

CHAPTER VIII.

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 Official Year Book, but it is not repeated in the present volume. (See also 2 hereunder.)

(ii) *Educational Systems of other 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 XI., 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 owing to the necessity for economy it was not found possible to repeat this information in subsequent volumes.

Allusion, however, may be made here to an interesting experiment tried in New South Wales in 1932. For many years, special consideration has been given to the retarded child, but it has recently been recognized that, at the other extreme, the pupil of outstanding ability was also entitled to some special consideration. Children of special ability were, therefore, selected by means of psychological and scholastic tests and grouped in classes where every opportunity is given them to progress at a rate in accordance with their natural ability. Classes for boys and girls were established at two of the metropolitan schools in 1932, and it was proposed to extend the scheme in 1933.

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 4. hereunder. At the Conference of Directors of Education held in Sydney in September, 1932, the chief subjects of discussion were the training of teachers, finance as affecting courses to be undertaken, administration, and revision of curricula.

3. School Age.—The statutory school age for children in each State, set out briefly, is as follows:—New South Wales, 7 to 14 years; Victoria, 6 to 14 years; Queensland, 7 to 14 years; South Australia, 6 to 14 years; Western Australia, 6 to 14 years; and Tasmania, 7 to 14 years.

It is provided in some States that in cases where any child is living outside stated distances from a State school, the age at which the child must commence school is increased. Provision is also made that a scholar having attained a certain standard may leave school before reaching the statutory leaving age.

4. Australian Council for Educational Research.—This Council, which was constituted on 10th February, 1930, originally received 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. The Corporation has since undertaken to continue its payments at the rate of £7,500 a year for the full ten year period. 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 1933, twenty-three numbers had appeared. Since its inception the Council has granted 108 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 on grants to the end of June, 1933, amounted to £7,640.

The Council has been recognized as the National Centre for Educational Information in Australia, under the scheme adopted by the Institute of Intellectual Co-operation—which functions under the League of Nations—for the establishment and recognition of such centres in as many countries as possible.

5. **Imperial Educational Conference.**—A meeting of the Advisory Committee was held in London in June, 1931. No formal resolutions were passed, but it was decided that the next meeting of the Conference should be held in July, 1933, and that the main subjects for consideration should be the more practical aspects of education, including the relation of education to industry and the development of technical, commercial, and agricultural education. Provision for greater facilities for post-graduate research in educational theory and practice, for interchanges of teachers, etc., were also included amongst the subjects for discussion, but the meeting was postponed indefinitely.

§ 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 as well as subsidized schools, but evening schools and continuation classes where such are in existence, are not included, but are dealt with separately in 4. (iv) hereinafter.

2. **Returns for Year 1932.**—(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 1932 :—

STATE SCHOOLS.—RETURNS, 1932.

State or Territory.	Schools.	Teachers.	Enrolment.	Average Attendance.	Percentage of Attendance on Enrolment
New South Wales (a) ..	3,303	12,597	363,968	322,899	88.7
Victoria ..	2,767	9,203	244,342	216,133	88.5
Queensland ..	1,717	4,217	141,775	117,803	83.1
South Australia ..	1,067	3,266	90,557	78,318	86.5
Western Australia ..	876	2,164	59,129	53,549	90.6
Tasmania ..	510	1,266	33,985	29,583	87.1
Northern Territory ..	6	12	319	281	88.1
Australia ..	10,246	32,725	934,075	818,566	87.6

(a) Including Federal Capital Territory.

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. Due weight must also be given to the excellent help given by parents' and citizens' associations, mothers' clubs, etc., in connexion with many of the schools.

The methods of calculating enrolment are not quite identical throughout the States, but the figures may be taken as representing the net number on the rolls after allowing for repeated enrolments. The matter of securing uniformity in this respect has been under consideration for some time, and the Educational Research Council, alluded to in § 1, 4 *ante*, is devoting attention to the question of securing greater uniformity in methods of collection and presentation of educational data generally.

(ii) *Schools in the Federal Capital Area.*—(a) *General.* During the year 1932 fourteen State Schools were in operation in the Federal Capital Territory. The individual pupils enrolled numbered 1,488 and the average attendance 1,215. Cost of upkeep amounted to £12,829. By arrangement with the Federal Government these schools are conducted by the New South Wales Education Department in the same way 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. The figures quoted, other than expenditure, do not include enrolment, etc., at the Trade School and the Evening Continuation School.

(b) *The Canberra University College* (see § 5 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 1928 to 1932 :—

STATE SCHOOLS.—AVERAGE ATTENDANCE.—AUSTRALIA.

Year.	Total Population. (a)	Average Attendance.	Year.	Total Population. (a)	Average Attendance.
1891	3,421	359,773	1929	6,437	777,626
1901	3,825	450,246	1930	6,501	801,729
1911	4,573	463,799	1931	6,553	817,262
1928	6,356	764,496	1932	6,604	818,566

(a) At 31st December, in thousands.

During the last five years the average attendance increased by about 7.1 per cent., the figures ranging from about 10 per cent. in New South Wales to about 4 per cent. in South Australia.

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. (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 15,800 children were receiving instruction in this way during 1932, the respective numbers in each State being New South Wales, 5,524; Victoria, 858; Queensland, 5,460; South Australia, 1,575; Western Australia, 2,138; Tasmania, 275. In the Northern Territory, 37 children were receiving tuition by correspondence during the year.

(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 1932 a sum of £28,123 was expended in boarding allowance and conveyance to central schools.

Cost of conveyance to State Schools in Victoria during 1932 was returned as £12,303. In South Australia the sum of £14,406 was disbursed in connexion with travelling expenses of school children in 1932, while £14,058 was spent in Western Australia, and about £4,985 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 owing to limitations of space, the information could not be repeated in later issues.

(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 37 Evening Continuation Schools had an average weekly enrolment in 1932 of 4,900 and an average attendance of 3,884. The schools are divided into three groups, junior technical, domestic science, and commercial. Attendances at the schools for boys numbered 2,598, and at those for girls 1,286. Unemployed pupils receive free tuition, and all fees are refunded to others with a satisfactory record of attendance. In Western Australia evening continuation classes were held at 23 centres in 1930, with an average enrolment of 2,777 pupils, but the classes were discontinued at the end of that year and preparatory technical classes were substituted wherever there was a technical school in operation.

(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 was incorporated 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 1932, including teachers of needlework, was as follows:—

STATE SCHOOLS.—TEACHING STAFF, 1932.

State.	Principal Teachers.		Assistants.		Pupil or Junior Teachers.		Sewing Mistresses.	Total.		
	Males.	Fem.	Males.	Fem.	Males.	Fem.		Males.	Fem.	Total.
New South Wales	3,207	1,713	2,354	5,129	..	..	194	5,561	7,036	12,597
Victoria	1,900	850	1,354	2,918	686	1,142	353	3,940	5,263	9,203
Queensland	1,187	610	867	1,518	17	18	..	2,071	2,146	4,217
South Australia	760	362	567	1,123	45	108	301	1,372	1,894	3,266
Western Australia	481	399	210	731	27	159	157	718	1,446	2,164
Tasmania	240	308	106	444	21	144	3	367	899	1,266
Northern Territory	2	3	2	3	..	2	..	4	8	12
Total	7,777	4,245	5,460	11,866	796	1,573	1,008	14,033	18,692	32,725

The figures for principal teachers include mistresses of departments, while students in training colleges, visiting teachers, and teachers of special subjects have been grouped with assistants. This group also includes in the case of Queensland about 40 junior technical school teachers. 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 the educational authorities were faced with the serious problem in 1932 of providing for some hundreds of students who had completed their courses of training at the Teachers' Colleges but for whom no vacancies were available. The position was to some extent, met by terminating, under the provisions of the Married Women (Lecturers and Teachers) Act, the services of a number of married women whose husbands were in a position to support them, and by employing on part time as many students as possible until full time employment became available.

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 1932 are shown in the following table. The figures do not include expenditure on buildings, which is given separately in a subsequent table. In the case of Queensland allowance has been made in calculating cost per head of average attendance for the number of State scholarship holders attending non-State schools.

STATE SCHOOLS.—EXPENDITURE ON MAINTENANCE.

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	Total.
TOTAL (INCLUDING SECONDARY SCHOOLS).								
	£	£	£	£	£	£	£	£
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
1931	3,781,614	2,145,573	1,168,195	762,934	472,318	227,466	5,686	8,563,786
1932	3,529,989	2,099,758	1,251,037	702,306	523,010	206,475	4,471	8,317,046
PER HEAD OF AVERAGE ATTENDANCE.								
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
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	12 17 11	10 2 0	12 11 4	9 3 6	31 19 4	12 1 4
1931	11 14 3	9 18 11	9 17 2	9 14 1	8 16 2	7 10 0	15 18 3	10 9 2
1932	10 18 8	9 14 4	10 10 6	8 19 4	9 15 4	6 19 7	15 19 4	10 2 11

The expenditure on State Schools, which had been on a rising scale for some years in all States reached its maximum in 1929. The subsequent reduction of expenditure merely reflects the financial stringency which compelled the reduction of teachers' salaries, in common with those of other public servants, and of public expenditure generally.

(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. The difficulty of making any satisfactory allocation of the kind, however, will be understood when it is realized that both elementary and higher education are in some instances given in the same school and by the same teacher. Unfortunately too, the term "secondary" does not indicate the same thing in all States. It might be mentioned here that 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 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, 1932.

State.					Cost.	Cost Per Head of Population.
					£	s. d.
New South Wales	..	..	..	..	516,734	4 0
Victoria	..	..	..	..	299,811	3 4
Queensland	..	..	..	..	111,378	2 5
South Australia	..	..	..	..	101,571	3 6
Western Australia	..	..	..	..	122,290	5 7
Tasmania	..	..	..	..	16,812	1 6

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 (excluding administration costs) to £91,027. For Queensland, the figure quoted does not include the cost of the Agricultural High School and College, which amounted in 1932 to £17,865. For Western Australia the total includes £73,690 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.
	£	£	£	£	£	£	£	£
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
1931	416,217	43,817	44,402	22,471	56,267	10,719	122	504,075
1932	178,532	51,947	152,792	33,822	40,424	4,628	122	462,267

The total for New South Wales for 1932 includes an amount of £53,000 expended from loan funds, as compared with £185,000 in 1931. In South Australia, loan expenditure for the year amounted to £20,000, and in Western Australia to £39,000.

(iv) *Total.* The net total cost during the year 1932 was as follows:—

STATE SCHOOLS.—NET TOTAL COST, 1932.

Item.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	Total.
	£	£	£	£	£	£	£	£
Net cost of education, including buildings	3,708,521	2,151,705	1,403,829	736,128	563,434	211,103	4,593	8,779,313

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 1932. to £10 14s. 3d., 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 (now amalgamated with the Commonwealth Savings Bank), which allows interest on the children's deposits. At the 30th June, 1932, there were 125,599 depositors having at credit £92,622. In Victoria banks were in operation at 2,614 schools at the 30th June, 1933. On the same date the number of depositors amounted to 175,917 and balances at credit to £281,512. School Savings Banks began operations in Queensland in July, 1928, and at the 30th June, 1933, there were 71,300 depositors, who had balances amounting to £99,105. In South Australia, there were 69,500 depositors in 1933 at 1,194 banks with £107,656 to their credit; and in Western Australia, there were 737 school banks, with 60,046 depositors and £70,553 to their credit.

§ 3. Private Schools.*

1. **Returns for 1932.**—The following table shows the number of private schools, together with the teachers engaged therein, and the enrolment and average attendance in 1932 :—

PRIVATE SCHOOLS, 1932.

State.	Schools.	Teachers.	Enrolment.	Average Attendance.
New South Wales	746	4,712	93,280	79,948
Victoria	504	2,317	66,225	56,300
Queensland	193	1,176	29,777	25,035
South Australia	175	860	13,533	12,199
Western Australia	134	549	11,324	10,397
Tasmania	67	321	6,485	4,951
Northern Territory	1	5	99	82
Total	1,820	9,940	220,723	188,912

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 1,092 boys and 518 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 1932 amounted to £16,833. In addition, a sum of £10,751 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.

2. **Growth of Private Schools.**—The enrolment and average attendance at private schools during 1891, 1901, 1911, and in each year of the period 1928 to 1932 are as follow :—

PRIVATE SCHOOLS.—ENROLMENT AND ATTENDANCE.

Year.	Enrolment.	Average Attendance.	Year.	Enrolment.	Average Attendance.
1891	124,485	99,588	1929	242,077	189,018
1901	148,659	120,742	1930	242,024	193,691
1911	160,794	132,588	1931	221,387	189,605
1928	237,713	184,464	1932	220,723	188,912

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

The increase in average attendance at private schools during the last five years amounted to about 2.4 per cent., or only one-third of the rate for the State schools during the same period. So far as the private schools are concerned the decline in enrolments during recent years is largely attributable to a falling-off in prosperity, particularly in country areas.

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, 1933.

State.	No. of Schools.	Average Attendance.	Permanent Instructors.	Student Teachers.	Voluntary Assistants.
New South Wales ..	16	920	34	70	60
Victoria	29	1,665	32	36	383
Queensland	6	(a) 462	10	23	16
South Australia ..	10	393	13	28	25
Western Australia ..	7	345	13	15	23
Tasmania	4	110	8	3	..
Total	72	3,895	110	175	507

(a) Estimate.

The kindergartens in New South Wales are all in the metropolitan area, but there is a Kindergarten Holiday Home at Thirroul at which a small staff is maintained for the purpose of looking after delicate children sent to the Home to recuperate. In New South Wales there were 100 students at the Kindergarten Training College. In Victoria, the schools at Ballarat and Geelong were attended by about 172 children in 1933. At the Melbourne College, 52 students were in training. The Brisbane Training College had 23 students in training, the Training College at Adelaide, 41, and at Perth, 33. Three 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 is not 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 1932 :—

UNIVERSITIES.—TEACHERS AND STUDENTS, 1932.

University.	Professors.	Lecturers and Demonstrators.	Students attending Lectures.		
			Matriculated.	Non-matriculated.	Total.
Sydney	48	164	2,654	353	3,007
Melbourne	34	133	..	..	(a) 2,894
Queensland (Brisbane)	14	45	664	162	826
Adelaide	17	107	1,213	871	(b) 2,084
Western Australia (Perth)	14	29	763	6	769
Tasmania (Hobart)	8	17	271	91	362

(a) Exclusive of 270 students at Conservatorium of Music. (b) Exclusive of 329 students at Conservatorium of Music.

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 1932 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, 1932.

University.	Government Grants.		Fees.	Private Foundations. (a)	Other.	Total.
	Endowment.	Other.				
	£	£				
Sydney	25,600	29,208	64,360	102,556	11,503	233,227
Melbourne	55,600	..	96,557	28,564	14,263	194,984
Queensland (Brisbane)	16,000	3,900	17,028	16,926	2,955	56,809
Adelaide	4,000	(b) 48,100	28,594	14,257	11,493	106,444
Western Australia (Perth)	25,200	..	2,400	20,069	3,206	50,875
Tasmania (Hobart)	4,000	6,831	4,557	977	414	16,779
Total	130,400	88,039	213,496	183,349	43,834	650,118

(a) Not including value of new foundations received during the year as follows :—New South Wales £27,750 ; Victoria, £7,592 ; Queensland, £17,000 ; South Australia, £584. (b) Including £14,000 yearly parliamentary appropriation and £34,100 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 munificence. 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 £409,000): Mr. G. H. Bosch contributed £246,000: Sir P. N. Russell, £100,000: Mr. W. O. Watt, £83,000: Mr. Thos. Fisher, £30,000. A sum of £80,000 was received from the Rockefeller Foundation in aid of the building and equipment of a clinical laboratory. The total grant from the Foundation amounted to £100,000. 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 £142,000 from the McCaughey estate, and up to the end of April, 1934, had benefited to the extent of £30,000 from the Walter and Eliza Hall Trust. The chief benefactors to Adelaide University were Sir Thomas Elder, £100,000; Sir Langdon Bonython, £68,000; Mr. T. E. Barr Smith, £35,000; 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 1932 the expenditure by the Universities under various headings was as follows:—

UNIVERSITIES.—EXPENDITURE, 1932.

University.	Salaries and Administration.	Scholarships, Bursaries, etc.	Equipment, Publications, &c.	Buildings and Grounds.	Other.	Total.
	£	£	£	£	£	£
Sydney	141,606	7,382	27,447	(a) 36,597	1,438	214,470
Melbourne	119,100	7,456	12,030	(b) 7,708	40,072	186,966
Queensland (Brisbane) ..	30,589	1,860	3,064	(c) 35,307	..	70,820
Adelaide	46,181	1,065	(d) 31,653	(e) 12,649	19,866	111,414
Western Australia (Perth)	24,593	5,614	3,202	(f) 7,510	3,556	44,475
Tasmania (Hobart) ..	11,884	1,195	292	269	3,590	17,230
Total	373,953	24,572	78,288	100,040	68,522	645,375

(a) Including £33,466, new expenditure. (b) Includes new expenditure, £920. (c) Defrayed by Queensland Government. (d) Research, £29,000. (e) New expenditure, £10,608. (f) New expenditure, £4,108.

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, 1929-1932*. By virtue of a temporary regulation of the University of Melbourne, which expires on the 31st December, 1935, the College is empowered to provide approved lectures in the subjects of the Arts, Science, Commerce, and Law courses in preparation for certain degrees and diplomas 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 has since been extended and three full-time and three part-time lecturers have been appointed. In 1933 and 1934 the students numbered 43 and 50 respectively. The examinations are conducted by the University of Melbourne.

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 1933 were as follow :—New South Wales, £3,800, 50 classes and 3 study circles; Victoria, £3,450, 40 tutorial classes and extension work; Tasmania, £1,135, 6 classes; South Australia, £2,025, 5 tutorial classes, 18 lecture classes and 10 study circles; Queensland, £1,000, 12 classes and 36 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 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 the inclusion of more up-to-date information in later volumes.

2. **Returns for Year 1932.**—Returns for the year 1932 in regard to enrolments and attendances, etc., in each State are given in the table hereunder.

TECHNICAL EDUCATION.—ENROLMENTS, ETC., 1932.

State.	Number of Classes.	Teachers.	Enrolments.	Average Attendance.	Fees Received.
New South Wales ..	766	516	(a) 15,549	(b)	(c) £ 28,472
Victoria (f) ..	320	842	22,891	16,143	37,346
Queensland ..	(b)	347	10,893	(b)	12,012
South Australia ..	605	208	6,302	5,042	7,628
Western Australia ..	445	133	(d) 9,000	(b)	1,936
Tasmania(e) ..	(b)	61	889	759	1,954
Total ..	(g) 2,136	2,107	65,524	(g)	89,348

(a) Individual Students. (b) Not available. (c) Includes Receipts from other sources, £6,738. (d) Average enrolments; individual students, 4,123. (e) Includes the School of Mines. (f) Includes junior enrolments as teaching staff and expenditure cover both senior and junior sections. (g) Incomplete.

Figures for earlier years will be found in preceding volumes. Owing to the considerable differences in scope and methods in the States, and in the presentation of the returns in connexion therewith, 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. Special classes for young people out of work were continued in 1932 in New South Wales, payment of fees being deferred. The condition was temporarily relaxed also under which the prospective student is required to furnish evidence of employment in the trade relating to the technical course he wishes to follow. In Victoria, school councils are empowered to grant free admission to classes to qualified unemployed applicants whose parents are unable to afford the necessary fees. Towards the end of the year 1931 the Education Department in Queensland, in conjunction with the Department of Labour and Industry, established a series of free classes in various centres for unemployed young men and women, and these classes were continued in 1932.

3. **Expenditure on Technical Education.**—The expenditure on technical education in each State for the year 1932 is shown below:—

TECHNICAL EDUCATION.—EXPENDITURE, 1932.

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Total.	
	£	£	£	£	£	£	£	
1932	(a)	155,454	229,753	58,584	36,097	17,284	16,092	513,264
	(b)	3,100	1,888	3,037	4,362	252	179	12,818

(a) Maintenance. (b) Buildings.

The expenditure on maintenance for technical education in 1932 amounted to rs. 7d. per head of the population of Australia, as compared with 25s. 3d. 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, so far as they are available, are given in the following table:—

BUSINESS COLLEGES, SHORTHAND SCHOOLS, ETC., 1932.

State.	Schools.	Teachers.	Students Enrolled.		Average Attendance.	
			Males.	Females.	Males.	Females.
New South Wales	22	155	1,757	4,895	735	2,434
Victoria	16	127	2,375	2,082	2,212	1,787
Queensland	8	26	195	761	107	350
South Australia	7	34	772	1,306	531	553
Western Australia	11	48	2,560	1,040	(a)	(a)
Tasmania	3	14	82	142	67	133
Total	67	404	7,741	10,226	(b)3,652	(b)5,257

(a) Not available.

(b) Exclusive of Western Australia.

The figures for New South Wales are exclusive of students instructed at home through the medium of correspondence classes. Particulars regarding fees received in 1932 are available for Western Australia only, where the total was returned at £22,330.

§ 8. Diffusion of Education.

I. 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.

I. 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, 1933.(a)

Heading.	Sydney.	Melbourne.	Brisbane.	Adelaide.	Perth.	Hobart.
Year of origin	1821	1854	1884	1853	1897	1843
Number of members ..	288	201	187	172	195	259
Vols. of transactions issued	67	75	45	57	19	83
Number of books in library	31,500	18,000	6,250	6,500	3,400	18,000
Societies on exchange list ..	321	314	180	240	145	296
Income£	2,010	458	164	..	204	260
Expenditure£	1,496	441	129	..	175	238

(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 74 in 1933. Receipts and expenditure for the year amounted to £58 and £11 respectively.

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 table, 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 Melbourne in January, 1935. The library of the Association contains 4,000 volumes, and is now housed by the Council for Scientific and Industrial Research.

(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. Four fellowships were awarded in 1932. The library comprises some 14,000 volumes, valued at about £7,000. Fifty-eight volumes of proceedings have been issued, and the Society exchanges with some 232 kindred institutions. The ordinary membership at the end of 1933 was 174.

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) *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, Government Departments and the public, a library sufficient for their requirements, and therefore wider in scope than would be the case with a purely Parliamentary Library. The ideal of a great general library has, therefore, been kept in view, and standard works are being systematically acquired. At the same time, the first Library Committee conceived the idea of a National Library for the use and benefit of the people of Australia. The policy was therefore pursued of securing, as far as possible, all works and documents connected with the discovery, settlement and early history of Australia, New Zealand and the Pacific Islands.

In 1909, a valuable collection of *Australiana*, comprising about 10,000 volumes and 6,500 pamphlets, maps, documents and pictures—the library of Mr. E. A. Petherick—was acquired. In 1912, a provision was included in the Commonwealth "Copyright Act" requiring the publisher of every book, pamphlet, etc., printed in Australia to supply a copy free to the Library. In the same year, the publication of the *Historical Records* of Australia was begun, and 34 volumes were issued before publication was temporarily suspended in 1926.

The rapid development of the Australian and National sections of the Library persuaded the Library Committee in 1923 that the title "Commonwealth National Library" should be given to those sections, and that at Canberra a division of the Parliamentary and National collections should be effected, the former to be housed in Parliament House, the latter in a separate building to which the public would be given free access. The erection of the first wing of the permanent National Library building has been commenced, and it is designed to meet the requirements of University students and the general public, to whom the privileges of the Library have been extended in respect to borrowing as well as reference. The design for the complete building makes ample provision for the housing of special collections and for the proper display of the valuable records of Australian history which the Library possesses.

The number of volumes in the National and Parliamentary collections—both of which are under the same administration—was, at the end of June, 1933, 107,587 books and 7,500 pamphlets, the outstanding feature of the National collection being a unique collection of Captain Cook manuscripts, while the Parliamentary section contains an extensive series of official publications of Great Britain, the Dominions and Foreign countries.

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

(ii) *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, 1932-33.

City	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Sydney(c)	(a) 384,907	(b)	74,819	459,726
Melbourne	396,442	65,428	.. .. .	461,870
Brisbane	58,957	.. .. .	.. .. .	58,957
Adelaide(c)	162,854	(f)	(g) 3,309	166,163
Perth(c)	141,241	.. .. .	(d) 23,941	165,182
Hobart	29,252	(e) 8,440	.. .. .	37,692

(a) Including 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. At 30th June, 1933, the books numbered 51,493. (c) Year ended June, 1933. (d) Includes 5,049 volumes in School Children's Lending Library. (e) Includes 1,540 volumes in the Children's Branch. (f) The Adelaide Circulating Library, at the end of June, 1933, contained 86,000 books. (g) Children's Branch.

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 1932-33, about 76,000 books were lent to small State schools, 16,000 to Schools of Arts, 7,000 to branches of the Teachers' Federation, 4,600 to Agricultural Bureaux, and 48,000 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. About 7,000 books and periodicals were added to the library in 1932-33

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 130,000 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 206,000 volumes; the library at the Australian Museum, 27,700; the Teachers' College library, 42,800; Sydney Technical College library, 16,700; and the library at the Botanic Gardens, 10,000. At the end of 1932 the Parliamentary Library contained 78,000 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 observation 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. Railway transport is used as far as possible in transporting the volumes. During the year 1932 the volumes added to the Reference branch by purchase, donation, etc., numbered 8,317, while additions to the lending branch numbered 1,699.

The library at Brisbane (South) contained about 15,478 volumes at the end of June, 1933.

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, 1933, the collection numbered 301,740 documents, 13,315 views, and 1,282 maps.

For the year ended 30th June, 1933, accessions to the Public Library at Perth numbered 3,273 books including 164 bound volumes of periodicals.

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 38,000 volumes. Books added to the Public Libraries at Hobart and Launceston during the year 1932 numbered 387 and 1,025 respectively.

Statistics in regard to other libraries are not available for all States, while the information supplied is not in all cases complete. Returns for Victoria in 1932 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 76 libraries from which returns were received contained a total of about 472,000 volumes. Queensland returned 233 libraries, with 558,000 books; South Australia, 243 suburban and country institutes with 643,000 books; Tasmania, 20 libraries and 71,000 books; while there were 3 libraries, with 6,000 books, in the Northern Territory.

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, Science and Art.**—The gross and net expenditure in each State on education, science and art during the year 1932-33 were as follow :—

STATE EXPENDITURE ON EDUCATION, SCIENCE AND ART, 1932-33.

State.	Expenditure from—				Receipts.	Net Expenditure.
	Revenue.	Loan.	Other Funds.	Total.		
	£	£	£	£	£	£
New South Wales	3,844,849	a 140,791	..	3,985,640	70,693	3,914,947
Victoria ..	2,570,016	17,595	7,942	2,595,553	88,765	2,506,788
Queensland ..	1,373,473	150,571	..	1,524,044	15,217	1,508,827
South Australia ..	870,796	24,700	5,432	900,928	26,946	873,982
Western Australia	607,481	34,634	9,082	651,197	19,050	632,147
Tasmania ..	244,464	643	..	245,107	4,294	240,813
Total ..	9,511,079	368,934	22,456	9,902,469	224,965	9,677,504

(a) Includes £29,183 from Special Unemployment Relief Loan.

In the case of New South Wales, repayments to credit of votes of previous years have not been taken into account, and expenditure in connexion with agriculture, agricultural and viticultural colleges, and agricultural, pastoral, and horticultural societies has been excluded. The total receipts in Victoria include an amount of £37,753 expended by the Councils of technical schools, and which may be considered as not necessarily a set-off to the total expenditure. In the case of Queensland the figures include an amount of £17,520 from revenue and £12,725 from loan expended on the Agricultural College, but are exclusive of £14,646 for medical and dental inspection of schools, and £3,729 for aboriginal schools. Figures for expenditure in South Australia include a sum of about £5,400 in connexion with sinking funds, but exclude expenditure on Roseworthy Agricultural College £11,867, and grant of £11,000 to Waite Agricultural Research Institute. Benevolent grants to institutions of an educational nature amounting to £3,200 have been excluded from the total for Western Australia.