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SECTION XXII.

PUBLIC INSTRUCTION.

§ 1. Early History of Primary Education in Australia.

1. **Primary System of New South Wales.**—(i.) *Place of New South Wales in Australian Education.* The first settlement in Australia being in New South Wales, it is but natural that Australian education should have its beginnings in that State. In the evolution of educational method and system in Australia, New South Wales also has played a leading part and had practically a dominating influence. For that reason a sketch of the evolution of education in New South Wales contains, as it were, the key to the understanding at the Australian attitude to this question.

(ii.) *Early Difficulties.*¹ Although the instructions issued to Governor Phillip, under whose supervision the first settlement in Australia was founded, contained the direction that 200 acres near every township should be reserved for the maintenance of a schoolmaster, and there were many children in the "First Fleet," no teacher was sent with that fleet, and it was not until 1792, four years after the foundation of the colony, that any interest in the well-being of the children was manifested. The first chaplain, the Rev. R. Johnson, lamenting the neglected condition of the children, suggested that educated persons might be found to undertake the duties of teachers, if means were provided to pay them. With this object he appealed to the Society for the Promotion of the Gospel in Foreign Parts, and that body granted the sum of £40—£10 for each of the four teachers.

The first building used as a school-house was that built as a church for the Rev. R. Johnson, and was wilfully burnt down. Governor Phillip states that in this building from 150 to 200 children were educated under the immediate superintendence of the clergyman. Governor Hunter seems to have been concerned about the juveniles of his charge, for, in his despatch dated August, 1796, he wrote that "a public school for the care and education of the children is much wanted to save them from certain ruin." Though the Ministry of the day turned a deaf ear to his appeals, the Church Society in London resolved to extend assistance to the new settlement, and to begin with holding out encouragement to schoolmasters and schoolmistresses as the most likely means of effecting a reformation. Very little, however, was done; and in March, 1802, Governor King reported "the children numbered 1002, and finer or more neglected children are not to be met with in any part of the world."

(iii.) *Voluntary Effort.* The first voluntary effort to establish a school was made at the Hawkesbury, the leading farming centre of the population. The settlers not having the means to erect a school-house, the Governor had it built at the expense of the Crown, and obtained from the settlers signatures to an instrument, engaging themselves and their heirs, &c., for the term of fourteen years to pay the annual sum of 2d. per acre for all lands granted by the Crown and held by them for the purpose of providing a maintenance for such persons as might be appointed to teach the children. This is the first instance of a "school-rate" in Australia, and was imposed before a similar rate was thought of in England.

1. The following sketch (paragraph ii. to viii.) is contributed by P. Board, M.A., Under-Secretary of Public Instruction, and Director of Education, New South Wales.

Governor Bligh appears to have shown great interest in the education of youth. Writing in February, 1807, he refers to the work of regulating schools in the towns and watching over the rising generation, and states: "At present we are doing all in our power to educate the children, having nearly 400 of them under tuition in the different parts of the colony."

(iv.) *State Grants.* From 1810 schools were generally established by the various churches by means of grants from the State. This aid was derived from certain Customs duties called the "Orphan Dues," because the first charge upon them was for the maintenance and education of orphan children. The money was applied chiefly to the payment of teachers' salaries. Each school was wholly independent of others; there was no system or general aim prescribed by a competent authority. Religious instruction, including the Church Catechism, was universally given without regard to the denomination of the pupils; in point of fact, the schools were almost entirely Church of England institutions.

(v.) *Denominational Education.* In 1831 Sir Richard Bourke became Governor, and in his first address to the Legislative Council he recommended a liberal provision for the religious instruction and education of the people, and in 1836 he advised that the "Irish National System of Education" be introduced into the colony. Though the proposal was approved by the Home Government, and was warmly supported by Sir George Gipps, who succeeded Bourke, it was opposed so strongly that for several years nothing was accomplished except that the National System was brought under the notice of the colonists and its principles made familiar to them.

(a) *Advantage of a General System over a Denominational one.* In June, 1844, Mr. Robert Lowe, afterwards Lord Sherbrooke, carried a resolution in the Legislative Council appointing a Select Committee to inquire into and report upon the state of education in the colony, and to devise means of placing the education of youth upon a basis suited to the wants and wishes of the community. In August following, the Committee reported that the state of education was extremely deficient. There were 25,676 children between the ages of 4 and 14, of whom 7642 received instruction in the State-aided Denominational Schools, and 4865 in Private Schools, leaving about 13,000 children who received no education at all. The report stated that the Committee were convinced of the superiority of a general over a denominational system, and therefore recommended that one uniform system be established for the whole of the colony, and that an adherence to that system should be made an indispensable condition under which alone aid should be granted. In support of these views, resolutions were carried in the Council, but only by a majority of one—"That it is advisable to introduce Lord Stanley's System of National Education"; "that in order to introduce this system, His Excellency the Governor be requested to appoint a Board of persons favourable to the introduction of Lord Stanley's National System of Education, and belonging to the different religious denominations: this Board to be invested with a very wide discretion as to the arrangements necessary for carrying the system into effect, and all funds to be henceforth applied for the purpose of education to be administered by them. The leading principle by which the Board of Education shall be guided is to afford the same facilities for education to all classes of professing Christians, without attempt to interfere with the peculiar religious opinions of any, or to countenance proselytism; and that the Board be incorporated."

(b) *Board of Denominational Education.* The supporters of the denominational system were strong enough to maintain the *status quo* till 1848, when the Board of National Education was incorporated, and to secure aid for their own schools. A Board of Denominational Education, consisting of one representative each from the Church of England, and the Roman Catholic, Presbyterian, and Wesleyan Churches was appointed to distribute the sums voted for the maintenance of Denominational Schools. The management of these schools was thus practically left to the heads of the denominations mentioned.

At this time the Denominational Schools were attended by 11,725 children, and the grant from State funds for the year 1847 was £8450. It should, of course, be borne in mind that New South Wales then included the territories known as Victoria and Queensland.

(vi.) *Inception of the National System.* The "National System" may therefore be said to have commenced in 1848, and by the end of that year four schools were under the supervision of the Board. In 1849 the number had increased to twenty-five. In 1850, the year before the colony of Victoria was formed, the returns were: National Schools, 43 in operation, and 52 in course of formation; pupils enrolled, 2725; expenditure, £7300. In this expenditure a large balance brought forward from the previous year was included. Denominational Schools, 185; pupils enrolled, 11,581; expenditure from State funds, £8350.

(a) *Rivalry of Systems.* For eighteen years these two educational bodies co-existed, created by the same authority and supplied with funds from the same source—the public Treasury. Each was of necessity the rival of the other, and in numerous instances competed for the same pupils. The progress of the one was secured at the expense of the other; and instead of mutual help and co-operation in the important work of education, jealousy of each other's success and division and consequent waste of means were the inevitable results. Numerous applications were made to the National Board for the establishment of schools, but as an indispensable condition was that one-third of the cost of building and equipment was to be contributed by the applicants, it can be easily understood that schools did not increase with great rapidity. In 1857 regulations for the establishment of non-vested schools, or schools not erected by or belonging to the Board, were introduced. These non-vested schools were instrumental in bringing the means of education into places where none would have otherwise existed, and met with such favour that, during the first year of their existence, sixty-six applications for aid were made. This marked increase brought the National System more widely before the public, and virtually decided the question that further legislation was necessary, and that the anomaly of dual Boards supported by State funds could no longer be continued. Several attempts to introduce a general system were made, but as the proposals tended to maintain to some extent the denominational system, they received little support either from the legislature or the public.

(vii.) *The New South Wales Public Schools Act of 1867.* It was not till 1866, when Mr. (afterwards Sir Henry) Parkes introduced the "Public Schools Act,"¹ or "an Act to make better provision for Public Education," that the long-desired change was effected. This Act came into operation in January, 1867, and introduced very important changes. By its provisions the administration of primary education was committed to a single governing body, thus ensuring a greater measure of consistency in educational policy. A Board of Education, consisting of five members, under the designation of the Council of Education, was incorporated, and entrusted with the expenditure of all moneys appropriated by Parliament for primary education. It was, moreover, empowered to make regulations having the force of law, unless disallowed by express resolution of both Houses within one month of the date of their being submitted to Parliament. These great powers enabled the Council of Education to carry on the work of instruction without restrictions from any quarter except those imposed by law.

(a) *Classes of Schools.*¹ The Public Schools Act recognised four classes of schools. Authority was expressly conferred upon the Council to establish and maintain Public Schools¹ in localities where twenty-five children would regularly attend; and it was also provided that such schools should, whenever practicable, take precedence of all others supported by Parliamentary grants. Secondly, the Council was permitted to grant aid to Denominational Schools under certain restrictions as to the number of pupils, the condition of the buildings, and the distance of Public Schools from those on behalf of

1. The term "Public School" in New South Wales denotes a State school of primary grade.

which assistance was sought; they were required to follow the course of instruction prescribed for Public Schools, and to be open to inspection in the same manner; and the Council was empowered to withdraw certificates, and therefore aid, in case these conditions were infringed. Thirdly, Provisional Schools were to be established in places where a sufficient number of children for a Public School could not be secured. Fourthly, a class of schools was instituted where the teacher divided his time between two small schools, with about ten or twelve pupils at each, called "Half-time Schools." The Public Schools Act provided that the instruction to be given in all these schools should consist of two parts, secular and religious, secular instruction, however, being held to include *general* religious teaching, as distinguished from polemical, or dogmatic, theology, and from the tenets of particular denominations. In the Denominational Schools the ordinary teachers were permitted to give the special religious teaching, while in the other schools that duty was handed over to the clergy or to other duly accredited religious teachers.

(b) *National Education Boards.* The local oversight of schools was provided for by the appointment of Boards of not less than three members appointed by the Governor on the recommendation of the Council of Education, but such Boards had nothing to do with the appointment or dismissal of teachers, although in the case of Denominational Schools they were consulted.

(c) *Work of the Council of Education.* The benefits conferred upon the colony by the Council of Education were very great. Under its auspices school buildings of modern type as regards position, shape, size, and equipment were introduced, effective discipline was enforced, and systematic and progressive instruction arranged for. That Board also instituted the appointment and training of "pupil teachers," the training, examination and classification of teachers, and a liberal scale of remuneration, together with a comprehensive system of inspection.

The Council of Education took over 259 National Schools, attended by 19,641 pupils, and 310 Denominational Schools, attended by 27,986 pupils, a total of 569 schools and 47,627 pupils.

(viii.) *The New South Wales Public Instruction Act of 1880.* The Public Schools Act continued in force until 1880; and though the system established by it was essentially one of transition, education made good progress during the thirteen years it was in force, especially after 1875, when the Legislative Assembly passed a resolution abolishing the provision that one-third of the cost of school buildings should be contributed locally, and directing that in future the entire cost of public schools should be defrayed by the public funds.

The principle of granting aid to Denominational Schools was, however, repugnant to the feelings of the majority of the people, who felt that the work of public instruction, being of such magnitude and involving so large an expenditure from the public funds, ought to become a department of the Government and be placed in the hands of a Minister directly responsible to Parliament. Accordingly, in 1880, an Act embodying these principles was introduced under the auspices of Sir Henry Parkes, and the "Public Instruction Act," now in operation, became law. The Council of Education handed over to the Minister of Public Instruction:—

Items.	Public.	Provisional.	Half-time.	Denom- inational.	Total.
Number of Schools...	705	313	97	105	1,220
Number of Pupils ...	68,823	8,312	1,683	22,716	101,534

(a) *Essential Features of the Act of 1880.* The most important provisions of the Public Instruction Act are:—(1) Primary School education is placed under the sole direction and control of a responsible Minister; (2) Teachers are made civil servants, and are paid exclusively from the public funds; (3) The system is wholly undenominational:

all aid to Denominational Schools ceased on 31st December, 1882; (4) Attendance at school is made obligatory upon children between the ages of six and fourteen years, who reside within two miles of the school, for seventy days in each half-year, unless just cause of exemption can be shewn; (5) The teaching is strictly secular, but the words "secular instruction" are held to include general religious teaching as distinguished from dogmatic and polemical theology: the History of England and Australia must form part of the course of secular instruction; (6) High schools for boys and girls may be established, in which the instruction shall be of such a character as to complete the Public School curriculum and prepare the pupils for the University; (7) Provision is made for constituting Public School districts and for the appointment of School Boards with defined powers and duties; (8) School children are allowed to travel free by rail to the nearest Public School; (9) Four hours during each day must be devoted to secular instruction, and one hour set apart for special religious instruction to be given in a separate class-room, if procurable, or in a separate part of the school-room, by a clergyman or religious teacher of any denomination to children of the same denomination whose parents have no objection to their receiving such religious instruction: if no religious teacher attends the full five hours must be devoted to the ordinary secular instruction.

(b) *The Question of School Fees.* Prior to the passing of the "Public Instruction Act of 1880" there were varying scales of school fees, and the fees were then retained by the teachers as part of their emoluments. The Act of 1880, however, readjusted teachers' salaries, and a fixed fee of threepence per week was charged, and the amount thus derived was paid into the Consolidated Revenue of the State. These payments amounted in late years to upwards of £80,000 per annum.

In 1906 Parliament passed an Act to abolish the payment of fees in Primary and Superior Public Schools of New South Wales, taking effect as from the 8th October of that year.

2. Primary System of Victoria.—This State, originally known as Port Phillip, was separated from the parent State of New South Wales in 1851. The system of dual control of educational matters, alluded to in the preceding section, was also in force in Victoria up to the year 1862, when the "Common Schools Act" dissolved the two Boards, and appointed instead a Board of Education consisting of five laymen. Up to this time, and until the passing of the Act of 1872, school fees, varying from 6s. to 2s. 6d. weekly, were charged, except in the case of those children whose parents were in necessitous circumstances. The Act of 1862 was not found to work with entire satisfaction, chiefly on account of its failure to provide anything like an equal distribution of educational facilities, and it was superseded by the Education Act of 1872, which came into operation on the 1st January, 1873. Under this Act the Board was abolished, and a Department of Education established, and placed under the control of a Minister of Public Instruction, while the principle of "free, secular, and compulsory education" was instituted. Boards of Advice were empowered to decide whether religious instruction should or should not be given out of school hours. Free instruction was given in the following subjects:—Reading, writing, arithmetic, grammar, geography, gymnastics (where practicable), and needlework for girls. Teachers were paid, in addition to fixed salaries, an amount as "Results," not exceeding 50 per cent. of their fixed salaries, and determined by the percentage of marks gained at the annual examinations. Amending Acts were passed in October, 1876, and November, 1889, while the Education Act of 1890 consolidated the whole of the legislation dealing with the subject. Under the Education Act of 1901 the system of payment by "results" was abolished. The Act also provided for a permanent head of the department with the title of "Director." Provision was made for more regular attendance of scholars by enacting that the minimum attendance of children of the school age of six to thirteen years was to be raised from forty school days per quarter to 75 per cent. of the whole number of half-days on which the school was open. Regulations were also made for the establishment of Continuation and Kindergarten Schools. The minimum age of exemption from school

attendance was fixed at twelve years. The subjects of free instruction in the primary schools were defined to be reading, writing, arithmetic, grammar, geography, history, drill, singing, drawing, elementary science, manual training, gymnastics, and swimming (where practicable), lessons in health and temperance (in case of children over nine years of age); sewing, cooking, and domestic economy for girls.

The Education Act of 1905, also known as the "Truancy Act," provides, amongst other things, that the limit of school age shall be fourteen instead of thirteen years. The minimum attendance was fixed at eight times in any week on which the school is open ten times, six times when the school is open eight times, and four times when the school is open six times, the word "times" meaning school half-days. Some important provisions in regard to the classification and emoluments of teachers were embodied in the Teachers Act of 1905, which came into force on the 1st January, 1906.

During the period of depression which followed the financial crisis of 1893 a number of schools were temporarily closed in Victoria, while, in the case of schools in closely-populated centres, a principle of amalgamation was put in force under which certain schools became what was termed "adjuncts" to others. A main school and its adjunct were both placed under the control of one principal, but the attendance at the adjunct was restricted to children in the first, second, and third classes. The number of schools at first made into adjuncts was sixty-nine, but the total was later on reduced until in 1907 there were only twenty institutions in this class.

Improvement was made in Victorian educational methods consequent on the Report of the Royal Commission of 1899. Inclusive of those already mentioned which were made the subject of legislative action, the training of teachers was placed on a more systematic basis, by discouraging the employment of pupil teachers and providing better for the proper tuition, in suitably-equipped institutions, of recruits to the ranks of the service. Allusion to the question of training teachers will be made in a later section. Further, the Kindergarten teaching was systematised, and an expert was engaged to instruct infant teachers in approved methods, while special attention was given to the subjects of hand and eye work and natural science, in order to obtain the best practical results from the teaching.

Woodwork, cardboard modelling, and paperwork were introduced in 1900, and in 1907 there were twenty single centres for woodwork, each accommodating 200 boys, and one double centre, accommodating 400 boys. Additional teachers are also being trained, and Sloyd classes will be established in some of the smaller country towns. Attention is being given to the subjects of domestic economy and cooking. Twelve cooking centres are now open, giving instruction to 1556 girls. A College of Domestic Economy was opened in Melbourne in 1906, with an enrolment of eighty students. The Teachers' Registration Board, which is to some extent concerned with primary as well as with secondary education, will be referred to under the latter heading.

3. Primary System of Queensland.—From the date of its separation from New South Wales on the 10th December, 1859, up to the 30th September, 1860, primary education in Queensland was under the control of a Board of National Education, appointed by the Governor-in-Council. When the Board took office there were only two national schools in the colony. The Act of 1860 placed the control in the hands of what was termed the "Board of General Education," which consisted of five members, presided over by a Minister of the Crown. The duties of the Board were to superintend the formation and management of primary schools within the colony, and to administer the funds granted for this purpose by the Act. The scheme of operation followed in general principles the Irish National system. There were two classes of schools, vested and non-vested, the vested being unsectarian in character. The non-vested belonged to the Anglican or Roman Catholic Churches, who provided the buildings and appointed the teachers, the Board aiding by granting teachers' salaries and supplying school material. The Act of 1860 was superseded by the State Education Act of 1875, which came into operation in January, 1876, and is still in force. By the Act of 1876 the Board of Education was abolished, and its functions transferred to the Department of

Public Instruction, under the official control of a Minister of the Crown, with the title of Secretary for Public Instruction. State aid to non-vested schools was withdrawn from the 31st December, 1880.

The Act in force provides for two classes of schools, State and Provisional, State Schools to include schools conducted in buildings erected on land vested in the Department of Public Instruction, and Provisional Schools to be schools in which temporary provision is made for the primary instruction of children. As pointed out by the Director in a recent report, however, the term "provisional" is in many cases a misnomer, as the buildings are well and solidly built, and likely to fulfil all educational requirements in their districts for a considerable time. Half-time schools are provided in thinly-peopled areas, and itinerant teachers visit families in the remoter districts. One-fifth of the cost of State School buildings is provided by local voluntary subscriptions, the Department supplying the balance of the funds. The State defrays the whole cost of primary instruction, no school fees being charged. In the earlier years of the State's educational history fees were charged, ranging from sixpence to one shilling and sixpence per week for each scholar, but these were abolished at the beginning of 1870. The curriculum prescribed by the Act embraced the following subjects:—Reading, writing, arithmetic, English grammar, geography, history, elementary mechanics, object lessons, drill and gymnastics, vocal music and needlework for girls. Drawing was added to the curriculum in 1894, while, by an Amending Act passed in 1897, one or more subjects may be omitted in schools taught by one teacher only, and in other cases additional subjects may be added. Attendance at State Schools is compulsory for at least sixty days in each half-year in the case of children not less than six nor more than twelve years of age, except under certain well-defined circumstances. No religious instruction is allowed to be given in school during school hours, but persons desirous of undertaking this work can do so after hours on obtaining the permission of the Minister of Education.

4. Primary System of South Australia.—The history of public primary education in South Australia may be said to begin with the appointment of the Council of Education in 1875. Prior to that year the educational activity of the State was confined mainly to subsidising private institutions. In 1878 the powers of the Council were vested in the Minister of Education, and a permanent head was appointed. The Act of 1875 provided for the establishment of schools, and the training, classification, and remuneration of teachers, and made the attendance of children between the ages of seven and thirteen living within two miles of a school compulsory, until a certain standard of competency in reading, writing, and arithmetic was reached. Fees were charged, varying in amount at different periods from fourpence to sixpence a week, until in 1891 they were abolished, and education up to the compulsory standard was made free, children over thirteen years of age who remained at school after reaching this standard being charged a fee of one shilling per week. This charge was abolished in 1898; and any child above the age of five years may attend a State school without payment. In 1896, control of primary education was vested in a "Board of Inspectors." In 1902 an Inspector-General was appointed, his deputy being styled Assistant-Inspector-General. In 1906 the permanent head of the Department was styled Director of Education.

The primary schools are divided into two classes—public schools, taught by certificated teachers, and provisional schools, taught by uncertificated teachers, who have undergone a special examination and served for a certain time in an efficient school so as to gain a knowledge of practical work. Generally speaking, public schools must have an average of twenty or more pupils, while the provisional schools contain less than that number. The public schools are divided into twelve classes, and the salaries paid to the principals in general depend on the class of the school. For male head teachers the salaries range from £110 to £450, and for females from £80 to £156. In schools of the first class the sexes are, as a rule, taught separately, except in the case of infant schools.

Provisional schools are of four classes, and the salaries of the teachers range from £66 to £108 per annum, and in a few cases to £120. The maximum salary for a female provisional teacher is £84.

Wherever practicable, schools are visited by inspectors at least twice each year, the first visit being devoted chiefly to observation of general organisation, while a detailed examination is conducted on the second occasion. Individual examination is applied only in the subjects of arithmetic and spelling, the inspector judging of the success of the teacher's methods in other subjects by a general inspection.

The course of instruction to be given in all schools is decided on by the Director, subject to Ministerial approval. A detailed scheme is drawn up for all classes so as to secure general uniformity of effort throughout the State. The curriculum is, however, not an unelastic one, as teachers are, with the approval of the inspectors, allowed to make variations to suit particular circumstances, and considerable freedom of choice is allowed in dealing with such subjects as elementary science, agriculture, horticulture, and various kinds of manual work. The subjects taught include reading, writing, spelling, arithmetic, English, geography, English history, poetry, drawing, singing, nature study, moral lessons, manual work, drill, and needlework for girls. In a few schools the elements of Latin, German, Algebra and Euclid are taught. Books and school materials are supplied to the children at cost price, and are given free to those unable to pay for them. Compulsory attendance is in force, the scholars in or near corporate towns being required to attend for at least four-fifths of the time during which the school is open. Outside these limits, the compulsory attendance for children within three miles of a school is thirty-five days per quarter. The percentage of irregular attendance at present is small, and shews signs of still further decreasing.

5. Primary System of Western Australia.—The Elementary Education Act of 1871 provided for two distinct classes of schools in this State. In the first class were comprised the Government schools, established and supported by the Government, and controlled by a Central Board of Education. Teachers were appointed by a District Board, subject to the approval of the Central Board. The second-class comprised the assisted schools. In the establishment of these the Government took no part, but paid a yearly grant towards their upkeep. Under the 1871 Act education was compulsory, but was not free except in cases of absolute poverty. The Elementary Education Act Amendment Act of 1893 abolished the Central Board, and transferred its powers to the Minister of Education, and inspectors and teachers were appointed by the Governor. Provision was made by this Act for the right of entry by clergymen or other religious teachers into all Government schools for the purpose of instructing pupils who desired it in the tenets of their particular faith. The period allowed for this special instruction was not to exceed half an hour each school day. "Secular" instruction was also given by the regular teachers, and was described as including general religious teaching as distinguished from dogmatic or polemical theology. Attendance at general religious instruction was not compulsory. These provisions are still in force, and work quite satisfactorily.

In 1895 the Assisted Schools Abolition Act was passed, a sum of £15,000 being paid to the schools formerly assisted by the Government.

By the Public Education Act of 1899 school fees were abolished in public elementary schools in the case of children between six and fourteen years of age. For scholars over fourteen a fee may be charged, but so far the only fees charged have been sixpence per week for those over sixteen. Daily attendance is compulsory for children between six and fourteen, the compulsory radius being three miles for children over nine, and two miles for those under that age. Non-Government schools must be declared "efficient" by the Education Department if attendance at them is to be recognised as fulfilling the requirements of the law. The registers of these schools must be open to the inspection of compulsory officers of the Education Department. Under the Education Act Amendment Act of 1905 proprietors or teachers of private schools are required to send monthly and quarterly returns of attendance to the Education Department in order that the compulsory officers may ascertain that no children are evading the law. The curriculum of the primary schools includes English (under which heading are grouped reading, recitation, spelling, grammar, composition and literature), writing and drawing, arithmetic, Scripture, history, geography, nature study, lessons on the laws of health and

temperance, manual work, drill and singing. In the upper classes of the larger schools the boys take a course of elementary geometry, algebra, and mensuration, and both boys and girls take a course of elementary science. Certain other subjects may be taken by permission of the Department in the sixth and seventh standards. As is the case in most of the other States, inspectors visit the schools at least twice in the course of each year, the first visit being for observation of methods of teaching and general organisation, and the second being devoted to estimation of the actual results of the teaching.

6. Primary System of Tasmania.—There are no official records conveniently available for tracing the history of public education in Tasmania prior to the year 1839, but it appears that some sort of denominational system was previously in existence. In January, 1839, there were twenty-two schools in operation with an enrolment of 758 scholars, receiving Government aid to the amount of about £2000 per annum. Shortly afterwards a Board of Education nominated by Government assumed control of State education, and considerably widened its scope. Only undenominational religious teaching was allowed in the schools, but clergymen had the right of giving instruction in their particular tenets at stated periods. About the year 1846 the system of subsidising denominational schools at the rate of a penny a day for each child present was introduced. This charge had the effect of withdrawing half the schools from the control of the Board and brought about the resignation of that body in 1848. The system was carried on under direct Government control until 1853, when another Board of Education was created, which continued till 1857, when two Boards—a Northern and Southern—were appointed. This arrangement lasted till 1863, when a reversion was made to a single Board with headquarters in Hobart. This administration continued till 1884, when the control again passed direct to the Chief Secretary until the coming into operation of the Education Act of 1885, which created an education department under the control of a Minister of the Crown, assisted by a professional head styled "Director of Education." This method of administration is still in existence. School fees are still paid in Tasmania, but at a much lower rate than formerly, and it is proposed to abolish them entirely. Prior to the Act of 1885 the cost of buildings was borne partly by the people, but the Act provides for meeting such expenditure entirely from the State funds. In the year 1904, owing to a feeling that public education in Tasmania was lagging behind that of the other States, the Government decided to have an investigation made by an independent expert. In consequence of the report received, the Ministry decided on a complete reorganisation. The chief improvements entered upon—and now at different stages of advancement—are as follows:—Classification of schools, regulation of salaries, provision for more up-to-date buildings, reorganisation of teaching and inspection methods, initiation of schools of instruction for teachers, and abolition of pupil-teacher system. Generally speaking, the educational system of Tasmania may be said to be organised very much on the lines of the leading systems of the mainland, although such subjects as manual work, nature study, and drawing have as yet been little developed. Attendance at school is compulsory for children between the ages of seven and thirteen. School fees range as follows:—All children under seven years of age, free; from seven to thirteen years, fourpence a week, or three shillings per quarter; above thirteen years, eightpence per week, or six shillings per quarter. No family pays for more than four children, or more than one at the over thirteen rate. Free education is granted where inability to pay is shewn. District Boards of Advice are in existence, but under the Local Government Act—to come into force at the end of 1907—their functions will be assumed by the new municipal councils.

7. Primary System of New Zealand.—In the earlier years of the colony's history, from the period 1853 to 1876, New Zealand was divided into provinces under separate governments. Between 1855 and 1857 some system of public primary instruction was established in each of the principal provinces, the schools being administered by local committees, and by a central Board or other authority at the provincial capital. The expenses were variously paid out of capitation charges on householders and on children, out of rates on property, out of fees and donations, and out of grants from the provincial treasuries. Religious instruction was provided in the schools. After the abo-

lition of the provinces, in 1876, the existing provincial systems of education remained in operation until superseded by the present system, which came into force at the beginning of 1878, and continued in operation without material change for about twenty-five years. The present system differs from most of its provincial predecessors in being at once free, compulsory, and secular, but it still bears traces of its provincial origin in the retention of a provincial administration by Boards, as well as the central administration by the Education Department, the teachers, and even the inspectors of schools, being officers not of the Department, but of the Boards.

(i.) *Education Districts.* The colony is divided, for purposes of primary education, into thirteen education districts, generally coextensive with the old provinces, or with subdivisions of them. The education districts are subdivided into a large and increasing number of school districts, in each of which there is a School Committee of five to nine members, elected annually by the householders. In each education district there is an Education Board of nine members, elected three every year, for terms of three years, by the members of the School Committees. Under an Act of 1905 every education district is divided into three wards, each of which returns three of the nine members of the Board. Subject to general supervision and control by the Board, and to inspection by the Board's Inspector, the Committee has the management of school business within the school district. The Board appoints and removes teachers, but only after consulting the Committee. It also manages the public school cadet system.

(ii.) *Education Department.* The Education Department, which is presided over by the Minister of Education, is charged, in the first place, with the general supervision and control of the system of primary instruction, and, further, with the development and extension of a general system of secondary and technical instruction; also with the direct control of the schools for children of the Maori race, the schools for destitute, neglected, and criminal children, and the school for deaf-mutes, and with the distribution of the grants made by Parliament to public libraries. The Minister is required by statute to report to the Governor every year on the progress and condition of public education in the colony. In order to provide suitable reading matter for the children in the public schools the Department prepares and issues a free school journal.

The precise manner in which the provisions of the various statutes that relate to the public primary schools shall be carried out is fixed from time to time by regulations made by the Governor-in-Council. Among the matters so controlled by regulation are the following:—Attendance registers and returns, the authorisation of class-books, the inspection and examination of schools, teachers' certificates, training colleges for teachers, pupil teachers, examinations for scholarships tenable at secondary and technical schools, for entrance into the public service and for promotion in it, manual and technical instruction, scholarships, public school cadet corps, staffs of schools and salaries of teachers, the payment of grants to Education Boards and the auditing of Boards' accounts.

One of the principal functions of the Department is to distribute to the Boards, in the manner prescribed by law, the grants voted by Parliament for the salaries of teachers and for the maintenance of primary schools and training colleges, and secondary and technical classes, and for the erection and repair of school buildings.

From 1878 to 1901 the primary schools were maintained mainly by a statutory grant out of the consolidated revenue of the colony at the rate of £3 15s. a year for every unit of the average daily attendance, supplemented by additional capitation allowances varying from four shillings to ten shillings, and by grants averaging about £45,000 a year for the erection and maintenance of school buildings. During that time every Board had its own scale of staffs and salaries, and there was considerable inequality in the remuneration of teachers under different Boards. But "The Public School Teachers' Salaries Act 1901" fixed the relation of the number and the pay of the teachers in a school to the number of the pupils, and the Boards are now paid sums sufficient to cover the statutory salaries of their teachers, besides capitation of eleven shillings and three-pence for general purposes and one shilling and sixpence for secondary scholarships, and variable smaller grants for other special purposes, and grants for school buildings as

before, but upon a much more liberal scale. About two-thirds of their total income is absorbed in the payment of teachers' salaries. The remainder forms the fund out of which the Board maintains its schools and other buildings, pays the salaries of its inspectors and of its office staff, and grants certain allowances to the Committees for fuel, cleaning, and incidental expenses, and for school libraries. The fund at the disposal of a Committee may be supplemented by donations and subscriptions, and by fines recovered for truancy. The sums granted to the Boards in 1905 for all purposes connected with primary instruction amounted to a total of £614,315, which is equal to a capitation of £4 9s. 3½d. on the average attendance.

No fees are chargeable for primary instruction at the public schools. Neither members of Education Boards nor members of School Committees receive any remuneration for their services.

The schools are open to all children between the ages of five and fifteen, and attendance is compulsory from seven to fourteen. The instruction is entirely secular, though religious instruction may, with the consent of the Committee, be given in the school building out of school hours. The subjects of instruction are reading, writing, arithmetic, English grammar and composition, geography, history and civic instruction, moral instruction, nature study, and elementary science, drawing, vocal music, the principles of health, physical and military drill, handwork, and, for girls, needlework.

There is no public institution in the colony for the instruction of children under five years of age, but free kindergartens have been established by private promoters in some of the largest towns. On attendance at such schools capitation is, by special arrangement, payable by the Government at the rate of £2 per annum per unit of average, subject to certain conditions which provide for a minimum limit in salary payments, and further require an equal sum to be furnished from other sources—*e.g.*, from donations and subscriptions.

The course of studies at the Native schools differs to some extent from the public school course, and the standards of examination are somewhat lower in certain subjects, in view of the fact that the Maori pupil has to acquire the English language in addition to his own, and that all the instruction is given in what is to him a foreign tongue. Maoris are admitted into the village schools below the age of five, and are allowed to remain in them after the age of fifteen. Besides the Government schools there are twelve denominational schools, subject to inspection by the Education Department, of which six are day-schools and six are boarding-schools. At one of the latter there is a class for Maori boys preparing for matriculation at the University.

§ 2. State Schools.

1. Enrolment and Attendance.—The following table shows the number of State Schools, together with the teachers employed and the enrolment and "average attendance" in each State and New Zealand during the year 1906:—

STATE SCHOOLS, TEACHERS AND SCHOLARS, 1906.

State.	Schools.	Teachers.	Enrolment.	Average Attendance.
New South Wales	2,885	5,563	207,741	151,261
Victoria	1,953	4,239	203,119	142,216
Queensland	1,055	2,401	89,488	69,771
South Australia	708	1,316	57,270	40,489
Western Australia	367	843	29,352	24,973
Tasmania	340	546	22,622	13,730
Commonwealth	7,308	14,908	609,592	442,440
New Zealand	1,847	3,872	139,302	121,958

Unfortunately, the scheme of enrolment and of the computation of "average attendance" is not identical in each State, so that the comparisons are imperfect. That the educational statistics of each State of the Commonwealth should be made up in the same way is much to be desired.

The enrolment and average attendance at the State Schools in the Commonwealth are given below for the year 1891, and for each year of the period 1896 to 1906:—

ENROLMENT AND ATTENDANCE AT STATE SCHOOLS 1891 TO 1906.

Year.	Total Population.*	Enrolment.	Average Attendance.	Year.	Total Population.*	Enrolment.	Average Attendance.
1891	3,240	561,153	350,773	1901	3,826	638,478	450,246
1896	3,553	568,314	393,176	1902	3,883	636,888	455,482
1897	3,618	586,037	411,913	1903	3,927	629,269	446,539
1898	3,665	594,916	397,027	1904	3,984	625,594	445,709
1899	3,716	608,431	424,214	1905	4,052	621,534	442,808
1900	3,765	623,707	441,924	1906	4,119	609,592	442,440

* In thousands.

It will be seen from the above table that, despite the increase of population, there has been a considerable decline both in official figures of enrolment and average attendance at the State Schools of the Commonwealth during the last five years. An examination of the graph on page 215, shewing birth-rate, will make it apparent that this is at least in part due to the diminished birth-rate of past years. This means that fewer children exist who need educational provision for school attendance in 1905 and 1906.

2. **Births and School Attendance.**—The table below gives the total births in each State and in the Commonwealth during each of the eight-year periods 1889-96, 1890-97, 1891-98, 1892-99, 1893-1900, and the average attendance at State Schools for each year from 1902 to 1906:—

COMPARISON OF BIRTHS AND SCHOOL ATTENDANCE.

Year.	New South Wales.	Victoria.	Q'land.	South Australia.	Western Australia.	Tasmania.	Commonwealth.
TOTAL BIRTHS.							
1889-96 ...	310,327	286,967	116,688	83,824	16,179	38,967	852,952
1890-97 ...	310,279	281,918	116,600	83,068	18,606	38,894	849,365
1891-98 ...	307,541	274,512	115,126	81,674	22,013	38,661	839,527
1892-99 ...	304,544	267,015	114,310	80,344	25,401	38,364	829,978
1893-1900 ...	301,649	259,963	114,208	78,951	29,007	38,263	822,041
ATTENDANCE AT STATE SCHOOLS.							
1902 ...	155,916	150,268	72,809	43,500	18,448	14,541	455,482
1903 ...	154,382	145,500	69,759	42,752	20,283	13,863	446,539
1904 ...	153,260	145,122	68,661	42,234	22,111	14,321	445,709
1905 ...	151,033	143,362	68,780	41,807	23,703	14,123	442,808
1906 ...	151,261	142,216	69,771	40,489	24,973	13,730	442,440

A comparison of the two sets of figures in the above table will clearly explain the diminution in attendance at the schools, and bearing in mind that the population increased from 3,361,895 in 1893 to 4,119,481 in 1906, is a fact which challenges attention and demands serious consideration. The children at school in 1906 will naturally consist chiefly of those born in the period 1893-1900, the attendance for 1905 will be composed

principally of the births in the period 1892-99, and so on. It will be seen that the total births in the octennial period declined in every instance except in the case of Western Australia, while Western Australia is the only State in which the school attendance did not decline during the quinquennium 1902-6.

3. Centralisation of Schools.—The question of centralisation of schools adopted so successfully in America is receiving some attention in the Commonwealth, and particularly in New South Wales. It is recognised that a single adequately-staffed and well-equipped central institution can give more efficient teaching than a congeries of small scattered schools in the hands of less highly-trained teachers, and the small schools in some districts were therefore closed and the children conveyed to the central institution. The principle was first adopted in New South Wales in 1904, when the conveyance of pupils was authorised in the case of twelve schools.

4. Education in Sparsely-settled Districts.—It has always been the aim of the State to carry the benefits of education into the remotest and most sparsely-settled districts. This is effected in various ways. (i.) By the establishment of Provisional Schools, *i.e.* small schools in which the attendance does not amount to more than about a dozen pupils, these institutions merging into the ordinary public school list when the attendance exceeds the minimum. (ii.) When there are not enough children to form a Provisional School what are known as Half-time Schools are formed, the teacher visiting them on alternate days. In still more-sparsely peopled districts an itinerant teacher goes from house to house within a certain radius. In New South Wales parents in the thinly-peopled areas are also allowed to club together and build a school which receives aid from the Government in the form of a yearly subsidy and grant of school material.

5. Higher State Schools.—(i.) In *New South Wales* Public Schools, in which the subjects taught embrace, in addition to the ordinary course, such others as will enable the pupils to compete at the Senior and Junior University Examinations, are classed as *Superior Schools*. There were 142 of these schools in existence at the end of 1906. There are also five *High Schools* in the State—two for boys, two for girls, and one for boys and girls. These had an enrolment in 1906 of 723 pupils with an average attendance of 671. In twenty country centres the Superior Public Schools practically correspond to the High Schools, and the educational standards and instructional staff have been so arranged as to prepare for the University matriculation. It is intended also to adapt the teaching in these institutions to the special needs of the districts in which they are situated. Further, these High Schools and District Schools will be used as Preparatory Schools for the training of young persons who wish to become teachers. In order to provide teachers of agriculture provision is made for ten teacher-students annually to attend the second year's training at the Hawkesbury Agricultural College.

(ii.) In *Victoria*, what is termed a "*Continuation School*" has been established in Melbourne for the purpose of giving preliminary training to young people who propose to join the ranks of the teaching service, and it is hoped that ere long the supply from this source will preclude the necessity for the employment of inexperienced pupil-teachers. At the close of last year 200 students left the institution to commence their work in the schools. It is proposed to establish similar institutions at Ballarat and Bendigo.

(iii.) *Queensland* does not possess any distinctly Secondary Schools under State control, although it is proposed to establish High Schools in the more important centres at an early date. There are, however, ten Grammar Schools—six for boys, and four for girls, each of which receives an annual subsidy from the State. Further reference to these will be found later on.

(iv.) *South Australia*. During 1907 Continuation Classes for higher primary work were established in country centres. These classes are conducted in connection with the chief District Schools, and under the supervision of their head teachers. It is probable that they will ultimately be merged in Higher Primary Schools. The Advanced School

for Girls was founded in 1879, and in addition to providing for winners of bursaries, receives paying pupils. From its foundation the school has taken a high rank, its pupils being very successful at the various University examinations. The average attendance during the year was ninety-three. During 1906 the total expenditure on secondary education was £2171, of which the Advanced School for Girls absorbed £1212.

(v.) *Western Australia.* With the exception of the Technical Schools and the Normal School referred to elsewhere, there is no distinctly Secondary School under the control of the State in Western Australia. It is proposed to establish shortly a large higher grade or Continuation School in Perth, in which the Normal School may be merged, and to establish similar institutions later on in other large centres of population. Evening Schools are held in various parts of the State, but the work carried on is mainly primary. The Perth High School for boys is subsidised by the State to the extent of £1000 annually.

(vi.) *Tasmania.* No direct provision has hitherto been made by Tasmania for public education of a standard intermediate between that of the State School and the University, but a few pupils are prepared in the ordinary State Schools for the Junior Public Examination of the University. It is intended to encourage this work in future, and the scheme of scholarships, which was discontinued for many years, has recently been revived. For a period of thirty years, from 1860 to 1890, there was in force in Tasmania a system under which the State, without actually providing educational agencies, did much to foster education within the range of the generally accepted High School curriculum, for the Council of Education during this period conducted public examinations of various grades, at which scholarships for juniors to "superior" schools were awarded, as well as exhibitions to British Universities. The Council also granted the degree of "Associate of Arts" in imitation of the similar Oxford title. Later on the Council of Education evolved and expanded into the University of Tasmania.

(vii.) *New Zealand.* There are in this colony some thirty high schools or colleges in operation under governing bodies who owe their corporate existence to various Acts, and derive a proportion of their revenue from public reserves. In the larger centres there are separate schools for boys and girls. The fees at these schools range from six to thirteen guineas a year per pupil, with an average of eight to ten guineas, but through an extensive system of scholarships and free places a large proportion of the students receive their education free. During the year 1906 the Government expended £19,498 on providing free places for deserving scholars in the various secondary schools. The staff employed at the end of 1905 in the schools consisted of 195 resident, and fifty-one visiting teachers, and the pupils on the rolls numbered 4060, of whom 2467 were boys, and 1593 girls.

6. Agricultural Training in State Schools.—The question of agricultural training in ordinary schools has received considerable attention in *New South Wales*. In 1905 a teacher of school agriculture was appointed to visit schools and districts for the purpose of giving instruction to teachers and scholars in the subject, the officer selected possessing the dual qualifications of a thorough acquaintance with agricultural work and school methods. Under the direction of a capable head master, a college has also been opened at Hurlstone, near Sydney, at which practical lessons will be given in elementary agriculture, and the institution may serve as a stepping-stone to the Hawkesbury Agricultural College.

The question of agricultural colleges and experimental farms will be discussed in the chapter dealing with Agriculture.

In addition to the regular courses of instruction given in the schools, the practice of carrying on "rural camps," where city schoolboys may gain some insight into the conditions of country life, has for some time been in successful operation.

In *Victoria* arrangements have been completed for opening what are termed Agricultural High Schools at Warrnambool and Sale. Pupils must be at least fourteen years of age, and have obtained a certificate of merit from the local school, or else be able to

afford satisfactory proof that they are qualified to profit by the instruction offered. A local council is to be appointed for each school, and will exercise a general oversight over its operations.

Although *Queensland* possesses an Agricultural College and several experimental farms, there is no agricultural institution directly connected with the Education Department. The Government, however, provides a small grant to encourage the study of agriculture, horticulture, and kindred subjects in the State Schools, while experts from the Agricultural College and State farms periodically visit the schools in which elementary agriculture is taught, and give instruction to teachers and pupils.

In *South Australia* the Public Schools' Floral and Industrial Society, founded in 1880, holds annual exhibitions of school work from all parts of the State. In addition, it has for some years undertaken the distribution of flower seeds among school children at a very cheap rate, and has thus fostered the love of horticulture with remarkable success.

Beyond encouragement in the direction of making gardens in the school grounds little has been done in the way of practical agricultural training in the schools of *Western Australia* and *Tasmania*.

7. Teachers in State Schools.—The distribution of the teaching staff in the State Schools of Australasia during the year 1906 was as follows:—

TEACHING STAFF IN STATE SCHOOLS, 1906.

State.	Principal Teachers.		Assistants.		Pupil or Junior Teachers.		Sewing Mistresses.	Total.		
	Males.	Fem.	Males.	Fem.	Males.	Fem.		Males.	Fem.	Total.
New South Wales	2,198	508	668	1,334	298	461	96	3,164	2,399	5,563
Victoria	1,426	545	219	818	342	1,202	402	1,967	2,967	4,954
Queensland	625	429	383	629	144	191	—	1,152	1,249	2,401
South Australia	302	394	45	230	60	225	110	407	1,019	1,426
Western Australia	236	117	78	239	45	128	69	359	553	912
Tasmania	170	162	16	123	6	64	—	192	354	546
Commonwealth	4,957	2,155	1,409	3,438	895	2,271	677	7,261	8,541	15,802
New Zealand	1,052	791	282	1,096	153	518	—	1,467	2,405	3,872

It will be observed that there is a fairly large number of junior teachers, or pupil-teachers, as they are called in most of the States. The pupil-teachers will, however, in time disappear, and their places will be filled by young people who have undergone a course of training in schools specially provided for the purpose. Allusion to the methods of training will be found in the next paragraph.

8. Training Colleges and their Development.—(i.) *New South Wales.* Up to the year 1905 the teachers in New South Wales State Schools, generally speaking, commenced their career between the ages of fourteen and sixteen years, when they were known as "*pupil-teachers*." As such, they were held responsible for the instruction of a certain number of children, and, in return for their services, received payment partly in the form of a small salary, and partly in teaching and advice from the principals of the schools wherein they were employed. After serving about four years, and subject to passing various examinations designed to test progress in pædagogics and ordinary book learning, a limited number of the *pupil teachers* was admitted to a course of training in a training college if successful in passing the qualifying examination. On emerging from this institution, after a course of from one to three years, the teacher became known as an "*assistant*," and later on became master or mistress of a school. Pupil-teachers who did not enter the Training College were placed in charge of small country schools or appointed "*assistants*," and later on were allowed to compete in the examinations with the trained teachers; in fact, it was found temporarily to the advantage of teachers not to enter the College. Such was the career of

the "trained" teacher; but there was in addition a considerable body of untrained teachers who had commenced teaching in small country schools, and many of whom by perseverance and natural aptitude had gained positions of considerable importance in the Department.

Within the last few years in Australia, however, it has come to be recognised that the logical place of a scheme of training is antecedent to employment as a teacher, and with this end in view it has been decided to abolish the so-called pupil-teacher, and to establish Continuation Schools from which, as well as from the High Schools, the future supply of young teachers is to be drawn. It is hoped that the pupil-teacher as such will be extinct in a few years. In the meanwhile there were still as many as 759 employed at the end of 1906. Unfortunately, many of the smaller country schools will still have to be supplied by appointments of untrained persons; but it is hoped that under the new system of inspection the inspectors themselves will be able to devote a fair amount of time to instructing the teachers in correct methods. During vacations the country teachers will also have some opportunities of forming acquaintance with up-to-date ideas by attending Summer Schools, rural Camp-schools, etc.

The old Fort-street Training College for males, and the Hurlstone College for females were closed in 1905, and pending the erection of a properly-equipped institution in the University grounds the teachers are being trained at the Blackfriars Public School, Redfern. During 1906 there were 186 students in the institution.

(ii.) *Victoria.* The teachers in this State are trained by means of what is known as the "junior-teacher" system, *i.e.*, training of junior-teachers in the State Schools by the head masters, or by a two years' course in a junior training college—otherwise known as a Continuation School—supplemented by a course of training for two years in the Senior Training College at Melbourne. The junior teacher is, of course, not sensibly different from the pupil-teacher of New South Wales. In January, 1907, 160 students who had completed a two years' course at the Melbourne Continuation School were appointed as junior-teachers at State Schools of the third class. At the end of two years in these schools they may qualify for entrance to the Senior Training College for a further period of two years, at the end of which time they will be appointed to sixth-class positions as State School teachers at an annual salary of £120 16s. for men, and £90 to £100 for women.

The Melbourne Continuation School had in May, 1907, an enrolment of 221 first-year students, and 204 in their second year of training. Continuation Schools were opened in 1907 at Ballarat and Bendigo, and it is anticipated that there will shortly be a sufficient number of students in the Continuation Schools alone to meet the demands of the teaching service. The present junior-teaching system will then be modified to the extent that all candidates for the teaching profession will be required to graduate in one of the Continuation Schools.

The present Training College dates back to 1874, but during the retrenchment period it was closed, *viz.*, from 1893 to 1900. The institution was reopened in February, 1900, with an enrolment of fifty-seven students. At the present time there are ninety-one students, of whom sixty-eight are resident and twenty-three non-resident. Since its reopening the College has also given attention to the training of Kindergarten teachers, and the course of study prescribed for infant teachers has received the sanction of the Education Department and also of the Kindergarten Association.

(iii.) *Queensland.* There is no training college in Queensland at the present time, but it is hoped ere long to establish one at Brisbane. Young people of both sexes are admitted to the service as pupil-teachers at the age of fourteen years, the only training received being that given by the principals of the schools to which they are appointed.

(iv.) *South Australia.* In this State young persons of both sexes who shew aptitude for teaching are required to demonstrate their fitness by serving as "monitors" for one year. After signing an agreement for service they are then admitted to the pupil-teachers' schools for two years' study, during which time they receive a small mainten-

ance allowance. The next two years are spent in teaching in the schools. At the expiration of this time they are admitted to the University Training College, where the course of study is for two years. As the College is not a residential institution the State grants maintenance allowance of £30 to £50 per annum. On the conclusion of this period of training, which includes lectures in pedagogy and method, as well as a certain amount of practical teaching, the students are appointed as assistants. Salaries for males begin at £100 per annum, rising in six years to £150. Female assistants receive £72, rising to £124. The whole work of training teachers is undertaken by the University free of cost to the State.

(v.) *Western Australia.* A training college for teachers was opened at Claremont in 1902. The building provides satisfactory accommodation for sixty students, the number in training during 1906 being sixty-one. Central classes for "monitors" (*i.e.*, pupil-teachers) were established at Perth in 1903, and monitors outside the metropolitan area are instructed by correspondence. A Normal School was established in Perth in 1907 for the purpose of providing a two years' course of higher instruction for a limited number of children who had completed the State School course and intended to become teachers. The school accommodates thirty candidates who are admitted to a two years' course prior to being appointed as monitors in the large schools. If they give sufficient promise they may be admitted to the Training College after nine months' work in the schools. The course in the Training College lasts two years.

(vi.) *Tasmania.* The system of training adopted in Tasmania is as follows:—(a) The candidate is selected at fourteen years of age by a head teacher, and assists as a "monitor" for about a year, during which period he must give proof of suitability for training. (b) At the end of this period there is a two years' course of training in the Training College. (c) The candidate then returns to his own school and teaches there for two years, the head teacher being responsible for his training in practical work, while the Training College authorities give lessons by correspondence. (d) The last stage is a final year in the Training College as a senior student. Some of the more advanced are granted a second year's training, and it is proposed to allow at least one each year to proceed to the Diploma of Education at the Melbourne Training College.

At present there is room in the Tasmanian Training College for about sixty students.

(vii.) *New Zealand.* For pupil-teachers who have satisfactorily completed their period of service, and for others who intend to become teachers, there are four training colleges, maintained wholly out of the public funds of the colony, and situated in the four chief centres of population, where are situated also colleges affiliated to the University of New Zealand. The management of the training colleges is entrusted to the local Education Boards, subject to general regulations, which include certain reservations for the approval of the Minister of Education. The standard of admission generally is that of the University Matriculation Examination, and the course pursued is brought into as intimate a relation as possible with the course of lectures in the University College adjoining. All students are required to attend lectures in the University College, to which the principal of the training college is in each case also attached as the University College lecturer on education.

For students in training allowances are provided. A student who has completed a pupil-teacher course receives an allowance of £30 a year, with a further allowance of £30 if he is obliged to live away from home to attend the college. Those who have not been pupil-teachers receive an allowance of £10 a year, and in all cases free instruction at the University College classes, approved by the principal, is also given. There are besides a number of boarding scholarships for students of the second group, placing the holders in the same position as if they had been pupil-teachers.

Provision is thus made for a course of training for a total of 320 students, eighty in each centre, a majority of whom are under an obligation to remain in attendance for two years. In the year 1905, which witnessed the inauguration of a more liberal scheme than that previously adopted, the amount spent on the training of teachers, including grants payable on classes for special subjects at various centres, and the salaries of

teachers in the practising departments attached to training colleges, was £11,718. In the year 1906, with the four training colleges in full operation, the total cost was about £30,000.

9. **Expenditure on State Schools.**—The net expenditure in each State on primary education during each year of the period 1901 to 1906 is shewn below. The figures do not include expenditure on buildings, which is shewn separately in a later table.

EXPENDITURE ON MAINTENANCE, PRIMARY EDUCATION, 1901 TO 1906.

State.	1901.	1902.	1903.	1904.	1905.	1906.
	£	£	£	£	£	£
New South Wales	623,734	652,860	677,683	693,954	699,789	727,471
Victoria ...	656,907	681,282	669,376	670,182	663,580	663,302
Queensland ...	256,245	261,317	256,325	261,583	281,575	286,629
South Australia ...	152,006	151,462	147,297	147,842	151,242	152,713
Western Australia	89,182	102,811	116,533	116,690	121,896	134,193
Tasmania ...	37,710	48,161	48,300	50,018	44,974	45,683
Commonwealth	1,815,784	1,897,893	1,915,514	1,940,269	1,963,056	2,009,991
New Zealand...	457,477	496,156	492,324	481,231	504,739	547,872

The above figures are equivalent to an expenditure per head of average attendance as follows:—

COST PER HEAD OF AVERAGE ATTENDANCE, PRIMARY EDUCATION, 1901 TO 1906.

State.	1901.	1902.	1903.	1904.	1905.	1906.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
New South Wales	4 0 10	4 3 9	4 7 10	4 10 7	4 12 8	4 16 2
Victoria ...	4 7 0	4 10 8	4 12 0	4 12 4	4 12 7	4 13 3
Queensland ...	3 12 9	3 11 9	3 13 6	3 16 2	4 1 11	4 2 2
South Australia ...	3 9 5	3 9 8	3 8 11	3 10 0	3 12 4	3 15 5
Western Australia	5 8 7	5 11 6	5 14 11	5 5 6	5 2 10	5 7 6
Tasmania ...	2 12 11	3 6 3	3 9 8	3 9 10	3 3 8	3 6 6
Commonwealth	4 0 8	4 3 4	4 5 10	4 7 1	4 8 8	4 10 10
New Zealand...	4 1 10	4 7 3	4 7 1	4 2 7	4 3 11	4 9 10

Expenditure on school buildings in each of the years quoted was as follows:—

EXPENDITURE ON STATE SCHOOL BUILDINGS, 1901 TO 1906.

State.	1901.	1902.	1903.	1904.	1905.	1906.
	£	£	£	£	£	£
New South Wales	57,663	76,793	100,595	72,051	58,820	89,975
Victoria ...	36,040	81,946	39,369	19,502	32,041	39,184
Queensland ...	30,520	8,114	6,970	12,691	8,448	21,757
South Australia ...	13,656	11,250	11,805	9,056	9,094	13,340
Western Australia	48,448	32,218	35,360	32,175	35,345	39,217
Tasmania ...	7,762	11,931	6,710	4,427	4,809	3,456
Commonwealth	194,089	222,252	201,169	149,902	148,557	206,929
New Zealand...	60,103	61,763	94,991	83,509	101,583	150,344

The total net cost and the net cost per scholar in average attendance during the year 1906 were as follows:—

NET TOTAL COST PRIMARY EDUCATION, 1906.

Item.	N.S.W.	Vic.	Q'land.	S. Aust.	W. A.	Tas.	C'wlth.	N.Z.
Net cost of primary education, including buildings ...	817,446	702,486	308,386	166,053	173,410	49,139	2,216,920	698,216
Per scholar in average attendance ...	£5 8/1	£4 18/9	£4 8/5	£4 2/-	£5 18/11	£3 11/7	£5 0/2	£5 14/6

The average for the Commonwealth in 1901 was £4 9s. 3d. per scholar in average attendance.

§ 3. Private Schools.

1. **School Teachers, etc., in 1906.**—The following table shews the number of private schools, together with the teachers engaged therein, and the enrolment and average attendance for each State and New Zealand during the year 1906:—

PRIVATE SCHOOLS, 1906.

State.	Schools.	Teachers.	Scholars Enrolled.	Average Attendance.
New South Wales ...	852	3,557	58,707	46,942
Victoria ...	757	2,397	52,193	*41,800
Queensland ...	177	763	15,119	12,833
South Australia ...	215	718	10,545	9,753
Western Australia ...	108	263	7,515	6,382
Tasmania ...	204	612	7,979	*6,800
Commonwealth ...	2,313	8,310	152,058	124,510
New Zealand ...	308	899	17,131	15,054

* Estimated.

The figures given above are not quite satisfactory, the returns of New South Wales referring to the last quarter of the year only, while some difficulty has been experienced in obtaining complete figures for Victoria and Tasmania.

2. **Growth of Private Schools.**—The enrolment and average attendance at private schools during 1891 and in each year of the period 1896 to 1906 is shewn below:—

ENROLMENT AND ATTENDANCE AT PRIVATE SCHOOLS, 1891 TO 1906.

Year.	Enrolment.	Average Attendance.	Year.	Enrolment.	Average Attendance.
1891 ...	124,485	99,588	1901 ...	148,659	120,742
1896 ...	134,909	109,332	1902 ...	144,437	117,293
1897 ...	139,175	112,813	1903 ...	147,135	120,193
1898 ...	145,434	116,341	1904 ...	146,339	119,915
1899 ...	151,803	122,188	1905 ...	145,143	118,627
1900 ...	153,433	124,313	1906 ...	152,058	124,510

As the table shews, there was a continued increase in enrolment and average attendance up to the end of the year 1900, while from the latter year onwards there was a more or less persistent decline, although an upward movement is manifested in 1906. This falling-off was principally due to the decrease in the birth-rate during the period

1889 to 1900, a matter to which more extended reference has been made in previous pages.

3. Defects in Returns of Private Schools.—Throughout Australia, until quite recently, no administrative machinery existed by means of which supervision could be exercised over the course of education carried out under other aegis than that of the Departments of Education themselves. These Departments were without authority over the qualifications of the teaching staff, the equipments, the curricula, or general circumstances of private or denominational schools. With the exception of Western Australia, Victoria, and Tasmania this state of things continues to the present time.

Without a thorough system of registration of all schools (public and private) the certainty of the operation of the compulsory clause of Public Instruction Acts must necessarily be insecure. Proper statistical information, moreover, cannot be obtained without imposing upon all schools the duty of rendering complete and prompt returns in regard to enrolment, attendance, teaching staff, equipment, etc.

Recent educational criticism has led, not only to the better training of teachers in State schools, and, to some extent, in private schools, but also to a better recognition of the importance of accurate information as to the progress of educational events. It is understood that in New South Wales steps will be taken shortly to secure more adequate information as to the condition of schools generally.

In Victoria up to the year 1906 no attempt had been made to bring private schools under general administrative control; but in that year the Registration of Teachers and Schools Act of 1906 established a registration scheme under a special Board. This Board has now registered the private schools and teachers in the State, excepting, however, teachers of special subjects. The prime object of the Act is that after the lapse of a definite period there shall be no school of any kind in the State which does not comply with reasonable demands and requirements concerning the nature of its building, its equipment, and the qualifications of its teachers. The teachers who have registered belong to the following classes:—Sub-primary, 2400; primary, 3800; and secondary, 1500. Some teachers have registered under two or three grades, and the number of individual teachers is given as about 4500. The teaching staff of the Department of Public Instruction itself is not subject to the Registration Board. Registered private schools of all kinds number 840. The only control which the Government has on the scholars in private schools is provided by the law as to compulsory attendance, "efficient and regular instruction" in a private school being counted as adequate excuse for not attending the requisite number of days at a State school.

In Queensland there is practically no control over the private schools, beyond the fact that they may submit themselves to inspection if so desired, and there is apparently no provision in South Australia for any Government supervision over private school affairs.

In Western Australia, however, non-Government schools must be declared efficient by the Education Department if attendance at them is to be recognised as fulfilling the requirements of the law, and the school registers must be open to the inspection of the compulsory officers of the Department.

In Tasmania the Education Act requires the teachers of other than State schools "to furnish during January of each year returns shewing attendances at such schools." Despite the fact that penalties are prescribed for non-compliance with the law, nevertheless many teachers neglect to return the forms sent out. Provision has been made for registration of private teachers and schools very much on the lines adopted in Victoria. The Act declares that all persons who were employed in a *bonâ fide* manner for at least three months before 25th October, 1906, are entitled to be registered as teachers without submitting proof of professional qualifications. No person can be registered as a private teacher after July, 1907, unless the Board has been satisfied as to his fitness for the work.

4. Expenditure on Higher Private Schools.—In order to avoid disclosing results for individual institutions, returns received from some of the more important of the private schools in each State have been combined, and show the following results.

The figures for values of buildings and sites are in some instances only very crude approximations:—

Items.	N.S.Wales	Vict.	Q'land	S. Aust.	W. Aust.	Tas.	C'wealth.
Higher Private schools*	5	9	10	4	3	6	37
Attendance ...	610	2,419	934	1,008	432	595	5,998
Cost of buildings†	£226,500	£335,000	£136,650	£126,000	£48,000	£39,250	£911,400

* Furnishing returns. † Including sites.

§ 4. Universities.

1. **Sydney University.**—The movement for the establishment of the University of Sydney may be said to have originated as far back as 1825 with the institution of the old Sydney Grammar School, whose first head master, the Rev. Dr. Halloran, is credited with being "the founder of anything like the means of obtaining a classical education in Sydney." The original school was not, however, very successful, and it was succeeded in 1830 by a trustee institution known as the Sydney Public Free Grammar School. By way of endowment a sum of £10,000 was raised in £50 shares, each of which entitled the holder or his executors to the right in perpetuity of having one boy a student at the College. The building was opened for the reception of students in 1835, and was located on the site of the present Sydney Grammar School. In 1849 the proprietors of the institution presented a petition to the Legislative Council, having for its object the conversion of the College into a University. Upon the presentation of this petition the following motion was brought forward by Mr. W. C. Wentworth—"That a select committee be appointed to inquire into the matters contained in the petition of the proprietors of the Sydney College, and report upon the best means of instituting a University for the promotion of literature and science, to be endowed at the public expense." The motion was agreed to, with the omission of the words in italics, in order that the committee might have an absolutely free hand in dealing with the matter. The motion was presented on the 6th September, and the committee brought down its report on the 21st of the same month. It recommended the establishment of a University without delay, and suggested an endowment of £5000 a year with £30,000 for a building fund. An important provision in the report was that which specified that the University must belong to no religious denomination and require no religious test. With regard to the first Senate, it was proposed that there should be three *ex officio* members—the Chief Justice, the Colonial Secretary, and the Attorney-General—and nine others to be nominated by the Legislative Council, that there should be a Provost and Vice-Provost, and that the other members should be termed Fellows, that until there should be a hundred graduates, any vacancy in the body should be filled by the surviving or continuing members, but afterwards by election by the graduates.

In its original form the Bill met with considerable opposition, particularly in regard to the proposed absence of religious formularies. It was reintroduced to the Legislative Council in August, 1850, and the second reading was carried on the 11th September. The nomination of the first Senate was left to the Executive Council, and the number of Senators was raised to sixteen. The Act of Incorporation received the assent of the Governor on the 1st October, 1850, and the first Senate was appointed on the 24th December of that year. Mr. Edward Hamilton, M.A., was elected Provost, and Sir Charles Nicholson, M.D., Vice-Provost. Professorships were soon instituted in classics, mathematics, and chemistry and experimental philosophy, and the gentlemen selected to fill these posts arrived in Sydney in 1852. The first matriculation examination was held in October of this year, and twenty-four candidates succeeded in passing the test. The formal inauguration ceremony was held on the 11th October in the large hall of the Sydney College building. Originally it was intended to purchase this college from the trustees, but later on it was deemed essential to secure a larger area of ground, and to

erect more commodious premises, and the Government in 1855 granted 128 acres at Grose Farm where the existing University and Colleges are situated. A sum of £50,000 was also granted for the erection of buildings, on consideration that not more than £10,000 should be spent in any one year. Chiefly through the exertions of Sir Charles Nicholson a Royal Charter was granted to the University on the 27th February, 1858. This document, amongst other things, declared that "the degrees of Bachelor of Arts, etc., already granted or conferred, or hereafter to be granted or conferred by the Senate of the said University of Sydney, shall be recognised as academic distinctions and rewards of merit, and be entitled to rank, precedence, and consideration in the United Kingdom and in our colonies and possessions throughout the world as fully as if the said Degrees had been granted by the University of the said United Kingdom."

The present main University building was commenced in 1854 and finished in 1860, at a cost of £80,000. The Great Hall, which has a length of 135 feet, by a breadth of forty-five feet, is considered by competent judges to be a masterpiece of architectural art. Classes were first held in the completed portion of the building in 1857. Under the original deed of grant of lands for University purposes provision was made for sub-grants for the erection of colleges in connection with the Church of England, Roman Catholic, Presbyterian, and Wesleyan Methodist Churches. St. Paul's College was incorporated by an Act passed in December, 1854, and the building in an incomplete form was opened in 1858. The Act of Incorporation of St. John's was dated 15th September, 1857, while St. Andrew's was incorporated under Act 31 Vic. The right of the Wesleyan body to a grant lapsed in 1860, and efforts to revive it have not been successful. The Women's College was opened in 1892, women being admitted as students of the University in 1881. Prince Alfred Hospital, incorporated in 1873, and erected at a cost of upwards of £180,000, is also situated in the University grounds.

Under an Act passed in 1881 graduates from other recognised Universities were admitted to the rights and privileges of members of the Sydney University, and the same Act also provided for an extension of the academic franchise to B.A.'s of three years' standing. Similar privileges were conferred on Bachelors in the other faculties by the Act of 1884.

As previously stated, there were only three professorships at the inception of the University. Up to 1880 the endowment stood at £5000 per annum, and, practically, the whole of this sum was absorbed in providing for the Chairs of Classics, Mathematics, Chemistry and Physics, and Geology and Mineralogy. The endowment was increased by £1000 in 1880, and it is from this year that the real expansion of the University began, its growth being largely assisted by the munificent Challis bequest, which originally amounted to about £190,000, and is now valued at £268,224. The Chair of Law was established in 1890, although prior to that time lectures in various branches of law were delivered by several lecturers.

The present fine Medical School started from very humble beginnings. Pending its erection a Chair of Anatomy and Physiology was established in 1883, and lecturers were appointed in various medical subjects, the teachers and students being accommodated in the main building until the Medical School, which cost £80,000, was completed.

A separate Faculty of Science was established in 1882, and the Chair of Natural History was divided into the three professorships of geology, physical geography and biology. The teaching of engineering commenced in 1882 with a lectureship, but in 1884 the position was elevated to a professorship.

The School of Mines was established in 1892.

The progress of the engineering section of the University was greatly assisted by a donation in 1896 of £50,000 from Sir (then Mr.) Peter Nicol Russell, which he most generously supplemented by a second donation of £50,000, making £100,000 in all, in 1904.

Pharmacy students were admitted to the prescribed University courses in 1899, and a Dental School was opened in 1901.

At the present time there are altogether seventy-nine teachers engaged in the Sydney University, of whom sixteen are professors, thirty-four lecturers, and twenty-nine demonstrators.

2. University of Melbourne.—The University of Melbourne was established by an Act of the Parliament of Victoria, which received the Royal assent on the 22nd January, 1853, and its first Council was appointed by proclamation dated the 6th April of that year. The foundation stone of the main building was laid on the 3rd January, 1854, and the University was formally opened on the 13th April, 1855.

The original Act was subjected to various amendments, and, by a measure passed on the 10th July, 1890, the law relating to the University was consolidated. The principal provisions of this measure were as follows:—By section 4 the University is declared to consist of a Council and of a Senate, and is proclaimed to be a body corporate and politic under the name of "The University of Melbourne," by which title it is to have perpetual succession and a Common Seal, etc. Section 6 declares that the Council shall be elected by the Senate, and shall consist of twenty male members. Teachers in the University may be represented on the Council, but the number of such members is not to exceed three. This Council is to have the entire management of the University. By section 23 it is expressly provided that no religious test is to be applied in order to entitle persons to be admitted as students to the University. The endowment was fixed at the sum of £9000 per annum. It is provided by section 25 that the Council may grant degrees in any faculty except Divinity, its powers in regard to all diplomas being the same as those of any University in the United Kingdom. The provisions of the Act apply equally to both sexes, but the Council may, if it thinks fit, exclude females from attendance at any lectures, but not from any examination in the University. Further amendments were introduced by the Acts of 1903 and 1904, the latter Act providing for three additional members of the University Council. Provision was also made for increasing the University endowment during the ten years commencing in July, 1904, by additional annual grants of £11,000, the purposes for which the additional grants were made being (a) to afford increased facilities for carrying on scientific and laboratory training in mining and agriculture; (b) to enable the University to co-operate with schools of mines and agricultural colleges throughout the State in order to ensure a wider sphere of usefulness for these institutions; and (c) to provide for the admission to the University of students in mining and agriculture without their having passed the full matriculation examination. Provision was made for a further grant of £1000 in case the University provided evening lectures in mining, agriculture, and education.

At present the University grants degrees in Arts, Medicine, Surgery, Law, Engineering, Mining Engineering, Science, Music, and Dental Surgery. Including that of Music, there are altogether sixteen professorships in the University, twenty-six lecturers, six lecturers and demonstrators, ten demonstrators, and thirteen assistant demonstrators.

Students of colleges affiliated to the University are allowed credit for attendance on such of the courses of lectures in the college as are recognised in the Statute of Affiliation, and are permitted to proceed to any degree, provided the requisite examinations in the University have been passed.

Trinity College, opened in 1872, was the first University College established in Victoria, and was founded under the auspices of the Church of England. The college staff consists of a warden and ten lecturers.

Ormond College, founded by the Presbyterian body, was opened in March, 1881, but there is no restriction at present as regards the religious denomination of the students. The lectures of the Theological Hall of the Presbyterian Church of Victoria are delivered by a special staff. The general staff consists of a master, vice-master, three resident tutors, and eleven lecturers and visiting tutors. The college is named after Mr. Francis Ormond, whose benefactions to it amounted to over £100,000.

Queen's College, founded by the Wesleyan Church, was opened in 1888. Its teaching staff consists of a head master and eight tutors.

The Australian College of Dentistry was affiliated in 1906, the University obtaining certain rights in regard to the control of the college, and undertaking to recognise the professional teaching given therein in connection with the degree of Dental Surgery.

3. University of Adelaide.—This University was established by Act of Parliament in 1874, and by Letters Patent granted in 1881 its degrees were recognised as on the same footing as those granted in any University in the United Kingdom. The foundation of the University was rendered practicable by the munificent gifts of Sir Walter Hughes and Sir Thomas Elder, each of whom contributed £20,000 towards its establishment. The University Act of 1874 also provided for an annual grant equal to five per cent. on the funds possessed by the institution, but stipulated that the total endowment thus given was not to exceed £10,000 in any single year. The Act also provided an endowment of 50,000 acres of land, and a grant of five acres for a site in the city of Adelaide.

When first constituted there were only four professorships in the University—(1) Classics and Comparative Philology and Literature; (2) English Language and Literature, Mental and Moral Philosophy; (3) Mathematics; (4) Natural Science, the endowments for these being provided for by the gifts of Sir Walter Hughes and Sir Thomas Elder.

Lectures commenced in March, 1876, with a total of sixty students, of whom only eight were matriculants. The foundation-stone of the University buildings was, however, not laid until 30th July, 1879, and the formal opening of the institution took place in April, 1882. The total cost up to date was about £38,000. The munificence of Sir Thomas Elder also rendered possible the establishment of a School of Medicine, for as early as 1883 he made a further donation to the University funds of a sum of £10,000. Arrangements for a complete medical curriculum were perfected in 1886. The Angas Professorship of Chemistry, inaugurated in 1885, owes its origin to the munificence of the Hon. J. H. Angas, who provided a sum of £6000 for its endowment. The Chair of Music was established in 1884, and this was also largely assisted by Sir Thomas Elder, who contributed a sum of £300 annually to its upkeep. In 1890 the lectureship in Law, which had existed since 1883, was raised to a professorship. Considerable additions were made to the University library consequent on the gift since 1892 of upwards of £7500 by Mr. Robert Barr Smith. At present it contains about 19,000 volumes.

Sir Thomas Elder, who died in 1897, bequeathed to the University a sum of £65,000. the total donations of this public-spirited citizen amounting to nearly £100,000. According to the terms of his will £20,000 was apportioned to the School of Medicine, £20,000 to the School of Music, and the balance was made available for the general purposes of the University. The Elder Conservatorium of Music was, therefore, established in 1898, the building being finally completed in 1900. Considerable additions were made to the Engineering and Science Schools in 1901 and to the Medical School in 1902.

In 1903 an arrangement was entered into by the University Council with the Council of the South Australian School of Mines and Industries whereby the two institutions, to some extent, combine their resources in the provision of courses of instruction in mining engineering, metallurgy, mechanical engineering, and electrical engineering, and the allied bodies hold examinations and grant diplomas in various branches of Applied Science. The University also practically controls the Training College for public school teachers.

The University grants degrees in Arts, Science, Law, Medicine and Music, and diplomas in various branches of Applied Science and in Music.

It is interesting to note that the Adelaide University was the first Australian University to grant degrees to women. the power to do so being conferred by an Act of Parliament passed in 1880.

4. University of Tasmania.—The University of Tasmania was established by Act of Parliament assented to on the 5th December, 1889, the preamble stating that it was intended to supply to all classes without distinction encouragement for pursuing a regular and liberal course of education. A Council and Senate were provided for, to form, when duly constituted, a body politic and corporate, with perpetual succession and a Common Seal, and having the usual powers and privileges attached to such bodies. The Senate was to consist of male graduates of the University with the degree of Master or

Doctor, and of all other male graduates of three years' standing, together with certain other persons, but until the number of Senators reached fifty the Council was to administer the affairs of the University. Provision was made for the granting of degrees in Arts, Science, Law, Medicine, Music and any other specified subjects excepting Theology and Divinity, and also for the conferring of "*ad eundem*" degrees. The Council was empowered to make statutes for the affiliation or connection with the University of technical colleges and schools. It was expressly stated that no religious test was to be applied to persons desirous of joining the University. Appropriations from the Consolidated Fund of sums of £3000 in each of the years 1890 and 1891 were authorised for the endowment of the University. For 1892 and subsequent years the appropriation was fixed at £4000.

By an Amending Act passed in 1890 the number of Councillors was fixed at eighteen, of whom nine were to be elected by the Senate, and eight by members of both Houses of Parliament, while the remaining member was to be the Minister of Education. The University is housed in a building which was formerly a proprietary high school, and was acquired for University purposes by Act of Parliament dated 21st December, 1892.

By statute dated April 13th, 1905, the Zeehan School of Mines and Metallurgy became affiliated to the University. At the present time there are professorships in classics and English literature, mathematics and physics, and law and modern history, and lectureships in modern languages, chemistry and geology, mechanical engineering, applied mechanics, mechanical drawing and physics, classics, modern history, mental and moral science, and surveying, and an assistant-lectureship in geology.

5. University of New Zealand.—The University of New Zealand is a chartered corporation, governed by a Senate of twenty-four fellows, including the Chancellor and Vice-Chancellor. The fellows are appointed, four by the Governor-in-Council, eight by the governing bodies of the four affiliated colleges, four by the professorial boards of the same colleges, and eight by graduate members of the colleges. The fellowships are tenable for six years. The University is an examining and not a teaching body, and four teaching institutions are attached to it—the University of Otago, founded in 1869, at Dunedin; Canterbury College, founded in 1876, at Christchurch; Auckland University College, founded in 1882, at Auckland; and Victoria College, founded in 1897, at Wellington.

The University has power to grant the degrees of Bachelor and Master of Arts and of Bachelor and Doctor of Laws, Medicine, Science, and Music, and is seeking power to grant degrees in other faculties. Examiners for degrees in Arts and Science are appointed periodically, and are chosen from eminent scholars in their several departments in the Universities of the United Kingdom. The delay involved in sending the papers home for examination is held to be amply compensated for by the prestige which attaches to degrees conferred upon the impartial decision of distant and eminent examiners. The University receives from the colonial Treasury an annual subsidy of £3000, one-half of which is devoted to scholarships. The affiliated colleges are also handsomely endowed.

6. Teachers and Students at Universities.—The following table shews the number of professors and lecturers and the students in attendance at each of the Commonwealth Universities during the year 1906:—

University.	Professors.	Lecturers.	Students attending Lectures.		
			Matriculated.	Non-matriculated.	Total
Sydney	15	61	836	218	*1054
Melbourne	15	55	620	233	†853
Adelaide	9	25	409	217	‡626
Hobart	3	6	—	—	§62

* Including 142 females. † Including 128 females. ‡ In 1904.

7. University Revenues.—The income of the Universities from all sources during the year 1906 was as follows:—

University.	Government Grants.	Fees.	Other.	Total.
	£	£	£	£
Sydney	13,500	16,640	18,807	48,947
Melbourne	21,000	18,918	558	40,476
Adelaide	6,815	10,414	5,280	22,509
Hobart (1905)	4,000	926	155	5,081

The column "Other" includes the receipts from private foundations. In the case of the Sydney University these were considerable, the Challis bequest alone representing property to the value of £268,224.

8. New Zealand University.—The latest returns shew that at Auckland University College, Victoria University College, Canterbury College, and the University of Otago, all of which are affiliated to the New Zealand University, there is a staff of sixty-four professors and lecturers. Students in attendance during 1906 numbered 1332, of whom 1048, including 369 females, were matriculated. Receipts for the year amounted to £9210, and expenditure to £6206.

9. University Extension.—Under a statute of the Senate of Sydney University, approved of in 1892, a Board was appointed, which was empowered from time to time to recommend to the Senate the names of suitable persons for giving courses of lectures, and to hold examinations in the subjects of the lectures. The Board receives and considers applications from country centres, and makes provision for engaging lecturers and managing the entire business connected with the various courses. The project has only met with fair success, no lectures having been given in some years, but lately there appears to be an awakening of interest in the matter. The Board also arranges for courses of lectures in Queensland. Information regarding the number of courses of lectures and attendance of students during the last five years will be found in the table below:—

Year.	Courses of Lectures in—				Average Attendance of Students.		
	New South Wales.			Q'land.			
	Metropolis.	Country.	Total.				
1902	—	6	6	—	475
1903	2	1	3	9	1,015
1904	6	3	9	4	1,565
1905	6	2	8	4	1,640
1906	5	3	8	4	1,345

University extension lectures in Victoria date from the year 1891, when a Board was appointed by the Melbourne University for the purpose of appointing lecturers and holding classes and examinations at such places and on such subjects as it might think fit. Interest in University extension is apparently on the wane in Victoria, as lectures were delivered in five centres only in 1905 and 1906, as against eight centres in 1904.

The Adelaide University has also instituted short courses of extension lectures in Arts and Science, to which students are admitted on payment of a nominal fee. Public intimation of these lectures is made from time to time during the session. For 1907 a course of eleven lectures was provided—two in Chemistry, three in Science, three in Literature, and three in Law. The Tasmanian University provides for courses of lectures at Launceston, the lectures being delivered weekly by members of the University teaching staff.

§ 5. Technical Education.

1. **General.**—Although provision has been made in some of the States in respect to many necessary branches of technical education, the total provision made would imply that this branch of education has not been regarded as of great importance. As will be seen later on, the expenditure on this branch of education for the whole of Australasia is comparatively insignificant.

2. **New South Wales.**—The present organisation of technical education in this State dates from the year 1883, when a Technical Education Board was appointed as a result of suggestions made at the Technological Conference held in 1879. This Board continued its functions till November, 1889, when it was dissolved, and the work has thenceforward been carried on as a branch of the Public Instruction Department. The chief centre of activity is, of course, in Sydney, where the Technical College and Technological Museum are situated, the college having been opened for the reception of students early in 1892. Colleges have also been erected in some of the chief country towns, and classes in various subjects are held at a large number of public schools. The total number of classes in operation during 1906 was 654, of which 126 were held in Sydney, and 356 in the suburbs and country towns, while 172 were conducted at the public schools. The students enrolled numbered 15,594, of whom 7001 were in attendance at Sydney, 4338 in country districts, and 4255 at the classes held at public schools. The average weekly attendance was 9771. As mentioned elsewhere, higher technical training is afforded at the School of Mines and Engineering in connection with the University. Reference to agricultural colleges will be found in the chapter dealing with Agriculture.

3. **Victoria.**—Technical instruction in Mining has for many years received considerable attention in Victoria, the Ballarat School of Mines, which was established as far back as 1870, having achieved an Australasian reputation. The general scheme of instruction, however, lacked cohesion, and it was not until after the publication of the Report of the Royal Commission on Technical Education (which was appointed in 1899) that many defects were remedied. Including the Schools of Mines, the number of institutions receiving State aid in 1906 was seventeen, of which eight afforded instruction in Science, Art and Trade subjects, two in Art and Science, five in Art and Trade, and two in Art only. Science and Art classes have also been established at some of the larger State schools. The total enrolment in all classes in 1906 was over 7000, but, as this figure includes many duplicate enrolments, the average number in attendance would probably be about 4000.

4. **Queensland.**—Previous to 1902 technical colleges were carried on in connection with Schools of Art in many of the towns, under the control of local committees, by whom regulations were framed and the colleges administered. The aid granted by the State was £1 for every £1 raised locally, but no grant was to exceed the amount voted annually by Parliament. In 1902 a Board of Technical Education was formed, and held office from September of that year till the 27th May, 1905, and during this time devoted much energy towards the improvement of technical education in Queensland. The control, however, was removed from the Board in July, 1905, and vested in the Minister of Education, who appointed an officer of his Department to the position of Inspector of Technical Colleges. This officer reports on technical education generally, inspects the colleges, sees that the grants to the various colleges are spent to the best advantage, and so on. Examinations of students at the colleges were conducted by the Education Department, for the first time, in 1905, the papers being set by local experts, and, in some instances, by experts beyond the State. A differential scheme of endowment came into operation in 1906, the distribution being based on the general and practical utility of the subjects taught, and the subsidy ranging from ten shillings to £3 for every £1 of fees collected according to importance of subject and amount of apparatus required. At the

present time there are seventeen institutions known as technical colleges, and the average enrolments at these per term were 2500, while the enrolments for all terms of the year came to 918.

5. **South Australia.**—A considerable amount of attention has been given to technical education in South Australia, particularly in connection with the mining industry. The School of Mines and Industries, founded in 1889, afforded instruction during 1906 in forty-six subjects, and had an enrolment of 1493 students. Government aid to the extent of £4600 was granted to the institution during the year. There are also Schools of Mines at Moonta, Port Pirie, Kapunda, and Gawler, which had an attendance in 1906 of 430, 137, 120, and 172 pupils respectively. The School of Design Painting and Technical Arts in Adelaide had an enrolment in 1906 of 605 students, while there are also forty-six students at the Port Adelaide branch, and sixteen at Gawler.

6. **Western Australia.**—A technical school was established at Perth in 1900, and since its opening has progressed rapidly. The institution is affiliated with the Adelaide University, and it is hoped that the students will be shortly allowed to take the degree of B.Sc. without leaving the school. During 1906 the attendance of students in the various classes averaged 477. The branches established at Fremantle and Midland Junction were attended by 147 and twenty-two students respectively. The school at Boulder, which has only recently been opened, had an average attendance during the latter half of 1906 of 170 students. A small school has also been opened at Coolgardie, and classes are held at Kalgoorlie and Menzies. The schools are all under the control of the Education Department, the officer entrusted with their supervision being styled Director of Technical Education. The Director also supervises the School of Mines at Kalgoorlie, which is controlled by the Mines Department.

7. **Tasmania.**—In this State provision for technical education dates from the year 1888. At the present time the most important technical institution is the School of Mines and Metallurgy at Zeehan. Courses of instruction are given in metal mining and in metallurgical chemistry and assaying, the diploma in metal mining entitling the holder to the Government certificate of competency as a mine manager. The institution is affiliated to the University of Tasmania. There are also two other schools under the control of the Education Department, and each managed by a committee appointed by the Governor-in-Council. At the Hobart school twenty-nine classes in various technical subjects were in operation during 1906, and nine classes at Launceston. Tasmanian technical schools naturally devote their chief attention to mining and mineralogy.

8. **New Zealand.**—Technical classes for instruction in various branches of Pure and Applied Art, Science, and Technology, and in Domestic Economy and commercial subjects, and continuation classes providing instruction in subjects of general education, are conducted at about sixty places by the controlling authorities in the various education districts. The total number of classes working under the Regulations for Manual and Technical Instruction is about one thousand. There are now over twenty technical and art schools more or less completely equipped, at which instruction of the kind indicated is given. Regular instruction in handwork, in accordance with the abovementioned regulations, is also given at some 900 primary and secondary schools. In the lower classes the subjects most generally taught are modelling, brush drawing, paper and cardboard work, and free-arm drawing. In the upper classes instruction is given in cookery, woodwork, and various branches of science. Considerable attention is also given to elementary instruction in agriculture in connection with school gardens, of which there are about 100 in operation.

The total expenditure of the Government on manual and technical instruction for the year 1906 was about £63,403, of which £25,595 was paid in capitations not generally exceeding threepence a pupil an hour.

The Department conducts every year examinations in various subjects of Science, Art, and Technology on behalf of the Board of Education, South Kensington, and the City and Guilds of London Institute. Of the 789 candidates who presented themselves at the examinations held in 1906, 509 passed.

Seven schools of mines, chiefly for the benefit of working miners, are subsidised by the Government Department of Mines in the various mining districts of the colony. The public expenditure on these schools of mines for 1906 amounted to £2837. In connection with schools of mines four scholarships are offered annually—one each for Otago and the West Coast of the Middle Island, and two for the North Island. These scholarships entitle the holders to £50 a year for three years and free tuition at the Otago University. There are Chairs of Mining at the Otago University and the Auckland University College.

Higher technical instruction, on the professional plane, is given at several corporate and endowed institutions: A medical school and a school of mines at the University of Otago; a school of engineering and technical science at Canterbury College; and a school of mines at Auckland College. There is a well-endowed School of Agriculture. A special grant of £2000 a year is made to each of the four University Colleges for specialisation respectively in commerce and mining, in law and science, in engineering, and in mining, medicine, and veterinary science.

9. Expenditure on Technical Education.—The expenditure on technical education in each State and New Zealand during the period 1901-6 is shewn below:—

EXPENDITURE ON TECHNICAL EDUCATION, 1901 TO 1906.

State.	1901.	1902.	1903.	1904.	1905.	1906.
	£	£	£	£	£	£
New South Wales	23,154	25,540	26,459	25,762	25,262	26,764
Victoria ...	26,225	22,958	16,430	16,278	17,117	21,444
Queensland ...	10,397	11,728	7,294	6,395	5,055	6,803
South Australia ...	15,815	17,525	17,978	7,756	7,481	7,663
Western Australia	1,926	4,182	9,758	16,673	12,381	12,930
Tasmania ...	2,288	2,488	2,465	1,359	2,650	2,650
Commonwealth	79,805	84,421	80,384	74,223	69,946	78,254
New Zealand...	7,611	11,605	12,984	16,735	25,056	25,363

The figures in the preceding table represent an expenditure of only 1s. 3d. per head of the population of the Commonwealth, as compared with £1 16s. 3d. per head spent on primary education, and shew indubitably that technical education has not attained to its proper place in the educational organisation of Australia.

§ 6. Diffusion of Education.

1. **General Education.**—A rough indication of the state of education of the people is obtained at each Census under the three headings, "read and write," "read only," and "cannot read." The grouping of the whole population, exclusive of aborigines, in these three divisions is given at each Census since 1861:—

EDUCATION AT CENSUS PERIODS, 1861 TO 1901.

State.		1861.	1871.	1881.	1891.	1901.
N.S. Wales	{ Read & write	188,543	296,741	507,067	835,562	1,071,935
	{ Read only...	46,024	56,391	49,372	43,539	29,728
	{ Cannot read	116,293	149,866	193,386	244,853	253,183
Victoria	{ Read & write	328,362	478,464	653,346	908,490	998,010
	{ Read only...	57,351	70,953	47,950	32,794	21,852
	{ Cannot read	152,915	180,781	160,270	198,556	181,208
Queensland	{ Read & write	17,152	74,940	136,436	276,381	376,294
	{ Read only...	3,680	12,080	13,657	14,618	11,737
	{ Cannot read	9,227	33,084	63,432	102,719	110,098
South Australia	{ Read & write	72,190	117,349	200,057	236,514	290,748
	{ Read only...	18,535	21,509	15,267	9,571	8,283
	{ Cannot read	36,105	46,768	64,541	74,346	64,126
West. Australia	{ Read & write	7,683	14,166	19,684	34,254	150,099
	{ Read only...	1,301	2,717	2,430	2,061	3,107
	{ Cannot read	5,853	7,902	7,594	13,467	30,918
Tasmania	{ Read & write	48,282	55,941	74,966	103,138	133,579
	{ Read only...	13,136	13,946	9,606	6,287	3,907
	{ Cannot read	28,559	29,441	31,133	37,242	34,989
Commonwealth	{ Read & write	662,212	1,037,601	1,591,556	2,394,339	3,020,665
	{ Read only...	140,027	177,596	138,282	108,870	78,614
	{ Cannot read	348,952	447,842	520,356	671,183	674,522
New Zealand	{ Read & write	67,999	175,569	345,838	481,087	637,264
	{ Read only...	8,919	19,039	27,322	24,750	14,959
	{ Cannot read	22,103	61,785	116,773	120,821	120,496
Australasia	{ Read & write	730,211	1,213,170	1,937,394	2,875,426	3,657,929
	{ Read only...	148,946	196,635	165,604	133,620	93,573
	{ Cannot read	371,055	509,627	637,129	792,004	795,018

The proportion in the Commonwealth of the various classes per 10,000 of the population is shewn below for each census period:—

PROPORTION OF EDUCATED AND ILLITERATE PER 10,000 PERSONS, 1861 TO 1901.

Division.		1861.	1871.	1881.	1891.	1901.
Read and write	...	5.752	6.239	7.073	7.543	8.004
Read only	...	1.217	1.068	615	343	208
Cannot read	...	3.031	2.693	2.312	2.114	1.788

2. **Education of Children.**—The figures in the preceding tables refer to the entire population of the States and New Zealand, and as the age constitution of those dwelling in the various portions of Australasia underwent considerable modifications during the period dealt with, a far more reliable test of the diffusion of education will be obtained by a comparison of the Census returns in regard to children of school age. For comparative purposes this has been taken to include all children in the group over five and under fifteen years of age, and the degree of education of these at each Census will be found below:—

EDUCATION OF CHILDREN AT CENSUS PERIODS, 1861 to 1901.

State.		1861.	1871.	1881.	1891.	1901.
N.S. Wales ...	{ Read & write	34,040	68,776	121,735	196,240	251,187
	{ Read only ...	20,345	26,886	25,100	21,375	15,934
	{ Cannot read	25,472	32,924	41,663	48,580	60,734
Victoria ...	{ Read & write	42,268	122,739	170,713	201,199	236,515
	{ Read only ...	25,518	39,636	25,249	15,656	13,128
	{ Cannot read	19,341	29,490	21,421	27,441	27,765
Queensland ...	{ Read & write	2,156	12,698	33,317	62,402	95,635
	{ Read only ...	1,534	6,104	7,019	7,580	5,955
	{ Cannot read	1,629	6,015	9,615	16,257	18,827
South Australia	{ Read & write	15,485	30,608	46,630	58,291	69,451
	{ Read only ...	8,748	12,432	7,926	4,618	4,229
	{ Cannot read	6,907	10,074	12,483	17,988	15,480
West. Australia	{ Read & write	1,333	3,218	4,418	6,910	25,326
	{ Read only ...	226	617	1,260	933	1,815
	{ Cannot read	1,015	1,795	1,593	2,348	5,431
Tasmania ...	{ Read & write	11,919	17,335	17,188	24,007	32,890
	{ Read only ...	2,848	4,143	4,108	2,974	1,795
	{ Cannot read	4,581	6,663	6,606	8,829	8,475
Commonwealth	{ Read & write	107,201	255,374	394,001	549,049	711,004
	{ Read only ...	59,219	89,818	70,662	53,136	42,856
	{ Cannot read	58,945	86,961	93,381	121,443	136,712
New Zealand ...	{ Read & write	9,729	33,569	86,002	124,855	139,161
	{ Read only ...	5,845	13,804	17,605	16,491	9,566
	{ Cannot read	18,899	7,398	21,920	25,811	22,234
Australasia ...	{ Read & write	116,930	288,943	480,003	673,904	856,165
	{ Read only ...	65,064	103,622	88,267	69,627	52,422
	{ Cannot read	77,844	94,359	115,301	147,254	158,946

In the case of Tasmania full details for the years 1861 and 1871 were not available, and the figures for those years are approximate. The variation in degree of education will be more readily seen by reducing the foregoing figures to the basis of proportion per 10,000, and the results so obtained are embodied in the following table, a glance at which is sufficient to demonstrate the remarkable strides that at least the lower branches of education have made since 1861. In that year only 45 per cent. of the children of school age could read and write, while 30 per cent. were illiterate. The returns for 1901 shew that the proportion of those who could read and write had increased to over 80 per cent., while the totally ignorant had declined by fully one-half:—

EDUCATION OF CHILDREN (AGES 5 TO 15) PER 10,000 AT CENSUS PERIODS.
1861 TO 1901.

State.		1861.	1871. .	1881.	1891.	1901.
N.S. Wales ...	{ Read & write	4,263	5,349	6,458	7,372	7,662
	{ Read only...	2,547	2,091	1,332	803	486
	{ Cannot read	3,190	2,560	2,210	1,825	1,852
Victoria ...	{ Read & write	4,851	6,397	7,853	8,236	8,526
	{ Read only...	2,929	2,066	1,162	641	473
	{ Cannot read	2,220	1,537	985	1,123	1,001
Queensland ...	{ Read & write	4,053	5,116	6,670	7,236	7,942
	{ Read only...	2,884	2,460	1,405	879	495
	{ Cannot read	3,063	2,424	1,925	1,885	1,563
South Australia	{ Read & write	4,973	5,763	6,956	7,206	7,790
	{ Read only...	2,809	2,341	1,182	571	474
	{ Cannot read	2,218	1,896	1,862	2,223	1,736
West Australia	{ Read & write	5,179	5,716	6,076	6,780	7,775
	{ Read only...	878	1,096	1,733	916	557
	{ Cannot read	3,943	3,188	2,191	2,304	1,668
Tasmania ...	{ Read & write	6,160	6,160	6,160	6,704	7,620
	{ Read only...	1,472	1,472	1,472	830	416
	{ Cannot read	2,368	2,368	2,368	2,466	1,964
Commonwealth	{ Read & write	4,757	5,910	7,061	7,588	7,984
	{ Read only...	2,628	2,078	1,266	734	481
	{ Cannot read	2,615	2,012	1,673	1,678	1,535
New Zealand ...	{ Read & write	2,822	6,129	6,851	7,469	8,140
	{ Read only...	1,696	2,520	1,403	987	560
	{ Cannot read	5,482	1,351	1,746	1,544	1,300
Australasia ...	{ Read & write	4,500	5,934	7,022	7,565	8,009
	{ Read only...	2,504	2,128	1,291	782	494
	{ Cannot read	2,996	1,938	1,687	1,653	1,497

3. **Education as shewn by Marriage Registers.**—Another common method of testing the spread of education is to compare the number of mark signatures with the total number of persons married during each year of a series. The percentage of males and females signing with a mark to the total persons married in the Census years 1861 to 1901, and during each of the last five years, was as follows. The figures refer to marriages in the Commonwealth in respect of which information was obtainable:—

ILLITERACY AS SHEWN BY MARRIAGE SIGNATURES.

Year.	Proportion Signing with Marks of Total Persons Married.						
	Males.	Females.	Total.	Year.	Males.	Females.	Total.
	per cent.	per cent.	per cent.		per cent.	per cent.	per cent.
1861 ...	18.50	30.69	24.60	1902 ...	1.21	1.11	1.16
1871 ...	10.55	16.40	13.49	1903 ...	1.17	1.02	1.10
1881 ...	4.34	6.78	5.56	1904 ...	0.95	0.91	0.93
1891 ...	2.27	2.40	2.34	1905 ...	0.91	0.93	0.92
1901 ...	1.35	1.29	1.32	1906 ...	0.92	0.86	0.89

The table shews that there has been a large diminution in illiteracy, and judging from the figures for the last few years the proportion bids fair to practically disappear. Up to 1891 there was a higher proportion of illiteracy amongst females, but from 1901 onwards, generally speaking, the opposite condition prevailed.

§ 7. Miscellaneous.

1. Scientific Societies.—Despite the trials and struggles incidental to the earlier years of the history of Australia, higher education and scientific advancement was not lost sight of. Thus the origin of the Royal Society of New South Wales dates as far back as 1821, when it was founded under the name of the Philosophical Society of Australasia, Sir Thomas Brisbane being its first president. It was not until the year 1866, however, that the Society received its present title. Some of the papers of the old Philosophical Society were published in 1825 under the title of "Geographical Memoirs of New South Wales," and contain much that is interesting in regard to the early history of Australia. The first volume of the Transactions of the Royal Society of New South Wales was issued in 1867, the title of the series being altered to Journal in 1876. Up to the end of 1906 forty volumes had been published. In addition to the publication of its own Proceedings, the Society obtains, by exchange or purchase, copies of the principal scientific and professional publications issued throughout the world, the exchange list comprising 432 kindred societies. At the present time the library contains about 19,000 volumes and pamphlets. In 1906 the members numbered 350.

The Royal Society of Victoria dates from 1854, in which year the Victorian Institute for the Advancement of Science and the Philosophical Society of Victoria were founded. These were amalgamated in the following year under the title of the Philosophical Institute of Victoria, while the Society received its present title in 1860. The first volume of its publications dates from 1855. The earlier publications dealt largely with Physics, later on Biology became prominent, while at present the greater number of papers deal with Geology. The Constitution of the Society states that it was founded for the promotion of Art, Literature, and Science, but for many years past Science has monopolised its energies.

The inaugural meeting of the Royal Society of Queensland was held on the 8th January, 1884, under the presidency of the late Sir A. C. Gregory. The Society was formed "for the furtherance of the Natural and Applied Sciences, especially by means of original research." Shortly after its formation it received an accession to its ranks by the amalgamation with it of the Queensland Philosophical Society, which was started at the time when Queensland became a separate colony. Up to this period the Philosophical Society had published three volumes of Proceedings. The Royal Society has up to the present published nineteen volumes of Proceedings. In 1906 the number of members was 120.

The present Royal Society of South Australia grew out of the Adelaide Philosophical Society, which was founded in 1853, its object being the discussion of all subjects connected with Science, Literature, and Art. Despite this programme, the tendency of the papers was distinctly scientific, or of a practical or industrial nature. With the advent of the late Professor Tate the sphere of activity of the Society was considerably enlarged. Permission to assume the title of "Royal" was obtained in 1879, the Society thenceforward being known as "The Royal Society of South Australia." The latest returns shew that the list of members comprises 11 Honorary Fellows, 69 Fellows, 7 Corresponding Members, and 2 Associates. Thirty volumes of Proceedings have been published.

The principal Scientific Society in Western Australia is the West Australian Natural History Society, with which is incorporated the Mueller Botanic Society. The objects of this Association are the Study of Natural History, promoted by periodical meetings, field excursions, and the issue of Reports of Proceedings. The number of members at the present time is about 80.

The constitution of the Royal Society of Tasmania dates from 12th September, 1844, although Sir John Franklin had started a Scientific Society as early as 1838. The names of Captains Ross and Crozier, of H.M.S. *Erebus* and *Terror*, appear in the list of the first corresponding members. The main objects of the founders of the Society were to encourage investigation into the plant and animal life of Tasmania and into the mineralogical character and fossil contents of its rocks. At the present time the Society numbers about 40 members.

In addition to the societies enumerated above, there are various others in each State devoted to branches of scientific investigation, particulars respecting which are not at present available.

2. Libraries.—As far as can be ascertained the total number of libraries in the Commonwealth at the latest available date was about 1500, and the number of books contained therein two and a half millions. In each of the capital cities there is a well-equipped Public Library, the Melbourne institution especially comparing very favourably with similar institutions in other parts of the world. The following statement gives the number of volumes in the Public Library of each City :—

METROPOLITAN PUBLIC LIBRARIES.

City	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Sydney ...	143,386	29,331	6,924	179,641
Melbourne ...	168,079	23,514	...	191,593
Brisbane ...	33,631	*	*	33,631
Adelaide ...	60,655	23,776	...	84,431
Perth ...	63,683	...	2,163	65,846
Hobart ...	11,839	*	*	11,839

* No information.

The number of suburban and country libraries in each State, together with the estimated number of books contained therein, is given below :—

	State.					
	N.S.W.	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.
Number of suburban and country libraries ...	462	423	172	168	196	42
Estimated number of books	750,000	708,930	195,452	294,241	98,000	89,000

The figures in the above table can be taken only as approximations, as in many instances returns were not received from various institutions.

The number of libraries in New Zealand, at the latest available date, was 430 containing, approximately, 720,000 volumes.

3. Museums.—The Australian Museum in Sydney, founded in 1836, is the oldest institution of its kind in Australia. In addition to possessing a fine collection of the usual objects to be met with in kindred institutions, the Museum contains a very valuable and complete set of specimens of Australian fauna. The number of visitors to the institution last year was 146,360, and the average attendance on week-days 432, and on Sundays 619. The expenditure amounted to £7037, of which £5370 was absorbed by salaries and allowances, and £1667 by purchases and miscellaneous. The specimens received in 1905 and 1906 numbered 13,500 and 18,900 respectively. Representative collections, illustrative of the natural wealth of the country, are to be found in the Agricultural and Forestry Museum, and the Mining and Geological Museum. The latter institution prepares collections of specimens to be used as teaching aids in country schools. The "Nicholson" Museum of Antiquities, and the "Macleay" Museum of Natural History, connected with the University, are also accessible to the public. There is a fine Technological Museum in Sydney, with branches in five country centres, the metropolitan institution containing over 93,000 specimens. Valuable research work has been undertaken by the scientific staff in connection with oil and other products of the eucalyptus. The

average attendance of the public at the Technological Museums during the last five years was well over 200,000.

The National Museum at Melbourne, devoted to Natural History, Geology, and Ethnology, is located in the Public Library building. There are no particulars available in regard to the number of visitors to the institution. The expenditure by the Government on the Museum amounted in 1905 to £2755, and in 1906 to £3540. The Industrial and Technological Museum, opened in 1870, contains upwards of 55,000 specimens. There is a fine "Museum of Botany and Plant Products" in the Melbourne Botanic Gardens. Well-equipped museums of mining and geological specimens are established in connection with the Schools of Mines in the chief mining districts.

The Queensland Museum dates from the year 1871, but the present building was opened in January, 1901. Since its inauguration the Government has expended on the institution a sum of £66,316, of which buildings absorbed £16,563, purchases £21,018, and salaries £28,732. The number of visitors during the year was 59,292, of whom 22,752 visited the institution on Sundays. The Queensland Geological Survey Museum has branches in Townsville, opened in 1886, and Brisbane, opened in 1892. The visitors during the year numbered 17,080. The total expenditure on the institution up to the end of 1906 was £5377, of which £2817 was absorbed by buildings.

Under the Public Library Act of 1884 the South Australian Institute ceased to exist, and the books contained therein were divided amongst the Museum, Public Library and Art Gallery of South Australia, and the Adelaide Circulating Library. The Museum was attended by 106,930 visitors in 1905.

The latest available returns shew that the Western Australian Museum contains altogether 48,000 specimens of an estimated value of £46,000. The Museum is housed in the same building as the Art Gallery, and the visitors to the combined institutions during the year numbered 66,000. The expenditure totalled £3963, of which salaries absorbed £1733, purchase of works of art £682, and scientific objects £520.

There are two museums in Tasmania—the Tasmanian Museum at Hobart, and the Victoria Museum and Art Gallery at Launceston, both of which contain valuable collections of botanical and mineral products. Particulars regarding attendances are not available. The Tasmanian Museum received aid from the Government during last year to the extent of £550.

4. Art Galleries.—Information regarding the State collections of objects of art in the various capitals is in some cases very meagre, while the method of presentation does not admit of any detailed comparisons being made. The collection in the National Art Gallery of New South Wales is valued at the present time at £130,000. The average attendance on week-days during the last ten years was about 540, and on Sundays about 1800. During the last few years the expenditure on the institution has averaged about £4000. The collection in the gallery at the end of 1906 comprised 350 oil paintings, 255 water-colour drawings, 500 black and white works, 148 statuary, casts and bronzes, and 300 various art works in metals, ivory, ceramics, glass, mosaic, &c.

The National Gallery at Melbourne at the end of 1906 contained 499 oil paintings, 3511 objects of statuary, and 13,711 water-colour drawings, engravings, and photographs.

The Queensland National Art Gallery contained at the latest available date 62 pictures, 6 pieces of statuary, 113 engravings, 37 illustrated volumes, 27 specimens of ceramic art. During 1906 the institution was visited by 40,000 persons.

The Art Gallery at Adelaide contained in 1906 187 oil paintings, 101 water-colours, 21 pieces of statuary, 188 sketches, engravings, and etchings, and 436 specimens of ceramic ware, art metal, and other art works. The total number of visitors during the year was 131,237. Government aid to the extent of £6395 was granted to the Library, Museum, and Art Gallery during 1905-6.

The Western Australian Art Gallery receives an annual grant from Government of £1000. The latest returns shew that the institution contains 61 oil paintings, 19 water-colours, 168 black and white, and 103 pieces of statuary, in addition to a fair collection of ceramic and art metal-work specimens.

In Tasmania the cities of Hobart and Launceston have Art Galleries, each with a small but very creditable collection.

5. **State Expenditure on all Forms of Educational Effort.**—The expenditure from the consolidated revenue in each State on all forms of educational and scientific activity during each of the last six financial years was as follows:—

EXPENDITURE ON EDUCATION, SCIENCE, AND ART, 1901 TO 1906.

State.	1901-2.	1902-3.	1903-4.	1904-5.	1905-6.	1906-7.
	£	£	£	£	£	£
New South Wales	874,977	905,439	908,229	916,046	934,634	941,654
Victoria ...	864,295	782,049	764,967	787,836	810,850	842,071
Queensland ...	343,870	317,916	319,799	324,502	338,426	366,635
South Australia ...	210,441	203,305	191,929	195,648	199,628	193,346
Western Australia	168,770	200,204	209,573	214,733	230,573	217,036
Tasmania ...	60,759	73,300	72,129	72,435	68,163	68,777
Commonwealth	2,523,112	2,482,213	2,466,626	2,511,200	2,582,274	2,629,519

The expenditure for 1906-7 is equivalent to about 12s. 9d. per head of population in the Commonwealth.