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CHAPTER XV.

EDUCATION.

§ 1. Introduction.

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

In the sections which follow, the information relating to the educational programme applies mainly to the year 1960. The statistics given in the tables relate to 1959.

§ 2. Education in Australian Schools.

1. *Administration.*—Primary and secondary education in Australia is provided by both government and non-government schools. Education in government schools is mainly the responsibility of the State Governments, but the Commonwealth Government provides financial assistance to students and meets the full cost of such education in Commonwealth Territories (see Chapter V.). Non-government schools are mainly conducted by religious denominations, subject to certain government controls (see para. 4, p. 587). In general, non-government schools charge fees and are not usually assisted financially by State or Commonwealth Governments.

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

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

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

In 1960, the ages between which children were required by law to attend school were as follows:—New South Wales, 6 to 15 years; Victoria, 6 to 14 years; Queensland, 6 to 14 years; South Australia, 6 to 14 years (children may not leave school until the end of the term during which they reach the age of 14 years); Western Australia, 6 to 14 years; and Tasmania, 6 to 16 years. The employment of children of school age is prohibited by law.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Public authority over schools or institutions having scholars above the compulsory ages is generally less direct. It is effected directly by the registration procedures in Victoria and Tasmania, and in all States there is a measure of indirect control through provisions governing the award of State scholarships, bursaries or other forms of financial assistance to secondary scholars, which are available only in government or approved non-government schools. In New South Wales, also, the Intermediate and Leaving Certificates are awarded only to pupils of schools whose courses of study are approved by the Department of Education.

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

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

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

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

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

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

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

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

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

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

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

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

Jewish schools are conducted in several capital cities.

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

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

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

(ii) *State Details. New South Wales.* The Intermediate Certificate Examination is taken after three years, either internally or externally, at an average age of 15, and the Leaving Certificate Examination (Matriculation), is taken after five years, at an average age of 17. Following a comprehensive report to the Minister, there are plans to make the secondary school course a six-year one, with a School Certificate after four years and a Higher School Certificate after six years.

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

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

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

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

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

§ 3. Numbers of Schools, Teachers and Enrolments.

1. *General.*—The government schools shown in the following tables include primary, secondary, junior technical, correspondence and subsidized schools, but exclude senior technical colleges, evening schools and continuation classes.

Particulars relating to senior technical colleges are given in § 6, page 597.

Enrolments may be measured in a number of ways:—

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

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

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

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

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

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

2. Statistical Summary.—The numbers of schools, teachers and enrolments for 1959 are shown in the following table:—

SCHOOLS: NUMBER, TEACHERS, ENROLMENT, 1959.

Type of School.	N.S.W. (a)	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.	N.T.	Total.
NUMBER OF SCHOOLS.								
Government(b) ..	2,706	2,130	1,542	642	512	288	13	7,833
Non-Government—								
Denominational—								
Church of England..	42	35	16	13	9	5	..	120
Hebrew ..	3	6	..	..	2	..	..	9
Lutheran ..	7	4	(c) 2	15	..	..	..	27
Methodist ..	13	14	5	3	3	1	..	23
Presbyterian ..	677	433	264	119	172	41	2	1,708
Roman Catholic ..	16	7	3	3	5	3	..	37
Seventh-day Adventist	..	4	..	2	1	1	..	8
Other ..	51	35	10	5	120	6	..	227
Undenominational ..								
Total Non-Govern-								
ment ..	810	545	303	162	314	59	2	2,195
Total All Schools..	3,516	2,675	1,845	804	826	347	15	10,028

TEACHERS (EXCLUDING TEACHERS IN TRAINING).

Government(b) ..	d 19,155	14,421	8,713	5,912	4,098	2,412	146	54,857
Non-Government—								
Denominational—								
Church of England..	808	734	276	236	159	106	..	2,319
Hebrew ..	9	78	..	..	3	..	..	90
Lutheran ..	18	11	27	79	..	..	..	135
Methodist ..	186	178	(e) 103	81	65	24	..	637
Presbyterian ..	314	356	50	76	57	20	..	873
Roman Catholic ..	5,196	2,659	1,737	746	736	267	18	11,359
Seventh-day Adventist	54	29	8	9	21	9	..	130
Other ..	..	92	..	28	2	42	..	164
Undenominational ..	486	310	134	90	208	38	..	1,266
Total Non-Govern-								
ment ..	7,071	4,447	2,335	1,345	1,251	506	18	16,973
Total All Schools..	26,226	18,868	11,048	7,257	5,349	2,918	164	71,830

AVERAGE WEEKLY ENROLMENT.

Government(b) ..	571,875	404,750	233,121	157,513	115,875	62,381	2,996	1,548,511
Non-Government—								
Denominational—		(e)	(e)	(e)	(f)		(e)	
Church of England..	12,103	13,773	4,349	4,143	2,980	1,720	..	39,068
Hebrew ..	162	1,392	..	..	33	..	..	1,587
Lutheran ..	209	290	427	1,297	..	..	..	2,223
Methodist ..	2,648	3,725	(e) 1,968	1,507	1,281	328	..	11,457
Presbyterian ..	5,012	7,239	713	1,286	1,097	272	..	15,619
Roman Catholic ..	160,292	121,812	57,655	23,184	26,444	9,788	695	399,870
Seventh-day Adventist	915	541	166	146	321	144	..	2,233
Other ..	..	1,832	..	426	68	800	..	3,126
Undenominational ..	5,341	5,589	2,854	1,212	3,785	462	..	19,243
Total Non-Govern-								
ment ..	186,682	156,193	68,132	33,201	36,009	13,514	695	494,426
Total All Schools..	758,557	560,943	301,253	190,714	151,884	75,895	3,691	2,042,937

(a) Includes Australian Capital Territory. (b) Excludes Senior Technical Colleges.
 (c) Presbyterian and Methodist Schools' Association. (d) At 30th June, 1959. (e) Net enrolment.
 (f) Includes Kindergartens.

3. **Growth of School Attendance.**—The average attendance at schools in Australia is shown in the following table for the year 1891 and at varying intervals to 1959:—

SCHOOLS: AVERAGE DAILY ATTENDANCE, 1891-1959.

Year.	Government Schools. (a)	Non-Government Schools.	Total.	Year.	Government Schools. (a)	Non-Government Schools.	Total.
1891	350,773	99,588	450,361	1951	899,514	293,429	1,192,943
1901	450,246	120,742	570,988	1955	1,153,628	377,908	1,531,536
1911	463,799	132,588	596,387	1956	1,219,081	(b) 401,900	b 1,620,981
1921	666,498	164,075	830,573	1957	1,272,153	(b) 422,000	b 1,694,153
1931	817,262	189,665	1,006,927	1958	1,352,281	(b) 446,620	b 1,798,901
1941	732,116	224,355	956,471	1959	1,413,386	(b) 462,700	b 1,876,086

(a) Excludes Senior Technical Colleges.

(b) Partly estimated.

4. **Ages of Pupils.**—The ages of pupils at government and non-government schools at the Census date 1959 (which for most States was in August) are shown in the following table.

SCHOOLS: AGES OF PUPILS, AUSTRALIA, 1959.
(Census Enrolment.)

Age last Birthday (years).	Government Schools.			Non-Government Schools.			Total All Schools.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Under 6	64,244	60,822	125,066	42,985	44,259	87,244	190,579	183,267	373,846
6 " " 7	83,350	78,186	161,536						
7 " " 8	81,803	76,589	158,392	22,148	22,738	44,886	103,951	99,327	203,278
8 " " 9	80,972	76,138	157,110	22,028	22,955	44,983	103,000	99,093	202,093
9 " " 10	80,405	75,314	155,719	21,904	22,793	44,697	102,309	98,107	200,416
10 " " 11	78,167	72,727	150,894	21,085	22,789	43,874	99,252	95,516	194,768
11 " " 12	78,415	72,476	150,891	21,834	23,247	45,081	100,249	95,723	195,972
12 " " 13	84,147	76,984	161,131	23,433	25,729	49,162	107,580	102,713	210,293
13 " " 14	68,759	61,425	130,184	20,614	22,350	42,964	89,373	83,775	173,148
14 " " 15	58,617	51,037	109,654	18,116	20,045	38,161	76,733	71,082	147,815
15 " " 16	35,070	26,597	61,667	13,764	13,891	27,655	48,834	40,488	89,322
16 " " 17	14,161	10,249	24,410	8,282	7,087	15,369	22,443	17,336	39,779
17 and over	7,818	4,046	11,864	6,135	3,383	9,518	13,953	7,429	21,382
Total	815,928	742,590	1,558,518	242,328	251,266	493,594	1,058,256	993,856	2,052,112

The ages of all pupils in each State at the same date are shown in the following table.

SCHOOLS: AGES OF PUPILS: STATES, 1959.
(Census Enrolment.)

Age last Birthday. (Years.)	New South Wales. (a)	Victoria.	Queens-land.	South Australia. (b)	Western Australia.	Tasmania.	Australia.
Under 5	4,004	2,076	337	14,899	26,849	13,276	373,846
5 and under 6	65,532	46,329	18,049	20,173			
6 " " 7	75,048	56,859	30,415	19,732	15,693	7,560	203,278
7 " " 8	74,611	54,963	30,719	19,543	15,747	7,216	202,093
8 " " 9	74,394	55,172	30,021	19,704	15,188	7,284	200,416
9 " " 10	73,772	54,340	30,128	19,259	15,007	7,193	194,768
10 " " 11	71,765	52,422	29,122	18,987	14,833	7,121	195,972
11 " " 12	72,639	53,166	29,226	20,530	16,115	7,373	210,293
12 " " 13	78,193	56,840	31,242	16,437	12,223	6,076	173,148
13 " " 14	65,839	47,056	25,517	13,263	9,938	5,673	147,815
14 " " 15	62,079	36,433	20,429	8,520	6,449	4,038	89,322
15 " " 16	31,976	24,955	13,384	4,166	2,605	1,689	39,779
16 " " 17	13,183	11,710	6,426	1,322	1,255	592	
17 " " 18		4,617	3,252	335	394	322	
18 and over	5,986	1,177	2,130				21,382
Total	769,021	558,115	300,397	196,870	152,296	75,413	2,052,112

(a) Includes Australian Capital Territory.

(b) Includes Northern Territory.

§ 4. Other Aspects of Education in Schools.

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

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

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

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

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

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

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

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

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

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

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

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

(v) *Correspondence.* For children who are still unable to attend school, systems of correspondence tuition have been established in every State. The Education Departments provide tuition through primary and secondary school levels and up to matriculation standard if required. In addition, the Technical Correspondence Schools conducted by the senior technical college of each State arrange for correspondence tuition at secondary level up to matriculation standard for students over the school leaving age. Further reference to the work of the Technical Correspondence Schools is made in § 6 of this chapter, which deals with technical education (*see* p. 598).

7. School Broadcasting and Television.—Over the years, an extensive school broadcasting system has been developed in Australia by the co-operative efforts of the Australian Broadcasting Commission and education authorities. The Youth Education Department of the A.B.C. is responsible for the broadcasting of the programmes, but it draws freely on the advice and services of teachers and maintains permanent liaison officers with the Education Departments. It was estimated that in 1960 over 90 per cent. of Australian schools were equipped to receive radio lessons.

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

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

From the beginning of 1959, the A.B.C., in co-operation with education authorities provided several types of school television programmes weekly as an experiment. These were continued in 1960.

The "Kindergarten of the Air" and the television programme, "Kindergarten Playtime" are described in § 5 of this chapter, which deals with pre-school education (*see* p. 597).

8. Teacher Training and Recruitment.—(i) *General.* The training of government school teachers is carried out by the State Education Departments, but in most States persons who wish to train for teaching in private schools may attend government training

colleges on payment of a fee. Many non-government school teachers have been drawn from the government teaching services and others have been recruited at the university graduate level. Private training institutions also provide some teachers.

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

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

(ii) *Training Colleges.* Every State maintains at least one teachers' training college. Most students are trained at colleges in the capital cities, although there has been a movement towards the establishment of colleges in the country. At the end of 1960, there were in Australia 26 teachers' colleges conducted by Education Departments and professional training in education was being provided by seven universities.

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

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

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

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

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

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

(v) *Training of Specialist Teachers.* Teachers of specialist subjects such as music, art, manual arts, domestic science and commercial subjects receive from two to five years' training varying according to the institution concerned and the type of secondary school in which the teacher is to teach. In several States, the shorter courses are provided wholly by the teachers' colleges. Where the specialist course is given at an institution other than the teachers' college—for example, at a university, technical college or conservatorium of

music—as is usual for teachers of specialist subjects in high schools, trainees are required to attend teachers' college or university lectures in education and in some cases the specialist course is followed by a year of professional training.

In four States, teachers of music receive their specialist training at conservatoria of music: in New South Wales and Queensland, the conservatorium is a State institution under the Minister for Education; in Victoria and South Australia, it is attached to the university.

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

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

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

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

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

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

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

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

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

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

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

The post-war buildings fall into two groups, portable and permanent. In primary schools in particular, some Education Departments favour the use of both kinds of classroom in conjunction, thus enabling them to cope with the changing age-composition of particular areas. Prefabricated buildings and classrooms have been imported or locally produced

in increasing quantities and include timber-frame units, aluminium and steel units, and single and multiple pre-cast concrete units. Such prefabricated buildings are used, not only in extending the facilities of existing schools and to provide multi-purpose units such as assembly hall gymnasiums, but also for erecting entire schools. Expenditure on school building has increased greatly in all States over recent years.

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

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

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

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

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

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

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

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

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

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

§ 5. Pre-School Education.

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

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

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

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

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

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

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

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

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

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

"Kindergarten Playtime" was first telecast in December, 1956, only a month after the Australian Broadcasting Commission had commenced televising programmes. It consists of a programme of 15 minutes every weekday, based on the interests of children from 3 to 5 years, and is now shown in all State capital cities.

§ 6. Technical Education.

1. **General.**—In this section, technical education refers to that branch of education which is concerned with the preparation for entry to skilled occupations, including trades and professions. In the main, this education is vocational and is chiefly part-time, being carried out by the student while he is engaged in his occupation. The work of technical

high schools, junior technical schools and other schools of this nature, which provide courses with a bias towards technical handwork, has been excluded, as these schools provide a form of education which is more properly regarded as secondary education.

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

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

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

A brief description of the expansion in technical training since the 1939–45 War appears in Official Year Book No. 43, page 449. The following table gives some indication of the growth of technical education in the years 1955 to 1959:—

TECHNICAL EDUCATION: AUSTRALIA.

Year.				No. of Colleges.	No. of Students.	No. of Teachers.(a)	Total Expenditure.
							£
1955	..	..	..	151	177,081	7,632	10,058,917
1956	..	..	..	164	(b)	8,364	11,395,445
1957	..	..	..	169	204,268	8,967	12,243,824
1958	..	..	..	171	205,225	9,765	13,813,071
1959	..	..	..	181	(b)	10,601	(b)

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

(b) Not available.

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

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

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

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

An interesting recent development in technical correspondence education, in which the Australian technical colleges are co-operating with the Commonwealth Government,

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

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

4. **Colleges, Teachers and Students.**—The number of colleges, teachers and enrolments of individual students during the years 1955 to 1959 is given in the following table:—

TECHNICAL EDUCATION: COLLEGES, TEACHERS AND ENROLMENTS.

State.	Colleges.	Teachers.			Individual Students Enrolled.		
		Full-time.	Part-time.	Total.	Males.	Females.	Persons.
New South Wales(a)—							
1955	42	1,162	1,102	2,264	43,595	21,890	65,485
1956	45	1,197	1,265	2,462	(b)	(b)	(b)
1957	45	1,240	1,291	2,531	51,244	27,386	78,630
1958	48	1,259	1,337	2,596	54,104	28,361	82,465
1959	48	1,299	1,691	2,990	(b)	(b)	(b)
Victoria—							
1955	45	1,808	1,346	3,154	37,152	15,374	52,526
1956	47	2,026	1,484	3,510	39,796	14,784	54,580
1957	50	2,209	1,558	3,767	42,224	16,082	58,306
1958	54	2,382	1,488	3,870	45,653	17,215	62,868
1959	63	2,644	1,678	4,322	48,089	16,845	64,934
Queensland(a)—							
1955	12	161	423	584	12,067	4,555	16,622
1956	13	165	402	567	12,478	4,461	16,939
1957	13	167	410	577	12,728	4,469	17,197
1958	13	166	568	734	13,422	4,792	18,214
1959	13	176	517	693	13,500	4,970	18,470
South Australia(a)—							
1955	27	205	530	735	12,675	6,947	19,622
1956	28	267	583	850	13,478	7,841	21,319
1957	30	274	663	937	15,123	8,300	23,423
1958	25	280	770	1,050	16,991	8,570	25,561
1959	25	294	779	1,073	18,130	8,570	26,700
Western Australia—							
1955	18	200	337	537	10,946	6,341	17,287
1956	24	237	339	576	12,100	6,703	18,803
1957	24	257	430	687	13,519	7,512	21,031
1958	23 (c)	278 (c)	735 (c)	1,013 (c)	15,977	8,436	24,413
1959	24 (c)	282 (c)	739 (c)	1,021 (c)	15,604	8,888	24,492
Tasmania—							
1955	7	73	285	358	3,394	2,145	5,539
1956	7	79	320	399	3,583	2,153	5,736
1957	7	85	383	468	4,423	2,215	6,638
1958	8	98	404	502	(d)4,625	(d)2,354	6,979
1959	8	104	398	502	4,837	2,463	7,300
Total—							
1955	151	3,609	4,023	7,632	119,829	57,252	177,081
1956	164	3,971	4,393	8,364	(b)	(b)	(b)
1957	169	4,232	4,735	8,967	139,261	65,964	205,225
1958	171	4,463	5,302	9,765	150,772	69,728	220,500
1959	181	4,799	5,802	10,601	(b)	(b)	(b)

(a) Excludes correspondence students.
(d) Estimated.

(b) Not available.

(c) Number of teaching positions.

§ 7. Expenditure on Schools and Technical Colleges.

1. **Government Schools Expenditure.**—(i) *Maintenance—All Schools (except Senior Technical Colleges).* The net expenditure on maintenance in all grades of schools, except senior technical colleges and, in Victoria, junior technical schools, and the cost per head of average attendance for each of the years 1955 to 1959 are shown in the following table. The figures do not include expenditure on buildings, which is shown in a subsequent table. In all expenditure tables, the figures for Victoria, Queensland, Western Australia and the Northern Territory relate to the financial year ended six months earlier than the calendar year.

GOVERNMENT SCHOOLS(a): NET EXPENDITURE ON MAINTENANCE.

Year.	N.S.W. (b)	Vic. (c)(d)	Q'land. (d)	S. Aust.	W. Aust. (d)	Tas.	N.T. (d)	A.C.T.	Aust.
TOTAL (INCLUDING SECONDARY SCHOOLS). (£'000.)									
1955..	24,901	14,454	6,979	5,480	5,143	2,667	125	309	60,058
1956..	27,054	17,405	8,194	5,986	5,755	de 2,896	149	345	67,784
1957..	28,859	19,439	9,098	6,581	6,307	(d) 3,386	155	417	74,242
1958..	31,837	21,560	9,969	7,389	6,963	(d) 3,457	197	439	81,811
1959..	35,324	23,938	11,373	8,824	7,259	df 3,858	217	547	(f)91,340

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

1955..	57	4	9	49	19	2	40	15	8	47	7	8	58	12	11	54	7	5	79	4	1	74	14	3	52	1	3
1956..	59	13	10	56	14	6	44	18	3	48	6	9	60	17	8	55	18	10	81	3	11	74	0	2	55	12	1
1957..	60	19	4	60	12	0	48	0	1	50	15	6	63	13	9	63	19	4	74	1	1	77	14	10	58	7	2
1958..	63	6	8	61	13	9	49	18	9	53	0	0	66	16	11	61	12	2	78	18	9	73	13	2	60	2	5
1959..	68	13	6	64	7	3	53	15	0	60	0	6	66	19	11	67	2	6	81	4	4	79	13	2	64	6	3

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

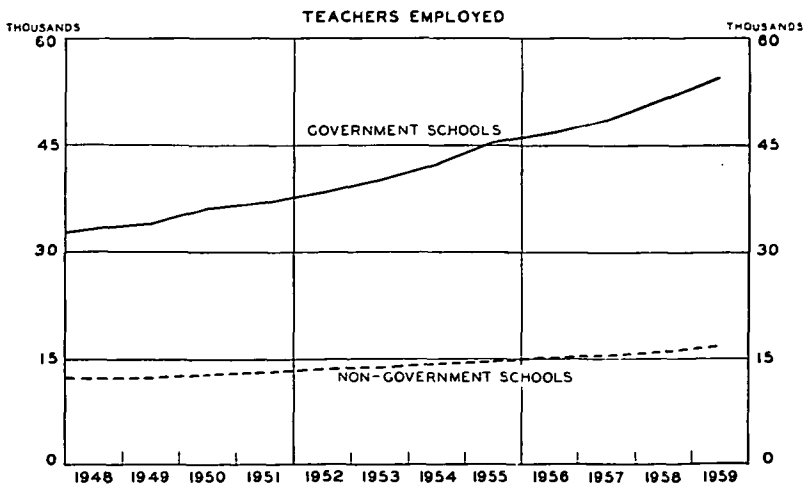
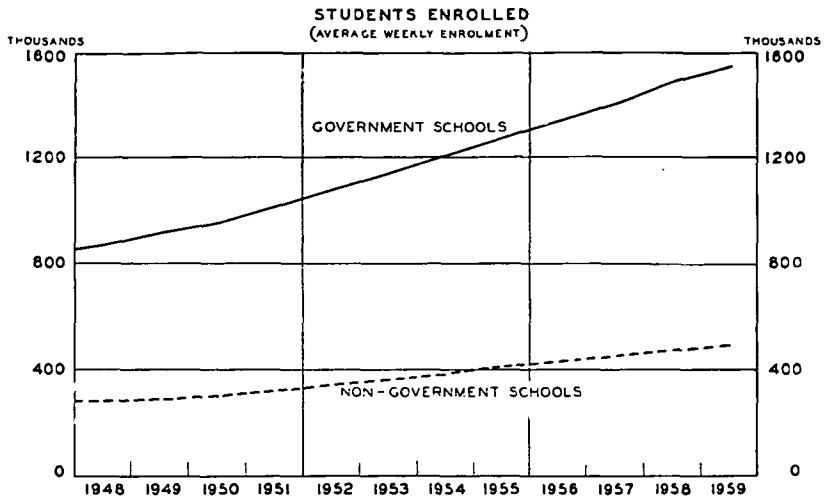
(ii) *Maintenance—Secondary Schools.* The figures shown in the preceding table refer to expenditure on the maintenance of all government primary and secondary schools, excluding senior technical colleges. It has been the practice of the State Education Departments to give separate information in regard to the cost of secondary education. The fact, however, that both elementary and higher education are in some instances given in the same school and by the same teacher makes difficult any satisfactory allocation of expenditure between primary and secondary education. Furthermore, the term "secondary" has not the same meaning in all States. Similar difficulties arise in connexion with the apportionment amongst the various branches of expenditure on administration, inspection and the training of teachers. The figures quoted hereunder in respect of cost have been extracted mainly from the reports of the State Education Departments, and are subject to the foregoing qualifications.

GOVERNMENT SECONDARY SCHOOLS(a): EXPENDITURE ON MAINTENANCE.

State.	1957.		1958.		1959.	
	Cost.	Cost per Head of Population.	Cost.	Cost per Head of Population.	Cost.	Cost per Head of Population.
	£	£ s. d.	£	£ s. d.	£	£ s. d.
New South Wales(b)	8,023,854	2 3 11	9,116,529	2 8 5	10,782,120	2 17 4
Victoria(c)	5,557,264	2 1 7	5,868,973	2 2 10	7,264,656	2 11 8
Queensland(c)	1,154,012	0 16 7	1,350,465	0 19 1	1,667,239	1 3 2
South Australia	1,685,933	1 18 7	2,018,421	2 5 0	2,728,611	2 19 3
Western Australia(c)	1,657,735	2 7 11	1,906,237	2 14 0	2,047,244	2 17 0
Tasmania(c)(d)	643,388	1 19 6	642,157	1 18 6	(e) 774,529	2 3 8
Australia	18,722,186	1 17 8	20,902,782	2 2 2	e25,264,399	2 9 11

(a) Excludes Senior Technical Colleges. (b) Includes Australian Capital Territory. (c) Twelve months ended 30th June of year shown.
 (d) Includes High and Junior Technical Schools.
 (e) Subject to revision.

STUDENTS ENROLLED (AVERAGE WEEKLY ENROLMENT)
AND TEACHERS EMPLOYED IN
GOVERNMENT AND NON-GOVERNMENT SCHOOLS
AUSTRALIA, 1948 TO 1959



The figures in all cases exclude the cost of buildings. In Queensland, the figure quoted excludes the cost of the Agricultural High School and College, which amounted to £261,254 in 1956-57, to £263,293 in 1957-58 and to £283,848 in 1958-59.

(iii) *Buildings.* Expenditure on government school buildings, excluding senior technical colleges, for the years 1955 to 1959 was as follows:—

GOVERNMENT SCHOOLS(a): EXPENDITURE ON BUILDINGS.

(Including Loan Fund Expenditure.)

(£'000.)

Year.	N.S.W.	Vic.(b)	Q'land. (b)	S. Aust.	W. Aust. (b)	Tas.	N.T.(b)	Total.
1955 ..	7,366	4,660	1,287	1,366	1,458	1,340	16	17,493
1956 ..	7,409	5,917	1,589	1,518	1,591	b c 1,200	25	19,249
1957 ..	7,707	6,266	1,608	1,992	1,827	(b) 1,078	106	20,584
1958 ..	10,918	6,875	1,933	2,865	1,923	(b) 1,153	84	25,751
1959 ..	14,074	6,861	2,341	3,548	2,006	b d 1,282	66	d 30,178

(a) Excludes Senior Technical Colleges.
(d) Subject to revision.

(b) Year ended 30th June.

(c) Estimated.

The totals for the various States in 1959 include the following amounts expended from funds other than the consolidated revenue fund:—New South Wales, £11,613,933; Victoria, £6,577,708; Queensland, £1,930,657; South Australia, £3,142,090; Western Australia, £1,699,962; and Tasmania, £1,114,050.

(iv) *Total Net Cost.* The total net cost of education in government schools, including buildings, during the years 1955 to 1959 was as follows:—

GOVERNMENT SCHOOLS(a): TOTAL NET COST.

(£'000.)

Year.	N.S.W. (b)(c)	Vic. (d)(e)	Q'land. (d)	S. Aust. (c)	W. Aust. (d)	Tas. (d)	N.T. (d)	A.C.T. (c)(f)	Aus- tralia.
1955 ..	32,268	19,114	8,265	6,847	6,601	(c) 4,007	141	309	77,552
1956 ..	34,464	23,322	9,784	7,504	7,343	4,046	174	345	86,982
1957 ..	36,566	25,705	10,706	8,573	8,134	4,464	261	417	94,826
1958 ..	42,755	28,130	11,902	10,254	8,886	4,610	281	439	107,257
1959 ..	49,398	30,799	13,714	12,372	9,265	(g) 5,140	283	547	121,518

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

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

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

Certain State scholarships and bursaries are, as noted above, tenable at approved non-government secondary schools. Since the establishment of educational systems by the State Governments, official policy has been largely against the provision of direct financial assistance to non-government schools. The eight undenominational grammar schools in Queensland, however, receive a State subsidy under the Grammar Schools Acts 1860-1900. In 1956, the Commonwealth Government arranged to contribute to the interest payments on loans raised by churches in order to build denominational secondary schools in the Australian Capital Territory.

3. **Technical Education Expenditure.**—The expenditure on technical education in each State for 1959 is shown in the following table:—

TECHNICAL EDUCATION: EXPENDITURE, 1959.

(Including Loan Fund Expenditure.)

(£.)

State.	Salaries and Maintenance.	Equipment.	Buildings.	Other.	Gross Expenditure.	Receipts—Fees, etc.	Net Expenditure.
New South Wales ..	3,468,175	171,608	905,117	173,390	4,718,290	560,513	4,157,777
Victoria(a)(b) ..	4,183,322	100,000	1,201,688	986,753	6,471,763	568,479	5,903,284
Queensland ..	661,093	223,151	(c) 29,327	8,608	(e) 922,179	90,974	(e) 831,205
South Australia ..	958,835	(d)	736,695	30	1,695,560	127,786	1,567,774
Western Australia(b)	716,408	(d)	112,452	..	828,860	67,691	761,169
Tasmania(b) ..	235,401	24,434	25,099	15,258	300,192	2,976	297,216
Aust. Capital Terr.(b)	51,081	4,027	..	4,711	59,819	6,296	53,523
Australia ..	10,274,315	523,220	e3,010,378	1,188,750	e14,996,663	1,424,715	e13,571,948

(a) Includes expenditure on Junior Technical Schools. In other States, this type of expenditure is included with expenditure on Government schools. (b) Year ended June, 1959. (c) Excludes loan expenditure. (d) Included with salaries and maintenance. (e) See note (c).

Fees and other receipts are paid into Consolidated Revenue in all States except Victoria, where they are retained and spent by the Technical School Councils. The expenditure on buildings is financed largely from loan moneys, the sums provided from this source in 1959 being: New South Wales, £746,989; Victoria, £1,903,896; Queensland, not available; South Australia, £708,400; Western Australia, £25,569; Tasmania, £19,523.

§ 8. Commonwealth Activities.

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

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

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

The activities of the Commonwealth Scholarships Board, which was formerly known as the Universities Commission, are described in § 10, para. 5 of this chapter.

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

Further details of Commonwealth assistance to students (including the Commonwealth Scholarship Scheme) and of grants for universities are given in § 10, para. 5 of this chapter.

§ 9. Australia and International Relations in Education.

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

In this connexion, there have been important developments since the 1939-45 War. For instance, there has been a remarkable increase in the volume of information on educational matters exchanged between Australia and South-east Asia, and Australia participates in the Technical Co-operation Scheme (Colombo Plan), the United Nations Technical Assistance programme, the cultural programme of SEATO, and the scheme of Australian International Awards, under which a limited number of scholarships are given annually. Australia also participates in the British Commonwealth Scholarship and Fellowship Plan. In 1959, there were 4,413 overseas students, most of them Asian, attending institutions of higher learning in Australia; of these, 2,352 were in universities and 1,503 in technical colleges.

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

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

§ 10. Universities.

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

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

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

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

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

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

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

Australian National University, established in 1946, located in Canberra, A.C.T. *Institute of Advanced Studies*: John Curtin School of Medical Research, the Research School of Physical Sciences, the Research School of Social Sciences, the Research School of Pacific Studies. *School of General Studies* (consisting substantially of the former Canberra University College): Arts, Economics, Law, Science.

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

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

Monash University, established in 1958, located in Melbourne, Victoria. Arts, Economics and Political Science, Engineering, Medicine, Science.

There are also two university colleges in Australia:—Newcastle University College, founded in 1951, located in Newcastle, New South Wales, is affiliated with the University of New South Wales and has degree courses in the faculties of Applied Science, Architecture, Arts, Commerce, Engineering, Technology and Science. The Arts courses at the Newcastle University College are provided by the University of New England in co-operation with the University of New South Wales. Townsville University College, founded in 1961, located in Townsville, Queensland, is affiliated with the University of Queensland and has first-year degree courses in the faculties of Arts and Science.

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

There was a continuing increase in university enrolments from 1929 (approximately 9,000) to 1940, followed by a slight recession. In the closing year of the 1939–45 War, however, the number of students had risen beyond any previous figure, and rapid post-war expansion was responsible for a peak enrolment of 32,453 students in 1948. After 1948, the numbers decreased each year until 1953 as ex-service personnel completed their training under the Commonwealth Reconstruction Training Scheme. Thereafter, enrolments increased again and it is expected that they will continue to increase rapidly. Enrolments in 1959 were 47,447.

3. Courses.—A brief survey of developments in university courses since the war and up to 1954 was given in the Official Year Book No. 42 (p. 476). Outlines of some developments from 1954 to 1959 have appeared in successive Year Books. Developments since 1959 have included the establishment of a number of courses offered for the first time in Australia, as follows:—

At the University of New South Wales, Sociology and Librarianship were offered for the first time in 1960. The former is a subject for the Bachelor of Arts degree, and the latter a Diploma Course. Ceramic Engineering for the Bachelor of Applied Science degree will be offered in 1961.

At the University of Melbourne, a post-graduate Diploma of Criminology will be offered in 1961.

At the University of New England, a post-graduate Diploma of Educational Administration for external students commenced in 1960; a post-graduate Bachelor of Letters degree for external students will be offered in 1961.

Other developments included the establishment of a faculty of Arts at the University of New South Wales in 1960; a proposal to establish a faculty of Applied Science at the University of Melbourne in 1961; a faculty of Medicine at the University of New South Wales in 1961; a school of Oriental Studies at the University of Melbourne in 1961; and the establishment of a Bachelor of Education in Pre-primary, Primary, or Physical Education at the University of Sydney in 1960.

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

Several universities have limited systems of external tuition whereby students in country areas may take a restricted number of courses by correspondence. The University of Queensland has developed a system of correspondence tuition which now caters not only for students within the State but for those in the Northern Territory, Papua and New Guinea and adjacent Pacific islands. External students within Queensland receive tutorial assistance at university centres in the principal country towns. In addition, the university operates in the Colombo Plan Correspondence Scholarship Scheme (*see pp. 598–9*).

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

4. Research.—A wide range of research work is carried out by the universities as part of their normal functions. The research activities of the universities have been greatly stimulated over recent years by the interest and assistance of the Commonwealth and State Governments, government instrumentalities such as the Commonwealth Bank, the Rural Bank of New South Wales, and the C.S.I.R.O., private foundations, both overseas and

Australian, such as the Nuffield Foundation, the Carnegie Corporation and the Water Research Foundation of Australia, and industrial undertakings. Details of research work carried out at each university can be obtained from its calendar or research report.

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

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

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

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

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

As from January, 1961, the number of Commonwealth scholarships granted annually was increased from a maximum of 3,000 to a maximum of 4,000. These are allocated to the States on a population basis and are tenable at universities and other approved institutions. Awards are made on merit and all successful applicants have their fees paid. In addition, scholarship holders may be paid a living allowance subject to a means test. As from 1st January, 1959, the maximum rates of allowance have been £338 per annum for a scholar living away from home and £221 per annum in the case where he lives at home.

At 30th September, 1960, 15,002 scholars had completed courses of training under the Scheme. At the same date, there were 11,756 scholars in training, of whom 10,861 were at universities and 895 at other institutions.

As from 1st January, 1959, post-graduate awards for training at Australian Universities were made available under the Scheme. One hundred awards were granted in 1960 and a similar number will be available each year. The benefits comprise a living allowance without a means test and payment to universities for tuition and facilities.

The Commonwealth Scholarships Board also provides for the training at universities and similar institutions of ex-service personnel and war widows under the Reconstruction Training Scheme, the Korea and Malaya Training Scheme and the Disabled Members' and Widows' Training Scheme. A detailed description of the Reconstruction Training Scheme was given on page 240 of Official Year Book No. 39. At 30th September, 1960, 21,500 students had completed courses under these schemes and at the same date there were 72 in training.

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

In 1957, the Prime Minister appointed a committee to investigate the problems of Australian universities. The Committee was given wide terms of reference. Among other things, it was asked to consider the role of the university in the Australian community,

* No. 81 of 1951; No. 75 of 1953; No. 28 of 1955; No. 37 of 1956; No. 7 of 1957; and No. 27 of 1958.

the extension and co-ordination of university facilities, technological education at university level, the financial needs of universities and appropriate means of providing for those needs, and the Commonwealth Scholarship Scheme.

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

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

Under the Australian Universities Commission Act No. 30 of 1959, the Australian Universities Commission was established. Its principal functions are to advise the Prime Minister on financial assistance to Commonwealth Universities and to States in relation to their Universities and also on the balanced development of Australian Universities. The Commission commenced its work in July, 1959. The first report of the Commission, covering the period 1961-63 was presented in October, 1960. The Commission recommended that Commonwealth grants should be approximately twice as great as grants available in the period 1958-60. The Commonwealth has accepted these recommendations.

The maximum Commonwealth recurrent grants for 1960 are shown in the following table:—

RECURRENT COMMONWEALTH GRANTS TO UNIVERSITIES, 1960.
(£.)

University.	Emergency Grant for Recurrent Expenditure.	Amount to be paid from (2) for Teaching and Administrative Costs of Residential Colleges.	General Grant for Recurrent Expenditure.	Amount to be paid from (4) for Teaching and Administrative Costs of Residential Colleges.
(1)	(2)	(3)	(4)	(5)
New South Wales—				
The University of Sydney ..	480,000	12,200	820,100	16,300
The University of New South Wales ..	230,000	4,000	402,525	5,300
The University of New England ..	66,000	3,500	90,200	4,600
Victoria—				
University of Melbourne ..	430,000	12,000	719,300	16,000
Queensland—				
University of Queensland ..	270,000	8,400	421,700	11,100
South Australia—				
The University of Adelaide ..	258,000	5,200	391,025	6,900
The South Australian Institute of Technology .. ..	..	..	47,600	400
Western Australia—				
The University of Western Australia ..	180,000	3,600	268,500	4,800
Tasmania—				
The University of Tasmania ..	86,000	1,100	134,450	1,400
Total	2,000,000	50,000	3,295,400	66,800

The emergency grant for recurrent expenditure (column 2) is an unmatched grant aimed at assisting the universities to meet some of their most urgent deficiencies in staff and equipment. The general grant for recurrent expenditure is a continuation of matched grants provided since 1951, and the maximum amount available in 1960 is shown in column 4. In general terms, the matched grants are made on a basis of £1 of Commonwealth money for every £3 of income received by a university from fees and State grants.

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

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

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

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

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

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

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

MAXIMUM COMMONWEALTH GRANTS FOR RESIDENTIAL COLLEGE BUILDINGS.

(£.)

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

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

6. **Teaching and Research Staff.**—The following table shows particulars of the teaching and research staff of Australian universities during 1959:—

UNIVERSITIES: TEACHING AND RESEARCH STAFF, 1959.

University or College.	Pro-fessors.	Readers. (a)	Lecturers.(b)		Demonstrators, Tutors and Research Assistants.		Honor- ary Lec- turers and Demon- strators.	Total.
			Full- time.	Part- time.	Full- time.	Part time.(c)		
Australian National University	23	19	(d) 93	..	19	10	..	164
Sydney	63	48	447	240	128	115	53	1,094
New South Wales	26	23	408	331	(e) 138	..	(f) 3	929
New England	18	10	94	11	38	..	(g) 3	174
Melbourne	50	67	294	110	129	200	..	850
Queensland	33	39	204	92	89	9	(h) 61	527
Adelaide	39	37	190	68	34	121	..	489
Western Australia	32	29	120	51	15	34	67	348
Tasmania	18	9	61	28	7	6	..	129
Canberra University Col- lege	18	5	36	24	7	8	..	98
Total	320	286	1,947	955	604	503	187	4,802

(a) Includes associate professors, assistant professors and lecturers-in-charge. (b) Includes senior lecturers and assistant lecturers. (c) Excludes part-time demonstrators. (d) Senior fellows, fellows and research fellows. (e) Includes technical officers. (f) Includes 2 Department of External Studies. (g) Department of External Studies. (h) Includes 59 Department of External Studies.

The following table gives details of the teaching and research staff of Australian universities for each year from 1955 to 1959:—

UNIVERSITIES: TEACHING AND RESEARCH STAFF, SUMMARY, AUSTRALIA.

Year.	Pro-fessors.	Readers. (a)	Lecturers.(b)		Demonstrators, Tutors and Research Assistants.		Honor- ary Lec- turers and Demon- strators.	External Studies Staff.	Total
			Full- time.	Part- time.	Full- time.	Part- time.(c)			
1955	245	177	1,290	1,079	291	379	66	29	3,556
1956	265	196	1,383	1,052	(d) 400	409	50	29	3,784
1957	274	229	1,494	958	(d) 410	406	51	30	3,852
1958	292	256	1,733	982	(d) 490	462	51	37	4,303
1959	320	286	1,947	955	(d) 604	503	123	64	4,802

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

7. **Students.**—(i) *Total.* The number of students enrolled for courses at the universities for the year 1959 is shown in the following table:—

UNIVERSITIES: STUDENTS ENROLLED, 1959.

University or College.	Degree Courses.	Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
		Post-graduate.	Sub-graduate.			
Australian National University..	114	..	..	..	4	118
Sydney	8,867	227	990	..	232	10,218
New South Wales	3,015	14	3,431	143	291	6,877
New England	1,667	170	..	..	47	1,874
Melbourne	9,132	234	393	134	594	10,279
Queensland	5,240	63	686	1,090	398	7,444
Adelaide	3,943	138	813	12	883	5,714
Western Australia	2,964	91	..	..	118	3,164
Tasmania	899	70	73	196	72	1,274
Canberra University College ..	446	..	19	..	142	603
Total	36,287	1,007	6,405	1,575	2,781	47,565

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

Of the students enrolled in 1959, 36,830 were males and 10,735 females. Included in those enrolled for degrees were 114 enrolled for higher degree courses at the Australian National University, 481 in Sydney, 376 at the University of New South Wales, 68 at the University of New England, 413 in Melbourne, 220 in Queensland, 236 in Adelaide, 223 in Western Australia, 66 in Tasmania, and 29 at the Canberra University College.

The following table shows the number of students enrolled at Australian universities for each of the years from 1955 to 1959:—

UNIVERSITIES: STUDENTS ENROLLED, SUMMARY, AUSTRALIA.

Year.	Degree Courses.		Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
	Higher Degrees.	Bachelor Degrees.	Post-graduate.	Sub-graduate.			
1955	1,094	21,539	321	5,153	801	2,130	30,868
1956	1,188	23,686	550	5,977	1,025	2,206	34,480
1957	1,357	26,153	735	5,834	1,135	2,006	36,903
1958	1,672	29,920	846	6,168	1,427	2,431	41,865
1959	2,226	34,061	1,007	6,405	1,575	2,781	47,565

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

(ii) *New Students Enrolled.* The number of new students enrolled for courses at the universities during the year 1959 is shown in the following table:—

UNIVERSITIES: NEW STUDENTS ENROLLED, 1959.

University or College.	Degree Courses.	Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
		Post-graduate.	Sub-graduate.			
Australian National University..	50	..	..	..	3	53
Sydney	2,555	62	358	..	107	3,082
New South Wales	931	5	763	66	177	1,942
New England	747	94	..	..	33	874
Melbourne	2,446	24	153	20	254	2,838
Queensland	1,368	6	179	317	222	2,090
Adelaide	964	2	238	..	362	1,562
Western Australia	834	2	..	..	46	882
Tasmania	256	3	19	80	33	390
Canberra University College ..	188	..	2	..	84	272
Total	10,339	198	1,712	483	1,321	13,985

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

Of the new students enrolled in 1959, 10,053 were males and 3,932 females. Included in those enrolled for degrees were 252 enrolled for higher degree courses—Australian National University 50, Sydney 27, University of New South Wales 72, New England 26, Melbourne 23, Queensland 17, Adelaide 16, Western Australia 7, Tasmania 9 and Canberra University College 5.

The following table shows the number of new students enrolled at Australian universities during each of the years from 1955 to 1959:—

UNIVERSITIES: NEW STUDENTS ENROLLED, SUMMARY, AUSTRALIA.

Year.	Degree Courses.		Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
	Higher Degrees.	Bachelor Degrees.	Post-graduate.	Sub-graduate.			
1955	125	5,791	55	1,412	254	926	8,549
1956	134	6,881	112	2,184	317	976	10,590
1957	119	7,401	121	1,601	333	874	10,418
1958	211	8,936	92	1,657	457	1,194	12,387
1959	252	10,087	198	1,712	483	1,321	13,985

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

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

9. **University Income for General Activities.**—The income of the universities is derived principally from State and Commonwealth Government grants, students' fees, and income from private foundations. From all sources other than new bequests, the income during 1959 for general university functions was as shown in the table below. In South Australia, Government grants and income from private foundations include amounts in respect of the Waite Agricultural Research Institute.

UNIVERSITIES: INCOME FOR GENERAL ACTIVITIES, 1959.

(£.)

University or College.	Government Grants.	Students' Fees.	Interest, Rent, Dividends and Donations.	Other.	Total.
Australian National University	2,253,600	930	57,280	76,693	2,388,503
Sydney	2,118,794	782,305	93,723	48,262	3,043,084
New South Wales	3,208,623	265,675	..	69,267	3,543,565
New England	700,619	60,135	1,498	105,535	867,787
Melbourne	2,074,812	649,962	56,145	54,115	2,835,034
Queensland	1,443,674	350,629	29,521	40,303	1,864,127
Adelaide	1,768,612	149,042	58,149	18,685	1,994,488
Western Australia	1,050,821	58,832	35,053	50,237	1,194,943
Tasmania	554,625	45,068	529	16,871	617,093
Canberra University College..	422,475	17,500	..	2,804	442,779
Total	15,596,655	2,380,078	331,898	482,772	18,791,403

10. *University Expenditure for General Activities.*—The principal item of disbursements on general university activities is the maintenance of the teaching and research staff, representing 62.0 per cent. of the total in 1959 compared with 65.9 per cent. in 1958.

The following table shows the expenditure including capital expenditure during the year 1959:—

UNIVERSITIES: EXPENDITURE FOR GENERAL ACTIVITIES, 1959.
(£.)

University or College.	Adminis- tration.	Maintenance of—			Other (including Buildings).	Total.
		Teaching and Research Depart- ments.	Premises and Grounds.	Libraries.		
Australian National University	145,038	1,202,213	147,115	58,361	491,247	2,043,974
Sydney	363,486	1,879,813	253,294	152,910	481,236	3,130,739
New South Wales	228,149	1,819,703	231,464	96,344	919,224	3,294,884
New England	117,118	447,181	67,640	48,368	207,932	888,239
Melbourne	220,602	1,969,524	313,531	110,257	239,162	2,853,076
Queensland	123,623	1,412,904	106,140	87,659	64,951	1,795,277
Adelaide	142,531	1,201,192	150,361	82,721	577,370	2,154,175
Western Australia	90,158	795,354	94,630	54,699	129,179	1,164,020
Tasmania	64,209	450,355	35,202	45,955	106,495	702,216
Canberra University College..	46,079	254,520	15,794	44,926	42,784	404,103
Total	1,540,993	11,432,759	1,415,171	782,200	3,259,580	18,430,703

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

(ii) *Income for Special Purposes.* The following table shows the main items of income for the year 1959:—

UNIVERSITIES: INCOME FOR SPECIAL PURPOSES, 1959.
(£.)

University or College.	Govern- ment Grants.	Interest, Rent, Dividends and Donations.	Public Examina- tion Fees.	Special Research Grants.	Other.	Total.
Australian National University	..	14,214	..	61,628	..	75,842
Sydney	1,257,930	88,862	..	744,030	50,418	2,141,240
New South Wales .. .. .	..	303,280	..	83,891	19,875	407,046
New England	860,600	25,247	..	36,813	21,664	944,324
Melbourne	767,729	476,384	146,234	311,897	111,620	1,813,864
Queensland	3,000	72,349	68,051	54,037	82,724	280,161
Adelaide	18,750	49,679	46,539	134,716	34,885	284,569
Western Australia	320,628	103,411	46,049	90,041	33,434	593,563
Tasmania	69,534	3,984	6,312	27,315	230	107,375
Canberra University College ..	53,000	60	..	2,650	800	56,510
Total	3,351,171	1,137,470	313,185	1,547,018	355,650	6,704,494

(iii) *Expenditure for Special Purposes.* The following table shows the main items of expenditure for the year 1959:—

UNIVERSITIES: EXPENDITURE FOR SPECIAL PURPOSES, 1959.

(£.)

University or College.	Special Purpose Funds (Research)	Other Special Purposes.	Public Examination Expenses.	Scholarships, Bursaries, etc.	Other (including Buildings).	Total.
Australian National University	..	..	..	11,187	38,320	49,507
Sydney	466,829	577,494	..	28,441	552,549	1,625,313
New South Wales	90,037	128,011	..	16,893	..	234,941
New England	28,971	965	..	2,343	458,958	491,237
Melbourne	308,876	217,393	112,683	9,134	502,182	1,150,268
Queensland	84,206	90,373	90,075	18,718	16,400	299,772
Adelaide	164,918	48,727	47,688	5,486	..	266,819
Western Australia	83,732	14,870	43,935	35,698	438,619	616,854
Tasmania	25,770	..	5,434	3,785	..	34,989
Canberra University College ..	2,650	39,296	..	15,330	..	57,276
Total	1,255,989	1,117,129	299,815	147,015	2,007,028	4,826,976

12. *Degrees Conferred, etc.*—The following table shows the number of degrees conferred and diplomas and certificates granted for males and females separately at each university during the year 1959:—

UNIVERSITIES: DEGREES CONFERRED, AND DIPLOMAS AND CERTIFICATES GRANTED, 1959.

Course.	Aust. National Univ.		Sydney.		New South Wales.		New England.		Melbourne. (a)		Queensland.		Adelaide.		Western Australia.		Tasmania.		Australia.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Degrees—																				
Agriculture..	..	..	45	9	..	..	..	..	55	2	17	..	22	..	10	..	..	..	149	11
Architecture ..	..	..	15	3	3	..	..	..	34	2	2	..	..	..	..	..	..	..	54	5
Arts	10	..	182	174	..	..	56	62	178	161	69	51	40	32	74	33	38	27	647	540
Dentistry .. ..	..	..	44	6	..	..	..	..	17	4	28	1	5	2	9	1	..	..	103	14
Divinity .. .. .	..	..	1	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	5	..
Economics .. ..	..	..	59	5	8	..	..	..	90	8	51	1	18	1	2	..	15	1	243	16
Education .. ..	..	..	2	..	..	..	..	..	48	7	18	3	..	..	20	5	..	..	88	15
Engineering .. ..	..	..	105	1	99	..	..	..	115	..	61	..	62	1	31	..	8	..	481	2
Law .. .. .	..	..	73	8	..	..	..	..	66	11	12	..	10	4	16	1	..	..	185	24
Medicine(b) ..	1	1	163	35	..	..	..	..	83	18	45	3	55	5	13	..	..	..	360	62
Music .. .. .	..	..	..	..	..	..	..	..	4	13	..	..	1	3	..	..	..	..	5	16
Science	4	..	148	56	114	4	24	5	160	34	83	26	92	21	52	13	36	2	713	161
Veterinary .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Science .. .. .	..	..	26	1	..	..	..	..	..	..	14	1	..	..	..	..	..	..	40	2
Technology .. ..	..	..	..	..	..	..	..	..	..	..	..	..	40	..	..	..	..	..	40	..
Total	15	1	863	298	224	4	80	67	850	260	404	86	345	69	227	53	105	30	3,113	868
Post-graduate																				
Diplomas—																				
Education .. ..	..	..	54	65	..	..	40	38	38	22	20	16	20	6	38	11	17	10	227	168
Medicine .. ..	..	..	56	5	..	..	..	..	12	1	..	..	..	..	..	..	..	..	68	6
Other .. .. .	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	2	..
Total .. .. .	..	..	110	70	..	..	40	38	52	23	20	16	20	6	38	11	17	10	297	174
Sub-graduate																				
Diplomas .. ..	..	..	18	7	..	..	..	..	17	28	48	38	76	63	..	..	4	..	163	136
Certificates .. ..	..	..	..	..	..	..	..	..	..	..	121	14	..	..	..	..	1	12	122	26

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

(b) Excludes the number

§ 11. Other Aspects of Education.

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

2. **Adult Education.**—(i) *General.* The term “adult education” is used in Australia to refer in the main to non-vocational educational and cultural activities for adults provided by some of the universities and by various adult education authorities, which vary in form from State to State. In 1960, an Australian Association for Adult Education was formed. It will handle matters pertaining to adult education at a national level and arrange liaison with similar bodies in other countries.

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

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

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

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

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

In 1959, there were 145 tutorial classes with a total enrolment of 4,572 and 152 discussion groups with a total enrolment of 2,114.

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

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

In 1959, the Association ran 69 classes, for which there were 4,018 enrolments.

(d) *University of New England.* When the New England University College became an autonomous university in 1954, its Department of Adult Education took over full responsibility for the activities formerly undertaken by it on behalf of the Department of Tutorial Classes of the University of Sydney. It brings university extension activities to

the people of northern New South Wales and conducts classes in arts and social sciences in towns throughout this region. Short residential courses are held on topics of interest to primary producers in the area.

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

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

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

(iii) *Victoria.* The Council of Adult Education is a government instrumentality established by the Adult Education Act 1946. Its aims are to stimulate adult education in Victoria and to encourage voluntary organizations and associations by giving them advice and assistance. Its activities include a variety of classes on topics ranging from social studies, psychology, language and literature, to crafts, music, drama, etc., and usually lasting from 10 to 20 weeks. An annual 10-day summer school is another important activity. The Council publishes a bi-monthly bulletin, *C.A.E. Newsletter* and a quarterly journal, *Adult Education*. Its group service assists and provides programme material for the discussion groups formed by organizations and individuals throughout the State. In 1958-59, there were 6,192 enrolments for classes and 2,702 individual enrolments in 244 discussion groups.

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

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

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

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

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

In 1959, enrolments for lectures totalled 2,612. Some form of adult education activity was available in more than 200 centres.

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

In 1957, a Department of Adult Education was established and a full-time Director of Adult Education appointed. A wide range of University extension courses and educational conferences, summer schools and seminars, including a number dealing with subjects at post-graduate level, are organized directly by the University. In 1959, enrolments for tutorial and extension classes totalled 2,584.

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

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

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

The Board conducts, in the metropolitan areas, classes, refresher courses and short schools, conferences, seminars and public lectures, and maintains a library. Thirty-eight classes were held in 1959 with a total enrolment of 1,268. The Board's country work is mainly operated through a box library scheme for discussion groups, of which there were 76 in 1959. Lecture tours and week-end schools are held, and local adult education is encouraged through semi-autonomous local committees. Metropolitan work and country work are drawn together in an annual summer school.

The Board also operates a community arts service in city and country and arranges screenings of foreign films. Regional drama festivals and music festivals are arranged culminating in the annual Festival of Perth, inaugurated and administered by the Board.

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

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

The board organizes classes of ten weeks' duration on a wide range of subjects. In 1959, 314 courses were held with a total enrolment of 3,956. It sponsors special lectures, film screenings and art exhibitions, recitals of music and dramatic performances, in both city and country areas. Its income is derived from a State government grant and from students' fees.

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

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

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

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

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

In October, 1960, 16,623 migrants were enrolled in evening classes and 10,273 were taking correspondence lessons. At the same time, 14,669 were receiving the monthly booklet accompanying the radio lessons.

§ 12. The Commonwealth Literary Fund.

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

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

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

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

Since 1940, annual grants for lectures in Australian literature have been made to universities. In 1956, the Fund decided to initiate a scheme of lectures to the general public and to schools in both city and country areas, with the co-operation of State Adult Education authorities. Annual grants are now made to the State Adult Education authorities for this purpose.

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

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

§ 13. Libraries.

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

2. *Commonwealth.*—(i) *National Library of Australia.* This Library grew directly from the Library of the Commonwealth Parliament established in Melbourne in 1901, the Committee of which soon afterwards announced its intention to develop a library patterned on the Library of Congress at Washington, U.S.A., capable of serving purposes beyond those essential to the Parliament itself, appropriate to a national library and on a national scale. This policy was steadily pursued, so that, in addition to its primary function of serving Parliament, it gradually became a central source of information for the government and its departments and other agencies, and assumed increasing reference and bibliographical responsibilities in relation to scholarship and research in Australia and abroad. It was also influenced by the basic elements of the national library concept of the older countries of Europe; namely, that a national library is the proper place to collect the national literature systematically and to make it known and available for use, and that it is a place to which scholars may turn for what is most significant in the literature of other countries. For these growing extra-Parliamentary activities, the Parliamentary Library Committee, in 1923, adopted the title of Commonwealth National Library, by which name it was increasingly known for the next 37 years.

A committee appointed to examine the future control and functions of the Commonwealth National Library recommended, in 1957*, its establishment as the National Library of Australia, separate from the Parliamentary Library, with wide functions and controlled by a board subject to a Minister; the transfer, as a separate agency to an appropriate department, of its Archives Division, which constituted the Commonwealth's agency for the custody and organization of departmental records of permanent value which need no

* National Library Inquiry Committee. Report . . . with appendices. (Canberra, Commonwealth Government Printer, 1957.)

longer be held within departmental offices; and that the Parliamentary Library be a separate library under separate Parliamentary control. Continuing co-operation, where possible, between the two libraries was also proposed.

Effect was given to these recommendations by the National Library Act, No. 69 of 1960, which created the National Library of Australia as a body corporate under the control of a Council of nine members, of whom one is a Senator elected by the Senate, one a member of the House of Representatives elected by that House, and seven appointed by the Governor-General, and with the following functions:—

on behalf of the Commonwealth—

- (a) to maintain and develop a national collection of library material, including a comprehensive collection relating to Australia and the Australian people;
- (b) to make the national collection available to such persons and institutions in such manner and subject to such conditions as the Council determines with a view to its most advantageous use in the national interest;
- (c) to make available such other services in relation to library matters and material, including bibliographical services, as the Council thinks fit, and in particular for the purposes of—
 - (i) the library of the Parliament;
 - (ii) the Departments and authorities of the Commonwealth; and
 - (iii) the Territories of the Commonwealth; and
- (d) to co-operate in library matters (including the advancement of library science) with authorities or persons, whether in Australia or elsewhere.

The National Library comprehensively collects and preserves Australian books, periodicals, newspapers, government publications, pictures, prints, manuscripts, maps, moving picture films and sound recordings. In this, it has been assisted by the deposit provisions of the Copyright Act 1912–1950, and has also been enriched by the acquisition of such notable collections as the Petherick collection of 16,500 items in 1911, the Cook manuscripts in 1923, the Cumpston collection on Public Health in Australia in 1936, the Mathews Ornithological collection in 1940, the Nan Kivell collection of 16,000 items of Australian and Pacific interest including original paintings, prints, manuscripts and printed material in 1959, and the Ferguson Sociological collection which is still under transfer. A feature of the Library's Australian work is the copying on microfilm, in association with the Public Library of New South Wales, of all important unique material overseas relating to Australia, including over three million pages in the Public Record Office in London.

The Library fulfils its obligation to make Australian publications known, both at home and abroad, through select lists which include *Australian Books* (annual), and *Australian Public Affairs Information Services* (a monthly subject index with an annual cumulation), and by collections of Australian books maintained by it at all posts at which Australia is officially represented abroad. In London and New York, the National Library maintains and staffs Australian Reference Libraries supervised by its own Liaison Officers in those centres.

In the discharge of its wider bibliographical responsibilities, the Library publishes the *Australian National Bibliography* (monthly with an annual cumulation), which lists books, pamphlets, maps, prints, sheet music, government publications, the first issue of each new periodical or newspaper, and moving picture films produced in or relating to Australia. Commonwealth and State official documents, both monographic and serial, are listed in *Australian Government Publications* (annual). The Library has also compiled a union catalogue of serials in the social sciences and humanities in Australian libraries, and in 1961 began publication of the *National Union Catalogue of Current Monographic Accessions*. Preliminary steps have also been taken for a retrospective union catalogue of monographic holdings of Australian libraries.

In 1956, the Australian Bibliographical Centre was established within the National Library to serve as the secretariat of the Australian Advisory Council on Bibliographical Services. The Council, made up of representatives of the National Library, State libraries and library boards, the Commonwealth Scientific and Industrial Research Organization, each of the universities, and the Library Association of Australia, plans the further development and co-ordination of bibliographical services and co-operates with UNESCO and the International Advisory Committee of Bibliography. The Centre organizes bibliographical projects recommended by the Council, and operates as a centre for bibliographical information in Australia and overseas. It has published a *Union List of Newspapers in Australian Libraries*; Part 1: *Newspapers published outside Australia* (1959); and Part 2: *Newspapers published in Australia* (1960).

The Library acts as a central library of documentary and educational films, its film collection containing over 6,000 titles, together with Australian historical films and a great number of film strips. It published *Australian Films: a Catalogue of Scientific, Educational*

and *Cultural Films*, 1940–58 in 1959 and a first supplement in 1960. A revised edition of the *Catalogue of 16-mm. Films*, which lists all films available for loan, was also published in 1960. Special efforts are being made to discover and preserve samples of early Australian film production.

Through its Extension Division, the Library conducts the Canberra Public Library Service for residents of the Australian Capital Territory, to whom 315,000 books were loaned during 1959–60. It also assists in the provision of similar services in the Northern Territory, the Territory of Papua-New Guinea, and Norfolk Island.

The National Library's collections contain approximately 675,000 volumes, 32,000 pictures, prints, drawings and other graphic materials, one million feet of microfilm, 65,000 maps, and nine million feet of moving picture films. Special features of the book collection are its strong holdings of Australiana, of materials relating to the Pacific area and to East and South-east Asia, the publications of foreign governments and international organizations, and works in the social sciences, particularly in political theory and economics.

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

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

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

(a) *Scientific Serials in Australian Libraries.*

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

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

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

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

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

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

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

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

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

3. States. (Other than University Libraries, *see* para. 4).—(i) *State Public Libraries.* In each of the capital cities there is a well-equipped public library, the libraries in Melbourne and Sydney, especially, comparing very favourably with similar institutions elsewhere in the world. The following statement gives the number of volumes in the public library of each capital city at 30th June, 1959.

STATE PUBLIC LIBRARIES, 30th JUNE, 1959.

City.	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Canberra(a)	550,000	..	(b)	550,000
Sydney	(c) 570,573	..	(d) 156,813	727,386
Melbourne	659,273	114,399	45,931	819,603
Brisbane	197,095	..	..	197,095
Adelaide	189,675	(e) 64,016	77,745	331,436
Perth	181,712	(f) 147,200	..	328,912
Hobart	71,161	(g) 142,440	116,044	329,645
Darwin(h) .. .. .	..	34,344	..	34,344

(a) Commonwealth National Library, including Parliamentary Section. (b) Books are lent to libraries or students throughout Australia wherever necessary for research work. (c) Includes 165,049 volumes in the Mitchell Library and 13,978 volumes in the Dixon Library. (d) Includes 1,943 volumes in the Model School Library. (e) Includes 19,462 volumes in the Children's Branch and 6,384 volumes in the Youth Lending Branch. (f) Includes the Country Lending Branch and the Children's Branch. (g) Includes 116,963 volumes in the Children's Branch. (h) Northern Territory Library Service. Includes the Country Lending Branch and the Children's Branch.

(ii) *New South Wales.* The Free Library movement in New South Wales, founded for the establishment of a system of public libraries on the basis suggested in the Munn-Pitt Report of 1935, helped to pave the way for the Library Act 1939, which was fully proclaimed as from 1st January, 1944. Of the 165 councils which have adopted the Library Act, 140 have put their adoption into effect. During 1959–60, they spent on their libraries £1,136,384, including £380,325 received in subsidy. There are 184 libraries, of which 47 are in the metropolitan area and 137 in the country. There are also 17 bookmobiles, of which two are in Sydney, six in the suburbs of Sydney and nine in country municipalities and shires. These libraries contain 2,022,277 volumes.

New South Wales departmental libraries are staffed by officers attached for duty from the State Library, which also provides a central cataloguing service for municipal and shire libraries constituted under the 1939 Act. The State Library maintains an adult education section servicing adult education activities for the universities of Sydney and New England and the Workers' Educational Association.

The Country Circulation Department forwards books on loan to State schools, to municipal and shire libraries and to individual students. During 1959–60, 103,909 books were lent to small State schools, and 2,508 to country libraries, while 40,277 reference works were lent to individual country students and to libraries to satisfy special requests.

The State Library, known as the Public Library of New South Wales, includes a general reference department of 401,639 volumes, together with the Shakespeare Tercentenary Memorial Library, and the Mitchell and Dixon Libraries and Galleries which are mainly devoted to Australian and Pacific material. The Mitchell Library, of more than 60,000 volumes and pamphlets and 300 paintings, was bequeathed to the trustees of the Public Library in 1907 by Mr. D. S. Mitchell, together with an endowment of £70,000. There are now 169,000 volumes in the library, in addition to valuable manuscripts, maps and other material. In 1929, Sir William Dixon gave a collection of historical pictures then valued at £25,000. These were subsequently added to, and at his death in 1952 Sir William bequeathed the whole of his collection of books, manuscripts, pictures and other material, together with an endowment of more than £113,000, mainly for the printing or reprinting of historical documents relating to Australia and the Pacific.

The total number of volumes in the State Library now exceeds 750,000, apart from manuscripts, historical pictures and other material.

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

The State Library which has previously been the repository for State archives will transfer this responsibility to an Archives Authority in 1961.

Other important libraries in New South Wales are the Sydney Public Library, 206,978 volumes; Teachers' Colleges, 180,541; Railways Institute, 162,170; Technical Education Branch, 85,239; Government Transport Institute, 41,810; Australian Museum, 32,625; Cooper Library of the New South Wales Public School Teachers' Federation, 20,409; Workers' Educational Association, 12,500; and the Library at the National Herbarium, 10,090 volumes. At 30th June, 1960, the Parliamentary Library contained 133,485 volumes.

(iii) *Victoria*. Until the establishment of the Free Library Service Board in 1947, the only public library facilities available in Victoria (apart from those of the State Public Library and one or two Metropolitan Municipal Libraries) were those offered by about 200 Mechanics' Institute Libraries situated in country areas all over the State. The Board's policy has been to replace these services with modern public libraries controlled by local Municipal Councils and subsidized by the Board. Since the Board's inception, 89 municipalities have established libraries. Of these 20 are in the city, and 69 in the country. An amount of £264,376 was paid to the Councils in library subsidy for the year 1959–60 and £523,619 was expended in municipal library service for the same year. There are 1,512,500 books available to the communities in which libraries are established and combined circulation figures were over 7,400,000 at 30th September, 1960.

A feature of the services provided in the country is the number of co-operative or regional library groups now being developed. These services, of which there are sixteen comprising a total of 59 Councils, consist of groups of Councils which pool their financial resources, book-stocks and trained staff, in order to provide more comprehensive, efficient library facilities.

Approximately 140 Mechanics' Institute Libraries are still in existence in country areas. In 1959–60, 52 of them shared a grant of £2,000.

(iv) *Queensland*. The Library Board of Queensland was established in 1945 under the provisions of the Libraries Act of 1943. Its duty is to attain the fullest co-operation and improvement of the library facilities of the State, with the object of placing such facilities on a sound basis for the benefit and educational improvement of the citizens generally. The Board consists of six members with the State Librarian as *ex officio* member and secretary. A general function of the Board is to ensure that the fullest co-operation exists with the Department of Education, the University of Queensland, local bodies, and other bodies having for their object the encouragement of education, literature and the arts and sciences. A specific function of the board is the control and management of the Public Library of Queensland. Its policy is to build up the main collection of the Library, being as it is the State's reference centre.

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

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

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

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

The holdings of the Public Library of Queensland and its extension services in 1959–60 were:—Main Reference Collection, 119,792 volumes and 5,863 maps and pamphlets; Country Extension Service, 63,746 volumes; Oxley Memorial Library, 19,738 volumes and 8,522 maps, pamphlets and miscellaneous items. Local authorities are empowered by the Libraries Act to establish and conduct library services as a function of local government. The Board encourages local authorities to use these powers. In 1959–60, 63 local authorities were conducting 86 library services and 10 others indicated that they would do so in the near future. The Brisbane City Council has established 12 of these libraries. There were 62 libraries in Queensland free to adults.

To help overcome the problems of large area and sparse population, various local authorities provide library services on a regional basis. By 30th June, 1960, four regional library services had been established:—the South Western (one town and six shires), the Central Western (seven shires), the North Western (six shires), and the Central Highlands (five shires), with head-quarters at Charleville, Barcaldine, Mt. Isa and Emerald respectively. Other regional services are being planned.

During 1959–60, the Board received a grant of £140,940 from consolidated revenue to finance the activities of the Public Library and to pay subsidies to local bodies of fifty per cent. on the purchase of books and the acquisition or improvement of library buildings and equipment. Subsidies were paid to four regional library service boards, 61 local authorities, 33 schools of arts and seven other bodies.

The library of the Parliament of Queensland was established in 1860. At 30th June, 1960, the library held 87,653 books and pamphlets, consisting of official publications and books devoted largely to history, the social sciences, biography and literature.

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

(v) *South Australia.* In the reference department of the Public Library of South Australia, there are about 195,000 volumes, most of which may be borrowed. Over 3,000 periodicals are filed, and the collection of newspapers includes every newspaper printed in South Australia. There are 39,000 volumes in the lending department available to persons living in the metropolitan area, and the country lending service has 100,000 volumes, of which more than half are suitable for children.

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

The library of the Parliament of South Australia held approximately 65,000 volumes at 31st December, 1959.

The Institute's Association in 1959 comprised 218 suburban and country libraries with 750,696 volumes.

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

The Board has the following major functions:—

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

Local public libraries are subsidized on a £1 for £1 basis, the local authority providing accommodation and staffing and the Board all books and related services. The Board provides at least one volume per head of the population. All non-fiction books may be made available at any public library throughout the State on request to the Board. All cataloguing is done by the Board. The first library under this scheme was opened in August, 1954. By 30th June, 1960, 41 libraries had been established.

Prior to the establishment of the Library Board, the government appointed a Country Free Lending Libraries Committee in 1944 to make small grants to local authorities for library purposes. With the more comprehensive service now available through the Library Board, the activities of this Committee are becoming less important and in time it will cease to function altogether, probably in 1962.

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

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

The State bibliographical centre is housed at the State Library and there is also a commercial information centre. The State archives are maintained by the State Library and managed by the staff of the Battye Library. The State Library is fully equipped with microfilm and photocopy apparatus.

The bookstock of the Board at 30th June, 1960, was approximately:—

Lending library services (including books in public libraries): 174,000 volumes;
State Library, 187,000 bound volumes.

The University of Western Australia, through its Adult Education Board, manages the Adult Education Library of some 15,000 volumes of general reading and fiction. Books are sent to country readers by post.

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

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

(vii) *Tasmania*. The Tasmanian Library Board, constituted in 1944, is responsible for administering the State library head-quarters in Hobart, for the extension of library services throughout the State and for the control of State aid for libraries. State aid to municipalities is provided in the form of books of a value equal to the amount of library rates collected. The total cost of library services to the State during 1959–60 amounted to £119,892.

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

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

4. *University Libraries*.—The libraries of the Australian universities provide material not only for the education of graduates and undergraduates, but also for research workers and practical investigators all over the continent. Much of the material they contain is not available elsewhere, for although in most cases smaller, they are in many directions more highly specialized than the public libraries. They lend to one another and to State and private institutions as well as to individual investigators. Each of them is governed by a librarian, who is responsible as a rule to an executive sub-committee and a committee which is practically co-extensive with the professional staff. In size, the library of the University of Sydney is the third library in Australia, and the libraries of the Universities of Melbourne and Adelaide are respectively eighth and ninth. The following table shows the sizes, accessions during the year, and expenditure of the Australian university libraries; borrowing statistics are not shown, as they differ too widely to be comparable without considerable explanation.

UNIVERSITY LIBRARIES, 1959.

University or College.	Volumes.	Accessions during year.	Expenditure.
			£
Australian National University	146,875	8,215	58,361
Canberra University College(a)	62,370	10,310	44,926
Sydney(a)	567,401	99,145	152,910
New South Wales	110,123	15,775	96,344
New England(a)	88,944	14,999	48,368
Melbourne(a)	270,003	12,913	110,257
Queensland	197,175	19,094	87,659
Adelaide	244,266	11,397	82,721
Western Australia	171,839	12,806	54,699
Tasmania(a)	117,000	8,039	45,955
Total	1,975,996	212,693	782,200

(a) Includes pamphlets.

The library of the Australian National University consists of two main collections; the former Australian National University Library, founded in 1948, serves primarily the Institute of Advanced Studies, and the former Canberra University College library, founded in 1938, serves primarily the School of General Studies. At the end of 1960, the stock comprised about 235,000 volumes including some 45,000 volumes in oriental languages. The collection serving the Institute of Advanced Studies specializes in the fields of the physical and medical sciences, excluding clinical works, and in the social sciences it aims to provide a good working collection while giving consideration to the holdings of the Commonwealth National Library. It possesses significant collections in anthropology, linguistics, mathematics and mathematical statistics. The collection serving the School of General Studies has been built up to meet the needs primarily of undergraduates in the Faculties of Arts, Commerce, Law and Science, and will develop strength as a research collection in the humanities.

The library of the University of Sydney consists of the central collection which is known as the Fisher Library, the Law Library, the Medical Branch Library, the Burkhitt Library for preclinical medicine, and some fifty-two departmental libraries. The University Library, together with departmental libraries, held 567,401 volumes in December, 1959. Other libraries in the University grounds contain a further 250,000.

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

The Libraries of the University of New South Wales consist of the Central Library on the Kensington campus, a Medical Library at present at Prince Henry Hospital, and the Newcastle University College Library. The Broadway campus is serviced by the Sydney Technical College Library, where 29,000 books from the University's Library are placed. Service to University Divisions at other centres is also provided by the Technical Education Department. In December, 1960, the university had 151,970 volumes in its Libraries or located in Technical Education Department Libraries.

The University of New England library was founded in 1938 and bears the name of its first benefactor, Sir William Dixon. At the end of 1960, it contained 85,000 volumes on the open shelves and subscribed to 1,550 current periodicals. The library is at present housed in temporary quarters with seating for 100 readers. The bindery and compact shelving for newspapers and local records are housed in the two basement areas. Microfilm and microcard readers are available. The permanent library building, which will hold 278,000 volumes and 190 readers, as well as the bindery and photographic departments, is expected to be ready for occupation during 1961.

Early in 1854, the University of Melbourne made its first allocation for books, but the library was housed in temporary quarters until 1959. The W. L. Baillieu Trust made available the first instalments of a £100,000 gift for building purposes, which have been followed by subsequent gifts and substantial grants from the Commonwealth and State governments, and a new building costing £700,000 was occupied at the beginning of 1959, the first in the University to be designed specifically for library purposes. It provides space for 1,200 readers and 300,000 books. During the academic year, admissions of readers to the building average nearly 8,000 a day. Most of the books are accessible on open shelves, and though the library is intended primarily for reference purposes, borrowing, except of textbooks and certain valuable volumes, is made as easy as possible. The resources of the library are also extensively used on inter-library loan by industries and other organizations throughout Australia. The University library, including 13 branch libraries in various departments, is administered from the centrally situated Baillieu Library, and at the end of 1960 it contained approximately 291,000 books and pamphlets. The large medical branch library is specially rich in periodicals.

The library of the University of Queensland was founded in 1911. The main library is in its own building in the University at St. Lucia, and there are a considerable number of departmental libraries. All books are in open access and most are available for borrowing. At 1st November, 1960, the library contained more than 218,000 volumes. The main library includes a special collection of material relating to the history, development and culture of the countries surrounding the Pacific Ocean.

The Adelaide University library bears the title of its original benefactor, Robert Barr Smith, who, with members of his family in and after 1892, gave the university over £50,000 for the library. Although readers have access to all parts of the library, the book collection

is in two divisions, a collection of some 25,000 of the most frequently used books being kept in the main reading room and the remainder, consisting of older or more specialized books, being shelved on the four levels of the extensions. Bound periodicals are shelved in steel stacks under the main reading room. Borrowing facilities are available to all matriculated students, to country students and to graduates. There are branch libraries for medicine, law and music. The British Medical Association (S.A. Branch) and the Australian Physiotherapy Association (S.A. Branch) make annual contributions towards the maintenance of the medical library in return for borrowing privileges for their members. The Waite Agricultural Research Institute has a separately administered library of publications in agriculture.

In the University of Western Australia, the first permanent library staff was not appointed until 1927. Provision for a permanent library was not possible when the university moved to its present site, and space and facilities have consequently been inadequate. In 1960, a temporary annexe capable of holding some 200 readers and 30,000 volumes was provided. The first stage of the new library building is included in the buildings approved by the Australian Universities Commission for completion in the 1961–63 triennium. The University Library developed very slowly in the early years, but recently has been adding about 12,000 volumes a year to its stock and making good earlier deficiencies. In addition to the Central Library, there are a number of departmental libraries of which the more important are engineering, agriculture, pre-clinical and law. There is also a medical library, in accommodation provided by the Royal Perth Hospital, for use of the medical school.

Although the library of the University of Tasmania was founded in 1893, a full-time librarian was appointed for the first time at the end of 1945. Since 1954, a Hobart Union List of Serials has been housed in and kept up to date by the university library, thus providing a major reference tool for all bibliographic inquiries in the State. At the end of 1960, the library contained approximately 124,000 volumes and received 2,200 periodicals currently.

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

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

(ii) *Victoria.* Under the auspices of the Free Library Service Board, 89 municipal children's libraries have been, or are being, established as part of the library services provided by the councils concerned. All these libraries provide comprehensive modern children's book collections which are constantly being augmented. An annual grant of £5,000, which is additional to the ordinary annual municipal library grant, is provided to assist these libraries. In addition, seven independently controlled children's libraries shared in this grant in 1959.

The Education Department is making provision for the building of library rooms in new schools. Where accommodation is available in existing schools, library furniture is provided free of cost to the schools and the government subsidises the purchase of books. In June, 1959, 330 schools had central libraries.

A scheme of circulating libraries for small schools, particularly in remote areas, has been operating for some years. Three hundred and twenty schools benefited from this scheme in 1959.

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

(iii) *Queensland.* The Library Board of Queensland stresses to local bodies the importance of providing adequate library services for children. There are in Queensland 81 libraries free to children, of which 11 are conducted by the Brisbane City Council. The children's libraries at Rockhampton, Toowoomba, and Townsville are particularly active. Country children who are not catered for locally may borrow from the country extension service which possesses a separate children's collection. The purchase of books in State school libraries in Queensland is financed by school committees and parents' associations, with a subsidy from the Department of Education on a £1 for £1 basis. Trainees at the Teachers Training College are instructed in school library organization and management.

(iv) *South Australia.* A children's library of 25,000 volumes is used by school classes and individual children living in the metropolitan area. Except for works of reference, all books are available for loan. In August, 1957, a youth lending service was opened for young people from 13 to 18 years of age. It has a stock of 8,700 volumes.

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

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

One-teacher and two-teacher schools are served by the Charles Hadley travelling library and the small schools fixed library services. Under the fixed library scheme, permanent libraries of reference books and encyclopaedias were placed in each such school. Books to the value of £15 were added to each of these libraries annually from 1948 to 1954. Since then, the grant for these books is made at three year intervals. The Hadley library provides recreational reading and operates 340 boxes which are exchanged every three months. The government grants £500 per annum for this service, and the participating schools contribute the commission received from the Commonwealth Savings Bank—about £140.

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

(vi) *Tasmania.* The Lady Clark Memorial Children's Libraries, at the State Library, Hobart, aim to serve all children in Tasmania with books. At 30th June, 1960, 208 children's libraries and depots had been established.

Practically all State secondary schools in Tasmania have libraries, with full-time librarians in four of them. A schools' library service gives a book service to schools and assists schools wishing to set up their own libraries. In 1959, the number of schools receiving service was 108 and the number of books issued was 12,437.

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

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

§ 14. Public Museums.

(i) *New South Wales.* The Australian Museum in Sydney, founded in 1836, is the oldest in Australia. In addition to possessing fine collections of Australian fauna, the museum contains valuable anthropological and mineral collections. The number of visitors to the institution during 1958–59 was 323,600 and the average attendance 806 on week-days and 1,374 on Sundays. The expenditure for 1958–59 amounted to £119,734. A valuable library containing 33,000 volumes is attached to the museum. Courses of evening popular lectures are delivered and lecturers also visit distant suburbs and country districts, and afternoon lectures for school children are provided; 10,650 children attended during 1958–59. Representative collections illustrative of the natural wealth of the country are to be found in the Agricultural and Forestry Museum and the Mining and Geological Museum. The latter institution prepares collections of specimens to be used as teaching aids to country schools. The

"Nicholson" Museum of Antiquities, the "Macleay" Museum of Natural History and the Museum of Normal and Morbid Anatomy attached to the University of Sydney, and the National Herbarium and Botanical Museum at the Sydney Botanic Gardens, are all accessible to the public.

There is a Museum of Applied Arts and Sciences in Sydney with branches in three country centres. Valuable research work is being performed by the scientific staff in connexion with oil and other products of the eucalyptus and the gums, kinos, tanning materials, and other economic products of native vegetation generally. Expenditure during the year 1958-59 was £58,771.

(ii) *Victoria*. The National Museum at Melbourne, devoted to natural history, geology and ethnology, is in the eastern section of the public library building. The Museum of Applied Science, also housed under the same roof, contained at 30th June, 1959, 24,000 exhibits which covered applied and economic aspects of all branches of science. There is a fine Museum of Botany and Plant Products in the Melbourne botanic gardens. In addition to the large collection in the geological museum attached to the Mines Department in Melbourne, well-equipped museums of mining and geological specimens are established in connexion with the School of Mines in the chief mining districts.

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

(iv) *South Australia*. The South Australian Museum has considerable collections of most branches of natural history. In 1959-60, there were at least 200,000 visitors and expenditure was £63,750.

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

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

(vi) *Tasmania*. There are two museums in Tasmania—the Tasmanian Museum at Hobart, and the Queen Victoria Museum and Art Gallery at Launceston—both of which contain valuable collections of botanical, mineral and miscellaneous products. The museum received aid from the Government during 1959-60 to the extent of £29,000.

§ 15. Public Art Galleries.

(i) *New South Wales*. The Art Gallery of New South Wales originated in the Academy of Art founded in 1871. At the end of 1959, its contents comprised 1,452 oil paintings, 948 water colours, 2,509 prints and drawings, 144 sculptures and casts, and 1,284 ceramics, works in metal and miscellaneous. Since 1895, loan collections of pictures have been exhibited regularly in important country towns. The expenditure for 1959-60 was £52,427.

(ii) *Victoria*. The National Gallery at Melbourne at 30th June, 1959, contained 1,241 oil paintings, 7,792 objects of statuary, bronzes, ceramics, etc., and 8,218 water colour drawings, engravings and photographs. The gallery is situated in the same building as the museum and public library. Expenditure by the National Gallery in 1958-59 was £90,755, including £23,253 for purchases of works of art. Several bequests were made to the institution by private citizens. There are provincial art galleries at Ballarat, Bendigo, Castlemaine, Geelong, Mildura, Shepparton, St. Arnaud and Warrnambool, to which, periodically, pictures are sent on loan from the National Gallery.

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

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

The collection has been enriched by numerous bequests. In 1959, an anonymous gift of £126,000 was devoted to the purchase of an important collection of modern French paintings. The collection comprises 474 oils, 636 watercolours and drawings, 67 sculptures and 178 art objects.

(iv) *South Australia.* The National Gallery at Adelaide originated in an exhibition of pictures in the public library building in 1881. Many bequests made by private citizens have materially assisted its growth. At 30th June, 1960, there were in the gallery 1,875 paintings in oil, water colours and pastels, 133 items of statuary and large collections of drawings, prints, furniture, ceramics and coins. The expenditure during 1959-60 was £37,112.

(v) *Western Australia.* The Western Australian Art Gallery was established in 1895. Although under the statutory management of a board of five members, appointed by the State Government, it functions under its own director and staff. At 30th June, 1960, the collection included 362 oil paintings, 202 water colours, 10 pastels, 792 drawings, 552 prints, 1,021 reproductions, 9 miniatures and 24 pieces of sculpture. International and interstate exhibitions are frequently held, and travelling exhibitions are sent to country centres.

(vi) *Tasmania.* In Tasmania, the Art Gallery at Hobart was opened in 1887. In June, 1960, it contained 212 oil paintings, 186 water colours, 127 black and white, three statuary and 146 etchings, engravings, etc. Expenditure in 1959-60 was £25,095.

The Art Gallery at Launceston was opened in 1891. In June, 1959 there were on view 233 oil paintings, 337 water colours, 87 black and white, and 211 miscellaneous exhibits. Expenditure in 1959-60 was £16,019.

§ 16. Scientific Societies.

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

ROYAL SOCIETIES.

Particulars.	Sydney.	Melbourne.	Brisbane.	Adelaide.	Perth.	Hobart.	Canberra.
Year ended—	Feb. 1960.	Dec. 1960.	Dec. 1960.	Sept. 1960.	Dec. 1959.	Dec. 1960.	Dec. 1959.
Year of charter	1866	1859	1884	1880	1913	1844	1930
Number of members	341	377	269	193	210	560	195
Volumes of transactions issued	94	98	71	83	42	94	..
Number of books in library	41,000	20,000	56,809	20,000	6,000	32,680	..
Societies on exchange list	384	320	288	259	220	316	..
Income	£ 3,686	3,396	864	2,728	a 1,228	1,830	158
Expenditure	£ 3,797	3,987	620	2,692	a 1,172	1,800	115

(a) 30th June, 1960.

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

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

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

Six Fellows, distinguished for their achievements in the natural sciences, are elected annually. The total Fellowship in 1960 was 91.

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

The headquarters of the Academy is situated in Canberra. This building houses the offices of the Academy and provides a conference centre of international standard for scientific and other meetings.

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

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

The Linnean Society of New South Wales, with headquarters in Sydney, was founded in 1874. Sir William Macleay, who died in 1891, during his lifetime and by his will endowed the Society to the amount of £67,000, which has been increased by investment to approximately £100,000. The Society offers annually to graduates of the University of Sydney who are members of the Society and resident in New South Wales, research fellowships (Linnean Macleay Fellowships) in various branches of natural history. One fellowship was awarded for 1961. The library comprises some 19,000 volumes. Eighty-five volumes of Proceedings have been issued, and the Society exchanges with about 300 kindred institutions and universities throughout the world. The membership at the end of 1960 was 270.

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

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

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

The expenditure by each State Government on education, science and art during the year 1958–59 is shown in the following table. Owing to the details not being available in all States, the figures exclude officers' pensions and superannuation, pay-roll tax, and interest and sinking fund on capital expended on buildings. The cost of the medical and dental inspection of school children is also excluded, as this service is more appropriately classified under public health.

STATE EXPENDITURE ON EDUCATION, SCIENCE AND ART, 1958-59.
(£'000.)

State.	Expenditure from—				Receipts.	Net Expenditure.
	Revenue.	Loan.	Other Funds.	Total.		
New South Wales	46,032	11,543	..	57,575	1,030	56,545
Victoria	31,900	9,112	..	41,012	389	40,623
Queensland	14,270	3,167	829	18,266	598	17,668
South Australia	11,672	3,498	..	15,170	1,060	14,110
Western Australia	9,415	1,782	35	11,232	185	11,047
Tasmania	4,758	1,998	29	6,785	652	6,133
Total	118,047	31,100	893	150,040	3,914	146,126