

This page was added on 03 December 2012 to included the Disclaimer below.
No other amendments were made to this Product

DISCLAIMER

Users are warned that this historic issue of this publication series may contain language or views which, reflecting the authors' attitudes or that of the period in which the item was written, may be considered to be inappropriate or offensive today.

CHAPTER XV.

EDUCATION.

§ 1. Introduction.

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

In the sections which follow, the information relating to the educational programme applies mainly to the year 1959. The statistics given in the tables relate to 1958.

§ 2. Government Schools.

1. **Administration.**—Education is mainly the responsibility of the State Governments but the Commonwealth Government provides financial assistance to students and meets the full cost of education in Commonwealth Territories (*see* Chapter V.)

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

Examination Boards, which represent universities, Education Departments and non-government schools, control public examinations and syllabuses, and curriculum committees prepare primary and secondary curricula. State Ministers for Education meet periodically as the Australian Education Council, and Directors of Education meet annually as a standing committee of this Council.

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

In 1959, the ages between which children were required by law to attend school were as follows:—New South Wales, 6 to 15 years; Victoria, 6 to 14 years; Queensland, 6 to 14 years; South Australia, 6 to 14 years (children may not leave school until the end of the term during which they reach the age of 14 years); Western Australia, 6 to 14 years; and Tasmania, 6 to 16 years. The employment of children of school age is prohibited by law.

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

Schooling may be given in government schools (including correspondence and special schools), in non-government schools, or by private tuition. Schooling in government schools is ordinarily free. Non-government schools charge fees and usually are not assisted financially by State or Commonwealth Governments.

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

In the early years of government provision of education, the main emphasis was on the primary school, which catered for children receiving compulsory education and offered a

course largely confined to the "tool" subjects, reading, writing and arithmetic. However, a process of extension and differentiation both at the bottom—infants' schools and kindergartens—and at the top—secondary schools—was well under way during the early years of this century.

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

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

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

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

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

As a result of changes in the academic course for matriculation, greater emphasis has been placed on oral and written expression in the English course and on language generally (English or foreign languages); in two universities, new matriculation regulations require a pass in either mathematics or a foreign language (not necessarily Latin which, in recent years, has been less popular than previously). A general science course has been introduced in some States, and social studies, a synthesis of history, geography and civics, is a subject to matriculation level in two States. More emphasis has been placed on art, music and physical education.

In recent years, the provision of a secondary education for all has gained ground rapidly, although the entrance requirements of tertiary institutions are still provided for. Consequently, alongside the academic course, other courses have grown up. In country areas, they may be offered in the same school or the academic course may even be largely abandoned. In the city, it is usual to offer non-academic courses in separate schools, although there is a trend towards comprehensive high schools offering several types of courses and catering for all the pupils from the district. Schools providing academic courses are usually known as High Schools, while the other types are generally distinguished by such names as Junior Technical Schools and Home Science Schools.

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

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

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

4. **Examinations and Accrediting.**—(i) *Examinations*. The various public examinations which were formerly held at different stages of education were described in previous Year Books, in particular in No. 40 (1954). There are no public examinations in primary school, but each school normally holds internal examinations yearly or half-yearly. In most States, there is no public examination barrier at the end of primary school, and pupils proceed to high schools of various types. The trend is towards greater use of internal examinations, and headmasters' recommendations. In Queensland, a Scholarship Examination is held at the end of primary school, and pupils passing this examination qualify for free secondary education; this makes secondary education free for the great majority of children in Queensland. In all other States, secondary education is quite free. The length of the secondary schooling now varies from four years in Queensland to six years in Victoria.

There are two important examinations in secondary school—one about half-way through the course, and one at the end. The first examination is usually called the Intermediate or Junior and pupils sit for this after 2, 3 or 4 years of secondary study at the age of 15 or 16. Many pupils leave school at this stage and enter technical and agricultural colleges, or undertake commerce, insurance, banking certificate, or nursing and secretarial courses. The remaining pupils after one or two years further study, sit for the Leaving or Matriculation examination and qualify for entry to universities, teachers' colleges, technical college diploma courses or the clerical division of the public service. There are, of course, many variations from State to State, and details of these are given below. Most of the examinations are public ones, set and marked by an external authority and conducted on a Statewide scale, but some examinations are done internally, or a compromise between these two forms may be arranged to meet special circumstances.

(ii) *State Details*. *New South Wales*. The Intermediate Certificate Examination is taken after three years, either internally or externally, at an average age of 15, and the Leaving Certificate Examination (Matriculation), is taken after five years, at an average age of 17. However, it is planned to alter this in the near future to a six-year system, with a School Certificate after four years and a Higher School Certificate after six years.

Victoria. The Proficiency Certificate is taken internally after three years at school, at an average age of 14½; the Intermediate is taken at the end of the fourth year, the School Leaving at the end of the fifth year, and the Matriculation at the end of the sixth year. Pupils at approved schools may be accredited for the Intermediate and Leaving—i.e., the Certificate is awarded by the Education Department on the recommendation of the school principal under certain conditions.

Queensland. The Junior Public Examination is taken at the end of second year; pupils are then aged about 16. The Senior Public Examination (Matriculation) is held at the end of fourth year.

South Australia. The Intermediate Examination is taken at the end of third year, at an average age of 15½; the Leaving Certificate (Matriculation) at the end of fourth year; and the Leaving Honours at the end of fifth year.

Western Australia. The Junior Certificate Examination is taken at the end of third year by pupils aged about 15½; the Leaving (Matriculation) is taken at the end of fifth year. Certain schools are approved for accrediting in a few subjects at the Junior Certificate Examination.

Tasmania. The Modern School Certificate (an internal examination) is taken at the end of third year, when pupils are aged about 15; the Schools Board Certificate is taken at the end of fourth year, and the Matriculation at the end of fifth year. Certain schools are approved for accrediting for the Schools Board Certificate.

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

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

Throughout Australia, branches of the Commonwealth Employment Service cooperate with State Education Departments by giving post-school vocational guidance, using the data obtained and made available by the Education Departments during the school career of the children. In New South Wales, a similar service is also provided by the Youth Welfare Section of the Department of Labour and Industry.

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

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

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

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

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

10. **Provision for Rural Areas.**—(i) *General.* The population of Australia is so scattered that there is a problem in providing primary, and more especially secondary, education for all children. One method of meeting this problem has been the establishment of a wide network of one-teacher primary schools, staffed in the main with trained teachers. The practice of sending itinerant teachers to assist correspondence students in outlying areas has been introduced in the far north of Western Australia.

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

(iii) *Consolidated Schools.* In some States, in districts where a number of small centres are scattered around a larger centre or country town, recent policy has been to close the one-teacher schools and transport pupils each day by bus to a "consolidated" school in the larger centre. Consolidated schools provide primary instruction and from two to four years of post-primary instruction. The post-primary curriculum adopted usually has a bias towards practical activities and training in subjects bearing on the primary industries of the locality.

(iv) *Special Assistance.* Another way of bringing children to the school has been the provision of financial assistance for children who have to live away from home in order to attend school. Most of these board in private homes but in the several States there are a few government hostels and over 60 private hostels (excluding private boarding schools), many of which are government-subsidized. Together, these cater for almost 2,000 children of secondary school age and a small number of primary school children also. In all States, some provision is made for financial assistance towards the living and travelling expenses of children who are obliged to live away from home in order to attend school.

(v) *Correspondence.* For children who are still unable to attend school, systems of correspondence tuition have been established in every State. The Education Departments provide tuition through primary and secondary school levels and up to matriculation standard if required. In addition, the Technical Correspondence Schools conducted by the senior technical college of each State arrange for correspondence tuition at secondary level up to matriculation standard for students over the school leaving age. Further reference to the work of the Technical Correspondence Schools is made in § 5 of this chapter, which deals with technical education (see p. 596).

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

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

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

The "Kindergarten of the Air" is described in § 4 of this chapter, which deals with pre-school education (see p. 595).

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

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

There is at present a shortage of teachers in Australia. Measures taken to overcome this shortage include substantial increases in teachers' salaries and liberalization of promotion systems, publicity drives to attract recruits and increases in living allowances to departmental teachers' college students. In some States, special arrangements are in force for intensive shorter training courses, in order to meet the immediate need. In others, recruitment of teachers overseas is undertaken to reduce the shortage.

(ii) *Training Colleges.* Every State maintains at least one teachers' training college. Most students are trained at colleges in the capital cities, although there has been a movement towards the establishment of colleges in the country. At the end of 1959, there were in Australia 25 teachers' colleges conducted by Education Departments and professional training for graduate teachers was provided by seven universities.

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

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

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

In South Australia, primary teacher trainees attend certain university courses, including education, as part of their training. In Tasmania, while the majority of departmental teacher trainees receive their training at the university, there is also a government teachers' college providing courses in infant, primary and home arts teaching.

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

(iv) *Training of Secondary Teachers.* Prospective secondary teachers are required to undertake a degree course followed by a one-year post-graduate course leading to a university degree or diploma in education, or a two or three year course at a teachers' college. Both these periods of training include lectures on subjects associated with educational theory and practice, study of methods and techniques appropriate to secondary school subjects, periods of practice teaching and the observation of classroom techniques in the teaching of special subjects.

(v) *Training of Specialist Teachers.* Teachers of specialist subjects such as music, art, manual arts, domestic science and commercial subjects receive from two to five years' training varying according to the institution concerned and the type of secondary school in which the teacher is to teach. In several States, the shorter courses are provided wholly

by the teachers' colleges. Where the specialist course is given at an institution other than the teachers' college—for example, at a university, technical college or conservatorium of music—as is usual for teachers of specialist subjects in high schools, trainees are required to attend teachers' college or university lectures in education and in some cases the specialist course is followed by a year of professional training.

There are conservatoria of music in four States. In New South Wales and Queensland, the conservatorium is a State institution under the Minister for Education; in Victoria and South Australia, it is attached to the university.

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

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

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

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

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

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

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

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

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

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

13. *School Buildings and Grounds.*—In 1930, school building programmes were seriously cut because of the financial difficulties of the depression. The 1939-45 War intervened before school building could be resumed on a large scale. After the war, the building of schools was given a high priority, but the rapid post-war increases in school population have imposed a severe strain on available school accommodation and such emergency measures as the use of halls, cloakrooms and weather-sheds for class instruction have been adopted in some areas.

The post-war buildings fall into two groups, portable and permanent. In primary schools in particular, some Education Departments favour the use of both kinds of classroom in conjunction, thus enabling them to cope with the changing age-composition of particular areas. Prefabricated buildings and classrooms have been imported or locally produced in increasing quantities and include timber-frame units aluminium and steel units, and single and multiple pre-cast concrete units. Such prefabricated buildings are used, not only in extending the facilities of existing schools and to provide multi-purpose units such as assembly hall gymnasiums, but also for erecting entire schools. Expenditure on school building has increased greatly in all States over recent years.

14. Equipment.—(i) *Text Books and Materials.* The State Education Departments supply government schools with essential equipment free of charge, including scientific apparatus and equipment, maps, blackboards, chalk and cleaning materials, and non-consumable equipment for commercial, home science and manual training. Garden tools and physical training equipment are supplied free in most States.

Primers and writing equipment for individual pupils are usually supplied free in primary schools and each Department except one produces in addition monthly school magazines which are supplied free or at a small cost. Textbooks, however, are supplied to primary pupils free of charge in one State only. In other primary schools and in all secondary schools, textbooks must be purchased by students, although in several States schools own stocks of textbooks which are hired to students and in one State secondary textbooks are sold at reduced rates.

Other equipment is supplied free by the Departments on a limited basis only. Equipment such as radios, film and filmstrip projectors, pianos, duplicators and library books are ordinarily purchased for individual schools by the parent and citizen organizations associated with them, with the assistance of subsidies from the Departments.

(ii) *Furniture.* There has been considerable development in this field. Originally most schools were equipped with long desks and benches, seating six to eight pupils, but these were later replaced by the standard dual desk with tip-up seat, and in infant classes by individual chairs and small tables. After the war, considerable research was undertaken on posture and the physical measurement of children. The dual desk is now being replaced in some States by the individual table and chair, provided in a range of sizes suitable to each class. In some States, tubular steel furniture is used. The new type of furniture is more suitable for flexible arrangements of the class in line with modern educational practice.

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

15. Parent and Citizen Organizations.—In Australia, where all government schools are administered by central departments, there is little opportunity for local administration of education. Public interest is expressed through parents' committees or organizations of parents and other citizens interested in supporting their local school. The Education Acts of all States provide for the formation of groups of this type, whose aims are to promote the interest of the school by bringing parents, pupils and teaching staff together, to help provide teaching aids and recreation materials not supplied by the departments, to assist in the regular attendance of children at school and to help find accommodation for teachers.

In several States, the general maintenance of school buildings, equipment and grounds is a statutory responsibility of the parent groups, costs being covered by government grants. Lunch canteen services at local schools, where Oslo lunches may be purchased, are maintained by groups in some States.

A notable achievement of the parent groups has been the establishment of school children's insurance schemes, operated through State government insurance offices or private insurance companies. These schemes cover accidents to children which occur between the time of leaving home for school and returning home by the usual direct route.

State-wide councils of federations of parents' groups are associated in a federal body, the Australian Council of School Organizations.

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

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

Particulars relating to senior technical colleges are given in § 5, page 596.

Enrolments may be measured in a number of ways:—

Gross Enrolment means the number of names entered on the school rolls during the course of a year. Some children are thus counted more than once if they transfer from school to school during the year.

Net Enrolment means the gross enrolment less transfers from school to school. This is sometimes referred to as "the number of children instructed" at any time during the year. Children transferring between government and non-government schools are still counted in both places. Net enrolment is less than gross enrolment, but greater than the number of children enrolled at one time.

Average Weekly Enrolment may mean either (1) the average of the highest enrolment in each week; or (2) the average of the average enrolments for all weeks in the year. These figures do not differ appreciably, but some States use one and some the other.

Average Weekly Enrolment, by either method, may include a few children counted twice. It may be less than net enrolment and less than the greatest number of children enrolled at one time.

Census Enrolment means the number of children enrolled on a chosen day, usually 1st August. The figures thus determined usually approximate to the average weekly enrolment. If the census is at the end of the year, the figure may be higher than average weekly enrolment for primary schools and lower for secondary schools.

Average Daily Attendance which means the average number of children present for each whole school-day. In some States, half-day absences are taken into account in computing "average daily attendance" thus lowering the figure which would be obtained if presence for half a day were counted as presence for a whole day.

(ii) *Statistical Summary.* The following table shows for 1958 the number of government schools, together with the number of teachers employed and teachers in training:—

GOVERNMENT SCHOOLS(a), 1958.

State or Territory.	Schools Open.	Teachers Employed (excluding Teachers in Training).	Teachers in Training.
New South Wales(b)	2,660	(c) 18,300	(c) 4,070
Victoria	2,096	13,729	3,780
Queensland	1,558	7,942	3,165
South Australia	647	5,504	1,022
Western Australia	503	3,663	1,044
Tasmania	283	2,535	546
Northern Territory	13	124	..
Australia	7,760	51,797	13,627

(a) Excludes Senior Technical Colleges. (b) Includes Australian Capital Territory. (c) At 30th June, 1958.

(iii) *Average Enrolment and Attendance.* The average enrolment and attendance in each State and the Northern Territory during 1958 are shown below:—

GOVERNMENT SCHOOLS(a): AVERAGE ENROLMENT AND ATTENDANCE, 1958.

State or Territory.	Average Weekly Enrolment.	Average Daily Attendance.	Percentage of Attendance to Enrolment.
New South Wales(b)	554,223	502,643	90.69
Victoria	388,946	349,521	89.86
Queensland	(c) 224,237	199,633	89.03
South Australia	(d) 150,056	137,706	91.77
Western Australia	111,186	104,166	93.69
Tasmania	60,921	56,121	92.12
Northern Territory	(d) 2,786	2,491	89.41
Australia	1,492,355	1,352,281	90.61

(a) Excludes Senior Technical Colleges. (b) Includes Australian Capital Territory. (c) Census enrolment at 1st August. (d) Average daily enrolment.

The average attendance at government schools in Australia is shown in the following table for the year 1891 and at varying intervals to 1958:—

GOVERNMENT SCHOOLS(a): AVERAGE ATTENDANCE, AUSTRALIA.

Year.	Total Population. (b)	Average Daily Attendance.	Year.	Total Population. (b)	Average Daily Attendance.
	'000.	No.		'000.	No.
1891	3,421	350,773	1952	8,740	974,934
1901	3,825	450,246	1953	8,903	1,037,621
1911	4,574	463,799	1954	9,090	1,089,484
1921	5,511	666,498	1955	9,313	1,153,628
1931	6,553	817,262	1956	9,533	1,219,081
1941	7,144	732,116	1957	9,747	1,272,153
1951	8,528	899,514	1958	9,952	1,352,281

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

(iv) *Schools in the Australian Capital Territory.* During 1958, 15 government schools were in operation in the Australian Capital Territory. Enrolment at the end of the school year numbered 6,638 and average daily attendance was 5,960. By arrangement with the Commonwealth Government, these schools are conducted by the New South Wales Education Department with provision for primary and secondary education, the Department being recouped for expenditure. The cost of the teaching staff in 1957-58 was £292,789, while the cost of general maintenance amounted to £146,100. The figures quoted exclude enrolment, etc., at the Canberra Technical College and the Evening Continuation School. For further particulars of educational facilities in the Australian Capital Territory, see Chapter V.—The Territories of Australia, Australian Capital Territory, page 121.

(v) *Expenditure.* (a) *Maintenance—All Schools (except Senior Technical Colleges).* The net expenditure on maintenance in all grades of schools, except senior technical colleges and, in Victoria, junior technical schools, and the cost per head of average attendance for each of the years 1954 to 1958 are shown in the following table. The figures do not include expenditure on buildings, which is shown in a subsequent table. In all expenditure tables, the figures for Victoria, Queensland, Western Australia and the Northern Territory relate to the financial year ended six months earlier than the calendar year.

GOVERNMENT SCHOOLS(a) NET EXPENDITURE ON MAINTENANCE.

Year.	N.S.W. (b)	Vic. (c)(d)	Q'land. (d)	S. Aust.	W. Aust. (d)	Tas.	N.T. (d)	A.C.T.	Aust.
TOTAL (INCLUDING SECONDARY SCHOOLS). (£'000.)									
1954..	21,486	12,993	6,353	4,444	4,382	2,435	102	258	52,453
1955..	24,901	14,454	6,979	5,480	5,143	2,667	125	309	60,058
1956..	27,054	17,405	8,194	5,986	5,755	2,896	149	345	67,784
1957..	28,859	19,439	9,098	6,581	6,307	3,386	155	417	74,242
1958..	31,837	21,255	9,969	7,389	6,963	(f)	197	439	(f)

PER HEAD OF AVERAGE ATTENDANCE.
(£ s. d.)

1954..	52 1 11	47 13 6	39 5 2	41 3 11	53 0 0	51 12 6	67 0 8	75 7 3	48 2 11
1955..	57 4 9	49 19 2	40 15 8	47 7 8	58 12 11	54 7 5	79 4 1	74 14 3	52 1 3
1956..	59 13 10	56 14 6	44 18 3	48 6 9	60 17 8	55 18 10	81 3 11	74 0 2	55 12 1
1957..	60 19 4	60 12 0	48 0 1	50 15 6	63 13 9	64 12 6	74 1 1	77 14 10	58 7 2
1958..	63 6 8	60 16 3	49 18 9	53 0 0	66 16 11	(f)	78 18 9	73 13 2	(f)

(a) Excludes Senior Technical Colleges. (b) Gross figures, receipts not being available.
(c) Excludes Junior Technical Schools. (d) Twelve months ended 30th June of year shown.
(e) Estimated. (f) Not available.

(b) Maintenance—Secondary Schools. The figures shown in the preceding table refer to expenditure on the maintenance of all government primary and secondary schools, excluding senior technical colleges. It has been the practice of the State Education Department to give separate information in regard to the cost of secondary education. The fact, however, that both elementary and higher education are in some instances given in the same school and by the same teacher makes difficult any satisfactory allocation of expenditure between primary and secondary education. Furthermore, the term "secondary" has not the same meaning in all States. Similar difficulties arise in connexion with the apportionment amongst the various branches of expenditure on administration, inspection and the training of teachers. The figures quoted hereunder in respect of cost have been extracted mainly from the reports of the State Education Departments, and are subject to the foregoing qualifications. There are no secondary schools in the Northern Territory, although some primary schools have secondary tops. Consequently no figures are given in the following table for the Northern Territory.

GOVERNMENT SECONDARY SCHOOLS(a): EXPENDITURE ON MAINTENANCE.

State.	1956.		1957.		1958.	
	Cost.	Cost per Head of Population.	Cost.	Cost per Head of Population.	Cost.	Cost per Head of Population.
	£	£ s. d.	£	£ s. d.	£	£ s. d.
New South Wales(b)	7,217,534	2 0 2	8,023,854	2 3 11	9,116,529	2 8 10
Victoria ..	4,763,622	1 16 7	5,557,264	2 1 7	5,868,973	2 2 10
Queensland ..	1,027,837	0 15 1	1,154,012	0 16 7	1,350,465	0 19 1
South Australia ..	1,487,692	1 15 1	1,685,933	1 18 7	2,018,421	2 5 0
Western Australia	1,444,205	2 2 5	1,657,735	2 7 11	1,906,237	2 14 0
Tasmania(c) ..	(d)	(d)	654,388	1 19 8	(d)	(d)
Australia ..	(d)	(d)	18,733,186	1 18 11	(d)	(d)

(a) Excludes Senior Technical Colleges. (b) Includes Australian Capital Territory. (c) Includes High and Junior Technical Schools. (d) Not available.

The figures in all cases exclude the cost of buildings. In Queensland, the figure quoted excludes the cost of the Agricultural High School and College, which amounted to £246,973 in 1955-56, to £261,254 in 1956-57 and to £263,293 in 1957-58.

(c) *Buildings.* Expenditure on government school buildings, excluding senior technical colleges, for the years 1954 to 1958 was as follows:—

GOVERNMENT SCHOOLS(a): EXPENDITURE ON BUILDINGS.
(Including Loan Fund Expenditure.)
(£'000.)

Year.	N.S.W.	Vic.(b)	Q'land. (b)	S. Aust.	W. Aust. (b)	Tas.	N.T.(b)	Total.
1954 ..	5,494	4,061	812	1,146	1,038	1,349	60	13,960
1955 ..	7,366	4,660	1,287	1,366	1,458	1,340	16	17,493
1956 ..	7,409	5,917	1,589	1,518	1,591	b c 1,200	25	19,249
1957 ..	7,707	6,266	1,608	1,992	1,827	(b) 1,078	106	20,584
1958 ..	10,918	6,875	1,933	2,865	1,923	(d)	84	(d)

(a) Excludes Senior Technical Colleges. (b) Year ended 30th June. (c) Estimated.
(d) Not available.

The totals for the various States in 1958 include the following amounts expended from funds other than the consolidated revenue fund:—New South Wales, £8,696,462; Victoria, £6,262,887; Queensland, £1,572,731; South Australia, £2,485,900; and Western Australia, £1,596,328.

(d) *Total Net Cost.* The total net cost of education in government schools, including buildings, during the years 1954 to 1958 was as follows:—

GOVERNMENT SCHOOLS(a): TOTAL NET COST.
(£'000.)

Year.	N.S.W. (b)(c)	Vic. (d)(e)	Q'land. (d)	S. Aust. (c)	W. Aust. (d)	Tas.	N.T. (d)	A.C.T. (c)(f)	Aus- tralia.
1954 ..	26,980	17,055	7,165	5,590	5,420	(c) 3,784	162	258	66,414
1955 ..	32,268	19,114	8,265	6,847	6,601	(c) 4,007	141	309	77,552
1956 ..	34,464	23,322	9,784	7,504	7,343	(d) 4,046	174	345	86,982
1957 ..	36,566	25,705	10,706	8,573	8,134	(d) 4,464	261	417	94,826
1958 ..	42,755	28,130	11,902	10,254	8,886	(g)	281	439	(g)

(a) Excludes Senior Technical Colleges. (b) Gross expenditure, receipts not being available.
(c) Figures relate to 12 months ended 31st December of year shown. (d) Figures relate to 12 months ended 30th June of year shown. (e) Excludes Junior Technical Schools. (f) Excludes expenditure on buildings. (g) Not available.

The figures in the preceding tables refer to all grades of government schools with the exception of senior technical colleges, and in Victoria, junior technical schools.

§ 3. Non-Government Schools.

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

In Queensland, eight grammar schools, which exist by statutory authority and are subsidized by the State, are subject to annual inspection. These are the only non-government schools in Australia for which an annual inspection is prescribed by statute. Other non-government schools in Queensland may be inspected at their own request, but it is possible for these schools—and also those in South Australia—to exist without inspection.

Public authority over schools or institutions having scholars above the compulsory ages is generally less direct. It is effected directly by the registration procedures in Victoria

and Tasmania, and in all States there is a measure of indirect control through provisions governing the award of State scholarships, bursaries or other forms of financial assistance to secondary scholars, which are available only in government or approved non-government schools. In New South Wales, also, the Intermediate and Leaving Certificates are awarded only to pupils of schools whose courses of study are approved by the Department of Education.

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

2. **Non-Government Schools Finance.**—Most Roman Catholic parochial schools do not charge fees, but families make a contribution if they can afford to do so. With this exception, pupils of non-government schools must ordinarily pay fees. At the majority of non-government secondary schools, privately endowed scholarships are available in varying numbers and reductions in fees are normally made for children of clergy or for two or more members of one family attending the same school.

Certain State scholarships and bursaries are, as noted above, tenable at approved non-government secondary schools. Since the establishment of educational systems by the State Governments, official policy has been largely against the provision of direct financial assistance to non-government schools. Eight undenominational grammar schools in Queensland, however, receive a State subsidy under the Grammar Schools Acts 1860–1900. In 1957, the Tasmanian State Government brought down legislation, which was subsequently rejected by the Legislative Council, for the provision of capital grants to non-government schools, and in 1956, the Commonwealth Government arranged to contribute to the interest payments on loans raised by churches in order to build denominational secondary schools in the Australian Capital Territory.

3. **Numbers of Non-Government Schools, Teachers and Enrolments.**—The numbers of non-government schools, teachers and enrolments for 1958 are shown in the following table:—

NON-GOVERNMENT SCHOOLS, 1958.

Denomination.	N.S.W. (a)	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.	N.T.	Aust.
NUMBER OF SCHOOLS.								
Denominational—								
Church of England ..	41	34	16	13	8	5	..	117
Methodist ..	6	4	(b) 5	3	3	1	..	22
Presbyterian ..	13	14	3	2	2	2	..	36
Roman Catholic ..	668	424	254	118	170	37	2	1,673
Other ..	19	23	6	20	7	4	..	79
Undenominational ..	36	34	10	5	110	6	..	201
Total ..	783	533	294	161	300	55	2	2,128

TEACHERS.

Denominational—								
Church of England ..	847	724	296	229	135	102	..	2,333
Methodist ..	178	177	(b) 116	77	57	24	..	629
Presbyterian ..	324	340	50	70	55	19	..	858
Roman Catholic ..	4,890	2,482	1,696	754	722	254	16	10,814
Other ..	80	187	40	112	27	52	..	498
Undenominational ..	387	330	131	84	221	35	..	1,188
Total ..	6,706	4,240	2,329	1,326	1,217	486	16	16,320

AVERAGE WEEKLY ENROLMENT.

Denominational—		(c)	(c)	(c)			(c)	
Church of England ..	11,870	13,077	4,266	4,119	2,409	1,662	..	37,403
Methodist ..	2,640	3,703	(b) 1,883	1,413	1,094	337	..	11,070
Presbyterian ..	4,888	6,723	687	1,252	1,151	278	..	14,979
Roman Catholic ..	154,932	114,938	55,438	22,071	25,501	7,862	633	381,375
Other ..	1,267	3,671	579	1,749	384	928	..	8,578
Undenominational ..	5,410	5,988	2,828	1,188	3,844	523	..	19,781
Total ..	181,007	148,100	65,681	31,792	34,383	11,590	633	473,186

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

4. **Growth of Non-Government Schools.**—The enrolment and average attendance at non-government schools in 1891 and at varying intervals to 1958 were as follows:—

NON-GOVERNMENT SCHOOLS: ENROLMENT AND ATTENDANCE.

Year.	Average Weekly Enrolment. (a)	Average Daily Attendance.	Year.	Average Weekly Enrolment. (a)	Average Daily Attendance.
1891	124,485	99,588	1951	326,258	293,429
1901	148,659	120,742	1954	388,312	352,736
1911	160,794	132,588	1955	409,945	377,908
1921	198,688	164,075	1956	432,985	(b)401,900
1931	221,387	189,665	1957	453,219	(b)422,000
1941	256,580	224,355	1958	473,186	(b)446,620

(a) See Note (c) to previous table.

(b) Partly estimated.

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

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

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

6. **The Organization of Other Non-Government Education.**—(i) *General.* Practically all non-government schools, except a limited number under private ownership, are governed by a controlling body known variously as a School Council or Board of Trustees or Governors.

Within each State, although the other non-government schools may be organized into loose forms of association for purposes such as sports, conferences, and uniform conditions, there is no system corresponding in size, detail or organization with the Roman Catholic schools.

The Headmasters' Conference of Australia and the Headmistresses' Association of Australia are composed of headmasters and headmistresses respectively of a number of the larger non-government schools, including some Roman Catholic schools. Neither body has executive powers. One of the chief considerations for the admission of new members is the degree of independence enjoyed by the governing body and principal of the school concerned.

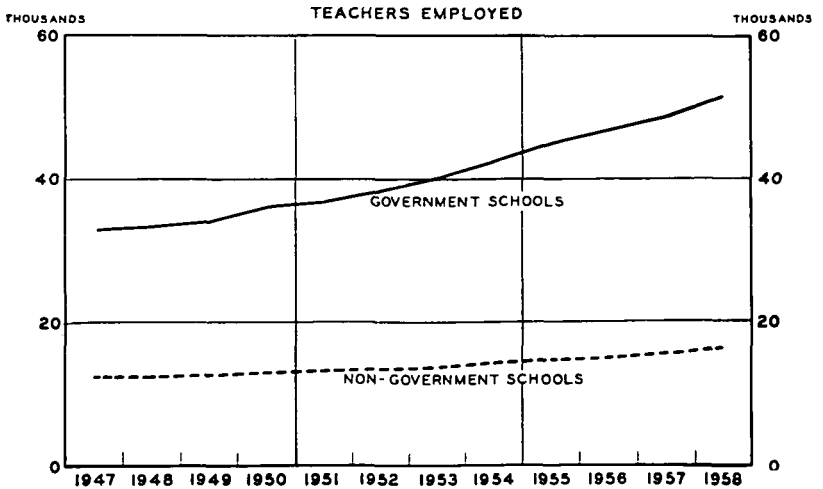
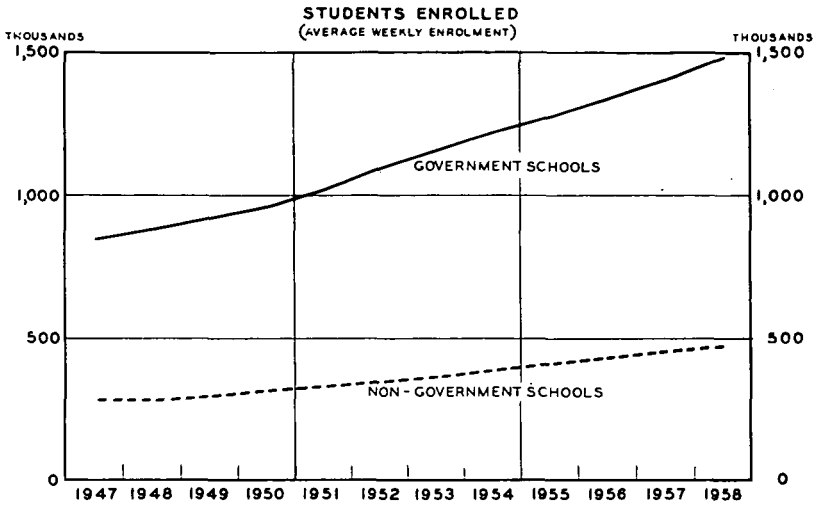
(ii) *Church of England.* The various types of Church of England schools include small schools associated with a local parish; schools under direct ownership of a diocese; schools established by Acts of the Church Synod, in which the majority of the members of the council are church representatives but which, otherwise, have almost complete independence; and schools conducted by religious orders of the church.

The proportion of members of a school council nominated by the church varies. In some schools, members may also be nominated by parents, by former students, and by the council itself.

In general, schools incorporating the words "Church of England" in their title follow a diocesan syllabus of religious education.

(iii) *Other Denominations.* In general, control of Presbyterian schools is exercised through School Councils appointed by the General Assembly of the Presbyterian Church in the State concerned. Councils vary considerably in size and in the bodies represented on them. Similarly, appointments to councils of Methodist schools are made by the annual Conference of each State. In Queensland, five schools are operated under the joint auspices of the Presbyterian and Methodist churches.

STUDENTS ENROLLED (AVERAGE WEEKLY ENROLMENT)
AND TEACHERS EMPLOYED IN
GOVERNMENT AND NON-GOVERNMENT SCHOOLS
AUSTRALIA, 1947 TO 1958



A limited number of schools are conducted by other denominations, such as the Baptist, Congregational and Lutheran churches and by the Seventh-day Adventists. The Society of Friends conducts one school in Australia, the Friends' School, Hobart.

Jewish schools are conducted in several capital cities.

(iv) *Undenominational*. There are a number of undenominational schools in Australia. Some of the larger, although not State-operated, have Government nominees on their boards. They include Sydney Grammar School, the Hale School, Perth, and the eight Queensland grammar schools. Other undenominational schools operate under the auspices of corporate bodies, usually in the form of a limited liability company, while others are privately owned. The majority of schools in this last category are small kindergartens and primary schools.

§ 4. Pre-School Education.

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

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

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

To-day, pre-school centres are found not only in inner city areas but also in suburban and country districts. Programmes are adapted to suit the areas in which the centres are situated. Types of pre-school centres include nursery kindergartens, crèches with full-day care for children of working mothers, play groups and play centres, occasional care centres and residential holiday homes.

There are only a limited number of State-subsidized pre-school centres and kindergartens conducted by public authorities and voluntary bodies such as the Kindergarten Unions. However, many children of pre-school age attend private non-subsidized nursery schools or kindergartens. No comprehensive statistics are available concerning the operations of pre-school centres and kindergartens.

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

The Kindergarten Unions in all States except Tasmania have established teacher training colleges providing three year courses. The minimum entrance age is seventeen and the Leaving Certificate is usually required before admission. In addition, in New South Wales, the Sydney Day Nursery and Nursery Schools' Association maintains a training college and a two-year course for nursery teachers is available at the Sydney Teachers' College.

In Tasmania, prospective teachers complete a two-year course of training at one of the Education Department's pre-school centres. Those wishing to gain a Kindergarten Training College diploma must attend a college on the mainland.

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

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

§ 5. Technical Education.

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

The chief institutions for higher education other than the universities are the technical colleges, which are administered in five States by a division of the Education Department. In New South Wales, a separate Department of Technical Education has been established, and in Victoria a number of the foremost technical colleges are controlled by independent councils which, although responsible to the Minister of Education, enjoy a large measure of autonomy.

The technical colleges offer training not only in all the major industrial skills, but also in a variety of commercial, artistic and domestic occupations. Their courses may be divided into three main types, as follows:—

- (i) Diploma courses giving advanced training in the technical professions and other fields such as accountancy and art.
- (ii) Vocational courses, usually leading to the award of a certificate, for skilled technical and semi-professional workers. Many of these courses are in fields not covered by an apprenticeship award.
- (iii) Craftsman or artisan training in the apprenticeship trades.

The University of New South Wales (formerly the N.S.W. University of Technology) conducts a number of diploma courses on behalf of the Department of Technical Education.

A brief description of the expansion in technical training since the 1939–45 War appears in Official Year Book No. 43, page 449. The following table gives some indication of the growth of technical education in the years 1954 to 1958:—

TECHNICAL EDUCATION: AUSTRALIA.

Year.	No. of Colleges.	No. of Students.	No. of Teachers.(a)	Total Expenditure.
				£
1954	148	168,923	7,149	9,245,560
1955	151	177,081	7,632	10,058,917
1956	164	(b)	8,364	11,395,445
1957	169	204,268	8,967	12,243,824
1958	171	(b)	9,765	13,813,071

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

(b) Not available.

Training in certain technical aspects of agriculture such as farm mechanics, wool classing, and in related fields such as food technology is also provided by the technical colleges, while the seven State agricultural colleges (*see also* § 27 of Chapter XXII), located in all States except Tasmania, provide comprehensive agricultural courses of two to three years duration which lead to diplomas in agriculture. At some colleges, other diploma courses are offered in addition, including horticulture, dairying and dairy manufactures, food technology and oenology. The Queensland Agricultural High School and College is administered by the Department of Education; in other States, the Departments of Agriculture are responsible for administration of the colleges.

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

These schools not only offer a wide variety of correspondence courses, including trade and apprenticeship, rural, commercial and art courses, but, in addition, provide secondary courses up to matriculation or diploma entrance standard. Students who because of distance or working hours cannot attend technical college classes may enrol for these courses. In New South Wales, "mobile instructional units" consisting of rail cars equipped as self-contained workshops are used to provide practical experience for correspondence students, as well as for the instruction of apprentices and tradesmen at smaller country centres.

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

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

3. **Teacher Training.**—Prior to the 1939–45 War, technical colleges were staffed chiefly by men drawn from two sources. They were either trained teachers in the employment of the Education Department or technicians drawn from industry. Although some of the latter were highly qualified, the great majority had not been trained as teachers. In order to remedy this, there has been a move to develop schemes of training technical college teachers without breaking the important link provided by recruiting specialist tradesmen to teach in the colleges. In Victoria, the Technical Teacher's College provides training for students with the appropriate diploma or trade qualifications and suitable industrial experience. In New South Wales, technical college lecturers and tradesmen-instructors receive an in-service course of teacher training in both general educational theory and teaching method, and correspondence courses and visiting lecturers care for the newly appointed teacher-instructor in country colleges. Modifications of this scheme are in operation in other States. Many technical teachers, principally of academic, commercial and domestic science subjects, hold trained teachers' certificates from teachers' colleges.

4. **Colleges, Teachers and Students.**—The number of colleges, teachers and enrolments of individual students during the years 1954 to 1958 are given in the following table:—

TECHNICAL EDUCATION: COLLEGES, TEACHERS AND ENROLMENTS.

State.	Colleges.	Teachers.			Individual Students Enrolled.		
		Full-time.	Part-time.	Total.	Males.	Females.	Persons.
New South Wales(a)—							
1954	42	1,064	1,037	2,101	40,718	20,796	61,514
1955	42	1,162	1,102	2,264	43,595	21,890	65,485
1956	45	1,197	1,265	2,462	(b)	(b)	(b)
1957	45	1,240	1,291	2,531	(b)	(b)	(c) 77,673
1958	48	1,259	1,337	2,596	(b)	(b)	(b)
Victoria							
1954	43	1,712	1,199	2,911	34,900	14,778	49,678
1955	45	1,808	1,346	3,154	37,152	15,374	52,526
1956	47	2,026	1,484	3,510	39,796	14,784	54,580
1957	50	2,209	1,553	3,767	42,224	16,082	58,306
1958	54	2,382	1,488	3,870	45,653	17,215	62,868
Queensland—							
1954	12	147	403	550	12,200	4,420	16,620
1955	12	161	423	584	12,067	4,555	16,622
1956	13	165	402	567	12,478	4,461	16,939
1957	13	167	410	577	12,728	4,469	17,197
1958	13	166	568	734	13,422	4,792	18,214
South Australia—(a)							
1954	26	212	549	761	11,922	6,799	18,721
1955	27	205	530	735	12,675	6,947	19,622
1956	28	267	583	850	13,478	7,841	21,319
1957	30	274	663	937	15,123	8,300	23,423
1958	25	280	770	1,050	16,991	8,570	25,561
Western Australia—							
1954	16	203	278	481	9,670	5,948	15,618
1955	18	200	337	537	10,946	6,341	17,287
1956	24	237	339	576	12,100	6,703	18,803
1957	24	257	430	687	13,519	7,512	21,031
1958	23	278	735	1,013	15,977	8,436	24,413
Tasmania—							
1954	9	71	274	345	3,890	2,882	6,772
1955	7	73	285	358	3,394	2,145	5,539
1956	7	79	320	399	3,583	2,153	5,736
1957	7	85	383	468	4,423	2,215	6,638
1958	8	98	404	502	(b)	(b)	6,979
Total—							
1954	148	3,409	3,740	7,149	113,300	55,623	168,923
1955	151	3,609	4,023	7,632	119,829	57,252	177,081
1956	164	3,971	4,393	8,364	(b)	(b)	(b)
1957	169	4,232	4,735	8,967	(b)	(b)	204,268
1958	171	4,463	5,302	9,765	(b)	(b)	(b)

(a) Excludes correspondence students. The figures for 1954 represent enrolment in courses
 (b) Not available. (c) Estimated.

5. Expenditure.—The expenditure on technical education in each State for 1958 is shown in the following table:—

TECHNICAL EDUCATION: EXPENDITURE, 1958.

(Including Loan Fund Expenditure.)

(£.)

State.	Salaries and Maintenance.	Equipment.	Buildings.	Gross Expenditure.(a)	Receipts—Fees, etc.	Net Expenditure.
New South Wales ..	3,218,037	137,983	891,543	4,249,304	494,440	3,754,864
Victoria(b)(c) ..	3,952,542	108,572	1,060,580	6,005,558	539,246	5,466,312
Queensland ..	581,675	174,992	161,869	918,536	53,828	864,708
South Australia ..	786,075	(d)	630,075	1,416,175	116,252	1,299,923
Western Australia(c) ..	718,980	(d)	68,511	787,491	58,446	729,045
Tasmania ..	242,126	25,973	16,620	285,860	(f)	(f)
Aust. Capital Terr.(c) ..	46,398	2,217	..	53,395	6,060	47,335
Australia(e) ..	9,545,833	449,737	2,829,198	13,716,319	(f)	(f)

(a) The differences between amounts shown in this column and the sums of the three preceding columns represent expenditure on other items. (b) Includes expenditure on Junior Technical Schools. In other States, this type of expenditure is included with expenditure on Government schools. (c) Year ended June, 1958. (d) Included with salaries and maintenance. (e) There is no technical college in the Northern Territory. (f) Not available.

Fees and other receipts are paid into Consolidated Revenue in all States except Victoria, where they are retained and spent by the Technical School Councils. The expenditure on buildings is financed largely from loan moneys, the sums provided from this source in 1958 being: New South Wales, £754,604; Victoria, £1,060,580; Queensland, £137,067; South Australia, £598,052; Western Australia, £37,968; Tasmania, nil.

§ 6. Commonwealth Activities.

Although the primary responsibility for education rests with the States, the Commonwealth Government is committed to a number of educational activities related to its other functions. For example, it maintains officer training colleges and education services for each of its defence services, a School of Pacific Administration for the training of Administrative and other officers for service in Commonwealth Territories, and a School of Forestry. In each of the Australian Territories, the educational programme provides for both the native and white children who live there. References to these programmes appear in Chapter V.—The Territories of Australia.

The Australian Broadcasting Commission features school broadcasts and other educational broadcasts as part of its daily programmes. The Commonwealth Scientific and Industrial Research Organization undertakes research, the results of which are made available to educational institutions. Under the Commonwealth Reconstruction Training Scheme, many ex-servicemen and women have received training which has enabled them to enter a variety of trades and professions.

The Commonwealth Office of Education, established under the Education Act 1945, acts as the Commonwealth's educational adviser, undertakes research work as Commonwealth activities require and is the channel for liaison between Commonwealth and State educational authorities. This office has responsibilities with regard to the education of migrants, international relations, including the association of Australia with the aims and activities of the United Nations Educational, Scientific and Cultural Organization, (UNESCO), and the provision of scholarships and fellowships for selected students under the Technical Co-operation Scheme (Colombo Plan) and under the scheme known as Australian International Awards. The office also acts as a co-ordinating body in the administration of the British Commonwealth Scholarship and Fellowship Plan.

The activities of the Commonwealth Scholarships Board, which was formerly known as the Universities Commission, are described in § 8, para. 5 of this Chapter.

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

Further details of Commonwealth assistance to students (including the Commonwealth Scholarship Scheme) and of grants for universities are given in § 8, para. 5 of this chapter.

§ 7. Australia and International Relations in Education.

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

In this connexion, there have been important developments since the 1939-45 War. For instance, there has been a remarkable increase in the volume of information on educational matters exchanged between Australia and South-east Asia, and Australia participates in the Technical Co-operation Scheme (Colombo Plan), the United Nations Technical Assistance programme, the cultural programme of SEATO, and the scheme of Australian International Awards, under which a limited number of scholarships are given annually. Australia also participates in the British Commonwealth Scholarship and Fellowship Plan.

Perhaps the most important single factor behind the quickening of Australian interest in international cultural affairs has been membership of UNESCO. Australia has been a member since 1946. Twelve expert committees in Australia are responsible for a wide and varied programme of activities on behalf of UNESCO. Their advice has helped to make Australia's contribution to international conferences and seminars highly effective. Other work undertaken by these committees has included the provision of technical material and advice to the countries of South and South-east Asia, the conducting of seminars in Australia, arranging for exhibitions and displays in Australia and overseas, and the publication of handbooks and brochures to assist teachers and other persons in meeting the problems involved in educating for international understanding.

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

§ 8. Universities.

1. **General.**—There are at present, nine universities and two university colleges in Australia. The following list shows the date of foundation and the faculties existing at each university in Australia.

University of Sydney, established in 1850, located in Sydney, New South Wales. Agriculture, Architecture, Arts, Dentistry, Economics, Engineering, Law, Medicine, Science, Veterinary Science.

University of Melbourne, established in 1853, located in Melbourne, Victoria. Agriculture, Architecture, Arts, Dental Science, Economics and Commerce, Education, Engineering, Law, Medicine, Music, Science.

University of Adelaide, established in 1874, located in Adelaide, South Australia. Agricultural Science, Architecture, Arts, Dentistry, Economics, Engineering, Law, Medicine, Music, Science, Technology.

University of Tasmania, established in 1890, located in Hobart, Tasmania. Arts, Commerce, Engineering, Law, Science.

University of Queensland, established in 1909, located in Brisbane, Queensland. Agriculture, Architecture, Arts, Dentistry, Economics and Commerce, Education, Engineering, Law, Medicine, Science, Veterinary Science.

University of Western Australia, established in 1912, located at Nedlands, Perth, Western Australia. Agriculture, Arts, Dental Science, Education, Economics, Engineering, Law, Medicine, Science.

Australian National University, established in 1946. A post-graduate research institution, located in Canberra, A.C.T. John Curtin School of Medical Research, the Research School of Physical Sciences, the Research School of Social Sciences, the Research School of Pacific Studies.

University of New South Wales, established in 1958 (1948 established as New South Wales University of Technology), located at Kensington, Sydney, New South Wales. Architecture, Commerce, Engineering, Humanities and Social Sciences, Science, Technology. The University also provides part-time instruction in science and engineering at technical colleges in country towns in New South Wales.

University of New England, established in 1954, (1938 established as New England University College), located in Armidale, New South Wales. Agricultural Economics, Arts, Rural Science, Science.

There are also two university colleges in Australia:—Canberra University College, founded in 1930, located in Canberra, Australian Capital Territory, was associated with the University of Melbourne until early in 1960 when it was associated with the Australian National

University. It has degree courses in Arts, Economics, Law and Science; and Newcastle University College, founded in 1951, located in Newcastle, New South Wales, is affiliated with the University of New South Wales and has degree and diploma courses in the faculties of Commerce, Engineering, Technology and Science, and diploma courses in the faculties of Architecture, and Humanities and Social Sciences. The Arts courses at the Newcastle University College are provided by the University of New England in co-operation with the University of New South Wales.

A second university in Victoria, Monash University, is at present in course of establishment. Under the Monash University Act, an interim council was appointed in May, 1958, by the Governor-in-Council and includes representatives of academic, scientific and industrial interests, together with three *ex officio* members—the Vice-Chancellor, the Director of Education and the Chief Inspector of Technical Schools in Victoria. The Act provides for training in Agriculture, Arts, Applied Science and Technology, Commerce, Education, Engineering, Law, Letters, Medicine, Pure Science, and Veterinary Science. The University is also to provide facilities for university education throughout Victoria by the affiliation of other educational institutions and by the establishment of tutorial correspondence and vacation classes.

2.—*Expansion within the Universities.*—Within the past 20 years, the appearance of some of the universities has altered to a striking extent. Many new permanent buildings and some temporary ones have been erected and new wings have been added. The universities are expanding their accommodation greatly to meet an expected record enrolment in the next decade.

There was a continuing increase in university enrolments from 1929 (approximately 9,000) to 1940 followed by a slight recession. In the closing year of the 1939–45 War, however, the number of students had risen beyond any previous figure, and rapid post-war expansion was responsible for a peak enrolment of 32,453 students in 1948. After 1948, the numbers decreased each year until 1953 as ex-service personnel completed their training under the Commonwealth Reconstruction Training Scheme. Thereafter, enrolments increased again and it is expected that they will continue to increase rapidly. Enrolments in 1958 were 41,865.

3. *Courses.*—A brief survey of developments in university courses since the war and up to 1954 was given in Official Year Book No. 42 (p. 476). An outline of some developments during 1955 and 1956 appeared in Year Book No. 43 (p. 453), and one for 1957 in Year Book No. 44 (p. 466).

At the University of New England, a four year degree course in Agricultural Economics commenced in 1958.

At the University of Sydney, a course in Criminology is under consideration.

At the University of New South Wales, the establishment of faculties of Medicine and Arts are under consideration, and it is expected that the first year course in Arts will commence in 1960. Several new types of courses have been instituted at this University since 1958—a Bachelor of Science course in Industrial Arts, and in Fuel Technology; a Bachelor of Commerce course in Industrial Relations, and in Wool Commerce; a Bachelor of Engineering course in Naval Architecture; and Master of Technology courses in Civil Engineering, and in Highway and Traffic Engineering.

At the University of Western Australia, the subjects available in the Faculty of Medicine were increased in 1959 to include all six years of the course.

For the majority of university courses, full-time attendance is required. At most universities, however, certain courses, such as arts, commerce and economics, may also be undertaken by part-time or evening study. At the University of New South Wales, a variety of degree courses are available to evening students.

Several universities have limited systems of external tuition whereby students in country areas may take a restricted number of courses by correspondence. The University of Queensland has developed a system of correspondence tuition which now caters not only for students within the State but for those in the Northern Territory, Papua and New Guinea and adjacent Pacific islands. External students within Queensland receive tutorial assistance at university centres in the principal country towns. In addition, the university co-operates in the Colombo Plan Correspondence Scholarship Scheme (see p. 597).

The University of New England's Department of External Studies offers a wide range of subjects for external study, leading to the degree of Bachelor of Arts and the Diploma in Education. External students must attend short annual residential schools of instruction in their subjects, usually held at the university.

4. *Research.*—A wide range of research work is carried out by the Universities as part of their normal functions. The research activities of the universities have been greatly stimulated over recent years by the interest and assistance of the Commonwealth and State Governments, government instrumentalities such as the Commonwealth Bank, the Rural

Bank of New South Wales, and the C.S.I.R.O., private foundations, both oversea and Australian, such as the Nuffield Foundation, the Carnegie Corporation and the Water Research Foundation of Australia, and industrial undertakings. Details of research work carried out at each university can be obtained from its calendar or research report.

Grants are made by the Commonwealth Government to bodies such as the Post-Graduate Committee in Medicine at the University of Sydney to facilitate arrangements for medical specialists from overseas to lecture and demonstrate advanced techniques in Australia.

Grants have been made by the Commonwealth Government, through the Australian Atomic Energy Commission, to a number of Australian universities for nuclear research.

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

5. **The Commonwealth and the Universities**—(i) *General*. The Commonwealth has given support to the Australian universities for many years. Prior to 1939, Commonwealth assistance was almost entirely concerned with research projects carried out by or in collaboration with the universities. During and since the 1939–45 War, the Commonwealth extended assistance to university students, at first to increase the number of highly trained people required for the war effort, then with the object of rehabilitating ex-servicemen, and finally as a social service benefit to the community. For the purpose of reconstruction training, the Commonwealth Government made available to the universities approximately £1 million for buildings and £500,000 for equipment. Since 1951, the Commonwealth has made special grants to the States for their universities and during the same time has continued to support the university institutions for which it is responsible.

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

Under this scheme, 3,000 scholarships are allocated annually to the States on a population basis. These scholarships are tenable at universities and other approved institutions. Awards are made on merit and all successful applicants have their fees paid. In addition, scholarship holders may be paid a living allowance subject to a means test. As from 1st January, 1959, the maximum rates of allowance are £338 per annum for a scholar living away from home and £221 per annum in the case where he lives at home.

At 30th September, 1959, 13,049 scholars had completed courses of training under the Scheme. At the same date, there were 11,256 scholars in training of whom 10,209 were at universities and 1,047 at other institutions.

As from 1st January, 1959, post-graduate awards for training at Australian Universities were made available under the Scheme. One hundred awards were granted in 1959 and a similar number will be available each year. The benefits comprise a living allowance without a means test and payment to universities for tuition and facilities.

The Commonwealth Scholarships Board, which was formerly known as the Universities Commission, also provides for the training at universities and similar institutions of ex-service personnel and war widows under the Reconstruction Training Scheme, the Korea and Malaya Training Scheme and the Disabled Members' and Widows' Training Scheme. A detailed description of the Reconstruction Training Scheme was given on page 240 of Official Year Book No. 39. At 30th June, 1959, 21,478 students had completed courses under these schemes and at the same date there were 71 in training.

(iii) *Commonwealth Grants to the States for University Purposes*. Following a report submitted by a committee of enquiry appointed to report on university finances and requirements, the Commonwealth since 1951 has made grants to the States for recurrent expenditure on university purposes. The payments have been made under the various States Grants (Universities) Acts.*

In 1957, the Prime Minister appointed a committee to investigate the problems of Australian universities. The Committee was given wide terms of reference. Among other things, it was asked to consider the role of the university in the Australian community, the extension and co-ordination of university facilities, technological education at university level, the financial needs of universities and appropriate means of providing for those needs, and the Commonwealth Scholarship Scheme.

* No. 81 of 1951; No. 75 of 1953; No. 28 of 1955; No. 37 of 1956 and No. 7 of 1957.

In accepting the principal recommendations of the Committee (Murray Report)* the Commonwealth agreed to continue grants for recurrent expenditure in 1958, 1959 and 1960, to make additional unmatched recurrent grants, and to assist with the capital needs of the universities for building projects and for equipment. The Commonwealth is also to provide grants between 1958 and 1960 for the building programmes of residential colleges affiliated with universities.

The States Grants (Universities) Act No. 27 of 1958 operated from 1st January, 1958, and gave effect to these recommendations. This Act amended those parts of the States Grants (Universities) Act No. 7 of 1957 which referred to 1958 and provided for payments for 1957 to the South Australian School of Mines and Industries (now the South Australian Institute of Technology).

Under the Australian Universities Commission Act No. 30 of 1959, the Australian Universities Commission was established. Its principal functions are to advise the Prime Minister on financial assistance to Commonwealth Universities and to States in relation to their Universities and also on the balanced development of Australian Universities. The Commission commenced its work in July, 1959.

The maximum Commonwealth recurrent grants for 1959 are shown in the following table:—

RECURRENT COMMONWEALTH GRANTS TO UNIVERSITIES, 1959.
(£.)

University.	Emergency Grant for Recurrent Expenditure.	Amount to be paid from (2) for Teaching and Administrative Costs of Residential Colleges.	General Grant for Recurrent Expenditure.	Amount to be paid from (4) for Teaching and Administrative Costs of Residential Colleges.
(1)	(2)	(3)	(4)	(5)
New South Wales—				
The University of Sydney ..	360,000	9,150	749,350	14,800
The University of New South Wales ..	172,500	3,000	368,900	4,800
The University of New England ..	49,500	2,625	82,650	4,200
Victoria—				
University of Melbourne ..	322,500	9,000	657,600	14,500
Queensland—				
University of Queensland ..	202,500	6,300	385,400	10,100
South Australia—				
The University of Adelaide ..	193,500	3,900	357,400	6,300
The South Australian Institute of Technology .. .. .	..	..	43,350	350
Western Australia—				
The University of Western Australia	135,000	2,700	245,300	4,400
Tasmania—				
The University of Tasmania ..	64,500	825	122,950	1,300
Total	1,500,000	37,500	3,012,900	60,750

The emergency grant for recurrent expenditure (column 2) is an unmatched grant aimed at assisting the universities to meet some of their most urgent deficiencies in staff and equipment. The general grant for recurrent expenditure is a continuation of matched grants provided since 1951 and the maximum amount available in 1959 is shown in column 4. In general terms, the matched grants are made on a basis of £1 of Commonwealth money for every £3 of income received by a university from fees and State grants.

Columns 3 and 5 of the above table show the amounts which are required to be paid by each university from the emergency and the general recurrent grants, respectively, for the teaching and administrative costs of residential colleges administered by or affiliated with the university.

* Report of the Committee on Australian Universities (Canberra, Commonwealth Government Printer, 1957).

Provision is made in the States Grants (Universities) Act No. 27 of 1958 for these grants to be paid at a higher level in 1960.

Between 1958 and 1960, the Commonwealth will make grants for selected building projects, shown in detail in the Third Schedule to the Act. Payments are made up to a given maximum for each project, in the same proportion to State grants for these projects as that shown in the totals given for each university in the following table:—

COMMONWEALTH GRANTS FOR UNIVERSITY BUILDING PROJECTS, ETC.
(£.)

University.	Commonwealth Contribution.	State Contribution.
New South Wales—		
The University of Sydney	1,300,000	750,000
The University of New South Wales	950,000	1,500,000
The University of New England	450,000	450,000
Victoria—		
University of Melbourne	875,000	875,000
Monash University	75,000	75,000
Queensland—		
University of Queensland	775,000	775,000
South Australia—		
The University of Adelaide	375,000	375,000
Western Australia—		
The University of Western Australia	630,000	505,000
Tasmania—		
The University of Tasmania	840,000	670,000
Total	6,270,000	5,975,000

In addition a grant of 16 per cent. of the cost to the Commonwealth of each project is to be made for equipment.

The Commonwealth is also to make grants for capital buildings for residential colleges affiliated with a university. The Commonwealth will make grants of one half of the cost, at the request of a State, for the purchase, erection or alteration of a building at an affiliated residential college. The maximum amount available for distribution in each State in the period 1958–60 is shown in the following table:—

MAXIMUM COMMONWEALTH GRANTS FOR RESIDENTIAL COLLEGE BUILDINGS.
(£.)

State.	Maximum Grant.
New South Wales	180,000
Victoria	170,000
Queensland	110,000
South Australia	80,000
Western Australia	40,000
Tasmania	20,000
Total	600,000

The grants for capital building projects at universities and residential colleges are payable at any time within the period 1958-60.

6. **Teaching and Research Staff.**—The following table shows particulars of the teaching and research staff of Australian universities during 1958:—

UNIVERSITIES: TEACHING AND RESEARCH STAFF, 1958.

University or College.	Pro-fessors.	Readers. (a)	Lecturers.(b)		Demonstrators, Tutors and Research Assistants.		Honory Lec-turers and Demon-strators.	Total.
			Full-time.	Part-time.	Full-time.	Part-time.(c)		
Australian National University	22	18	(d) 90	..	19	4	..	153
Sydney	56	41	409	246	98	106	49	1,005
New South Wales	21	16	366	292	(e) 125	..	1	821
New England	13	12	81	11	22	..	(f) 4	142
Melbourne	49	61	260	65	117	101	..	653
Queensland	32	35	169	209	64	28	(g) 34	571
Adelaide	36	39	158	62	28	106	..	429
Western Australia	27	24	101	53	4	39	..	248
Tasmania	18	9	54	10	8	..	..	99
Canberra University Col- lege	18	1	45	12	5	7	..	88
Total	292	256	1,733	960	490	391	88	4,210

(a) Includes associate professors, assistant professors and lecturers-in-charge. (b) Includes senior lecturers and assistant lecturers. (c) Excludes part-time demonstrators. (d) Senior fellows, fellows and research fellows. (e) Includes technical officers. (f) Includes 3 Department of External Studies. (g) Department of External Studies.

The following table gives details of the teaching and research staff of Australian universities for each year from 1954 to 1958:—

UNIVERSITIES: TEACHING AND RESEARCH STAFF, SUMMARY, AUSTRALIA.

Year.	Pro-fessors.	Readers. (a)	Lecturers.(b)		Demonstrators, Tutors and Research Assistants.		Honory Lec-turers and Demon-strators.	External Studies Staff.	Total.
			Full-time.	Part-time.	Full-time.	Part-time.(c)			
1954	227	169	1,227	1,099	300	303	60	26	3,411
1955	245	177	1,290	1,062	290	321	66	29	3,480
1956	265	196	1,383	1,031	(d) 400	349	49	29	3,702
1957	274	229	1,494	936	(d) 410	346	50	30	3,769
1958	292	256	1,733	960	(d) 490	391	51	37	4,210

(a) Includes associate professors, assistant professors and lecturers-in-charge. (b) Includes senior lecturers, assistant lecturers, senior fellows, fellows and research fellows. (c) Excludes part-time demonstrators. (d) Includes technical officers of the University of New South Wales.

7. **Students.**—(i) Total. The number of students enrolled for courses at the universities for the year 1958 is shown in the following table:—

UNIVERSITIES: STUDENTS ENROLLED, 1958.

University or College.	Degree Courses.	Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
		Post-graduate.	Sub-graduate.			
Australian National University ..	93	..	..	..	2	95
Sydney	7,746	145	968	..	187	8,996
New South Wales	2,447	..	3,218	133	239	6,014
New England	1,425	98	..	..	51	1,567
Melbourne	8,070	270	327	158	559	9,020
Queensland	4,628	41	733	955	386	6,718
Adelaide	3,588	141	835	11	705	5,189
Western Australia	2,456	95	..	..	107	2,655
Tasmania	812	56	61	170	69	1,138
Canberra University College ..	327	..	26	..	126	473
Total	31,592	846	6,168	1,427	2,431	41,865

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

Of the students enrolled in 1958, 32,642 were males and 9,223 females. Included in those enrolled for degrees were 93 enrolled for higher degree courses at the Australian National University, 261 in Sydney, 297 at the University of New South Wales, 55 at the University of New England, 305 in Melbourne, 184 in Queensland, 221 in Adelaide, 184 in Western Australia, 36 in Tasmania, and 36 at the Canberra University College.

The following table shows the number of students enrolled at Australian universities for each of the years from 1954 to 1958:—

UNIVERSITIES: STUDENTS ENROLLED, SUMMARY, AUSTRALIA.

Year.	Degree Courses.		Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
	Higher Degrees.	Bachelor Degrees.	Post-graduate.	Sub-graduate.			
1954	917	20,358	315	5,093	677	2,191	29,445
1955	1,094	21,539	321	5,153	801	2,130	30,868
1956	1,188	23,686	550	5,977	1,025	2,206	34,480
1957	1,357	26,153	735	5,834	1,135	2,006	36,903
1958	1,672	29,920	846	6,168	1,427	2,431	41,865

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

(ii) *New Students Enrolled.* The number of new students enrolled for courses at the universities during the year 1958 is shown in the following table:—

UNIVERSITIES: NEW STUDENTS ENROLLED, 1958.

University or College.	Degree Courses.	Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
		Post-graduate.	Sub-graduate.			
Australian National University ..	44	..	..	..	2	46
Sydney	2,218	20	307	..	81	2,626
New South Wales	811	..	708	70	183	1,772
New England	699	43	..	..	35	776
Melbourne	2,253	21	109	8	247	2,512
Queensland	1,233	1	247	309	230	2,017
Adelaide	865	4	265	..	272	1,378
Western Australia	669	3	..	..	35	707
Tasmania	220	..	15	70	33	337
Canberra University College ..	135	..	6	..	76	216
Total	9,147	92	1,657	457	1,194	12,387

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

Of the new students enrolled in 1958, 9,147 were males and 3,240 females. Included in those enrolled for degrees were 211 enrolled for higher degree courses—Australian National University 44, Sydney 26, University of New South Wales 44, New England 12, Melbourne 35, Queensland 11, Adelaide 13, Western Australia 7, Tasmania 3 and Canberra University College 16.

The following table shows the number of new students enrolled at Australian universities during each of the years from 1954 to 1958:—

UNIVERSITIES: NEW STUDENTS ENROLLED, SUMMARY, AUSTRALIA.

Year.	Degree Courses.		Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
	Higher Degrees.	Bachelor Degrees.	Post-graduate.	Sub-graduate.			
1954	137	4,951	37	1,265	175	860	7,420
1955	125	5,791	55	1,412	254	926	8,549
1956	134	6,881	112	2,184	317	976	10,590
1957	119	7,401	121	1,601	333	874	10,418
1958	211	8,936	92	1,657	457	1,194	12,387

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

8. *Principal University Benefactions.*—Earlier issues of the *Official Year Book* included details of the principal private benefactions to universities. (See *Year Book No. 40*, pp. 467–8.)

9. *University Income for General Activities.*—The income of the universities is derived principally from State and Commonwealth Government grants, students' fees, and income from private foundations. From all sources other than new bequests, the income during 1958 for general university functions was as shown in the table below. In South Australia, Government grants and income from private foundations include amounts in respect of the Waite Agricultural Research Institute.

UNIVERSITIES: INCOME FOR GENERAL ACTIVITIES, 1958.

(£.)

University or College.	Government Grants.	Students' Fees.	Interest, Rent, Dividends and Donations.	Other.	Total.
Australian National University	1,751,650	889	50,045	77,458	1,880,042
Sydney	1,971,034	699,819	74,954	53,723	2,799,530
New South Wales	2,706,195	230,299	..	71,078	3,007,572
New England	591,863	48,938	1,210	81,552	723,563
Melbourne	1,869,604	587,435	58,830	49,417	2,565,286
Queensland	1,131,312	279,114	28,738	23,230	1,462,394
Adelaide	1,480,280	144,472	51,233	10,852	1,686,837
Western Australia	947,519	45,896	31,347	48,819	1,073,581
Tasmania	446,972	41,331	728	5,561	494,592
Canberra University College..	207,340	12,398	..	1,039	220,777
Total	13,103,769	2,090,591	297,085	422,729	15,914,174

10. **University Expenditure for General Activities.**—The principal item of disbursements on general university activities is the maintenance of the teaching and research staff, representing 65.9 per cent. of the total in 1958 compared with 66.0 per cent. in 1957.

The following table shows the expenditure including capital expenditure during the year 1958:—

UNIVERSITIES: EXPENDITURE FOR GENERAL ACTIVITIES, 1958.
(£.)

University or College.	Adminis- tration.	Maintenance of—			Other (including Buildings.)	Total.
		Teaching and Research Depart- ments.	Premises and Grounds.	Libraries.		
Australian National University	138,013	1,085,003	160,053	52,584	482,613	1,918,266
Sydney	293,115	1,826,069	302,314	81,243	105,174	2,607,915
New South Wales	194,808	1,663,048	205,647	73,753	462,802	2,600,058
New England	98,714	359,638	54,596	37,953	160,394	711,295
Melbourne	200,256	1,784,101	255,316	93,903	205,475	2,539,051
Queensland	112,413	1,132,067	91,837	66,313	41,487	1,444,117
Adelaide	128,623	1,064,092	122,295	73,718	340,381	1,729,109
Western Australia	82,952	760,701	82,134	57,181	115,561	1,098,529
Tasmania	57,360	345,103	31,524	35,480	76,644	546,111
Canberra University College..	34,787	133,926	11,862	27,539	10,311	218,425
Total	1,341,041	10,153,748	1,317,578	599,667	2,000,842	15,412,876

11. **Funds for Special Purposes.**—(i) *General.* The tables shown in paras. 9 and 10 relate to general university activities while the two which follow show the financial position of the special purpose funds which are, in the main, for special research purposes.

(ii) *Income for Special Purposes.* The following table shows the main items of income for the year 1958:—

UNIVERSITIES: INCOME FOR SPECIAL PURPOSES, 1958.
(£.)

University or College.	Government Grants.	Interest, Rent, Dividends and Dona- tions.	Public Examina- tion Fees.	Special Research Grants.	Other.	Total.
Australian National University	..	8,495	..	39,758	116	48,369
Sydney	989,420	73,421	..	662,951	15,639	1,741,431
New South Wales .. .. .	..	152,636	..	61,765	18,475	232,876
New England	300,000	5,656	..	20,425	113,188	439,269
Melbourne	130,342	168,901	126,479	211,949	100,143	737,814
Queensland	1,000	45,596	59,378	71,805	31,372	209,151
Adelaide	39,223	53,140	40,911	126,508	21,761	281,543
Western Australia	388,360	76,358	41,489	77,754	19,697	603,658
Tasmania	62,187	5,478	5,971	18,835	287	92,758
Canberra University College ..	40,250	60	..	1,450	..	41,760
Total	1,950,782	589,741	274,228	1,293,200	320,678	4,428,629

(iii) *Expenditure for Special Purposes.* The following table shows the main items of expenditure for the year 1958:—

UNIVERSITIES: EXPENDITURE FOR SPECIAL PURPOSES, 1958.
(£.)

University or College.	Special Purpose Funds (Research)	Other Special Purposes.	Public Examination Expenses.	Scholarships, Bursaries, etc.	Other (including Buildings).	Total.
Australian National University	..	..	..	5,802	27,956	33,758
Sydney	336,651	207,797	..	21,032	949,999	1,515,479
New South Wales	76,991	205,448	..	17,469	..	299,908
New England	30,329	3,277	..	452	488,226	522,284
Melbourne	203,084	189,250	110,042	7,690	517,578	1,027,644
Queensland	73,739	64,986	79,414	6,307	13,400	237,846
Adelaide	161,511	49,955	36,862	4,635	..	252,963
Western Australia	61,296	33,429	38,912	30,968	456,120	620,725
Tasmania	26,179	..	5,104	2,708	..	33,991
Canberra University College ..	2,113	28,250	..	8,770	..	39,133
Total	971,893	782,392	270,334	105,833	2,453,279	4,583,731

12. *Degrees Conferred, etc.*—The following table shows the number of degrees conferred and diplomas and certificates granted for males and females separately at each university during the year 1958:—

UNIVERSITIES: DEGREES CONFERRED, AND DIPLOMAS AND CERTIFICATES GRANTED, 1958.

Course.	Aust. National Univ.		Sydney.		New South Wales.		New England.		Melbourne. (a)		Queensland.		Adelaide.		Western Australia.		Tasmania.		Australia.		
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
Degrees—																					
Agriculture .. .. .	..	..	35	4	..	..	..	..	31	4	12	1	14	..	17	..	..	..	109	9
Architecture .. .. .	..	..	17	1	7	..	..	..	25	8	8	..	..	..	..	..	..	..	57	9
Arts	4	2	205	157	..	..	41	28	162	144	56	43	36	23	77	34	36	26	617	457
Dentistry .. .. .	..	..	51	5	..	..	..	..	25	5	30	1	2	..	8	1	..	..	116	12
Divinity .. .. .	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1	..
Economics .. .. .	..	..	58	3	..	..	..	..	80	10	36	3	25	1	1	..	11	..	211	17
Education .. .. .	..	..	3	..	..	..	..	..	58	12	24	1	..	..	26	1	..	..	111	14
Engineering .. .. .	..	..	97	..	92	..	..	..	101	..	49	..	40	..	48	..	3	..	430	..
Law .. .. .	..	..	73	10	..	..	..	..	71	11	15	..	13	2	3	..	5	..	180	23
Medicine(b)	1	..	135	27	..	..	..	..	122	17	54	10	55	12	..	..	..	..	367	66
Music .. .. .	..	..	..	..	..	..	..	..	7	12	..	..	1	..	..	..	..	..	8	12
Science	5	..	104	42	126	1	11	2	126	29	89	24	77	19	61	10	40	7	639	134	
Veterinary Science .. .. .	..	..	29	2	..	..	..	..	..	..	13	2	..	..	..	..	..	..	42	4
Technology .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	39	..	..	..	..	..	39	..
Total	10	2	807	251	225	1	52	30	808	252	387	85	302	57	241	46	95	33	2,927	757	
Post-graduate Diplomas—																					
Education .. .. .	..	..	38	47	..	..	39	46	20	13	13	17	16	6	39	13	13	6	178	148
Medicine .. .. .	..	..	19	..	..	..	..	..	5	..	..	..	..	..	..	..	..	..	24	..
Other .. .. .	..	..	..	..	..	..	..	..	1	..	4	..	..	..	1	1	..	..	6	1
Total .. .. .	..	..	57	47	..	..	39	46	26	13	17	17	16	6	40	14	13	6	208	149
Sub-graduate Diplomas	..	..	14	23	..	..	..	..	15	30	36	35	60	58	..	..	1	..	126	146
Certificates .. .. .	..	..	..	..	..	..	..	..	..	..	89	20	1	..	..	..	3	5	93	25

(a) Includes degrees conferred on students of the Canberra University College.

(b) Excludes the number of B.S. degrees conferred.

§ 9. Other Aspects of Education.

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

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

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

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

(ii) *New South Wales: (a) Adult Education Advisory Board.*—State Government grants for adult education are allocated by the Adult Education Advisory Board. Grants are made to the University of Sydney (Department of Tutorial Classes), the Workers' Educational Association, the University of New England (Department of Adult Education), the Public Library of N.S.W. (Adult Education Section) and the Arts Council of Australia (N.S.W. Division).

(b) *University of Sydney.*—The Extension Board of the University of Sydney provides lectures and short courses in city and country.

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

In 1958, there were 142 tutorial classes with a total enrolment of 4,231 and 144 discussion groups with a total enrolment of 2,224.

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

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

In 1958, the Association ran 60 classes, for which there were 3,575 enrolments.

(d) *University of New England.*—When the New England University College became an autonomous university in 1954, its Department of Adult Education took over full responsibility for the activities formerly undertaken by it on behalf of the Department of Tutorial Classes of the University of Sydney. It brings university extension activities to the people of northern New South Wales and conducts classes in arts and social sciences in towns throughout this region. Short residential courses are held on topics of interest to primary producers in the area.

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

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

(g) *Education Department.*—The New South Wales Education Department provides evening colleges, housed in its schools and staffed by trained teachers, which provide non-vocational courses in a wide variety of crafts and dramatic and musical activities. Adults may prepare for the Intermediate and Matriculation examinations at certain of these colleges.

(iii) *Victoria.*—The Council of Adult Education is a government instrumentality established by the Adult Education Act 1946. Its aims are to stimulate adult education in Victoria and to encourage voluntary organizations and associations by giving them advice and assistance. Its activities include a variety of classes (91 were available in 1957-58) on topics ranging from social studies, psychology, language and literature, to crafts, music, drama, etc., and usually lasting from 10 to 20 weeks. An annual 10-day summer school is another important activity. The Council publishes a monthly bulletin, *C.A.E. Newsletter* and a quarterly journal, *Adult Education*. Its group service assists and provides programme material for the discussion groups formed by organizations and individuals throughout the State. In 1957-58, there were 4,780 enrolments for classes and 2,556 individual enrolments in 219 discussion groups.

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

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

The council's income is derived mainly from a government grant, but also from student fees and Community Arts Service performances.

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

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

In 1958, enrolments for lectures totalled 2,821. Some form of adult education activity was available in almost 200 centres.

(v) *South Australia.*—Since 1917, the University of Adelaide, through the Joint Committee for Tutorial Classes, has provided year by year in the metropolitan area a series of tutorial classes, lecture classes and study circles on a wide range of subjects of cultural and current interest, in co-operation with the Workers' Educational Association of South Australia.

In 1957, a Department of Adult Education was established and a full-time Director of Adult Education appointed. A wide range of University extension courses and educational conferences, summer schools and seminars, including a number dealing with subjects at post-graduate level, are organized directly by the University.

The Workers' Educational Association of South Australia, in addition, carries on an independent educational programme of classes, schools, and exhibitions or film festivals.

The State Education Department also arranges an extensive programme of educational activities.

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

The Board conducts in the metropolitan areas classes, refresher courses and short schools, conferences, seminars and public lectures, and maintains a library. Thirty-two classes were held in 1958 with a total enrolment of 1,511. The Board's country work is mainly operated through a Box Library Scheme for discussion groups, of which there were 71 in 1958. Lecture tours and week-end schools are held and local adult education is encouraged through semi-autonomous local committees. Metropolitan and country work is drawn together in an annual summer school.

The Board also operates a Community Arts Service in city and country and arranges screenings of foreign films. Regional Drama Festivals and Music Festivals are arranged culminating in the annual Festival of Perth, inaugurated and administered by the Board.

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

The executive officer of the board, located at Hobart, is the Director of Adult Education. Activities are organized on a regional basis by organizers based in Hobart, Launceston and three large country centres.

The board organizes classes of ten weeks' duration on a wide range of subjects. In 1958, 390 courses were held with a total enrolment of 4,750. It sponsors special lectures, film screenings and art exhibitions, recitals of music and dramatic performances, in both city and country areas. Its income is derived from a State Government grant and from students' fees.

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

4. *Australian College of Education*.—An Australian College of Education was formed in 1959. Its aim is to bring together leading members of every field of education for their mutual benefit and the furtherance of education in the Commonwealth.

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

Before arriving in Australia, migrants who do not speak English are given some instruction in English by shipboard education officers.

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

In December, 1959, 14,259 migrants were enrolled in evening classes and 9,626 were taking correspondence lessons. At the same time, 17,026 were receiving the monthly booklet accompanying the radio lessons.

§ 10. The Commonwealth Literary Fund.

In 1908, the Commonwealth Government, under Alfred Deakin, first established the Commonwealth Literary Fund. The Fund was entirely a compassionate one devoted to literary pensions for aged or infirm authors, for the families of literary men who died in poverty and for writers who were unable for financial reasons to continue their activities.

In 1939, in an endeavour to encourage the development of Australian literature and to foster appreciation of it, the Commonwealth Government greatly enlarged the scope of the Fund. The Fund now awards a limited number of Fellowships each year, assists in the publication of manuscripts of high literary merit, makes annual grants for lectures in Australian literature and awards pensions to writers who have achieved a nation-wide reputation for their work in the field of creative literature.

The Fellowships are awarded each year to writers who have proved their capacity to do creative work in the field of literature but who are prevented from exercising their abilities because of financial circumstances. The Fellowship gives a writer the opportunity to devote all his time to creative writing for a period of up to one year. Since 1956, the Fellowships have had a maximum value of £1,000 per annum. The Fund does not seek out people on whom to bestow Fellowships, but considers only those who submit applications.

The Fund also assists in the publication of manuscripts which have outstanding literary merit but which would not be commercially attractive propositions. This assistance takes the form of a guarantee of assistance to the publisher. The Fund does not itself enter the field of the publisher.

Since 1940, annual grants for lectures in Australian literature have been made to universities. In 1956, the Fund decided to extend the scheme to cover lectures to the general public and schools in both city and country areas. With the co-operation of the Adult Education authorities, major state-wide tours have taken place in Tasmania, Queensland, Western Australia and South Australia. The scheme will be extended to Victoria in 1960 and to New South Wales in 1961. By 1961, annual lectures will be given in all States. In this way, the Fund hopes to spread a knowledge and appreciation of Australian literature.

The Fund also assists two literary magazines of long standing and recognized literary value.

The Fund is administered by a Committee consisting of the Prime Minister (Chairman), the Leader of the Country Party and the leader of the Opposition in the House of Representatives assisted by an Advisory Board of five persons with special literary qualifications.

§ 11. Libraries.

1. **General.**—The Munn-Pitt report of 1935 greatly stimulated interest in libraries and librarianship throughout Australia. This is seen in the rapid development of libraries, the passing of legislation in all States to increase library services, and in the establishment in 1937 of the Australian Institute of Librarians to improve the standard of librarianship. This body was reconstituted in 1949 as the Library Association of Australia and its functions now include the promotion and improvement of libraries and library services. The Association conducts annual examinations for which students are prepared by courses of instruction in all States. Formal library schools exist in the Commonwealth National Library, Canberra, and the Public Libraries at Sydney and Melbourne. In 1960, the first library school to be attached to an Australian University will be opened. This will be in the University of New South Wales.

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

Through its Legislative Reference Branch, the National Library aims to provide for the Parliament and the government an up-to-date reservoir of fact and opinion on public issues both domestic and foreign. In addition to assembling material, the staff compiles bibliographies and reference guides to the literature on special subjects and, in 1959, handled 1,400 inquiries involving special search. A further service to the government flows from the activities of the Archives Division, a central element in the government machinery for the management and preservation of its records. Archival repositories for Commonwealth records are maintained in Canberra, Sydney, Melbourne, Brisbane, Adelaide and Perth.

As well as the governmental record of national life and development, the National Library systematically collects and preserves Australian books, periodicals, newspapers, government publications, pictures, prints, manuscripts, maps, moving-picture films and sound recordings. It is assisted by the Copyright Act 1912-1950, which requires one copy of all material printed in Australia to be deposited in the Library, and has been enriched by the acquisition of such notable collections as the Petherick collection of 16,500 items in 1911, the Cook manuscripts in 1923, the Cumpston collection of Public Health in Australia in 1936, the Mathews ornithological collection in 1940, the Nan Kivell collection of 16,000 items of Australian and Pacific interest including original paintings, prints, manuscripts and printed material in 1959, and the Ferguson sociological collection now being transferred to the library. A special feature of the Library's Australian work is the copying on microfilm, in association with the Public Library of New South Wales, of all important unique material overseas relating to Australia, including about two million pages in the Public Record Office in London.

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

In 1956, the Australian Bibliographical Centre was established within the National Library to serve as the secretariat of the Australian Advisory Council on Bibliographical Services. The Council, made up of representatives of the National Library, State libraries and library boards, the Commonwealth Scientific and Industrial Organization, the universities, and the Library Association of Australia, plans the further development and co-ordination of bibliographical services and co-operates with UNESCO and the International Advisory Committee on Bibliography. The centre organizes bibliographical projects recommended by the Council, and operates as a centre for bibliographical information in Australia and overseas. It has published a *Union List of Newspapers in Australian Libraries, Part 1: Newspapers Published Outside Australia*, 1959, and in 1960 began publication of the *National Union Catalogue of Current Monograph Accessions*.

The Library acts as a central library of documentary and educational films, its film collection containing over 4,400 titles, together with Australian historical films and a great number of film strips. In 1959, it published *Australian Films: a Catalogue of Scientific, Educational and Cultural Films, 1948-1958*. Special efforts are being made to discover and preserve samples of early Australian film-making.

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

The National Library's collections contain approximately 550,000 volumes, together with very extensive holdings of pamphlets, pictures, prints, maps, manuscripts and microfilm and about 6 million feet of motion picture films. Its permanent and temporary holdings of archives were, in 1959, approximately 132,000 cubic feet. Special features of the Library's book collections are its strong holdings of Australiana, materials relating to the Pacific area and to East and South-east Asia, the publications of foreign governments and of international organizations, works in the social sciences and in particular in political theory and economics.

(ii) *Patent Office Library*. The Library of the Commonwealth Patent Office, Canberra, contains approximately 8,500 books and a wide variety of periodicals and other literature relating to pure and applied science, industrial technology and the industrial property (patent, trade mark, design and copyright) laws and practice of most countries. Patent specifications of inventions are received from the principal countries of the world; present holdings are more than 6,000,000.

(iii) *Commonwealth Scientific and Industrial Research Organization*. The library holdings of the Organization cover the pure and applied sciences. In addition to the Head Office Library in East Melbourne, each of 40 Divisions and Sections has a specialized collection covering such subjects as food preservation, forest products, chemistry, physics, animal health and fisheries. The collections are particularly strong in the publications of overseas scientific and technical research institutions, with many of which extensive exchange arrangements have been made.

The Head Office library maintains a union catalogue of the holdings of all C.S.I.R.O. libraries, and is responsible for the following publications:—

(a) *Scientific Serials in Australian Libraries.*

(b) *Australian Science Index.*—Index of articles published in Australian scientific and technical periodicals.

(c) *C.S.I.R.O. Abstracts* which includes abstracts of papers published by C.S.I.R.O. officers, C.S.I.R.O. translations, translations available from other Australian organizations and additions to the British Commonwealth Index of Scientific Translations.

The larger libraries in the Organization have photocopying facilities which, while normally for internal use, will provide a service for the public when a publication is not held elsewhere in Australia.

(iv) *The Australian War Memorial Library.* In the War Memorial library are housed the documentary and pictorial records of Australia's fighting services in the 1914–18 and 1939–45 Wars, together with collections covering the war in Korea, 1950–53, and earlier wars in which Australian troops participated—Sudan, 1885, South Africa, 1899–1902 and the Boxer Rebellion in China, 1900–01. Books, periodicals and other records covering contemporary trends and events in the fields of military history and military science are constantly being added.

The printed records section contains approximately 65,000 volumes, a large collection of military maps, newscuttings and newspapers, sound recordings of war leaders, personalities and events, war posters and postage stamps. Many personal collections by distinguished soldiers and historical documents relating to the wars have also been placed in the Memorial's custody for preservation.

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

The collection of official war photographs covering the 1914–18, 1939–45 and Korean Wars numbers over 250,000, and a collection of official motion picture film depicts Australia at war.

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

(v) *Other Commonwealth Government Libraries.* Most Commonwealth authorities have specialized collections in their own fields, and in addition draw largely on the National Library.

3. *States.* (Other than University Libraries, see para. 4).—(i) *State Public Libraries.* In each of the capital cities, there is a well-equipped public library, the libraries in Melbourne and Sydney especially comparing very favourably with similar institutions elsewhere in the world. The following statement gives the number of volumes in the public library of each capital city at 30th June, 1958.

STATE PUBLIC LIBRARIES, 30th JUNE, 1958.

City.	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Canberra(a)	550,000	..	(b)	550,000
Sydney	(c) 555,785	..	(d) 152,179	707,964
Melbourne	650,825	110,855	45,051	806,731
Brisbane	183,699	..	..	183,699
Adelaide	184,195	(e) 58,625	63,159	305,979
Perth	319,000	..	..	319,000
Hobart	60,842	(f) 141,492	105,932	308,266
Darwin(g) .. .. .	..	31,284	..	31,284

(a) Commonwealth National Library, including Parliamentary Section. (b) Books are lent to libraries or students throughout Australia wherever necessary for research work. (c) Includes 162,014 volumes in the Mitchell Library and 11,940 volumes in the Dixon Library. (d) Includes 1,943 volumes in the Model School Library. (e) Includes 16,178 volumes in the Children's Branch and 4,159 volumes in the Youth Lending Branch. (f) Includes 111,542 volumes in the Children's Branch. (g) Northern Territory Library Service. Includes the Country Lending Branch and the Children's Branch.

(ii) *New South Wales.* The Free Library movement in New South Wales, founded for the establishment of a system of public libraries on the basis suggested in the Munn-Pitt Report of 1935, helped to pave the way for the Library Act 1939, which was fully proclaimed as from 1st January, 1944. Of the 161 councils which have adopted the Library Act, 140 have put their adoption into effect. During 1958-59, they spent on their libraries £1,016,789, including £359,248 received in subsidy. There are 164 libraries of which 42 are in the metropolitan area and 122 in the country. There are also 15 bookmobiles, of which two are in Sydney six in the suburbs of Sydney and seven in country municipalities and shires. These libraries contain 1,832,456 volumes.

New South Wales departmental libraries are staffed by officers seconded from the State Library, which also provides a central cataloguing service for certain municipal and shire libraries constituted under the 1939 Act. The State Library assists the library of the University Tutorial Classes.

The Country Circulation Department forwards books on loan to State schools, to municipal and shire libraries and to individual students. During 1958-59, 99,493 books were lent to small State schools, and 23,327 to country libraries, while 39,191 reference works were lent to individual country students and to libraries to satisfy special requests.

The State Library includes a general reference department of 391,546 volumes together with the Shakespeare Tercentenary Memorial Library, and the Mitchell and Dixson Libraries and Galleries which are mainly devoted to Australian and Pacific material. The Mitchell Library, of more than 60,000 volumes and pamphlets and 300 paintings, was bequeathed to the trustees of the Public Library in 1907 by Mr. D. S. Mitchell, together with an endowment of £70,000. There are now 165,000 volumes in the library, in addition to valuable manuscripts, maps and other material. In 1929, Sir William Dixson gave a collection of historical pictures then valued at £25,000. These were subsequently added to and, at his death in 1952, Sir William bequeathed the whole of his collection of books, manuscripts, pictures and other material together with an endowment of more than £113,000, mainly for the printing or reprinting of historical documents relating to Australia and the Pacific.

The maintenance and control of the ordinary lending branch of the Public Library were transferred in 1908 to the Sydney Municipal Council.

The State Library also takes care of the State archives.

Other important libraries in New South Wales are the Sydney Public Library, 186,713 volumes, Australian Museum, 32,500; Teachers' Colleges, 180,541; Technical Education Branch, 77,440; Railways Institute, 157,770; Government Transport Institute, 42,720; Cooper Library of the New South Wales Public School Teachers' Federation, 22,900; Workers' Educational Association, 12,200; and the Library at the National Hebarium, 10,350 volumes. At 30th June, 1959, the Parliamentary Library contained 130,250 volumes.

(iii) *Victoria.* Until the establishment of the Free Library Service Board in 1947, the only public library facilities available in Victoria (apart from those of the State Public Library and one or two Metropolitan Municipal Libraries) were those offered by about 200 Mechanics' Institute Libraries situated in country areas all over the State. The Board's policy has been to replace these services with modern public libraries controlled by local Municipal Councils and subsidized by the Board. Since the Board's inception, 89 municipalities, comprising 1,662,083 of the State's population, have established libraries. Of these, 21 are in the city, serving 1,099,690 people, and 68 in the country, serving 562,393 people. More than £240,000 was paid to the Councils in library subsidy for the year 1958-59 and over £480,000 was expended in *Municipal Library Service* for the same year. There are 1,250,000 books available to the communities in which libraries are established and combined circulation figures were over 6,100,000 as at 30th September, 1958.

A feature of the services provided in the country is the number of co-operative or regional library groups now being developed. These services, of which there are fourteen, comprising a total of 43 Councils, consist of groups of Councils which pool their financial resources, book-stocks and trained staff, in order to provide more comprehensive, efficient library facilities.

Approximately 140 Mechanics' Institute Libraries are still in existence in country areas. In 1958, 52 of them shared a grant of £2,000.

(iv) *Queensland.* The Library Board of Queensland was established in 1945 under the provisions of the Libraries Act of 1943. Its duty is to attain the fullest co-operation and improvement of the library facilities of the State, with the object of placing such facilities on a sound basis for the benefit and educational improvement of the citizens generally. The Board consists of six members with the State Librarian as *ex officio* member and secretary.

A general function of the Board is to ensure that the fullest co-operation exists with the Department of Education, the University of Queensland, local bodies, and other bodies having for their object the encouragement of education, literature and the arts and sciences. A specific function of the board is the control and management of the Public Library of Queensland. Its policy is to build up the main collection of the Library, being as it is the State's reference centre.

The Country Extension Service, which is administered as a department of the Public Library, lends books of non-fiction free to adults and children residing outside the metropolitan area and to municipal libraries in areas of low population.

The Oxley Memorial Library, established in 1923, has been administered as a department of the Public Library since 1946 and the collection has been kept separate. Its object is to collect books, manuscripts, pamphlets and other graphic material relating to the history and literature of Australia and of Queensland in particular, and to provide facilities for research students in Queensland literature and history.

In 1958, the section of the Libraries Act dealing with the preservation of public records was proclaimed, and in 1959 an Archives Section of the Public Library was instituted and an archivist was appointed.

Since 1948, a course in librarianship has been held annually at the Public Library for the purpose of preparing trainees for the Preliminary Examination of the Library Association of Australia. In 1959, a course covering the compulsory subjects of the Association's Registration Examination was inaugurated at the Central Technical College, Brisbane.

The holdings of the Public Library of Queensland and its extension services in 1958-59 were:—Main Reference Collection, 116,003 volumes and 5,563 maps and pamphlets; Country Extension Service, 61,049 volumes; Oxley Memorial Library, 19,643 volumes and 8,180 maps, pamphlets and miscellaneous items. Local authorities are empowered by the Libraries Act to establish and conduct library services as a function of local government. The Board encourages local authorities to use these powers. In 1958-59, 61 local authorities were conducting 79 library services and 11 others indicated that they would do so in the near future. The Brisbane City Council has established 11 of these libraries. There were 52 libraries in Queensland free to adults.

To help overcome the problems of large area and sparse population, various local authorities provide library services on a regional basis. By 30th June, 1959, four regional library services had been established:—the South Western (one town and six shires), the Central Western (seven shires), the North Western (six shires), and the Central Highlands (five shires), with head-quarters at Charleville, Barcaldine, Mt. Isa and Emerald respectively. Other regional services are being planned.

During 1958-59, the Board received a grant of £125,500 from consolidated revenue to finance the activities of the Public Library and to pay subsidies to local bodies of fifty per cent. on the purchase of books and the acquisition or improvement of library buildings and equipment. Subsidies were paid to four regional library service boards, 61 local authorities, 42 schools of arts and nine other bodies.

The library of the Parliament of Queensland was established in 1860. At 30th June, 1959, the library held 86,464 books and pamphlets, consisting of official publications and books devoted largely to history, the social sciences, biography and literature.

The Libraries Act Amendment Act, 1949, provides for the Public Library and the Parliamentary Library each to receive a copy of all books, pamphlets, maps and other printed material published in Queensland.

(v) *South Australia.* In the reference department of the Public Library of South Australia, there are about 190,000 volumes, most of which may be borrowed. Over 3,000 periodicals are filed, and the collection of newspapers includes every newspaper printed in South Australia. There are 38,000 volumes in the lending department available to persons living in the metropolitan area, and the Country Lending Service has 78,000 volumes, of which more than half are suitable for children.

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

The library of the Parliament of South Australia held approximately 65,000 volumes at 31st December, 1958.

The Institute's Association in 1958 comprised 223 suburban and country libraries with 752,970 volumes.

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

The Board has the following major functions:—

- (a) To encourage local authorities throughout the State to establish public libraries and to provide as a State subsidy all books and bibliographical services necessary for such libraries when established;
- (b) To administer the State Library;
- (c) To advise the Government on all matters relating to libraries;
- (d) To provide for the training of librarians.

Local public libraries are subsidized on a £1 for £1 basis, the local authority providing accommodation and staffing and the Board all books and related services. The Board provides at least one volume per head of the population. All non-fiction books may be made available at any public library throughout the State on request to the Board. All cataloguing is done by the Board. The first library under this scheme was opened in August, 1954. By 30th June, 1959, 35 libraries had been established.

Prior to the establishment of the Library Board, the government appointed a Country Free Lending Libraries Committee in 1944 to make small grants to local authorities for library purposes. With the more comprehensive service now available through the Library Board, the activities of this Committee are becoming less important and it will cease to function altogether, probably in 1961.

The State Library, established in 1887, is the reference division of the Library Service of Western Australia. In addition to providing the normal facilities of a reference library for the metropolitan area, it extends its service throughout the State through local public libraries. It is divided into four subject departments as follows:

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

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

The bookstock of the Board at 30th June, 1959, was approximately:

- Lending library services (including books in public libraries): 147,000 volumes.
- State Library: 182,000 bound volumes.

The University of Western Australia, through its Adult Education Board, manages the Adult Education Library of some 14,000 volumes of general reading and fiction. Books are sent to country readers by post.

There are some 100 special libraries in government departments and industrial firms.

Union catalogues of periodicals and books received in the libraries of all types in the State are maintained by the Library Board of Western Australia in the Bibliographical Centre of the State Library.

(vii) *Tasmania.* The Tasmanian Library Board, constituted in 1944, is responsible for administering the State library head-quarters in Hobart, for the extension of library services throughout the State and for the control of State aid for libraries. State aid to municipalities is provided in the form of books of a value equal to the amount of library rates collected. The total cost of library services to the State during 1957-58 amounted to £99,078.

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

The Parliamentary Library works in close collaboration with the State Library, which provides a reference officer to serve members during session. It catalogues all new books added to the library and supplies recreational reading.

4. University Libraries.—The libraries of the Australian universities provide material not only for the education of graduates and undergraduates, but also for research workers and practical investigators all over the continent. Much of the material they contain is not available elsewhere, for although in most cases smaller, they are in many directions more highly specialized than the public libraries. They lend to one another and to State and private institutions as well as to individual investigators. Each of them

is governed by a librarian, who is responsible as a rule to an executive sub-committee and a committee which is practically co-extensive with the professional staff. In size, the library of the University of Sydney is the fourth library in Australia, and the libraries of the Universities of Melbourne and Adelaide are respectively eighth and ninth. The following table shows the sizes, accessions during the year, and expenditure of the Australian university libraries; borrowing statistics are not shown, as they differ too widely to be comparable without considerable explanation.

UNIVERSITY LIBRARIES, 1958.

University or College.	Volumes.	Accessions during year.	Expenditure.
			£
Australian National University	138,664	8,883	52,584
Sydney(a)	420,532	18,188	81,243
New South Wales	93,411	10,966	72,253
New England(a)	63,982	13,015	37,953
Melbourne(a)	257,090	12,685	96,114
Queensland	178,081	17,110	66,313
Adelaide	233,090	11,494	71,919
Western Australia	157,888	11,061	57,181
Tasmania(a)	103,900	6,486	34,352
Canberra University College(a)	52,060	11,060	27,539
Total	1,698,698	120,948	597,451

(a) Includes pamphlets.

The library of the Australian National University was founded in 1948. At the end of 1959, stock comprised about 150 000 volumes, including a collection in oriental languages. The library is designed to serve the staff and students of a post-graduate institution but its resources are freely available to all serious readers. It specializes in the fields of the physical and medical sciences, excluding clinical works. In the social sciences, it aims to provide a good working collection while giving consideration to the holdings of the Commonwealth National Library. It possesses significant collections in anthropology, linguistics, mathematics and mathematical statistics.

The library of the University of Sydney consists of the central collection which is known as the Fisher Library, the Law Library, the Medical Branch Library, the Burkitt Library for preclinical medicine, and some fifty departmental libraries. Although the University library contains more than 400,000 volumes, other libraries in the University grounds account for half as much again. In 1959, a storage library for less used material was established in Darlington.

The first books were acquired in 1851 and shortly afterwards the library of Sydney College was added. The notable collection of Nicholas D. Stenhouse was acquired in 1878 as the gift of Thomas Walker. In 1885, Thomas Fisher bequeathed the sum of £30,000, the income from which is used as a book Fund. Perhaps the finest collection in extent and importance which has been given to the University is that of Sir Charles Nicholson. There have been numerous other benefactions, among which may be mentioned the library of Sir Francis Anderson, the W. H. Deane collection of books and manuscripts and the Dalley-Scarlett music library.

The University of New South Wales used as its first library that of the Sydney Technical College. This became a joint central library with branches wherever the University had courses, until in 1959 the library at Kensington became the University's central library with a University librarian. In November, 1959, the University had 108,900 volumes (32,600 in the Sydney Technical College, 30,600 at Kensington, 36,200 in the Newcastle University College, and 9,500 at other centres).

The University of New England library was founded in 1938, and bears the name of its first benefactor, Sir William Dixon. At the end of 1959, it contained 74,000 volumes on the open shelves and subscribed to 1,450 current periodicals. The library is at present housed in temporary quarters with seating for 100 readers. The bindery and

Compactus shelving for newspapers and local records are housed in the two basement areas. Microfilm and microcard readers are available. The permanent library building is at present being erected and will hold 278,000 volumes and 190 readers, as well as the bindery and photographic departments. This is expected to be ready for occupation at the end of 1960.

Early in 1854, the University of Melbourne made its first allocation for books, but the library was housed in temporary quarters until 1959. The W. L. Baillieu Trust made available the first instalments of a £100,000 gift for building purposes, which have been followed by subsequent gifts and substantial grants from the Commonwealth and State governments, and a new building costing £750,000 was occupied at the beginning of 1959, the first in the University to be designed for library purposes. It provides space for 1,000 readers and 300,000 books. During the academic year, admissions of readers to the building average nearly 8,000 a day. Most of the books are accessible on open shelves, and though the library is intended primarily for reference purposes, borrowing, except of textbooks and certain valuable volumes, is made as easy as possible. The resources of the library are also extensively used on inter-library loan by industries and other organizations throughout Australia. The University library, including 13 branch libraries in various departments, is administered from the centrally situated Baillieu Library and, at the end of 1959, it contained 269,824 books and pamphlets. The large medical branch library is specially rich in periodicals.

The library of the University of Queensland was founded in 1911. The main library is in its own building in the University at St. Lucia, and there are a considerable number of departmental libraries. All books are in open access and most are available for borrowing. At 1st October, 1959, the library contained more than 180,000 volumes. The main library includes a special collection of material relating to the history, development and culture of the countries surrounding the Pacific Ocean.

The Adelaide University library bears the title of its original benefactor, Robert Barr Smith, who, with members of his family in and after 1892, gave the university over £50,000 for the library. Although all readers have access to all parts of the library, the book collection is in two divisions, a collection of some 25,000 of the most frequently used books being kept in the main reading room and the remainder, consisting of older and more specialized books, being shelved on the four levels of the extensions. Bound periodicals are shelved in steel stacks under the main reading room. Borrowing facilities are available to all matriculated students, to country students and to graduates. There are branch libraries for medicine, law and music. The British Medical Association (S.A. Branch) and the Australian Physiotherapy Association (S.A. Branch) make annual contributions towards the maintenance of the medical library in return for borrowing privileges for their members. The Waite Agricultural Research Institute has a separately administered library of publications in agriculture.

In the University of Western Australia, the first permanent library staff was not appointed until 1927. Provision for a permanent library was not possible when the university moved to its present site, and space and facilities have consequently been inadequate. The whole collection, consisting of about 170,000 volumes, is accessible on open shelves. There are a Law Library, a Medical Library, a number of departmental libraries, and a bindery. The library possesses a good range of periodicals, especially legal and scientific and is building up a useful collection of Australian literature.

Although the library of the University of Tasmania was founded in 1893, a full-time librarian was appointed for the first time at the end of 1945. Since 1954, a Hobart Union List of Serials has been housed in and kept up to date by the university library, thus providing a major reference tool for all bibliographic inquiries in the State. At the end of 1959, the Library contained approximately 117,000 volumes and received 2,150 periodicals currently.

The Canberra University College library was established in 1938. In 1959, it contained 60,000 volumes, which are on open shelves.

5. Children's Libraries and School Libraries.—(i) *New South Wales.* Children's libraries are being developed as departments of municipal and shire libraries. The Education Department maintains a school library service for the fostering of State school libraries, which are maintained partly by parents' and citizens' associations and partly by departmental subsidy. Secondary and central schools have trained teacher librarians.

(ii) *Victoria.* Under the auspices of the Free Library Service Board, 89 municipal children's libraries have been, or are being, established as part of the library services provided by the councils concerned. All these libraries provide comprehensive modern

children's book collections which are constantly being refreshed. An annual grant of £5,000, which is additional to the ordinary annual municipal library grant, is provided to assist these libraries. In addition, seven independently controlled children's libraries shared in this grant in 1958.

The Education Department is making provision for the building of library rooms in new schools. Where accommodation is available in existing schools, library furniture is provided free of cost to the schools and the government subsidises the purchase of books. In December, 1958, 315 schools had central libraries.

A scheme of circulating libraries for small schools, particularly in remote areas, has been operating for some years. Three hundred and fifty schools benefited from this scheme in 1958.

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

(iii) *Queensland.* The Library Board of Queensland stresses to local bodies the importance of providing adequate library services for children. There are in Queensland 10 libraries free to children, of which 9 are conducted by the Brisbane City Council. The children's libraries at Rockhampton, Toowoomba, and Townsville are particularly active. Country children who are not catered for locally may borrow from the Country Extension Service which possesses a separate children's collection. The purchase of books in State school libraries in Queensland is financed by school committees and parents' associations, with a subsidy from the Department of Education on a £1 for £1 basis. Trainees at the Teachers Training College are instructed in school library organization and management.

(iv) *South Australia.* A Children's Library of 19,000 volumes is used by school classes and individual children living in the metropolitan area. Except for works of reference, all books are available for loan. In August, 1957, a Youth Lending Service was opened for young people from 13 to 18 years of age. It has a stock of 6,400 volumes.

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

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

One-teacher and two-teacher schools are served by the Charles Hadley travelling library and the Small Schools Fixed Library services. Under the Fixed Library Scheme, permanent libraries of reference books and encyclopaedias were placed in each such school. Books to the value of £15 were added to each of these libraries annually from 1948 to 1954. Since then, the grant for these books is made at three year intervals. The Hadley library provides recreational reading and operates 340 boxes which are exchanged every three months. The government grants £500 per annum for this service, and the participating schools contribute the commission received from the Commonwealth Savings Bank—about £170.

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

(vi) *Tasmania.* The Lady Clark Memorial Children's Libraries, at the State Library, Hobart, aim to serve all children in Tasmania with books. At 30th June, 1958, 198 children's libraries and depots had been established.

Practically all State secondary schools in Tasmania have libraries, with full-time librarians in four of them. A Schools' Library Service gives a book service to schools and assists schools wishing to set up their own libraries. In 1958, the number of schools receiving service was 107 and the number of books issued was 10,871.

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

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

§ 12. Public Museums.

(i) *New South Wales.* The Australian Museum in Sydney, founded in 1836, is the oldest in Australia. In addition to possessing fine collections of Australian fauna, the museum contains valuable anthropological and mineral collections. The number of visitors to the institution during 1957–58 was 300,700 and the average attendance on week-days 742 and on Sundays, 1,317. The expenditure for 1957–58 amounted to £80,894. A valuable library containing 32,000 volumes is attached to the museum. Courses of evening popular lectures are delivered and lecturers also visit distant suburbs and country districts, and afternoon lectures for school children are provided; 13,810 children attended during 1957–58. Representative collections illustrative of the natural wealth of the country are to be found in the Agricultural and Forestry Museum and the Mining and Geological Museum. The latter institution prepares collections of specimens to be used as teaching aids to country schools. The “ Nicholson ” Museum of Antiquities, the “ Macleay ” Museum of Natural History and the Museum of Normal and Morbid Anatomy attached to the University of Sydney, and the National Herbarium and Botanical Museum at the Sydney Botanic Gardens, are all accessible to the public.

There is a Museum of Applied Arts and Sciences in Sydney with branches in three country centres. Valuable research work is being performed by the scientific staff in connexion with oil and other products of the eucalyptus and the gums, kinos, tanning materials, and other economic products of native vegetation generally. Expenditure during the year 1957–58 was £51,451.

(ii) *Victoria.* The National Museum at Melbourne, devoted to natural history, geology and ethnology is in the eastern section of the Public Library Building. The Museum of Applied Science, also housed under the same roof, contained at 30th June, 1958, 24,300 exhibits which covered applied and economic aspects of all branches of science. There is a fine Museum of Botany and Plant Products in the Melbourne Botanic Gardens. In addition to the large collection in the geological museum attached to the Mines Department in Melbourne, well-equipped museums of mining and geological specimens are established in connexion with the School of Mines in the chief mining districts.

(iii) *Queensland.* The Queensland Museum, founded in 1855, is the State museum of natural science. It is a Government sub-department and is maintained by the State. The collections comprise extensive exhibited and reference series, mainly in the fields of zoology, geology, and ethnology, and some mechanical and historical material is held with a view to future museum development. Lessons supported by film displays are arranged for the public and an annual refresher course in natural science is conducted for teachers. The museum is now the recognized State depository for valuable material in natural science, and the collections in general are constantly being increased. In addition, the Museum contains the outstanding library of the State in the fields of zoology, geology and anthropology.

(iv) *South Australia.* The South Australian Museum has considerable collections of most branches of natural history. In 1958–59, there were at least 200,000 visitors and expenditure was £50,224.

(v) *Western Australia.* The Western Australian Museum was established in 1895. It is under the statutory management of a board of five members, appointed by the State Government, but operates under its own director and staff. It is primarily a museum of natural history, with principal research interests in the fauna of Western Australia and the ethnology of the Western Australian aboriginal and has extensive geological collections and also historical and technological exhibits.

The Education Department of Western Australia has two teachers attached to the Museum. One gives instruction to visiting classes from schools in the metropolitan area and 2,735 children attended these classes during 1959. The other acts in an advisory capacity to teachers in country schools.

(vi) *Tasmania.* There are two museums in Tasmania—the Tasmanian Museum at Hobart, and the Victoria Museum and Art Gallery at Launceston—both of which contain valuable collections of botanical, mineral and miscellaneous products. The museum received aid from the Government during 1957–58 to the extent of £26,100.

§ 13. Public Art Galleries.

(i) *New South Wales.* The National Art Gallery of New South Wales originated in the Academy of Art founded in 1871. At the end of 1958, its contents comprised 1,456 oil paintings, 925 water colours, 2,423 prints and drawings, 291 sculptures and casts, and 1,330 ceramics, works in metal and miscellaneous. Since 1895, loan collections of pictures have been exhibited regularly in important country towns. The expenditure for 1957–58 was £42,010.

(ii) *Victoria.* The National Gallery at Melbourne at 30th June, 1958, contained 1,208 oil paintings, 7,678 objects of statuary, bronzes, ceramics, etc., and 8,144 water colour drawings, engravings and photographs. The Gallery is situated in the same building as the Museum and Public Library. Expenditure allocated to the National Gallery in 1957–58 was £67,529, including £3,413 for purchases of works of art. Several bequests have been made to the institution by private citizens. There are provincial art galleries at Ballarat, Bendigo, Castlemaine, Geelong, Mildura, Shepparton, St. Arnaud and Warrnambool, to which, periodically, pictures are sent on loan from the National Gallery.

(iii) *Queensland.* The Queensland Art Gallery, maintained by the State Government, was established in 1895.

During 1959, the Government passed a new Queensland Art Gallery Act re-organizing the gallery, appointing a new Board of Trustees and granting a site for the building of a new Art Gallery.

Within recent years, gifts and bequests have enriched the gallery. In 1959, an anonymous gift of £126,000 was presented. The collection comprises 464 oils, 610 watercolours and drawings, 63 sculptures and 146 art objects.

(iv) *South Australia.* The National Gallery at Adelaide originated in an exhibition of pictures in the Public Library Building in 1881. Many bequests made by private citizens have materially assisted its growth. At 30th June, 1959, there were in the Gallery 1,839 paintings in oil, water colours and pastels, 131 items of statuary and large collections of drawings, prints, furniture, ceramics and coins. The expenditure during 1958–59 was £22,563.

(v) *Western Australia.* The Art Gallery of Western Australia was established in 1895. Although under the statutory management of a board of five members, appointed by the State Government, it functions under its own director and staff. At 30th June, 1959, the collection included 352 oil paintings, 176 water colours, 10 pastels, 789 drawings, 515 prints, 9 miniatures and 20 pieces of sculpture. International and interstate exhibitions are frequently held and travelling exhibitions are sent to country centres.

(vi) *Tasmania.* In Tasmania, the Art Gallery at Hobart was opened in 1887. In June, 1958, it contained 185 oil paintings, 181 water colours, 127 black and white, three statuary and 146 etchings, engravings, etc. Expenditure in 1957–58 was £22,287.

The Art Gallery at Launceston was opened in 1891. Only a small proportion of the contents belongs to the gallery, the majority of the pictures being obtained on loan. In June, 1958, there were on view 224 oil paintings, 122 water colours, 72 black and white, and 117 miscellaneous exhibits. Expenditure in 1957–58 was £11,743.

§ 14. Scientific Societies.

1. **Royal Societies.**—The following table contains the latest available statistical information regarding the Royal Society in each State, the headquarters of which are in the capital cities.

ROYAL SOCIETIES.

Particulars.	Sydney.	Mel- bourne.	Bris- bane.	Ade- laide.	Perth.	Hobart.	Can- berra.
	Feb. 1959.	Dec. 1959.	Dec. 1959.	Sept. 1959.	Dec. 1958.	Dec. 1959.	Dec. 1958.
Year of foundation	1866	1854	1884	1880	1914	1843	1930
Number of members	319	351	259	171	195	518	180
Volumes of transactions issued	92	(a) 950	70	82	41	93	..
Number of books in library	40,500	25,000	54,305	21,500	5,600	32,200	..
Societies on exchange list	381	320	336	246	214	300	..
Income	£ 3,150	4,437	818	2,831	(b) 776	1,647	107
Expenditure	£ 3,056	4,385	1,029	3,175	(b) 577	1,600	89

(a) Proceedings.

(b) 30th June, 1958.

2. **Australian Academy of Science.**—The Australian Academy of Science was founded in 1954 to promote scientific knowledge, to maintain standards of scientific endeavour and achievement in the natural sciences in Australia, and to represent Australian science at national and international level. These objectives it shares with the Royal Society of London and with the national academies of science of most other countries.

Prior to 1954 Australian science had been represented in international activities by the Australian National Research Council.

During the Royal Visit, Her Majesty Queen Elizabeth II was graciously pleased to present her Charter to the provisional Council of the Academy at a simple ceremony at Government House, Canberra, on 16th February, 1954, thus following the precedent of King Charles II who presented his Charter to the Royal Society of London in 1662.

Six Fellows, distinguished for their achievements in the natural sciences, are elected annually. The total Fellowship is now 85.

The affairs of the Academy are managed by an elected Council consisting of the President, the Treasurer, two Secretaries (one representing the Physical and the other the Biological Sciences) and eight other members. The Assistant Secretary (who must not be a Fellow) is the Academy's salaried administrative officer.

The headquarters of the Academy is situated in Gordon Street, Canberra City. This building, which is of unconventional design, houses the offices of the Academy and provides a conference centre of international standard for scientific and other meetings.

3. **The Australian and New Zealand Association for the Advancement of Science.**—This association was founded in 1887. Its headquarters are at Science House, Gloucester Street, Sydney, and congresses are held at intervals of approximately eighteen months in the various States and in the Dominion of New Zealand. The next congress is scheduled to take place in Brisbane in May, 1961.

4. **Other Scientific Bodies.**—A number of scientific bodies have been set up by the Commonwealth Government. These are the Commonwealth Scientific and Industrial Research Organization, the Commonwealth Observatory (which has now been incorporated in the Australian National University), the Ionospheric Prediction Service, and the Atomic Energy Commission. Particulars concerning these bodies may be found in Chapter XXX.—Miscellaneous.

The Linnean Society of New South Wales, with head-quarters in Sydney, was founded in 1874. Sir William Macleay, who died in 1891, during his lifetime and by his will endowed the Society to the amount of £67,000, which has been increased by investment to approximately £100,000. The Society offers annually to graduates of the University of Sydney who are members of the Society and resident in New South Wales, research fellowships (Linnean Macleay Fellowships) in various branches of natural history. One fellowship

was awarded in 1959. The library comprises some 19,000 volumes. Eighty-four volumes of proceedings have been issued, and the Society exchanges with about 300 kindred institutions and universities throughout the world. The membership at the end of 1959 was 260.

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

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

§ 15. State Government Expenditure on Education, Science and Art.

The expenditure by each State Government on education, science and art during the year 1957-58 is shown in the following table. Owing to the details not being available in all States, the figures exclude officers' pensions and superannuation, pay-roll tax, and interest and sinking fund on capital expended on buildings. The cost of the medical and dental inspection of school children is also excluded, as this service is more appropriately classified under public health.

STATE EXPENDITURE ON EDUCATION, SCIENCE AND ART, 1957-58.
(£'000.)

State.	Expenditure from—				Receipts.	Net Expenditure.
	Revenue.	Loan.	Other Funds.	Total.		
New South Wales ..	41,196	9,227	..	50,423	941	49,482
Victoria ..	29,073	7,844	..	36,917	375	36,542
Queensland ..	12,617	2,154	544	15,315	511	14,804
South Australia ..	9,738	2,670	..	12,408	754	11,654
Western Australia ..	9,030	1,663	18	10,711	187	10,524
Tasmania ..	4,362	1,243	28	5,633	45	5,588
Total ..	106,016	24,801	590	131,407	2,813	128,594