10	13 6 3	10 13 3	12 10 11	9 12 0	24 17 4	13 0 10
1930	12 12 10	11 9 7	13 2 9	10 2 0	12 11 4	9 3 6	31 19 4	12 1 4

The combined growth in cost of maintenance during the four years 1926–29 was brought about chiefly by the higher salaries and allowances paid to teachers, and the increased expenditure in connexion with the supply of materials and equipment. Practically the whole of the increase in Western Australia for the year 1927 was due to the reclassification and new salary scales for teachers. The financial stringency is reflected in the considerable drop in the total and average expenditure for 1930, all States except Western Australia showing a decrease. In New South Wales the heavy fall was occasioned by reductions in teachers' salaries and curtailment of maintenance expenditure generally. Savings in maintenance costs were effected in various ways in the other States mentioned, e.g., South Australia, where considerable reductions were made in salaries and administration, and further general reductions were foreshadowed for 1931.

(ii) *Maintenance—Secondary Schools.* The figures given in the preceding table refer to expenditure on maintenance of all State primary and secondary schools, exclusive of technical colleges. It has been thought desirable by the State Education Departments to give separate information in regard to the cost of secondary education. Any satisfactory estimate of this nature is, however, rendered difficult by the circumstance that there is no exactly comparable definition of the term "secondary" as applied in the various States, while difficulties arise in connexion with the correct apportionment amongst the various branches of expenses of administration, inspection, and the training of teachers. A further complication is caused by the fact that both elementary and higher education are in some instances given in the same school and by the same teacher. The figures quoted in regard to cost hereunder have been extracted from the Reports of the State Education Departments, and are subject to the qualifications above enumerated.

STATE SECONDARY SCHOOLS.—EXPENDITURE ON MAINTENANCE, 1930.

State.				Cost.	Cost Per Head of Population.
				£	s. d.
New South Wales	..	..	..	549,489	4 6
Victoria	..	..	..	343,929	3 11
Queensland	..	..	..	165,047	3 6
South Australia	..	..	..	104,288	3 7
Western Australia	..	..	..	140,200	6 8
Tasmania	..	..	..	22,845	2 1

The figures in all cases are exclusive of cost of buildings. In the case of Victoria the total includes the expenditure on "intermediate" education amounting to £103,705. For Queensland, the figure quoted does not include the cost of the Agricultural High School and College, which amounted in 1930 to £25,289. For Western Australia the total includes £77,170 on account of "post primary" education.

(iii) *Buildings.* Expenditure on school buildings exclusive of technical Colleges in each of the years quoted was as follows:—

STATE SCHOOLS.—EXPENDITURE ON BUILDINGS.

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	Total.
	£	£	£	£	£	£	£	£
1926	638,387	508,121	138,784	231,207	57,337	34,716	132	1,608,684
1927	668,412	578,691	98,905	156,520	53,506	21,751	..	1,577,785
1928	1,004,252	398,939	143,995	102,477	68,957	44,150	..	1,762,770
1929	772,296	360,262	127,504	111,137	76,025	32,801	..	1,480,025
1930	488,776	114,826	110,196	68,006	63,578	23,065	920	869,367

The large increases in expenditure shown in several instances during the three years ending in 1928 were due to the efforts made to overtake arrears in necessary buildings and repairs, while the growing necessity for economy is reflected in the figures for the last two years.

(iv) *Total.* The net total cost during the year 1930 was as follows:—

STATE SCHOOLS.—NET TOTAL COST, 1930.

Item.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	Total.
	£	£	£	£	£	£	£	£
Net cost of education, including buildings	4,485,293	2,560,687	1,624,652	860,987	712,086	292,829	6,546	10,543,080

The figures in this and the preceding tables refer to all grades of State Schools (with the exception of senior technical schools). Including buildings, the net cost per scholar in average attendance for the whole of the State schools in Australia amounted in 1930 to £13 13s., as compared with £4 9s. 3d. in 1901.

8. **School Savings Banks.**—In New South Wales the control of these institutions was taken over in 1924 by the Government Savings Bank, which allows interest on the children's deposits. At the 30th June, 1931, there were 142,746 depositors having at credit £184,377. In Victoria banks were in operation at 2,410 schools at the 30th June, 1931. On the same date the number of depositors amounted to 167,636 and balances at credit to £288,195. School Savings Banks began operations in Queensland in July, 1928, and at the 30th June, 1931, there were 959 banks, with 53,547 depositors, and balances amounting to £45,893. In South Australia, there were 70,093 depositors in 1930 at 1,100 banks with £97,621 to their credit; and in Western Australia, there were 738 school banks, with 56,810 depositors and £89,963 to their credit.

§ 3. Private Schools.*

1. **Returns for 1930.**—The following table shows the number of private schools, together with the teachers engaged therein, and the enrolment and average attendance in 1930:—

PRIVATE SCHOOLS, 1930.

State.	Schools.	Teachers.	Enrolment.	Average Attendance.
New South Wales	730	4,636	106,319	78,780
Victoria	502	2,400	68,556	58,270
Queensland	201	1,264	32,244	27,335
South Australia	181	917	16,530	13,214
Western Australia	122	542	11,716	10,910
Tasmania	66	326	6,539	5,078
Northern Territory	1	5	120	104
Total	1,803	10,090	242,024	193,691

The totals for New South Wales include returns from the Sydney Grammar School, which receives a yearly State subsidy of £1,500, and which, in 1930 had an enrolment of 660, and an average attendance of 623.

The figures for Queensland include the returns from Grammar Schools, of which there are ten—six for boys and four for girls, with an enrolment of 1,526 boys and 860 girls. These schools are governed by boards of trustees, partly nominated by Government, and partly by the subscribers to the funds. The trustees make regulations regarding the fees of scholars, the salaries of teachers, and generally for the management of the schools. The Government endowment received in 1930 amounted to £17,225. In addition, a sum of £22,491 was received by way of fees for the tuition of State scholarship holders. The Grammar schools are inspected annually by officers of the Department of Public Instruction. In Central Australia there is a privately conducted school for natives and half-castes at Hermannsburg Mission Station with an enrolment of 92. Returns regarding this institution have not been included in the preceding table.

* Private schools include all schools not wholly under State control. The term "private," though popularly applied, is, of course, a misnomer.

2 **Growth of Private Schools.**—The enrolment and average attendance at private schools during 1891, 1901, 1911, and in each year of the period 1926 to 1930 are as follows :—

PRIVATE SCHOOLS.—ENROLMENT AND ATTENDANCE.

Year.	Enrolment.	Average Attendance.	Year.	Enrolment.	Average Attendance.
1891	124,485	99,588	1927	235,074	181,396
1901	148,659	120,742	1928	237,713	184,464
1911	160,794	132,588	1929	242,077	189,018
1926	233,566	178,985	1930	242,024	193,691

The increase in average attendance during the last five years amounted to about 8.2 per cent.

3. **Registration of Private Schools.**—Conditions in regard to the registration of private schools were alluded to in previous Year Books (*vide* No. 18, p. 451), but considerations of space preclude the repetition of this information in the present issue.

§ 4. Free Kindergartens.

The following information regarding Free Kindergartens 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, the details for which were furnished by the Education Department.

FREE KINDERGARTENS, 1930.

State.	No. of Schools.	Average Attendance.	Permanent Instructors.	Student Teachers.	Voluntary Assistants.
New South Wales (Sydney)	16	1,041	30	50	50
Victoria (Melbourne)	28	1,597	66	45	385
(Ballarat) ..	1	50	2	..	15
Queensland (Brisbane) ..	6	(a)320	8	22	26
South Australia (Adelaide)	9	372	13	28	28
Western Australia (Perth)	7	338	13	15	18
Tasmania (Hobart) ..	4	130	7	7	3
(Launceston) ..	2	95	4	2	6
Total	73	3,943	143	169	531

(a) Estimate.

In New South Wales there were 109 students at the Kindergarten Training College. At the Melbourne College, 45 students were in training. The Brisbane Training College had 22 students in training, the Training College at Adelaide 37, and at Perth 14. Seven students were in training at Hobart.

The information given above refers to institutions under private kindergarten unions or associations, and is exclusive of the kindergarten branches in the Government schools of the various States.

§ 5. Universities.

1. **Origin and Development.**—A brief account of the origin and development of the Universities in the various States is given in preceding issues of the Official Year Book (*see* No. 22, pp. 442-3), but this information cannot be repeated herein

2. Teachers and Students.—The following table shows the number of professors and lecturers, and the students in attendance at each of the State Universities during the year 1930 —

UNIVERSITIES.—TEACHERS AND STUDENTS, 1930.

University.	Professors.	Lecturers and Demonstrators.	Students attending Lectures.		
			Matriculated.	Non-matriculated.	Total.
Sydney	51	168	..	..	2,824
Melbourne	29	166	..	..	2,757
Queensland (Brisbane)	14	39	617	161	778
Adelaide	19	107	1,113	964	2,077
Western Australia (Perth)	14	39	580	18	598
Tasmania (Hobart)	10	19	383	66	449

Students at the Conservatorium of Music have been included in the case of Melbourne and Adelaide their respective numbers being 283 and 438.

The Conservatorium in Sydney, while attached to the Education Department, is not under the control of the University.

3. University Revenue.—The income of the Universities from all sources during the year 1930 was as shown in the table below. The figures in the column "private foundations" refer to income received from foundations, the cash value of benefactions received during the year being shown separately in the appended note.

UNIVERSITIES.—REVENUE, 1930.

University.	Government Grants.		Fees.	Private Foundations. (a)	Other.	Total.
	Endowment.	Other.				
	£	£	£	£	£	£
Sydney	32,000	41,161	51,791	88,877	8,177	222,006
Melbourne	63,958	4,500	92,772	29,447	11,559	202,236
Queensland (Brisbane)	20,000	4,382	15,302	19,530	2,205	61,419
Adelaide	4,000	(b) 52,934	29,274	15,680	7,333	109,221
Western Australia (Perth)	31,500	820	4,105	35,791	9,544	81,760
Tasmania (Hobart)	4,000	11,526	3,354	1,581	325	20,786
Total	155,458	115,323	196,598	190,906	39,143	697,428

(a) Not including value of new foundations received during the year as follows:—New South Wales £45,381; Victoria, £24,080; South Australia, £51,899. (b) Including £17,100 yearly parliamentary appropriation and £35,834 special vote.

In preceding 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 beneficence. Space will permit of reference to the most important benefactions only herein. Thus the Challis bequest to the Sydney University amounted to £277,000 (now valued at £408,000): Mr. G. H. Bosch contributed £234,000: Sir P. N. Russell £100,000: Mr. W. O. Watt £81,000: Mr. Thos. Fisher £30,000. Mr. Sidney Myer's gifts to the Melbourne University amounted to £50,000, while Sir Samuel Gillott, Mr. Edward Wilson (Argus Trust), and Sir Samuel Wilson contributed £41,000, £34,000, and £30,000 respectively. Mr. R. B. Ritchie's gifts for the endowment of a Chair of Economics amount to £30,000, and a similar sum was received from the Supreme Court Library Fund for the endowment of a Chair of Public Law. The Hon. Francis Ormond contributed £20,000 to the University as well as benefactions to Ormond College amounting to considerably over £100,000. Queensland University received about £200,000 from the McCaughey estate, and up to the end of April, 1931, had benefited to the extent of £26,800 from the Walter and Eliza Hall Trust. The chief benefactors

to Adelaide University were Sir Thomas Elder, £99,000; Sir Langdon Bonython, £62,000; Mr. T. E. Barr Smith £30,000; Mrs. Jane Marks, £30,000; Family of John Darling, £25,000; and R. B. Smith and family, £21,000. Several very valuable properties, in addition to shares which produced a sum of £58,450, were also bequeathed to this University by Mr. Peter Waite. Under the will of Sir Winthrop Hackett the University of Western Australia received £425,000, while the late Robert Gladden bequeathed an estate valued at £60,000.

4. **University Expenditure.**—For the year 1930 the expenditure by the Universities under various headings was as follows —

UNIVERSITIES.—EXPENDITURE, 1930.

University.	Salaries and Administration.	Scholar-Ships, Bursaries, etc.	General Maintenance.	Buildings and Grounds.	Other.	Total.
	£	£	£	£	£	£
Sydney	155,750	6,686	32,102	15,803	492	210,833
Melbourne	126,092	6,357	7,244	10,407	(a)48,760	198,860
Queensland (Brisbane) ..	35,247	1,914	3,345	399	(b)17,481	58,386
Adelaide	63,641	1,404	4,718	1,641	(c)37,505	108,909
Western Australia (Perth)	31,139	10,153	3,990		(d)13,767	149,272
Tasmania (Hobart) ..	13,785	1,286	2,465	787	(e)1,461	19,784
Total	425,654	27,800	53,864	119,260	119,466	746,044

(a) Including laboratory and research, £12,081. (b) Includes laboratory and research, £8,360.
 (c) Laboratory and research, £19,833. (d) Includes laboratory and research, £5,221. (e) Includes laboratory and research, £1,249.

5. **University Extension.**—Some account of the initiation and progress of university extension is given in preceding Official Year Books (see No. 22, p. 446), but considerations of space preclude the insertion of this matter in the present issue.

6. **The Canberra University College.**—The question of the establishment of a University at the Federal Capital is still under consideration, and in the meantime a University College has been established under the *Canberra University College Ordinance*, 1929. By virtue of a regulation of the University of Melbourne, the College is empowered to provide approved lectures in the subjects of the Arts, Science, Commerce, and Law courses of that University. Lectures commenced in 1930 with the aid of several part-time lecturers, and 30 students were enrolled during the year. The curriculum was extended in 1931 and two full-time lecturers were appointed. In 1931 the number of students increased to 62.

7. **Workers' Educational Association.**—In 1913, Workers' Educational Associations were formed in all the States of Australia, and later in New Zealand. The movement has for its object the bringing of the University into closer relationship with the masses of the people, and thereby providing for the higher education of the workers in civic and cultural subjects. There are now direct grants from all State Governments except Western Australia, and an additional University grant in New Zealand. The particulars of grants for classes in 1931 were as follow :—New South Wales, £4,533, 57 classes and 3 study circles; Victoria, £4,250, 33 tutorial classes and extension work; Tasmania, £1,578, 15 classes; South Australia, £2,025, 5 tutorial classes and 26 lecture classes and study circles; Queensland, £1,000, 10 classes and 169 correspondence students. In addition, the New South Wales Association receives a Government grant for general organizing purposes of £500, paid on the basis of £1 for £1 on subscriptions and donations up to this amount. The Queensland and South Australian Associations received grants of £600 and £240 respectively. The Carnegie Corporation has in recent years shown its interest in the work by allotting substantial grants to the Associations and to the Universities. The principal subjects chosen in all States are Industrial History, Economics, Political Science, and Sociology, but there is an increasing number of classes

in other subjects such as History, Psychology, Philosophy, Literature, Music, Physiology and Biology. Each University co-operates with the W.E.A. in the formation of a joint committee for tutorial classes, which supervises the work with the assistance of a University officer with the title of Director of Tutorial Classes. In addition to the longer University tutorial classes, many preparatory classes, study circles, and summer schools are organized by the Association, numerous courses of public lectures are delivered, educational conferences promoted, and an extensive book service is spreading educational literature throughout Australia.

§ 6. Technical Education.

1. **General.**—Although provision has been made in all of the States in respect to many necessary forms of technical education, the total provision made would imply that this branch of education has not been regarded as of outstanding importance. As will be seen later on, the expenditure on technical education for the whole of Australia is comparatively small. In preceding issues of the Official Year Book an outline was given of the origin and development of technical education in each State (see No. 22, pp 447-51), but considerations of space preclude its repetition in the present volume.

2. **Returns for Year 1930.**—Returns for the year 1930 in regard to enrolments and attendances, etc., in each State are given in the table hereunder.

TECHNICAL EDUCATION.—ENROLMENTS, ETC., 1930.

State.	Number of Classes.	Teachers.	Enrolments.	Average Attendance.	Fees Received.
New South Wales ..	766	632	34,796	(a)15,819	£ 25,445
Victoria ..	320	635	25,814	18,600	39,922
Queensland ..	(b)	438	12,422	10,600	13,888
South Australia ..	599	224	12,933	9,436	9,498
Western Australia ..	435	121	8,677	7,667	2,773
Tasmania(c) ..	(b)	67	950	770	(d)1,570
Total ..	2,120	2,117	95,592	62,892	93,096

(a) Individual Students. (b) Not available. (c) Senior Technical Colleges and Schools of Mines. (d) Includes receipts from fees, Junior Technical Schools.

Figures for earlier years will be found in preceding volumes. Owing to the considerable differences in scope and methods in the States, effective comparison of the results is somewhat difficult. With regard to the figure quoted for number of classes in Victoria, it is stated that each grade of a subject is counted as a class.

3. **Expenditure on Technical Education.**—The expenditure on technical education in each State for the year 1930 is shown below :—

TECHNICAL EDUCATION.—EXPENDITURE, 1930.

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Total.
1930 {	(a) £ 218,280	£ 318,799	£ 104,939	£ 95,909	£ 22,468	£ 23,299	£ 783,694
	(b) 6,447	14,120	9,403	181	821	1,191	32,163

(a) Maintenance. (b) Buildings.

The expenditure on maintenance for technical education in 1930 amounted to 2s. 5d. per head of the population of Australia, as compared with 30s. per head expended on maintenance for primary and secondary education.

§ 7. Business Colleges and Shorthand Schools.

There has been a considerable development in recent years both in the number and scope of privately conducted institutions which aim at giving instruction in business methods, shorthand, typewriting, the use of calculating machines, etc. Particulars for all States excepting Queensland are given in the following table :—

BUSINESS COLLEGES, SHORTHAND SCHOOLS, ETC., 1930.

State.	Schools.	Teachers.	Students Enrolled.		Average Attendance.		Fees Received.
			Males.	Females.	Males.	Females.	
New South Wales ..	24	203	1,871	5,871	802	2,943	£ 64,583
Victoria ..	15	134	3,236	2,588	3,048	2,157	(b)
Queensland (a) ..	..	..	..	..	..	..	..
South Australia ..	7	40	650	893	529	707	14,064
Western Australia ..	12	54	2,637	1,363	(b)	(b)	26,694
Tasmania ..	3	12	63	159	57	145	3,108

(a) Included in private schools. (b) Not available.

The figures for New South Wales are exclusive of students instructed at home through the medium of correspondence classes.

§ 8. Diffusion of Education.

1. **General Education.**—A rough indication of the state of education of the people is obtained at each Census under the three headings, "read and write," "read only," and "cannot read." Particulars for each State and Territory were included in previous issues of the Official Year Book (see No. 19, p. 439). Detailed tables dealing with various aspects of education were published in connexion with the Census of 1921. Here it must suffice to mention that during the period 1871 to 1921 the proportion per 10,000 of the population of Australia able to read and write advanced from a little over 6,000 to nearly 8,500, while that of those able to read only fell from about 1,100 to under 30.

2. **Education as shown by Marriage Registers.**—Another common method of testing the spread of education is to compare the number of mark signatures in the marriage registers with the total number of persons married during each year of a series. The percentage signing with a mark on the total persons married in the Census year 1921 was only 0.17, as compared with 24.60 in 1861.

§ 9. Miscellaneous.

1. **Scientific Societies.**—(i) *Royal Societies.* In previous issues of the Official Year Book an outline was given of the origin and progress of the Royal Society in each State (see No. 22, pp. 454-5), but considerations of space preclude the retention of this matter in the present volume. The accompanying table, however, contains the latest available statistical information regarding these institutions, which in every case have their headquarters in the capital cities.

ROYAL SOCIETIES—PARTICULARS, 1931.(a)

Heading.	Sydney.	Melbourne.	Brisbane.	Adelaide.	Perth.	Hobart.
Year of origin	1821	1854	1884	1853	1897	1843
Number of members ..	293	204	185	166	217	263
Vols. of transactions issued	65	73	43	55	20	67
Number of books in library	30,000	17,000	6,000	6,500	2,900	17,000
Societies on exchange list ..	343	314	200	220	127	253
Income£	1,389	470	163	414	286	280
Expenditure£	1,464	407	104	430	224	276

(a) The Royal Society of Australia, with headquarters at Canberra, was founded on the 25th July, 1930, and received permission to use its title on the 14th January, 1931. The members, including associates, numbered 65 in 1931.

In connexion with the year of origin it may be pointed out that the title Royal Society was in most cases assumed at a later date than that shown in the tables, as the Societies originated under different names.

(ii) *The Australasian Association for the Advancement of Science.* This Association was founded in 1887, with headquarters at the Royal Society's House in Sydney. Its meetings are usually held biennially within the various States and in the Dominion of New Zealand. The next meeting will be held in Sydney in 1932. The library of the Association contains 4,000 volumes.

(iii) *Other Scientific Societies.* The Linnean Society of New South Wales, with headquarters in Sydney, was founded in 1874. The soundness of its present position is due to the benefactions of Sir William Macleay, who during his lifetime and by his will endowed the Society to the amount of £67,000, which has been increased by judicious investment to over £80,000. The Society maintains a research bacteriologist and offers annually 4 research fellowships in various branches of natural history. Two fellowships were awarded in 1931. The library comprises some 14,000 volumes, valued at about £7,000. Fifty-six volumes of proceedings have been issued, and the Society exchanges with some 228 kindred institutions. The ordinary membership at the end of 1931 was 171.

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

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

2. **Public Libraries.**—(i) *States.* In each of the capital cities there is a well-equipped Public Library, the institutions in Melbourne and Sydney especially comparing very favourably with similar institutions elsewhere. The following statement gives the number of volumes in the Public Library of each capital city:—

METROPOLITAN PUBLIC LIBRARIES, 1930.

City.	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Sydney	(a) 373,375	(b)	71,938	445,313
Melbourne	376,279	62,042	..	438,321
Brisbane	56,671	..	..	56,671
Adelaide	157,411	77,558	..	234,969
Perth	136,962	..	18,817	155,779
Hobart	29,867	7,093	..	36,960

(a) Including 126,183 volumes in the Mitchell Library.

(b) The maintenance and control of the ordinary lending branch of the Public Library at Sydney were transferred in 1908 to the Municipal Council. In 1930 the books numbered 49,971.

In connexion with the Country Lending Branch of the Sydney Public Library, it may be noted that books are forwarded on loan to State schools, to approved associations, to Schools of Art and to individual students. During the year 1930-31, over 82,000 books were lent to small State schools, 12,000 to Schools of Arts, 5,700 to branches of the Teachers' Federation, 3,400 to Agricultural Bureaux, and 35,000 to individual borrowers.

A special research staff attached to the Public Library gives valuable assistance in making readily available to inquirers the store of information contained in books, etc., which, owing to limitations of space, are not in open access.

The Mitchell Library in Sydney consisted of over 60,000 volumes and pamphlets, and 300 paintings, principally relating to Australasia, valued at £100,000, and bequeathed in 1907 by Mr. D. S. Mitchell, together with an endowment of £70,000. The testators stipulated that the regulations of the British Museum were to be adopted as far as practicable, hence the library is the resort of specialists. There are now over 126,000 volumes in the library in addition to valuable manuscripts, collections of Australian postage and fiscal stamps, and various pictures, coins, etc.

Amongst other important libraries in New South Wales may be mentioned the "Fisher" Library at Sydney University, with 196,000 volumes; the library at the Australian Museum, 27,000; the Teachers' College library, 38,000; Sydney Technical College library, 16,000; and the library at the Botanic Gardens, 10,000. The libraries attached to State schools contain about 524,000 volumes.

The reading room at the Melbourne Public Library ranks among the finest in the world. It was opened in 1913, and has a diameter of 114 feet, with a similar height, and is capable of seating 320 readers at a time, all of whom are under efficient supervision from the centre of the room. The Library forwards volumes on loan to Mechanics' Institutes and Free Libraries, and to individual borrowers in the country.

The library at Brisbane (South) contained about 14,500 volumes at the end of June, 1930.

For some years past efforts have been made in South Australia to collect original documents likely to be of service in compiling a history of the State. So far back as 1914, Professor Henderson, of Adelaide University, under commission from the South Australian Government, visited and reported on the system of keeping archives in England, France, Belgium, Holland, and Ceylon, and obtained valuable information also from the United States and Canada. A department of historical documents has been created under the care of an archivist, and valuable work has been done in connexion with examination, classification, and permanent preservation of the available papers. A suitable building for housing the documents and the staff was provided in 1921. At the 30th June, 1931, the collection numbered 289,621 documents, 12,061 views, and 1,162 maps.

During 1922 the Tasmanian Public Library adopted the plan of lending books to individual country borrowers and to families or committees of residents in country districts. The Public Library at Launceston contains 36,500 volumes.

Statistics in regard to libraries generally are not available for all States, while the information supplied is not in all cases complete. Returns for Victoria in 1930 showed a total of 420 libraries in receipt of State or municipal aid, but statistics are now only collected from institutions in Greater Melbourne and the chief extra metropolitan towns. The 26 metropolitan libraries returned a total of 620,000 books, while there were 281,000 in the 48 country libraries which furnished returns. Queensland returned 261 libraries, with 624,000 books; South Australia, 238 libraries and 856,000 books; Tasmania, 21 libraries and 136,000 books; while there were 3 libraries, with 6,000 books, in the Northern Territory.

(ii) *Commonwealth—(a) Parliamentary and National Library.* When the Commonwealth Parliamentary Library was created in 1902, it was recognized that at such time as the Federal Capital was established it would be necessary to have available there, for the use of members and the public servants, a library whose scope was wider than that usually associated with a purely Parliamentary one. To this end, therefore, this library was developed on lines similar to those of a State Public Library, and particular attention was given to the acquisition of works relating to or published in Australia.

In pursuance of this policy it acquired in 1909 a valuable collection of *Australiana*, comprising about 10,000 volumes and 6,500 pamphlets and other matter which had been formed by Mr. E. A. Petherick. In 1912, also, a provision was included in the Commonwealth Copyright Act requiring the publisher of any book, pamphlet, etc., printed in the Commonwealth to supply a free copy to this library. In the same year it undertook the publication of the Historical Records of Australia, and 34 volumes were issued before publication was temporarily suspended in 1926. The rapid development of the Australian and National Sections of the library led the Library Committee in 1923 to decide that the title "Commonwealth National Library" should be given to these, and that at Canberra the library should be divided into two sections—a Parliamentary and a National Section—the former to be housed in Parliament House, the latter in a separate building, to which the public would be given free access. As the accommodation for the National Section is not at present available, the whole library is maintained at the Parliament building, but to meet the requirements of University students and the general public the privileges of the Library have been extended to them in respect to borrowing as well as reference.

The total number of volumes at the beginning of 1932 was 99,669 books and 7,000 pamphlets, the chief feature being a unique collection of Captain Cook's manuscripts and early works relating to Australia, also an extensive series of official publications of Great Britain and all the Dominions.

(b) *Patents Office Library.* The free library attached to the Commonwealth Patents Office in Melbourne contains over 46,000 volumes, and includes literature dealing with patents in the principal countries of the world.

3. *Public Museums and Art Galleries.*—Previous issues of the Official Year Book contained a brief description of the public museums and art galleries in each State (see No. 22, pp. 457-9), but considerations of space preclude the incorporation of this matter in the present volume.

4. *State Expenditure on Education.*—The expenditure from the Consolidated Revenue on education in each State during the year 1930-31 was as follows:—

STATE EXPENDITURE ON EDUCATION, 1930-31.

State or Territory.	1930-31.	State or Territory.	1930-31
New South Wales ..	{ Total £ 4,573,027 Per head 36/5	Western Australia {	{ Total £ 711,977 Per head 33/10
Victoria ..	{ Total £ 2,821,612 Per head 31/6	Tasmania ..	{ Total £ 307,930 Per head 27/11
Queensland ..	{ Total £ 1,592,015 Per head 33/7	Australia ..	{ Total £ 10,973,922 Per head 33/11
South Australia ..	{ Total £ 967,361 Per head 33/3		

Expenditure on education by the Commonwealth Government in the Northern Territory, during 1930-31, amounted to £6,955.

During the ten years ending in 1930-31, the total expenditure has risen by over £2,559,000, while the expenditure per head of population showed a rise of 3s. 4d. This comparatively heavy increase has been largely due to the expanding provision for State-aided education, to greater cost of building, equipment, and maintenance, and to increments in teachers' salaries and allowances.