

CHAPTER IX.

EDUCATION.

§ 1. Evolution of Educational Systems in Australia.

1. *Educational Systems of the States.*—(i) *Place of New South Wales in Australian Education.* The first settlement in Australia being in New South Wales, it is but natural that Australian Education should have had its beginning in that State. In the evolution of educational method and system in Australia, New South Wales also has played a leading part, and has had practically a dominating influence. The subject is dealt with in some detail in No. I. and No. II. issues of the Commonwealth Official Year Book, but it is not proposed to repeat it in the present volume. (See also 2 hereunder.)

(ii) *Educational Systems of other Commonwealth States.* A more or less detailed account of the origin and development of the educational systems of the other States also appears in No. I. and No. II. issues of the Year Book.

(iii) *Medical Inspection of State School Children.* See Chapter XII., Public Hygiene.

2. *Recent Development in State Educational Systems.*—Preceding issues of the Official Year Book contained an outline of recent developments of the educational systems of the various States (see No. 22, pp. 426–29), but it has been decided to omit this information from the present volume.

As pointed out in previous issues, the educational system of New South Wales may now be considered as a more or less homogeneous entity, the various stages succeeding one another by logical gradation from kindergarten to university. In the other States development is proceeding on somewhat similar lines, activity in this respect being greatly helped by interstate conferences of directors of education and of inspectors and teachers. The eighth biennial conference of Directors of Education was held at Adelaide in May, 1930, and was attended by representatives of all the Australian States, and of New Zealand.

§ 2. State Schools.

1. *General.*—The State Schools, or, as they are sometimes termed, the “public” schools, of Australia comprise all schools directly under State control, in contradistinction to the so-called “private” schools, the bulk of which, though privately managed, nevertheless cater for all classes of the community. Separate information regarding Technical Education is given in § 6, but the junior technical schools are included hereunder.

2. *Returns for Year 1929.*—(i) *General.* The following table shows the number of State Schools, together with the teachers employed and the enrolment and “average attendance” in each State during the year 1929 :—

STATE SCHOOLS.—RETURNS, 1929.

State or Territory.	Schools.(a)	Teachers.(b)	Scholars Enrolled.	Average Attendance.	Percentage of Attendance on Enrolment.
New South Wales (c) ..	3,328	11,865	352,071	302,922	86·0
Victoria	2,760	9,379	257,386	207,192	80·5
Queensland	1,731	4,279	141,991	112,489	79·2
South Australia ..	1,072	3,405	87,810	76,281	86·9
Western Australia ..	862	2,062	57,832	50,475	87·3
Tasmania	504	1,389	31,890	28,036	87·9
Northern Territory ..	6	12	319	231	72·4
Australia	10,263	32,391	929,299	777,626	83·7

(a) Schools open during year. (b) Exclusive of sewing mistresses. (c) Including Federal Capital Territory.

Unfortunately the schemes of enrolment and of the computation of average attendance are not identical throughout the States, so that the comparisons are imperfect. Based on the average quarterly enrolment, the percentage of attendance in Queensland in 1929 amounted to 82·6.

(ii) *Schools in the Federal Capital Area.*—(a) *General.* During the year 1929 fifteen State Schools were in operation in the Federal Capital Territory (Yass-Canberra). The pupils enrolled numbered 1,371 and the average attendance 980. Cost of upkeep amounted to £14,000. By arrangement with the Federal Government these schools are conducted by the New South Wales Education Department on the same lines as the ordinary State Schools, the Department being recouped for expenditure. Ample provision has been made for both primary and secondary education, and this will be increased to meet requirements. (b) *The University College.*—The question of the establishment of a University at Canberra has been under consideration, and in the meantime a University College has been established. By virtue of a regulation of the University of Melbourne, the College is empowered to provide approved lectures in all subjects of the Arts, Science, Commerce, and Law courses of that University. In 1930 there were 32 students attending lectures.

3. *Growth of Enrolment and Attendance.*—The enrolment and average attendance at the State Schools in Australia are given below for the years 1891, 1901, 1911, and for each year of the period 1925 to 1929 :—

STATE SCHOOLS.—ENROLMENT AND ATTENDANCE.—AUSTRALIA, 1891 TO 1929.

Year.	Total Population. (a)	Enrolment.	Average Attendance.	Year.	Total Population. (a)	Enrolment.	Average Attendance.
1891 ..	3,421	561,153	350,773	1926 ..	6,111	883,925	730,571
1901 ..	3,825	638,478	450,246	1927 ..	6,235	901,326	748,712
1911 ..	4,573	638,850	463,799	1928 ..	6,337	920,060	764,496
1925 ..	5,992	872,473	720,975	1929 ..	6,414	929,299	777,626

(a) At 31st December, in thousands.

During the last five years the average attendance increased by about 8 per cent., the figures ranging from about 11 per cent. and 10 per cent. in New South Wales and South Australia respectively to about 2 per cent. in Tasmania.

4. *Distribution of Educational Facilities.*—(i) *In Sparsely-settled Districts.* The methods adopted in the various States to carry the benefits of education into the remotest and most sparsely-settled areas are set out in some detail in previous issues of the Official Year Book (see No. 22, pp. 430-31), but this information cannot be repeated in the present volume.

(ii) *Centralization of Schools.* The question of centralization of schools adopted so successfully in America and Canada has received some attention in Australia, and particularly in New South Wales. It is recognized that a single adequately staffed and well-equipped central institution can give more efficient teaching than a congeries of small scattered schools in the hands of less highly trained teachers, and the small schools in some districts were therefore closed and the children conveyed to the central institution. The principle was first adopted in New South Wales in 1904, and in 1929 a sum of £51,194 was expended in boarding allowance and conveyance to central schools. Cost of conveyance to State Schools in Victoria during 1929 was returned as £12,118. In South Australia the sum of £11,000 was disbursed in connexion with travelling expenses of school children in 1929, while £12,653 was spent in Western Australia, and about £4,500 in Tasmania. (It may be pointed out, however, that the parents are often reluctant to part with the small schools which form, as it were, "heart centres" in their little community, while the kindly help of the teachers is a great asset in the social and intellectual life of the districts served by the schools.)

(iii) *Education of Retarded and Defective Children.*—This subject was alluded to at some length in preceding issues of the Official Year Book (see No. 22, pp. 431-2), but the information cannot be repeated in this issue.

(iv) *Evening Schools.* Evening Public Schools have been in existence for many years in some of the States, but their progress has been uncertain. In New South Wales the 49 Evening Continuation Schools had an effective enrolment in 1929 of 5,427, and

an average attendance of 4,179. The schools for boys are classed as commercial, commercial preparatory, junior technical, and junior technical preparatory, and for girls as domestic and domestic preparatory. Attendances at the schools for boys numbered 3,496, and at those for girls 683. The comparatively high proportion of attendance to enrolment shows that the institutions are attractive. In Victoria, although the Education Act of 1910 gives authority for the establishment of evening continuation classes at which the attendance of boys up to the age of seventeen years and living within a radius of 2 miles may be made compulsory for six hours a week, considerations of expense have prevented the free exercise of this power. In 1928 there were eleven evening continuation classes with an attendance of 73, but none were recorded in 1929. Evening Continuation Schools have been established under regulation in South Australia, and are intended principally to help the working boy to improve his general education. In Western Australia evening continuation classes were held at 23 centres in 1929, with an average enrolment of 2,728 pupils.

(v) *Higher State Schools.*—In all the States higher schools have been established which provide advanced courses of instruction for pupils who have completed the primary grades. Reference to the development of these schools will be found in preceding Official Year Books (see No. 22, pp. 433–4), but considerations of space preclude the repetition of this information herein.

(vi) *Agricultural Training in State Schools.*—Extended reference to the methods adopted in the teaching of agriculture in State Schools will be found in preceding Official Year Books (see No. 22, pp. 434–7), but considerations of space preclude the repetition of this matter herein.

5. Teachers.—The distribution of the teaching staff in the State Schools during the year 1929, including teachers of needlework, was as follows :—

STATE SCHOOLS.—TEACHING STAFF, 1929.

State.	Principal Teachers.		Assistants.		Pupil or Junior Teachers.		Sewing Mistresses.	Total.		
	Males.	Fem.	Males.	Fem.	Males.	Fem.		Males.	Fem.	Total.
New South Wales	2,463	648	2,733	6,021	..	..	222	5,196	6,891	12,087
Victoria ..	1,618	973	1,295	3,202	644	1,347	349	3,557	5,871	9,728
Queensland ..	1,079	615	762	1,553	127	143	..	1,068	2,311	4,279
South Australia ..	661	450	755	1,376	49	114	213	1,465	2,153	3,618
Western Australia	451	372	253	780	20	186	136	724	1,474	2,198
Tasmania ..	230	360	88	445	49	217	3	367	1,025	1,392
Northern Territory	3	3	2	3	..	1	..	5	7	12
Total ..	6,805	3,421	5,888	13,380	889	2,008	923	13,582	19,732	33,314

The figures for principal teachers include mistresses of departments, while students in training colleges have been grouped with assistants. Some of the teachers in sole charge of small schools have had very little training, but future permanent appointments will be confined as far as possible to those who have gone through a regular course of instruction.

It will be observed that there is a fairly large number of junior teachers, or pupil teachers, as they are called in some of the States. Although expert pedagogical opinion throughout the world is against the pupil-teacher system, motives of practical expediency compel its retention, or some modification thereof, in most countries.

In New South Wales and in some of the other States attention has recently been drawn to the difficulty of securing an adequate supply of teachers, particularly male teachers for small schools in out-back districts. Difficulty is also experienced in some of the States in securing suitable living accommodation for teachers of these small schools.

6. Training Colleges.—The development of the training systems of the various States has been alluded to at some length in earlier issues of the Year Book (see No. 22, pp. 437–9), but considerations of space will not permit of its retention herein.

7. *Expenditure.*—(i) *Maintenance—All Schools.* The net expenditure on maintenance in all grades of schools, excepting technical schools, and the cost per head of average attendance for the five years ended 1929 are shown below. The figures do not include expenditure on buildings, which is given separately in a subsequent table.

STATE SCHOOLS.—EXPENDITURE ON MAINTENANCE, 1925 TO 1929.

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	Total.
TOTAL.								
	£	£	£	£	£	£	£	£
1925	3,520,903	1,963,214	1,364,844	597,960	548,426	246,429	4,326	8,246,102
1926	3,626,447	2,132,519	1,406,853	710,499	556,748	251,307	4,443	8,688,816
1927	3,697,618	2,340,581	1,438,969	743,274	605,704	257,653	4,406	9,088,205
1928	3,937,082	2,464,714	1,471,322	778,715	624,271	266,281	5,153	9,547,538
1929	4,206,334	2,536,674	1,547,076	813,485	633,306	269,202	5,744	10,011,821

PER HEAD OF AVERAGE ATTENDANCE.									
	£	s.	d.	£	s.	d.	£	s.	d.
1925	12	18	3	10	1	3	12	9	0
1926	13	3	3	10	16	6	12	12	10
1927	12	17	8	11	14	6	12	14	6
1928	13	7	4	12	1	11	12	13	7
1929	13	17	9	12	4	10	13	6	3

The combined growth in cost of maintenance during the last five years has been brought about by the higher salaries and allowances paid to teachers, and the increased expenditure in connexion with the supply of materials and equipment. Practically the whole of the increase in Western Australia for the year 1927 was due to the reclassification and new salary scales for teachers.

(ii) *Maintenance—Secondary Schools.* The figures given in the preceding table refer to expenditure on maintenance of all State primary and secondary schools, exclusive of technical colleges. It has been thought desirable by the State Education Departments to give separate information in regard to the cost of secondary education. Any satisfactory estimate of this nature is, however, rendered difficult by the circumstance that there is no exactly comparable definition of the term "secondary" as applied in the various States, while difficulties arise in connexion with the correct apportionment amongst the various branches of expenses of administration, inspection, and the training of teachers. A further complication is caused by the fact that both elementary and higher education are in some instances given in the same school and by the same teacher. The figures quoted in regard to cost hereunder have been extracted from the Reports of the State Education Departments, and are subject to the qualifications above enumerated.

STATE SECONDARY SCHOOLS.—EXPENDITURE ON MAINTENANCE, 1929.

State.						Cost.	Cost Per Head of Population.
						£	s. d.
New South Wales	..	..	..	..	..	543,871	4 5
Victoria	..	..	..	..	..	341,266	3 10
Queensland	..	..	..	..	..	150,019	3 3
South Australia	..	..	..	..	..	102,566	3 6
Western Australia	..	..	..	..	..	125,920	6 1
Tasmania	..	..	..	..	..	21,537	2 0

The figures in all cases are exclusive of cost of buildings. For Queensland, the figure quoted does not include the cost of the Agricultural High School and College, which amounted in 1929 to £29,382.

(iii) *Buildings.* Expenditure on school buildings in each of the years quoted was as follows:—

STATE SCHOOLS.—EXPENDITURE ON BUILDINGS, 1925 TO 1929.

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	Total.
	£	£	£	£	£	£	£	£
1925	621,109	459,303	126,392	138,132	63,373	43,248	823	1,452,380
1926	638,337	508,121	138,784	231,207	57,337	34,716	132	1,608,684
1927	668,413	578,091	98,905	156,520	53,506	21,751	..	1,577,786
1928	1,004,241	398,939	143,995	102,477	68,957	44,150	..	1,762,759
1929	772,296	360,262	127,504	111,137	76,025	32,801	(a)	1,480,025

(a) Not available.

The large increases in expenditure shown in most instances during the last four years were due to the efforts made to overtake arrears in necessary buildings and repairs.

(iv) *Total.* The net total cost during the year 1929 was as follows:—

STATE SCHOOLS.—NET TOTAL COST, 1929.

Item.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	Total.
	£	£	£	£	£	£	£	£
Net cost of education, including buildings	4,978,630	2,896,936	1,674,580	924,622	709,331	302,003	5,744	11,491,846

The figures in this and the preceding tables refer to all grades of State schools (with the exception of technical schools), and include evening schools. Including buildings, the net cost per scholar in average attendance for the whole of the State schools in Australia amounted in 1929 to £14 15s. 7d., as compared with £4 9s. 3d. in 1901.

8. *School Savings Banks.*—In New South Wales the control of these institutions was taken over in 1924 by the Government Savings Bank, which allows interest on the children's deposits. At the 30th June, 1930, there were 1,799 school banks, with 138,678 depositors having at credit £197,035. In Victoria banks were in operation at 2,410 schools at the 30th June, 1930. On the same date the number of depositors amounted to 165,107 and balances at credit to £289,040. School Savings Banks began operations in Queensland in July, 1928, and at the end of July, 1930, there were 548 banks, with 28,110 depositors, and balances amounting to £28,913. In South Australia, there were 64,364 depositors in 1929 with £93,998 to their credit; and in Western Australia, there were 729 school banks, with 54,927 depositors and £91,860 to their credit.

§ 3. Private Schools.*

1. *Returns for 1929.*—The following table shows the number of private schools, together with the teachers engaged therein, and the enrolment and average attendance in 1929:—

PRIVATE SCHOOLS, 1929.

State.	Schools.	Teachers.	Enrolment.	Average Attendance.
New South Wales	726	4,647	108,190	76,178
Victoria	501	2,249	65,418	55,600
Queensland	205	1,266	32,635	27,808
South Australia	182	910	17,379	13,864
Western Australia	125	535	11,854	10,745
Tasmania	66	343	6,474	4,727
Northern Territory	1	5	127	96
Total	1,806	9,955	242,077	189,018

(a) Estimated.

The totals for New South Wales include returns from the Sydney Grammar School, which receives a yearly State subsidy of £1,500, and which, in 1929, had an enrolment of 623, and an average attendance of 589.

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

The figures for Queensland include the returns from Grammar Schools, of which there are ten—six for boys and four for girls, with an enrolment of 1,507 boys and 952 girls. These schools are governed by boards of trustees, partly nominated by Government, and partly by the subscribers to the funds. The trustees make regulations regarding the fees of scholars, the salaries of teachers, and generally for the management of the schools. The Government endowment received in 1929 amounted to £20,754. In addition, a sum of £19,396 was received for Government scholarships and bursars' fees. The Grammar Schools are inspected annually by officers of the Department of Public Instruction. In Central Australia there is a privately conducted school for natives at Hermannsburg with an enrolment in 1929 of 92 scholars. Returns regarding this institution have not been included in the preceding table.

2. **Growth of Private Schools.**—The enrolment and average attendance at private schools during 1891, 1901, 1911, and in each year of the period 1925 to 1929 are as follows:—

PRIVATE SCHOOLS.—ENROLMENT AND ATTENDANCE, 1891 TO 1929.

Year.	Enrolment.	Average Attendance.	Year.	Enrolment.	Average Attendance.
1891	124,485	99,588	1926	233,566	178,985
1901	148,659	120,742	1927	235,074	181,396
1911	160,794	132,588	1928	237,713	184,464
1925	228,564	175,283	1929	242,077	189,018

The increase in average attendance during the last five years amounted to about 8 per cent.

3. **Registration of Private Schools.**—Conditions in regard to the registration of private schools were alluded to in previous Year Books (*vide* No. 18, p. 451), but considerations of space preclude the repetition of this information in the present issue.

§ 4. Free Kindergartens.

The following information regarding Free Kindergartens has been compiled from particulars supplied by the principals of the chief institutions or the organizing secretary in each State, except in the case of Western Australia, the details for which were furnished by the Education Department.

FREE KINDERGARTENS, 1929-30.

State.	No. of Schools.	Average Attendance.	Permanent Instructors.	Student Teachers.	Voluntary Assistants.
New South Wales (Sydney)	16	950	32	50	80
Victoria (Melbourne) ..	28	1,600	69	33	360
(Ballarat) ..	1	39	2	..	11
Queensland (Brisbane) ..	6	(a)320	8	18	25
South Australia (Adelaide)	9	383	11	28	23
Western Australia (Perth)	7	294	12	14	4
Tasmania (Hobart) ..	4	125	7	4	2
(Launceston) ..	2	91	4	..	6
Total	73	3,802	145	147	511

(a) Estimate.

In New South Wales there were 105 students at the Kindergarten Training College. At the Melbourne College, 33 students were in training. The Brisbane Training College had 18 students in training, the Training College at Adelaide 37, and at Perth 14. Four students were in training at Hobart.

The information given above refers to institutions under private kindergarten unions or associations, and is exclusive of the kindergarten branches in the Government schools of the various States.

§ 5. Universities.

1. **Origin and Development.**—A brief account of the origin and development of the Universities in the various States is given in preceding issues of the Official Year Book (see No. 22, pp. 442-3), but this information cannot be repeated herein.

2. **Teachers and Students.**—The following table shows the number of professors and lecturers, and the students in attendance at each of the State Universities during the year 1929:—

UNIVERSITIES.—TEACHERS AND STUDENTS, 1929.

University.	Professors.	Lecturers and Demonstrators.	Students attending Lectures.		
			Matriculated.	Non-matriculated.	Total.
Sydney	48	163	..	..	2,520
Melbourne	29	148	..	..	(a) 2,616
Queensland (Brisbane) ..	14	38	544	122	666
Adelaide	19	112	1,016	797	(b) 1,813
Western Australia (Perth) ..	14	37	545	97	642
Tasmania (Hobart) ..	10	18	182	58	240

(a) Exclusive of 238 music students.

(b) Exclusive of 466 music students.

Students at the Conservatorium of Music have been excluded in the case of Melbourne and Adelaide. The Conservatorium in Sydney, while attached to the Education Department, is not under the control of the University.

3. **University Revenue.**—The income of the Universities from all sources during the year 1929 was as shown in the table below. The figures in the column "private foundations" refer to income from investments and from new foundations, the cash value of benefactions received during the year being shown separately in the appended note.

UNIVERSITIES.—REVENUE, 1929.

University.	Government Grants.		Fees.	Private Foundations. (a)	Other.	Total.
	Ordinary.	Special.				
	£	£	£	£	£	£
Sydney	32,000	49,170	46,575	88,276	16,256	232,277
Melbourne	66,716	..	87,548	28,165	15,629	198,058
Queensland (Brisbane)	25,857	..	13,115	19,488	2,865	61,325
Adelaide	24,000	31,676	27,922	18,572	6,755	108,925
Western Australia (Perth)	30,500	5,058	3,468	33,035	6,861	78,922
Tasmania (Hobart) ..	14,826	..	2,973	2,693	340	20,832
Total	193,899	85,904	181,601	190,229	48,706	700,339

(a) Not including value of new foundations received during the year as follows:—New South Wales, £29,374; Victoria, £42,149; Queensland, £372; South Australia, £17,103.

In preceding issues of the Official Year Book information was given in some detail in regard to the extent to which the Universities have benefited from private munificence. Space will permit of reference to the most important benefactions only herein. Thus the Challis bequest to the Sydney University amounted to £277,000 (now valued at £316,000): Mr. G. H. Bosch contributed £221,000: Sir P. N. Russell £100,000: Mr. W. O. Watt £78,000: Mr. Thos. Fisher £30,000. Mr. Sidney Myer's gifts to the

Melbourne University amounted to £55,000, while Sir Samuel Gillott, Mr. Edward Wilson (Argus Trust), and Sir Samuel Wilson contributed £41,000, £34,000, and £30,000 respectively. Mr. R. B. Ritchie's gifts for the endowment of a Chair of Economics amount to £30,000, and a similar sum was received from the Supreme Court Library Fund for the endowment of a Chair of Public Law. The Hon. Francis Ormond contributed £20,000 to the University as well as benefactions to Ormond College amounting to considerably over £100,000. Queensland University received about £200,000 from the McCaughey estate, and up to the end of April, 1931, had benefited to the extent of £26,800 from the Walter and Eliza Hall Trust. The chief benefactors to Adelaide University were Sir Thomas Elder, £99,000; Sir Langdon Bonython, £60,000; Mr. T. E. Barr Smith, £30,000; and Mrs. Jane Marks, £30,000. Several very valuable properties in addition to shares in a public company were also bequeathed to this University by Mr. Peter Waite. Under the will of Sir Winthrop Hackett the University of Western Australia received £425,000, while the late Robert Gladden bequeathed an estate valued at £60,000.

4. *University Expenditure.*—For the year 1929 the expenditure by the Universities under various headings was as follows:—

UNIVERSITIES.—EXPENDITURE, 1929.

University.	Salaries and Administration.	Scholarships, Bursaries, etc.	General Maintenance.	Buildings and Grounds.	Other.	Total.
	£	£	£	£	£	£
Sydney	153,690	5,917	34,813	11,344	1,032	206,796
Melbourne .. .	118,967	6,544	7,822	4,316	(d) 68,832	206,481
Queensland (Brisbane) ..	34,774	2,115	3,028	370	(a) 17,817	58,104
Adelaide .. .	63,418	1,121	4,019	12,255	(b) 37,158	117,971
Western Australia (Perth)	29,012	9,973	5,575	86,409	(c) 16,459	147,428
Tasmania (Hobart) ..	13,772	1,293	2,426	714	(e) 1,505	19,710
Total	413,633	26,963	57,683	115,408	142,803	756,490

(a) Includes laboratory and research, £10,103. (b) Includes laboratory and research, £20,267.
(c) Laboratory and research, £8,582. (d) Includes laboratory and research, £18,907. (e) Includes laboratory and research, £1,308.

5. *University Extension.*—Some account of the initiation and progress of university extension is given in preceding Official Year Books (see No. 22, p. 446), but considerations of space preclude the insertion of this matter in the present issue.

6. *Workers' Educational Association.*—In 1913 Workers' Educational Associations were formed in all the States of Australia, and later in New Zealand. The movement has for its object the bringing of the University into closer relationship with the masses of the people, and thereby providing for the higher education of the workers in civic and cultural subjects. There are now direct grants from all State Governments except Western Australia, and an additional University grant in New Zealand. The particulars of grants for classes in 1930 as follow:—New South Wales, £5,200, 53 classes and 3 study circles; Victoria, £4,250, 33 tutorial classes and extension work; Tasmania, £1,841, 16 classes; South Australia, £2,025, 7 tutorial classes and 30 lecture classes and study circles; Queensland, £1,250, 11 classes and 539 correspondence students. In addition, the New South Wales Association receives a Government grant for general organizing purposes of £500, paid on the basis of £1 for £1 on subscriptions and donations up to this amount. The Queensland and South Australian Associations received grants of £750 and £300 respectively. The Carnegie Corporation has in recent years shown its interest in the work by allotting substantial grants to the Associations and to the Universities. The principal subjects chosen in all States are Industrial History, Economics, Political Science, and Sociology, but there is an increasing number of classes in other subjects such as History, Psychology, Philosophy, Literature, Music, Physiology, and Biology. Each University co-operates with the W.E.A. in the formation

of a joint committee for tutorial classes, which supervises the work with the assistance of a University officer with the title of Director of Tutorial Classes. In addition to the longer University tutorial classes many preparatory classes, study circles, and summer schools are organized by the Association, numerous courses of public lectures are delivered, educational conferences promoted, and an extensive book service is spreading educational literature throughout Australia.

§ 6. Technical Education.

1. **General.**—Although provision has been made in all of the States in respect to many necessary forms of technical education, the total provision made would imply that this branch of education has not been regarded as of outstanding importance. As will be seen later on, the expenditure on technical education for the whole of Australia is comparatively small. In preceding issues of the Official Year Book an outline was given of the origin and development of technical education in each State (see No. 22, pp 447–51), but considerations of space preclude its repetition in the present volume.

2. **Returns for Year 1929.**—Returns for the year 1929 in regard to enrolments and attendances, etc., in each State are given in the table hereunder.

TECHNICAL EDUCATION.—ENROLMENTS, ETC., 1929.

State.	Number of Classes.	Teachers.	Enrolments.	Average Attendance.	Fees Received.
					£
New South Wales ..	755	628	32,280	(a) 15,253	26,111
Victoria ..	306	633	25,473	18,472	40,030
Queensland ..	(b)	489	14,920	11,900	16,404
South Australia ..	593	221	13,786	10,420	9,671
Western Australia ..	454	126	7,653	6,649	2,914
Tasmania ..	(b)	105	1,568	1,171	1,609
Total ..	2,108	2,202	95,680	63,865	96,739

(a) Individual Students.

(b) Not available.

Figures for earlier years will be found in preceding volumes. With regard to the figure quoted for number of classes in Victoria, it is stated that each grade of a subject is counted as a class.

3. **Expenditure on Technical Education.**—The expenditure on technical education in each State for the year 1929 is shown below:—

TECHNICAL EDUCATION.—EXPENDITURE, 1929.

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Total.
	£	£	£	£	£	£	£
1929 { (a)	210,912	360,262	108,719	73,897	23,979	24,603	802,37
(b)	14,009	39,474	15,325	358	3,915	371	73,452

(a) Maintenance.

(b) Buildings.

The expenditure on maintenance for technical education in 1929 amounted to 2s. 6d. per head of the population of Australia, as compared with 31s. 5d. per head expended on maintenance for primary and secondary education.

§ 7. Business Colleges and Shorthand Schools.

There has been considerable development in recent years both in the number and scope of privately conducted institutions which aim at giving instruction in business methods, shorthand, typewriting, the use of calculating machines, etc. Particulars for all States excepting Queensland are given in the following table:—

BUSINESS COLLEGES, SHORTHAND SCHOOLS, ETC., 1929.

State.	Schools.	Teachers.	Students Enrolled.		Average Attendance.		Fees Received.
			Males.	Females.	Males.	Females.	
New South Wales..	20	186	1,996	6,584	742	3,287	£ 68,807
Victoria ..	15	131	3,270	2,512	3,040	2,163	(b)
Queensland (a) ..	..	..	..	..	..	..	..
South Australia ..	7	46	836	1,074	652	869	15,618
Western Australia..	12	58	2,167	1,609	(b)	(b)	31,504
Tasmania ..	3	15	113	329	99	268	6,188

(a) Included in private schools. (b) Not available.

The figures for New South Wales are exclusive of students instructed at home through the medium of correspondence classes.

§ 8. Diffusion of Education.

1. *General Education.*—A rough indication of the state of education of the people is obtained at each Census under the three headings, “read and write,” “read only,” and “cannot read.” Particulars for each State and Territory were included in previous issues of the Official Year Book (see No. 19, p. 439). Detailed tables dealing with various aspects of education were published in connexion with the Census of 1921. Here it must suffice to mention that during the period 1871 to 1921 the proportion per 10,000 of the population of Australia able to read and write advanced from a little over 6,000 to nearly 8,500, while that of those able to read only fell from about 1,100 to under 30.

2. *Education as shown by Marriage Registers.*—Another common method of testing the spread of education is to compare the number of mark signatures in the marriage registers with the total number of persons married during each year of a series. The percentage signing with a mark to the total persons married in the Census year 1921 was only 0.17, as compared with 24.60 in 1861.

§ 9. Miscellaneous.

1. *Scientific Societies.*—(i) *Royal Societies.* In previous issues of the Official Year Book an outline was given of the origin and progress of the Royal Society in each State (see No. 22, pp. 454–5), but considerations of space preclude the retention of this matter in the present volume. The accompanying table, however, contains the latest available statistical information regarding these institutions, which in every case have their headquarters in the capital cities of the States.

ROYAL SOCIETIES—PARTICULARS, 1930.(a)

Heading.	Sydney.	Melbourne.	Brisbane.	Adelaide.	Perth.	Hobart.
Year of origin ..	1821	1854	1884	1853	1897	1843
Number of members ..	307	196	190	167	217	267
Vols. of transactions issued..	64	76	42	54	20	66
Number of books in library..	30,000	17,000	8,300	6,250	2,900	16,700
Societies on exchange list ..	385	314	250	212	127	245
Income ..	£ 1,935	707	223	691	286	360
Expenditure ..	£ (b) 1,992	669	197	703	224	348

(a) The Royal Society of Australia, with headquarters at Canberra, has recently been granted a charter.

(b) Exclusive of expenditure on Science House, Sydney, £17,958.

In connexion with the year of origin it may be pointed out that the title Royal Society was in most cases assumed at a later date than that shown in the tables, as the Societies originated under different names.

(ii) *The Australasian Association for the Advancement of Science.* This Association was founded in 1887, with head-quarters at the Royal Society's House in Sydney. Its meetings are usually held biennially within the various States and in the Dominion of New Zealand. The next meeting will be held in Sydney in 1932. The library of the Association contains 4,000 volumes.

(iii) *Other Scientific Societies.* The Linnean Society of New South Wales, with headquarters in Sydney, was founded in 1874. The soundness of its present position is due to the benefactions of Sir William Macleay, who during his lifetime and by his will endowed the Society to the amount of £67,000, which has been increased by judicious investment to over £80,000. The Society maintains a research bacteriologist and offers annually 4 research fellowships in various branches of natural history. Two fellowships were awarded in 1930. The library comprises some 14,000 volumes, valued at about £7,000. Fifty-four volumes of proceedings have been issued, and the Society exchanges with some 223 kindred institutions. The ordinary membership at the end of 1930 was 171.

The British Astronomical Society has a branch in Sydney, and in some of the States the British Medical Association has branches.

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

2. *Public Libraries.*—(i) *States.* In each of the capital cities there is a well-equipped Public Library, the institutions in Melbourne and Sydney especially comparing very favourably with similar institutions elsewhere. The following statement gives the number of volumes in the Public Library of each capital city:—

METROPOLITAN PUBLIC LIBRARIES, 1929.

City.	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Sydney	(a) 368,923	(b) ..	69,501	438,424
Melbourne	363,159	57,362	..	420,521
Brisbane	55,529	..	..	55,529
Adelaide	147,932	70,405	..	218,337
Perth	133,719	..	20,640	154,359
Hobart	29,136	7,073	..	36,209

(a) Including 124,344 volumes in the Mitchell Library.

(b) The maintenance and control of the ordinary lending branch of the Public Library at Sydney were transferred in 1908 to the Municipal Council. At the end of December, 1929, the books numbered 47,562.

In connexion with the Country Lending Branch of the Sydney Public Library, it may be noted that books are forwarded on loan to State schools, to approved associations, and to Schools of Art. During the year 1929-30, over 90,000 volumes were thus circulated, while about 35,000 books were lent to 21,583 individual students.

A special research staff attached to the Public Library gives valuable assistance in making readily available to inquirers the store of information contained in books, etc., which, owing to limitations of space, are not in open access.

The Mitchell Library in Sydney consisted of over 60,000 volumes and pamphlets, and 300 paintings, principally relating to Australasia, valued at £100,000, and bequeathed in 1907 by Mr. D. S. Mitchell, together with an endowment of £70,000. The testators stipulated that the regulations of the British Museum were to be adopted as far as practicable, hence the library is the resort of specialists. There are now over 124,000 volumes in the library in addition to valuable manuscripts, collections of Australian postage and fiscal stamps, and various pictures, coins, etc.

Amongst other important libraries in New South Wales may be mentioned the "Fisher" Library at Sydney University, with 188,000 volumes; the library at the Australian Museum, 26,000; the Teachers' College library, 36,000; Sydney Technical College library, 15,000; and the library at the Botanic Gardens, 10,000. The libraries attached to State schools contain about 524,000 volumes.

The reading room at the Melbourne Public Library ranks among the finest in the world. It was opened in 1913, and has a diameter of 114 feet, with a similar height, and is capable of seating 320 readers at a time, all of whom are under efficient supervision from the centre of the room. During the year 1929, 5,630 volumes were lent to Mechanics' Institutes and Free Libraries, and 20,794 books were sent by post to borrowers in the country.

The library at Brisbane (South) contained about 14,500 volumes at the end of June, 1929.

For some years past efforts have been made in South Australia to collect original documents likely to be of service in compiling a history of the State. So far back as 1914, Professor Henderson, of Adelaide University, under commission from the South Australian Government, visited and reported on the system of keeping archives in England, France, Belgium, Holland, and Ceylon, and obtained valuable information also from the United States and Canada. A department of historical documents has been created under the care of an archivist, and valuable work has been done in connexion with examination, classification, and permanent preservation of the available papers. A suitable building for housing the documents and the staff was provided in 1921. At the 30th June, 1930, the collection numbered 288,918 documents, 11,876 views, and 1,097 maps.

During 1922 the Tasmanian Public Library adopted the plan of lending books to individual country borrowers and to families or committees of residents in country districts. The Public Library at Launceston contains 36,500 volumes.

Statistics in regard to libraries generally are not available for all States, while the information supplied is not in all cases complete. Returns for Victoria in 1929 showed a total of 419 libraries in receipt of State or municipal aid, containing 1,417,000 books; Queensland returned 257 libraries, with 546,000 books; South Australia, 295 libraries and 836,000 books; Tasmania, 23 libraries and 130,000 books; while there were 3 libraries, with 6,000 books, in the Northern Territory.

(ii) *Commonwealth*—(a) *Parliamentary and National Library*. When the Commonwealth Parliamentary Library was created in 1902, it was recognized that at such time as the Federal Capital was established it would be necessary to have available there, for the use of members and the public servants, a library whose scope was wider than that usually associated with a purely Parliamentary one. To this end, therefore, this library was developed on lines similar to those of a State Public Library, and particular attention was given to the acquisition of works relating to or published in Australia. In pursuance of this policy it acquired in 1909 a valuable collection of *Australiana*, comprising about 10,000 volumes, which had been formed by Mr. E. A. Petherick. In 1912, also, a provision was included in the Commonwealth Copyright Act requiring the publisher of any book, pamphlet, etc., printed in the Commonwealth to supply a free

copy to this library. In the same year it undertook the publication of the Historical Records of Australia, and 34 volumes were issued before publication was temporarily suspended in 1926. The rapid development of the Australian and National Sections of the library led the Library Committee in 1923 to decide that the title "Commonwealth National Library" should be given to these, and that at Canberra the library should be divided into two sections—a Parliamentary and a National Section—the former to be housed in Parliament House, the latter in a separate building, to which the public would be given free access. As the accommodation for the National Section is not at present available, the whole library is maintained at the Parliament building, but to meet the requirements of University students and the general public the privileges of the Library have been extended to them in respect to borrowing as well as reference.

The total number of volumes at the beginning of 1931 was 96,100 books and 7,000 pamphlets, the chief features being a unique collection of Captain Cook's manuscripts and early works relating to Australia, also an extensive series of official publications of Great Britain and all the Dominions.

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

3. *Public Museums and Art Galleries.*—Previous issues of the Official Year Book contained a brief description of the public museums and art galleries in each State (see No. 22, pp 457-9), but considerations of space preclude the incorporation of this matter in the present volume.

4. *State Expenditure on all Forms of Educational Effort.*—The expenditure from the Consolidated Revenue in each State and Territory on all forms of educational and scientific activity during the year 1929-30 was as follows:—

EXPENDITURE ON EDUCATION, SCIENCE, AND ART, 1929-30.

State or Territory.	1929-30.	State or Territory.	1929-30.
New South Wales	{ Total £ 4,719,051 Per head 38/0	Western Australia	{ Total £ 751,976 Per head 36/1
Victoria	{ Total £ 2,986,022 Per head 33/7	Tasmania	{ Total £ 336,160 Per head 30/8
Queensland	{ Total £ 1,798,704 Per head 38/8	Northern Territory	{ Total £ 5,832 Per head 26/1
South Australia	{ Total £ 1,069,516 Per head 36/10	Australia	{ Total £ 11,667,261 Per head 36/5

During the quinquennium ending in 1929-30, the total expenditure has risen by nearly £1,857,000, while the expenditure per head of population showed a rise of 3s. 8d. This comparatively heavy increase has been largely due to the expanding provision for State-aided education, to greater cost of building, equipment, and maintenance, and to increments in teachers' salaries and allowances.