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## CHAPTER 20

# EDUCATION, CULTURAL ACTIVITIES, AND RESEARCH

For the most recent statistics available on subjects dealt with in this chapter reference should be made to the series of mimeographed bulletins on *Social Statistics* issued by this Bureau. The *Quarterly Summary of Australian Statistics* contains summarised information on these subjects, and financial aspects are dealt with in the annual bulletins *Commonwealth Finance* and *State, Territory and Local Government Authorities' Finance and Government Securities*. The Annual Reports of the respective State education departments provide detailed statistical and other information about particular States. Publications on education in Australia, secondary schooling, and other topics are issued by the Commonwealth Department of Education and Science.

## EDUCATION

An account of the development of the Australian school system up to 1929 may be found in Year Book No. 22. In Year Book No. 40 a review of changes which occurred up to 1951 and of the practices then current was presented. The present situation is summarised in the early part of this chapter, in textual material provided by the Commonwealth Department of Education and Science.

### Education in Australian schools

#### Administration and organisation

In Australia the provision of schools is mainly the responsibility of State governments. During the nineteenth century all six Australian colonies had established systems of compulsory education, beginning with the *Education Act 1872* in Victoria, and followed by similar Acts in Queensland (1875), South Australia (1875), New South Wales (1880), Tasmania (1893), and Western Australia (1893). After Federation in 1901 education was one of the responsibilities retained by the States, and these acts, with subsequent amendments, constitute the legal basis of compulsory education in the Australian States to-day. The Commonwealth has responsibilities for the provision of education facilities in the Northern Territory and the Australian Capital Territory. The government school system in the Australian Capital Territory is staffed by the New South Wales Department of Education and follows the educational syllabus of that State, the cost being recovered from the Commonwealth Government. A similar arrangement exists with the South Australian Department of Education in the operation of schools in the Northern Territory. The Commonwealth also provides direct financial assistance in various forms to schools throughout Australia.

School attendance is compulsory throughout Australia between the ages of six and, at least, fifteen. The minimum leaving age is fifteen years in New South Wales, Victoria, Queensland, and South Australia, and sixteen years in Tasmania, while in Western Australia attendance is compulsory until the end of the year in which the child turns fifteen years. The Education Acts require that all children between the prescribed ages must attend either a government school or some other recognised educational institution. Children may be exempted from the requirement of compulsory attendance if they live too far from a school or suffer a physical disability. These children usually receive correspondence tuition.

The school year in Australia begins at the end of January or early in February; it ends in mid-December. The long vacation is taken over the summer months (December to February) and two short vacations divide the school year into three terms.

At government primary schools it is usual for both boys and girls to attend the same school; at the secondary level practices vary, but the trend is towards co-educational schools. Non-government secondary schools cater mainly for boys and girls separately.

#### Government school systems

Although the educational systems in the six States are not identical, they have many similar features. Responsibility for framing educational policy and having it put into effect rests with a Minister for Education, who is a member of the State Cabinet. The administrative authority in

each State is an education department headed by a Director-General of Education. Separate divisions of the education department in each State administer primary, secondary and technical education (in New South Wales there is a separate Department of Technical Education). Other divisions look after such matters as the recruitment and training of teachers, pupil guidance, research, and the education of atypical children. In New South Wales and Queensland, administration has been decentralised to a degree by the appointment of directors who are responsible for policy in the area which they control.

Tuition at government primary and secondary schools is free in all States. Parents are usually expected to bear the cost of textbooks, uniforms and charges for such things as the use of sports materials. However, income tax concessions exist in respect of these expenditures for both government and non-government systems, and certain textbook costs are subsidised in the case of pupils attending government and non-government schools in some States.

#### Non-government school systems

Approximately 28 per cent of Australian school children are enrolled at non-government primary and secondary schools and about 80 per cent of these attend Roman Catholic schools. The majority of other non-government schools, sometimes known as 'private' or 'independent' schools, are conducted by, or are under the auspices of, various other religious denominations, particularly the Church of England, Presbyterian and Methodist Churches. A few non-government schools are undenominational and are conducted under the auspices of corporate bodies. Non-government schools follow curricula similar to those laid down by State education departments, and prepare their pupils for examinations conducted by public examining bodies.

The methods adopted by the education authorities to ensure an acceptable standard of education at non-government schools vary from State to State. In New South Wales, Victoria, South Australia and Tasmania, these schools are regularly inspected. In Victoria and Tasmania, schools and teachers must be registered. Non-government schools in Queensland and also those in Western Australia are inspected on request.

The principals of a number of the larger non-government schools have formed organisations with both State and Australia-wide coverage, namely the Headmasters Conference of the Independent Schools of Australia and the Association of Headmistresses of the Independent Schools of Australia.

Most Roman Catholic parish schools charge fees, but payment is not insisted on in the case of families who cannot afford it. At the majority of non-government secondary schools, privately endowed scholarships are available, and reductions in fees are normally made for children of clergy or for two or more members of one family attending the same school. With these exceptions, pupils of non-government schools must pay fees.

Certain State scholarships and bursaries are tenable at approved non-government secondary schools. From the establishment of school systems by the State governments, official policy has been largely against the provision of direct financial assistance to non-government schools, but since 1967, all States have introduced some system of direct assistance to non-government schools, usually in the form of pupil allowances. Most States also assist non-government schools in approved building projects. For details of Commonwealth finance for the building and equipping of science laboratories and school libraries, see pages 664-5 and 669.

#### Schools and courses

A diagram of State and Territory school systems, showing current grades, examinations, and age levels is shown on page 641.

*Primary education.* Though school attendance is not compulsory until the age of six, many children begin school before that age, attending infants schools or infants classes attached to a primary school. In some States the first year in the infants department is known as 'kindergarten'. The emphasis in infants classes is on the development of skills in language and numbers.

Primary schools are normally provided when and where there is sufficient population to justify them. Irrespective of the size or the location of the school, standards of tuition are similar because teachers within a State follow similar courses of training and transfer between metropolitan and country areas. The education departments prescribe syllabuses of instruction, which are drawn up with the assistance of expert committees.

Progression from primary to secondary school is usually automatic. Allocation to particular schools or particular courses is based on the district in which the child lives, the recommendations of the headmaster, general ability tests, tests of achievement in the basic subjects, and parents' wishes.

*Secondary education.* The age of transfer from a government primary to secondary school is usually between twelve and thirteen. The secondary pupil takes up new studies, such as foreign languages,

technical or commercial subjects, and moves on to more specialised studies in natural and social sciences and mathematics. The actual subjects studied depend on the ability of the pupil and, in some States, the type of school.

The most common type of secondary school is the comprehensive or multi-purpose high school, which offers a wide range of subjects. To cater for this diversity of subjects, most high schools now have modern facilities for the teaching of domestic science, commercial subjects, woodwork, and other technical subjects. In some States there are still, however, separate high schools specialising in technical, agricultural, commercial, or home science subjects. Some of the agricultural high schools are residential. The curriculum consists of general educational subjects and practical farm training. There are also 'area' and 'rural' schools offering up to three years of secondary study.

### Examinations

For information on examination procedures up to 1969, see Year Book No. 55, pages 485 and 486. Changes occurring or foreshadowed in 1969 are set out below.

*Victoria.* From 1970, the Victorian matriculation examination will be called the Victorian Higher School Certificate Examination.

*Western Australia.* From 1970, all first year high school pupils in government schools and many in non-government schools will study under the Achievement Certificate System which replaces the Junior Certificate examination. Pupils will be required to take four 'core' subjects (English, mathematics, social studies, and science) and to study one or more of a wide range of subjects, including languages, art, trade subjects, music, and drama. An Achievement Certificate will be awarded when the pupil leaves school, assessment being based on a cumulative record of achievements maintained at the school.

*Tasmania.* The Schools Board Certificate examination at the end of fourth year was discontinued in 1969, and replaced by an internal School Certificate examination. The matriculation examination has been renamed the Higher School Certificate.

### Special facilities for pupils

Details of medical and dental inspection of school children, and the provision of free milk are given in Chapter 14, Public Health. In Year Book No. 55, a general description is given of provisions for isolated areas, Schools of the air and correspondence schools, (pages 494 and 495), handicapped children and physical education (page 495), and educational guidance and school broadcasting and television (page 496). The following particulars supplement that information.

*Aboriginal education.* Aboriginal children in towns and cities attend the same schools as other Australian children, but special schools for Aborigines have been developed on isolated settlements and mission stations, financed partly or wholly from government sources.

*School television.* Television programmes from pre-school to secondary school level are produced by the Australian Broadcasting Commission. The annual production is approximately 300 titles and about 250 titles are purchased each year from overseas organisations and independent film companies. During 1969, there were between 25 and 30 hours of educational television each week in each State. The number of schools equipped to receive programmes was 4,600.

*Handicapped children.* A plan to have the Commonwealth Department of Social Services survey the special needs of handicapped children, with the assistance of the Commonwealth Departments of Health and of Education and Science, was announced in 1969. Payments under the *States Grants (Independent Schools) Act 1969*, which provides assistance to approved schools for the handicapped will commence in the 1970 school year.

### Scholarships and bursaries

All States have schemes of financial assistance to school pupils, mostly at the secondary level, through scholarships or bursaries. As tuition in government schools is free, this assistance is usually in the form of maintenance allowances, both for children living with their parents and for those living away from home. These may be paid in a lump sum or in instalments throughout the year. Awards are usually made on the results of a competitive examination, and sometimes a means test is applied. Other government and private authorities, such as the Repatriation Department and the Legacy War Orphans Fund, assist certain categories of pupils with their school education. Many non-government schools also award scholarships, on a competitive basis, which enable pupils to attend the particular schools at reduced fees or without payment of fees.

In 1964 the Commonwealth Government, with the co-operation of the State education departments, introduced a programme of secondary scholarships to encourage successful candidates to complete the final two years of secondary schooling. Further details of the Commonwealth secondary scholarships scheme and the Commonwealth technical scholarship scheme are given on page 665.

Various forms of financial assistance, both government and non-government are available to help Aborigines to undertake further studies. In 1969, 100 secondary scholarships were awarded by Abschol, a scholarship scheme organised by the National Union of Australian University Students, for Aborigines. *See* page 666 for details of the Aboriginal Study Grants Scheme, begun in 1968 by the Commonwealth.

#### **Subsidised transport to and from school**

All the States have systems of subsidies by which transport is free or at a concession rate for children who have to travel to and from school daily. In some States an allowance is paid if private transport has to be used.

#### **Subsidies to children living away from home**

For children whose homes are too far away from a secondary school to allow daily travel, some States run hostels or give financial assistance to privately owned hostels. The States also pay boarding allowances to the holders of State bursaries or scholarships and, in some cases, agricultural scholarships include free board at an agricultural high school.

#### **School buildings**

The increase in the school population in the last decade led to an expansion in school building. To cope with this growth in population, it has been necessary to make use of temporary and emergency structures. Quite large schools are being built in stages to match increases in local population in new and rapidly developing suburbs in metropolitan areas. For details of assistance provided by the Commonwealth for the building and equipping of science laboratories, *see* page 669.

#### **Textbooks, materials and other equipment**

The State education departments supply government schools, free of charge, with essential equipment, including scientific apparatus, maps, blackboards, chalk, and cleaning materials, and non-consumable equipment for commercial, home science and manual training. Garden tools and physical training equipment are also supplied in most States. Readers and writing equipment for individual pupils are sometimes supplied free in primary schools, and several education departments produce monthly school magazines which are supplied free or at a nominal price. In primary schools (except in one State where textbooks are made available free to children in both government and non-government primary schools) and in secondary schools, textbooks must, however, be purchased by pupils. In several States, schools own stocks of textbooks which are hired to pupils, and in one State, secondary textbooks are sold at reduced prices. In four States certain textbook costs are subsidised for pupils attending government and non-government schools. The parent and citizen organisations, with the assistance of subsidies from the education departments, are usually responsible for providing equipment such as radios and television sets, film strip projectors, pianos, duplicators and, in particular, library books.

#### **Visual aids**

Each of the State education departments has a visual education branch to handle the production and distribution of such materials. Film strips and posters are distributed free or at low costs. Films are held in central libraries and are requisitioned by schools as required for teaching purposes. Commonwealth financial assistance under the Secondary Schools Libraries Programme is available to State education departments for a range of audio-visual equipment.

#### **Parent and citizen organisations**

In Australia, where all government schools are administered by central departments, there is limited opportunity for local participation in education. Public interest is expressed through parents committees or organisations 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 an interest in the school by bringing parents and teaching staff together, to help provide supplementary teaching aids and recreation materials, to foster 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 are maintained by groups in some States. Parent groups have established 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 parent groups are associated in a federal body, the Australian Council of School Organisations.

## Research

All State education departments have branches undertaking research directed towards departmental activities. The work of the research branches is concerned with such matters as curriculum content, new teaching methods, evaluation procedures, wastage rates, and educational statistics. Education research is also carried out by the faculties and departments of education in the universities, the Commonwealth Department of Education and Science and the Australian Council for Educational Research. Information on current research projects is summarised below:

*New South Wales.* The New South Wales Education Department, with officers from the Department of Public Health and Commonwealth Acoustic Laboratories is represented on a committee set up in 1969 to investigate the education of pre-school deaf children. A second survey was made by the Department, in collaboration with the Commonwealth Departments of Education and Science and Immigration into migrant education in New South Wales. Under the chairmanship of Sir Walter Scott, a survey was conducted of class sizes and teaching loads in secondary schools, and the results were published in 1969. The Rydge Committee, convened to investigate the possibility of setting up an education commission in New South Wales, released its findings in 1969.

The Adult Education Department of the University of Sydney has been developing Aboriginal Family Education Centres, and for the five-year period 1969-74, it has \$350,000 available for the project. A five-year research project, begun in 1969, into the pre-school aspects of these centres is being financed by the Bernard Van Leer Foundation.

*Queensland.* A committee of eight Queensland educationists, chaired by the Director of the Australian Council for Educational Research, has been appointed by the Queensland Government to consider the secondary level examination system.

The Bernard Van Leer Foundation has made a grant of \$90,000 to assist the Queensland Government with a project which, among other things, involves an investigation of the language skills of Aboriginal children and the development of special language programmes to overcome language difficulties.

*South Australia.* A committee of inquiry, under the chairmanship of Professor P. Karmel, has been set up by the government. Its aim is to investigate the whole range of education in South Australia, including the use of available resources, teacher training, and a review of teaching and curricula methods.

*Tasmania.* A committee, chaired by the Director of Personnel in the Education Department, with representatives of the Tasmanian Council of Churches, the Roman Catholic Church, the Tasmanian Council of State School Parents and Friends Associations, and the Tasmanian Teachers' Federation was appointed in 1969 to examine religious instruction in State schools. A teaching kit has been developed by the Education Department Research Branch which enables children to learn about their community. The education department of the Australian Broadcasting Commission has produced a series of television programmes to augment the kit. Rural education in Tasmania is being investigated by an Education Department committee under the chairmanship of the State Director of Primary Education.

*Australian Science Education Project.* This project, which developed out of the Junior Secondary Science Project initiated by the Victorian, South Australian, and Tasmanian Governments, has been extended to all States. It is the first national curriculum project to be established under government sponsorship. The Commonwealth will contribute \$750,000 and the States \$450,000 over the five-year period commencing in 1969.

*Asian studies.* An advisory committee was set up by the Commonwealth in 1969 to survey and make recommendations on the study of Asian topics in Australia. The committee is named the Advisory Committee on the Teaching of Asian Languages and Cultures. Professor J. J. Auchmuty is its chairman.

*Tertiary Education Entrance Project.* A set of aptitude tests for improving methods of selection of students for tertiary studies is being developed by the Australian Council for Educational Research, supported by the Commonwealth through the Department of Education and Science.

## Numbers of schools, teachers and pupils

The statistics which follow relate generally to schools providing education according to the primary or secondary school curricula of the various State education departments, or both, whether provided in government or non-government schools. Junior technical schools, correspondence schools, and schools in institutional homes, hospitals and similar establishments are included. Institutions providing only pre-school education, senior technical and agricultural colleges, evening schools, continuation classes, and institutions such as business colleges and coaching establishments are, as a rule, excluded.

School censuses are conducted annually at or about the beginning of August throughout all States and Territories of Australia. The numbers of pupils in the tables which follow refer to enrolments at the school census date. The numbers of schools and teachers refer to the position at dates which vary from State to State and in some instances from year to year. While it has not been possible to present all figures on a uniform basis between States, continuity of the figures for any one State over the period of years shown has been maintained as far as possible.

### Schools, teachers and pupils

The numbers of government and non-government schools, teachers and pupils in 1969 and earlier years are shown in the following tables. For more detailed statistics, see *Schools* bulletin (reference No. 13.5).

### NUMBERS OF SCHOOLS, TEACHERS AND PUPILS, BY CATEGORY OF SCHOOL STATES AND TERRITORIES, 1969

	Non-government schools							Total	All schools
	Government schools	Denominational					Undenom- inational		
		Church of England	Methodist (a)	Presbyterian (a)	Roman Catholic	Other			
<b>SCHOOLS</b>									
New South Wales . . . . .	2,483	34	5	12	639	24	80	794	3,277
Victoria . . . . .	2,235	35	4	11	479	27	16	572	2,807
Queensland . . . . .	1,248	15	..	5	294	18	10	342	1,590
South Australia . . . . .	656	10	4	2	127	21	7	171	827
Western Australia . . . . .	573	9	3	2	168	10	4	196	769
Tasmania . . . . .	295	4	1	2	50	7	3	67	362
Northern Territory . . . . .	75	..	1	..	10	2	1	14	89
Australian Capital Territory . . . . .	41	3	..	..	17	..	..	20	61
<b>Australia—1969</b> . . . . .	<b>7,606</b>	<b>110</b>	<b>18</b>	<b>34</b>	<b>1,784</b>	<b>109</b>	<b>121</b>	<b>2,176</b>	<b>9,782</b>
1968 . . . . .	7,694	113	20	38	1,807	112	96	2,186	9,880
1967 . . . . .	7,757	113	20	38	1,818	106	92	2,187	9,944
1966 . . . . .	7,826	114	20	39	1,820	101	100	2,194	10,020
1965 . . . . .	7,844	117	22	39	1,838	101	104	2,221	10,065
<b>TEACHERS(b)</b>									
New South Wales . . . . .	p33,139	920	200	371	6,078	125	560	8,254	p41,393
Victoria . . . . .	26,448	1,066	238	520	4,423	433	251	6,931	33,379
Queensland . . . . .	11,519	297	..	55	2,350	189	205	3,096	14,615
South Australia . . . . .	9,488	247	120	84	860	112	101	1,524	11,012
Western Australia . . . . .	6,472	254	118	86	1,032	48	12	1,550	8,022
Tasmania . . . . .	3,552	117	23	50	356	81	6	633	4,185
Northern Territory . . . . .	549	..	12	..	55	10	1	(c)78	627
Australian Capital Territory . . . . .	974	105	..	..	258	..	..	363	1,337
<b>Australia—1969</b> . . . . .	<b>p92,141</b>	<b>3,006</b>	<b>711</b>	<b>1,166</b>	<b>15,412</b>	<b>998</b>	<b>1,136</b>	<b>22,429</b>	<b>p114,570</b>
1968 . . . . .	87,600	2,942	693	1,171	15,002	974	1,063	21,845	109,445
1967 . . . . .	82,546	2,817	682	1,140	14,118	894	1,049	20,700	103,246
1966 . . . . .	78,252	2,727	659	1,111	13,395	862	1,055	19,809	98,061
1965 . . . . .	75,001	2,672	630	1,051	13,042	825	1,067	19,287	94,288
<b>PUPILS (SCHOOL CENSUS)</b>									
New South Wales . . . . .	744,766	13,725	3 119	5,728	189,532	2,106	6 577	220,787	965,553
Victoria . . . . .	572,125	16,618	4,258	8,379	149,796	6,652	3,749	189,452	761,577
Queensland . . . . .	291,939	5,571	..	984	74,324	3,830	4 339	89,048	380,987
South Australia . . . . .	226 091	4,114	2,204	1,515	25,318	2,230	1,288	36,669	262,760
Western Australia . . . . .	168,195	4,044	1,822	1,385	32,651	890	261	41,053	209,248
Tasmania . . . . .	78,339	1,828	322	632	10,414	1,251	293	14,740	93,079
Northern Territory . . . . .	12,293	..	361	..	1,967	340	23	2,691	14,984
Australian Capital Territory . . . . .	22,862	1,476	..	..	7,205	..	..	8,681	31,543
<b>Australia—1969</b> . . . . .	<b>2,116,610</b>	<b>47,376</b>	<b>12,086</b>	<b>18,623</b>	<b>491,207</b>	<b>17,299</b>	<b>16,530</b>	<b>603,121</b>	<b>2,719,731</b>
1968 . . . . .	2,057,507	46,741	12,055	18,634	490,818	16,893	15,951	601,092	2,658,599
1967 . . . . .	1,993,572	45,944	11,764	18,487	486,738	16,011	15,823	594,767	2,588,339
1966 . . . . .	1,921,263	44,210	11,405	17,954	478,422	15,432	15,644	583,067	2,504,330
1965 . . . . .	1,857,120	44,148	11,157	17,823	476,373	15,142	15,889	580,532	2,437,652

(a) Excludes schools conducted in Queensland by the Presbyterian and Methodist Schools Association. These are included in 'Other denominational'. (b) Excludes teachers-in-training generally. Figures are full-time teachers plus part-time teachers expressed in equivalent full-time units. For basis of calculating equivalent full-time units, see footnote (b) to next table. (c) Excludes unqualified teachers and teaching assistants at mission schools.

## NUMBERS OF TEACHERS: STATES AND TERRITORIES, 1969(a)

	Government schools			Non-government schools			All schools		
	Part-time		Equiv. f.t.u. (b)	Part-time		Equiv. f.t.u. (b)	Part-time		Equiv. f.t.u. (b)
	Full-time	No.		Full-time	No.		Full-time	No.	
New South Wales	p32,333	p1,677	p806	7,687	(c)1,908	567	p40,020	p3,585	p1,373
Victoria	24,894	(d)3,063	(d)1,554	6,530	1,477	401	31,424	4,540	1,954
Queensland	11,519	1	1	2,948	588	148	14,467	589	148
South Australia	9,260	552	228	1,369	429	155	10,629	981	383
Western Australia	6,376	232	96	1,456	326	94	7,832	558	190
Tasmania	3,464	282	88	572	188	61	4,036	470	149
Northern Territory	546	6	3	(e)77	(e)2	(e)1	623	8	4
Australian Capital Territory	945	58	29	323	(c)84	40	1,268	142	69
Australia—1969	p89,337	p5,871	p2,804	20,962	5,002	1,467	p110,299	p10,873	p4,271
1968	84,988	5,583	2,639	20,474	5,056	1,371	105,462	10,639	4,010
1967	80,256	5,215	2,290	19,475	4,829	1,225	99,731	10,044	3,515
1966	76,028	4,932	2,224	18,663	4,423	1,146	94,691	9,355	3,370
1965	73,134	4,209	1,867	18,264	4,111	1,023	91,398	8,320	2,890

(a) Excludes teachers-in-training generally. (b) The methods used for calculating equivalent full-time units of part-time teaching vary from State to State, between government and non-government schools, and between primary and secondary schools within States. For most schools the information is based on either the total hours worked or total number of class periods taken in a week by part-time teachers, in relation to the normal hours worked or periods taken by full-time teachers. (c) Visiting teachers who attend more than one school are counted as part-time in each. (d) If a full-time teacher teaches both senior and junior technical school pupils, he is counted as part-time in these statistics (which include junior technical, but not senior technical schools), if his teaching load in the junior school is less than 75 per cent. (e) Excludes unqualified teachers and teaching assistants at mission schools.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: PUPILS, BY SEX, STATES AND TERRITORIES, 1969  
(School census enrolment)

	Government schools			Non-government schools			All schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
New South Wales	388,828	355,938	744,766	111,094	109,693	220,787	499,922	465,631	965,553
Victoria	301,622	270,503	572,125	92,427	97,025	189,452	394,049	367,528	761,577
Queensland	152,478	139,461	291,939	44,892	44,156	89,048	197,370	183,617	380,987
South Australia	118,120	107,971	226,091	18,085	18,584	36,669	136,205	126,555	262,760
Western Australia	88,487	79,708	168,195	19,634	21,419	41,053	108,121	101,127	209,248
Tasmania	40,725	37,614	78,339	7,124	7,616	14,740	47,849	45,230	93,079
Northern Territory	6,316	5,977	12,293	1,336	1,355	2,691	7,652	7,332	14,984
Australian Capital Territory	11,905	10,957	22,862	4,578	4,103	8,681	16,483	15,060	31,543
Australia—1969	1,108,481	1,008,129	2,116,610	299,170	303,951	603,121	1,407,651	1,312,080	2,719,731
1968	1,078,401	979,106	2,057,507	297,522	303,570	601,092	1,375,923	1,282,676	2,658,599
1967	1,045,807	947,765	1,993,572	294,086	300,681	594,767	1,339,893	1,248,446	2,588,339
1966	1,007,993	913,270	1,921,263	287,697	295,370	583,067	1,295,690	1,208,640	2,504,330
1965	973,706	883,414	1,857,120	286,176	294,356	580,532	1,259,882	1,177,770	2,437,652

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: PUPILS, BY AGE AND SEX AUSTRALIA, 1969  
(School census enrolment)

Age last birthday (years)	Government schools			Non-government schools			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Under 6	83,499	78,158	161,657	20,652	20,300	40,952	104,151	98,458	202,609
6	101,204	94,915	196,119	24,886	25,232	50,118	126,090	120,147	246,237
7	102,546	96,294	198,840	25,839	26,141	51,980	128,385	122,435	250,820
8	102,540	95,771	198,311	25,933	26,403	52,336	128,473	122,174	250,647
9	99,899	93,077	192,976	25,636	26,203	51,839	125,535	119,280	244,815
10	98,216	92,325	190,541	25,522	25,866	51,388	123,738	118,191	241,929
11	96,403	90,345	186,748	25,578	26,263	51,841	121,981	116,608	238,589
12	93,206	86,148	179,354	25,442	27,056	52,498	118,648	113,204	231,852
13	93,028	84,105	177,133	24,707	26,492	51,199	117,735	110,597	228,332
14	89,354	81,735	171,089	23,572	26,052	49,624	112,926	107,787	220,713
15	70,510	60,519	131,029	20,692	22,504	43,196	91,202	83,023	174,225
16	45,491	34,762	80,253	16,065	15,589	31,654	61,556	50,351	111,907
17	23,561	15,862	39,423	10,646	8,096	18,742	34,207	23,958	58,165
18 and over	9,024	4,113	13,137	4,000	1,754	5,754	13,024	5,867	18,891
Total	1,108,481	1,008,129	2,116,610	299,170	303,951	603,121	1,407,651	1,312,080	2,719,731



**SCHOOLS: PUPILS, BY AGE, STATES AND TERRITORIES, 1969**  
(School census enrolment)

Age last birthday (years)	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Aust.
Under 6 . . . . .	80,636	61,422	20,231	19,316	8,124	7,790	2,105	2,985	202,609
6 . . . . .	86,297	67,363	36,164	23,212	20,589	8,147	1,593	2,872	246,237
7 . . . . .	88,833	68,378	37,100	23,004	20,280	8,693	1,586	2,946	250,820
8 . . . . .	87,651	68,307	36,891	23,955	20,564	8,829	1,569	2,881	250,647
9 . . . . .	85,376	66,102	36,584	23,762	20,259	8,568	1,404	2,760	244,815
10 . . . . .	84,283	66,260	35,577	23,414	20,027	8,339	1,280	2,749	241,929
11 . . . . .	83,818	65,134	35,136	22,793	19,696	8,169	1,242	2,601	238,589
12 . . . . .	81,107	62,750	34,503	22,582	19,371	7,920	1,158	2,461	231,852
13 . . . . .	78,618	62,922	33,754	22,161	19,416	8,118	1,039	2,304	228,332
14 . . . . .	76,647	60,975	32,516	21,549	18,401	7,593	896	2,136	220,713
15 . . . . .	61,551	50,387	22,787	18,068	12,630	6,181	650	1,971	174,225
16 . . . . .	39,805	36,445	12,102	12,257	6,375	3,118	338	1,467	111,907
17 . . . . .	22,660	18,898	6,011	5,070	3,140	1,279	88	1,019	58,165
18 and over . . . . .	8,271	6,234	1,631	1,617	376	335	36	391	18,891
<b>Total . . . . .</b>	<b>965,553</b>	<b>761,577</b>	<b>380,987</b>	<b>262,760</b>	<b>209,248</b>	<b>93,079</b>	<b>14,984</b>	<b>31,543</b>	<b>2,719,731</b>

### Grades of pupils

The classification of pupils as primary and secondary and the allocation of primary and secondary pupils to grades differs from State to State because of differences in the curricula and the organisation of schools and grades. The numbers of pupils in grades in each State were shown in previous issues of the Year Book. Current figures of pupils in grades are shown in the *Schools* bulletin (reference No. 13.5) and the annual reports of the State Ministers of Education. See also Plate 36 page 641.

### Pre-school education

Pre-school centres were first established in the Australian mainland states by voluntary organisations and a large number are still supported and supervised by them. The organisations include kindergarten unions, day nurseries and creche associations, pre-school associations and denominational kindergartens. All now receive financial assistance from State governments but the amounts granted vary considerably from State to State. Other pre-schools are subsidised directly by States. In Tasmania pre-school teachers are employed by the State Education Department and in the internal Territories by the Commonwealth Department of Education and Science; buildings are also provided in the Territories. In all cases parents assist in the provision of equipment.

Pre-school centres are situated in city and country areas and programmes are adapted to meet the needs of the children attending. A typical pre-school centre provides half-day sessions for two groups of children. Active parent participation in the running of the centres is encouraged. A limited number of creches and day nurseries provide full-day care in closely settled areas, and there is an increasing demand for care for children of working mothers, met in part by privately run centres of varying standards. In a few cities occasional care is available and there are a few residential centres. Some results of a Survey of Child Care are given in Chapter 21, Employment and Unemployment.

The Australian Pre-School Association is a national body comprising all the voluntary organisations who have as their main concern the welfare and education of pre-schoolage children. It co-ordinates and strengthens pre-school work, sets standards, and is responsible for the administration and supervision of the six Lady Gowrie Centres established by the Commonwealth for child-study, research, and demonstration.

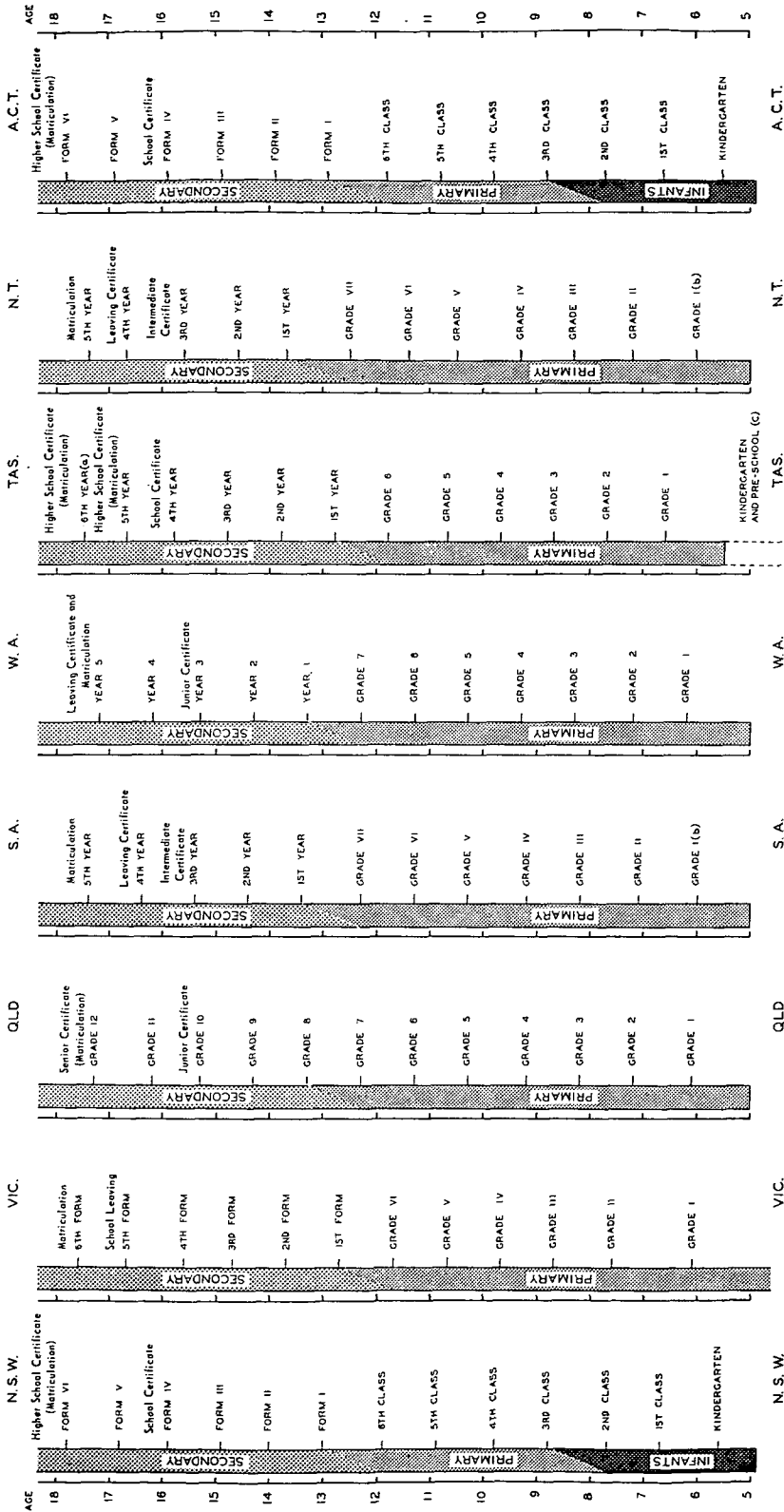
Radio and television bring some experience of pre-school education within the reach of practically every pre-school child in Australia. The Australian Broadcasting Commission pioneered the programme 'Kindergarten of the Air', a twenty-five minute session, broadcast throughout the country from Monday to Friday. This session is designed to reach children in isolated areas. The half-hour television programme 'Play-School' is also available each week-day to children of kindergarten age in State capital cities and some country areas.

### Post-school study courses

As part of the quarterly population survey (see Chapter 21, Employment and Unemployment) a survey was conducted in all States and Territories in August 1968 to obtain estimates of persons enrolled for courses of study or training outside school. The results of the survey supplement data about enrolments collected from schools and other institutions, and present a general indication of post-school education.

**GRADES AND EXAMINATIONS IN THE PRIMARY AND SECONDARY SCHOOL SYSTEMS IN EACH STATE AND TERRITORY, 1969**

The grade terminology follows, as nearly as possible, that used in government primary and high schools in each State in 1969. It is not necessarily used in all types of schools. The grades have been written in to agree with the age-grade shown on the diagram, in order to indicate differences in age-grade patterns between States. However, age-grade information is not precise enough to allow determination of accurate average age of pupils in each grade, and the age indications are therefore only approximate. The diagram should not be taken as a comparison of academic standards of grades between States. The columns of the diagram have been closed with a line where pupils are not accepted into government schools below the age shown. For a more detailed presentation of the systems operating in each State, reference should be made to diagrams etc. appearing in the annual reports of State Education Departments.



**PLATE 36**

(a) In Tasmania many pupils study for the Higher School Certificate over a two year period.  
 (b) Preparatory grades are attached to some schools in South Australia and the Northern Territory.  
 (c) In Tasmania, many children attend two years pre-school, one year kindergarten grade, or one year of both, before entering grade 1.

A course of study was defined for purposes of the survey as the provision of training, instruction, or supervision of study, according to a given syllabus or programme, but excluding sporting, recreational and cultural activities, on-the-job training, correspondence courses which do not require submission of written work or sitting for examinations, full-time courses lasting less than three months, and part-time courses lasting less than six months.

The survey was not designed to yield detailed accurate information about total enrolments in particular courses or in particular institutions. Differences between figures of enrolments at universities, colleges of advanced education, etc., derived from this survey, and those derived from statistical collections from institutions arise because the survey estimates are based on a sample. Also, there are differences in timing, and it was not always possible to use the same definitions.

For the purposes of the survey, *advanced level courses* are, broadly, those leading to professional qualifications and usually requiring as pre-requisites the completion of secondary education to matriculation level or its equivalent. *Technician level courses* are intermediate between courses leading to professional qualifications and those leading to trade qualifications. Most certificate courses in technical colleges are at this level. Technician level courses have been classified according to field of study as technical (mainly engineering and technological), commercial (accounting, administration, secretarial, etc.) or other (including nursing). *Trade level courses*, mainly apprenticeship courses, usually supplement on-the-job training for skilled manual occupations. *Miscellaneous courses* are those which cannot be allocated to the above levels. They have been classified into those providing instruction (for persons not at school) in school subjects for school qualifications, commercial courses below the technician level (mainly typing and shorthand) and other courses, such as more substantial adult education courses, which do not belong to one of the three levels. 'Post-trade', 'post-certificate', 'post-diploma', and 'post-graduate' courses (i.e. courses, usually shorter, providing specialised further training within a level) are not classified as miscellaneous but are associated with each level.

A classification was made of persons enrolled for post-school study courses according to the type of institution providing the course. Educational institutions (such as universities, colleges of advanced education, teachers colleges, technical colleges) were distinguished from other institutions not primarily set up for teaching purposes, such as employers providing courses for their employees and hospitals at which nurses are trained (teaching hospitals); also government institutions were distinguished from non-government institutions. For the purposes of this classification, universities, colleges of advanced education, hospitals where nursing training is provided, and similar government-supported or semi-governmental institutions, were classified as government. Teachers colleges include government and non-government teachers colleges and kindergarten teachers colleges. Colleges of advanced education are those which were recognised as such under the *States Grants (Colleges of Advanced Education) Act* at the time of the survey.

The labour force comprises all persons who, during survey week (the week immediately preceding that in which the interview took place) were either employed or unemployed according to the definitions customarily used in the population survey. (For detailed definitions see Chapter 21, Employment and Unemployment.) The remainder of the population is classified as not in the labour force, and includes pupils at school and full-time students at other educational institutions, who were neither employed nor unemployed. Wage and salary earners are defined as persons who, during survey week, either worked (or had a job but did not work because of illness, etc.) for wages, salary, commission, kind, etc., or who were unemployed during survey week but worked for wages, salary, etc. in their last job. Trainee teachers at teachers colleges are classified as wage and salary earners.

The survey covered all persons aged fifteen years and over except members of the permanent armed forces, national servicemen enlisted in the Regular Army Supplement and certain diplomatic personnel customarily excluded from the population censuses and estimates. Persons regarded as patients of institutions such as hospitals, sanatoria and nursing homes were also excluded from the survey.

Estimates derived from the survey were published in a mimeographed bulletin, *Survey of Non-School Study Courses, August 1968* (reference No. 13. 11). The following tables summarise the results. Estimates less than 4,000 are not shown because these would be subject to such high standard errors (relative to the size of the estimate) as to seriously detract from their value for most reasonable uses. Although figures for these small components can be derived by subtraction, they should not be regarded as reliable. For details of the reliability of estimates (sampling and non-sampling errors) see section 'The labour force survey', chapter 21, Employment and unemployment, pages 694-6.

PERSONS ENROLLED FOR POST-SCHOOL STUDY COURSES: TYPE AND LEVEL OF COURSE AND FIELD OF STUDY, AUSTRALIA, AUGUST 1968

('000)

	Males			Females			Persons		
	Full-time	Other (a)	Total	Full-time	Other (a)	Total	Full-time	Other (a)	Total
<b>Advanced level courses—</b>									
University degree and professional diploma(b)	46.1	42.2	88.3	15.9	8.9	24.8	62.0	51.1	113.1
Teacher education(c)	6.4	7.0	13.4	16.0	2.8	18.8	22.4	9.8	32.2
Other(d)	(e)	14.4	16.0	(e)	(e)	(e)	(e)	16.3	19.0
<b>Total</b>	<b>54.1</b>	<b>63.6</b>	<b>117.7</b>	<b>33.0</b>	<b>13.4</b>	<b>46.6</b>	<b>87.1</b>	<b>77.2</b>	<b>164.3</b>
<b>Technician level courses—</b>									
Technical fields	(e)	26.2	27.4	(e)	2.0	(e)	(e)	28.3	29.6
Commercial fields	(e)	31.4	32.5	(e)	4.8	6.9	(e)	36.2	39.4
All other fields	(e)	11.8	14.5	(e)	29.7	32.3	5.3	41.5	46.8
<b>Total</b>	<b>5.0</b>	<b>69.4</b>	<b>74.4</b>	<b>4.8</b>	<b>36.5</b>	<b>41.3</b>	<b>9.8</b>	<b>106.0</b>	<b>115.7</b>
<b>Trade level courses</b>									
	(e)	99.0	100.4	(e)	6.2	6.6	(e)	105.2	107.0
<b>Miscellaneous courses—</b>									
School subjects	(e)	18.7	19.0	(e)	8.3	8.7	(e)	27.0	27.8
Commercial fields	(e)	10.2	10.6	(e)	16.0	19.4	(e)	26.2	30.1
All other fields	(e)	28.1	28.8	(e)	41.7	42.6	(e)	69.8	71.4
<b>Total</b>	<b>(e)</b>	<b>57.0</b>	<b>58.5</b>	<b>4.7</b>	<b>66.0</b>	<b>70.7</b>	<b>6.3</b>	<b>123.0</b>	<b>129.2</b>
<b>All courses</b>	<b>62.1</b>	<b>289.0</b>	<b>351.1</b>	<b>42.9</b>	<b>122.4</b>	<b>165.2</b>	<b>105.0</b>	<b>411.4</b>	<b>516.4</b>

(a) Part-time and correspondence courses. (b) Degree and post-graduate courses at universities and advanced level courses at colleges of advanced education. (c) Any teacher training courses so reported, regardless of whether they were being taken at universities, teachers colleges, or any other institution. (d) Advanced level courses at institutions other than universities, colleges of advanced education, or teachers colleges. (e) Less than 4,000.

PERSONS ENROLLED FOR POST-SCHOOL STUDY COURSES: TYPE OF INSTITUTION AUSTRALIA, AUGUST 1968

('000)

Type of institution	Males	Females	Persons
Universities and teachers colleges	81.3	43.9	125.2
Colleges of advanced education	75.4	14.9	90.3
Other government education institutions(a)	130.3	48.0	178.4
Other government authorities(b)	13.9	26.4	40.3
Non-government education institutions(c)	36.4	15.8	52.2
Other non-government bodies	13.9	16.2	30.0
<b>All institutions</b>	<b>351.1</b>	<b>165.2</b>	<b>516.4</b>

(a) Includes the teaching of school subjects outside schools, whether provided by government or private bodies. (b) Includes public (teaching) hospitals. (c) Includes 'private' (personal) teaching.

PERSONS ENROLLED FOR POST-SCHOOL STUDY COURSES: AGE AND MARITAL STATUS, AUSTRALIA, 1968

	Age 15-19		20-24		25-29		30-44		45 and over		Total	
	Number ('000)	Rate (a)	Number ('000)	Rate (a)	Number ('000)	Rate (a)	Number ('000)	Rate (a)	Number ('000)	Rate (a)	Number ('000)	Rate (a)
<b>Males—</b>												
Married	(b)	..	19.6	132	29.4	98	47.8	48	8.2	6	106.8	38
Not married(c)	133.0	393	93.1	277	12.5	119	4.8	32	(b)	..	244.3	203
<b>Total</b>	<b>134.7</b>	<b>391</b>	<b>112.7</b>	<b>233</b>	<b>41.9</b>	<b>103</b>	<b>52.7</b>	<b>46</b>	<b>9.2</b>	<b>6</b>	<b>351.1</b>	<b>87</b>
<b>Females—</b>												
Married	(b)	..	7.4	26	5.5	16	17.2	17	10.0	9	40.5	14
Not married(c)	76.0	231	36.9	187	5.0	113	(b)	..	(b)	..	124.7	96
<b>Total</b>	<b>76.4</b>	<b>209</b>	<b>44.4</b>	<b>91</b>	<b>10.5</b>	<b>27</b>	<b>21.0</b>	<b>19</b>	<b>13.0</b>	<b>7</b>	<b>165.2</b>	<b>40</b>
<b>Persons—</b>												
Married	(b)	..	27.1	62	35.0	54	65.0	33	18.2	7	147.3	26
Not married(c)	209.0	313	130.0	244	17.5	117	8.6	36	4.0	4	369.0	147
<b>Total</b>	<b>211.0</b>	<b>297</b>	<b>157.0</b>	<b>162</b>	<b>52.4</b>	<b>66</b>	<b>73.7</b>	<b>33</b>	<b>22.2</b>	<b>6</b>	<b>516.4</b>	<b>63</b>

(a) Per 1,000 of population of the same age, sex, and marital status not at school. (b) Less than 4,000 (c) Includes single, widowed, divorced, and permanently separated.

**PERSONS ENROLLED FOR POST-SCHOOL STUDY COURSES: OCCUPATIONAL STATUS  
OCCUPATION AND LEVEL OF COURSE, AUSTRALIA, AUGUST 1968  
(\*000)**

<i>Occupational status and occupation</i>	<i>Level of course</i>				<i>Total</i>
	<i>Advanced</i>	<i>Technician</i>	<i>Trade</i>	<i>Miscellaneous</i>	
<b>MALES</b>					
<i>Wage and salary earners—</i>					
Professional, technical and related workers . . . . .	44.3	16.7	(a)	6.9	68.6
Administrative, clerical and sales workers . . . . .	23.5	28.4	(a)	21.9	75.1
Craftsmen, production workers, etc. . . . .	4.1	18.8	94.4	12.0	129.3
Others . . . . .	(a)	4.9	(a)	7.7	17.4
<i>Total, wage and salary earners</i> . . . . .	<i>73.7</i>	<i>68.7</i>	<i>99.4</i>	<i>48.5</i>	<i>290.4</i>
Others in the labour force . . . . .	(a)	(a)	(a)	4.1	9.0
<i>Total in the labour force</i> . . . . .	<i>75.5</i>	<i>71.1</i>	<i>100.3</i>	<i>52.6</i>	<i>299.4</i>
Not in the labour force . . . . .	42.3	(a)	(a)	6.0	51.7
<b>Total</b> . . . . .	<b>117.7</b>	<b>74.4</b>	<b>100.4</b>	<b>58.5</b>	<b>351.1</b>
<b>FEMALES</b>					
<i>Wage and salary earners—</i>					
Professional, technical and related workers . . . . .	21.9	29.6	(a)	7.0	58.7
Administrative, clerical and sales workers . . . . .	(a)	5.5	(a)	24.3	33.4
Craftsmen, production workers, etc. . . . .	(a)	(a)	(a)	(a)	(a)
Others . . . . .	(a)	(a)	5.8	4.3	11.8
<i>Total, wage and salary earners</i> . . . . .	<i>26.0</i>	<i>36.6</i>	<i>6.2</i>	<i>37.7</i>	<i>106.5</i>
Others in the labour force . . . . .	(a)	(a)	(a)	4.1	5.0
<i>Total in the labour force</i> . . . . .	<i>26.4</i>	<i>37.0</i>	<i>6.3</i>	<i>41.8</i>	<i>111.5</i>
Not in the labour force . . . . .	20.2	4.3	(a)	28.9	53.7
<b>Total</b> . . . . .	<b>46.6</b>	<b>41.3</b>	<b>6.6</b>	<b>70.7</b>	<b>165.2</b>
<b>PERSONS</b>					
<i>Wage and salary earners—</i>					
Professional, technical and related workers . . . . .	66.2	46.3	(a)	13.9	127.2
Administrative, clerical and sales workers . . . . .	26.8	33.9	(a)	46.2	108.5
Craftsmen, production workers, etc. . . . .	4.1	19.3	94.4	14.2	132.0
Others . . . . .	(a)	5.9	8.8	12.0	29.2
<i>Total, wage and salary earners</i> . . . . .	<i>99.7</i>	<i>105.4</i>	<i>105.7</i>	<i>86.2</i>	<i>396.9</i>
Others in the labour force . . . . .	(a)	(a)	(a)	8.1	14.0
<i>Total in the labour force</i> . . . . .	<i>101.8</i>	<i>108.1</i>	<i>106.6</i>	<i>94.3</i>	<i>410.9</i>
Not in the labour force . . . . .	62.5	7.6	(a)	34.9	105.4
<b>Total</b> . . . . .	<b>164.3</b>	<b>115.7</b>	<b>107.0</b>	<b>129.2</b>	<b>516.4</b>

(a) Less than 4,000.

### Universities

Applicants for enrolment in Australian universities are required to have passed the matriculation examination in one of the States after five or six years of secondary education. Each university has its own regulations for matriculation, specifying the number and combination of subjects to be passed or the level of performance required. Students entering the universities have the choice of undergraduate study in various faculties. All universities provide also post-graduate courses of study.

There are fifteen universities and two university colleges in Australia. The James Cook University of North Queensland, which was formerly the University College of Townsville, was raised to the status of a full university in 1970. Details of the courses offered by these institutions, together with background information on their teaching and research programmes, and a summary of general university development in recent years, is given in Year Book No. 55, pages 507 to 509.

The following tables show statistics of university staff, student enrolments, assisted students, degrees conferred, diplomas and certificates granted, income and expenditure. The first table gives summary statistics for each university and branch whereas the other tables provide State figures only. Reference should also be made to the annual publications *University Statistics, Parts I-III* for further details.

**UNIVERSITIES: SUMMARY STUDENT AND STAFF STATISTICS FOR EACH UNIVERSITY AND BRANCH, 1969**

	Students enrolled(a) for			All students	Teaching and research staff(b)		Other staff	
	Higher degree courses	Bachelor degree courses	Non-degree courses		Full-time	Part-time(c)	Full-time	Part-time(d)
New South Wales—								
University of Sydney	2,306	12 492	1,287	16,085	971	1,418	2,070	46
University of New South Wales—								
Kensington	1,768	11,127	1,708	14,603	851	713	1,684	81
Wollongong University College	75	888	89	1,052	68	26	80	2
Broken Hill Division	4	87	19	110	13	10	23	1
Duntroon	..	125	..	125	35	2	..	..
Jervis Bay	..	30	..	30	(e)	(e)	(e)	(e)
Total, University of New South Wales	1,847	12,257	1,816	15,920	967	752	1,787	84
University of New England	264	4,289	601	5,154	309	98	702	51
University of Newcastle	234	2,435	167	2,836	170	139	186	2
Macquarie University	369	2,886	200	3,455	223	129	376	15
Total, New South Wales	5,020	34,359	4,071	43,450	2,640	2,535	5,121	198
Victoria—								
University of Melbourne	1,409	11,509	1,580	14,498	951	1,032	1,646	60
Monash University	752	8,090	700	9,542	682	432	1,478	166
La Trobe University	128	1,850	74	2,052	174	74	348	58
Total, Victoria	2,289	21,449	2,354	26,092	1,807	1,538	3,472	284
Queensland—								
University of Queensland—								
St Lucia	864	13,183	872	14,919	870	784	1,672	33
Townsville University College	70	764	20	854	110	35	189	61
Total, Queensland	934	13,947	892	15,773	980	819	1,861	94
South Australia—								
University of Adelaide	814	7,113	664	8,591	520	638	1,069	162
Flinders University	113	1,322	102	1,537	137	78	274	45
Total, South Australia	927	8,435	766	10,128	657	716	1,343	207
Western Australia—								
University of Western Australia	528	6,089	534	7,151	429	552	914	96
Tasmania—								
University of Tasmania	159	2,280	391	2,830	194	218	335	42
Australian Capital Territory—								
Australian National University—								
Institute of Advanced Studies	532	..	6	538	..	..	1,129	..
School of General Studies	146	3,329	256	3,731	302	47	311	..
Total, Australian Capital Territory	678	3,329	(f)231	(f)4,238	302	47	(g)2,228	(g)29
Total, All Universities	10,535	89,888	9,239	109,662	7,009	6,425	15,274	950

(a) Students enrolled for more than one course are only counted once. (b) Includes all staff with teaching functions but excludes research only staff. (c) Expressed as units of 100 teaching hours per annum. (d) Equivalent full-time units. (e) No university staff are at present attached to the R.A.N. College, Jervis Bay. (f) Adjusted for students enrolled at both the Institute and the School. (g) Includes 788 full-time and 29 part-time positions not allocated to either the Institute or the School.

## University teaching and research staff

## UNIVERSITIES: TEACHING AND RESEARCH STAFF(a), 1969

	<i>Full-time teaching and research staff</i>				<i>Total</i>	<i>Part-time teaching staff(c)</i>	<i>Full-time research only staff</i>	<i>Part-time research only staff(d)</i>
	<i>Professors</i>	<i>Associate professors and readers</i>	<i>Senior lecturers and lecturers</i>	<i>Assistant lecturers, demonstrators, etc.(b)</i>				
New South Wales . . .	279	237	1,505	619	2,640	2,535	582	13
Victoria . . .	197	150	1,049	411	1,807	1,538	350	30
Queensland . . .	82	90	526	282	980	819	173	14
South Australia . . .	98	58	409	92	657	716	268	15
Western Australia . . .	54	49	242	84	429	552	154	7
Tasmania . . .	31	21	101	41	194	218	32	10
Australian Capital Territory . . .	36	33	179	54	302	47	876	..
Australia—1969 . . .	777	638	4,011	1,583	7,009	6,425	2,435	89
1968 . . .	721	581	3,706	1,479	6,487	r6,197	2,367	82
1967 . . .	663	547	3,497	r1,337	r6,004	r5,378	r2,233	78
1966 . . .	615	487	3,297	1,261	5,660	r5,641	r2,046	82
1965 . . .	522	449	3,028	1,085	5,104	r5,153	r1,729	63

(a) Filled positions. Teaching and research staff includes all staff with teaching functions, but excludes research only staff which is shown separately. (b) Includes tutors and teaching fellows. (c) Expressed in units of 100 teaching hours per annum. (d) In equivalent full-time units of 35 hours per week.

## University students enrolled

## UNIVERSITIES: STUDENTS ENROLLED(a), 1969

	<i>Degree courses</i>		<i>Diploma courses</i>		<i>Certificate courses</i>	<i>Other courses (b)</i>	<i>Adjusted total(c)</i>
	<i>Higher degree</i>	<i>Bachelor degree</i>	<i>Post-graduate</i>	<i>Sub-graduate</i>			
New South Wales . . .	5,040	34,509	2,407	671	505	1,267	43,450
Victoria . . .	2,298	22,091	787	647	..	1,066	26,092
Queensland . . .	934	13,947	244	174	74	400	15,773
South Australia . . .	927	8,486	322	298	13	174	10,128
Western Australia . . .	528	6,091	276	..	..	273	7,151
Tasmania . . .	159	2,285	193	2	43	176	2,830
Australian Capital Territory . . .	678	3,329	..	..	..	262	4,238
Australia—1969 . . .	10,564	90,738	4,229	1,792	635	3,618	109,662
1968 . . .	9,230	84,317	3,596	1,876	459	3,662	101,537
1967 . . .	8,562	78,825	3,075	2,093	495	3,555	95,380
1966 . . .	6,995	76,453	2,472	2,625	267	3,556	91,291
1965 . . .	5,672	69,540	2,160	3,277	361	3,444	83,349

(a) Figures shown refer to gross enrolments, i.e. students enrolled for two or more courses are included in each course for which they are enrolled. (b) Includes post-doctoral courses, master preliminary courses and students enrolled in one or more subjects of a normal course without having been admitted to the course as a whole. Prior to 1968 some enrolments for master preliminary were included in higher degree. (c) Adjusted for students enrolled for more than one course.

Of the students enrolled in 1969, 77,822 were males and 31,840 were females.

# UNIVERSITY STUDENTS ENROLLED: COURSES

## AUSTRALIA, 1965 TO 1969

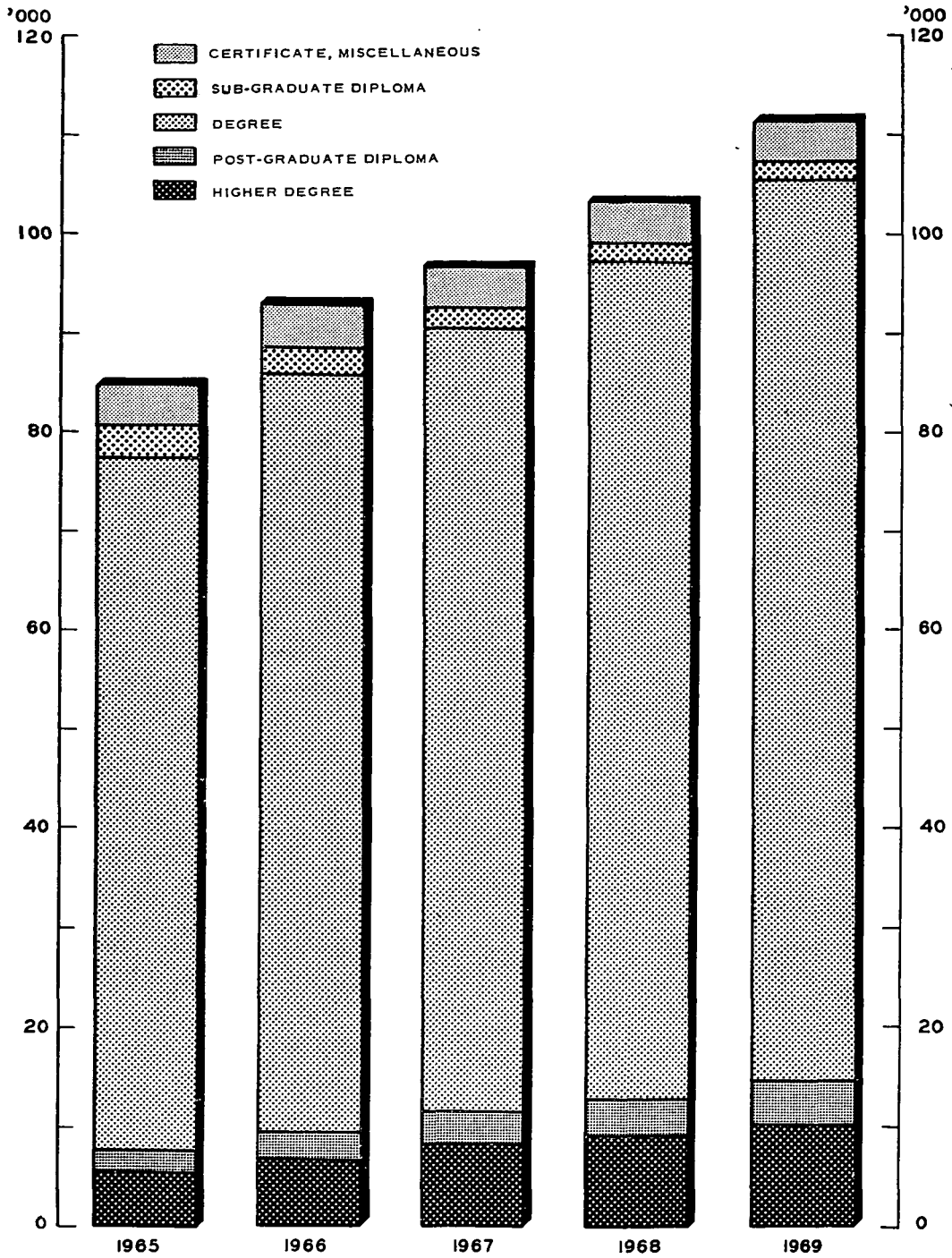


PLATE 37



## University students commencing courses

## UNIVERSITIES: STUDENTS COMMENCING HIGHER DOCTOR, PH.D. MASTER AND BACHELOR DEGREE COURSES FOR THE FIRST TIME IN ANY AUSTRALIAN UNIVERSITY, 1969(a)(b)

	Higher doctor degree courses	Ph.D. degree courses	Master degree courses	Bachelor degree courses
New South Wales . . . . .	7	298	1,340	10,740
Victoria(c) . . . . .	..	89	197	6,187
Queensland . . . . .	7	122	136	3,103
South Australia . . . . .	12	108	162	1,983
Western Australia . . . . .	..	64	86	1,761
Tasmania . . . . .	..	18	20	648
Australian Capital Territory . . . . .	..	150	33	1,096
<b>Australia—1969 . . . . .</b>	<b>26</b>	<b>849</b>	<b>1,974</b>	<b>25,518</b>
1968 . . . . .	32	732	1,705	23,499

(a) Figures shown refer to gross enrolments, i.e. students enrolled for two or more courses are included in each course for which they are enrolled. (b) These statistics, available from 1968, replace statistics of new students enrolled which were shown for 1967 and earlier years. Some universities have been unable to supply figures for the new basis. (c) Figures for the University of Melbourne refer to students enrolling for the first time at that university.

Of students commencing courses in 1969, 18,978 were males and 9,389 were females.

## Full-time and other university students by level of course

## UNIVERSITIES: FULL-TIME AND OTHER STUDENTS ENROLLED BY LEVEL OF COURSE(a), 1969

	Higher degree courses			Bachelor degree courses		Other courses and enrolments(c)		All students		Total
	Full-time	Staff(b)	Other	Full-time	Other	Full-time	Other	Full-time	Other	
New South Wales . . . . .	1,590	638	2,792	22,776	11,583	1,854	2,217	26,220	17,230	43,450
Victoria . . . . .	1,224	418	647	16,838	4,611	832	1,522	18,894	7,198	26,092
Queensland . . . . .	294	300	340	7,113	6,834	281	611	7,688	8,085	15,773
South Australia . . . . .	497	148	282	6,045	2,390	316	450	6,858	3,270	10,128
Western Australia . . . . .	220	68	240	4,047	2,042	140	394	4,407	2,744	7,151
Tasmania . . . . .	74	34	51	1,752	528	124	267	1,950	880	2,830
Australian Capital Territory . . . . .	545	59	74	1,754	1,575	32	199	2,331	1,907	4,238
<b>Australia—1969 . . . . .</b>	<b>4,444</b>	<b>1,665</b>	<b>4,426</b>	<b>60,325</b>	<b>29,563</b>	<b>3,569</b>	<b>5,660</b>	<b>68,348</b>	<b>41,314</b>	<b>109,662</b>
1968 . . . . .	3,996	n.a.	3,575	55,538	27,957	3,201	5,629	62,735	38,802	101,537
1967(d) . . . . .	4,088	n.a.	4,113	51,841	26,984	3,347	5,887	58,325	37,055	95,380
1966(d) . . . . .	3,354	n.a.	3,295	50,500	25,953	3,540	5,633	56,279	35,012	91,291
1965(d) . . . . .	2,658	n.a.	2,703	44,942	24,598	3,521	5,891	50,202	33,147	83,349

(a) Figures shown for 1968 and 1969 refer to net enrolments, i.e. gross enrolments adjusted for students enrolled for more than one course. If a student is enrolled for two or more courses at different levels, the adjustment is made against the lesser course. (b) These are full-time university staff enrolled in higher degree courses. (c) Includes post-graduate diploma, sub-graduate diploma, certificate and other non-degree course and enrolment. (d) Figures shown are gross enrolments except in the 'all students' columns.

## Assistance to university students

The Commonwealth Government, through the Commonwealth Scholarships Board, grants undergraduate and post-graduate scholarships to university students. (Details of the Commonwealth Scholarship Scheme are given on page 665. Commonwealth, State and local governments also award cadetships and other assistance to their employees. Foreign students are assisted by the Commonwealth Government under arrangements such as the Colombo Plan. The universities themselves grant exhibitions and scholarships as well as special assistance to teachers, etc.

## UNIVERSITIES: ASSISTED STUDENTS, 1969

	<i>Source of assistance</i>				<i>Adjusted total(a)</i>	<i>Type of course</i>	
	<i>Commonwealth Government</i>	<i>State Governments</i>	<i>Universities</i>	<i>Other</i>		<i>Higher degree</i>	<i>Other</i>
New South Wales . . . . .	10,915	4,753	11,213	936	22,811	1,935	20,880
Victoria . . . . .	9,444	5,120	7,455	337	17,899	1,404	16,495
Queensland . . . . .	4,540	1,175	727	203	6,645	645	6,000
South Australia . . . . .	3,446	2,236	1,392	165	7,080	697	6,383
Western Australia . . . . .	2,111	1,905	863	173	5,051	315	4,736
Tasmania . . . . .	853	632	122	82	1,573	107	1,466
Australian Capital Territory . . . . .	1,123	366	628	80	2,404	610	1,494
<b>Australia—1969 . . . . .</b>	<b>32,432</b>	<b>16,187</b>	<b>22,400</b>	<b>1,976</b>	<b>63,163</b>	<b>5,713</b>	<b>57,454</b>
1968 . . . . .	29,355	14,589	20,392	1,651	57,417	4,992	52,447
1967 . . . . .	27,320	15,499	16,204	1,813	53,466	4,738	48,728
1966 . . . . .	24,611	14,793	15,298	2,161	48,800	3,938	44,862
1965 . . . . .	21,233	13,660	14,875	1,904	44,078	3,218	40,860

(a) Adjustment made for students assisted from more than one source. For 1968 and 1969, also adjusted for students who received assistance for a higher degree and another course.

## University degrees conferred, etc.

## UNIVERSITIES: DEGREES CONFERRED, AND DIPLOMAS AND CERTIFICATES GRANTED YEAR ENDED 30 JUNE 1969

	<i>Degrees</i>				<i>Diplomas</i>		
	<i>Higher doctor</i>	<i>Ph.D.</i>	<i>Master</i>	<i>Bachelor</i>	<i>Post-graduate</i>	<i>Sub-graduate</i>	<i>Certificates</i>
New South Wales(a) . . . . .	22	174	429	5,240	1,248	28	454
Victoria(b) . . . . .	13	111	203	3,455	504	129	..
Queensland . . . . .	4	44	65	1,710	170	92	185
South Australia . . . . .	5	53	47	1,330	126	154	..
Western Australia . . . . .	7	34	36	786	116	..	..
Tasmania . . . . .	1	12	10	425	73	3	34
Australian Capital Territory . . . . .	1	62	21	514	..	..	..
<b>Australia—1969 . . . . .</b>	<b>53</b>	<b>490</b>	<b>811</b>	<b>13,360</b>	<b>2,237</b>	<b>406</b>	<b>673</b>
1968(c) . . . . .	31	(13)475	(11)740	(15)11,576	1,939	(9)557	(24)471
1967 . . . . .	40	327	635	10,393	1,454	445	570
1966 . . . . .	47	336	565	9,019	1,304	499	331
1965 . . . . .	37	276	475	7,839	1,050	498	332

(a) No awards have yet been made at Macquarie University. (b) No awards have yet been made at La Trobe University. (c) Figures for the years 1965 to 1967 refer to the year ended 31 July; those for 1968 onwards refer to the year ended 30 June. Figures included in both 1967 and 1968 are shown in brackets against 1968 figures.

## University income and expenditure

UNIVERSITIES: INCOME, 1968  
(\$'000)

	Government grants(a)		Other income			Total income
	Cwlth Government grants	State Government grants	Donations and endowments(b)	Student fees(c)	Other income	
<b>TOTAL INCOME</b>						
New South Wales . . . . .	25,841	28,917	4,722	7,255	3,656	70,390
Victoria . . . . .	19,347	20,990	2,490	6,201	2,291	51,318
Queensland . . . . .	6,713	8,130	2,742	3,293	537	21,416
South Australia . . . . .	7,114	7,955	533	1,560	870	18,032
Western Australia . . . . .	3,895	4,352	864	1,423	851	11,386
Tasmania . . . . .	2,418	2,511	179	631	209	5,948
Australian Capital Territory . . . . .	23,471	..	454	556	1,334	25,816
<b>Australia—1968 . . . . .</b>	<b>88,798</b>	<b>72,855</b>	<b>11,984</b>	<b>20,919</b>	<b>9,748</b>	<b>204,306</b>
1967 . . . . .	79,872	64,304	10,461	19,145	8,597	182,379
1966 . . . . .	71,012	65,509	10,781	16,653	7,053	171,008
1965 . . . . .	64,537	56,993	9,885	14,869	5,895	152,178
1964 . . . . .	54,203	46,449	8,569	11,833	5,598	126,652

(a) Includes funds expended by various government departments and other bodies in respect of universities but not controlled by the universities. (b) In the case of endowments, only income from property and other investment of these endowments is included. The treatment of donations depends on the terms of the gift, etc. When the capital sum is specified to be expended over several years, only the portion of the capital sum allocated to each year is shown as income in that year, but if the capital sum is available for spending without limitation as to time, the full amount is recorded as income in the year it is received, irrespective of whether it is spent in that year or not. The capital value of land and buildings donated to the universities is not recorded as income, unless these properties are sold, in which case the amounts realised are included.

(c) Excludes fees collected on behalf of student unions, adult education fees, ad hoc course fees and public examination fees.

UNIVERSITIES: EXPENDITURE, 1968  
(\$'000)

	Teaching and research	Administration and general overhead	Libraries	Buildings, premises, grounds	Sundry auxiliary expenditure	Total expenditure
New South Wales . . . . .	40,563	5,964	3,232	19,092	4,148	73,000
Victoria . . . . .	27,441	3,915	2,341	16,150	2,617	52,465
Queensland . . . . .	14,343	1,355	955	3,944	682	21,279
South Australia . . . . .	11,416	1,128	901	3,151	1,519	18,116
Western Australia . . . . .	6,693	806	480	2,098	992	11,069
Tasmania . . . . .	3,082	436	320	1,828	279	5,946
Australian Capital Territory . . . . .	15,855	1,957	899	5,559	1,499	25,769
<b>Australia—1968 . . . . .</b>	<b>119,394</b>	<b>15,563</b>	<b>9,129</b>	<b>51,823</b>	<b>11,737</b>	<b>207,645</b>
1967 . . . . .	106,386	13,298	7,915	48,061	9,056	184,714
1966 . . . . .	93,410	11,915	6,857	42,498	7,779	162,459
1965 . . . . .	83,256	10,159	5,830	43,976	6,526	149,747
1964 . . . . .	69,886	7,870	4,664	33,929	5,508	121,857

## Colleges of advanced education

The Committee on the Future of Tertiary Education in Australia recommended that interim capital grants be made by both the States and the Commonwealth to twelve specified institutions in five States during 1965-66 preliminary to an arrangement for the expansion and development of tertiary education outside the universities. This recommendation was accepted by all governments, and the Commonwealth established the Commonwealth Advisory Committee on Advanced Education to advise it on the continued development of the colleges which provide training with a vocational emphasis, as distinct from the academic education provided by the universities.

In some States the colleges are being developed from existing technological institutions, but new colleges are also being established. Many colleges cater for a number of vocations in fields such as accountancy, architecture, art, applied chemistry, building, business management, data processing, engineering, librarianship, medical laboratory technology, metallurgy, nutrition, pharmacy, and textile sciences. Provision is being made for teacher education to be introduced into a number of these multi-purpose colleges. Other colleges are specialist institutions, such as agricultural colleges, art schools, conservatoria of music, schools of physiotherapy and occupational therapy, and colleges offering courses in advanced nursing administration, domestic science, forestry and horticulture.

Administrative changes are taking place in the States to co-ordinate the activities of colleges of advanced education. In New South Wales, an Advanced Education Board has been established; in Victoria, the co-ordinating powers of the Victoria Institute of Colleges have been strengthened; in Tasmania, a Council of Advanced Education has been created; and in Queensland, legislation is being enacted to make the institutes of technology autonomous under an advanced education board. In some States provision is also being made for co-ordination of all tertiary education; notably through the Higher Education Authority in New South Wales, the Tertiary Education Commission in Western Australia, and the Joint Consultative Council in Tasmania.

Further information about the development of colleges of advanced education can be found in the reports of the Commonwealth Advisory Committee on Advanced Education: the First Report, 1967-69, and the Second Report, 1970-72. Details of the maximum Commonwealth grants for the development of the colleges are given on page 663.

**COLLEGES OF ADVANCED EDUCATION: ENROLMENTS IN ADVANCED LEVEL COURSES<sup>(a)</sup>, STATES AND A.C.T., 1969**

	Full-time			Other			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
New South Wales . . . . .	263	759	1,022	2,672	101	2,773	2,935	860	3,795
Victoria . . . . .	5,647	1,589	7,236	7,536	923	8,459	13,183	2,512	15,695
Queensland . . . . .	920	129	1,049	1,102	59	1,161	2,022	188	2,210
South Australia . . . . .	947	353	1,300	1,933	178	2,111	2,880	531	3,411
Western Australia . . . . .	1,300	372	1,672	2,114	367	2,481	3,414	739	4,153
Tasmania . . . . .	81	137	218	791	136	927	872	273	1,145
Australian Capital Territory . . . . .	..	..	..	324	13	337	324	13	337
<b>Australia . . . . .</b>	<b>9,158</b>	<b>3,339</b>	<b>12,497</b>	<b>16,472</b>	<b>1,777</b>	<b>18,249</b>	<b>25,630</b>	<b>5,116</b>	<b>30,746</b>

(a) Courses approved by the Minister for Education and Science under the States Grants (Advanced Education) Act.

**COLLEGES OF ADVANCED EDUCATION: TOTAL AND FIRST ENROLMENTS IN ADVANCED LEVEL COURSES, BY FIELD OF STUDY, AUSTRALIA, 1969**

Field of study	Full-time			Other			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
<b>TOTAL ENROLMENTS</b>									
Engineering and technology . . . . .	3,753	10	3,763	4,896	14	4,910	8,649	24	8,673
Building, surveying, architectural, etc. . . . .	747	28	775	1,216	61	1,277	1,963	89	2,052
Applied sciences . . . . .	1,235	191	1,426	2,267	239	2,506	3,502	430	3,932
Agriculture, etc. . . . .	527	21	548	..	..	..	527	21	548
Para-medical . . . . .	566	1,243	1,809	146	90	236	712	1,333	2,045
Business studies . . . . .	1,559	492	2,051	6,966	487	7,453	8,525	979	9,504
Art and design . . . . .	580	847	1,427	666	563	1,229	1,246	1,410	2,656
Music . . . . .	104	280	384	7	4	11	111	284	395
Liberal studies . . . . .	87	227	314	308	319	627	395	546	941
<b>Total enrolments . . . . .</b>	<b>9,158</b>	<b>3,339</b>	<b>12,497</b>	<b>16,472</b>	<b>1,777</b>	<b>18,249</b>	<b>25,630</b>	<b>5,116</b>	<b>30,746</b>
<b>Number of students<sup>(a)</sup> . . . . .</b>	<b>9,150</b>	<b>3,336</b>	<b>12,486</b>	<b>16,448</b>	<b>1,769</b>	<b>18,217</b>	<b>25,598</b>	<b>5,105</b>	<b>30,703</b>

**FIRST ENROLMENTS**

Engineering and technology . . . . .	1,316	6	1,322	1,213	4	1,217	2,529	10	2,539
Building, surveying, architectural, etc. . . . .	264	12	276	277	8	285	541	20	561
Applied sciences . . . . .	490	98	588	621	89	710	1,111	187	1,298
Agriculture, etc. . . . .	272	9	281	..	..	..	272	9	281
Para-medical . . . . .	226	564	790	51	35	86	277	599	876
Business studies . . . . .	762	219	981	2,788	172	2,960	3,550	391	3,941
Art and design . . . . .	282	430	712	182	233	415	464	663	1,127
Music . . . . .	43	106	149	1	2	3	44	108	152
Liberal studies . . . . .	43	120	163	116	156	272	159	276	435
<b>Total first enrolments . . . . .</b>	<b>3,698</b>	<b>1,564</b>	<b>5,262</b>	<b>5,249</b>	<b>699</b>	<b>5,948</b>	<b>8,947</b>	<b>2,263</b>	<b>11,210</b>

(a) Adjusted for students enrolled for more than one advanced level course.

**COLLEGES OF ADVANCED EDUCATION: TEACHING AND DIRECTLY SUPPORTING STAFF(a), STATES AND A.C.T., 1969**

	Full-time staff			Part-time staff			Total (equivalent full-time units) (Col. 3 + Col. 6) (7)
	Number	Directly support- ing(c)	Advanced level work in equivalent full-time units(d)	Number	Directly support- ing	Advanced level work in equivalent full-time units(e)	
	Teaching (b) (1)			Teaching (4) (5)			
New South Wales	(f)194	41	200	461	6	(g)80	280
Victoria	1,143	177	(h)1,171	(i)1,300	105	268	1,439
Queensland	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
South Australia	289	63	300	201	..	37	337
Western Australia	218	85	303	176	30	40	343
Tasmania	55	8	60	195	20	39	99
Australian Capital Territory	3	..	3	25	..	7	10

(a) Directly supporting staff are those who work in laboratories, etc., and, whilst not teaching, form an integral part of the teaching services. (b) Includes the following number of teachers engaged in teaching both advanced level and other courses: New South Wales, 75; Victoria, 513; South Australia, 114; and Tasmania, 8. (c) Comprises directly supporting staff wholly engaged in assisting teaching of advanced level courses, and others engaged in assisting teaching of both advanced level and other courses. (d) The estimated portion of time (expressed in terms of equivalent full-time staff) devoted to advanced level courses by full-time teaching and directly supporting staff engaged in both advanced level and other work. (e) The component of advanced level course work (in terms of equivalent full-time staff) undertaken by all part-time teaching and directly supporting staff engaged during the year. (f) Includes some full-time teaching staff not wholly engaged in teaching advanced level courses. (g) Full-time equivalent units for 13 part-time teaching staff are not available. (h) Full-time equivalent units for 10 teachers are not available. (i) Includes 0.85 equivalent full-time units for an unspecified number of part-time teachers.

### Teacher education

State education departments recruit most prospective teachers for government service from students leaving schools after completion of secondary education. Each department offers training awards annually on the basis of academic merit and personal suitability. These awards cover the cost of a teacher training course (which may include university studies) and provide a living allowance. Students are usually required to enter into an agreement to serve for a specified number of years in the government schools of the State where they have trained. In some States intending teachers can obtain a scholarship at the first public secondary examination to enable them to complete teachers college entrance requirements. Such an award entails a bond of service for a longer period.

The State education departments conduct teachers colleges to train teachers for government schools. These colleges are co-educational and, in the larger States, have been established in country areas as well as in cities. The principal and staff of the colleges are responsible to the Director-General of Education in the State concerned. Teachers colleges are also conducted by other organisations. For details of Commonwealth financial assistance to the States for building projects, see pages 671-2.

In 1969, there were 9 government teachers colleges in New South Wales, 14 in Victoria, 4 in Queensland, 5 in South Australia, 3 in Western Australia and 2 in Tasmania. Excluding kindergarten teachers colleges (see page 655) there were 8 private colleges in New South Wales, 6 in Victoria, 1 in Queensland, and 1 in the Australian Capital Territory. The Australian School of Pacific Administration in New South Wales also conducts teacher education courses.

#### Teachers for government schools

*Training of teachers.* Most teachers for government primary schools are trained in teachers colleges. Intending secondary school teachers either obtain a university degree with additional professional teaching training such as a Diploma in Education, or are required to hold a diploma or certificate from a teachers college. Teachers of specialist subjects, such as music, art, manual arts, domestic science, and commercial subjects, receive from two to five years training which varies according to the institution concerned and the type of school in which the teacher is to serve. Where the specialist course is given at an institution other than the teachers college—e.g. at a university, technical college, or conservatorium of music, students are required to attend teachers college or university lectures in education, and in some cases the specialist course is followed by a year of professional training. Courses designed to train physical education teachers are offered in universities in most States, and in at least one teachers college in every State.

Training for teachers of agricultural subjects in secondary schools consists of either an agricultural college diploma or a university degree course together with professional training. Teachers of technical subjects in secondary schools may be trained in manual or industrial arts courses of two to four years' duration, at teachers colleges, technical colleges, or, in one State, at a university.

At several Australian universities, students wishing to take up teaching as a profession can receive their professional training along with the study of their teaching subjects as part of a first degree course. Courses of a similar nature are available at some colleges of advanced education where teacher education courses are integrated into the general teaching of the college.

The following table shows departmental students undergoing teacher education courses in 1969. Departmental students are those awarded State education department scholarships or fellowships and who have executed an agreement for periods of teaching service after completion of their teacher education. The table also shows private students at government colleges, including those sponsored by government departments other than State education departments. The figures exclude enrolments for short refresher courses and summer schools. The figures include 708 departmental students at various universities who have not been enrolled at a teachers college. Some students enrolled at universities may take part of their university course at a teachers college (e.g. graduate students in New South Wales undergoing a 'professional year' leading to the award by the university of Diploma in Education).

**GOVERNMENT TEACHERS COLLEGES: ENROLMENTS, STATES, 1969(a)**

	N.S.W.	Vic.(b)	Qld	S.A.	W.A.	Tas.	Australia		
							Males	Females	Persons
<b>DEPARTMENTAL STUDENTS</b>									
<b>Attending teachers college and not enrolled elsewhere—</b>									
For primary teaching . . . . .	2,939	4,682	2,160	1,313	1,079	448	2,683	9,938	12,621
For secondary teaching . . . . .	1,159	1,746	688	370	62	59	1,833	2,251	4,084
<i>Total</i> . . . . .	<i>4,098</i>	<i>6,428</i>	<i>2,848</i>	<i>1,683</i>	<i>1,141</i>	<i>507</i>	<i>4,516</i>	<i>12,189</i>	<i>16,705</i>
<b>Enrolled at university or other institution—</b>									
For primary teaching . . . . .	..	131	..	298	59	..	157	331	488
For secondary teaching . . . . .	5,896	4,967	773	1,802	1,023	10	6,726	7,745	14,471
Not specified as primary or secondary teaching . . . . .	..	..	..	..	..	607	261	346	607
<i>Total</i> . . . . .	<i>5,896</i>	<i>5,098</i>	<i>773</i>	<i>2,100</i>	<i>1,082</i>	<i>617</i>	<i>7,144</i>	<i>8,422</i>	<i>15,566</i>
<i>All departmental students</i> . . . . .	<i>9,994</i>	<i>11,526</i>	<i>3,621</i>	<i>3,783</i>	<i>2,223</i>	<i>1,124</i>	<i>11,660</i>	<i>20,611</i>	<i>32,271</i>
<b>Length of course—</b>									
<b>For primary teaching—</b>									
1 year course(c) . . . . .	..	113	..	..	..	..	50	63	113
2 year course . . . . .	2,641	2,236	1,783	619	780	138	1,787	6,410	8,197
3 year course . . . . .	298	2,350	377	934	358	310	923	3,704	4,627
4 year and longer courses . . . . .	..	114	..	58	..	..	80	92	172
<i>Total</i> . . . . .	<i>2,939</i>	<i>4,813</i>	<i>2,160</i>	<i>1,611</i>	<i>1,138</i>	<i>448</i>	<i>2,840</i>	<i>10,269</i>	<i>13,109</i>
<b>For secondary teaching—</b>									
1 year course . . . . .	..	276	154	..	..	..	256	174	430
2 year course . . . . .	602	331	1,012	..	..	9	776	1,178	1,954
3 year course . . . . .	557	568	78	619	229	31	728	1,354	2,082
4 year and longer courses . . . . .	5,896	5,538	217	1,553	856	29	6,799	7,290	14,089
<i>Total</i> . . . . .	<i>7,055</i>	<i>6,713</i>	<i>1,461</i>	<i>2,172</i>	<i>1,085</i>	<i>69</i>	<i>8,559</i>	<i>9,996</i>	<i>18,555</i>
<b>Not specified as primary or secondary teaching—</b>									
1 year course(c) . . . . .	..	..	..	..	..	36	10	26	36
2 year course . . . . .	..	..	..	..	..	79	36	43	79
3 year course . . . . .	..	..	..	..	..	103	42	61	103
4 year and longer courses . . . . .	..	..	..	..	..	389	173	216	389
<i>Total</i> . . . . .	<i>..</i>	<i>..</i>	<i>..</i>	<i>..</i>	<i>..</i>	<i>607</i>	<i>261</i>	<i>346</i>	<i>607</i>
<i>All departmental students</i> . . . . .	<i>9,994</i>	<i>11,526</i>	<i>3,621</i>	<i>3,783</i>	<i>2,223</i>	<i>1,124</i>	<i>11,660</i>	<i>20,611</i>	<i>32,271</i>
<b>OTHER STUDENTS</b>									
For primary teaching . . . . .	35	26	..	88	29	7	67	118	185
For secondary teaching . . . . .	163	62	..	47	10	1	122	161	283
Not specified . . . . .	64	..	..	..	..	..	16	48	64
<i>Total</i> . . . . .	<i>262</i>	<i>88</i>	<i>..</i>	<i>135</i>	<i>39</i>	<i>8</i>	<i>205</i>	<i>327</i>	<i>532</i>
<i>Total students(b)(d)</i> . . . . .	<i>10,256</i>	<i>11,614</i>	<i>3,621</i>	<i>3,918</i>	<i>2,262</i>	<i>1,132</i>	<i>11,865</i>	<i>20,938</i>	<i>32,803</i>

(a) There are no government teachers colleges in the Australian Capital Territory and the Northern Territory. (b) Excludes enrolments in part-time courses, at the Technical Teachers College, Victoria, of 283 practising teachers from government schools and council controlled technical colleges. The figures also exclude 221 Technical Teachers College students undergoing one or two years industrial experience. (c) These one year courses are chiefly extension courses for students who have qualified as teachers and for practising teachers, or for students already holding approved subject qualifications. However, practising teachers in such courses were excluded from the tables. (d) This table excludes 26 male and 19 female students enrolled in courses for primary teaching, and 67 male and 34 female students enrolled in courses for secondary teaching at the Australian School of Pacific Administration.

The following table shows departmental students enrolled in the first year of their courses and also those enrolled in the final year of their courses. The figures exclude enrolments in one year courses (see footnote (c) to the preceding table).

DEPARTMENTAL STUDENTS ENROLLED IN THE FIRST  
AND IN THE FINAL YEAR OF COURSE, 1969

	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	Australia		
							Males	Females	Persons
Enrolled in the first year of a course	4,652	4,368	1,886	1,398	1,082	446	4,754	9,078	13,832
Enrolled in the final year of a course	2,815	2,982	1,430	1,172	670	330	2,751	6,648	9,399

*In-service training.* As almost all teachers now enter the profession by way of teachers colleges or universities, 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. In-service training usually takes the form of short courses held sometimes during vacations, sometimes during school-time or in the evening. In some States in-service courses for teachers in remote areas are provided by correspondence. In some States there are also in-service courses for special groups of teachers such as headmasters or teachers in one-teacher schools. In addition, district inspectors are responsible for organising 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.

*Status of teachers.* Most teachers in government schools are permanent public servants and have security of tenure, superannuation rights, and the right of appeal in matters of promotion. The centralised education systems and the general policy of providing fully trained teachers for both city and country areas mean that teachers are subject to transfer to any part of the State in which they serve.

#### Training of technical teachers

To preserve links with industry and trade practice, schemes have been developed for the recruitment of specialist tradesmen as teachers and for their training in educational method and teaching techniques. In Victoria, the Technical Teachers College provides training for students with appropriate diploma or trade qualifications and suitable industrial experience. In New South Wales, technical college lecturers and tradesmen-teachers receive an in-service course of teacher training in general education theory and teaching method, while correspondence courses and visiting lecturers assist the newly appointed tradesman-teacher in country colleges. Variations in 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.

#### Training of non-government school teachers

Teachers for non-government schools receive their training in a number of ways. The Roman Catholic Church staffs both its primary and secondary schools as far as possible with members of religious orders. In recent years there has been an increase in the number of lay teachers being employed in Catholic schools, and training of students to become lay primary teachers has been instituted.

Other non-government schools tend to recruit their staff from teachers who have already obtained qualifications in Australia or overseas. In New South Wales and Victoria, non-government school authorities offer courses designed specially for teachers in their schools. Non-government schools also recruit university graduates, who are then given professional guidance by senior members of the school staff. Private students may enrol at government teachers colleges on payment of a fee, but the number of places available is limited. The Commonwealth Government provides financial assistance to the States for approved building projects provided that the colleges admit a number of private students. Some teachers destined for non-government schools train in this way.

The following table shows, for non-government teachers colleges, the number of students enrolled, and the number in the final year of their courses.

**NON-GOVERNMENT TEACHERS COLLEGES: ENROLMENTS<sup>(a)</sup>, AUSTRALIA, 1969**

	<i>Enrolments</i>			<i>Students in final year of course</i>		
	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>
For primary teaching . . .	242	1,067	1,309	81	452	533
For secondary teaching . . .	152	123	275	25	27	52
<i>Total</i> . . . . .	<i>394</i>	<i>1,190</i>	<i>1,584</i>	<i>106</i>	<i>479</i>	<i>585</i>

(a) These figures include students taking university degree courses whether instruction is given at the university or the college. They exclude students at kindergarten teachers colleges.

During vacations many non-government teachers attend in-service training courses organised by education departments. In recent years vacation courses have been provided by bodies other than education departments for teachers from both government and non-government schools. For example, an independent body, the Science Foundation for Physics within the University of Sydney, has provided such courses for teachers of science in secondary schools in New South Wales.

#### Kindergarten teachers colleges

The kindergarten unions, which are non-government organisations, have established colleges providing three-year courses in all States except Tasmania, where an infant and pre-school course is provided by the Hobart Teachers College. The minimum entrance age is usually seventeen years and applicants with matriculation status are preferred. In New South Wales, the Sydney Day Nursery and Nursery Schools Association maintains a training college which provides a course for pre-school and kindergarten teachers. These colleges provide full-time diploma courses which are similar in content and standards. Teachers are trained for work with children between the ages of two and seven years. The Melbourne Kindergarten Teachers College offers a one year full-time post-diploma course of advanced studies for teachers holding recognised qualifications and having a minimum of four years teaching experience.

In 1969 there were 870 students enrolled for diploma courses at kindergarten teachers colleges, of whom 210 were in their final year. In addition there were 7 students enrolled in a one-year post-diploma course for qualified kindergarten teachers. There are no male students enrolled at kindergarten teachers colleges.

The Commonwealth Government provides financial assistance for pre-school teachers colleges. For details, see page 664.

### Technical education

Australian technical colleges offer training in all the major industrial skills and in a wide variety of commercial, artistic and domestic occupations. The main types of courses are described in Year Book No. 55, pages 498 and 499.

Technical colleges in Queensland, South Australia, Western Australia, and Tasmania are administered by branches of the State education departments. In Western Australia and South Australia, the Institutes of Technology function as autonomous institutions. New South Wales has a separate State Department of Technical Education. In Victoria there is a dual system with a number of the older colleges controlled by their own 'councils' in addition to government-controlled colleges administered by the Technical Education Branch of the Education Department. The council-controlled colleges receive government grants-in-aid. The diploma awarding schools or sections of technical institutions are in process of being separated from the trade, certificate and other sections of technical education, and of being developed as colleges of advanced education, and are now receiving Commonwealth financial assistance.

The numbers of colleges, teachers and enrolments in each State and Territory during 1968, and for Australia for the period 1964 to 1968 are given in the following table. The statistics include senior technical schools and colleges, institutes of technology and colleges of advanced education providing technical education, and their teachers and students at all levels. Whilst details for colleges of advanced education are included, the basis of collection differs from that used for advanced level courses, statistics of which are given on pages 651-2.



**TECHNICAL EDUCATION: COLLEGES, TEACHERS AND ENROLMENTS  
STATES AND TERRITORIES, 1968**

	Teachers			Students enrolled			
	Colleges	Full-time	Part-time	Total	Males	Females	Persons
New South Wales(a)(b)(c) (d)	57	1,843	3,780	5,623	109,839	51,225	161,064
Victoria(e)	83	4,967	3,016	7,983	n.a.	n.a.	85,413
Queensland(d)	18	560	972	1,532	24,025	2,637	26,662
South Australia(d)	25	704	1,295	1,999	n.a.	n.a.	37,593
Western Australia(d)(f)	38	780	1,835	2,615	41,596	26,015	67,611
Tasmania	9	181	711	892	5,862	2,194	8,056
Northern Territory	2	6	137	143	1,042	1,383	2,425
<b>Australia—1968</b>	<b>232</b>	<b>9,041</b>	<b>11,746</b>	<b>20,787</b>	<b>n.a.</b>	<b>n.a.</b>	<b>388,824</b>
1967	230	8,071	11,144	19,215	n.a.	n.a.	376,915
1966	226	7,475	10,836	18,311	n.a.	n.a.	375,003
1965	222	6,774	9,974	16,748	n.a.	n.a.	360,755
1964	211	6,165	9,598	15,763	n.a.	n.a.	340,080

(a) Students enrolled represent gross enrolments, no allowance having been made for students enrolled in more than one course. (b) Includes Australian Capital Territory. Gross enrolments at Canberra Technical College were 5,956 in 1968; 5,578 in 1967; 4,855 in 1966; 4,267 in 1965; and 3,551 in 1964. (c) Figures include teachers and students at technical colleges and other centres, such as high school classrooms, in which technical classes are conducted. (d) Includes correspondence course teachers and students. (e) Teachers include those at both senior and junior technical colleges. (f) Teachers represent number of teaching positions.

### Agricultural and forestry education

Agricultural faculties have been established in universities in all States. Seven provide degree courses in agricultural science, one in rural science, one in wool and pastoral sciences, one in agricultural economics and three in veterinary science. Besides undergraduate courses, these faculties collectively provide a wide range of post-graduate diploma courses as well as facilities for training for higher degrees and doctorates.

At least one government agricultural college in each State, except Tasmania, has been or is being developed as a college of advanced education. The primary role of these colleges is now to train students for professional extension work or technology roles in the agricultural services. Other colleges which aim to teach the principles and practices of agriculture and farm management to those intending to take up farming as a career, are being developed in New South Wales, Queensland, and Victoria. There is no agricultural college in Tasmania. With the transfer of the C. B. Alexander Presbyterian Agricultural College to the New South Wales government agricultural college system, the Marcus Oldham farm management college in Victoria is the only remaining independent institution of this type in Australia.

Training in forestry is provided by a Department of Forestry in the Faculty of Science within the Australian National University's School of General Studies. A four-year degree course is offered. At the Victorian School of Forestry, Creswick, a three-year diploma course can be taken.

State expenditure on agricultural and forestry education from Consolidated Revenue and certain special funds is shown on page 673.

### Other education

#### Conservatoria of music, schools of art, etc.

In addition to the conservatoria of music which are attached to universities or which constitute separate colleges of advanced education, there is the Canberra School of Music which offers a four year full-time diploma course of theoretical and practical studies. Some schools of art have been developed into colleges of advanced education or included as departments in such colleges, and offer courses in printing, sculpture, and design as well as in basic art.

At the end of 1969, the New South Wales Government set up an expert committee to carry out a comprehensive survey of art and design education in the State. The Committee has been asked to determine whether to set up a special college of advanced education for fine arts and design, or whether to arrange for these to be taught in other institutions in close relationship to other disciplines such as architecture and engineering.

In 1969 a joint committee, comprising members from the Melbourne University Conservatorium of Music and the Victoria Institute of Colleges, was formed to make recommendations on future developments in music teaching.

A Concert Diploma in Music course of three years full-time or six years part-time study commenced at the Queensland Conservatorium in 1969. Also beginning in 1969 were courses by fellowship for music teachers in Queensland schools.

#### Educational training in the defence services

Each of the three defence services maintains institutions for the training of officers. The Royal Australian Naval College, Jervis Bay, Australian Capital Territory, became an affiliated college of the University of New South Wales in 1968. Selected matriculated cadets complete first year degree studies in science or engineering at the College, and subsequent years of degree studies at the University. The Royal Military College, Duntroon, Australian Capital Territory, became a college of the University of New South Wales in 1968. The Royal Australian Air Force Academy, Point Cook, Victoria, has evolved from the Royal Australian Air Force College, which was established in 1948 as a tertiary training centre to provide a professional education for permanent officers of the Air Force. It is affiliated with the University of Melbourne and has adopted that University's Bachelor of Science course. The Academy is also permitted to present students for higher degrees in science and the degree of Doctor of Philosophy. Students may also proceed to the University of Sydney to take a degree in aeronautical engineering. The Australian Staff College and the Royal Australian Air Force Staff College provide one year courses for officers. Educational training is also provided in the apprentice training schools conducted by each of the Defence Services, and in the Royal Australian Navy School for Junior Recruits. The Royal Australian Air Force School of Languages, Point Cook, Victoria, conducts courses in French and Asian languages. In 1969 there were 43 students enrolled, of whom 7 were Royal Australian Air Force personnel.

The following table shows the number of officers, officer cadets and other ranks enrolled in the training establishments mentioned above.

#### SERVICE ESTABLISHMENTS PROVIDING EDUCATIONAL TRAINING AUSTRALIA, 1969

<i>Establishment</i>	<i>Enrolments</i>	<i>New entrants during year</i>	<i>Number completing course during year</i>
<b>OFFICERS AND OFFICER CADETS (a)</b>			
Staff Colleges—			
Australian Staff College . . . .	70	70	70
Royal Australian Air Force Staff College	30	30	24
Officer cadets—			
Royal Australian Navy—			
Royal Naval College . . . .	130	76	20
H.M.A.S. <i>Leeuwin</i> . . . .	2	..	2
Royal Military College . . . .	252	98	54
Royal Australian Air Force—			
R.A.A.F. Academy . . . .	86	33	14
R.A.A.F. Diploma Squadron . . .	166	61	12
<b>APPRENTICES AND OTHER RECRUITS (b)</b>			
Royal Australian Navy—			
Naval artificer apprentices . . . .	689	217	154
Junior recruits . . . .	630	630	578
Topmen scheme . . . .	78	78	67
Army Apprentice School . . . .	161	n.a.	77
Royal Australian Air Force—			
School of Technical Training . . . .	295	158	152
School of Radio . . . .	84	58	44

(a) Includes 141 cadets enrolled for university courses, 2 enrolled at teachers college, and 166 enrolled at an institute of technology. (b) Includes 90 apprentices enrolled at a technical college or institute of technology.

### **The Australian School of Pacific Administration**

The Australian School of Pacific Administration, controlled by the Department of Territories, trains students in the various aspects of service and administration in Commonwealth Territories, including teaching. In 1969, the number of students training as teachers was 26 males and 19 females in primary teaching courses, and 67 males and 34 females in secondary teaching courses. Eight of these students were also enrolled for a university degree course.

### **Australian Administrative Staff College**

Opened in 1957, the Australian Administrative Staff College is a private organisation working in close co-operation with government and other public bodies, the armed services, and the trade union movement. It was founded, and is owned, by a large group of leading Australian companies and has its permanent premises at Mount Eliza, near Melbourne. The College conducts residential courses for administrators to further the study of the problems which arise in managerial work.

### **Technical training by government departments**

Although most needs of departments for trained staff are met by apprenticeship schemes and other technical college courses and by the universities, some departments provide training which is not available elsewhere. The most important field for which such training is provided is the training of telephone, telegraph, radio, and television technicians by the Postmaster-General's Department.

### **Migrant education**

The Department of Immigration is responsible for the teaching of English to migrants as part of its assimilation programme. Advice about migrant education and teaching materials are provided by the Department of Education and Science, and the courses are administered by the State education departments.

The Australian Government allocates funds to the Intergovernmental Committee for European Migration which, in Greece, Italy, Germany, and Austria, provides class and correspondence instruction for intending migrants to Australia. Courses are also being organised in Turkey and a recorded Australian course is in use in Finland. The governments of Holland and Belgium assist with courses conducted in these countries. Many migrants, however, receive their first instruction in English from shipboard education officers.

The Department of Education and Science, the State education departments, and the Australian Broadcasting Commission co-operate in producing a radio/correspondence course in English. Films of common situations with a graded English dialogue produced by the British Broadcasting Commission are shown on Australian television.

Accelerated English courses for migrants with a professional background were introduced in 1969. A special course 'English for Migrants in Industry' has been prepared for use in factories and other places of employment.

In 1969, about 14,000 New Australians were enrolled in continuation classes, and 7,000 were taking part in the various radio and correspondence courses.

### **Adult education**

The term 'adult education' as used in Australia refers mainly to non-vocational educational and cultural activities for adults. While the nature of the recognised adult education authorities varies from State to State, their major activities have many common features. Regular courses of lectures are organised on such topics as literature, music, drama, international affairs, languages, and crafts. Some authorities also organise discussion groups, festivals and summer schools, and provide special services for groups in remote areas. In 1960 an Australian Association of Adult Education was formed, and its first annual conference was held in Adelaide in 1961. The Association handles matters pertaining to adult education at a national level and arranges liaison with similar bodies in other countries.

One of the first bodies active in the field of adult education in Australia was the Workers' Educational Association, which formed associations in all States in 1913. Its aims were to bring the universities into closer relationship with the community in general and to provide for higher education in civic and cultural subjects. These 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.

There are throughout Australia various other organisations which are active in the field of adult education. The World Education Fellowship, for example (*see below*), since its inception in Australia has been interested in adult education.

The organisation of adult education and some of the activities in each State are described in Year Book No. 53, pages 625 to 627.

#### Overseas students

Information about overseas students in Australia is available from three statistical series. The Department of Education and Science compiles statistics of *government sponsored overseas students in Australia*. The statistics of government sponsored students in institutions of higher learning are compiled from records held by that Department; those of other government sponsored students are estimates from information held by the Department of External Affairs. In June 1969, there were 1,409 government sponsored overseas students in institutions of higher learning, and 624 other government sponsored students. These figures exclude some personnel of overseas armed forces taking courses at Australian Defence Colleges. Altogether, there were just over 2,000 government sponsored overseas students in Australia in 1969. Students under the Colombo Plan Technical Co-operation Scheme numbered 1,478. The largest numbers of government sponsored students came from Malaysia, Indonesia, Singapore, and Thailand.

The Department of Immigration prepares statistics of overseas students in Australia who have been admitted under the *Private Overseas Student Programme*. In 1969, there were 9,550 students undertaking courses or training in Australia under the Programme; 4,524 from Malaysia, 2,007 from Hong Kong, and 1,019 from Singapore. Courses chosen were mainly in engineering and building (1,657), economics and commerce (1,350), medical and para-medical (1,294) and general and school courses (2,484).

A survey of *overseas students enrolled for advanced level courses* in Australian education institutions is conducted annually. The institutions reported some 7,500 enrolments in 1969, about 6,000 at universities, 1,200 at colleges of advanced education and some 300 at other institutions.

### Organisations associated with education

#### Australian Council for Educational Research

The Australian Council for Educational Research, a non-governmental body, is 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 standardises and distributes educational and psychological tests for use in Australia. Although this council is an autonomous body, the Commonwealth and State governments give substantial financial support.

#### World Education Fellowship

The World Education Fellowship is a world organisation 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 twice a year.

#### Australian College of Education

The Australian College of Education was formed in 1959. Its aims are to bring together leading teachers and administrators in every field of education, to raise the standard of the profession of education in Australia, to establish and proclaim fundamental educational values, and to recognise outstanding contributions to educational practice. Chapters of the College have been set up in all States, and several of the addresses and papers delivered at meetings of the College have been issued in published form.

## Commonwealth activities in education

### Fields of activity

Although education is primarily the responsibility of the States, the Commonwealth has instituted a number of measures of direct assistance to educational institutions and to students. It is responsible for public education in its own Territories and is engaged in educational activities incidental to its responsibilities in such areas as defence, external relations, immigration, and social services. Education in Commonwealth Territories is outlined in Chapter 29, The Territories of Australia; various schools and colleges for the Defence Services are referred to on page 657, and other activities which may be considered broadly as educational are referred to in the section on Broadcasting and Television in Chapter 12, Transport, Communication and Travel. Details of Commonwealth expenditure on education are provided on pages 668-72.

### Department of Education and Science

The Commonwealth Department of Education and Science was created in December 1966. The Department, which absorbed the former Education Division of the Prime Minister's Department including the Commonwealth Office of Education, and subsequently, in 1968, the Education Branch of the Department of the Interior, is concerned with direct grants for educational purposes, e.g. for universities, colleges of advanced education, school libraries, technical schools, and science buildings, as well as with grants for building teachers and pre-school teachers colleges. It is responsible for assistance to students for the various Commonwealth scholarship schemes, for the scheme of Queen Elizabeth II Fellowships, and for special scholarships offered by overseas countries for Australians. Among the Department's other responsibilities are matters in the field of international relations in education, including Unesco and Commonwealth Co-operation in Education, and liaison with State and other education bodies throughout Australia. The Department provides professional advice on education to other Commonwealth departments and authorities. It administers grants to such bodies as the Academy of Science, the Humanities Research Council, the Social Sciences Research Council and the Institute of Aboriginal Studies, and is responsible for grants for scientific research such as those recommended by the Australian Research Grants Committee. It administers educational services in the Australian Capital Territory.

The *Australian Universities Commission* and the *Commonwealth Advisory Committee on Advanced Education* are responsible to the Minister for Education and Science. The Minister is also responsible for the *Commonwealth Scientific and Industrial Research Organization*, the *National Standards Commission*, the *Australian National University*, the *Institute of Aboriginal Studies*, and the *College of Advanced Education* in Canberra. The Prime Minister's Department continues to be responsible for the National Library and for art, literature and other cultural activities in which the Commonwealth is interested.

### Commonwealth Scholarships Board

This Board, under its former title of the Universities Commission, was established by the *Education Act* 1945. Prior to 1945 the Commission had functioned under wartime National Security Regulations. The Board consists of a chairman and three other members. The main responsibility of the Board, at present, is advising the Government on the policy and administration of Commonwealth university and advanced education scholarships and Commonwealth post-graduate awards. For a brief description of each type of award, see page 665.

### Advisory bodies

The Commonwealth Government has established various advisory bodies whose fields of concern relate to matters of education. Already mentioned above is the Australian Universities Commission, which advises the Commonwealth Government on university development. The Commonwealth Advisory Committee on Advanced Education advises the Minister on the balanced development of tertiary education outside universities. Within financial limits nominated by the Minister, the Committee recommends grants to the States for colleges of advanced education and directs grants to any such colleges established by the Commonwealth. The Australian Research Grants Committee advises the Minister on the merit of applications for research grants from individuals and research teams, and suggests the allocation of funds. The Queen Elizabeth II Fellowships Committee advises the Minister on the merit of applicants for these fellowships, which are awarded for post-doctoral study in the physical and biological sciences, and advises generally on the administration of this scheme of fellowships.

In 1969 the triennial reports of the Australian Universities Commission, the Commonwealth Advisory Committee on Advanced Education, and the Australian Research Grants Committee were presented to Parliament. For details of the financial programmes, see pages 662-3 for universities, page 663 for colleges of advanced education, and page 661 for research.

**International relations**

An account of the relations and exchanges in the field of education before 1969 between Australia and other countries can be found in Year Book No. 55, pages 526–527.

In 1969, delegates from Australia participated in a number of conferences in Paris organised in connection with the International Hydrological Decade including one in mid-December intended to provide assessment of the IHD programme to the present and to determine guidelines for the second half of the Decade. Delegates were also sent to the conference sponsored by Unesco—Symposium on the University of Tomorrow (Osaka).

The Department of Education and Science arranged for several specialists sponsored by Unesco to visit Australia and to confer with and advise Australian experts. They attended the Australian Unesco Seminar on Support for the Performing Arts (Canberra), the Australian Unesco Seminar on Music in Tertiary Education (Queensland), the Selection Committee for the Post-graduate Training Course in Research Techniques in Chemistry at the University of New South Wales, and they participated in discussions with Australian hydrologists and scientists in related fields (Sydney, Canberra and Melbourne).

Under the programme of Commonwealth Co-operation in Education special teaching courses were arranged in 1969 by the Department of Education and Science. A two-year course in infant teaching methods was begun by the New South Wales Department of Education. The Western Australian Education Department conducted a one-year refresher course in primary teaching methods, which was attended by teachers from Zambia, Western Samoa, New Hebrides and the British Solomon Islands. A short course for school inspectors was again provided by the South Australian Education Department. Inspectors and teachers from Nigeria, Sierra Leone and Jamaica attended the course. The University of Queensland conducted a one-year course leading to a Certificate of Education for Overseas Teachers. During the year arrangements were made for a mathematics workshop for overseas teachers to be conducted by Macquarie University in 1970. The provision of this training follows a Commonwealth Conference on Mathematics in Schools which was held at Trinidad in September 1968.

Although arrangements for educational assistance for the award of scholarships are made on a bilateral basis between the relevant Commonwealth countries, a Commonwealth Education Liaison Committee has been established in London to act on matters of common interest. The Department of Education and Science liaises with the Australian representative of this Committee.

**Commonwealth grants for education purposes**

*Grants for research purposes.* The Second Report of the Australian Universities Commission recommended that during the calendar years 1964, 1965 and 1966 a total of \$10 million should be provided for universities to support research activities at the post-graduate level, half the sum to be provided by the Commonwealth and half by the States. The advisory committee entrusted with the task of advising on the allocation for particular research projects, the Australian Research Grants Committee, was established in April–May 1965 under the chairmanship of Professor R. N. Robertson. Its immediate function was to advise the Commonwealth on the distribution of the \$4 million for the year 1966.

At the beginning of 1967 it was decided that the Committee would continue to function through the 1967–1969 triennium, and was asked to recommend to the Commonwealth Government the distribution of \$9 million for the triennium, to be provided solely by the Commonwealth. Details of the distribution of this money may be obtained from the *Australian Research Grants Committee, Report 1967–69*. An amount of \$12.5 million is being provided by the Commonwealth for the triennium 1970–72. Details of grants for 1970 are available in *Grants Approved for 1970* published by the Committee. For details of Commonwealth expenditure under the scheme in 1968–69 see page 671.

*Grants for universities.* Australian universities depend greatly on government grants for their income. In 1968 income from other than Commonwealth and State grants amounted to just over one-fifth of the total income. Commonwealth grants to the States for universities are made on the recommendation of the Australian Universities Commission which was established by the Commonwealth Government under the *Australian Universities Commission Act 1959*. The principal function of the Commission is to advise the Minister for Education and Science on financial assistance for the maintenance and balanced development of Australian universities. The Commission commenced its work in July, 1959. An historical summary of the financial assistance provided for universities by the Commonwealth Government in the past is given in Year Book No. 55, pages 515–18.

The Fourth Report of the Australian Universities Commission was published in 1969. It recommended Commonwealth grants to the States for State universities of over \$225 million for the triennium 1970-72. In addition, it recommended grants totalling \$88 million for the Australian National University. These recommendations were accepted by the Government and the grants to State universities were given effect in the *States Grants (Universities) Act 1969*. A summary of the maximum grants supported by the Commonwealth for all universities for the 1970-72 triennium and for the 1964-66 and 1967-69 triennia is shown in the following tables and details of Commonwealth payments for universities are given on pages 668-9 and 671.

**ALL UNIVERSITIES: SUMMARY OF MAXIMUM COMMONWEALTH GRANTS FOR  
THE 1964-66, 1967-69 AND 1970-72 TRIENNA  
(\$'000)**

<i>Type of grant</i>	<i>1964-66</i>	<i>1967-69</i>	<i>1970-72</i>
<b>Recurrent grants—</b>			
General . . . . .	120,833	174,970	231,842
Teaching hospitals . . . . .	369	809	1,006
Student residences . . . . .	1,427	1,938	2,541
<i>Total recurrent grants</i>	<i>122,629</i>	<i>177,717</i>	<i>235,389</i>
<b>Capital grants—</b>			
Building projects . . . . .	40,231	50,683	58,896
Teaching hospitals . . . . .	3,112	4,927	2,560
Student residences . . . . .	9,244	12,693	11,967
Computers . . . . .	1,098	985	1,022
Capital equipment . . . . .	..	..	1,025
<i>Total capital grants</i>	<i>53,685</i>	<i>69,288</i>	<i>75,470</i>
Research . . . . .	6,000	3,000	4,000
<b>Total Commonwealth grants for all universities</b>	<b>182,314</b>	<b>250,005</b>	<b>314,859</b>

The Commonwealth makes the above grants available to the States on the following bases.

<i>Grant</i>	<i>Basis</i>
<b>Recurrent—</b>	
University recurrent expenditure . . . . .	\$1 Commonwealth for every \$1.85 of income from fees and State grants
Teaching hospitals recurrent expenditure . . . . .	\$1 Commonwealth for every \$1.85 of State grants
Teaching and administrative costs of halls of residence and residential colleges	No matching grant required
<b>Capital—</b>	
Building projects in universities and teaching hospitals	\$1 Commonwealth for every \$1 of State grants
Building projects at residential colleges and halls of residence	\$1 Commonwealth for every \$1 of college funds and/or State grants
<b>Research—</b>	
Research and research training . . . . .	\$1 Commonwealth for every \$1 of State grants

Details of the maximum Commonwealth grants to each State for 1970-72 triennium are shown in the following table.

**MAXIMUM COMMONWEALTH GRANTS TO UNIVERSITIES FOR THE 1970-72 TRIENNIUM  
(\$'000)**

<i>Type of grant</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>A.C.T.</i>	<i>Aust.</i>
<b>Recurrent grants—</b>								
General . . . . .	63,652	43,179	20,184	15,506	10,547	4,814	(a)73,960	231,842
Teaching hospitals . . . . .	378	352	134	64	53	25	..	1,006
Student residences . . . . .	791	649	444	121	162	133	241	2,541
<i>Total recurrent grants</i> . . . . .	<i>64,821</i>	<i>44,180</i>	<i>20,762</i>	<i>15,691</i>	<i>10,762</i>	<i>4,972</i>	<i>74,201</i>	<i>235,389</i>
<b>Capital grants—</b>								
Building projects . . . . .	18,945	14,377	6,105	4,633	2,563	1,267	11,006	58,896
Teaching hospitals . . . . .	883	583	310	23	761	..	..	2,560
Student residences . . . . .	3,777	3,013	807	675	355	542	2,798	11,697
Computers . . . . .	450	..	225	113	234	..	..	1,022
Capital equipment . . . . .	405	237	135	110	63	25	50	1,025
<i>Total capital grants</i> . . . . .	<i>24,459</i>	<i>18,210</i>	<i>7,582</i>	<i>5,554</i>	<i>3,976</i>	<i>1,834</i>	<i>13,854</i>	<i>75,470</i>
Research . . . . .	1,470	1,097	463	560	285	125	..	4,000
<i>Total grants</i> . . . . .	<i>90,750</i>	<i>63,487</i>	<i>28,807</i>	<i>21,805</i>	<i>15,023</i>	<i>6,931</i>	<i>88,055</i>	<i>314,859</i>

(a) Includes special grants for research and research training.

*Grants for colleges of advanced education.* The Commonwealth continues to be advised by the Commonwealth Advisory Committee on Advanced Education. The following tables provide details of grants for the 1967-69 and 1970-72 triennia.

**COLLEGES OF ADVANCED EDUCATION  
SUMMARY OF MAXIMUM COMMONWEALTH  
GRANTS FOR THE 1967-69 AND 1970-72 TRIENNA  
(\$ million)**

<i>Type of grant</i>	<i>1967-69</i>	<i>1970-72</i>
Recurrent grants . . . . .	20.88	48.41
Capital grants . . . . .	26.26	57.37
Special grants for libraries . . . . .	0.50	0.50
Provision for research . . . . .	0.25	0.25
<i>Total</i> . . . . .	<i>47.89</i>	<i>106.53</i>

The Commonwealth makes the above grants available to the States on the following bases.

<i>Grant</i>	<i>Basis</i>
Recurrent . . . . .	\$1 Commonwealth for every \$1.85 of income from fees and State grants
Capital . . . . .	\$1 Commonwealth for every \$1 State
Libraries . . . . .	No matching grant required
Research . . . . .	No matching grant required

**COLLEGES OF ADVANCED EDUCATION  
MAXIMUM COMMONWEALTH GRANTS FOR THE 1970-72 TRIENNIUM  
(\$'000)**

<i>Type<sup>a</sup> of grant</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>A.C.T.</i>	<i>Aust.</i>
Recurrent grants . . . . .	8,263	18,246	4,681	4,123	6,667	1,228	(a)5,200	48,408
Capital grants . . . . .	15,394	15,000	6,400	5,078	4,250	3,250	8,000	57,372
<i>Total</i> . . . . .	<i>23,657</i>	<i>33,246</i>	<i>11,081</i>	<i>9,201</i>	<i>10,917</i>	<i>4,478</i>	<i>13,200</i>	<i>105,780</i>

(a) Less fees.



*Grants for technical colleges.* The scheme began in July 1964 and between that date and June 1969, the amount made available totalled \$47,587,200. Funds are now being provided at the rate of \$10 million per year and, since the introduction of the Advanced Education Programme, are being devoted almost entirely to apprentice and technical training. The maximum amounts available to the States during the triennium ending 30 June 1971 are shown in the following table. For details of payments made under the Act during 1968-69, see page 671.

**TECHNICAL TRAINING: MAXIMUM COMMONWEALTH GRANTS  
FOR THE TRIENNIUM ENDING 30 JUNE 1971  
(\$'000)**

<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>All States</i>
11,127	8,462	4,369	2,868	2,198	976	30,000

*Grants for teachers colleges.* The Commonwealth Government reviewed its policy on teachers colleges in 1969 and decided that the unmatched capital grants made to the States should be increased to \$30 million in the next triennium as against \$24 million in the present triennium 1968-70. The maximum amounts available to the States during the triennium ending 30 June 1970 are shown in the following table. For details of payments made under the Act during 1968-69, see page 671.

**TEACHERS COLLEGES: MAXIMUM COMMONWEALTH GRANTS  
FOR THE TRIENNIUM ENDING 30 JUNE 1970  
(\$'000)**

<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>Aust.</i>
7,500	5,350	3,750	3,200	2,700	1,500	24,000

The Commonwealth also decided to support the introduction of teacher education into the colleges of advanced education and to provide funds for this purpose under the normal sharing arrangements for expenditure on colleges of advanced education in the States.

In addition the Commonwealth Government has introduced a new programme to assist the training of pre-school teachers. Legislation enacted in December 1968 provided \$2 million for pre-school teacher training facilities during the period 2 December 1968 to 30 June 1971, that is planned to double the existing capacity of training colleges in the States. For details of payments made under the Act during 1968-69, see page 671. Pre-school teacher training is a function of the State Education Department in Tasmania and in other States it is administered by private organisations.

*Per capita grants to independent schools.* A provision announced by the Commonwealth Government in 1969 was that of annual per capita grants to independent schools within the States. Payments will be made to these schools at the rate of \$35 for each primary student and \$50 for each secondary student, and will commence in 1970. The grants are intended to assist independent schools with their running costs.

*Grants for science laboratories.* From July 1968 to June 1971, \$37.7 million will be distributed to the States in unmatched grants for science buildings and equipment in government and non-government secondary schools. Grants to State schools have been provided on the basis of lists of projects agreed to between the Commonwealth and State Ministers of Education, whilst grants to independent schools are approved by the Commonwealth Minister for Education and Science on the basis of reports by an Advisory Committee on Standards for Science Facilities in Independent Schools, and State advisory committees representing independent schools. Non-government schools in the Australian Capital Territory and the Northern Territory will receive grants for science facilities and for school libraries in conjunction with the capital aid scheme under which the Commonwealth Government meets interest charges on loans and also repays, in equal annual instalments, the costs for school building projects. For details of payments made under the Act during 1968-69, see page 671.

*Grants for library facilities in secondary schools.* During the three-year period January 1969 to December 1971, the Commonwealth is distributing \$27 million for the development of library facilities (erection, alteration or extension of library buildings and provision of furniture, equipment, books, and library materials) in government and independent secondary schools in the States. Besides the Commonwealth Secondary Schools Libraries Committee, the Commonwealth, as with the science facilities scheme, has the advice of two committees in each State, one representative of Roman Catholic secondary schools and the other representative of other non-government secondary schools. The maximum amounts available to the States during the triennium are shown below. For details of payments made under the Act during 1968-69, see page 671.

**SECONDARY SCHOOL LIBRARIES: MAXIMUM COMMONWEALTH  
GRANTS FOR THE TRIENNium ENDING 31 DECEMBER 1971**  
(\$'000)

<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>All States</i>
9,984	7,591	3,945	2,576	2,032	873	27,000

As a contribution towards meeting the urgent need for more trained librarians to staff the new and existing libraries \$50,000 was made available during 1968-69. The funds enabled the Commonwealth to sponsor several short specialist courses in school librarianship in conjunction with State education departments and independent school authorities. The courses were available to teachers from government and independent schools. Eight courses, which 373 persons attended, were held during 1969. Further funds were made available during 1969-70.

#### **Assistance to students**

*Commonwealth scholarships.* The Commonwealth Government provides financial assistance to students through five major scholarship schemes. A total of 27,150 new awards were made available in 1970 under these schemes.

Under the Commonwealth Post-graduate Awards Scheme 650 new awards were made available in 1970 for students taking courses leading to higher degrees at Australian universities. The awards are for full-time study and may be renewed annually up to a maximum period of four years. The awards carry a stipend of \$2,350 per annum and certain other allowances.

The Commonwealth University Scholarship Scheme made provision for 11,500 scholarships in 1970. Of these 7,500 are open entrance scholarships which are allocated amongst the States in proportion to population and are awarded on the basis of results achieved in Australian matriculation examinations. A small quota of open entrance awards is set aside as Mature Age Scholarships for students who have reached the age of thirty years. The remaining 4,000 scholarships are Later Year Awards for students who have already completed one or more years of a university course. Scholarship holders have their fees paid and may receive a living allowance subject to a means test. The maximum rates of living allowances are \$1,000 per annum in the case of scholars living away from their parents and \$620 for scholars living with parents.

The Commonwealth Advanced Education Scholarship Scheme made provision for 2,500 scholarships in 1970 for students taking approved courses of advanced education at institutions other than universities. Conditions for selection and benefits are similar to those for university scholarships.

In 1964 the Commonwealth Government also introduced the Commonwealth Technical Scholarship Scheme under which it makes available 2,500 new awards annually to assist students to take approved technical courses. Most of these courses are at certificate level in technical colleges. Full-time technical scholarship holders receive the same benefits as Commonwealth secondary scholars. The benefits paid each year to part-time technical scholars are an allowance of \$100, free of means test, and reimbursement of compulsory fees up to a maximum of \$100.

Under the Commonwealth Secondary Scholarship Scheme students compete each year for 10,000 scholarships to assist them during the final two years at secondary school. Secondary scholarship benefits are free of means test and comprise a yearly living allowance of \$200, a textbook and equipment allowance of \$50 per annum and reimbursement of compulsory fees up to a maximum of \$150 per annum.

## COMMONWEALTH SCHOLARSHIPS: NUMBERS OF SCHOLARS IN TRAINING, 1969

Type of award	N.S.W.(a)	Vic.	Qld	S.A.(b)	W.A.	Tas.	Aust.
Post-graduate—							
Granted—							
In 1969 . . . . .	294	166	77	69	30	14	650
Prior to 1969 . . . . .	471	275	119	118	54	25	1,062
Total . . . . .	765	441	196	187	84	39	1,712
University scholarship—							
Granted—							
In 1969 . . . . .	3,550	2,434	1,347	860	547	210	8,948
Prior to 1969 . . . . .	6,314	5,929	2,620	1,890	1,202	417	18,372
Total . . . . .	9,864	8,363	3,967	2,750	1,749	627	27,320
Advanced education scholarship—							
Granted—							
In 1969 . . . . .	376	585	256	152	140	32	1,541
Prior to 1969 . . . . .	312	603	221	114	144	74	1,468
Total . . . . .	688	1,188	477	266	284	106	3,009
Technical scholarship—							
Granted—							
In 1969 . . . . .	917	693	334	248	190	68	2,450
Prior to 1969 . . . . .	888	606	247	192	76	69	2,078
Total . . . . .	1,805	1,299	581	440	266	137	4,528
Secondary scholarship—							
Granted—							
In 1969 . . . . .	3,772	2,693	1,407	1,002	728	308	9,910
Prior to 1969 . . . . .	3,715	2,685	1,402	907	707	236	9,652
Total . . . . .	7,487	5,378	2,809	1,909	1,435	544	19,562

(a) Includes the Australian Capital Territory.

(b) Includes the Northern Territory.

*Australian Agricultural Council Scholarships.* At the request of the Australian Agricultural Council the Department of Primary Industry makes available from the Commonwealth Extension Services Grant funds 12 scholarships annually (two in each State) to students in Australia who have qualified for a Commonwealth University scholarship and who wish to proceed to an approved course of study leading to a degree in Agricultural Science, Agricultural Engineering, Agricultural Economics, Rural Science or Veterinary Science. The purpose of the awards is to foster interest in agriculture and related fields of study.

As at 30 June 1970, there were 50 students holding Agricultural Council scholarships in Australia.

*Aboriginal study grants.* The first awards under the Aboriginal Study Grants Scheme were made in 1969 and the Department of Education and Science co-operates with the Commonwealth Office of Aboriginal Affairs in the administration of this scheme. The grants available to any person of Aboriginal descent, provide a living allowance of \$1,100 per annum, and other allowances. Expenditure on the scheme in 1968-69 amounted to \$62,177.

### Expenditure on education

The first part of this section summarises, on an Australian National Accounts basis, total expenditure on education, while the second and third parts show expenditure on education by the Commonwealth and States respectively.

#### Summary of expenditure on education

The presentation in the following tables is based on the Australian National Accounts. The figures exclude expenditure on goods and services which do not enter the market, such as education provided in the home, or for which it is not practical to impute a value, such as the unpaid services of some teachers, or certain educational services which cannot be separated readily from other services, such as instruction on the job. Most of the education services provided by public authorities are included. Some education services are provided by trading enterprises, such as business colleges, but it is not possible to provide separate figures of their transactions. Nor is it possible to provide separate figures for the expenditure of non-profit organisations, such as non-government schools. Information for these organisations is insufficient to make direct estimates of the cost value of their services. Their contribution is included as part of personal consumption expenditure on education.

Current and capital transactions are shown separately. Current expenditure by public authorities on goods and services classified to education is measured net of receipts, such as fees. These fees are included in private consumption expenditure. Gross fixed capital expenditure represents the value of new capital assets, such as new buildings and additions to buildings, equipment, etc. While it is possible to show to some extent details of education expenditure incurred by the various public authorities, it is not possible to provide consistent figures in total of expenditure on various types of education. Generally, expenditure on libraries, cultural activities, and the like is excluded from 'education', as are most education services provided in the armed forces, by child welfare institutions, and those provided by governments and private employers for their employees, other than teacher education. Identifiable expenditure on education administration and educational research is, however, included. In many cases strict definitions cannot be applied. Thus it is not possible to differentiate between the components of scholarships which are intended for education fees, textbooks, etc. (clearly education expenditure) and those intended as living allowances. University research cannot be separated from universities expenditure on teaching. With the exception of expenditure on fees, private expenditure on education (such as for books, equipment provided by parents associations, and the like) cannot be identified and is therefore excluded.

**ESTIMATES OF EXPENDITURE ON EDUCATION: AUSTRALIA**  
1964-65 TO 1968-69  
(\$ million)

	1964-65	1965-66	1966-67	1967-68	1968-69 <sup>a</sup>
<b>PUBLIC AUTHORITY SECTOR</b>					
Direct expenditure on goods and services classified to education(a)—					
Net current expenditure—					
Commonwealth authorities . . . . .	17	20	22	27	34
State and local government authorities . . . . .	458	498	555	623	705
<i>Total net current expenditure . . . . .</i>	<i>475</i>	<i>518</i>	<i>577</i>	<i>650</i>	<i>739</i>
Gross fixed capital expenditure—					
Commonwealth authorities . . . . .	8	8	10	13	13
State and local government authorities . . . . .	127	155	163	169	191
<i>Total gross fixed capital expenditure . . . . .</i>	<i>135</i>	<i>164</i>	<i>174</i>	<i>182</i>	<i>204</i>
Total direct expenditure—					
Commonwealth authorities . . . . .	25	28	32	40	47
State and local government authorities . . . . .	585	653	718	792	896
<i>Total, public authority sector . . . . .</i>	<i>610</i>	<i>682</i>	<i>751</i>	<i>832</i>	<i>943</i>
<b>PRIVATE SECTOR(a)</b>					
Personal consumption expenditure on education . . . . .	102	110	119	133	145
Gross private fixed capital expenditure on education . . . . .	26	32	35	31	27
<i>Total, private sector . . . . .</i>	<i>128</i>	<i>142</i>	<i>154</i>	<i>164</i>	<i>172</i>
<b>TOTAL EXPENDITURE ON EDUCATION</b>					
Grand total . . . . .	738	824	905	996	1,115

(a) Transfer payments from the public authority to the private sector for educational purposes are included in private sector expenditure and therefore excluded from the public authority sector expenditure.

Direct expenditure of public authorities excludes government payments to persons and non-profit organisations. Such transfer payments from the public authority to the private sector consist mainly of scholarships to persons and grants to non-government schools. They include all scholarship payments, whether or not they are intended towards the payment of fees or towards living expenses. Total government expenditure on education, including such transfer payments, is set out in the following table.

**ESTIMATES OF PUBLIC AUTHORITY EXPENDITURE ON EDUCATION: AUSTRALIA**  
**1964-65 TO 1968-69**  
(\$ million)

	1964-65	1965-66	1966-67	1967-68	1968-69 <sup>p</sup>
Direct expenditure of public authorities . . . . .	610	682	751	832	943
Transfer payments to the private sector—					
Cash benefits—					
From Commonwealth authorities . . . . .	16	21	27	28	33
From State and local government authorities . . . . .	8	13	14	18	21
Grants towards private capital expenditure—					
From Commonwealth authorities . . . . .	..	..	..	1	1
From State and local government authorities . . . . .	3	3	3	7	7
<i>Total transfer payments . . . . .</i>	<i>27</i>	<i>37</i>	<i>44</i>	<i>54</i>	<i>62</i>
<i>Total expenditure on education by public authority sector . . . . .</i>	<i>637</i>	<i>719</i>	<i>795</i>	<i>887</i>	<i>1,006</i>

Because of conceptual and accounting differences the figures above are not strictly comparable with figures of State expenditure on schools, technical education, etc., Commonwealth expenditure on education, and university expenditure shown in other sections of this chapter.

### Commonwealth expenditure on education

An analysis of Commonwealth expenditure is provided in the following table. Current direct expenditure includes the cost of the Department of Education and Science, the Australian Universities Commission and other administrative expenditure, expenditure by the Australian National University, and the provision of education services in the Australian Capital Territory and the Northern Territory (including re-imbursements to States for educational services in these Territories, such amounts being excluded from State expenditure). This expenditure is net of receipts in the form of fees, etc. Capital expenditure relates mainly to expenditure on new buildings and equipment by the Australian National University and for schools, etc. in the Northern Territory and the Australian Capital Territory. The table is based on an analysis by major function of all Commonwealth expenditure. The figures exclude expenditure on certain items which are related to education, such as payments for the Australian Broadcasting Commission education series, Australian Agricultural Council scholarships, the education of Aborigines in the Northern Territory, Aboriginal Study Grants, and the Office of Aboriginal Affairs, which are classified to other functional headings. The amounts involved in the above-mentioned items were: 1964-65, \$775,000; 1965-66, \$866,000; 1966-67, \$1,100,000; 1967-68, \$3,167,000; 1968-69, \$3,819,000. Commonwealth figures shown in the tables above differ from those shown in the following table because: education grants to the States by the Commonwealth (mainly for universities, science facilities in State schools, technical schools, and colleges of advanced education) are included in the following table, while expenditure by the States from these education grants is included in the State education expenditure figures on pages 673-4, grants by the Commonwealth Government to the Australian National University and the Canberra College of Advanced Education are shown on page 663, while only the actual net expenditure by these institutions is included in Commonwealth direct expenditure on page 669.

**COMMONWEALTH GOVERNMENT EXPENDITURE ON EDUCATION, 1964-65 TO 1968-69**  
(\$'000)

Items of expenditure	1964-65	1965-66	1966-67	1967-68	1968-69
Expenditure on goods and services—					
Department of Education and Science—					
Current . . . . .	1,009	1,218	1,832	2,720	3,627
Capital . . . . .	..	..	9	48	125
Australian Universities Commission—					
Current . . . . .	159	155	195	197	217
Australian Capital Territory—					
Current . . . . .	4,044	4,451	5,254	6,207	7,509
Capital . . . . .	2,772	3,507	4,652	4,770	4,731

COMMONWEALTH GOVERNMENT EXPENDITURE ON EDUCATION, 1964-65 TO 1968-69—  
*continued*  
 (\$'000)

<i>Items of expenditure</i>	1964-65	1965-66	1966-67	1967-68	1968-69
Northern Territory—					
Current . . . . .	1,209	1,472	1,641	2,246	2,920
Capital . . . . .	1,356	1,504	1,242	992	1,459
Other—					
Current . . . . .	587	617	694	770	774
Capital . . . . .	20	18	76	112	113
Total expenditure on goods and services—					
Current . . . . .	7,008	7,913	9,616	12,140	15,047
Capital . . . . .	4,148	5,028	5,979	5,282	6,428
<i>Total</i> . . . . .	11,156	12,940	15,595	17,962	21,475
Grants to Australian National University—					
Current . . . . .	11,400	12,658	14,223	16,698	18,954
Capital . . . . .	5,392	5,062	5,316	5,570	5,500
<i>Total</i> . . . . .	16,792	17,720	19,539	22,268	24,454
Grants to Canberra College of Advanced Education—					
Current . . . . .	..	..	..	43	323
Capital . . . . .	..	..	25	439	940
<i>Total</i> . . . . .	..	..	25	482	1,263
Payments to the States(a)—					
Current—					
Research grants . . . . .	..	1,378	2,038	3,154	2,879
Universities . . . . .	28,529	31,551	34,262	39,912	43,534
Colleges of advanced education . . . . .	..	..	2,472	5,273	6,282
<i>Total, current</i> . . . . .	28,529	32,929	38,772	48,339	52,695
Capital—					
Universities . . . . .	12,745	15,227	16,354	16,329	19,097
Colleges of advanced education . . . . .	..	982	3,681	6,647	8,080
Technical . . . . .	10,000	6,230	9,894	13,877	7,587
Teacher education . . . . .	..	..	..	4,518	6,322
Secondary (science laboratories) . . . . .	9,906	9,635	10,163	12,587	11,762
School libraries . . . . .	..	..	..	..	1,703
Pre-school teachers colleges . . . . .	..	..	..	..	170
<i>Total, capital</i> . . . . .	32,650	32,074	40,091	53,958	54,721
<i>Total</i> . . . . .	61,179	65,003	78,863	102,297	107,416
Cash benefits to persons—					
Commonwealth scholarship scheme—					
Post-graduate . . . . .	1,236	1,733	2,432	2,899	3,588
University . . . . .	7,903	10,064	13,890	13,383	16,268
Advanced education . . . . .	..	198	660	754	1,001
Technical . . . . .	212	600	816	1,031	1,123
Secondary . . . . .	3,382	5,197	6,243	6,474	6,558
Soldiers' children education scheme . . . . .	2,282	2,534	2,462	2,720	3,154
Other . . . . .	573	812	816	852	903
<i>Total</i> . . . . .	15,588	21,140	27,319	28,113	32,595
Grants towards private capital expenditure—					
Australian Capital Territory . . . . .	86	237	249	1,435	825
Northern Territory . . . . .	28	5	7	..	7
Other . . . . .	210	..	..	..	..
<i>Total</i> . . . . .	324	242	256	1,435	832
Overseas grants and contributions . . . . .	647	660	700	753	749
<b>Grand total</b> . . . . .	<b>105,687</b>	<b>117,703</b>	<b>142,299</b>	<b>173,411</b>	<b>188,784</b>

(a) Specifically for education.

The following paragraphs provide further details about the various items of expenditure in the foregoing table.

#### Department of Education and Science

Current expenditure shown under this heading in the above table relates mainly to salaries of departmental officers (\$2,301,000 in 1968-69) and other administrative expenses (\$748,000 in 1968-69). Some of the items included refer to research and investigations into colleges of advanced education; special investigations by, and grants to, the Australian Council of Educational Research; Commonwealth support for the training of school librarians; curriculum development; assistance to the University of Sydney for the production of the Current Affairs Bulletin; departmental rentals, and repairs and maintenance. Capital expenditure relates mainly to furniture and fittings for departmental offices. Departmental activities are described on page 660.

#### Australian Universities Commission

Expenditure shown under this heading in the above table relates to salaries of officers (\$138,000 in 1968-69) and other administrative expenses (\$79,000 in 1968-69). For a brief description of the Commission's activities see page 661. For detailed information see the *Australian Universities Commission, Fourth Report, May 1969*.

#### Expenditure on education in the Territories

Expenditure by the Commonwealth Government on education in the Australian Capital Territory and the Northern Territory in 1968-69 is shown in the following table. For further information about education in the Territories see Chapter 29, The Territories of Australia.

**COMMONWEALTH GOVERNMENT EXPENDITURE ON EDUCATION  
AUSTRALIAN CAPITAL TERRITORY AND NORTHERN TERRITORY, 1968-69**  
(\$'000)

AUSTRALIAN CAPITAL TERRITORY	NORTHERN TERRITORY
<b>Current expenditure—</b>	<b>Current expenditure—</b>
Government schools and colleges—	Government schools—
Pre-schools . . . . . 245	Pre-school . . . . . 143
Payment to New South Wales Department of Education . . . . . 4,673	Payments to South Australian Department of Education; and teacher moving expenses . . . . . 2,072
School transport(a) . . . . . 203	School transport . . . . . 185
Canberra Technical College . . . . . 720	Repairs and maintenance . . . . . 90
School of Music . . . . . 68	Other . . . . . 401
Repairs and maintenance . . . . . 246	Non-government schools—
Other . . . . . 725	Student allowances . . . . . 23
Non-government schools—	Other . . . . . 7
Student allowances . . . . . 226	<b>Total, current</b> . . . . . 2,920
Assistance for buildings . . . . . 403	
<b>Total, current</b> . . . . . 7,509	
<b>Capital expenditure—</b>	<b>Capital expenditure—</b>
Government schools and colleges—	Government schools—
Pre-schools . . . . . 114	New buildings and works . . . . . 1,320
Primary schools . . . . . 1,595	Plant and equipment . . . . . 85
Secondary schools . . . . . 2,084	Furniture and fittings . . . . . 52
Canberra Technical College . . . . . 154	Acquisitions . . . . . 2
Plant and equipment . . . . . 186	
Furniture and fittings . . . . . 171	Non-government schools—
Other building and related expenditure . . . . . 427	Approved capital programmes(b) . . . . . 7
Non-government schools—	<b>Total, capital</b> . . . . . 1,466
Approved capital programmes(b) . . . . . 396	
<b>Total, capital</b> . . . . . 5,127	
Secondary school bursaries and text book allowances (c)(d) . . . . . 84	Northern Territory Scholarships(c)(d) . . . . . 156
<b>Total expenditure</b> . . . . . 12,720	<b>Total expenditure</b> . . . . . 4,542

(a) Includes expenditure in respect of non-government schools not separately identifiable. (b) Included in 'grants towards private capital expenditure' in table on page 669. (c) Excludes Commonwealth Secondary and Technical Scholarships. (d) Included in 'cash benefits to persons' in the table on page 669.

**Other Commonwealth expenditure on goods and services**

Current expenditure shown under this heading in the table on page 669 relates to grants to the School of Tropical Health and Medicine, the Chair of Natural Philosophy at the University of Melbourne, the Lady Gowrie Child Centres, and the Australian Pre-School Association; capital expenditure relates to the grant to the School of Tropical Health and Medicine, for plant and equipment. Further information about the School of Tropical Health and Medicine and the Lady Gowrie Child Centres is given in Chapter 14, Public Health.

**Payments to the States specifically for education**

The next table shows payments to the States specifically for education, by function, for 1968-69. Further descriptive information is given in the paragraphs following this table.

**PAYMENTS BY THE COMMONWEALTH TO THE STATES SPECIFICALLY FOR  
EDUCATION, BY FUNCTION: EACH STATE, 1968-69**  
(\$'000)

	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>All States</i>
<b>Current—</b>							
Research grants . . . . .	899	675	373	462	276	194	2,879
Universities . . . . .	17,378	12,108	5,549	4,351	2,833	1,315	43,534
Colleges of advanced education	697	3,194	633	624	912	222	6,282
<i>Total, current . . . . .</i>	<i>18,974</i>	<i>15,977</i>	<i>6,555</i>	<i>5,437</i>	<i>4,021</i>	<i>1,731</i>	<i>52,695</i>
<b>Capital—</b>							
Universities . . . . .	7,569	7,072	1,744	1,076	734	902	19,097
Colleges of advanced education	1,717	2,350	1,787	1,283	874	69	8,080
Technical training . . . . .	2,999	1,550	1,456	870	437	275	7,587
Teachers colleges . . . . .	1,210	1,600	1,293	677	582	960	6,322
Science laboratories—							
Government schools . . . . .	2,684	1,550	734	692	530	235	6,426
Independent schools . . . . .	1,979	1,505	778	510	391	174	5,336
Secondary school libraries . . . . .	450	500	300	213	168	72	1,703
Pre-school teachers colleges . . . . .	..	21	..	35	14	100	170
<i>Total, capital . . . . .</i>	<i>18,608</i>	<i>16,148</i>	<i>8,092</i>	<i>5,356</i>	<i>3,730</i>	<i>2,787</i>	<i>54,721</i>
<b>Grand total . . . . .</b>	<b>37,582</b>	<b>32,125</b>	<b>14,647</b>	<b>10,793</b>	<b>7,751</b>	<b>4,518</b>	<b>107,416</b>

*Research grants.* The amounts shown represent payments by the Commonwealth to the States under the States Grants (Research) Acts. The payments are based on the recommendations of the Australian Research Grants Committee. In addition to the amounts shown, \$73,000 was made available to the Australian National University in 1968-69. A brief description of the history and activities of the Australian Research Grants Committee is given on page 660.

*Universities.* The amounts shown here represent payments by the Commonwealth under the Universities (Financial) Assistance) Acts. The amounts paid are based on the recommendations of the Australian Universities Commission, *see* pages 661-3. Further detail of income and expenditure of universities is given on page 650. Commonwealth expenditure in relation to the Australian National University is shown in the table on page 669.

*Colleges of advanced education.* The Commonwealth provides financial assistance to the States for colleges of advanced education under the States Grants (Advanced Education) Acts. Payments to the States are approved by the Minister for Education and Science acting on the recommendations of the Commonwealth Advisory Committee on Advanced Education. During the triennium 1967-69 the Commonwealth made available \$250,000 for research into advanced education, \$130,000 of this was expended in the financial year 1968-69. Commonwealth expenditure in relation to the Canberra College of Advanced Education is shown in the table on page 669. Further details of the activities of colleges and available Commonwealth grants are given in pages 650-2 and 663.

*Technical training.* The *States Grants (Technical Training) Act* 1968 provides for financial assistance to the States for buildings and equipment for use in technical training in State schools and similar institutions during the three years ending June 1971. Assistance available under this Act totals \$30 million.



*Teachers colleges.* Under the *States Grants (Teachers Colleges) Act 1967* the Commonwealth provides financial assistance to the States for approved building projects in connection with teachers colleges. A maximum of \$24 million is available during the three years ending June 1970. For further details of teachers colleges and teacher education, see pages 652-5.

*Science laboratories.* The amounts shown under this heading in the above table represent payments under the *States Grants (Science Laboratories) Act 1968* which provides for financial assistance to States for science laboratories and equipment in State and independent schools. For further details of this assistance, see page 664.

*Secondary school libraries.* The *States Grants (Secondary Schools Libraries) Act 1968* provides for grants totalling \$27 million to be paid to the States over the three years ending December 1971, by way of financial assistance for secondary school libraries in State and independent schools. See page 665 for further details. There were no payments in 1968-69 in respect of independent schools. In addition, the Commonwealth has sponsored special training courses, organised by the States, for school librarians. Expenditure in connection with these courses during 1968-69 totalled \$21,000 and is included under 'Department of Education and Science—Current' in the table on page 668.

*Pre-school teachers colleges.* Under the *States Grants (Pre-school Teachers Colleges) Act 1968*, the Commonwealth provides financial assistance to the States for building projects. Payments not exceeding \$2.5 million in aggregate may be authorised under the Act during the period December 1968 to June 1971. No payments were made to New South Wales or Queensland during the year.

#### Cash benefits to persons.

The distribution of cash benefits, on a State basis, is shown in the following table.

CASH BENEFITS TO PERSONS: STATES, 1968-69  
(\$'000)

	N.S.W.(a)	Vic.	Qld	S.A.(a)	W.A.	Tas.	Aust.
Commonwealth Scholarship Scheme—							
Post-graduate . . . . .	1,584	908	413	438	168	77	3,588
University . . . . .	5,407	4,971	2,789	1,580	1,110	411	16,268
Advanced education . . . . .	214	399	169	91	108	20	1,001
Technical . . . . .	406	354	152	102	79	30	1,123
Secondary . . . . .	2,603	1,821	916	583	459	174	(b)6,558
Soldiers' Children Education Scheme . . . . .	1,135	857	546	291	182	128	(c)3,154
Other(d) . . . . .	..	..	..	..	..	..	903
<b>Total . . . . .</b>	<b>11,349</b>	<b>9,310</b>	<b>4,985</b>	<b>3,085</b>	<b>2,106</b>	<b>840</b>	<b>(e)32,595</b>

(a) Totals for New South Wales and South Australia include unallocable expenditure on cash benefits to persons resident in the Australian Capital Territory and the Northern Territory respectively. (b) Includes \$2,000 paid to Australians abroad. (c) Includes \$14,000 paid to Australians abroad. (d) Not allocable by State. (e) Excludes Aboriginal Study Grants (\$70,000).

A brief description of each type of Commonwealth scholarship is given on page 665. Detailed information is available in the annual reports of the Commonwealth Scholarships Board. For additional information about the Soldiers' Children Education Scheme, see Chapter 5, Repatriation, and the annual reports of the Soldiers' Children Education Boards.

Included under 'other' in the table above are the following items: Australian-American Education Foundation (\$180,000), Confederation of British Industries and Scholarships (\$4,000), Royal Society and Nuffield Foundation (\$4,000), Scholarships for New Zealand (\$17,000), Forestry scholarships (\$50,000), C.S.I.R.O. research studentships (\$337,000), scholarships and allowances to students in the Australian Capital Territory (special university scholarships, \$61,000; secondary school bursaries, \$1,000; textbook allowances, \$83,000) and special scholarships to students in the Northern Territory (\$156,000). This table excludes Australian Agricultural Council scholarships (\$50,000) and Aboriginal study grants (\$70,000). Further details of these schemes are given on page 666.

#### Grants towards private capital expenditure.

This item represents amounts paid to independent schools in the Australian Capital Territory (\$397,000) and the Northern Territory (\$7,000) for approved capital programmes; and grants to affiliated residential colleges at the Australian National University (\$428,000).

**Overseas grants and contributions.**

This item represents expenditure in connection with the Commonwealth Educational Co-operation Scheme. Details of Australia's participation in this scheme are given on page 661.

**State expenditure on education**

The following table shows, for the six States, expenditure on education classified into current expenditure and capital expenditure. Figures of current expenditure are based on an analysis which has been made for special use by the Commonwealth Grants Commission. In this analysis the purpose has been to show a comparison of State expenditure from the Consolidated Revenue Funds and certain special funds for the headings of education expenditure shown. Expenditures from Commonwealth grants for specific educational purposes have been excluded. Other items excluded are, inter alia, expenditure on education of Aborigines, where there is considerable variation from State to State, and expenditure on payroll tax and superannuation as suitable dissections are not available. The capital expenditure figures are limited to gross expenditure on educational buildings from the loan funds. This also excludes expenditure from Commonwealth capital grants for educational purposes and expenditure on buildings from certain special funds. Any capital expenditure from the Consolidated Revenue Fund would be included as current expenditure.

The totals of the table do not agree exactly with the totals which can be derived from the table on page 667. The overall analysis for National Accounts purposes, on which the table on page 667 is based, was originally in a very summary form and did not take account of some of the detail available in the Commonwealth Grants Commission work. The system is being developed into a more complete system of public finance statistics with the object of providing a more detailed classification and a reconciliation between the two analyses. Although comparisons of expenditure between the States are only approximate due to differences in organisation and accounting practices, for the present this table represents the most detailed breakdown available which is reasonably comparable between States. The figures relate to the year ended 30 June 1969 and expenditure per head of population relates total expenditure to the mean population.

**STATE AUTHORITIES: ESTIMATED EXPENDITURE ON CERTAIN EDUCATIONAL  
ACTIVITIES, 1968-69  
(\$'000)**

	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>All States</i>
Current expenditure—							
Administrative and general (education departments and schools) . . . . .	8,720	3,080	2,478	1,113	1,122	395	16,907
Transportation of school children and students . . . . .	12,899	8,025	3,746	1,783	3,299	1,771	31,523
Training of teachers . . . . .	13,209	19,887	4,287	5,936	3,482	1,800	48,601
Primary . . . . .	88,247	67,923	32,747	23,574	22,067	7,859	242,416
Secondary . . . . .	76,446	47,104	23,585	22,785	14,114	8,809	192,844
Universities . . . . .	25,123	16,784	6,811	6,923	3,684	1,938	61,262
Technical education . . . . .	17,455	35,783	4,783	1,323	6,604	1,407	67,355
Agricultural and forestry education . . . . .	1,681	925	1,139	344	328	3	4,418
<i>Total, current expenditure</i> . . . . .	<i>243,780</i>	<i>199,511</i>	<i>79,576</i>	<i>63,781</i>	<i>54,700</i>	<i>23,982</i>	<i>665,327</i>
Capital expenditure . . . . .	56,724	42,192	13,400	13,835	10,484	5,921	142,556
<i>Total expenditure</i> . . . . .	<i>300,504</i>	<i>241,703</i>	<i>92,976</i>	<i>77,616</i>	<i>65,184</i>	<i>29,903</i>	<i>807,883</i>
Per head (\$) . . . . .	67.83	72.03	53.08	68.35	70.17	77.53	67.39

**ESTIMATED EXPENDITURE ON CERTAIN EDUCATIONAL ACTIVITIES, ALL STATES**  
**1964-65 TO 1968-69**  
**(\$'000)**

	1964-65	1965-66	1966-67	1967-68	1968-69
Current expenditure—					
Administrative and general (education departments and schools) . . . .	11,973	13,049	14,958	15,556	16,907
Transportation of school children and students . . . . .	19,691	22,123	25,209	28,300	31,523
Training of teachers . . . . .	29,509	33,762	37,237	41,474	48,601
Primary . . . . .	172,647	182,310	196,720	216,625	242,416
Secondary . . . . .	116,190	128,851	147,571	169,826	192,844
Universities . . . . .	39,059	44,075	47,943	53,038	61,262
Technical education . . . . .	40,117	45,080	50,122	57,532	67,355
Agricultural and forestry education . . . . .	2,722	2,825	3,646	4,001	4,418
<i>Total, current expenditure</i> . . . . .	<i>431,908</i>	<i>472,075</i>	<i>523,406</i>	<i>586,352</i>	<i>665,327</i>
Capital expenditure . . . . .	102,905	113,072	121,038	123,543	142,556
<b>Total expenditure</b> . . . . .	<b>534,813</b>	<b>585,147</b>	<b>644,444</b>	<b>709,895</b>	<b>807,883</b>
Per head (\$) . . . . .	48.00	51.54	55.79	60.38	67.39

## CULTURAL ACTIVITIES

### Libraries

The Munn-Pitt report of 1935 greatly stimulated interest in libraries and librarianship throughout Australia. This is evidenced by the development of libraries, the passing of legislation in all States to increase library services, and 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 incorporated by Royal Charter in 1963, and its functions now include the promotion and improvement of libraries and library services. The Association conducts annual examinations in librarianship for which courses of instruction are available in all States and the Australian Capital Territory.

An account of the establishment, growth and functions of the National, Commonwealth, and State libraries is given on pages 533-538 of Year Book No. 55.

#### Commonwealth libraries

*National Library of Australia, Canberra.* The Library comprehensively collects and preserves Australian books, periodicals, newspapers, government publications, pictures, prints, manuscripts, maps, moving picture films, and sound recordings. It is assisted in this by the deposit provisions of the *Copyright Act* 1968 and has also been enriched by the acquisition of such notable collections as the Petherick collection of 16,500 items in 1911, the Cook manuscripts in 1923, the Cumpston collection on Public Health in Australia in 1936, the Mathews ornithological collection in 1940, 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 collection of Australiana, acquired in 1970. The Library maintains a permanent exhibition of paintings, prints, and other historical material selected from its various collections.

In association with the Public Library of New South Wales, the Library copies on microfilm all important unique material overseas relating to Australia.

*Australian National Bibliography*, which appears weekly, monthly and annually, lists books published in Australia and books dealing wholly or substantially with an Australian subject or written by Australian authors. Associated with this compilation the Library provides a catalogue card service to libraries and others wishing to use its catalogue cards for Australian books. The publications of Australian governments, included in *Australian National Bibliography*, are also listed annually in *Australian Government Publications* and a subject list of serials is published each year under the title *Current Australian Serials*. The Library's principal activity in subject bibliography is its *Australian Public Affairs Information Service*, published monthly since 1945, with annual cumulations since 1955.

Co-operative bibliographical activity includes recording, in a series of union catalogues, the holdings of the major Australian libraries. The national union catalogue of monographs was commenced in 1960, since when all the larger and an increasing number of the smaller libraries have reported their monograph accessions to the National Library. The major published union catalogue is the loose leaf, continually revised *Serials in Australian Libraries, Social Sciences and Humanities*, which complements another catalogue, *Scientific Serials in Australian Libraries* published by the Commonwealth Scientific and Industrial Research Organization. The Library operates the Australian Medical Literature Analysis and Retrieval System (MEDLARS) service.

The National Library acts as a central library of documentary and educational films, its film collection containing approximately 8,000 titles, together with Australian historical films. It published *Australian Films: a Catalogue of Scientific, Educational and Cultural Films, 1940-58* in 1959 and annual supplements in succeeding years.

The National Library's collections contain over 1,000,000 volumes, 26,500 paintings, pictures and prints, 33,000 reels of microfilm, 2,200 running feet of manuscripts, 35,200 motion picture stills, 17,500 reels of moving picture films, 189,035 maps, and 500,000 aerial photographs.

*Patent Office Library.* The Library of the Commonwealth Patent Office, Canberra, contains approximately 15,000 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 over 11,000,000. Indexes include a microfilm of a classified index to 3,000,000 U.S.A. patents and translations of abstracts of U.S.S.R. patents.

*Commonwealth Scientific and Industrial Research Organization.* The library holdings of the Organization cover the pure and applied sciences. In addition to the Central Library in East Melbourne, each of the Divisions and Sections has a specialised collection covering such subjects as food preservation, forest products, chemistry, physics, animal health, and fisheries. The Central Library maintains a union catalogue of the holdings of all CSIRO libraries.

*The Australian War Memorial Library.* In the War Memorial library are housed the documentary and pictorial records of Australia's fighting services in wars in which they have participated. The printed records section contains over 70,000 volumes, a large collection of military maps, newscuttings and newspapers, sound recordings, war posters, and postage stamps. 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.

*The Commonwealth Parliamentary Library.* The Library provides a special type of service designed to meet the needs of Parliament. The Legislative Research Service prepares briefs covering the history of a subject, background information, summary of viewpoints and arguments, and the compilation and interpretation of statistical information. The Legislative Reference Service answers questions and provides information on any subject from books, government documents, Hansard reports, periodical articles, and newspapers. The Library collection is concentrated on topical material, supported by a wide collection of standard references; the collection totals 40,000 volumes, including 6,000 serial titles. The Library produces a regular series of abstracting bulletins, such as *Education and Welfare; Finance, Industries, Trade and Development; Science and Technology; and Defence and Foreign Affairs*, for the use of Parliament.

*Other Commonwealth Government libraries.* Most Commonwealth authorities have specialised collections in their own fields and in addition draw largely on the National Library.

*Library services in the Territories.* The Northern Territory Library Service maintains five centres in the Territory. At 30 June 1969 stocks totalled 67,903 volumes which were held at the following centres: Darwin, 30,305; Nightcliff, 8,421; Alice Springs, 18,276; Tennant Creek, 5,804; Katherine, 5,097. The National Library, through its Extension Services Section, conducts the Canberra Public Library Service to residents of the Australian Capital Territory, to whom 995,639 loans were made in 1968-69. At 30 June 1969, 248,136 volumes were held, 152,697 at adult libraries, and 95,439 at children's libraries.

### State libraries

*New South Wales.* At 31 December 1969, 182 councils had established libraries in terms of the Library Act, 1939-1959. During 1968-1969 they spent on their libraries \$5,586,796 including \$1,170,162 received in subsidy. There are 261 libraries, of which 94 are in the metropolitan area and 167 in the country. There are also 24 bookmobiles, of which one is in Sydney, 9 in the suburbs of

Sydney, and 14 in country municipalities and shires. These libraries contain 3,993,990 volumes. The State Library provides a central cataloguing service for municipal and shire libraries constituted under the Act.

Under the Library of New South Wales Act, 1969, the former Public Library of New South Wales became the Library of New South Wales. It includes a General Reference Department of 583,737 volumes, a Circulation Department, together with the Shakespeare Tercentenary Memorial Library, and the Mitchell and Dixon Libraries and Galleries which are mainly devoted to Australian and Pacific material. The circulation Department lends books to municipal and shire libraries and to individual borrowers. The total stock of the Department is 73,302 volumes, and 39,939 books were lent to public libraries and individual borrowers during 1968-69. In 1969 there were 243,985 volumes in the Mitchell Library, in addition to manuscripts, maps and other material. The total number of volumes in the Library of New South Wales now exceeds 955,500 apart from manuscripts, historical pictures, and other material. The library maintains an adult education section servicing adult education activities for the Universities of Sydney and New England and the Workers' Educational Association.

Other important libraries in New South Wales are: Teachers Colleges, 352,289 volumes; the City of Sydney Public Library, 219,255; Technical Education Branch, 281,882; Railway Institute, 169,792; Parliamentary Library, 137,000; Australian Museum, 36,400; Government Transport Institute, 23,988; New South Wales Teachers' Federation Library, 25,000; Workers' Educational Association, 15,443; and the Library at the National Herbarium, over 10,000 volumes.

*Victoria.* In 1970, 157 Councils shared Government library grants amounting to \$1,335,000. Of this amount, \$1,272,893 was direct municipal library subsidy. With the addition of expenditure from these Councils' own funds the total expenditure on municipal library services for 1969-70 will be nearly \$3,940,000. In 1969, 705,000 borrowers used the free library services, now totalling over 2,500,000 books, to the extent of 13,640,000 issues.

Particularly in the country, service has been developed by means of regional libraries. These services, of which there are 25 at present, comprising a total of 108 councils, consist of groups of councils which pool their resources, book-stocks and trained staff. The Victorian Government provides an Establishment and Regional Library Development Grant of \$54,250 per annum.

There are 13 bookmobile services operating in Victoria, 10 in country regions and 3 in the metropolitan area.

The State Library of Victoria contains about 880,000 items, and the lending and travelling libraries have another 187,500 volumes. In addition, the State Library receives 7,027 periodicals, annuals and newspapers.

*Queensland.* The holdings of the Public Library of Queensland and its extension services in 1968-69 were: main reference collection, 211,335 volumes and 12,772 maps and pamphlets; Country Extension Service, 90,828; Oxley Memorial Library, 27,114 volumes and 39,163 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. In 1968-69, 82 local authorities were conducting 142 library services. The Brisbane City Council has established 21 of these libraries. There were 115 libraries in Queensland free to adults. To help overcome the problems of a large area and sparse population, various local authorities have established 4 regional library services with headquarters at Charleville, Barcaldine, Mount Isa and Emerald, respectively. During 1968-69 the State Government provided a grant of \$716,685 from consolidated revenue to finance the activities of the Public Library, to pay subsidies to local bodies conducting free library services, and for the acquisition or improvement of library buildings and equipment and to pay seventy-five per cent of endowable expenditure on books, equipment and maintenance to local bodies conducting subscription libraries. Subsidies were paid to 4 regional library service boards, 75 local authorities and 33 other bodies.

At 30 June 1969 the Parliamentary Library of Queensland contained about 100,000 volumes and pamphlets.

*South Australia.* The Reference Department of the State Library of South Australia contains 259,103 volumes and receives about 5,000 periodical titles. There are 51,052 volumes in the Adelaide Lending Service. The Country Lending Service has 399,972 volumes. The Adelaide Lending Service lent 300,058 books in 1968-69, and the Country Lending Service, 178,884.

The library of the Parliament of South Australia held approximately 60,000 volumes in 1969.

There are 29 local public libraries in South Australia provided by 22 local government and other authorities. The libraries are subsidised on a \$1 for \$1 basis by the State Government. The Libraries

Board of South Australia, through the State Library of South Australia, provides various central services. Book-stocks are pooled in the State Library of South Australia and are interchanged between the libraries.

At the end of June 1969 these local public libraries contained 255,935 books. There were 143,963 registered borrowers. During 1968-69, 2,103,129 books were lent.

*Western Australia.* The Library Board of Western Australia administers the State Reference Library and the Central Music Library, and provides all books and related services to 125 local public libraries throughout the State. Its stocks at 30 June 1969 were 956,315 volumes, comprising circulation stock (including books in public libraries), 657,149 volumes, State Reference Library, 283,267 bound volumes and Central Music Library, 3,900 books on music and 11,999 scores.

*Tasmania.* The Tasmanian Library Board administers the State Library in Hobart, the extension of library services throughout the State and State aid to libraries. State Government expenditure on library services in 1968-69 was \$593,520. A regional library operates in 5 north-western municipalities, with headquarters in Burnie, smaller libraries in other large towns and a bookmobile in rural areas. The formation of a second regional library, with headquarters in Launceston, is being negotiated. Fourteen southern municipalities are served by 2 bookmobiles based in Hobart and a bookmobile serves schools in the metropolitan area. At 30 June 1969 the State Library in Hobart held 127,482 reference volumes and 111,143 lending volumes. It loaned 401,097 books to municipal libraries during 1968-69.

#### University libraries

A description of libraries in Australian universities appears on pages 539-41 of Year Book No. 55. The following table shows the number of books and pamphlets held, accessions during the year, and expenditure on libraries for each university. For further information, see annual mimeograph publication *University Statistics—Part 2: Staff and Libraries* (reference No. 13.8).

#### UNIVERSITY LIBRARIES

<i>University</i>	<i>Books and pamphlets (a)</i>	<i>Accessions during year (b)</i>	<i>Expenditure (c)</i>
	'000	'000	\$'000
Sydney . . . . .	1,221	80	1,313
New South Wales . . . . .	517	61	916
New England . . . . .	263	17	315
Newcastle . . . . .	142	17	252
Macquarie . . . . .	200	45	437
Melbourne . . . . .	596	37	909
Monash . . . . .	338	50	1,013
La Trobe . . . . .	99	24	420
Queensland . . . . .	611	55	955
Adelaide . . . . .	500	27	593
Flinders . . . . .	133	21	308
Western Australia . . . . .	348	24	480
Tasmania . . . . .	179	14	320
Australian National . . . . .	519	42	899
<b>Total . . . . .</b>	<b>5,665</b>	<b>513</b>	<b>9,129</b>

(a) 30 June 1969. (b) Year ended 30 June 1969. (c) During year ended 31 December 1968.

#### Children's libraries and school libraries

For details of Commonwealth grants for the development of secondary school library services, see page 665 of this chapter.

*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, and an increasing number of primary schools, have teacher librarians.

*Victoria.* The Education Department provides for the building of libraries in secondary and technical schools, and new primary schools with 10 or more classrooms. A subsidy of up to \$7,000 is available to other primary schools for library buildings. Library furniture is provided, establishment grants are given to new schools for the purchase of books, and the Government provides an annual per capita grant to all schools. At June 1969, 386 primary, 246 secondary, and 86 technical schools had central libraries.

*Queensland.* In Queensland, 136 libraries are free to children, of which 21 are conducted by the Brisbane City Council. Country children may borrow from the Country Extension Service which has a separate children's collection. The purchase of books for State school libraries in Queensland is financed by school committees and parents associations, with a \$1 for \$1 subsidy from the Department of Education.

*South Australia.* A children's library of 39,404 volumes is used by school classes and individual children living in the metropolitan area. In 1968-69, 230,597 books were lent. A lending service for young people from thirteen to eighteen years of age has a stock of 15,740 volumes, and in 1968-69, 99,465 loans were recorded.

*Western Australia.* The Education Department provides library services, books and subsidies on library books purchased by schools. All government high schools are provided with library accommodation and furniture and their libraries are staffed by one or two trained school librarians according to the size of the school. New high schools are issued with books to a value of \$1,000 in each of their first three years and all high schools receive an annual issue of books and a subsidy for book purchases. New primary schools are issued with books to the value of \$400 in their first year. All non-government schools with post-junior students receive an annual issue of books for matriculation studies. A number of primary schools have organised school libraries in rooms available, or in premises provided by the parents and citizens associations. Annual issues of books are made to all primary schools, varying according to the size of the school, and a subsidy is provided for the purchase of library books. The Charles Hadley Travelling Library provides 500 boxes of books which are circulated to all small schools, mission schools, and special classes. Children who are unable to attend school are provided with books from the Correspondence School's library.

*Tasmania.* All the State's municipal libraries have Lady Clark Memorial Children's Libraries. The Lady Clark Memorial Children's Library in the State Library in Hobart has 26,006 books and serves schools in the Hobart Metropolitan area by bookmobile. More than 150 schools which are not close to a municipal library have collections of books on loan from the Lady Clark Memorial Children's Library, which has a stock of 191,393 books. Libraries have been built up in most schools, with Education Department subsidies matching local funds to levels determined by the size of the school. A new Central Library Service Branch offers bibliographic and technical advice on school library development.

## Archives

General interest in archives in Australia was aroused in 1888, when the Colony of New South Wales celebrated its centenary, the occasion being marked by official publication in 1889-1894 of the *History of New South Wales from the Records* by G. B. Barton and A. Britton, and in 1893-1898 of the series of *Historical Records of New South Wales*, edited by A. Britton and F. M. Bladen. Both publications were based on transcripts of documents in London which had been made by Mr James Bonwick, appointed Archivist by the Government of New South Wales in 1884.

In 1902 Mr F. M. Bladen presented to the Commonwealth Government a report on European Archives, in which he recommended the establishment of a Commonwealth Archives Office and the copying of further official records in London. The copying project continued and some of its results were embodied in the volumes of *Historical Records of Australia*, published by the Commonwealth in 1914-1925, under the editorship of Dr J. F. Watson.

Measures for the preservation and storage of original documents were not taken until later years. In the absence of duly constituted archives offices, the various major libraries throughout Australia undertook the collection of historical records, both from official and private sources. An archives Department of the Public Library of South Australia was established in 1920, and other institutions formed archives branches in, 1944 (Commonwealth National Library), 1945 (Public Library of Western Australia), 1948 (State Library of Victoria), 1949 (State Library of Tasmania), 1953 (Public Library of New South Wales), and 1959 (State Library of Queensland). Legislation to govern arrangements for official records was passed as follows: South Australia (1925, 1936), Tasmania (1943, 1965), Queensland (1943) and New South Wales (1960). Since 1961, separate authorities for official archives have been established: Commonwealth Archives Office, 1961; Archives Office of New South Wales,

1961; Archives Office of Tasmania, 1965. A Business Archives Council was established in 1954 to co-ordinate activities in the field of company records and a number of firms have established their own archives services. Certain churches have also provided appropriate facilities for ecclesiastical records. Other corporate and private archives continue to be collected by several archives offices, libraries and, more recently, universities.

#### **Commonwealth Archives Office**

An account of the development of the Commonwealth Archives Office and a detailed description of its functions appear on pages 543–4 of Year Book No. 55. The Archives Office functions as a central agency for the control of records created by the Commonwealth Government which are no longer required in the day-to-day business of government. At 30 June 1969 the total holdings of the Archives Office throughout Australia amounted to 407,000 shelf feet of records, including 147,000 feet of permanent material, such as files, manuscripts, registers, cards, books, maps, plans, models, paintings, films, photographs, microfilms, recordings and tapes. In general official records created before 1 January 1923 are open to public access. The Office provides an advisory service to inquirers, both official and public, on appropriate sources of information for particular topics including material held by the Office itself, by other Commonwealth agencies and elsewhere. During 1968–69 some 328,000 items were lent to departments. The Office carries out searches for departments and provides information from the records in its custody. About 13,700 requests for these services were received in 1968–69. In accordance with the Commonwealth Government's access rules, the Office also supplies information to members of the public engaged in academic or other forms of research. Records may be consulted by holders of a search ticket and 113 public search tickets are currently valid. During 1968–69 inquiries were received from 233 researchers. There were 7,000 daily visits to archives search rooms and repositories by officials and the public, and 30,650 items were produced for consultation.

The headquarters of the Commonwealth Archives Office is in Canberra, and there are branches in Sydney, Melbourne, Brisbane, Adelaide and Perth. In 1969 records surveys were conducted in the Northern Territory, Papua and New Guinea, Norfolk Island and Cocos (Keeling) Islands. The Office maintains liaison with similar organisations in overseas countries and is the Australian national member of the International Council on Archives, established under the auspices of Unesco.

#### **Archives Office of New South Wales**

The Archives Authority of New South Wales is a statutory corporation established under the Archives Act 1960 and has custody and control of the State archives. These are preserved in the Archives Office of New South Wales.

The Act requires that before any public records of the State are destroyed or disposed of, notice must be given to the Archives Authority which may then require any such records to be made available to it. Records transferred to the Authority become State archives and when 35 years old are generally open to holders of a reader's ticket.

The State archives at 31 December 1969 occupied 31,959 feet of shelving. This excludes more than 16,000 maps and plans besides other records which cannot be readily measured. In addition there were about 100,000 feet of permanently valuable records housed mainly in the Government Records Repository.

#### **Archives Office of Tasmania**

The Archives Office of Tasmania operates under the *Archives Act* 1965, No. 47. The statutory authority under the Act is the Tasmanian Library Board. No records of state and local authorities may be destroyed or otherwise disposed of except on the written authority of the Principal Archivist. The holdings of the Archives Office amount to about 11,000 feet (including non-public records).

Three parts of a Guide to the Public Records of Tasmania have been published and five further record groups are being inventoried for publication. A file lending service is conducted for the benefit of departments and authorities which have deposited semi-current records in the Archives Office. Research workers have access to records in the search room and a mail reference service is provided for country and interstate inquirers.

#### **Australian National University Archives**

The Australian National University Archives was established in 1954 when the records of the Australian Agricultural Company were acquired, and in 1959 its collecting activities were expanded to include records of employee organisations. The University now holds a collection of the records of businesses (approximately 110 accessions) and of trade unions (approximately 170 accessions).



The aim is to gather primary source material to support advanced research within the University in economic history, history, and political science. Detailed arrangement and description are undertaken and close liaison is maintained with scholars in the Research School of Social Sciences to keep the collecting policy abreast of trends in research. Scholars from other universities are also helped, and reference work is carried out to answer inquiries. The University Archives include deposits which have been microfilmed and pamphlet collections of interest to research workers in political history.

#### Business Archives Council of Australia

The Business Archives Council of Australia works for the preservation of business records and promotes the writing of business history. The Council itself does not collect business records. The main collecting centres are the Archives of the Australian National University, the University of New England and University of Melbourne. The University of New England concentrates on rural industries.

### Museums and art galleries

In 1964 an annual collection of statistics on a uniform basis was commenced from Australian museums and art galleries. The following paragraphs provide summarised results of the collection.

A museum or art gallery is considered to be a building, group of buildings or parts of buildings, managed as a unit and intended predominantly for the permanent display of objects of interest (museum) or objects of art (art galleries) to the general public. Institutions displaying live exhibits are excluded (the more important of these are mentioned on pages 681-2), as are buildings used for temporary displays (exhibitions, commercial galleries exhibiting only for sale) without a permanent stock of exhibits; permanent exhibitions which are ancillary to other activities such as exhibits at council chambers, libraries, hotels, and other commercial enterprises providing services to tourists and sightseers; collections which are not readily accessible to the general public, such as university collections for the use of students and research workers; and historic homes, etc. not specifically intended for the permanent display of objects of interest (i.e. where the building itself and its normal fittings are essentially on display).

#### Museums and art galleries, 1969

The following table classifies by States and Territories and by ownership the institutions in Australia which have been identified in 1969 as museums and art galleries (branches of museums and art galleries are not shown separately).

MUSEUMS AND ART GALLERIES: STATES AND A.C.T., AND OWNERSHIP, 1969  
(Number)

	Major institutions			Other institutions			All institutions
	Museums	Art galleries	Mixed institutions	Museums	Art galleries	Mixed institutions	
<b>State or Territory—</b>							
New South Wales . . . . .	3	1	..	4	3	2	13
Victoria . . . . .	2	1	..	2	5	2	12
Queensland . . . . .	1	1	..	..	3	..	5
South Australia . . . . .	1	1	..	6	2	..	10
Western Australia . . . . .	1	1	..	3	1	..	6
Tasmania . . . . .	..	..	2	..	..	..	2
Northern Territory . . . . .	..	..	..	..	..	..	..
Australian Capital Territory . . . . .	1	..	1	1	..	..	3
<b>Ownership—</b>							
Commonwealth Government . . . . .	1	..	1	..	..	..	2
State Governments . . . . .	8	5	1	3	..	1	18
Municipal authorities . . . . .	..	..	1	5	6	1	13
Private trusts . . . . .	..	..	..	2	6	1	9
Universities . . . . .	..	..	..	1	1	1	3
Private . . . . .	..	..	..	5	1	..	6
<b>Total museums and art galleries . . . . .</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>16</b>	<b>14</b>	<b>4</b>	<b>51</b>

The following table sets out particulars of staff, display areas and expenditure for all museums and art galleries identified in 1969.

## MUSEUMS AND ART GALLERIES: STAFF, DISPLAY AREA, ATTENDANCE, AND EXPENDITURE, STATES AND A.C.T., 1969

	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>A.C.T.</i>	<i>Aust.</i>
<b>Total staff—</b>								
Museums . . . . .	213	161	39	83	66	..	19	581
Art galleries . . . . .	49	190	22	46	23	..	..	330
Mixed institutions . . . . .	15	10	..	..	..	38	72	135
<i>All institutions . . . . .</i>	<i>277</i>	<i>361</i>	<i>61</i>	<i>129</i>	<i>89</i>	<i>38</i>	<i>91</i>	<i>1,046</i>
<b>Display area used—</b>								
Museums . . . . . '000 sq ft	105	85	28	57	17	..	11	303
Art galleries . . . . .	51	148	22	34	12	..	..	267
Mixed institutions . . . . .	13	15	..	..	..	77	76	181
<i>All institutions . . . . .</i>	<i>169</i>	<i>248</i>	<i>50</i>	<i>91</i>	<i>29</i>	<i>77</i>	<i>87</i>	<i>751</i>
<b>Estimated attendance during year—</b>								
Museums . . . . . '000	1,109	774	137	273	167	..	185	2,645
Art galleries . . . . .	428	901	146	138	135	..	..	1,748
Mixed institutions . . . . .	50	57	..	..	..	175	553	835
<i>All institutions . . . . .</i>	<i>1,587</i>	<i>1,732</i>	<i>283</i>	<i>411</i>	<i>302</i>	<i>175</i>	<i>738</i>	<i>5,228</i>
<b>Estimated expenditure during year<sup>(a)</sup>—</b>								
Museums . . . . . \$'000	768	481	146	272	271	..	105	2,043
Art galleries . . . . .	212	832	65	110	128	..	..	1,347
Mixed institutions . . . . .	60	69	..	..	..	206	845	1,180
<i>All institutions . . . . .</i>	<i>1,040</i>	<i>1,382</i>	<i>211</i>	<i>382</i>	<i>399</i>	<i>206</i>	<i>950</i>	<i>4,570</i>

(a) Excludes certain funds not controlled by the institution.

Some descriptive detail in respect of the major institutions is given on pages 547 to 549 of Year Book No. 55.

### Botanical and zoological gardens

In addition to the zoological gardens referred to in the following paragraphs there are numerous privately owned zoos and sanctuaries, many of them at tourist resorts, which maintain collections of Australian flora and fauna. There are also various national parks, forests, reserves, etc., dedicated for public use, which are preserved largely in their natural condition.

#### New South Wales

The Sydney Botanic Gardens are situated on the shores of Farm Cove, Sydney Harbour. They occupy sixty-six acres and contain a large collection of flowering plants, shrubs and trees as well as hothouses of orchids and ferns.

The Zoological Gardens at Taronga Park, on the northern side of Sydney Harbour, occupy about seventy acres and contain an aquarium. In 1968–69 admissions to the grounds were 941,350 and to the aquarium 323,108. The receipts of the zoological department of the Taronga Park Trust amounted to \$573,968 in 1968–69 and expenditure was \$517,420. Exhibits at 30 June 1969 comprised 917 mammals, 2,871 birds, 354 reptiles, 10 amphibians and 1,010 fish.

#### Victoria

The main botanical gardens in the State are the Royal Botanic Gardens, an area of eighty-eight acres within one mile of the centre of the City of Melbourne, containing over 12,000 species of plants, of which there are some 30,000 individual specimens. Many species of native birds breed on islands in lakes within the gardens.

The Zoological Gardens in Royal Park contain a wide selection of animals, birds and reptiles. A wild life sanctuary is also maintained at Healesville.

#### Queensland

Botanical gardens have been established in Brisbane and in several other cities. The Brisbane Botanic Gardens occupy approximately forty-six acres on the banks of the Brisbane River in the central city area and are noted for their collections of palms, tropical trees and shrubs, and succulents; they contain over 7,500 species.

**South Australia**

The Botanic Garden covers forty-five acres and contains collections of Australian and exotic plants from low rainfall and sub-tropical regions. In glasshouses are collections of tropical, ornamental and economic plants. Special collections include cacti and succulents, bromeliads, and begonias. An up-to-date and comprehensive botanical and horticultural library is maintained.

Mount Lofty Botanic Garden, of approximately 180 acres, was established in 1960 and is expected to be opened to the public by the mid-1970s.

The State Herbarium was established in 1952 and moved to the present building in 1965. It contains about 250,000 specimens.

The Zoological Gardens, opened in 1883, have an area of approximately 19 acres, and contain a fine collection of animals, reptiles, and birds.

**Western Australia**

A botanic garden and arboretum for the native plants of Western Australia is in King's Park, a reserve of almost 1,000 acres close to the centre of Perth. The West Australian collections at present comprise a total of 1,200 species of trees and wildflowers. Virtually all trees native to the southern half of the State, with the exception of some rare mallees, are represented in the arboretum.

Regular field work is undertaken to collect material and carry out botanical exploration. Seed of native plants collected is distributed to botanical institutions throughout the world and to private growers and nurserymen. An annual seed list offers from 900 to 1,000 species. About 8,000 packets of seed are distributed each year.

Research on propagation of native plants is carried on in the nursery and information acquired is passed on to growers through State branches of the Society for Growing Australian Plants and its journal. Facilities are provided for the employment and ancillary training of students enrolled in the three-year course of the *Western Australian Certificate of Horticulture and Park Administration*.

The Zoological Gardens at South Perth have an area of 44 acres and are under the control of the Zoological Gardens Board. Animals, birds and reptiles are exhibited. During the year 1968-69, 198,726 adults and 169,684 children visited the zoo.

**Tasmania**

The Royal Tasmanian Botanical Gardens adjoining Government House on the Queen's Domain contain a fine collection of exotic trees and shrubs and a small aviary.

There are three main privately owned wildlife sanctuaries and zoos, each with a few exotic animals, at Granton near Hobart, at Punch Bowl near Launceston and at Westbury, 20 miles from Launceston. The Launceston City Council keeps a small collection of animals and birds at City Park.

**Northern Territory**

The Darwin Botanical Gardens occupy eighty acres and feature tropical plants of both native and overseas origin. They are controlled by the Darwin City Council.

**Australian Capital Territory**

The Canberra Botanic Gardens on the lower slopes of Black Mountain have been under development since 1950. The gardens are on a 100-acre site and are being developed for the study of the botany, propagation, and cultivation of Australian native plants. The gardens were opened for public inspection in 1967 and were officially opened in 1970.

**Book publishing****Australian book publishing**

Statistics about Australian book publishing are prepared from data supplied by the National Library of Australia, which receives practically all books and pamphlets published in Australia (including the External Territories), although not necessarily in the year of publication.

The method of counting conforms with international practice. Each title is counted as one unit. The figures cover all non-periodical publications published in Australia. They refer to all publications of five pages or more and include pamphlets, new translations, and re-editions. They include government publications, educational textbooks, published university theses, etc., but exclude publications not available to the general public, advertising material, publications of transitory interest, musical works, and maps and charts.

**Number of publications received**

The following table shows the number of publications received by the National Library in 1969 by subject group and publisher. Trade publishers are those organisations set up predominantly for publishing, whose title output is significant and widely available throughout the bookselling trade. Comparative figures are given for receivals from 1965 to 1968.

**AUSTRALIAN PUBLICATIONS RECEIVED BY THE NATIONAL  
LIBRARY IN 1969: SUBJECT GROUP AND PUBLISHER**

	<i>Books</i>	<i>Pamphlets</i>	<i>Total</i>
<b>Subject group—</b>			
Bibliography, libraries, general . . . . .	47	53	100
Philosophy, psychology . . . . .	23	18	41
Religion, theology . . . . .	43	66	109
Social sciences . . . . .	566	866	1,432
Linguistics, philology . . . . .	53	8	61
Science . . . . .	206	155	361
Technology, business . . . . .	323	569	892
Art, amusement . . . . .	117	128	245
<b>Literature—</b>			
History of literature, literary criticism, anthologies, school editions . . . . .	30	7	37
Australian literature . . . . .	215	46	261
Other literature . . . . .	46	19	65
Geography, travel . . . . .	133	48	181
History, biography . . . . .	103	51	154
<i>All publications</i> . . . . .	<i>1,905</i>	<i>2,034</i>	<i>3,939</i>
<b>Publisher—</b>			
Government . . . . .	312	1,077	1,389
Trade . . . . .	1,059	223	1,282
Other . . . . .	534	734	1,268
<i>Total</i> . . . . .	<i>1,905</i>	<i>2,034</i>	<i>3,939</i>
<b>Annual receivals—</b>			
1968 . . . . .	1,716	1,714	3,430
1967 . . . . .	1,606	1,806	3,412
1966 . . . . .	n.a.	n.a.	3,026
1965 . . . . .	n.a.	n.a.	2,733

**Commonwealth Literary Fund**

The Commonwealth Literary Fund awards 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 creative writers who have achieved a nation-wide reputation for their work. The fellowships are awarded each year to writers who have proved their capacity and to writers of promise, to enable them to work full-time on a literary project. A fellowship carries a maximum value of \$6,000 a year.

The Fund also guarantees assistance to publishers who cannot wholly finance the publication of manuscripts which have outstanding literary merit.

Australian literature is now an accepted field of university scholarship but universities may still apply for a grant to enable lectures to be given on special occasions. In 1956 the Fund initiated a scheme of lectures to the general public and to schools, mainly in country areas, with the co-operation of State adult education authorities and Education Departments. All State adult education authorities receive grants for this purpose. The Fund also assists certain literary magazines.

The Fund is administered by a committee consisting of one representative of each of the three main political parties in the Parliament, the chairman being the Prime Minister. The committee is advised on all literary matters by an advisory board of six persons with literary qualifications.

**Commonwealth assistance to Australian composers**

In 1967 the Commonwealth Government appointed an advisory board to advise it on projects to encourage Australian composers. The purpose of Commonwealth aid in this field is to assist any project which will facilitate the performance of Australian compositions, and to promote a better

understanding of Australian music. On the advice of the Board, the Commonwealth provides financial assistance to enable composers to work full-time on compositions which are assured of performance; finances a scheme to enable young composers to gain experience in advanced techniques; assists the publication of scores which music publishers cannot wholly finance; assists to meet the costs of copying parts for performance; acquires copies of compositions for insertion in the Australian Society of Music Education Journal, to introduce school children to Australian music; and promotes Australian music overseas.

## Film production

### Australian National Film Board

The Australian National Film Board advises the Minister for the Interior on matters concerned with the production, acquisition and distribution of films required by Commonwealth departments for use within Australia on important matters of national interest and welfare, such as school and adult education, rehabilitation, social development, international understanding, trade and tourist expansion, and immigration; and for dissemination abroad to expand trade and commerce with other countries, to encourage tourist traffic with Australia, to improve Australia's relations with other countries and, where necessary, to explain Australia's national policies, and to encourage immigration.

The Board has twelve members, with the Director of the News and Information Bureau, Department of the Interior, as chairman and the remainder representative of Commonwealth departments, State government instrumentalities, and other interested organisations.

### Commonwealth Film Unit

The Film Division of the News and Information Bureau, Department of the Interior, is the official film production and distribution agency for Commonwealth departments and instrumentalities. It is referred to as the Australian Commonwealth Film Unit. It distributes theatrical and television Film Unit productions in Australia and overseas through its representatives at Australian official posts. Non-theatrical distribution in Australia is arranged in co-operation with State film distribution agencies, and through the National Library of Australia.

The Film Unit produces films for general exhibition, as well as training and special purpose films. In 1969-70 the Film Unit produced approximately 110 reels of new films and 150 reels of foreign versions of existing films. While many films are released commercially abroad, the emphasis is on distribution of educational and information films through non-theatrical circuits. Selected films have been recorded in most Asian and European languages and in Esperanto and Pidgin.

In addition to films made on its own initiative, the Commonwealth Film Unit produces films under the sponsorship of, or with the co-operation of, Commonwealth departments and other government instrumentalities. It participates in cultural events such as those surrounding Expo '70 in Japan.

## Censorship

### National Literature Board of Review

The National Literature Board of Review was established in 1968, following Commonwealth-State agreement, to achieve uniformity in the administration of laws relating to blasphemous, indecent or obscene publications of *prima facie* literary, artistic or scientific merit. In terms of the Agreement the Board is established under the Customs (National Literature Board of Review) Regulations. Appropriate Ministers of any State may, under the Agreement, refer works published or distributed locally to the Board for advice. Subject to retention of final responsibility by each Minister it is the intention of the Governments concerned not to act against a publication of merit which the Board advises is suitable for distribution in Australia.

### Film censorship

The Commonwealth Government's powers over censorship of films under the Customs Act extend only to imported films and imported advertising matter. Under that Act the Customs (Cinematograph Films) Regulations provide for the appointment of a Film Censorship Board whose function is to ensure that films and related advertising material coming within certain defined categories are not admitted into Australia. The Film Censorship Board may pass films in their original form, reject them, or pass them after eliminations have been made. Legislation passed by the State Governments of Victoria, Queensland, Western Australia, and Tasmania names the Commonwealth

Film Censorship Board as the censorship authority and vests in it the power to classify films as suitable for general exhibition or not. The State Acts give the Commonwealth Board the authority to censor films made in Australia for commercial exhibition and advertising.

The censorship organisation comprises a Censorship Board of seven persons and an appeal censor, the headquarters being in Sydney. Importers have a right of appeal to the Minister against decisions of the Board and the Appeal Censor.

*Thirty-five mm films for exhibition in picture theatres.* In 1969, 1,772 films comprising approximately six million feet, were censored. This represented approximately 1,144 hours screening time. Of these films, 688 originated in the United Kingdom, 386 in the United States of America and 698 in other countries. Principal suppliers among the last mentioned were: U.S.S.R. (124), Greece (78), Italy (75), France (74), Japan (35), India (22), Sweden, Germany (19 each), South Africa (17), Holland (16) and Yugoslavia (15). Included in these figures were 581 full-length feature films. Feature films came from the United States of America (185), the United Kingdom (84), Italy (57), U.S.S.R. (51), France, (41) Greece (36), Sweden (17), Yugoslavia (11), India, Israel and Japan (9 each). Sixty-one feature films were rejected and cuts were made from 146. There were 35 appeals; 21 against rejection, 2 against cuts and classification, 11 against cuts, and 1 against refusal to export. Four appeals were allowed and 31 disallowed.

Feature films classified as suitable for general exhibition numbered 176, and 344 were considered not suitable for children. Of the latter, 116 carried the special condition that all advertising should indicate that they were suitable only for adults. These classifications are advisory only. In addition to these imported films, 169 thirty-five mm films of 189,680 feet produced in Australia were cleared. These were mainly newsreels and documentaries intended for commercial exhibition or export.

*Sixteen mm films.* Excluding those imported for television use, 8,005 sixteen mm films of approximately 7 million feet were examined. These were films commercially produced for screening in theatres used by business undertakings for advertising and instructional purposes, and for screening in churches, schools and universities. They also included a number of 16 mm theatrical features, some having been previously imported in 35 mm. Three were rejected.

*Eight and 9.5 mm films.* Approximately 268,000 feet of 8 mm and 9.5 mm films were examined. One hundred and fifty-four films with an approximate footage of 16,100 feet were rejected.

*Television films.* In 1969, 7,325 films for use on television, predominantly 16 mm, of approximately 11 million feet, were censored. The films censored for television amounted to approximately 5,030 hours screening time. On a footage basis the United States of America supplied 67 per cent of the total imports and the United Kingdom 25 per cent. Nineteen television films were rejected outright and an additional 37 were classified as unsuitable for televising. Eliminations were made from 736. There were 20 appeals, 5 against rejection and 15 against classification, of which 2 were allowed and 18 disallowed.

*Foreign language films.* Countries other than the United Kingdom and the United States of America supplied 698 of the 35 mm foreign language films imported for theatrical exhibition, of which 312 were feature films. Generally, the dialogue is in a foreign language with explanatory English captions. A few have an English commentary and in some cases English dubbed dialogue. Of 8,005 sixteen mm films censored, 1,784 originated from non-English speaking countries. The chief supplying countries were Germany (339), France (318), Japan (249), Italy (215), India (97), Holland (91), Switzerland (55), Czechoslovakia (51), USSR and Poland (47 each), Sweden (43), Yugoslavia (19), and Denmark (18).

*Export of films.* The quantity of films exported for the year was approximately 2.5 million feet, consisting mainly of newsreels, advertising films and documentaries. This footage included in many cases several prints of the one film. It also included large quantities of exposed negatives sent overseas for processing.

## Cultural organisations

### Arts Council of Australia

The Arts Council of Australia has divisions in the Australian Capital Territory, New South Wales, Victoria, Queensland, South Australia, Tasmania and the Northern Territory. The New South Wales Division has over 50 branches, Queensland has over 40, South Australia 22 and Tasmania 8. A Federal Secretariat was opened in Canberra in 1969.

The Arts Council Divisions receive State Government grants through the Departments of Education in New South Wales, Queensland and South Australia. Some activities of the Council are supported financially by non-metropolitan local government bodies. The New South Wales Division is represented on the Adult Education Advisory Board in that State, and on the Music Committee of Unesco. The Tasmania Division is represented on, and works closely with, the Adult Education Board of that State.

The Arts Council works to bring the arts to country centres and metropolitan and country schools and is concerned with taking the arts to children. Tours of high standard companies in opera, ballet, drama, puppets, etc., operate throughout the year. The Arts Council works closely with the Australian Ballet, the Australian Trust Opera and the Old Tote Theatre Company in organising country tours for these bodies.

The Council handles a wide range of art exhibitions in city and country areas. Summer schools and other courses for drama, painting, pottery, music, and other arts are an established feature of the work of the New South Wales and Queensland Divisions, as are weekend schools of drama, music, painting and pottery.

Yearly drama festivals are conducted. The New South Wales Division sponsors biennial arts festivals in Sydney (North Side Arts Festival), with the fifth festival being planned for August 1971. The Queensland Division of the Arts Council organises an annual Summer School of the Arts.

School tours are organised in New South Wales and Queensland.

#### **Australian Elizabethan Trust**

The Australian Elizabethan Theatre Trust presents drama, opera, ballet and puppetry throughout Australia. It receives annual grants from the Commonwealth Government, the State Governments and city councils and its income is supplemented by subscriptions from members and donations from business houses.

In the field of drama it has presented, *inter alia*, about 35 works of Australian playwrights since 1954, some of which were subsequently presented overseas. The Australian Ballet has visited all mainland capitals and New Zealand and has performed world premieres of ten commissioned ballets since 1964. The Australian Opera, formerly the Elizabethan Trust Opera Company, became independent of the Trust in 1969 but works in close alliance with it. It has presented overseas guest artists, conductors and producers, and since 1956 it has given more than 1,600 performances of forty operas in all States and the Australian Capital Territory. It is intended that other performing companies created by the Trust will eventually be autonomous, with the Trust acting as an entrepreneur. The Trust has also been associated with commercial managements in the presentation of overseas attractions and large-scale musicals.

In 1965 the Trust and Arts Council of Australia jointly formed the Marionette Theatre of Australia to promote puppetry. The Theatre now operates solely under Trust sponsorship.

Each year a number of special companies present Shakespeare and other curricular plays for schools in all States, and units of singers and dancers perform a similar educational function in bringing opera and ballet to school audiences.

The Trust is associated with the University of Melbourne in the Melbourne Theatre Company, with the University of New South Wales Drama Foundation in the Old Tote Theatre Company, and with the South Australian Theatre Company. Assistance is given to the Adelaide Festival of Arts, the Festival of Perth, the Perth Playhouse, the National Theatre and Fine Arts Society of Tasmania, and other companies. From a special commissioning fund the Trust commissions theatrical works in all major forms from Australian creative artists.

The Trust is associated with the University of New South Wales and the Australian Broadcasting Commission in maintaining the National Institute of Dramatic Art, which provides a training ground for young Australian actors, producers and technicians. The Australian Ballet School, maintained by the Trust in Melbourne, performs a similar function for selected ballet students.

#### **Australian National Trusts**

The Australian National Trusts were founded to further the preservation of lands, places, buildings, works, and articles which are of national importance by reason of educational, aesthetic, historic, architectural, artistic, scientific, cultural, or other special interest.

The first Australian National Trust, the National Trust of Australia (New South Wales), was formed in 1945. Since then National Trusts have been formed in each of the other States. The Trusts in New South Wales, Queensland, South Australia, and Western Australia have statutory authority, and those in Victoria and Tasmania are incorporated under the Companies Acts of their respective States. The Australian Council of National Trusts was incorporated in 1965 to co-ordinate the activities of the State National Trusts and represent them at the federal level and internationally.

Membership of the National Trusts is open to all individuals and organisations. Total membership throughout the Commonwealth is approximately 26,500. The Trusts are financed by members' subscriptions and donations from individuals and commercial and industrial organisations, the proceeds of charges for entry to Trust properties and the fund-raising activities of members, including inspections of historic houses. In some States the Trusts are subsidised by the State Governments.

The number of properties owned or controlled by the Trusts exceeds sixty. These include houses, natural reserves, a powder magazine, a police station, a gaol, two paddle steamers and a hulk, a joss house, and a garden. The Trusts have also established a register of buildings (totalling several thousand) which they consider should be preserved in the national interest because of their historical and or architectural significance.

#### **Historic Memorials Committee**

The *Historic Memorials Committee* was established in 1911 for the purpose of securing portraits of distinguished Australians who had taken an active part in Federation. Later the Committee decided to obtain portraits of all Governors-General, Prime Ministers, Presidents of the Senate, Speakers of the House of Representatives, and other notable Australians. In addition the Committee has commissioned paintings recording special events connected with the Commonwealth Parliament.

The Committee comprises the Prime Minister (Chairman), the President of the Senate, the Speaker of the House of Representatives, the Vice-President of the Executive Council, the Leader of the Opposition, and the Leader of the Opposition in the Senate. The Art Advisory Board, *see* below, assists the Committee by advising on portraits to be commissioned.

#### **Commonwealth Art Advisory Board**

The Art Advisory Board, which consists solely of artists, advises the Commonwealth Government on all artistic matters as well as assisting the *Historical Memorials Committee*. It also purchases works of art for the National Collection, for which \$250,000 was provided in 1969-70. In addition, the Board is acquiring a collection of South-East Asian art and Melanesian artefacts which, together with the National Collection, will be housed in the proposed Australian National Gallery.

On behalf of the Government, the Board organises and finances exhibitions of Australian art in overseas countries and contributes towards the cost of exhibitions from overseas arranged by State Art Galleries. \$60,000 was provided for this purpose in 1969-70.

### **SCIENTIFIC AND INDUSTRIAL RESEARCH IN AUSTRALIA**

A special article on Science and Technology in Australia, prepared by the Commonwealth Scientific and Industrial Research Organization of Australia, was included in Year Book No. 49 (*see* page 781). A short account of the development of research in Australia and of the governmental and university organisations engaged in research was included in Year Book No. 53 (*see* pages 650-2).

The following is a brief description of the research activities of selected Commonwealth Government agencies and scientific societies.

#### **Australian Industrial Research and Development Grants Board**

To encourage industrial research and development in Australia the Government introduced the *Industrial Research and Development Grants Act 1967*. The legislation, administered by the Australian Industrial Research and Development Grants Board, provides for the payment of grants on a dollar for dollar basis to Australian manufacturing and mining companies for increased research and development expenditure.

Companies employing professional research staff are assisted in their own research and development, but the Act also provides for companies to contract research and development with approved research organisations.

The first grants to industry under this Act were made in 1968 and the Government provided \$10.8 million for this purpose in 1969-70. Special taxation concessions also apply to expenditure on research and development.

#### **Commonwealth Scientific and Industrial Research Organization**

The Commonwealth Scientific and Industrial Research Organization (CSIRO) is Australia's largest civil scientific body and now has a staff of about 6,200 including some 2,000 professional scientists. Its main function is to carry out scientific research for the primary and secondary industries of the Commonwealth and its Territories. It does not conduct defence research, medical research or atomic energy research. The other powers and functions of CSIRO as defined in the Science and Industry Research Act of 1949, include:

the training of scientific research workers and the awarding of scientific research studentships and fellowships;



- the making of grants in aid of pure scientific research;
- the recognition or establishment of associations of persons engaged in any industry, for the purposes of carrying out industrial scientific research and the co-operation with, and the making of grants to, such organisations;
- the testing and standardisation of scientific apparatus and instruments and the carrying out of scientific investigation connected with standardisation;
- the collection and dissemination of information relating to scientific and technical matters;
- the publication of scientific and technical reports, periodicals and papers.

### Organisation

CSIRO is a statutory corporation operating under its own Act of Parliament and exercising its powers subject to the regulations and the approval of the Minister for Education and Science.

The governing body of the Organization is the Executive, which is located in Canberra and consists of nine members appointed by the Governor-General. There are five full-time members, one of whom is chairman, and four part-time members. At least five of the members must possess scientific qualifications. The Executive is responsible to the Minister for the policy and the work of the Organization.

For carrying out its research work, CSIRO is divided into four major group laboratories and a number of Divisions and Sections. The four group laboratories are the Animal Research Laboratories comprising four Divisions, the Chemical Research Laboratories comprising five Divisions, the National Standards Laboratory comprising two Divisions, and the Wool Research Laboratories comprising three Divisions. There are also twenty-one independent Divisions in other research fields and an additional three independent Sections. The Head Office is in Melbourne but will transfer to Canberra in 1971. Regional administrative officers are located at Brisbane, Canberra, Melbourne, and Sydney. The Organization also maintains the Australian Scientific Liaison Office in London and the Office of the Scientific Attaché in Washington.

Since the Organization's activities are Commonwealth-wide and often involve extensive field work, a number of branch laboratories and field stations have been established in various parts of Australia.

The Organization's total budget for 1969-70 was about \$53,600,000. Nearly four-fifths of this was provided by the Commonwealth Government, while much of the remainder was provided by trust funds which have been set up by various primary producer groups. The largest of these is the Wool Research Trust Fund, but the wheat, dairy, meat, and tobacco industries also contribute substantial amounts. The funds are derived from a levy on produce matched by a Government contribution.

### Mount Stromlo and Siding Spring Observatories

Mount Stromlo Observatory and Siding Spring Observatory are the two astronomical research stations of the Research School of Physical Sciences, Australian National University. The staff of the observatories are academic staff of the University's Institute of Advanced Studies. The permanent headquarters of the observatories are located at Mount Stromlo, together with the library, laboratories and offices of the scientific staff. The older telescopes are located on Mount Stromlo, the newer ones on Siding Spring Mountain. At Siding Spring there is a lodge to house the astronomers, permanently based at Mount Stromlo, who visit for short periods to make observations there.

The observatories constitute the principal centre of optical astronomical research in the southern hemisphere. Their research facilities are second only to the great observatories of the south-western United States, and because of their geographical latitude observations can be made on parts of the sky permanently inaccessible to northern astronomers. The functions of the observatories are to carry out original investigations (both observational and theoretical) in astronomy and astrophysics, and to provide post-graduate training for future Australian astronomers.

The direction of the researches conducted depends on the steadily widening interests of the staff and scholars as the subject of astronomy itself rapidly progresses. Areas of permanent interest to which the observatories have made important contributions include the evolution of stars and of stellar systems, the study of the Magellanic clouds and their globular star clusters, the chemical composition of the stars and the study of pulsating stars. The results of the work carried out at the observatories are published in international scientific periodicals, principally in the *Monthly Notices of the Royal Astronomical Society* and the *Astrophysical Journal*.

Mount Stromlo Observatory is situated at 35° 19' 16" south latitude and 149° east longitude at an altitude of 2,560 feet. It is on the summit of a ridge of low hills in the Australian Capital Territory seven miles west of the city of Canberra. The first regular scientific work was started at this site in 1925, and the Observatory was incorporated in the Australian National University in 1957. The main instruments are 30-inch, 50-inch and 74-inch reflecting telescopes and associated spectrographs, photometers and spectral scanners.

Siding Spring Observatory was established in 1965. It is located at 31° 16' south latitude and 148° 41' east longitude at an altitude of 3,820 feet and occupies the summit of Siding Spring Mountain in the Warrumbungle Ranges, near Coonabarabran, New South Wales. This site has one of the best climates for astronomical research to be found anywhere in Australia—considerably better than that at Mount Stromlo. The instruments at present operating at Siding Spring Observatory include a 40-inch and a 24-inch reflector. Work is proceeding on the installation of a 150-inch reflecting telescope due for completion in 1973. The project is being jointly funded by the Department of Education and Science and the United Kingdom Government.

## Australian Atomic Energy Commission

### Functions of the Commission

The Australian Atomic Energy Commission is a statutory corporation which functions under the direction of the Minister for National Development. It consists of five members. The Commission is responsible for undertaking and encouraging the search for and mining of uranium and is empowered to co-operate with the appropriate authorities of the States in connection with these and related matters. It is authorised to develop the practical uses of atomic energy by constructing and operating plant for this purpose, carrying out research, and generally fostering the advancement of atomic energy technology. A detailed description of its activities is contained on pages 560–562 of Year Book No. 55.

### Nuclear Power

In October 1969 the Commonwealth Government announced a proposal to build a nuclear power station of 500 megawatt capacity at Jervis Bay, on the New South Wales south coast, by 1975, subject to a satisfactory tender. This followed discussions early in 1969 between the Commonwealth and all State Governments.

The project will be undertaken in collaboration with the Government of New South Wales and its Electricity Commission. The station is to be financed and owned by the Commonwealth, and the power will be supplied to the State electricity network. New South Wales is being asked to guarantee the long-term power requirements of the Australian Capital Territory. The Commonwealth will supply the fuel and retain the spent fuel.

A detailed programme of environmental surveys, including meteorology, tides, currents and marine life, is being undertaken to ensure that the power station causes the minimum of disturbance to the environment.

### Associated training and research organisations

The Australian Institute of Nuclear Science and Engineering comprises the Australian Atomic Energy Commission and Australian universities. The Institute's operations are financed by membership subscriptions and a Commonwealth Government grant which amounted to \$150,000 in 1968–69. The purpose of the Institute is to stimulate research and training in nuclear science and engineering within the universities and to arrange access for university research workers to the highly specialised equipment at the A.A.E.C. Research Establishment.

The Australian School of Nuclear Technology is jointly sponsored by the Commission and the University of New South Wales. Courses are being offered in nuclear technology, production and use of radioisotopes, radiological safety, health physics, and other related topics.

### Scientific societies

#### Royal Societies

The following table contains the latest available statistical information about the Royal Societies in each State and in the Australian Capital Territory.

ROYAL SOCIETIES, DECEMBER 1969

	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>A.C.T.</i>
Year of charter . . . . .	1866	1859	1884	1880	1913	1844	1930
Number of members . . . . .	375	580	278	285	248	569	152
Volumes of transactions issued (a) . . . . .	102	83	80	93	58	103	..
Number of books in library . . . . .	33,585	33,000	71,954	25,000	7,820	37,000	..
Societies on exchange list . . . . .	395	336	301	362	245	317	..

(a) Cumulative total

#### Australian Academy of Science

The Australian Academy of Science is the national institution representing science in Australia. Constituted by Royal Charter in 1954, the Academy promotes scientific knowledge and research, maintains standards of scientific endeavour and achievement in the natural sciences in Australia, and recognises outstanding contributions to the advancement of science. The Academy represents Australian science and scientists at the national and international level, co-ordinates Australian contributions to international co-operative scientific ventures, organises meetings of scientists, holds symposia, and arranges for visits of scientists from other countries to Australia. It also administers research fellowships provided by industry.

Its Fellows (designated F.A.A.) are eminent in some branch of the physical or biological sciences in Australia, occupying professional positions in universities, the Commonwealth Scientific and Industrial Research Organization, other research organisations, and industry. A few places are reserved for Fellows who have rendered conspicuous service in the cause of science. No more than seven new Fellows are elected in any one year. Its present membership is about 130 Fellows.

The Academy is financed by general purpose grants from the Commonwealth Government and considerable private benefactions. In 1969-70 the Academy received from the Government \$180,300, including \$55,300 for the International Biological Programme. The Academy is managed by an elected council comprising a president, treasurer, three secretaries and ten ordinary members who are drawn equally from the physical sciences and biological sciences. Chief administrative officer is the Executive Secretary, who is not a Fellow. Its conference centre is in Canberra.

#### Australian and New Zealand Association for the Advancement of Science (ANZAAS)

This Association was founded in 1887. Its objects are 'the advancement of science and scholarship through the connection of knowledge and the promotion of a spirit of co-operation among scientific workers, scholars and those in sympathy with science and scholarship generally, especially in Australia, New Zealand and the Australian Territories'. The 42nd ANZAAS Congress was held in Port Moresby on 17 to 21 August 1970, and the 43rd Congress will be held in Brisbane, 24 to 28 May 1971.

The ANZAAS Central Office is in Sydney and Divisions operate in New South Wales, South Australia and Western Australia.

#### Other scientific societies

The Linnean Society of New South Wales, with headquarters in Sydney, was founded in 1874 for 'the cultivation and study of the science of natural history in all its branches'. The Society publishes proceedings, maintains a library, and offers research fellowships. Ninety-three volumes of proceedings have been issued and the library has some 19,000 volumes. The Linnean Macleay Fellowship for research in natural history is offered annually to graduates of the University of Sydney who are members of the Society and resident in New South Wales. The membership at the end of 1969 was 305.

The British Astronomical Society has a branch in Sydney and there are more than 200 other learned societies devoted to the study of particular sciences. Some of these, including the Royal Australian Chemical Institute and the Institution of Engineers, Australia, are qualifying bodies, admission to which is by qualification only. Other, such as the Institute of Food Technologists, are open to any interested person. Some societies, such as the Australian Biochemical Society, have annual symposia of a very high standard. A great many of these bodies publish appropriate journals.